

Article 28 Every child has the right to an education.

Article 3 The best interests of the child must be a top priority in all things that affect children.



Girvan Primary School
Standards and Quality Report
2023/2024

Ready

Respectful

Safe

Introduction and Context

The purpose of this report is to provide an answer to the question, ‘How good was our school in 2023-2024?’ This report tells you about the quality of education in the school and how the children benefit from learning here.

Girvan Primary School aims to provide a high-quality teaching and learning experience to all pupils. Children work within a nurturing ethos and are encouraged to set high standards and aspirations for the future. During session 2023/24 the school was allocated £111,475 through pupil equity funding which was used to help ensure that all children have equity of experience, support to achieve high standards and access to high quality learning and teaching experiences.

Girvan Primary School is a non-denominational primary school offering stages P1 – P7 in addition to having a supported learning base supporting children across P1-P7. The roll in June 2024 was 297 children in mainstream and 15 in the base provision. The working capacity of the school varies dependent upon the number of pupils at each stage and the way in which the classes are organised. During session 2023/24, 126 children were eligible for free school meals across the school which represents 40% of the school population. The South Ayrshire average for free school meals is 22%. During this session 147 children were entitled to the SAC Clothing grant, making up 46.5% of the school population. All P1-4 pupils receive a free school meal and the uptake of this is very good. Throughout the school, 40% of pupils were identified as eligible for support through our Pupil Equity Funding. We identify pupils using a variety of information including those eligible for clothing grant and free school meals, SIMD data and any information we gain from the family. In the KA26 area, almost all households are SIMD 5 or below. It is therefore essential that we use all information and data available to us to identify those children in most need of intervention.

For session 2023/24 the total staffing for the year was the equivalent of 21.6 FTE. Additionally, we had 1.0 FTE from the Cluster Pupil Support allocation. The school structure was as follows:

Management Team	Class Teachers	Support Assistants	Peripatetic Staff	Clerical Staff
Mr Ingram Head Teacher	P1 – Mrs Pettigrew P1 – Miss Downie P1 – Miss Connell	Mrs Brown Mrs Shepherd Mrs Jack	Miss Lucas – Pupil Support – 0.8FTE Mrs Robertson – Pupil Support – 0.2FTE	Miss Spiers Mrs Bell Mrs Mitchell
Mrs Murdoch Depute Head Teacher	P2 – Miss McDonald P2/3 – Mrs Watson P3 – Mrs Laidman P3/4 – Miss Lee	Mrs Hunter Mrs Bryce Mrs Grinter Mrs Rowney		Facilities Team Mr Martin - Janitorial Mrs Hutchison - Janitorial Mrs Robertson - Cleaning Mrs Brown - Catering
Miss Boles Depute Head Teacher	P4 – Mrs H Allan P5 – Mrs C Allan P5/6 – Mrs Mansell P6 – Miss Creasey	Miss Balfour Mrs McLeary Mrs Kirkwood Mrs McFeely		
Mrs Robertson Principal Teacher	P7 - Mr Mair P7 – Mr McMaster SWB1 – Miss Grater / Mrs Bryson			
Mr Mair Principal Teacher	SWB2 – Miss McRae / Mrs Bryson			
Mr McMaster Principal Teacher	Nurture – Mr Tait Learning For Sustainability – Mrs Nelson PE – Mr Crookston			

This session, a number of visiting specialists provided additional input for pupils across the school. Pupils in P7 benefitted from input from chanter and brass instruction. A music instructor provided a variety of musical experiences and outcomes for pupils in primaries four and five. Youth Music Initiative worked with pupils in our support and wellbeing department to provide weekly music input.

The school has a dedicated nurture provision, led by our nurture teacher and a school assistant, with our Principal Teacher having an overview of the provision. There were 4 groups, who all benefitted from between three and four sessions weekly. Groups were structured around pupil need, according to Boxall targets, in addition to age group. This session, the nurture provision demonstrated elements of the fidelity model, providing a transitional link to the full fidelity model, which will be employed in session 2024/25.

This session the school completed year 3 of the 3-year PATHS programme with Barnardos, to continue to implement a progressive and cohesive health and wellbeing programme and plan for sustainability of the programme moving forward. The children and staff were supported throughout the year by the Barnardos mentor who provided coaching support, peer mentoring and training on the delivery of the programme, in addition to the introduction of a senior pupil led buddy programme at interval and lunch time.

Our school is supported by an active Parent Council. Members of the group support and enhance the experiences of our pupils and work hard to promote the school positively within the Girvan community. Successful events organized in partnership with the parent council this session include a Halloween Disco for P1-3 and P4-7, a family bingo evening and a Summer Fayre.

The school has also worked closely with cluster partners to take forward the teaching of French within our schools. A French teacher has visited P7 pupils weekly throughout the session to provide enhanced French curriculum as well as transition support to Girvan Academy for all pupils.

Transition links with Girvan Academy are strong and well established. These begin in Primary Six, with early identification of pupils who may require additional support to transition to secondary school. Pupils from P6 visit the PE department throughout the academic session and pupils from P7 have various opportunities to visit and participate in targeted groups for learners with additional support needs ranging from anxiety, to dyslexia and SEBD needs.

