

Introduction & Context

Forehill is a large non-denominational primary school and Early Years Centre, situated on the edge of the town of Ayr, and is very much a focal point for the local community.

At June 2025, the school and early years centre has a combined roll of 595 children, arranged in 21 classes from Early Years through to Primary 7. Demand for places in the school and early years centre is high, with a waiting list for certain stages across the school.

Within our roll, we have 17 children living in deciles 1 & 2, which is 4% of our school roll. We have 62 children in receipt of free school meals (14% of our school roll). We have a further 31 children - 7% of the school roll not in SIMD 1 or 2, or in receipt of free meals, but affected by other adverse experiences. The total number of children affected by the poverty related attainment gap is 105 children (23% of school roll).

Accommodation within the school comprises of classrooms, a music room, STEM room with outside space, nurture bases, sensory rooms, gym hall, dining hall, infant and senior libraries, staff bases, meeting rooms, staffroom, offices and several out of class open teaching areas. All infant classrooms have direct access to outdoor spaces, which are used to extend learning into the eco-garden and outdoor spaces.

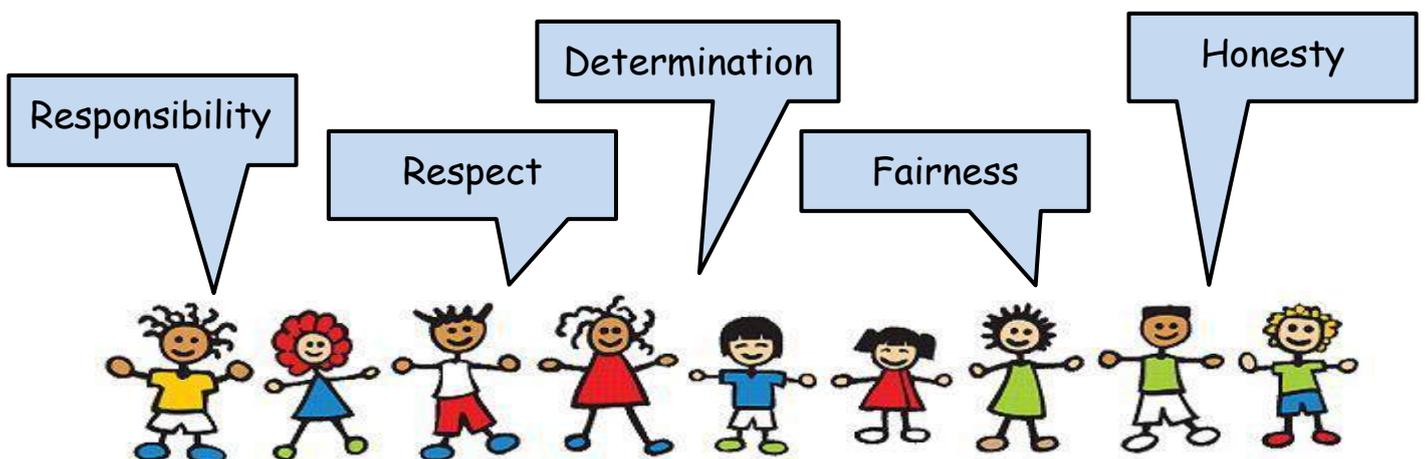
We have a diverse, experienced, and high-quality staff, deployed across the school, making use of their skills and strengths to provide a range of high-quality learning and teaching experiences for all young people.

Our Vision.....

In Forehill, we believe that every child should be inspired and challenged by the opportunities we offer. We do this, by working in partnership with parents and children, building a learning community in which we:

- ✓ Provide a broad, balanced curriculum, relevant to our learners, which prepares them to be successful in a changing world.
- ✓ Promote a culture of high expectations and achievement
- ✓ Encourage independence, confidence, resilience, curiosity and enthusiasm
- ✓ Promote a nurturing and inclusive ethos, which recognises and celebrates individual skills and achievements skills and opinions;

Our Values.....



