



Ayr Grammar Primary School and EYC

STANDARDS AND QUALITY REPORT
June 2025

OUR SCHOOL

Ayr Grammar Primary School and Early Years Centre is situated in the centre of Ayr, in the refurbished and extended old Ayr Academy building. Staff and pupils moved here in 2020 and currently share the campus with 'The Ark'. The environment is a mix of traditional and modern with closed classrooms and bright, open access areas.

Our school roll in June 2025 was 319, up from 316 in 2024. 56% of our school roll are children from out with our catchment. Our Early Years roll has increased over this year and is now 56 in total, which is 6 less than 2024. Currently there are 12 classes, two at each stage, other than composite classes at P2/3 and P4/5.

Children within Quintile 1 make up 30% of our school roll. In addition to children living in Quintile 1, we include free school meal and clothing grant entitlement when identifying our PEF cohort. This takes our PEF cohort to 34%. We have 3 care experienced children in school. 47% of our school roll have staged intervention supports.

Our staff consists of a Leadership Team of Head Teacher (in post from August), Depute Head Teacher (in post from January), 2 Principal Teachers, 1 Acting Principal Teacher (in post from January), 1 Senior Early Years Practitioner; 12.3 Teachers; 10 Early Years Practitioners; 7 School Assistants; 3 Clerical Assistants; 2 Janitors; 6 Catering Staff; 6 Cleaners. Our children also benefit from weekly string and brass instrumental instruction and 2 days support from a Pupil Support Teacher.

The overall attendance, as of 9th June 2025, was 94.1%, an increase of 0.7% from the previous year. Daily texts from the school office, followed by phone calls for non-response and DHT contact in cases of persistent absence, has strengthened communication with families. For example, a meeting held in May between a parent, DHT and class teacher led to a significant improvement in attendance from 63% in April, to 89.5% in May. Although we have not yet met our stretch aim of 95%, since the end of January 2025 we have been consistently higher than the previous year's attendance. We sit slightly above the South Ayrshire average, and our next steps include creating an Attendance Policy with the Kyle cluster schools.

From the start of June, in partnership with Magic Breakfast and Thriving Communities, we offer a free breakfast club to all Primary children.

OUR VISION VALUES AND AIMS

Our Vision

We Play, Learn and Grow Together

Values

Compassion, Respect, Responsibility, Inclusion, Confidence

Aims

- Provide a safe, stimulating and nurturing environment where all children are given opportunities to reach their full potential.
- Ensure that all children have positive experiences of success giving them confidence and motivation for learning in the future.
- Provide a broad, balanced curriculum which reflects children's interests and promotes exciting active learning through play.
- Promote independent thinking, by encouraging children to make choices in their learning.
- Have an inclusive approach to learning by providing appropriate support and challenge to meet the needs of the whole child.
- Encourage positive attitudes to learning by implementing fun, interesting and challenging experiences for all children.
- Provide opportunities for Outdoor Play.
- Encourage children to explore, appreciate and respect their environment, indoors and outdoors.
- Develop partnerships with parents and families.
- Link with the local community.
- Continually evaluate all aspects of our provision to improve on the service we provide.
- Put the care and welfare of the children at the heart of everything we do.

ATTAINMENT

We look carefully at Curriculum for Excellence experiences and outcomes and ensure children are making progress. Our rigorous analysis of our attainment data enables us to identify gaps in attainment and look at trends across year groups. This ensures we support children who have gaps in learning for a variety of reasons, using carefully planned interventions.

This, combined with class assessments, allows teachers to identify gaps in learning, support/challenge pupils appropriately, and it helps to inform teachers' professional judgement of a level.

