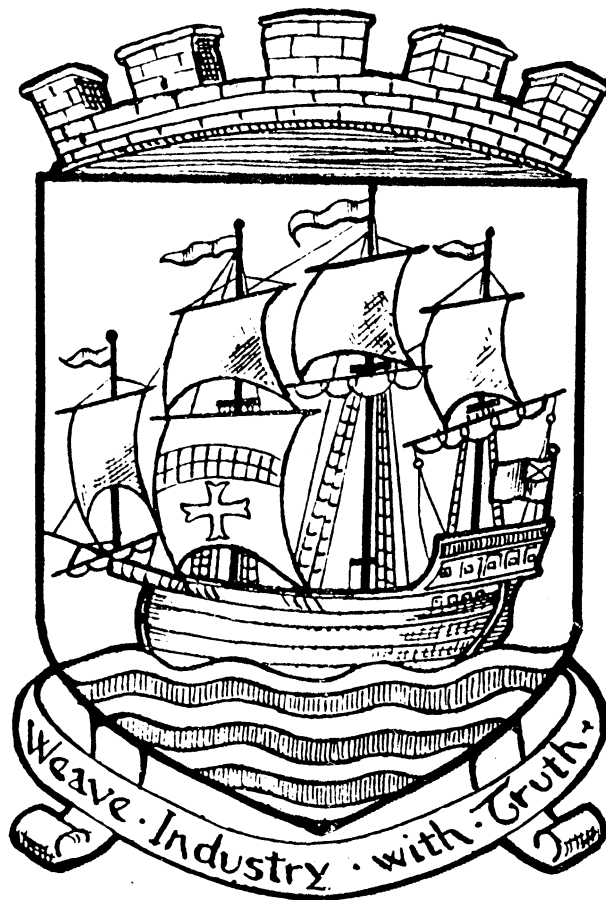


Article 28

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

School Improvement Plan 2025/2026

*Continuous improvement is better than delayed perfection!*

Ready

Respectful

Safe

## Key Performance Indicators

National Improvement Framework Priorities	Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children
Leadership and Management	1.1 Self-evaluation for improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership and management of staff/practitioners 1.5 Management of resources to promote equity
Learning Provision	2.1 Safeguarding and Child Protection 2.2 Curriculum 2.3 Learning, Teaching and assessment 2.4 Personalised Support 2.5 Family learning 2.6 Transitions 2.7 Partnerships
Success and Achievements	3.1 Improvement wellbeing, equality and inclusion 3.2 Raising attainment and achievement/ Securing children's progress 3.3 Increasing creativity and employability

### South Ayrshire Council Plan

- Spaces and Places
- Live, Work, Learn
- Civic and Community Pride

### Children's Services Plan

- **The Promise:** Our commitment to Keeping the Promise
- **Family:** Promoting whole family wellbeing
- **Included:** Early help for children with diagnosed or undiagnosed additional support needs
- **Healthy:** Improving physical and mental health for children and young people
- **Voice:** Involving children and young people in local decision making
- **People:** Collaborative learning and reflection opportunities for the workforce

### Education Services Priorities

- Engaged and Included
- Outstanding learning, teaching and assessment
- Developing our curriculum
- Self Improving Service

### National Improvement Framework Priorities

- Placing the human rights of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in employability skills and sustained positive school leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy

## 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 over the past few years post Covid and recovery, as well as our new build getting ever closer, 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.

## 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.

## School Improvement Plan 2023-2024

### School Priority 1: Outstanding Learning, Teaching and Assessment

<b>NIF Priority:</b> Improving attainment in Literacy and Closing the attainment gap between the most and least disadvantaged children	HGIOS 4: 1.2 1.3 2.2 2.3 2.4 2.5 3.1 3.2
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**SAR Strategic Plan Priority:** To raise attainment in literacy and close the reading attainment gap between the most and least disadvantaged children and young people in South Ayrshire

#### What Outcomes Do We Want To Achieve?

- 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.
- To promote consistent high-quality teaching and learning of numeracy, we aim to implement a comprehensive strategy that includes ongoing professional development for teachers, the use of evidence-based teaching practices, and the integration of engaging and relevant learning resources. By fostering a collaborative environment where best practices are shared and supported, we will ensure that all students receive the highest standard of numeracy education, enabling them to develop strong mathematical skills and confidence.