Our Aims.....

Successful Learners	Confident Individuals
<p><u>Children</u> To participate fully in all learning opportunities on offer in and out of school, continuing to improve and develop skills and knowledge in all areas.</p> <p><u>Parents</u> To take an interest in what my child is learning, offering support to build on their learning at home.</p> <p><u>Staff</u> To provide broad, meaningful learning experiences, which enable all young people to become successful, confident, responsible and effective, equipped with skills for work and lifelong learning.</p> <p><u>Community</u> Work in partnership with pupils and parents to support positive learning opportunities and relationships within a caring and inclusive local community.</p>	<p><u>Children</u> To believe that anything is possible through hardwork, effort and determination.</p> <p><u>Parents</u> To celebrate and nurture success at home, and to provide a solid, secure emotional foundation which promotes self-belief.</p> <p><u>Staff</u> To provide active, challenging and stimulating learning opportunities and promote positive relationships within a safe, nurturing environment.</p> <p><u>Community</u> Through the sharing of mutual values, help and support the school community by promoting mutual respect.</p>
Responsible Citizens	Effective Contributors
<p><u>Children</u> To take responsibility for their own learning, behaviour and respect shown to everyone in the school community.</p> <p><u>Parents</u> To support parents in encouraging them and their children to take responsibility for aspects of learning and achievement in and out of school.</p> <p><u>Staff</u> To provide flexible learning experiences which offer personalisation and choice through a progressive and broad curriculum. To support and inspire children through their learning journey, ready to play their role in an ever-changing world.</p> <p><u>Community</u> To recognise the positive impact children can make on the community and act as positive role models to them.</p>	<p><u>Children</u> To participate fully in the opportunities made available in the school, working alongside all pupils, not just friends – showing respect to everyone in the school community.</p> <p><u>Parents</u> To continue to provide opportunities for parents to be involved in the social and educational life of the school.</p> <p><u>Staff</u> To recognise and celebrate the achievements of all learners within and beyond school. To support and develop a team approach to improve learning</p> <p><u>Community</u> To enhance our links with the community to extend the learning we undertake in school.</p>

What Key Outcomes have we Achieved?

Priority: 1	To continue to develop and embed the Talk for Writing approach to support the teaching of writing across the school. To engage with the South Ayrshire Reads Team to review the school's approach to reading and to better meet the needs of all learners.
NIF Driver:	School Improvement
Progress/Impact :	
<p><u>Reading</u></p> <p>Phonics assessments in P2 and P3 enabled planned teacher support to be put in place for those pupils who required additional support. This has had a positive impact with improvement being seen across this cohort. Staff Reading Leaders and SLT worked to streamline approaches to reading across the school with one main phonics reading scheme being identified. This ensures a clear progression for learners and teachers as well as pathways for those who require to be supported or challenged. Accelerated Reader continues to have a positive impact on reading attainment from P4-P7 as well as reading for enjoyment. This, combined with a strong pupil voice, resulted in a refresh to the library. This has made a difference to even our most reluctant readers, with many more children being visibly enthusiastic about what they are reading. All EYPs, School Assistants and Teaching Staff have completed year 1 of the South Ayrshire Reads programme and now have a theoretical understanding of decoding and encoding, fluency, syllabification, morphology and reading assessment. Many teachers have begun to put these elements into practice. Staff will continue to develop this further as we embark on year 2 of the programme. Staff in the EYC have worked closely with Speech and Language to deliver personalized support for individuals and small groups and children have completed the phonological awareness programme. Staff have also run blocks of literacy-based parent and child sessions alongside the family learning team. As a result of this work in the EYC there has been an improvement in children's speech and language across the center and improved achievement of milestones. There has also been a focus on the cluster literacy initiative focusing on identified milestones. This has involved daily inputs for all children, home links and parent sessions. This has meant that a higher percentage of children have achieved identified milestones.</p> <p><u>Writing</u></p> <p>Learners in Forehill Primary and EYC experience a progressive and structured writing programme supported by planning based on a whole school overview and writing toolkits linked to Curriculum for Excellence. This has impacted positively on both learning and teaching. Learners benefit from being exposed to high quality, relevant and interesting texts which promote reading for enjoyment. This has led to improved writing structure and vocabulary in pupils' writing. Free Writing Friday has been successful as it has encouraged reluctant writers to engage with the writing process in a variety of ways. Our spelling programme continues to be evaluated in line with the South Ayrshire Reads programme. The work on spelling will be further developed next session. The Talk Boost programme has supported learners to develop their vocabulary and has had a marked impact.</p>	

