

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

2025/2026

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

Ready

Respectful

Safe

EXECUTIVE SUMMARY

This Standards and Quality Report presents a positive picture of the school with strong leadership, a nurturing ethos and improving attainment outcomes across many areas. The school evaluates itself as Good across all four core HGIOS quality indicators and demonstrates a strong commitment to equity, inclusion and raising attainment.

Within the report, it will detail five major successes for the school which are as follows:

Strong Readiness to Learn and Wellbeing Culture - The school has successfully embedded a wide range of wellbeing supports including Zones of Regulation, Breakfast Club, emotional check-ins, nurture provision, counselling, alternative curriculum pathways and family support programmes. These have contributed to improved engagement, resilience and readiness to learn for many pupils.

Improvement in Reading and Literacy Practice - Significant progress has been made through South Ayrshire Reads, extensive staff professional learning and the implementation of whole-class reading approaches. Staff confidence in teaching reading has increased and reading accuracy improved across all P4-P7 stages, with an average increase of 5.65%.

Highly Effective Inclusion and Support for Vulnerable Learners - The school has developed a comprehensive range of targeted interventions, including nurture, anxiety management, therapeutic support, dyslexia screening and alternative curriculum opportunities. These interventions have shown measurable improvements in wellbeing, engagement and attendance for targeted children.

Positive School Culture and Leadership - Strong strategic leadership, distributed leadership across staff and effective use of self-evaluation have created a culture of continuous improvement. Staff engagement in professional learning and school improvement activity is a notable strength.

Broad and Enriching Curriculum Opportunities - Pupils benefit from an extensive range of wider achievement opportunities including residential experiences, outdoor learning, STEM, music tuition, sports programmes, community partnerships and leadership opportunities. Pupil voice evidence indicates high levels of engagement, inclusion and enjoyment in learning.

It also highlights where we can improve as a school to inform improvement planning for 2026-2027 which are as follows:

Raise Attainment in Numeracy - While most learners achieve expected standards, SNSA and assessment data indicate a need to increase the proportion of learners attaining above expected levels and reduce the proportion attaining below expectations, particularly within identified cohorts. Ensuring consistent high-quality numeracy teaching and assessment should be a major focus.

Increase Consistency in Learning, Teaching and Challenge - The report identifies variability in the quality of learning and teaching across classes. Priority should be given to embedding consistent high-quality practice, increasing learner challenge, strengthening learner leadership and ownership of learning, and developing more consistent approaches to assessment and target-setting.

Improve Attendance and Reduce Persistent Absence - Attendance remains below the South Ayrshire average and continues to be the most significant barrier to improved attainment. Building on the positive work of the Education Welfare Officer should remain a key strategic priority to further improve attendance and engagement.

Overall, Girvan Primary School is a nurturing, inclusive and ambitious school with strong leadership and highly effective support systems. The next phase of improvement should focus on attendance, numeracy attainment, and greater consistency in high-quality learning and teaching, enabling the school to build on its many strengths and further improve outcomes for all learners.

INTRODUCTION AND CONTEXT

The purpose of this report is to provide an answer to the question, ‘How good was our school in 2025-2026?’ This report tells you about the quality of education in Girvan Primary School and how the children benefit from learning here.

Girvan Primary School aims to provide a high-quality teaching and learning experiences to all pupils. Children work within a nurturing ethos and are encouraged to set high standards and aspirations for the future. During session 2025/26 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 2025 was 299 children with 15 attending our Supported Learning 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. The school can be rather transient with children moving in (14) and out of the area (16) during the academic session. During 2025/26, 109 children were eligible for free school meals across the school which represents 36.45% of the school population. The South Ayrshire average for free school meals is 22%. During this session 102 children were entitled to the SAC Clothing grant, making up 34.11% of the school population. All P1-6 pupils receive a free school meal and the uptake of this is good. Throughout the school, 33.77% of children live within Quintile 1 and 54.5% live within Quintile 2. 45.15% of children 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. 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 2025/26 the total staffing for the year was the equivalent of 21.7 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 – Miss Lee P1/2 – Miss Murray P2 – Miss McDonald	Mrs Brown Mrs Shepherd Mrs Jack	Miss Lucas – Pupil Support – 0.8FTE Mrs Robertson – Pupil Support – 0.2FTE	Miss Spiers Mrs Mitchell
Miss Boles Depute Head Teacher	P3 – Mrs Petigrew P3 – Mrs Laidman P4 – Miss Hollins P5 – Mrs Mansell	Mrs Hunter Mrs Bryce Mrs Grinter Mrs Rowney		Facilities Team Mr Martin - Janitorial Mrs Hutchison - Janitorial Mrs Robertson - Cleaning Mrs Brown - Catering
Mrs Fulton (Acting) Depute Head Teacher	P5 – Miss Steele P6 – Mr Penny P6 – Mrs Allan + Mrs Shennan	Mrs McLeary Mrs Kirkwood Mrs McFeely Mrs Brown Mrs McLeary		
Mr Mair Principal Teacher	P7 – Miss Fitzimmons P7 – Mr Bell SWB1 – Miss Grater / Mrs Bryson	Miss Hunter Mrs Sloan		
Mrs Watson 0.5 Principal Teacher	SWB2 – Miss Eggo / Mrs Bryson			
Miss McCrae 0.5 Principal Teacher	Nurture – Mrs Allan Learning For Sustainability – Mrs Nelson PE – Miss Dobbie			

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 time. This will be during session 2026-2027 prior to the completion of our new build 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. The evaluation of PEF spend this session can be found in attached.

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.

RESPONSIBILITY OF ALL

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

WHAT'S BEEN GOING ON

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 3 and 5. Children in P6 also benefitted from Trombone tuition. This also include a Therapet support person, working with a number of youngsters to develop reading and confidence within Primary 5.

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. This session, after a period of support out with the model, a full fidelity nurture group was established and supported six identified pupils across P1–P3 with targeted, relationship-based intervention aligned with the six principles of nurture. Activities included structured play, cooking, literacy and numeracy tasks co-planned with class teachers, and community-based learning, all of which promoted emotional security and engagement. This group will continue as one for session 2026-27 with transition planned back into Mainstream beginning in April 2027.

This session, 16 children from Primary 3-5, as well as Primaries 6-7, have engaged with an Alternative Curriculum programme which inspires and supports them through hands-on, interest-led learning. The programme includes Forest School, computer programming and robotics, and weekly visits to the Z1 Youth Bar. Designed for learners who thrive outside traditional settings, the curriculum fosters confidence, creativity, and collaboration.

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 parent council also support the school with grant funding for a range of activities that can further enhance the curriculum experiences for the children.

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
- Barr and Barrhill Primary Schools
- Colmonell and Ballantrae Primary Schools
- Dailly Primary School

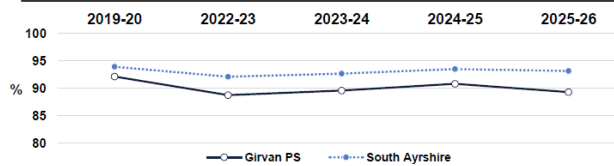
These schools comprise the Girvan Schools Cluster.

Attendance

Attendance within Girvan Primary continues to be challenging and falls below the average of the local authority.