#### How Will We Achieve This?

- By June 2025, ALL Phase 1 schools will have reviewed the role of their reading leader and, in collaboration with the South Ayrshire Reads team, planned how this role will be used to support reading development over the coming year.
- By June 2026, ALL Phase 1 schools will have participated in at least two reading leader-led workshops within their own setting, supporting the ongoing development of reading practice.
- By June 2026, ALL Phase 1 schools will have had the opportunity to engage in collaborative activities—through partnership CLPL, Phase 1 cohort participation, or peer school visits—to build collective efficacy and promote an outward-looking approach to improvement.
- By August 2025, ALL Phase 1 schools will identify new or returning staff in need of catch-up sessions and will work with the SAR Team to develop a clear plan, ensuring all staff are equipped with the knowledge and skills to support reading development effectively.
- By June 2026 ALL Phase 1 education staff will have had the opportunity to engage in additional high-quality CLPL in an area of interest.
- By June 2026 ALL Phase 1 education staff will have had the opportunity to engage in bespoke high-quality CLPL.
- By June 2026, ALL Phase 1 education staff will have had the opportunity to further develop their practice in collaboration with the SAR Team.
- By June 2026 ALL Phase 1 schools will have had the opportunity to engage with assessment implementation and data analysis to drive teaching and learning.
- By June 2026 ALL Phase 1 schools will have had the opportunity to engage with and access support to implement and embed additional related SAR priorities.
- By June 2026 ALL parents will have had further opportunity to engage with workshops and learning sessions based on supporting their child's reading development.
- To promote consistent high-quality teaching and learning of numeracy, we will conduct a comprehensive whole school audit process. This will involve systematic observations of teaching practices to identify strengths and areas for improvement. By focusing on teacher observations, we can ensure that best practices are shared and implemented across all classrooms.
- Additionally, we will utilise the expertise of Scott Morrow, the numeracy lead in the authority, to provide targeted training for our staff. His guidance will help enhance teachers' skills and confidence in delivering effective numeracy instruction. Appropriate resourcing will also be a key component, ensuring that teachers have access to the necessary tools and materials to support high-quality numeracy teaching and learning.

### Intended Impact

The aims of South Ayrshire Reads continue to be embedded across Phase 1 School Communities focussing on building capacity and sustainability. The values, vision and aims of South Ayrshire Reads is consistent and clear to all stakeholders. The aim of improving numeracy is to develop a more comprehensive and consistent Girvan Primary School way of teaching.

### How Will We Measure Impact On Our Children?

Assessment results and teacher judgements of both PEF and Non-PEF cohorts of children to improve whole school reading results by the following targets over 3 years:

#### Increase in Reading Attainment

	Target	Actual
Year 1	3%	4%
Year 2	5.2%	1.6%
Year 3	6%	

		Baseline	Year 1	Year 2	Year 3
<b>Girvan Primary School</b>	P1, 4 and 7	67.6%	69%	71.14%	
Five-year average for pupils secure at the expected level					
<b>South Ayrshire Council</b>	P1, 4 and 7	81.8%	81.4%	81.6%	
Five-year average for pupils secure at the expected level					

#### Close the gap between GPS and SAC 5 year averages

	Gap	Target	Actual
Baseline	14.2%		
Year 1	12.4%	1.5%	1.8%
Year 2	10.46	2%	1.94%
Year 3		2.5%	

#### Increase in Numeracy attainment

	Target 25-26	Actual
Primary 1	8.6%	
Primary 4	7.3%	
Primary 7	5.6%	

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

<b>NIF Priority:</b>	<b>HGIOS4: 1.2 1.3 2.2</b>
<b>Improvement in attainment, particularly in literacy and numeracy</b>	<b>2.3 2.4 2.5 3.1 3.2</b>
<b>Closing the attainment gap between the most and least disadvantaged children</b>	

#### What Outcomes Do We Want To Achieve?

- Build strategies and practical applications for children and families to become more resilient and confident to ensure equity for all learners and support for families
- Improved and sustained attendance of targeted children across the school
- Children's voice to come through the curriculum
- Improve children's self –confidence, self-esteem and resilience