Next Steps
<ul style="list-style-type: none"> • To formalise our approaches to the teaching of writing across the school. • To continue to engage with the South Ayrshire Reads Team and partner school to review the school's approach to reading and to better meet the needs of all learners. • To develop confident and skilled readers in South Ayrshire with a lifelong love of reading and the confidence to access all aspects of education, culture, and society. • To support and develop all education staff in South Ayrshire to implement best practice through a culture of shared knowledge, collaboration, and enquiry. • To promote the implementation of an excellent reading curriculum which prioritises best practice, challenge, and adapted teaching for children with additional support needs. • To gather, use and analyse data effectively to drive change and improvement in children's reading skills, reading confidence and reading attainment.

Priority: 2	<p>Continue to improve the quality of learning and teaching across the school, through collegiate working and sharing of strong pedagogy.</p> <p>Increased focus on planning and moderation of assessments in core areas and in developing teacher confidence in handling data to support improvement.</p> <p>Further develop systems for tracking pupil progress and reporting to and engaging with parents.</p>
NIF Driver:	School Improvement, Parental Engagement, Assessment of Children's Progress
Progress/Impact:	
<p>All staff have participated in a variety of high-quality self-evaluation experiences which has ensured attainment has stayed high across the EYC and school. In the EYC, staff continue to develop their skills through a variety of in house CLPL activities which ensure provocations are rich, creative and meaningful.</p> <p>Staff have developed their questioning style using resources such as Bloom's to deepen and extend learning. The way learning is planned across the school has been evaluated and teachers will continue to develop curriculum mapping and planning of blocks of learning to ensure breadth and depth across curriculum areas. Play based learning approaches have been established and embedded across Early and First Level with clear planning and expectations set out. The successful addition of an EYP to support Play Based Learning has had a significant impact on the provocations and opportunities children are experiencing.</p> <p>Headstart Numeracy assessments have been introduced this session with teaching staff using data from these assessments to plan appropriately close gaps within classes.</p> <p>SLT and teaching staff have worked closely to ensure the benchmarks are being used to effectively support decisions being made around pupil progress and achievement. Time has also been taken to support staff to make effective use of data when considering children's achievements in learning.</p> <p>Staff in the EYC and those teaching staff involved in the P1-P3 Play development group have used Realising the Ambition to help support self-evaluation activities around play. It has also been used to carefully consider best practice in play to ensure high quality experiences are being provided for children.</p>	

Next Steps
<ul style="list-style-type: none"> • Children will continue to experience consistently high-quality learning. • Children's progress will be tracked more robustly as staff become more confident in a range of approaches to assessment and moderation. • Parents will have more regular information about their child's progress and how to build on and extend the learning at home. • Through pupil conversations, children will be able to articulate more confidently, their learning journey, their achievements, and next steps. • Young people will continue to experience learning opportunities of the highest quality which mirror our values, aims and vision.