% attendance by characteristic

All pupils	2019-20	2022-23	2023-24	2024-25	2025-26
Girvan PS	92.2	88.8	89.6	90.8	89.3
South Ayrshire	93.9	92.1	92.7	93.5	93.2

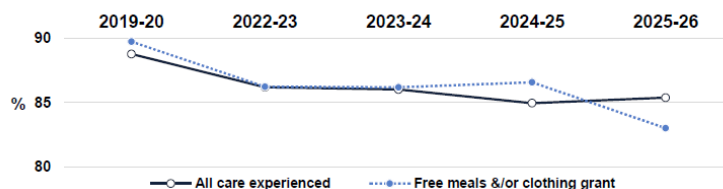


Attendance	22/23	23/24	GAP	2024/2025	GAP	2025/2026	GAP
South Ayrshire Council		92.9	3.2% = 1865 days or 9.8 academic years	93.7	2.7% = 1574 days or 8.2 academic years	93.2	3.9% = 2215 days or 11.6 academic years
Girvan Primary School	88.8	89.7		91.0		89.3	

The table and graph above show that while attendance had been improving year on year at Girvan Primary School, there was a dip this session. However, if you take our average weekly attendance and remove the attendance between 28/11/2025 to 19/12/2025 where we have significant illness that required public health intervention and deep cleaning from our facilities team, our attendance would've continued to improve. Weekly attendance is normally between 90-91.4%, however during this period, our weekly attendance was 81.7%, 84.0% and 84.9%. For comparison, in session 2024/2025, the attendance for those weeks was 90.1%, 92.4% and 90.7% respectively.

For illustrative purposes, even taking our low yearly average of 89.3% during this 3 week period, our schools average attendance would increase to 92.3%. This represents the gap closing to 0.9% = 511.29 days or 2.69 academic years which is a significant improvement.

Characteristic	2019-20	2022-23	2023-24	2024-25	2025-26
All care experienced	88.8	86.2	86.0	85.0	85.4
Free meals &/or clothing grant	89.7	86.2	86.2	86.6	83.0



To ensure that these pupils and their families are supported effectively, part of our PEF spend this session has been to employ a 7.5 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. The Education Welfare Officer (EWO) at our school has successfully established positive relationships with nearly all families she has engaged with. Through her proactive and empathetic approach, she has effectively connected families to appropriate support services, including the school management team, school counsellor, information and advice hub, and assistance for those transitioning to schools in other authorities. Her efforts have significantly enhanced family engagement and student attendance at Girvan Primary. The EWO has placed over 1000 calls to families, promoting attendance and encourage good attendance habits. Pupils are provided with weekly updates on attendance figures during school assemblies, promoting awareness of the importance of regular attendance and encouraging pupils to take responsibility for maintaining good attendance habits.

Class	August	September	October	November	December	January	February	March
SWB1	100%	87.19%	89.34%	80%	91.67%	88.75%	85.29%	88.64%
SWB2	94%	89.17%	92.86%	86.43%	89.52%	89.69%	94.49%	85.51%

Attendance for SWB1 from August to March sits at 88%. The highest month was August (100%), followed by December (91.67%). The lowest month was November (80%). The drop in November can be explained by notifiable illness. One pupil was in hospital for extensive brain surgery, and his attendance that month (25%) had a significant impact on the overall class figure.

Looking more closely at the data, most children in SWB1 have 94% or higher attendance across the year. A small number sit below 80%, and in at least one case this is directly linked to the surgery mentioned above.

Attendance for SWB2 from August to March sits at 91%. Because three children joined the department at different points in the year, the overall figure is less precise. Even so, the data shows a generally strong level of attendance, sitting just below the South Ayrshire average of 93% (accurate as of March 2026). Most children in SWB2 have 92% or higher attendance, with a small number falling below 85%.

Absence patterns in SWB2 do not point to a single cause. Instead, a mix of illness, family circumstances, and holidays has contributed to the figures so far. Overall, attendance across SWB remains above the mainstream school average, although there is still room for improvement.

Attainment

Numeracy

During the session, a whole-school audit of numeracy resources was undertaken. This identified inconsistencies in the availability and use of materials across classes. In response, the school invested in Leckie & Leckie textbooks and workbooks from Early Level to Second Level. These resources are fully aligned with Curriculum for Excellence and will be embedded as core teaching materials across the school. While staff retain flexibility to supplement these with additional resources, the introduction of a consistent core resource will support greater coherence, progression and continuity in learners' experiences.

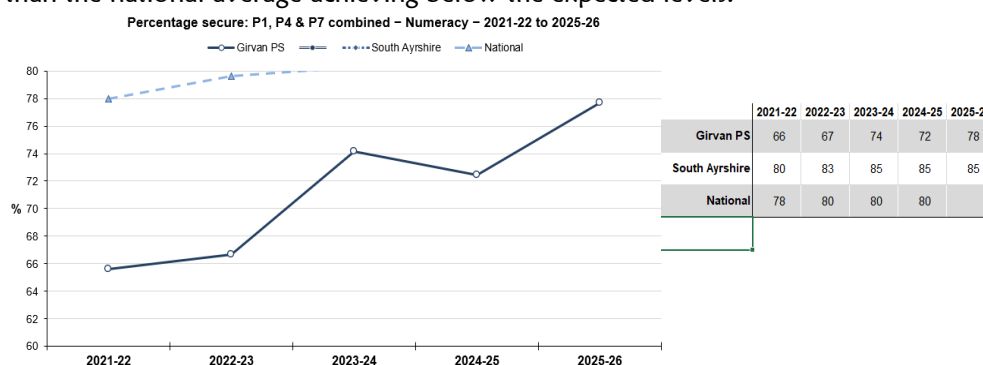
Professional learning was provided to all teaching staff through training led by South Ayrshire's Numeracy Lead, Scott Morrow. This has strengthened staff confidence and enhanced their capacity to deliver high-quality numeracy lessons. In addition, two members of staff successfully completed the 'Teaching for Understanding in Maths' programme. This professional learning has deepened their understanding of effective pedagogy, strengthened approaches to developing mathematical thinking and enhanced their ability to support colleagues. Next session, these staff members will take on a leadership role in delivering professional learning for both staff and parents, helping to build a sustainable culture of collaborative improvement.

Classroom observations and quality assurance activities have identified examples of effective practice across the school, particularly in the use of high-quality questions, learner engagement strategies and structured approaches to numeracy teaching. However, these strengths are not yet consistently evident across all classes. Continued focus will therefore be placed on embedding and sustaining effective practice at a whole-school level to ensure greater consistency in the quality of learning and teaching and improved outcomes for learners.

SNISA

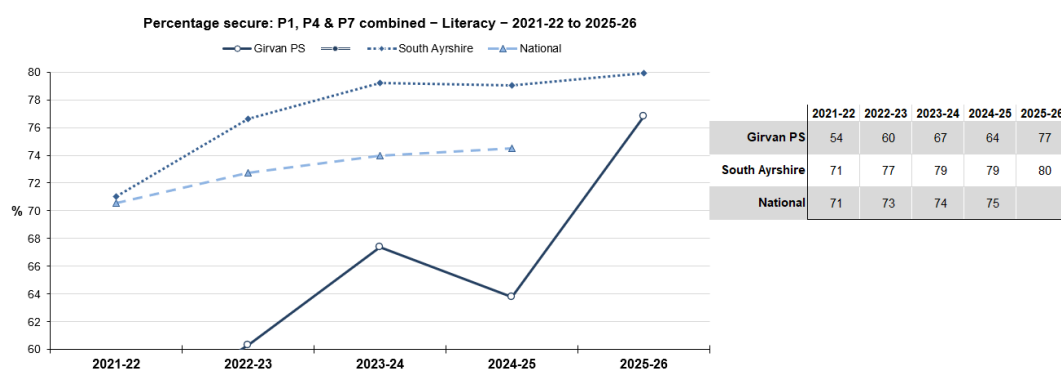
SNISA data was used to evaluate P1, P4 and P7 pupil progress in numeracy this session, and GL data was used for P3 and P6. These results have been used in conjunction with tracking and monitoring data from Seemis throughout the year to evaluate progress across numeracy. The results across this cross 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 P4, where the results were poorest, there has been careful consideration of class structure and additional support resource allocation. Next years P5 and P6 cohort will benefit from a small test of change, and to boost both literacy and numeracy attainment across the year groups, the support for learning teacher will be focussing on these stages. This will be monitored throughout the year to ensure that sufficient impact is made across both literacy and numeracy. Additionally, Numeracy will be a key priority within the school improvement plan for session 2026-2027 in recognition of this where we will work closely with Scott Morrow in delivering CLPL.