Exclusion data

Session	Exclusion Data
2021-2022	2 Occasions
2022-2023	2 Occasions
2023-2024	2 Occasions
2024-2025	0 Occasions

Primary 1, 4 and 7 combined - Percentage of pupils meeting expected levels within Curriculum for Excellence

Session	Numeracy	Reading	Writing	Listening and Talking	Literacy
2020-21	73	66	63	84	58
2021-22	81	72	70	82	64
2022-23	80	76	69	92	66
2023-24	78	74	70	91	67
2024-25	87	84	78	92	75
South Ayrshire 2024-25	80	80	75	86	73

P1, 4 and 7 - Percentage of pupils meeting expected levels within Curriculum for Excellence

Numeracy	2020-21	2021-22	2022-23	2023-24	2024-25	South Ayrshire 2024-25
P1 - Achieving Early Level	78	96	87	91	91	83
P4 - Achieving 1 st Level	79	73	73	69	80	77
P7 - Achieving 2 nd level	65	74	83	76	90	81

Listening and Talking	2020-21	2021-22	2022-23	2023-24	2024-25	South Ayrshire 2024-25
P1 - Achieving Early Level	100	100	94	100	93	84
P4 - Achieving 1 st Level	83	73	92	95	89	85
P7 - Achieving 2 nd level	75	72	91	80	92	88

Reading	2020-21	2021-22	2022-23	2023-24	2024-25	South Ayrshire 2024-25
P1 - Achieving Early Level	66	78	77	82	85	80
P4 - Achieving 1 st Level	67	73	76	77	76	78
P7 - Achieving 2 nd level	67	67	74	65	92	83

Writing	2020-21	2021-22	2022-23	2023-24	2024-25	South Ayrshire 2024-25
P1 - Achieving Early Level	63	78	77	79	80	77
P4 - Achieving 1 st Level	67	70	62	67	69	71
P7 - Achieving 2 nd level	60	63	70	65	85	77

School Improvement Plan Targets 2024-25 - Percentage P1,4 and 7 combined

	Target	Actual
Literacy	77	75
Numeracy	81	87

Early Years Centre

Year	Health and Wellbeing Statements				Communication and Language				Maths and Numeracy			
2022-23 23 Children	Number and Percentage achieving 8 or more milestones	96%	SAC 93%	22	Number and Percentage achieving 8 or more milestones	83%	SAC 77%	19	Number and Percentage achieving 8 or more milestones	87%	SAC 88%	20
2022-23 23 Children	Number and Percentage achieving all 10 milestones	87%		20	Number and Percentage achieving all 10 milestones	65%		15	Number and Percentage achieving all 10 milestones	74%		17
2023-24 24 Children	Number and Percentage achieving 8 or more milestones	100%	SAC 95%	24	Number and Percentage achieving 8 or more milestones	88%	SAC 82%	21	Number and Percentage achieving 8 or more milestones	96%	SAC 89%	23
2023-24 24 Children	Number and Percentage achieving all 10 milestones	88%		21	Number and Percentage achieving all 10 milestones	50%		12	Number and Percentage achieving all 10 milestones	71%		17
2024-25 29 Children	Number and Percentage achieving 8 or more milestones	100%	SAC	29	Number and Percentage achieving 8 or more milestones	97%	SAC	28	Number and Percentage achieving 8 or more milestones	100%	SAC	29

2024-25 29 Children	Number and Percentage achieving all 10 milestones	93%	27	Number and Percentage achieving all 10 milestones	72%	21	Number and Percentage achieving all 10 milestones	86%	25
---------------------------	--	-----	----	--	-----	----	--	-----	----

Key Findings

- Since 2022/23, almost all children in P1, 4 and 7 consistently achieve expected levels within Listening and Talking, outperforming the authority average by 6%.
- Notable progress has been made since 2023/24, with writing attainment increasing by 8% (3% above authority average), reading attainment rising by 10% (4% above authority average), and numeracy attainment improving by 9% (7% above authority average).

Numeracy

- P7 numeracy attainment has risen to 90%, reflecting a 17% increase from the 73% achieved in Primary 4. This is 9% above the authority average for Primary 7.
- Primary 4 achievement is currently at 80%, 3% above the authority average. However, this marks a 16% decline since Primary 1, mirroring the typical pattern of decline seen across the authority at this stage.
- Primary 1 achievement remains at 91%, 8% above the authority average.

Listening and Talking

- P7 Listening and Talking attainment has risen to 92%, reflecting a 19% increase from the 73% achieved in Primary 4. This is 4% above the authority average for Primary 7.
- Primary 4 achievement is currently at 89%, 4% above the authority average. However, this marks a 11% decline since Primary 1, mirroring the typical pattern of decline seen across the authority at this stage.
- Although Primary 1 achievement has decreased by 7% compared to last year's cohort, it remains a strong 9% above the authority average, with almost all pupils achieving expected levels.