Priority: 3	Through a range of interventions, raise attainment and achievement in literacy and numeracy for identified groups of learners.
NIF Driver:	Teacher Professionalism, School Leadership
Progress/Impact:	
<p>SLT continue to work with staff to provide CLPL opportunities to ensure high attainment in Literacy and Numeracy. Teaching staff continue to use Accelerated Reader to motivate, support and extend children's reading skills and abilities from P4-P7.</p> <p>Staff have worked closely with SLT to interrogate data, ensuring planning is appropriate and provides opportunities to close gaps in learning. Staff and SLT have worked together to identify appropriate targets and interventions for groups of learners.</p> <p>Our alternative curriculum has provided opportunities for identified groups of learners to engage in skills-based learning beyond the classroom and school. This has impacted on these children significantly with improved confidence, resilience and skills for life and work.</p> <p>PEF funding has been used to fund a range of extracurricular activities, STEM experiences and weekly nurture support to support those who need it most.</p>	
Next Steps	
<ul style="list-style-type: none"> • Children will access better levels of support to provide increased confidence and ability to improve their literacy and numeracy skills. • Identified children will have their progress more rigorously tracked, with interventions in place to make the most impact. • Children and families will be empowered to make changes which will positively affect their wellbeing and learning. 	

1.3: Leadership of Change

In Forehill, highly effective leadership is key to the school's success. Each member of the leadership team has specific areas of expertise and knowledge and combined, support effective leadership of change across the school. The team are highly motivated with very clear remits and responsibilities. Staff are fully involved in discussing change and school improvement and contribute in a collegiate way. Many staff are willing leaders and are enthusiastic about taking on a range of leadership roles across the school.

The addition of a new PT Pupil Support post this session has been highly effective and has enhanced the school's already very effective management and leadership of pupil need.

An additional Depute Manager in the EYC was appointed in August 24. This appointment continues to strengthen the leadership within the EYC.

A decision was taken to move the EY provision to a stand-alone 52-week service. A manager has been appointed to lead the EYC from August 2025 onwards. As a result, the HT will no longer have strategic management responsibility for the Early Years Centre. However, it is hoped the joined up working and work on areas of school improvement will continue across Early Level as planned.

2.3: Learning, Teaching & Assessment

Comparative assessment data has shown that children have made progress in their learning in Literacy and Numeracy. Analysis of Headstart, SAR Assessments and SNSA data allowed teachers to plan appropriately to meet the varying needs of learners. Our attainment data continues to sit above Local Authority and National averages.

This session we have completed Phase 1 of the South Ayrshire Reads programme which has provided all staff in the EYC and school with a theoretical understanding of the science of reading. Staff are now beginning to make use of these strategies when teaching reading and spelling and will further develop their skills next session when they embark on Phase 2 of the programme.

This session, we have piloted an alternative curriculum approach one day a week for an identified group of eight pupils. This was planned and led by a class teacher and has had an extremely positive impact on all learners both academically and socially. A combination of ASDAN qualifications and meta skills was used to promote independence, coping skills, resilience, literacy skills, numeracy skills and skills for life and work. Pupils also worked closely with several external agencies including UWS, Thriving Communities and Phunky Foods.

Children continue to require support to meet their emotional and social wellbeing needs. Focused nurture sessions and planned sensory experiences played a key role in supporting children's wellbeing needs and their ability to self-regulate.

Making use of the local environment and working with the South Ayrshire Rangers, Active Schools, and other partner providers, we were able to provide a range of opportunities for classes to engage in activities to support, extend and consolidate class learning. Within our EYC, practitioners know the children well and work collegiately to plan and provide quality play experiences. The Senior Leadership Team continue to upskill the Senior Practitioners to share good practice and improve further, the quality of experiences on offer, to ensure consistency across the playrooms.

1.3: Raising Attainment & Achievement

Deployment of staff was a key strategy in supporting our approach to raising attainment this session. Support assistants and teaching staff were organised throughout the session to ensure appropriate targeted interventions for individual learners with key aspects of learning. School assistants took on a range of new initiatives to appropriately meet the learning and wellbeing needs of learners including Talk Boost SAR CLPL and Sensory Circuits.

Staged Intervention plans are developed to ensure appropriate, targeted support is in place for specific learners. Children's learning targets are quality assured by the DHT and PT of Pupil Support and updated regularly in consultation with parents, class teachers and pupil support staff.