The SNISA 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.



Literacy

In session 2025-26, we continued to implement South Ayrshire Reads (SAR) throughout the school, led by a Principal Teacher who had oversight for implementation. There were 9 training sessions, 7 delivered by the SAR team and 2 by the Reading Leader, which all mainstream teaching staff attended. These primarily focussed on the effective teaching of reading and comprehension, supporting the effective implementation of whole-class reading across the school, as well as promoting the effective use of assessment information to inform teaching. Feedback from teaching staff confirmed that the collaboration with the SAR team strengthened teaching practice and there was agreement that the workshops delivered by the SAR team and Reading Leader positively impacted on classroom practice. In addition to this bespoke CLPL delivered in school, a number of additional CLPL opportunities were made available to staff, including inputs on fluency and morphology. After previous significant investment in reading books, all classes benefitted from the whole-class study of texts - all infant classes explored texts using this approach, all P1-7 learners explored non-fiction texts using this approach and almost all young people in P4-7 now explore class novels using a whole-class reading approach. Collaboratively, staff contributed to a standard way of working for reading lessons. This outlines expectations within reading lessons to ensure a consistent, high-quality approach across the school. Feedback confirmed that staff felt more confident in teaching reading than they did previously. To further support learning, we delivered a workshops for new P1 parents/carers during the P1 information event in June 2026, sharing our new approach to the teaching of phonics and reading. Further opportunities for family engagement will be planned for next session. As part of our quality assurance processes, each class was visited three times throughout the session by a member of the Senior Leadership Team. Literacy, in particular reading, was the focus for two of these visits with feedback from classroom observations informing professional discussion and the identification of next steps which informed CLPL inputs.



SNSA Results - Literacy and Reading

SNSA assessments were undertaken for learners in primary 1, 4 and 7 in May and June 2026. Results are provided in the format of a band in which a young person falls into for each assessment. This information can be used as a comparison with national averages.

In Primary 1, the majority of learners achieved expected levels within the SNSA literacy assessment. A greater percentage of P1 learners did not achieve expected levels when compared to the national average. A smaller percentage of the P1 cohort achieved results exceeding those expected – this percentage was significantly less than the national average.

In Primary 4, most learners achieved levels in line with, or above, those expected for this age group when compared with the national average for the SNSA reading assessment. Positively, the majority of learners achieved results within the upper bandings. This resulted in less learners achieving expected levels compared to the national average. The number of learners achieving results below those expected was broadly in line with the national average.

In Primary 7, the majority of learners achieved results within the higher assessment bandings for SNSA reading. Slightly more learners than the national average achieved scores below those expected for this age group.

GL Results - Literacy

GL assessments were completed in May 2026 for P3 and P6 learners. Results for these assessments showed that the majority of P3 and P6 learners scored within expected (average) levels for their respective stages. In Primary 3, less than half of learners achieved a result below average. Few learners achieved an above average result. Similarly, in Primary 6, less than half of learners achieved a result below average. Few learners achieved an above average result.

SNSA Results - Writing

Primary 1 classes made use of Drawing Club to support the development of early writing skills. This led onto the use of Talk for Writing which is used consistently throughout P1-3. Within P4-7, several members of teaching staff trialled a new planning format for writing, outlining tools for writing and genre-specific features. SNSA data for writing shows that, in Primary 4, the majority of learners achieved results within expected bandings for this stage. A few learners achieved within the upper bandings of this assessment – this was in line with the national average. Less than half of P4 learners achieved results below those expected for this age group – this percentage was higher than the national average. In Primary 7, the majority of learners achieved at, or above, expected level, meeting age-related expectations. Compared to national averages, slightly more learners scored below expected levels, with less than half of the cohort achieving these bandings.

Phonics Screener Results

Attainment in phonics is measured across South Ayrshire Reads schools using the Department for Education (DfE) Phonics Screener. Results from assessments carried out in May 2026 show a reduction in the number of learners in P2 achieving the minimum expected threshold. Where learners in P3 in May 2026 did not achieve the minimum threshold the previous year (in P2), they were reassessed in P3. All learners who were re-assessed made progress between assessments and the majority of learners re-assessed achieved, or were very close to achieving, the minimum threshold.

	2023-24	2024-25	2025-26	2026-27
% of P2 learners achieving minimum expectations	42%	70%	46%	
% of P3 learners achieving minimum expectations		81%	81%	

ORF Assessment Results and Reading Speed

P4-7 learners completed the DIBELS Oral Reading Fluency (ORF) assessment 3 times during session 2025-26 to assess their development of fluency skills. All stages realised an improvement in word reading accuracy, with an average increase in reading accuracy of 5.65% across P4-7 classes.

Stage	Beginning of Year (Sept 25) Average Accuracy	End of Year (May 26) Average Accuracy	Change this session
P4	83.1%	93.2%	+10.1%
P5	93.4%	97.0%	+3.6%
P6	90.6%	96.8%	+6.2%
P7	96.1%	98.8%	+2.7%

READINESS FOR LEARNING

P1 Transition

We have continued to work in close partnership with Girvan Early Years Centre to carefully plan and deliver a comprehensive programme of transition activities for pre-school learners. Transition work commenced early in Term 3 and has included a variety of buddy activities, such as reading sessions within the Early Years Centre, physical education sessions in our school halls, and shared lunch experiences designed to help prepare pre-school children for key daily routines in school.

These opportunities have been well received by both the pre-school learners and their Primary 6 buddies, fostering positive relationships and easing the transition process. On a weekly basis, pre-school children have explored our Primary 1 learning environments alongside Primary 1 staff, supported by Early Years Practitioners, enabling them to become familiar with their new teachers and classroom settings.

Enhanced transitions have also been arranged for individual learners requiring additional support, providing them with increased opportunities to build confidence within their new learning environment and to develop relationships with key staff. Early Years Practitioners and Primary 1 teachers have dedicated time to hold detailed discussions about each pre-school learner, ensuring a strong understanding of their strengths and areas for development to support a smooth and personalised transition.

As a result of this comprehensive transition programme, all pre-school learners have demonstrated increased confidence in engaging with Primary 1 staff and are visibly more comfortable within the Primary 1 learning spaces.

More notably, this session we have been able to identify staff early that are working with the children in session 2026-2027 which has further enhanced the transition experience for children in the EYCs.

Play based learning

There has been a strong focus on embedding a play-based ethos across the Early Level curriculum, ensuring a smooth and positive transition for Primary 1 pupils arriving from Girvan Early Years Centre. Primary 1 staff have engaged in professional learning (CLPL) and undertaken research into the work of Greg Bottrill, accessing a range of sources to further enhance their understanding and provision of play-based learning, with particular attention to creating inclusive opportunities for pupils with Additional Support Needs (ASN).

