

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 2026/2027

South Ayrshire Education builds skills, confidence and character for life.

Continuous improvement is better than delayed perfection!

Ready

Respectful

Safe

Key Performance Indicators

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 work force

Education Services Priorities

- Included, engaged and involved
- Delivering excellence in learning, teaching and assessment
- Transforming our curriculum
- Towards a self-improving education system

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

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 2026-2027

School Priority 1: Outstanding Learning, Teaching and Assessment

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

NIF Priority: Improving attainment in Numeracy 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

What Outcomes Do We Want To Achieve?

- Increased learner confidence, engagement and conceptual understanding
- Improved practitioner confidence and pedagogical understanding
- Consistent and progressive use of CPA approaches across all classes
- A clear, consistent whole-school model for teaching numeracy that supports mathematical thinking and decision making (the thinking lesson)
- Embed formative assessment methodologies that assess conceptual understanding and thinking
- Reduction of attainment gaps between the most and least disadvantaged children and young people in South Ayrshire.
- Improved attainment across all stages, including P1, P4 and P7

How Will We Achieve This?

- By December 2026 a member of SLT and Numeracy leads at each level will have completed 'Teaching for Understanding' maths training
- By June 2027, all teaching staff will have participated in a series of CLPL sessions focused on supporting learners develop improved attitudes and a deeper conceptual understanding of maths
- The Thinking Lesson
- Progression of Manipulatives
- Effective Assessment
- Further sessions to be determined by staff survey
- By December 2026, develop an agreed whole-school lesson structure focussed on learning through investigation (The Thinking Lesson)
- By June 2027, all teaching staff will have embedded aspects of the agreed approaches to teaching and learning (randomised groupings, non-permanent vertical surfaces & non-curricular tasks)
- By June 2027, manipulatives will be used in the majority of maths lessons to allow learners to communicate thinking (CPA)
- By June 2027, all teaching staff have used the Numeracy Assessment Tracker once per term to monitor progress of a specific mathematical concept across the year
- Establish non-negotiables (e.g. modelling, questioning, use of manipulatives)
- By June 2027, teaching staff are employing a range of resources to plan lessons effectively with increased confidence
- By October 2026, all classes will be equipped with stage appropriate core mathematical manipulatives
- By session 4 of the CLPL session, all teaching staff will complete a survey to determine current confidence / conceptual understanding / areas for development
- By June 2027, all teaching staff will facilitate mathematical discussion, collaborative learning and visible thinking
- By June 2027, SLT and teaching staff will have agreed expectations for evidencing learner progression (including jotter work)
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- By June 2027, teaching staff and targeted support staff will have a better understanding of effective intervention to support progression for all learners
- By June 2027, Numeracy Leads will have opportunities to plan and deliver collaborative lessons with leads from across the cluster.
- By June 2027, all teaching staff will have the opportunity to observe a thinking lesson.
- By June 2027, targeted support staff will receive CLPL to deliver effective intervention to support small groups and individuals.
- By June 2027, parents will have had the opportunity to take part in a series of parent/child workshops to increase confidence in supporting their child's understanding of mathematical concepts

How Will We Measure Impact On Our Children?

- Pre and Post pupil/staff confidence and attitudes to maths surveys
- Numeracy Assessment Tracker demonstrates increased efficiency, improved decision making and ability to solve increasing complex problems (mathematical relationship question type / context)
- Improved attainment data (including SNSA, GLs and CfE levels)
- Increased percentage of pupils achieving expected levels
- Reduction in attainment gaps
- Learner voice shows increased confidence and ability to explain thinking
- Learning visits show consistent lesson structure and effective CPA use
- Jotter monitoring shows progression and increased ability for learners to articulate thinking
- Staff feedback indicates increased confidence and consistency

Increase in Numeracy Attainment

	Target	Actual
Year 1	2%	
Year 2	3%	
Year 3	2%	

		Baseline 25/26	Year 1 26/27	Year 2 27/28	Year 3 28/29
Girvan Primary School Five-year average for pupils secure at the expected level	P1, 4 and 7	78%			
South Ayrshire Council Five-year average for pupils secure at the expected level	P1, 4 and 7	85%			

Close the gap between GPS and SAC 5 year averages

	Gap	Target	Actual
Baseline	7%		
Year 1		2%	
Year 2		3%	
Year 3		2%	

SAR – Maintenance plan can be found in the link below.

[SAR – Maintenance plan can be found in Appendix A](#)

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

NIF Priority:

Improvement in attainment, particularly in literacy and numeracy
Closing the attainment gap between the most and least disadvantaged children

HG1054: 1.2 1.3 2.2
2.3 2.4 2.5 3.1 3.2

Girvan Primary Mainstream

What Outcomes Do We Want To Achieve?

- Build staff confidence and understanding of the Curriculum Improvement Cycle, considering the impact this will have for both staff, children and families.
[South Ayrshire Improvement Plan Priority – Curriculum Improvement Cycle](#)
- 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?

- Staff involvement in school bases, local authority and National Curriculum Improvement Cycle conversations and activities. *this will develop through the session
- Refer to PEF plan
- Continue to improve access to targeted support as a school as and when it is deemed appropriate through: School based counselling service, Drawing and Talking Therapy, Lego Therapy, NVR, Seasons For Growth, LIAM, Mental health First Aid and 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. The group are looking to standardise practice across all provisions.
- Young Leaders of Learning – to increase the opportunities for leadership through pupil groups, develop pupil confidence, further develop understanding around their rights and ensure pupil voice influences learning, teaching and school priorities.
- 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.
- Attendance monitored weekly by SLT applying South Ayrshire guidance and close identified gap. The aim for this session is 91% attendance on average across the whole school.
- Strengthen governance of reduced learning hours.

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%	89.3%	-1.7%

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
- SAC Universal tracker
- Fewer and time limited reduced-hours arrangements
- Questionnaires – staff, pupils, parents/carers
- 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.
- HG1054 feedback and follow up our schools "You said, we did board"

Girvan Primary Support and Wellbeing

[Embed consistent sensory informed practice across ASN schools and provisions.](#)

School Priority 3 : Girvan Cluster – Year 2 of the 3 year plan

We want all our children and young people to experience the highest quality learning and teaching in our schools. We are committed to ensuring a relentless focus on learning, teaching and assessment at the heart of all that we do.

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 1 to 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.
- Staff survey (pre and post).
- Classroom observation notes, feedback (peers, SLT) and tracking data on learner progress.
- Staff professional development and review process

Capacity for Improvement

Our School Improvement Plan has been carefully designed to ensure it is both targeted and achievable within the capacity available. It builds purposefully on prior improvement work, enabling staff to consolidate and extend established practice rather than introducing unnecessary new initiatives. This deliberate continuity supports depth of implementation and sustained impact on learners. The plan is also responsive to the evolving Scottish educational landscape, aligning with current national priorities and expectations while remaining flexible to adapt to emerging guidance. In recognising the significant demands associated with our forthcoming new build, appropriate time and space have been factored into the plan to support staff and pupils through a successful transition. This includes an explicit acknowledgement of the need to balance improvement activity with the practical and emotional aspects of relocation, ensuring that progress remains sustainable and staff wellbeing is protected.