Recent professional dialogue with staff around attainment and achievement has shown that the majority of children are on track with their learning. Overall, attainment in literacy and numeracy continues to be very good. Children in the EYC are also continuing to make very good progress in learning.

Early Years Practitioners track carefully, children's progress and achievements. These have continued to be discussed and shared with parents through "My Care and Learning" telephone and face to face discussions.

We are extremely proud of the opportunities we provide in Forehill for children to engage in wider achievement. Across the school children have received awards within Primary Engineering, Young Writers, Energy Agency, Rights Respecting Schools, South Ayrshire Music Festival, Gymnastics, STEM, Scottish Maths Challenge and Burns Poetry. Children across P5-P7 were involved in our highly successful school show which was performed at the local theatre. Wider achievements continue to be celebrated through assemblies. Staff and pupils worked together to run a successful Go Purple event in aid of the Ayrshire Hospice and support the South Ayrshire Foodbank and Night Before Christmas campaign.

Early Years Milestones

Health & Wellbeing Statements	Achieved	Working Towards
	%	%
I can express my feelings appropriately	97%	3%
I am aware of the expectations of behaviour and can follow rules	97%	3%
I can share with others	98%	2%
I can contribute my views and tell people what I like and dislike	95%	5%
I can follow daily hygiene routines.	98%	2%
I can persevere and complete tasks	100%	0%
I can talk about my learning	94%	6%
I can run, jump and balance	98%	2%
I can assess risks and keep safe	94%	6%
I can hold and use small tools	95%	5%

Maths & Numeracy Statements	Achieved	Working Towards
	%	%
I can recognise numerals 0-10	92%	8%
I can touch and count items up to 5	98%	2%
I can use fingers and objects to make quantities to 5	98%	2%
I recognise 'how many' without having to count.	98%	2%
I can compare & describe different lengths, heights and weights	95%	5%
I can copy a simple pattern	98%	2%
I can use 2D shapes and 3D objects to build and create	100%	0%
I can use positional language (eg. in front, behind, under, beside, in, on top of)	95%	5%
I can match and sort objects	100%	0%
I can understand information in simple graphs and charts	91%	9%
Number and Percentage achieving 8 or more milestones	97%	3%

Communication & Language Statements	Achieved	Working Towards
	%	%
I can follow a simple instruction	98%	2%
I can talk clearly to others using sentences	92%	8%
I can tap out syllables in words	98%	2%
I can identify rhyming words	92%	8%
I regularly choose to 'read' a book	98%	2%
I can retell a familiar story	97%	3%
I can identify words that start with the same sound	78%	22%
I can recognise letter symbols	95%	5%
I can draw a recognisable person	95%	5%
I can 'write' for different reasons	98%	2%
Number and Percentage achieving 8 or more milestones	95%	5%

In the EYC, staff were awarded the Communication Friendly Accreditation. The EYC is now a Communication Friendly space ensuring all children and adults can communicate in a way that best meets their needs. Forehill Primary School have commenced their Communication Friendly journey and are focusing initially on the environment.

Curriculum for Excellence Attainment

% achieving levels expected or higher for their age/stage:

		2021-2022			2022-2023			2023 - 2024			2024-2025		
		Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
Early	P1	85%	82%	85%	96%	94%	90%	88%	87%	90%	90%	88%	91%
First	P4	83%	73%	94%	90%	89%	84%	89%	84%	85%	89%	83%	88%
Second	P7	80%	68%	78%	94%	83%	86%	92%	90%	92%	94%	84%	90%
Combined		83%	78%	86%	89%	87%	87%	90%	87%	89%	91%	85%	90%