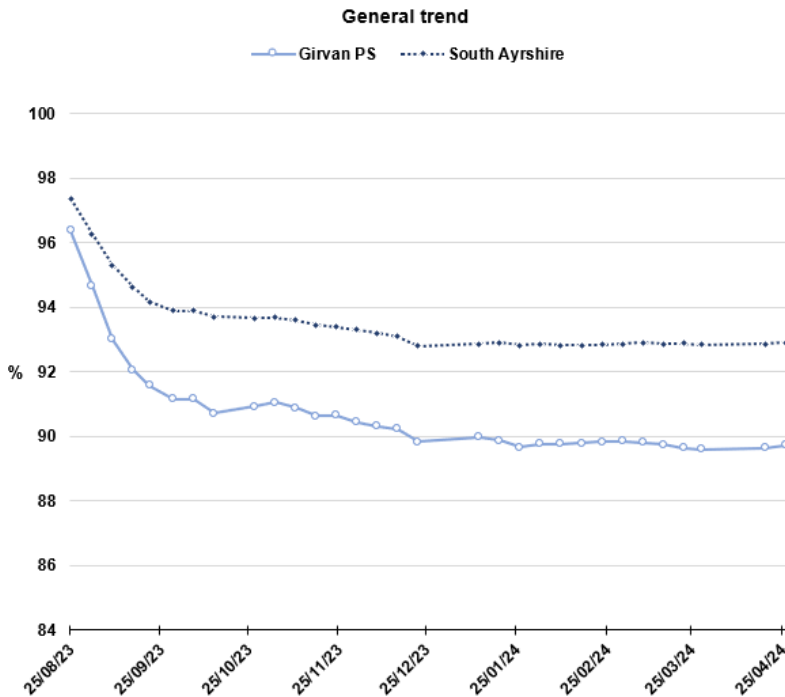
Schools closely associated with Girvan Primary School are:

- Girvan Early Years Centre
- Girvan Academy
- Invergarven School, Girvan
- Sacred Heart Primary School

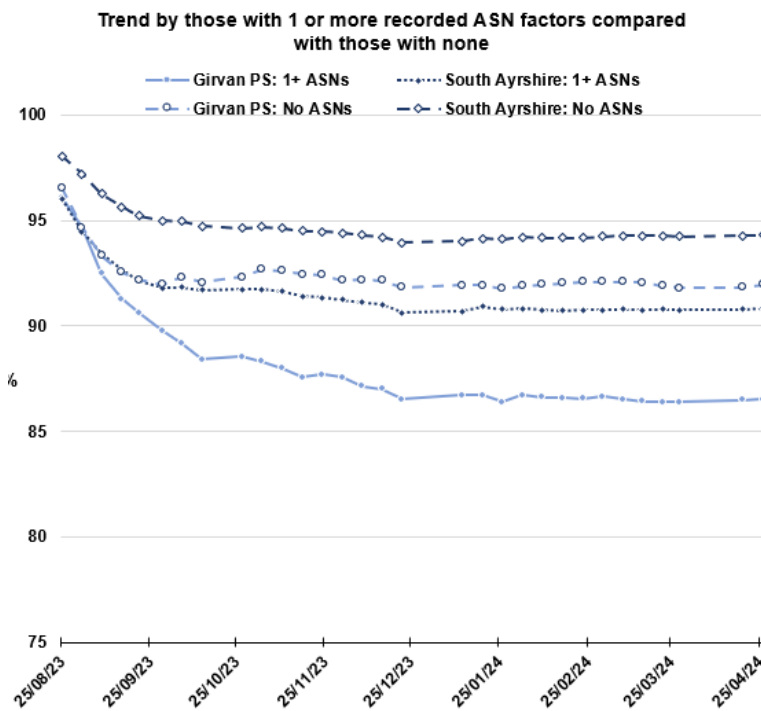
These schools, together with the six rural primary schools, comprise the Girvan Schools Cluster. Children 1st is based within the school premises and works in partnership with the school and other local organisations to provide support for local children and families.

Attendance

Attendance within Girvan Primary continues to be challenging and falls below the average of the local authority. This is illustrated in the table below:



These figures include a significant number of pupils who are highlighted as having one or more additional support need, as illustrated in the table below:



To ensure that these pupils and their families are supported effectively, part of our PEF spend this session has been to employ a 27.5 hour Education Welfare Officer, who worked throughout the session to build links with families most at risk of falling below 90% attendance and working with school staff to provide suitable interventions and strategies to support and promote high attendance at school. These interventions included house visits, regular phone calls, early intervention social skills groups, restorative conversations, drop in advice opportunities for pupils, attendance review meetings and on some occasions, support to collect pupils from home. For several children, these interventions have helped to increase attendance figures, however, this remains an ongoing target for next session. With the current supports and strategies in place, attendance

has increased by 0.92% this session, which equates to an increase of 596 attended school days, or 3.14 academic school years. This is a positive picture which we hope to further build on next session.

Attainment

Literacy

This session, a priority has been to implement South Ayrshire Reads throughout the school. Our school is part of the Phase 1 SAR programme and part of our PEF spend this year has ensured that a Principal Teacher has had overview of SAR implementation across the school. All teaching and support staff have been trained and have benefitted from regular staff training sessions with the SAR Team. There were 6 planned sessions and then a number of additional opportunities to ensure staff felt confident delivering the new programme. The team have also upskilled through team teaching and observed lesson opportunities throughout the school, which was well received and utilised by staff. The library area has been refreshed for the whole school and in addition, P7 have completed a small test of change around whole class reading. This has been successful and we will consider the logistics and benefits of rolling this out across the upper primaries. Giglets has also been trialled across the upper primaries to boost access to online reading and comprehension materials.

SNSA Results - Literacy and Reading

The SNSA literacy data across all stages show that a high proportion of our learners are achieving at an average level according to national standards. However, there are fewer children than the national average achieving above expected levels, and more than the national average achieving below the expected levels.

SNSA Results - Writing

All classes use the Talk for Writing Programme and have done consistently for several years now. The SNSA data for writing shows that in both P4 and P7, there are a significant proportion of learners achieving above and below the national average. The situation within both P4 classes may attribute to this figure, as both classes have been impacted by staffing change throughout the year. There are also significant levels of ASN need within each class. Additional support will need to be carefully considered next session to ensure that those learners achieving below the national average are supported to achieve on track, and those learners achieving above the national average are provided with sufficient challenge to reach their full potential.

Phonics Screener Results

This was measured using the Phonics Screener and compared between results in November 2023 and June 2024. P2 do not have November entries due to guidelines around assessment cut of dates, however their data will now be able to be considered in the next round of assessments. There was an increase in attainment in almost all classes, however, there was a drop in attainment in P3/4. This was the only class who did not receive additional intervention support from the Additional Support for Learning Teacher during phonics time and this will be considered when managing resources for learners next session.