#### How Will We Achieve This?

- Refer to PEF plan
- All children across the school will have access to the support we can offer as a school as and when it is deemed appropriate through:

School based counselling service  
Drawing and Talking Therapy  
Lego Therapy  
Seasons For Growth  
LIAM  
Mental health First Aid  
Nurture Fidelity

- Nurture Group – To further develop the local authority full fidelity model and develop the nurture network across Dalmilling, St Johns, Braehead and Girvan.
- Whole School Nurture Approach – develop all staff understanding of nurture to develop a consistent approach throughout the school. Work with the central Nurture Support team and deliver nurture principal specific training.
- Signposting children and families to wider services within the locality through our Education Welfare Officer and Pupil Support Team.
- Further develop pupil voice across all areas of the school utilising the dedicated time 2<sup>nd</sup> Level Staff will be given.
- Growth Mindset Champion to offer group sessions for self-referral within the school
- More consistent approach to Outdoor learning across all levels and stages in the school in line with LA and Loose Parts Play programmes. This will be even more prevalent as the new build project starts over the Summer of 2025 for the next 3 years.
- Utilise the local environment and partners to further develop our successful alternative curriculum groups in a variety of ways to support this working.
- Increase opportunities and experiences that build confidence and self-esteem in all children and ensure no child misses out. We will look to build on the momentum created in session 2024-2025 with all staff supporting through dedicated time.
- Better Movers Thinkers programme developed within the school to include family engagement sessions. BMT is carried forward from last session and we hope to develop this as best practice alternative physical education across the school.
- Digital Group to develop whole school podcast/bedtime stories and begin the process for reaccreditation of the Digital School Award.
- Establish links with former pupils – where are we now? S1 pupils to have weekly drop in sessions to support transition to Girvan Academy. Also to consider Primary 7 children spending more time at Girvan Academy prior to Summer with the potential of moving up there for a prolonged transition period.
- To increase opportunities for pupils to be part of pupil voice groups across the school. This will incorporate work with SLT and 2<sup>nd</sup> Level staff, dedicated time through assembly and focussed points of interest throughout the session.
- Attendance monitored weekly by SLT applying South Ayrshire guidance and close identified gap. The aim for this session is 91.5% attendance on average across the whole school.
- All staff will support learners with experience of care to provide improved wellbeing and in turn work towards improved educational outcomes.
- Test of change: using the Adaptive Teaching Programme across another stage within the school before considering the full model across the whole school. It should be noted that the TOC was very successful in P1 this session.

#### **How Will We Measure Impact On Our Children?**

- Improved Attendance – 1% whole school and 3% PEF Cohort

Girvan Primary Attendance	Baseline	Year 1	Difference	Year 2	Difference	Year 3	Difference
	88.77	89.73	+0.96	91.0	1.3%		

*0.96% Increase in attendance is an improvement of 596 days which equate to 3.14 academic years gained*

- Increased participation in groups/clubs/activities (AG to track)
- SAC Universal tracker
- Questionnaires – staff, pupils, parents/carers
- Data gathered and evaluated by school and Educational Psychologist
- Feedback from staff and pupils
- Happiness Scale measured across identified cohort of children.
- Pupils will benefit from the consistent development of nurture pedagogy across the school. Pupils will learn within a nurturing classroom and environment.
- HGIO54 feedback and follow up our schools “You said, we did board”



**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.

**NIF Priority:**

**Closing the attainment gap between the most and least disadvantaged**

**HGIOS4: 1.2 1.3 2.2  
2.3 2.4 2.5 3.1 3.2**

**What Outcomes Do We Want To Achieve?**

- To improve quality and consistency of learning, teaching and assessment across all our EYCs and schools.
- To improve quality and consistency of experiential learning experiences/approaches across early level and beyond.
- To improve the range and quality of outdoor learning experiences across our EYCs and schools.
- To improve the quality and consistency of our approaches to using digital learning.
- To ensure all staff have access to a comprehensive professional learning offer that supports our continual drive for improvement.