Pupil Equity Funding

Intervention	Impact
<p>To work with individual children and families to improve attendance patterns reinforcing the importance of engagement in learning and attendance at school.</p>	<p>Further monitoring of attendance during the third term showed that eight out of the eleven children now had an attendance rate of between 92% and 100%. Of the other three children, one child had slightly increased their attendance rate and there were two children whose attendance was still a cause for concern. These families have been offered further support. Looking at attendance rates across the year, seven children within the P.E.F. cohort have been highlighted as children to monitor, mostly because there has been a decrease in attendance from the first half of the year to the second.</p>
<p>Class teachers will ensure groupings and planning best meets the needs of the P.E.F. cohort in each class.</p>	<p>Comparing attainment data of cohorts from previous year to this, improvement has been evident in Writing, Numeracy and Maths, H.W.B. and Engagement.</p> <p>Reading – 24% more of P.E.F. Cohort are on track Writing – 15% more of P.E.F. Cohort are on track Numeracy – 21% more of P.E.F. Cohort are on track H.W.B. – 11% more of P.E.F. Cohort are on track Engagement – 15% more of P.E.F. Cohort are on track</p>
<p>Targeted groups of children will be supported in class with interventions to help improve and develop their skills in literacy and numeracy.</p>	<p>South Ayrshire Reads training continued and staff are beginning to use strategies, with confidence, across the school.</p> <p>The use of Bug Club was extended so that it is now used from P1 through to P7, ensuring consistency in book bands and assessment information gathered.</p> <p>Each class was given £500 to develop a cosy reading space in their classroom to encourage reading for pleasure.</p> <p>Staff received training on Communication Friendly Classrooms and are in the process of setting up resources to help create classroom environments that support communication within the classroom.</p>
<p>Identified groups of learners will access an alternative curriculum which will assist in development of core literacy and numeracy skills.</p>	<p>Resources were added to the S.T.E.M. garden to enhance the experiences for the children and develop an interest in S.T.E.M. topics.</p> <p>Headstart Maths Assessments will be repeated in late May and data collated will be used to set targets for next session.</p> <p>C.L.P.L. on using Maths manipulatives at second level helped staff to understand different ways the C.P.A. approach could be used in classrooms.</p>
<p>Pupil progress will be measured as part of the school's staged intervention processes, professional dialogue, and target setting.</p>	

<p>Through our nurturing approaches by all staff members and our planned programmes, build the confidence and resilience of identified groups of young people.</p> <p>Through our alternative curriculum, engage young people in a range of learning experiences which are outward bound developing co-operation, confidence, and self-esteem.</p>	<p>School assistants continue to run Draw and Talk sessions with individuals and Talk Boost groups.</p> <p>Sensory Circuits groups run every day for children in Primary 1 to 7.</p> <p>Seasons for Growth Level 1 and 2 groups run and support children in P4 and P6 who have experienced change or loss. Working through the programme allows the children to process their experiences and develop strategies to deal with change.</p> <p>Links made with Dumfries House where every child in the P2 to P7 P.E.F. cohort participated in S.T.E.M. day at Dumfries House to develop confidence and increase opportunities for teamwork and development of social skills.</p> <p>Our Health and Wellbeing audit was repeated, responses discussed with children and outcomes used to set personal targets for each child.</p> <p>Nurture time sessions offered to children identified through R.I.S.E.</p> <p>Questionnaire data shared with class teachers so they can design activities to cover any gaps identified.</p> <p>Lunchtime group continues to run to provide younger children with access to nurture room at lunchtime to help regulate their emotions and ensure they are ready to learn after longer lunchtime breaks.</p> <p>A breakout room has been identified and furnished to accommodate pupils who find the classroom environment overwhelming. This room will be used when they need to regulate their emotions and help them to engage purposely in set tasks.</p>
<p>Empower Parents to feel more confident in supporting their child's needs through access to information, training and advice from school staff and a range of partners.</p> <p>Provide opportunities for regular family interactions through the relaunch of Forehill Family Fun and Fitness Sessions.</p>	<p>Parents and children sharing cooking lessons to promote healthy eating through the Funky Foods programme.</p> <p>School Development Worker liaising with partner organisations to enable her to signpost parents to different groups and organisation that can support families.</p> <p>School Development Worker continuing to have strong links with the Young Carers group to help support children in the school who are Young Carers by sending links to highlight different activities they may wish to take part in.</p> <p>The young carers led an assembly explaining what it can be like to be a young carer. Some of our pupils took part in the video and it increased the children's understanding of what it can be like if you are a young carer.</p> <p>School Development Worker and trained teachers worked with several children to complete L.I.A.M. programme enabling the children to develop strategies to help them manage their anxiety.</p> <p>Information on South Ayrshire Council's Information Hub regularly shared with parents.</p>