ORF Assessment Results and Reading Speed

This was measured using the ORF and compared between results in November 2023 and June 2024. With the exception of two classes, all classes have shown a significant increase in fluency and further development next session will strengthen this skill.

The number of pupils achieving appropriately in words per minute currently decreases as the fluency rate increases. Building reading speed alongside fluency will be a priority next session for pupils in P4-7.

Reading Books

To ensure that the reading materials provided within school complemented the SAR programme, there has been a significant investment in purchasing new reading books this session. All books, from Oxford Reading Tree are decodable and provide age-appropriate interest for pupils. Floppy Phonics, Alien Adventures and Songbird Phonics books have all been sourced as they focus on the decodable phonics sounds taught through the SAR programme. There are some taught sounds which do not yet have a corresponding reading book and this is something which we look to expand on next session. Pupils have expressed that they enjoy reading the new books and staff feel that they are complimentary to the phonics programme being taught.

Numeracy

SNSA data was used to evaluate P1, P4 and P7 pupil progress in numeracy this session, and GL data was used for P3 and P6. These results have been used in conjunction with tracking and monitoring data from Seemis throughout the year to evaluate progress across numeracy. The results across this cross section of learners show that most pupils are attaining at an average score, compared to the national sample. However, there are some learners who are below average or very low. This is a concern and further investigation has shown that both attendance and ASN needs are a factor in the low performance across these stages. To support development of numeracy skills next session, particularly in P7, where the results were poorest, there has been careful consideration of class structure and additional support resource allocation. Next years P7 cohort will benefit from a small test of change whereby the Additional Support for Learning Teacher will work within the P7 classroom to team teach from 9am until lunch four days a week, to boost both literacy and numeracy attainment across the year group. This will be monitored throughout the year to ensure that sufficient impact is made across both literacy and numeracy.

SNSA

The SNSA numeracy data across all stages show that a high proportion of our learners are achieving at an average level according to national standards. However, there are fewer children than the national average achieving above expected levels, and more than the national average achieving below the expected levels.

OUR SCHOOL VISION

Driving ambition through support, challenge and creativity

OUR SCHOOL VALUES

Ready
Respectful
Safe

OUR SCHOOL AIMS

We aim to:

- create a positive school ethos
- provide a stimulating and appropriate curriculum for our pupils,
- provide high quality learning and teaching,
- improve attainment within the school,
- support our pupils,
- use personnel, accommodation and materials to maximum benefit,
- provide good leadership and management of the school

REFRESH

As there has been significant changes to both staffing and pupil cohort over the past few years, as well as plans for our new build beginning to be realised, the Vision, Aims and Values of the school will evolve with it at the appropriate times.

PUPIL EQUITY FUNDING

This year the Scottish Government have allocated £111,336 to the school as PEF funding. The plan for this is robust and clearly identifies the supports to be put in place for those children that are entitled to this support.

It primarily supports children's health and wellbeing, readiness to learn and happiness; providing opportunities for the children identified to achieve socially, emotionally and academically.

Raising attainment and reducing educational inequality is fundamentally our aim. At Girvan Primary School, we strive to achieve this by providing our families and young people with the best possible opportunities to succeed. The evaluation of PEF spend this session can be found at the link below:

[Girvan Primary Appendix C - PEF Action Plan 2023-24 end-year evaluation](#)

SCHOOL BUDGET

Our school budget is carefully thought through with plans in place to support our learners throughout this academic session, despite the pressures put on schools and local authority resources. Within this, there is an element of flexibility that will be utilised through the session as the school year develops.

READINESS FOR LEARNING

Across the school, there has been a focus on readiness for learning. This has been particularly prevalent in P1, where classes have been structured to ensure there are no more than 14 pupils in each class, with 3.0 FTE P1 teaching staff and 1.8 FTE school assistants working with pupils throughout the school year.

Play based learning

There has been a focus on ensuring a play-based ethos across the Early Level curriculum. This provides a smooth transition for P1 pupils arriving from Girvan EYC. P1 staff have attended CLPL and researched Greg Bottrill, accessing a variety of sources to further enhance understanding of, and provision of play based learning, including a focus on play-based learning opportunities for pupils with ASN.

Staff plan teaching inputs at the start of end of a learning slot each day to ensure children have at least 40 minutes of 'play project' time. Play projects encourage the children to plan their learning and not simply explore the room. Time is spent each day ensuring that pupil plan, implement and evaluate their play projects, to further develop their organisational skills in addition to fostering inquisitive thinking. There has been a focus on providing real resources e.g. money, cups, cutlery, etc as opposed to plastic resources to support learning in real life contexts.

Emotional regulation

Staff have implemented various strategies to support with self-regulation, including soft starts, Colour Monster self registration, a 'Safe Place' for emotional regulation and a snug. P1 pupils also learn PATHS strategies, through planned lessons and the general ethos of the learning environment.

P1 Transition

The EYC started transitions earlier in the 3rd term to allow children to explore their new learning environments and get to know other children who will be within the school when they join us. Across Early Level there is a play-based ethos and the structure of P1 provides a similar experience which learners have in the EYC. Furthermore, it gives children the opportunity to experience more formal small and large groups teaching inputs preparing them for the year ahead and P2. Enhanced transitions for EYC children has meant they can have extra time to get to know their new teachers and become comfortable in their P1 class without the full class being in. EYP'S, EYC teachers and the P1 teachers have set aside time to discuss learners needs and put in place strategies to make transitions as smooth as possible for all children.

Readiness for learning across the school

Soft Start

Pupils have the option of a soft start every morning, as the school is open from 8:15am every morning for breakfast club, which is free and available to all pupils. This is well attended with around 30 pupils accessing the provision daily. The club is supervised by two school assistants, who also provide emotional regulation and check-ins during this time. Any concerns or issues are shared with class teachers and management, to allow for quick resolution for pupils.