Staff carefully plan teaching inputs at the beginning or end of each learning session to guarantee that children benefit from a minimum of 40 minutes of focused 'play project' time each day. These play projects encourage pupils to take ownership of their learning, fostering planning skills rather than simply exploring the environment.

There has also been a clear emphasis on providing authentic, real-life resources—such as money, cups, and cutlery—in place of plastic alternatives, supporting meaningful learning experiences within real-life contexts.

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. 81.6% of children now wear school uniform which is a significant increase.

	2023-2024	2024-2025	2025-2026
Percentage of children in uniform (taken 1 st week in October each year)	45.5%	65.8%	81.6%

Soft Start

Pupils have the option of a soft start each morning, with the school open from 8:15am for Breakfast Club, which is free of charge and available to all pupils. This provision is well attended, with approximately 50 pupils accessing the club on a daily basis. The Breakfast Club is supervised by two school assistants, who also provide emotional regulation support and informal wellbeing check-ins during this time. Any concerns or issues identified are communicated promptly to class teachers and the senior leadership team to enable swift resolution and ensure pupils are ready to learn.

In addition to this, all pupils have access to their classrooms from 8:50am each morning, providing a calm and settled start to the school day. Pupils engage in free time within the classroom between 8:50am and 9:00am, with a range of appropriate activities available to support self-regulation and emotional readiness for learning. Most pupils make use of this opportunity to begin their day in a positive and settled manner.

Zones of regulation

Staff have implemented a range of strategies to support pupils with self-regulation, including soft starts to the day, Colour Monster self-registration, a designated 'Safe Place' for emotional regulation, and a dedicated snug area. Across Primary 1 to Primary 7, children are taught strategies from the Zones of Regulation through both planned lessons and the general ethos of the learning environment. We have adopted the Zones of Regulation as a whole-school framework to support mental health and wellbeing.

All teaching staff and support assistants have received training to develop their knowledge and confidence in delivering the Zones of Regulation, including the effective use of visual supports. This training was led by one of our Principal Teachers and has been well received by staff. Almost all classrooms now have a 'Wellbeing Check-in' area, and most teachers have reported that this provides an effective and insightful measure of pupils' wellbeing at the start of the school day.

Whole-school assemblies have been used to promote a consistent approach to the language and understanding associated with the Zones of Regulation. Moving forward, we will continue to build on this work, ensuring a shared language and consistent practice to support all pupils in managing their emotions and promoting positive mental wellbeing.

Whole school audit of zones will be undertaken to ensure the standard way of working to implement this in each classroom is achieved and consistent across the school.

Snack and Read

All pupils eat their snack in class between 10:30am and 10:45am. This routine enables staff to actively monitor and promote healthy snack choices, while also engaging pupils in discussions about the importance of nutrition and how food fuels the body. Free fruit is provided for any pupil without a snack, ensuring that every child has access to appropriate nutrition during the school day.

During snack time, all class teachers read aloud age-appropriate books, modelling positive reading behaviours and providing every pupil with access to high-quality texts, regardless of their individual reading ability. Both pupils and staff have reported that this approach has had a positive impact on promoting healthy eating and fostering a love of reading throughout the school year.

This will be discussed with all teaching staff at the first inset day in August to ensure we will continue to implement this across the school next session.

Communication Friendly Environments

This session we have focussed on embedding the strategies from the Learning Environment and Supportive Learning Approaches throughout the school. We have also begun our journey towards completing our Adult Interaction Styles and Nurturing Communication badges. We conducted a whole-school audit of our Learning Environment with all classes implementing our communication friendly policy. Staff took part in training around Adult Interaction Styles and strengths and next steps were identified individually. Some staff took part in Adult Interaction Style observations with our key Speech and Language Therapist, Caroline Turtle, who reported very positive feedback during all observations. Almost all teachers and most pupils feel communication friendly strategies are being embedded into their classroom and teachers and pupils feel it is having a positive impact on learners ability to access the curriculum.

Alternative Curriculum

Sixteen children from Primary 3-5 and Primary 6-7 have engaged with our Alternative Curriculum programme, which provides tailored, hands-on, interest-led learning opportunities designed to inspire and support pupils who thrive outside of traditional classroom settings.

At Girvan Primary School, we believe that every child deserves a learning experience that inspires, engages, and supports their individual strengths and interests. That's why we're proud to offer an Alternative Curriculum Group—a dynamic and tailored programme that includes Forest School, computer programming and robotics, and weekly visits to the Z1 Youth Bar. Over the course of the year, 16 pupils have had a chance to be involved.

Most children have been ready to go back into class following their time in alternative curriculum.

This innovative approach was designed to support pupils who thrive through hands-on, experiential learning, and who benefit from a curriculum that looks beyond the traditional classroom model. By offering a different path, we are opening doors. We are showing our pupils that there are many ways to learn, grow, and succeed—and that every journey is worth celebrating.

Promoting Positive Behaviour Strategy

After a rigorous self-evaluation undertaken in session 2024-25, in consultation with young people, families and staff, a new approach to behaviour was introduced in a Promoting Positive Relationships and Behaviour Policy, launched in February 2026. Feedback from a pupil voice group, held in June 2026, found that all pupils asked knew the meaning of our school values, felt that all adults explain expectations clearly and felt that adults in the school listen when things go wrong. All pupils asked felt that rewards and consequences were fair and rewards motivate them to try harder. The majority of young people asked felt that adults dealt with behaviour consistently, help them fix problems with peers and found restorative conversations positive experiences. We will continue to embed the policy, working to achieve a consistent approach to expectations and the issuing of rewards across the school moving forward.

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.

In addition to this, the school have been able to top this up with another teacher working 4 days 9-12 in Primary 5 supporting individuals with interventions in Literacy and Numeracy for the majority of the session.

During the session, 15 children have had completed Dyslexia assessments. 9 children were identified and 6 are inconclusive and will be reassessed in 12 months. 5 children have on going assessments for Dyslexia and 3 children are already identified as potential for assessment that will be carried out in session 2025-2026.

Targeted Intervention Groups

This year we have worked closely in partnership with local charities and community organisations such as Educational Psychology and Nurture Outreach to deliver parental support groups, cooking and nutrition clubs and STEM sessions. Within the school we have built capacity to deliver interventions for children with identified social and emotional needs throughout the mainstream school and Support and Wellbeing Base. Overall, these interventions have been very successful in terms of engagement from children and families and have had a positive impact on social and emotional wellbeing, attendance and 'readiness to learn.'

Drawing and Talking

This early intervention supported four children to process trauma, change and develop upon attachment needs. Almost all children achieved their targets, 'to share their feelings with others' and 'listen to what other say'. Teachers and families recognized the impact on children's ability to share emotions and emotionally regulate within the school day and home. One child shared: 'I love coming here, I like having a place to talk about things. I don't mind listening to others either I used to find that boring though.' 'Not using a rubber is hard but I know it's okay to make mistakes and make it into something else.'

Lego Workshop

This workshop has been delivered to small group of 6 of children. Almost all children within this group achieved their learning target 'to contribute effectively within a team' and 'to follow instructions', with some positive impacts reflected within most Skills and Difficulties Questionnaires and Wellbeing Webs. One parent noted this intervention, positively influenced attendance, 'he looked forward to coming to Lego Workshop and being with kids from class as opposed to being in the busy classroom.'

Let's Introduce Anxiety Management (LIAM)

LIAM has been delivered in small groups to 11 children throughout the school and on a 1-1 basis, targeting children with identified anxiety and low self-esteem. All children engaged within this programme, set realistic development targets, and most achieved them by the end of the programme, with some positive improvements in the RCADS, post-assessment measures. Teachers and parents recognised the impact this had on children's wellbeing, attendance, and 'readiness to learn'. One parent noted: "Changed wee boy, huge achievement as his attendance is at 95%. He is not worried about going to school and enjoys going to school. He is waking up excited about the school activities. Seems so much happier and ready for the day."