**How Will We Achieve This?**

- Initial meeting with HTs, SAL and Digital Team to propose a 3-year cycle to improve the quality and consistency of outdoor learning, experiential learning, and digital learning approaches across our Cluster EYCs and schools.
- Practitioner Survey created, distributed, and completed by all relevant EYPs, and teachers involved in the Cluster Project.
- SAL Team to collate all baseline data and sort all practitioners into 3 groups (outdoor, experiential, and digital learning) depending on confidence level.

Year 1 – least confident (rating 1-6)

Year 2 – average level of confidence (rating 7-8)

Year 3 – most confident (rating 9-10)

**Leadership Opportunity**

- Key Leads to be identified to work with SAL and Digital Team throughout the Cluster Project (1or 2 Key Leads with high level of confidence per group).
- SAL and Digital Team to meet Key Leads to establish role and responsibilities.
- SAL, Digital Team and Key Leads to plan outdoor learning, experiential learning, and digital learning inputs x4.
- Each group to meet separately.
- All teachers to:
  - attend Introduction/Training Session 1to obtain overview of the Girvan Cluster Project: Explanation of 3-year cycle.
  - participate in self-evaluation activities with Cluster colleagues.
  - SAL, Digital Teams, and Key Leads to use self-evaluation activity information to create bespoke training sessions to meet the needs of each group.
- All teachers attend Training Sessions 2-4 led by SAL, Digital Team, and Key Leads.

**Test of Change**

- All teachers complete gap tasks between each training session in their own setting.
- All teachers attend session focusing on Enquiry led by SAL, Digital Team, and Key Leads.
- Expectation of showcase shared and groups form trios.
- Trios agree on a line of enquiry to focus on.
- Trios participate in peer observations.
- SAL, Digital Team, and Key Leads support if required.
- Cluster Showcase:
  - All teachers to attend and share practice with their group.
  - All teachers' complete self-evaluation at the end of Year 1.
  - SAL Team to revisit baseline data.
  - Sort practitioners into 3-groups (outdoor, experiential, and digital learning) for Year 2 (average level of confidence).
  - Identify Year 2 Key Leads.

**How Will We Measure Impact On Our Children?**

- To improve the quality and consistency of outdoor learning, experiential learning and digital learning approaches across Girvan Primary School.

**Girvan Primary School**  
**Session 2025-26**



**Setting the Scene**  
Thursday 4<sup>th</sup>  
September  
2025  
3:15 - 4:15pm



**The Planning and  
Teaching of Whole  
Class Text Part 1**  
(Language Comprehension)  
Thursday 11<sup>th</sup>  
September 2025  
3:15 - 4:45pm



**The Planning and  
Teaching of Whole  
Class Text Part 2**  
(Language Comprehension)  
Thursday 2<sup>nd</sup>  
October 2025  
3:15 - 4:45pm



**Session 4  
Responsive**  
Thursday 12<sup>th</sup>  
February 2026  
3:15 - 4:45pm



**Reading Leader  
Workshop**  
Thursday 27<sup>th</sup>  
November 2025  
3:15 - 4:15pm



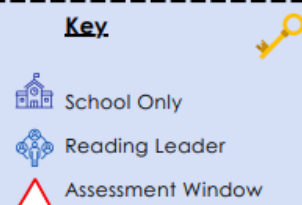
**Session 3  
Responsive**  
Thursday 23<sup>rd</sup> October 2025  
3:15 - 4:45pm



**Session 5  
Responsive**  
Thursday 23<sup>rd</sup>  
April 2026  
3:15 - 4:45pm



**Reading Leader  
Workshop**  
Thursday 22<sup>nd</sup>  
May 2026  
3:15 - 4:15pm



## Pupil Equity fund Overview of Spend

Attendance Initiatives and Reward Days	15,000
School Counsellor	7,800
Healthy Eating Family Support	2,500
Alternative Curriculum Support + LU Europe Supporting Equipment	10,320
Outdoor Learning / Loose Parts Play Development	8,000
Targetted Numeracy Support	2,000
IRIS Ayr	3,000
Principal Teacher Element	6,570
Probationer Contribution (possibly moved to staff entitlement)	14,404
Support Assistant Hours	28885
Education Welfare Officer Hours	9057
<b>Total</b>	<b>107,536</b>
<b>Balance</b>	<b>3939</b>