In addition to this, all pupils have access to their classrooms from 8:50am, to allow for a calm entry each day. Pupils have free time between 8:50am and 9:00am each morning in class, and are provided with appropriate in class activities to support self regulation during this time. Most pupils access the classroom during this time.

Supervised snack

All pupils eat their snack in class, between 10:30 and 10:45. This allows staff to monitor and promote healthy options for snack, and to discuss with pupils how food fuels the body. Free fruit is available to all pupils who don't have snack, which ensures that every child has access to appropriate nutrition. During snack

time, all class teachers read age appropriate reading books, which models good reading habits for pupils, in addition to providing all pupils with access to appropriate text, regardless of reading ability. Both pupils and staff report that this has had a positive impact on both nutrition and enjoyment of reading throughout the session.

Self-regulation of emotions

Every classroom has a 'Calm Corner' which pupils can utilise when they need to self regulate. These are used effectively throughout the school. In addition to this, pupils who require additional space and a quieter environment are given access to an 'Office' space within their classroom. Again, these are utilised well and pupils report that these resources help them. All classes continue to use PATHS within their curriculum and holistically throughout the school day.

Uniform

All pupils have access to a uniform bank, whereby gently used and preloved school items are available at no charge to any pupil who requires it. All new pupils starting school mid-way through the session are offered a starter bundle of pre-used uniform to ensure that this does not become a financial burden for families. Pupils regularly use this facility and this will be further developed next session to promote uniform for all.

Wider Experiences

This session, 75% of P6 pupils and 88% of P7 pupils passed Level 1 Bikeability training. 59% of P7 pupils passed level 2 of Bikeability training. This programme ensure pupils have the skills to get to school independently and safely by bike, in addition to providing them with independence to visit friends and explore the wider community environment outside of school.

Additional Support for Learning

As a school, we are entitled to 1.0 FTE Additional Support for Learning staff, which is fulfilled through a 0.8 FTE teacher Monday to Thursday and a 0.2 FTE teacher on a Tuesday.

This session, the focus has been on implementing the SAR framework for P2 and P3 pupils, in addition to providing emotional regulation interventions and continuing the South Ayrshire Assessment Framework across the school.

Working alongside SAR staff and class teachers, ASfL staff used phonics screeners to identify 8 pupils between P2/3 and P3 who required a significant level of intervention to access the SAR programme successfully. During literacy time within class, these pupils came together with the ASfL teacher in the middle bay of the classrooms, to focus on phonics and reading, using CVC books, decodable books, sound and word flashcards, decodable comprehension passages and sound activities.

As a result of this intensive support, which took place 4 times weekly for 1 hour per day, there was a marked improvement across the majority of the group in reading, oral blending and sound recognition. The results are shown below for pupils:

Child	% improvement on phonics screener
A	27
B	27
C	43
D	38
E	25
F	22.5
G	2.5
H	No improvement

Pupils G and H will now be referred for further assessment in school, using the SAAF, to investigate whether there are any ongoing literacy difficulties which may be hindering further progression in phonics learning.

Rapid writing

Pupils in P3/4 and P5 have benefitted from twice weekly intervention on literacy, with a focus on the Rapid Writing programme. All children have progressed in their reading fluency and in P5, 7 out of 8 pupils have progressed from banded books (level 7) onto Phonics short novel books. Almost all pupils improved in their ability to write independently and with age appropriate sentence construction, as writing criterion results between term 1 and term 4 show below:

P5

Child	Writing criterion term 1	Writing criterion term 4
A	4D:9	4S:13
B	4D:9	4S:15
C	Remained the same (issues with vision ongoing)	
D	4D:9	4S:13
E	4D:8	4S:10 (high level of absence due to illness between term 2 and 4)
F	4S:12	5S:14
G	3S:12	3S:13

P3/4

There was a particular improvement for this group in sentence construction and use of basic punctuation. All pupils involved also made improvements on their Phonics International assessments in reading and sound recognition, alongside the positive impact to their writing, as shown through the writing criterion scores below:

Child	Writing criterion term 1	Writing criterion term 3
A	3S:14	3S:16
B	3S:14	3S:18
C	1:20	5D:10
D	2A:18	3A:17
E	22:14	3S:10

P4

Pupils in P4 were supported this session through two groups – one focused on reading and sound recognition, and the other reading, reading comprehension and sentence construction. Both groups made some improvements with sound recognition, oral blending and reading in Phonics International assessments. Writing criterion results are shown below:

Child	Writing criterion term 1	Writing criterion term 4
A	2S:10	2S:16
B	3A:17	4D:7
C	4D:8	4S:13
D	2D:8	4D:8
E	2S:11	5A:17
F	No score – reluctant to write	3D:7
G	Same score before and after	

As a result, pupil G will now be referred for assessment through the SAAF assessments in school, to investigate whether further literacy difficulties are present.

Social Skills Groups

A range of social and emotional interventions have taken place throughout the session to support pupils with development of positive friendship groups, managing anxiety, and coping with grief and bereavement, including LIAM, Seasons for Growth, and Lego social skills groups. These have had a positive impact on pupils who have participated in the groups.

One to One support

A daily soft start for a pupil on a reduced timetable has supported them to attend consistently and has increased interest in learning and promoted positive relationships with staff throughout the school.

Learning for Sustainability

Topics covered this year include:

1. Ailsa Craig topic (whole school): The study of Ailsa Craig was implemented to coincide with the Alloway Tunnel project.
2. Fairtrade Fortnight
3. World Wildlife Day (elephants)
4. World day of forests
5. around the World
6. World Food Day
7. Be the change

Each class spends an allocated slot in the LFS classroom with Mrs Nelson. This change of classroom and teacher is welcomed by nearly all children. They thrive in the change of environment which is very different to a run of the mill classroom with a teacher who is passionate about her subject.