Growth Mindset Champion

Growth Mindset has been targeted this year through whole school assemblies and Health and Wellbeing lessons within class. These assemblies have ensured pupil voice, developed a deeper understanding of Growth Mindset, and introduced coping tools and strategies to build resilience.

Seasons for Growth

This programme help eight children navigate through change, loss and separation within a group setting. All children have engaged within this programme, and their confidence has increased each week in their ability to share their thoughts and feelings as part of a group and when working together to identify supports and strategies.

Social and Emotional Groups (Autism Outreach / Family First)

Delivered with Family First and Autism Outreach, these small group interventions have supported 5 children to build friendships, listening skills, and turn-taking skills. These groups have had a positive impact on the social and emotional skills of most children involved, in particular a neurodivergent child who has demonstrated an increased emotional resilience in class, wider school and as a result there have been significantly less verbal and physical incidents involving this child, indicating he may feel safer and more included.

Educational Counsellor

This has been delivered through 1-1 sessions with 11 children, drop-ins, and 1 family sessions to build pupil confidence. Parents noted that children enjoy going and value having a safe space to talk. Feedback included: "I've noticed positive changes in my child's confidence. She is managing more challenges." Another noted: "If it helps her feel more comfortable, the more she will open up and anything to help her mask less and regulate more is great."

Non-Violent Resistance (NVR) Family Group

Led by Educational Psychology and Nurture Outreach, this intervention has helped one family in the school develop positive behaviour strategies to minimize challenging behaviour at home. Feedback shows a direct impact on shifting parental mindsets: 'Alters your thinking on behaviour, makes me think of what's behind it' and 'Great conversations and has opened my eyes to things like patterns of behaviour'.

Family Links Programme

The Family Links Programme has been offered to identified children receiving Nurture within the school and to families that have requested additional support for their child at home and within the school. The South Ayrshire Nurture Outreach Team has delivered this programme at Girvan Primary for seven identified families and has been upskilling one of our Principal Teachers to deliver this programme independently. The trained staff member will be able to upskill the Nurture Teacher within the school and any other staff member to deliver the Family Links Programme going forward.

Stepping Stones (Cooking Club / STEM) Family Group

Partnering with local charities, these weekly cooking, budgeting, and STEM sessions have built teamwork, partnership working with school and home and an awareness of diet, budgeting and healthy choices for families for 19 families. Feedback shows direct positive impacts transferred to the home: "I didn't realise how much sugar was in some foods and the impact that this can have on you" and "This gave me time to build more of a relationship with my boy and we have enjoyed making these recipes at home instead of takeaways."

School Counselling Service

There have been weekly drop-in sessions with the school counsellor to support children from Primary One to Primary Seven throughout the school session. Five Primary Seven boys have worked together with the school counsellor to develop an understanding of positive masculinity. Five Primary Five to Seven girls have worked together to build positive connections and social interaction skills. Over twenty children have had at least found one to one sessions with the school counsellor to tackle a variety of worries and concerns, from family issues, to childhood trauma, friendship concerns and adverse childhood experiences.

Therapets

This session, four children in Primary Five have benefitted from four sessions with the 'Therapets' reading therapy session with a trained therapy dog, to build confidence around reading aloud.

Care Experienced Learners

At Girvan Primary School, we are committed to early and targeted intervention to support the social, emotional and wellbeing needs of all learners, particularly those who are care experienced. Currently, 4.34% of our school is identified as care experienced, and we take a proactive, nurturing approach to ensuring these children and their families feel supported, included, respected and ready to learn.

We provide a range of supports within and beyond the school day to promote positive health and wellbeing. Staff prioritise strong, trusting relationships and create a safe, inclusive environment where children feel valued. As a result, care-experienced learners demonstrate increased engagement, improved wellbeing and greater readiness to learn. Partnership working is a key strength. This session, we have worked closely with Nurture Outreach, Educational Psychology and local partners, including Stepping Stones, to enhance support for families. This has included Non-Violent Resistance (NVR) training for one family and 'Cooking Club' and STEM workshops for a further seven families, supporting both wellbeing and family engagement in learning.

Building on the success of our school counsellor provision, we continue to offer 1:1 support, drop-in sessions and family interventions. Five children and some families have benefitted from this, reporting a positive impact on emotional wellbeing.

In school, our Alternative Curriculum and Nurture Fidelity model have provided personalised support for some care experienced children's engagement and readiness to learn, along with the development of children's social and emotional needs. The majority of care-experienced learners receive targeted pupil support, with some also supported by our Educational Welfare Officer, leading to improved engagement and attendance.

To support regulation and readiness to learn, sensory circuits are embedded into the day for some identified pupils. We also promote inclusion through wider achievement opportunities, with care-experienced learners encouraged to participate in activities such as Multi-Sports, School Choir and Taekwondo, supporting confidence, social skills and a sense of belonging.

Nurture Fidelity

The implementation of a full nurture fidelity model at Girvan Primary School has supported the social, emotional, and academic development of 6 identified children. The success of the model is evident in the measurable progress observed in the learners and through marked improvements in Boxall Assessments and Skills and Difficulties Questionnaire's. Overall, each child has shown steady progress towards their identified targets and a marked improvement within enhanced resilience, better emotional regulation, and improved engagement.

The nurture principles and ethos, which include creating a safe and secure environment, understanding the importance of nurture for the development of wellbeing, and recognising the centrality of relationships in learning, have been integrated into the school's whole school behaviour policy. As a school we have worked closely in partnership with Nurture Outreach and Educational Psychology to develop Nurture as a whole school approach, through a whole school audit and increased staff training in Nurture and De-escalation approaches. Our commitment to Nurture as a whole school approach has contributed to a more inclusive and empathetic school culture, promoting overall wellbeing and academic success.

Breakfast Club and Snack

Between fifty and seventy children each day are accessing the breakfast club each morning, between 8:15 and 9:00am. In addition to this, fruit is provided for any child who does not have a snack, each day. All children eat their snack in class, while listening to an age appropriate story read aloud by the class teacher. This ensures that all children are accessing reading material suitable to their age level, in addition to ensuring that staff can track what children are eating for snack, identifying anyone who may need support to access healthy snacks, or to issue advice to families on what would be appropriate to send in for snack.

Support and Wellbeing

Staff within the support and wellbeing stage 5 provision within the school have been working on long and short-term targets to further develop practice within the provision. Please click on the link below to see the very good progress the team have made thus far.

[SWB Audit Overview – Long and Short Term Targets](#)

Celebrating success in school and in the wider community

As a school, we are committed to providing our pupils with a broad range of enriching experiences that promote success and personal fulfilment, irrespective of age, academic ability, or family background. Below is a selection of activities and events that have supported our pupils' development, nurturing their love of learning and encouraging curiosity and independence.