3.1: Ensuring Wellbeing, Equality and Inclusion

One of the key strengths of the school is the approach we take to wellbeing, equality, and inclusion. These continue to sit at the heart of the school's ethos and the work we undertake with and for children and families. Children continue to feel valued and supported through the school's positive and nurturing ethos.

Nurturing approaches continue in all classes, as well as daily check-ins and twice-yearly assessments around emotional wellbeing. Well planned nurture sessions, based on identified need, continue to support pupil's mental health and wellbeing. The introduction of the Seasons for Growth and LIAM programmes have had a significant impact on children who have experienced loss or anxiety. Our nurturing breakfast club has offered a settled start to the day for those learners who require a softer start. All school staff are proactive in ensuring potential barriers to learning and participation are addressed. Our PT with responsibility for PEF has worked to ensure relevant support and opportunities continue for children within our PEF cohort. These have included outdoor learning experiences.

We continue to track cohorts as they move through the school to ensure targets supports are in place as and when required.

We are committed to the South Ayrshire Every Learner, Every Day attendance campaign and attendance is tracked and monitored closely with our Development Worker linking with families who require support to improve late-coming and attendance.

Staged Intervention Information:

	2024-2025	2023-2024	2022-2023	2021-2022	2020 – 21	2019 – 20	2018-2019	2017-2018
Intervention Stage – New From 2017	Number of Pupils	Number of Pupils						
1a	41	54	60	37	27	21	16	25
1b			56	104	69	51	50	47
2	45	41	11	12	15	4	3	5
3	10	13	17	22	7	12	22	13
4	4	1						
Total	100	109	144	175	118	88	91	90
% of school roll	22%	24%	24%	58%	26%	16%	17%	17%
Pupils with a CSP	0	0	0	0	0	0	0	0

Attendance and Exclusion Information:

	2021-2022	2022-2023	2023-2024	2024-2025
Forehill PS	95%	92%	93%	98%
South Ayrshire	92%	92%	93%	97%

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Number of Exclusion Incidents	0	0	0	0	0	0

Capacity for Improvement

We have an increasing number of part-time staff working in the school which presents a challenge in relation to consistency, training and whole team meetings. We are exploring possible solutions to ensure all staff feel supported and challenged in all aspects of their work. This session our attainment has remained steady but continues to sit above South Ayrshire and National averages in Literacy, Numeracy and Health and Wellbeing. Through our self-evaluation process we have identified Reading and Writing as key areas for continuous improvement next session. We hope that this continued whole school focus will build on the skills developed this session and will provide children with the opportunity to transfer learning to other areas of the curriculum. By taking this streamlined approach we aim to drive forward significant change within our Literacy programme.

Leadership continues to be viewed as a shared responsibility in Forehill. Through the careful allocation of staffing, we will be promoting lead teachers within Reading, Technologies and Talk for Writing. We will continue to work collegially to ensure our school community remains vibrant, engaging and responds effectively to the needs of children and families in our community.

Overall School Evaluations – Session 2024 -2025

Quality Indicator		School's Evaluation
1.2	Leadership of Change	Very Good
2.3	Learning, Teaching & Assessment	Very Good
3.1	Improving Wellbeing, Equality & Inclusion	Very Good
3.2	Raising Attainment & Achievement	Very Good