The children of today are the future adults in our country – in allowing them to study LFS, we are encouraging them to think, discuss and create opinions – which ultimately leads them to being sustainability minded adults in the future.

Throughout the LFS curriculum we talk about a wide variety of jobs. This links naturally with developing the young workforce. As well as describing the jobs, many occupations are invited in to school to talk to our pupils. This undoubtedly offers our children the chance to broaden their horizons.

As a regular part of our work in LFS, we cover Literacy and numeracy across the curriculum in real contexts. This is a brilliant additional assessment the teachers can use to paint an accurate picture of our learners.

Teaching every child in the school allows me to really get to know each and every learner. They have come to think of me as a constant throughout their school career.

MTV routines link nicely to the work we do in LFS. A wide variety of MTV routines are used on a regular basis. Being better thinkers, makes the children able to carefully consider issues and topics which could impact their futures.

Development of local, national and global pride is a vital skill for all of our learners to allow them to be responsible citizens capable of thinking for themselves, and able to appropriately discuss their thoughts and feelings.

Development of skills such as disagreeing appropriately, group work, reasoning, debating, formulating own thoughts and reactions to local, national and global issues.

The “around the world” topic was extremely well received by our pupils. It came with a whole host of benefits. Learning about different countries, cultures, and traditions fostered a healthy respect and appreciation for diversity. It helped our children understand and value cultural differences and similarities. It broadened the learner’s horizons, helping them see beyond their immediate environment and town. Understanding global issues and perspectives encouraged empathy and a sense of global citizenship. Discussing world topics promotes critical thinking and problem-solving skills. They learned how to analyse information, consider multiple viewpoints, and understand complex issues. I consider these to be important lifelong skills. The topic enhanced their knowledge of geography, including the location of countries, major cities, landmarks, and physical features of the Earth. I hope that learning about different places and cultures has inspired our children to travel, learn new languages, or pursue careers that involve international work or study later in life. The topic integrated various subjects like history, geography, science, and art, providing a holistic learning experience that connects different areas of knowledge in the curriculum. Overall, teaching

this topic has better equipped them with the knowledge and skills necessary to navigate and contribute to an increasingly interconnected and diverse world.

The Fairtrade topic was wonderfully received by our pupils. It opened their eyes to the idea of farmers being from around the world and the importance of paying a fair price for our food. Staff carefully selected products that they knew would intrigue the pupils to allow them to get excited about Fairtrade. These included Bala footballs, spices and cotton. All children in Girvan primary are encouraged to consider what farmers have fed and clothed them on a daily basis and allowing time to consider not just our local farmers but also our Global ones has been hugely powerful for our pupils. The links with home during this topic were wonderful. Children were very keen to bring the packaging of Fairtrade food into school to show their classmates. Talk at home about Fairtrade was evident and welcomed. With our work on Fairtrade, we have managed to receive two awards – The Fair-aware award as well as the Fair-active award which we are immensely proud of.

During World wildlife week we chose to study elephants as a school. This was a well-received topic by our pupils. A great deal of digital technologies was utilized during this topic including the App for tracking our sponsored elephant and iPads for personal research.

The Ailsa Craig project has led to some fantastic links with the Academy, the Nursery, the special school as well as other local Authority collaboration. This has not only benefitted our pupils but also colleagues across sectors and across the authority. The project was taught as a whole school project to link with the Alloway Tunnel project. The ultimate outcome for this project was to enthral and excite the pupils in the Ailsa Craig. Secondary outcome was to ultimately have our pupils feature in a video in the tunnel. We have achieved both.

In addition to the project work in class, many of our families have visited Ailsa Craig (many for the first time having spent a lifetime living in Girvan).

We welcomed a silver Olympian curler to school who was extremely well received by the children. This link between an Olympic sport and our own local island was an incredible experience for our learners.

A twofold lasting legacy will be left long after the project ends. Our pupils will represent the school in a video about the Craig in the Alloway Tunnel project. As well as the video, an Ailsa Craig exhibition has been set up in the corridor near room 10 for parents to view and enjoy.

The “be the change” topic provided a thought provoking, interesting and relevant learning opportunity for our learners. Our pupils learned the importance of protecting the environment and the role renewable energy plays in reducing pollution and combating climate change. It fostered an understanding of sustainable living and the need for sustainable energy sources to ensure a healthy planet for future generations. It stimulated interest in science, technology, engineering, and maths (STEM) subjects, encouraging critical thinking and problem-solving skills. They developed a sense of responsibility and stewardship towards the environment, understanding their role in conserving natural resources. The topic inspired innovative thinking and creativity, as children imagined and designed new ways to harness clean energy. It certainly introduced potential career paths in the growing field of renewable energy, preparing our pupils for future job opportunities in a green economy.

Celebrating success in school and in the wider community

As a school, we have ensured that our pupils experience a wide variety of activities which offer success and fulfilment, regardless of age, academic ability or family situation. Listed below are some of these events, which have helped to grow pupils as individuals with a love of learning and an inquisitive mind|:

- Senior pupils took part in the Dance Mania festival at the Walker Hall in Troon. They also participated in the South Ayrshire Active Schools dance competition, winning an award in the Dance Leaders category
- The senior football team participated in the South Ayrshire schools football tournament and made it to the semi-final
- Pupils across the school participated in a creative writing competition with SAR and Ayr Utd., winning first place
- All pupils took place in a nationwide joke competition, which was enjoyed by all at assembly
- All pupils took part in fundraising events for Children in Need and Red Nose Day
- All pupils participated in a school Scottish poetry competition and many shared success reciting in front of their peers and the wider school community
- Every class has visited the local library on several occasions this session, borrowing books and enjoying a cinema experience at Christmas and Easter
- P5 and P6 pupils worked with local film company, IRIS, to create, direct and act in their own film, which is to be shown to parents shortly
- P5 pupils took part in the Scottish Country Dance 'Day of Dance' festival with other South Ayr schools in Maybole town Hall
- All pupils experienced practical 'Money Matters' financial education from local charity, Stepping Stones
- All pupils had the opportunity to develop golf skills with Euan Ferguson
- Two P7 ambassadors represented the school community at the Youth Parliament, held at UWS in Ayr
- A P5 pupil from the SWB department represented the school at the West Scotland Parasports Festival in Linwood, Glasgow
- Pupils in P6 and P7 achieved Level 1, and some achieved Level 2 Bikeability awards
- The parent council worked in conjunction with school staff to host a very successful Christmas Fayre
- The parent council hosted a very successful Summer Fayre
- The school choir have performed at several school and community events, including singing at the P7 graduation, and Christmas carolling at local nursing homes
- P1 performed a Nativity for the whole school and parent community
- All pupils performed in the Rookie Rockstars showcase for the parent community
- All pupils experienced Halloween and Christmas discos
- P6 and P7 completed Heartstart training
- Active schools provided a variety of after school clubs, including dance, volleyball and handball
- Active schools completed the Sports Leader and Spirit of Sport awards with senior pupils
- The Sports Development Assistant provided a variety of after school clubs, including, dodgeball, football and gymnastics
- Senior pupils took part in handball and basketball festivals at Girvan Academy
- Most of P7 experienced a 4 day residential trip to Dolphin House
- Some of P7 experienced a 3 day residential trip to London
- The Glasgow Science Centre visited all pupils in mainstream and SWB to complete a series of science assemblies
- P2 and P3 visited the Science Centre
- The SWB department visited Culzean Castle
- The SWB department made regular trips to the local amenities in Girvan
- P1 visited Burns Cottage
- P7 hosted a Burns Supper
- All pupils celebrated World book Day

Evaluative Summary

1.3 Leadership of change

GOOD

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners.

The themes are:

- developing a shared vision, values and aims relevant to the school and its community
- strategic planning for continuous improvement
- implementing improvement and change

- The headteacher provides strong leadership to the school community. He has supported all staff effectively to establish a warm, nurturing ethos across the school. Staff and children demonstrate respect and kindness to each other and to visitors to the school. Children and staff share warm, positive relationships as a result.
- The senior leadership team support the headteacher effectively and meet weekly to evaluate and forward plan for all learners.
- Senior leaders identified the need to review the school vision and values to ensure they were still relevant to the current context of the school in advance of the new school build.
- Staff regularly reflect on the values with children in their day-to-day work, during assemblies and when creating wall displays. As a result, most children demonstrate these values effectively in school and explain well how they fulfil them.
- Staff have identified well-considered plans within the school improvement plan for raising attainment in literacy and numeracy and improving children's health and wellbeing, with a focus on ensuring all learners are ready to learn.
- All staff use How Good is our School 4 (HGIOS4) effectively to evaluate the work of the school.
- The headteacher regularly identifies key skills of senior leaders well to review and develop clear remits which build on individual skills. This helps to ensure the skills of acting senior leaders are used effectively.
- All teachers engage successfully in regular professional review and development meetings to ensure that they can prioritise their learning needs and focus on personal and professional goals for the coming session.
- The headteacher has planned a clear calendar to monitor the quality of learning and teaching and the impact of school improvement activities for this academic session. He prioritises time for staff to engage in regular professional dialogue to help them to improve their practice.
- Children welcome the wide range of leadership roles they undertake in the school, such as buddies, house captains, and B's playground buddies. They explain the improvements they have made to the school, with pride. For example, all children have sporting opportunities, and increased engagement in family learning activities as a result of them identifying these as areas for improvement.
- Teachers worked with children and local partners to strengthen links in the wider community.
- All staff share a strong understanding of the unique context of the school and the challenges families face as a result of poverty, hardship and the unique location of the community. They take account of national priorities, including closing the poverty related attainment gap, when planning for school improvement.
- Senior leaders use data effectively to identify and address gaps in attainment. They collaborate well with community partners to support families in need. They can clearly demonstrate that outcomes for most learners facing socio- economic challenges are improving.

2.3 Learning, teaching and assessment

GOOD

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements.

The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- The headteacher and staff have created a nurturing and caring ethos that is clearly seen in activities and interactions across the school. This demonstrates their clear commitment to improving children's experiences.
- The school values and children's rights support further the ethos across the school. Most children respond positively to the high expectations set by all staff.
- Most children are keen to learn and engage well during direct teaching and, when given the opportunity, they enjoy learning in groups and pairs. Across the school, a few children require further support to engage fully in their learning. Teachers should ensure that all children are appropriately challenged, and activities are well matched to individual needs.
- Across the school, a range of digital technology is available to support children's learning. Children use online support tools in some areas, to access the curriculum and have appropriate support as they learn. For example, children with English as an additional language (EAL) use online translation tools effectively to support their learning.
- Teachers work effectively across stages to reflect on and improve their practice. Most teachers explain the purpose of learning to children well. In most classes, children identify how they can be successful in their learning. This helps them to self-assess their work and identify how they can improve. Most teachers use effective questioning well to extend thinking and stimulate curiosity. This is supporting children to develop their higher order thinking skills. Teachers should now develop this work further and ensure consistently high-quality learning and teaching across all classes.
- Across the school children receive helpful oral and written feedback from their teachers which helps them to identify their next steps. Children are developing their skills in self and peer assessment. This is supporting children to reflect on and evaluate their progress.
- Staff should develop a consistent approach to setting targets across the school to continue to support children to lead their own learning.
- Teachers at early level have very effectively implemented play-based learning to support children's learning. The 'play projects' approach allows children to take responsibility for and lead their own learning. Children are eager and active as they plan and evaluate their play experiences. These high-quality experiences are underpinned by well-timed interactions with adults and creative use of spaces and resources to stimulate and promote learning. Teachers weave the 'play projects' into children's learning experiences in a developmentally appropriate way.
- Teachers use a variety of assessment approaches well to inform their judgements about children's progress.
- Senior leaders and teachers have developed a robust assessment strategy which identifies what needs to be assessed and when. This evidence is collated in an assessment folio for each child and recorded on class trackers.
- Almost all teachers plan learning together over different timescales and in stages using local authority progression pathways. This is helping teachers to have a consistent understanding of children's progress.
- Staff are beginning to use collaborative digital technology (Teams) to support planning across all curriculum areas.
- Teachers use National Benchmarks well to support them as they plan for assessment.
- Senior leaders and teachers use manageable processes successfully to monitor the progress of every child in literacy, numeracy and health and wellbeing regularly. Teachers use the information

gathered effectively to discuss and identify further support and challenge needed for groups and individuals and to plan next steps in learning.