- Children with 100% attendance in session 2024-2025 were invited to a VIP Top Secret Event to the Cocoabean Company. They made their own chocolate goods and enjoyed playing in the play area.
- All pupils participated in a school Scottish poetry competition during a Burns Themed Assembly. Many pupils demonstrated success and confidence while reciting in front of their peers and the wider school community. One child went on to represent the school at the Ayrshire Burns Festival.
- All children from Primary Four to Primary Seven created their own lantern with support from local artists, over two half day workshops. They had the opportunity to join the Lantern Festival parade in the local community.
- Children from our SWB department made regular trips to the local amenities in Girvan with our Primary Five to Seven pupils also experiencing weekly trips to the library to read books with an adult and to borrow reading books to read at home and school.
- P7 hosted a Burns Supper for their families and special guests including our Local Councillors. They led games, dances and poetry recitals and served delicious haggis neeps and tatties.
- All children experienced the joy of a live pantomime at Christmas, with an in school viewing of 'Cinderella' by M&M performers with P7 going to the Gaiety to see 'Dick Wittington'
- Music tuition has been provided for all children from Primary Five to Primary Seven, in Glockenspiels and Ukulele, with the opportunity to take part in an additional extracurricular drumming class. In addition to this, classes from Primary One and Primary Three accessed the YMI programme throughout the session.
- SWB has enjoyed weekly YMI Music sessions and thoroughly enjoyed learning new skills with Mr Hill.
- Primary Five and Six pupils, including SWB children, attended a 6-week block of swimming lessons at our newly re-opened local swimming pool, The Quay Zone. Primary Five pupils also took part in a lifeguarding course.
- Occupational Therapy held an information session for parents on the Sensory System and Regulation.
- Class assemblies were led every second Monday to showcase learning and success throughout all mainstream stages. Support and Wellbeing hosted a family day in each of the classes twice throughout the session to showcase learning and success over the year.
- A variety of after-school clubs have been offered to our pupils by Active Schools, including Dance, Playground Games, Multisports and Basketball.
- Selected pupils from Primary Seven took part in enhanced transition visits to Girvan Academy.
- All classes were involved in creating their own classroom Christmas crafts to sell at the our Christmas Fayre. This was a bustling time with local businesses advertising and selling local goods, bouncy castles and active games for all children and our parent council delivering the tuck shop.
- Junior children enjoyed attending an Athletics after school club. We hosted the Cluster Heats of the Sportshall Athletics competition, which our wonderful team won. They then participated in the authority Sportshall Athletics competition in Ayr.
- SWB 2 enjoyed working each week with Active Schools to develop their Athletics skills. Most children from the class went on to enter the Athletics competition in Ayr.
- Our Primary Six children took part in various buddying activities to assist in the transition of pre-school children from Girvan EYC to Primary One. The buddies also had the opportunity to take part in buddy training led by Speech and Language Therapy to help them to promote good speech, language and communication skills when assisting their pre-school buddy.
- Primary Seven pupils took part in a 4 day residential at Dolphin House developing a deeper understanding of the local environment, forming lasting memories and strong friendships, and strengthening resilience while fostering greater independence.
- All Primary One pupils took part in a 5 week block of Forest Schools classes, where they immersed in nature and learned about the seasons, developed skills in transient art and refined their social and communication skills.
- A group of children from our SWB department took part in a 6 week block of Forest Schools classes experiencing rock pooling, sandcastle building, problem solving challenges and woodworking activities.
- Primary Six and Seven Pupils took part in SmartSTEM workshops where they learned all about the technology used today in dairy farming.
- All pupils had the opportunity to take part in a range of sporting activities supported by our local community during Community Sports Week including tennis, football, rugby, archery, Muay Thai and gymnastics.

- A number of parent and child groups have run this session in partnership with Thriving Communities and Stepping Stones for Families, including a week cookery class, a 4 week STEM workshop and a 3 week nutrition course. These helped families to develop essential life skills and build positive relationships.
- Primary One to Four pupils visited the farm park and Primary Five to Seven pupils visited Edinburgh Playhouse to watch a professional, live performance of 'Matilda the Musical', following on from our own Matilda school show in session 2024-2025.
- A group of pupils from Primary Five to Primary Seven rehearsed and performed on stage at the newly-refurbished Girvan Academy Theatre, acting out the story of 'Grease' over three days to a packed out audience of peers, parents, family and the local community.
- Primary Seven pupils helped to host a Girvan Cluster transition disco in partnership with Girvan Academy to ease transition to S1.
- Ten lucky pupils were selected to take part in School of the Week with Now Ayrshire Radio, sharing their amazing experiences of life as part of Team Girvan.
- Primary Four pupils visited Pizza Express in Glasgow where they made and enjoyed their very own pizzas.
- Primary Seven pupils took part in a Girvan Cluster trip to Dumfries House.
- Primary Four and Five pupils had an amazing day visiting the 'Countryside Classroom 2026' event, where they learned about soils, dairy, meat, conservation work, renewable energy, country crafts, farm machinery, heritage careers and fly fishing to name but a few!
- All pupils had the opportunity to support our local community by donating to our school Advent Food Bank Appeal.
- Our school choir have performed at a number of school and community events including singing at the Girvan Christmas Street Party and P7 Burns Supper.
- Our parent council hosted a very successful Family Pyjama Movie Night in partnership with Iris Ayr, providing families with an accessible, affordable cinema experience.
- All pupils took part in a whole school joke competition, supported by our Local Councilors.
- Primary One performed a Nativity with support from Primary Two pupils and the school choir, to Primary Five to Primary Seven pupils and the parent community.
- All pupils experienced a Halloween disco run by our parent council and supported by school staff. The also hosted a Summer and Christmas Fayre.
- Primary Six practiced for and participated in the authority-led Euroquiz competition.
- Every child in our school has weekly Learning for Sustainability classes, exploring global and local issues, enabling pupils to develop as informed, responsible, and active citizens. Two classes benefitted from exposure to teaching students from across the globe, widening their understanding of global issues and different cultures.
- Children from Primary Five learned and then performed traditional Scottish dances at the Day of Dance.

Pupil Voice

Across the school, children were asked the HGIOS questions:

- "What helps you learn best, and why?"
- "When do you feel most challenged in school?"
- "How do teachers help you understand learning?"
- "How do you know what you need to do to improve?"

Their responses highlight a strong preference for active, collaborative and well-supported learning experiences. The following themes were strongly reflected across P1-7 children's responses:

- Learners thrive when learning is interactive, practical and collaborative.
- Children value choice and independence, supported by a range of resources.
- Digital tools such as Sumdog, Readingwise and ICT equipment enhance motivation and engagement.
- Strong relationships and responsive teacher support remain central to effective learning.
- Wellbeing tools contribute to a positive learning climate where children feel safe and ready to learn

Children were asked to vote on a scale of 1-10 (1 being not at all, and 10 being completely) on a variety of HGIOs and SHANARRI statements:

Across the school, pupil responses indicate a consistently positive learning experience, with most children reporting that they feel safe in school, that adults listen to their ideas, and that lessons are interesting. A majority of learners say they know how to improve their work, feel included, and have access to the books, tools and materials they need to support their learning. This feedback demonstrates strong relationships, effective communication, and well-resourced learning environments that enable children to participate confidently and engage meaningfully in their learning.

Girvan Cluster Project – Digital, Experiential and Outdoor Learning

This session our staff have taken part in year 1 of a 3 year cluster project in partnership with South Ayrshire Learns. Over the 3 years each member of staff will complete training in 3 areas:

- Outdoor Learning
- Experiential Learning
- Digital Learning

Outdoor Learning – 7 members of staff completed 6 sessions with around 10 hours training overall. The training consisted of mostly practical sessions focussing on adult-led, adult-initiated and child-initiated learning ideas. All staff worked in groups to complete a professional enquiry with all staff reporting positive results on their various subjects. All staff reported feeling more confident in the delivery of outdoor learning following the sessions.

Experiential Learning – 5 members of staff completed 6 sessions with around 10 hours training overall. The training consisted of looking at experiential learning spaces, experiences and interactions, the role of the adult in supporting experiential learning, the experiential learning cycle with a particular focus on reflective observations, methods of tracking and recording experiential learning and experiential learning planning tools using Kolb's cycle. Staff partook in various practical tasks at each session to provide them with a plethora of practical ideas to take forward. All staff worked in stage groups to complete a professional enquiry with most staff reporting positive results. Most staff reported feeling more confident in providing meaningful experiential learning within their classrooms after the sessions.

Digital Learning – 8 members of staff completed 6 sessions with around 10 hours training overall. The training consisted of ascertaining staff baseline usage of devices, computer science, experiences using codable toys, digital safety, independence, collaboration and creativity, working with AI including Microsoft CoPilot, ThingLink and Adobe Express. All staff worked in trios to complete a professional enquiry around one of the digital tools they had been introduced too with most staff reporting positive outcomes. Most staff reported feeling more confident in delivering effective digital learning proceeding the sessions.

Please click on the attached link to access the cluster impact report – Year 1.

[Appendix 1 - Girvan Cluster Impact Report Year 1 May 2026.docx](#)

Evaluative Summary

1.3 Leadership of change

The Head Teacher provides effective and strategic leadership, fostering a nurturing, respectful ethos where staff and children work collaboratively and positively, creating strong foundations for sustained improvement. The Senior Leadership team meets regularly to plan strategically for all learners across mainstream and base provision, ensuring that improvement activity is coherent, inclusive and responsive to learners' needs. Leadership is distributed effectively across the school, with each member of the leadership team utilising their individual expertise to contribute to a shared vision for continuous improvement. Clear remits and responsibilities support a well-coordinated approach to change. Staff are actively involved in collegiate dialogue around school improvement priorities. This collaborative approach ensures that planned changes are understood, meaningful and relevant to the school context. Self-evaluation is evidence-based, with staff using How Good Is Our School 4 (HGIOS4) to reflect on practice and identify priorities for improvement. The School Improvement Plan is sharply focused, with clear priorities around raising attainment in literacy, readiness for learning and improving health and wellbeing. These priorities reflect both school data and national expectations. Staff engage in ongoing professional learning, aligning their development needs with school priorities. This is building leadership capacity and supporting a culture of continuous improvement. The school demonstrates a strong outward-facing approach, with teachers and senior leaders working collaboratively with local partners to strengthen community links and enhance learner experiences. Staff show a good understanding of the school community, including the challenges faced by families. This understanding informs planning and ensures that improvement work is relevant and equitable. Senior leaders ensure that the pace of change is appropriate and manageable, supporting staff well through improvement activity and maintaining a clear focus on achieving positive outcomes for learners.

3.1 Improving wellbeing, equality and inclusion

Wellbeing Focus: Staff and children understand the importance of emotional and physical wellbeing, using shared language to discuss needs. Children can identify and seek ways to support their wellbeing in school, such as access to quiet spaces, sensory circuits, physical exercise and healthy food choices.

Emotional Check-ins: Daily emotional check-ins help children understand and manage their feelings and enable staff to plan responsively for the children in their care.

Physical Activity: Children enjoy physical education and extra-curricular activities, increasing their participation in sports. Staff seek opportunities to promote extra-curricular clubs within the community, and there are opportunities throughout the year to benefit from specialists in a variety of sports.

Positive Relationships: Almost all children feel valued and cared for, helping them feel safe and confident to seek help.

Nurturing Environment: Nurturing approaches and restorative conversations, adopted by staff throughout the school, help children manage conflicts and understand their actions.

Children's Rights: Children have awareness of their rights, and all staff exercise children's rights throughout their practice, supported by the Rights Respecting Schools Award. This will be refreshed to maintain its ethos.

Mental Health: Positive mental health, for both children and staff, is promoted through training and open discussions. Additional support is available when needed, through mental health first aiders and our school counsellors.

Partnerships: Effective partnerships with agencies and specialists lead to positive outcomes for children in school, the wider community, and at home.

Health and Wellbeing Curriculum: A well-planned curriculum focused around Zones of Regulation helps children develop health and wellbeing skills, both in class and developed at whole school level during assemblies.

Statutory Responsibilities: All staff apply the principles of GIRFEC and SHANARRI, as well as ensuring child protection procedures are followed at all times, following legislation and national guidance.

Support Plans: Effective procedures identify and support children needing additional help through STINT planning, regular tracking and monitoring, partnership with parents, and team with family meetings. Staff continue to evaluate and adapt paperwork to ensure they reflect the needs of the children and monitor the effectiveness of targets throughout the school year.

Inclusive Learning: Strategies are in place to support children needing extra help, focusing on readiness to learn, resilience and emotional regulation through Zones of Regulation. Strategies and language are consistent throughout all areas of the school and Support and Wellbeing department.

Addressing Barriers: Interventions from class teachers, AsFL teachers, and support staff address learning, social, and emotional barriers, improving outcomes for children facing challenges.

Equality and Diversity: Children and staff understand equality and diversity, welcoming peers with different backgrounds, religions and culture. Staff will continue to extend this understanding and foster an inclusive culture.

2.3 Learning, teaching and assessment

Learning and Engagement: A caring and nurturing ethos, underpinned by school values and children's rights, creates a positive climate for learning and engagement across the school. Almost all learners are motivated, actively engaged and demonstrate positive attitudes to learning across most lessons. They are increasingly able to articulate what they are learning and why. Most children respond well to high expectations and demonstrate eagerness to learn, engaging positively in learning experiences. Some children need extra support to sustain engagement. There is a need to ensure consistent, appropriate challenge for all learners, particularly those working beyond expected level.

In the majority of classes, learners show high levels of independence and resilience however opportunities for the leadership of learning are not yet fully embedded across all stages. Most learners collaborate effectively with peers and respond well to opportunities for discussion and cooperative learning.

Digital technology enhances engagement, including the effective use of translation tools to support children with English as an Additional Language and online platforms to support learning in literacy and numeracy.

Quality of Teaching: Most teaching is effective with clear learning intentions, well-paced lessons and a range of appropriate teaching resources. Play-based approaches at early level effectively promote learner agency, with children leading their learning through well-designed, creative experiences supported by timely adult interaction.

Teachers demonstrate a commitment to professional collaboration, working together to improve learning and teaching approaches. Most teachers clearly communicate the purpose of learning, supporting children to understand success criteria and engage in self-assessment. In the best practice observed, staff used effective questioning to develop higher-order thinking skills.

The majority of children benefit from, and respond to, constructive feedback which supports progress and next steps in learning. There is a need to ensure greater consistency in high-quality teaching practices and levels of challenge across all classes. All mainstream teaching staff have engaged with South Ayrshire Reads professional learning, developing practice in the explicit teaching of phonics and reading.

Effective Use of Assessment: A range of assessment approaches are used to evaluate children's progress and recognise achievements. A robust assessment strategy is in place, with evidence tracked systematically, particularly in the area of literacy. Assessment approaches within numeracy and mathematics should be developed to ensure a consistent approach which can be used to inform teacher judgement and learners' next steps. Opportunities for self and peer assessment continue to be developed across the school in order to promote independence and ownership of learning. Success criteria are increasingly co-constructed with learners however this practice is not yet fully embedded across the school. Further development is required in establishing a consistent approach to target-setting to enable children to identify personal next steps and to lead their own learning more effectively.

National Benchmarks and local curriculum frameworks are effectively used to support teachers' assessment judgements. Staff engage in regular moderation activities, enhancing confidence and consistency in professional judgements. Ongoing work with the South Ayrshire Reads central team to embed the Science of Reading is strengthening teaching approaches and assessment within literacy.