- Teachers engage regularly in supportive moderation activity, for example, weekly meetings with stage partners and small tests of change. In addition, teachers work together across the school and with other cluster schools to moderate standards and expectations. This is helping them to improve their practice and ensure confidence in their professional judgements of achievement of a level.
- All staff work well with partners from the SAR team to ensure that SAR is embedded in the literacy curriculum throughout the school.
- Additional Support for Learning is targeted at particular stages throughout the school to ensure maximum measurable impact for all pupils who require additional support to learn.

3.1 Ensuring wellbeing, equality and inclusion

GOOD

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements.

The themes are:

- Wellbeing
 - fulfilment of statutory duties
 - inclusion and equality
- Staff and children have a shared understanding of the importance of wellbeing. They use the shared language of safe, healthy, achieving, nurtured, active, respected, responsible and included effectively to discuss wellbeing needs. Children explain confidently what helps ensure positive wellbeing, such as physical activity, maintaining positive relationships and healthy eating.
 - Teachers encourage children to complete regular emotional check-ins to communicate their feelings. Most teachers use this information skilfully to support individual and class wellbeing discussions. This helps most children understand how wellbeing impacts their lives, and helps them to develop strategies to address feelings, such as being tired or annoyed.
 - Children value and enjoy opportunities for physical education and the wide range of extra-curricular clubs and activities available to them. Some of these are delivered by partner agencies and help increase children's participation in sport.
 - Most children feel valued, known as individuals, and cared for by staff. This is helping most children to feel safe and have confidence to speak to a trusted adult if they need help.
 - Children benefit from well-developed nurturing approaches across the school. Staff employ restorative conversations effectively to encourage children to talk about conflict with their peers and understand the impact of negative actions.
 - Most children are aware of children's rights and respect other people's dignity. The school community's work on children's rights has been recognised through the achievement of a silver Rights Respecting Schools Award, however, with a significant change in both staffing and also lots of movement in the pupil cohort, this will be refreshed and staff will reapply for Silver to ensure the ethos of this award is embedded within all that we do.
 - Staff should continue to highlight children's rights across the curriculum to ensure all children understand their relevance and how they impact upon their wellbeing.
 - Senior leaders focused on promoting positive mental health through the PATHS All staff engaged in professional learning about mental health and a few staff are mental health first aiders. The school encourages children, parents, and staff to talk openly about challenges to their mental health and signposts them to helpful resources as appropriate. Children also access additional support from partners when required, such as counselling. This is helping staff better identify and address children's mental health needs. It is supporting children to have the knowledge and skills to make good choices about their health.
 - Senior leaders and staff have developed effective partnership working with other agencies and specialists which results in positive outcomes for children. Children's wellbeing needs are met effectively as a result of well-planned school based and community interventions.

- All children are developing their health and wellbeing skills well through the well-planned curriculum. A few teachers provide activities which reflect the context of their class well, such as exploring relationship issues through role play when issues arise. This helps children understand the relevance of their learning to their everyday lives. Teachers should share these approaches across the school to support improvement in children's learning experiences.

Staff understand and apply their statutory responsibilities in relation to child protection, safeguarding and meeting the additional support needs of learners. The school's approaches are embedded in legislation and national guidance such as *Getting it Right for Every Child*. All care-experienced children are considered for a co-ordinated support plan. And pupils on staged paperwork level 3 or above are entitled to a TWF, which they are invited to alongside their families.

Senior leaders and teachers have effective procedures in place to identify children who require additional support and ensure they receive appropriate interventions. Teachers regularly monitor the impact of interventions to ensure they are improving outcomes for children. Senior leaders and teachers ensure a child's plan is produced for children who need it. They ensure support plans offer good information about strategies used to support children's needs. Teachers recognise that plans could be improved by making children's targets more challenging and specific. This will ensure all children can progress and achieve their best outcomes.

- A few children need further support to ensure they are fully included in their learning. Staff use a range of strategies effectively to support these learners. Senior leaders and teachers should continue to review and evaluate these approaches to ensure they enable children to develop skills in resilience and managing their emotions.

Staff identify and support children facing barriers to their learning well, such as care experienced children, or those impacted by poverty. A range of approaches, such as nurture activities, literacy and numeracy interventions, and wellbeing initiatives, are in place to address barriers. These interventions are monitored well by senior leaders and result in improved outcomes for children.

Children are developing their understanding of equality and diversity. Children with EAL who recently joined the school have been welcomed by their peers. Children with EAL are very well supported by other children who enjoy learning about their culture heritage. Staff should continue to extend children's understanding of protected characteristics and equal opportunities across the curriculum. This should help children develop a stronger appreciation of the importance of equality and fairness in society.

3.2 Raising attainment and achievement

GOOD

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator.

The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

Attainment in literacy and English

Overall, attainment in literacy and English and numeracy and mathematics is good. Attendance levels affect attainment across the school and a push in increasing attendance should improve attainment. At early level, most children are achieving expected Curriculum for Excellence (CfE) levels. At first and second level, the majority of children are achieving expected CfE levels. Children's progress at all stages across the school is good, and a few children make very good progress. Most children, who require additional support with their learning, are making good progress from prior levels of learning and a few are making very good progress. Some children require additional input to achieve at an appropriate level and staff have sought the support of the Girvan Family First Forum to assist with additional resources to support this.

Listening and talking

Overall, most children across all stages are making good progress in listening and talking. They can talk about their choices and share their ideas with others to help plan their play experiences. Most children listen and respond appropriately when working with others, sharing their opinions and asking thoughtful questions. The PATHS programme is supporting pupils to be more emotionally literate and to discuss their feelings with accuracy.

Reading

At early level, almost all pupils are making good progress in reading. Pupils are able to identify most phonic sounds from the SAR programme and are accessing appropriate texts. At first level, most pupils are making good progress in reading, though there are a number of pupils who require additional input to achieve at expected levels. At second level, most pupils are making good progress in reading. At this level, SAR has been more challenging to implement as some of the aspects have involved revisiting and relearning taught sounds.

Writing

At early level, almost all pupils are on track. Confidence in writing has increased through drawing club and pupils are keen to share their skills. At first level, most children are on track and use the Talk4Writing programme. However, at both first and second level, further input in writing is necessary to ensure that pupils are getting enough experience of daily writing and extended writing pieces.

Numeracy and mathematics

Across the school, pupils are making good progress in numeracy.

Number, money and measure

At early level, most children identify an increasing range of numbers. There are several children who require challenge in this area. At first level, most children identify accurately the place value of three and four-digit numbers and confidently round to the nearest hundred. They use an increasing range of strategies to complete calculations. At second level, most children carry out calculations with developing confidence and accuracy. Across first and second level, children are less confident when using fractions, decimals and percentages. All children need further practice using known strategies to solve problems.

Shape, position and movement

At early level, most children recognise and sort two-dimensional shapes and three-dimensional objects. At first level, most children identify symmetry in patterns, pictures and two-dimensional shapes. They need further practice in using numeracy in a real life context. At second level, most children identify an increasing range of angles, including acute, obtuse and reflex. They are less confident with complementary and supplementary angles.

Information handling

At early level, most children use knowledge of colour, shape and size to match and sort items. They use early counting skills to answer questions about information they have gathered. At first level, most children display data accurately in block graphs, bar graphs and tables and can extract key information. At second level, most children working towards second level use digital technology skills well to collect, display and analyse a range of information. Across the school children would benefit further from using technology to support aspects of information handling.

Attainment over time

Overall quality of learner's achievements

Staff recognise and celebrate children's success and achievements in a wide range of ways, including pupil of the day (PATHS), weekly certificates at assembly linked to the children's rights, and through opportunities for leadership, such as House Captain and JRSO roles. Pupils are aware of the value they bring to the school community and are proud of their achievements and contributions.

Equity for all learners

Equity for all learners is paramount to how the school functions and senior leaders ensure that all pupils have access to PEF funded resources and opportunities which allow all pupils to participate in new learning and experiences, regardless of their background or circumstance. Senior management and most of the staff know the families in the local community well and use this knowledge to direct PEF funding in a discreet and supportive way. As a result, most pupils who require support are making good progress academically and are broadening the range of wider achievements and experiences they can participate in.

School Improvement Plan 2024/2025

School Priority 1: Closing the poverty-related attainment gap by improving attainment in literacy

To raise attainment in literacy and close the reading attainment gap between the most and least disadvantaged children and young people in Girvan Primary School.

What Outcomes Do We Want To Achieve?

To embed South Ayrshire Reads in the teaching experiences and curriculum provided to children across all stages. To increase attainment in literacy, with a particular focus on reading in early and first level.
To support and develop all education staff to confidently deliver the key aspects of SAR to pupils across the school.
To ensure that there is capacity within the team to continue SAR development once tphase one of the programme has been completed.

School Priority 2: Improvement in children and young people's readiness to learn

What Outcomes Do We Want To Achieve?

Support pupils to attend school consistently and in line with South Ayrshire attendance levels.
Build strategies to support families who are experiences adversity, to have confidence in the support of school staff and to utilise the resources and supports available to them.
Ensure pupils are excited and inspired by the curriculum and experiences on offer at Girvan Primary and to make school a place where pupils want to be.
To provide all pupils with the necessary resources and equipment (uniform, breakfast, active experiences, soft starts) to arrive at school ready to learn.

School Priority 3: To focus on improving confidence and competence of staff to effectively teach Expressive Arts and provide learners with the skills, approaches, knowledge and understanding that they require throughout their lives:

Year 1 - art and design
Year 2 - dance and drama
Year 3 - music

What Outcomes Do We Want To Achieve?

- Children and young people's skills development, approaches to and knowledge and understanding in Expressive Arts is enhanced due to further staff development of pedagogy and assessment.
- Children and young people have a coherent and progressive learning experience in Expressive Arts across and throughout Girvan cluster schools/EYCs. There is a collegiate development of an art and design programme linked to Girvan Academy.
- Children, young people and staff will engage more readily with Expressive Arts and aspire to pursue a career in Expressive Arts.
- Staff will share experiences and good practice at all levels, moderate expectations in Expressive Arts and develop greater collegiality between cluster schools/EYCs.
- Children and young people will experience quality learning and teaching in Expressive Arts due to increased levels of confidence and expertise in staff.
- Quality learning and teaching will be informed through reliable and relevant assessment information.

Capacity for Improvement

Across session 2024-2025 there is significant capacity that has been created to ensure that the service being offered within Girvan Primary School improves. A KANBAN of progress and action is in place to support the Senior Leadership to deliver each remit across the session.

The School Improvement Plan is clear and conscience. We aim to do less and achieve more whilst driving ambition through support, challenge and creativity. We enter year 2 of South Ayrshire reads in a good place, have a diverse programme of support to ensure we improve children's readiness to learn and have planned to look outwards across our cluster to improve our professional knowledge.

The schools budget has been planned for the financial year accordingly and the schools PEF plan is in place to support our identified learners to reduce the poverty related attainment gap.