Planning, Tracking and Monitoring: Teachers plan collaboratively using national benchmarks and local authority pathways, promoting a shared understanding of progression. The use of digital platforms (e.g. Teams) is well established as a tool to for collaborative planning. Senior leaders and teachers regularly meet to systematically track and monitor progress in literacy, numeracy and health and wellbeing, using data effectively to inform next steps. There is growing evidence of effective use of data to inform teaching and close attainment gaps though this continues to be developed

3.2 Raising attainment and achievement

Attainment in Literacy and English: Overall, attainment in literacy and English, as well as numeracy and mathematics, is good. Attendance levels impact attainment across the school and increasing attendance should further improve outcomes. At the early, first and second levels, most children are achieving the expected Curriculum for Excellence (CfE) levels. Progress is good across almost all stages, with a few children making very good progress. Most children receiving additional support are progressing well from their prior levels, with some demonstrating good progress. Targeted interventions are in place to support achievement at appropriate levels.

Listening and Talking: Most children across all stages are making good progress in listening and talking and can effectively discuss their ideas, share opinions, and contribute to group discussions. Most children listen attentively and respond appropriately when working with others, demonstrating the ability to ask relevant and thoughtful questions. Targeted approaches, including Talk Boost, are used to support and develop children's communication skills, particularly for those who require additional help with vocabulary, sentence structure, and expressive language. This has contributed to improvements in confidence and participation during class discussions.

Zones of Regulation is supporting most children to develop their understanding of emotions and self-regulation strategies. Children are increasingly able to identify and articulate their feelings, which positively impacts their interactions and engagement in learning.

Reading: A reading culture is embedded across almost all classes through daily reading opportunities. At the early level, most pupils are making good progress in reading, with learners able to identify most phonic sounds from the SAR programme and access appropriately challenging texts.

At the first level, most pupils continue to make good progress; however, some require additional support to meet expected levels. Targeted interventions, including Nesy and Reading Wise, are effectively used to consolidate and strengthen reading skills. At the second level, most pupils are making good progress. Across P4–7, assessment evidence shows that almost all stages experienced an increase in reading accuracy, an overall improvement of 5.65%.

Writing: At early level, most pupils are on track, with increasing confidence evident in their writing. The use of Drawing Club is having a positive impact on engagement and the development of early writing skills, providing a strong foundation for progression into the Talk for Writing programme towards the end of P1. At first level, most children continue to be on track and are benefiting from engagement with the Talk for Writing programme. This approach is supporting the development of structure, vocabulary and independence, however, there remains scope to further deepen consistency in application to maximise impact across all classes. At second level, most children are on track. The trial of a new planning format by several members of staff is beginning to support greater consistency and progression in writing. Moving forward, a more consistent, whole-school approach is required to ensure clear progression in writing and to improve outcomes for all pupils.

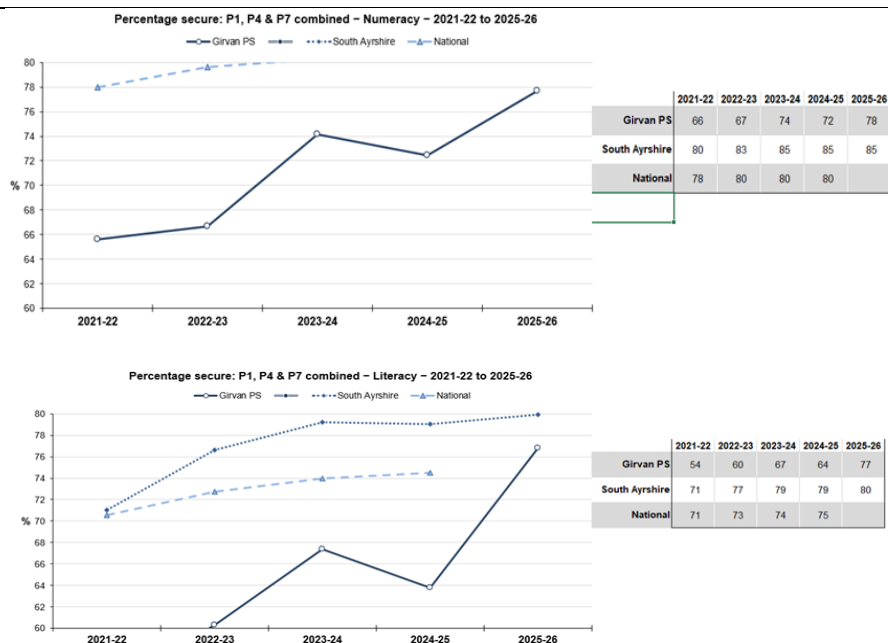
Numeracy and Mathematics: Across the majority of the school, pupils are making good progress in numeracy.

Number, Money, and Measure: At Early Level, most children can recognise an increasing range of numbers, measure using non-standard units and read o'clock times on an analogue clock. Continued development of counting in 2s will further strengthen their number knowledge. At First Level, most children can accurately add two- and three-digit numbers using a variety of strategies, with the majority also able to calculate the difference between amounts through subtraction. At Second Level, most children carry out multiplication and division calculations with increasing confidence and accuracy. Further development is required in their understanding of fractions, including finding percentages of a number. In addition, children would benefit from further opportunities to develop and apply strategies for solving multi-step problems.

Shape, Position, and Movement: At Early Level, most children can identify halves of shapes and recognise and sort a range of two-dimensional (2D) shapes. At First Level, most children can describe the properties of 2D shapes and identify which shapes tessellate, making links to real-life contexts. At Second Level, most children can apply their understanding of the coordinate system to describe, plot and record the position of points on a grid.

Information Handling: At Early Level, most children demonstrate the ability to sort items into groups and use early counting strategies to answer questions about collected information, with the majority able to interpret simple graphs and charts. At First Level, most children effectively select and use appropriate approaches to gather and organise data, displaying and interpreting information through bar graphs and tables. At Second Level, most children confidently carry out investigations and surveys, using a range of methods to gather information and are able to use digital technology to present data. Across the school, there is scope to further embed the use of digital technology to enhance learning in information handling.

Attainment Over Time: This is showing a positive trend across almost all cohorts with dips being identified. This can partly be attributed to the transient nature of the school with children moving in and out of the school regularly. This session we have had 28 children either join or leave the school. Additionally, areas of development are identified and will be targeted for next session.



Overall Quality of Learners' Achievements: Pupils are aware of their value to the school community and are proud of their achievements and contributions.

Equity for All Learners: Girvan Primary School is committed to equity for all learners through a strong focus on removing barriers to participation and achievement. We actively minimise the Cost of the School Day using our knowledge of families and the local community and thrive to ensure that support is provided sensitively and discreetly. All pupils can access free school excursions, with residential experiences such as Dolphin House subsidised or fully funded through PEF where required. Support includes the provision of uniforms and opportunities to access low cost eco-uniforms. Attainment is carefully tracked to ensure targeted support leads to positive outcomes for all learners and alternative curricular pathways are offered where appropriate to meet individual needs.

Quality Indicator		School's Evaluation
1.3	Leadership of change	Good
2.3	Learning, teaching and assessment	Good
3.1	Improving wellbeing, equality and inclusion	Good
3.2	Raising attainment and achievement	Good

School Improvement Plan 2025/2026

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 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.

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

Improvement in attainment, particularly in literacy and numeracy

Closing the attainment gap between the most and least disadvantaged children

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

School Priority 3: South Ayrshire Service Plan: Outstanding Learning, Teaching and Assessment

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.

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.

Capacity for Improvement

Across session 2025-2026 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 3 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.