Reading

- P7 reading attainment has risen to 92%, reflecting a 19% increase from the 73% achieved in Primary 4. This is 9% above the authority average for Primary 7.
- There has been an increase of 27% from last year's cohort of Primary 7 pupils.
- Primary 4 achievement is currently at 76%, 2% above the authority average. However, this marks a 2% decline since Primary 1, mirroring the typical pattern of decline seen across the authority at this stage.
- Primary 1 achievement has increased by 3% from last year's cohort of Primary 1 pupils and is 5% above authority average. Most children have achieved expected levels.

Writing

- P7 writing attainment has risen to 85%, reflecting a 15% increase from the 70% achieved in Primary 4. This is 7% above the authority average for Primary 7.

- There has been an increase of 20% from last year's cohort of Primary 7 pupils.
- Primary 4 achievement is currently at 69%, 2% above the authority average. However, this marks a 9% decline since Primary 1, mirroring the typical pattern of decline seen across the authority at this stage.
- Primary 1 achievement has increased from last year and is 3% above authority average.

Overall

Pupils show strong attainment at Primary 1 and significant improvements by Primary 7 across all literacy and numeracy areas, consistently exceeding authority averages. While some declines between P1 and P4 reflect broader authority and national trends, the marked gains by P7 indicate effective learning progression and successful interventions over time.

ACHIEVEMENT

The year 2024-2025 has been an active and busy time for Ayr Grammar Primary School and EYC. The range of wider opportunities within the school and EYC has been vast with school shows, performances, sporting events, clubs and opportunities to engage in learning beyond the setting.

Over the year we have attended many competitions covering a range of sporting achievements. These include:

- Sports hall Athletics Competition with P6 & P7 pupils- Local Round Placing 1st, South Ayrshire final placing 3rd, Sportshall Pan Ayrshire round placing 2nd overall.
- Dance Mania with 16 pupils on stage at the Gaiety Theatre.
- Dance Mania with 20 P5-P7 pupils on stage at Troon, gaining 1st place in the Dance Leader category.
- P4/5 South Ayrshire Basketball festival.
- P6/7 South Ayrshire Volleyball festival.
- National Cross Country Team competing in Fife- achieving 2nd place for the 4-team event.
- Our Boys' football team have played over 12 games this year and competed in the Somerset Cup- placing 2nd overall.
- Our Girls' football team was offered lunch time coaching sessions and went on to play in an Ayrshire Festival at Cambusdoon.
- P5 pupils and our EYC have completed a block of swimming lessons.
- P4-P7 group competed in the South Ayrshire Flip Fest.

In addition to this we have had an offering of lunchtime or after school clubs to all classes across the school, including:

- P1- Mini Kickers
- P2 & P3 - Multisport
- P4 & P5- Basketball, Dance Mania & gymnastics.
- P6- Girls & Boys Football, Dance Mania & volleyball.
- P7- Junior Coaching Academy, Girls' & Boys' football, Dance Mania, gymnastics & volleyball.
- P1-3 Golden ticket club, targeting pupils following wider achievement tracking.
- P4-7 Golden ticket club, targeting pupils following wider achievement tracking.

Linking with local Partners

We have made links with local partners who have delivered coaching sessions to build our community links:

- Rugby with Ayr Rugby Club who offered coaching sessions throughout the year. These weekly sessions have been delivered as a Pilot Rugby school and covered our P5, P6 and P7 children.
- Cricket with Ayr Cricket Club who have delivered sessions to the EYC, P6 and P7 to encourage their participation in another sport.
- Hockey with Ayr Hockey club who delivered sessions with P4 and P5 pupils as a taster session to encourage them along.

Bikeability

P5, P6 and P7 pupils within the school have been offered cycling training in the form of Bikeability courses. Our P5 and P6 pupils have completed Level 1 training and received their certificates, while our P7 pupils have completed Level 2. There has been a total of 139 pupils receiving certificated this year.

Our School wider achievements spread further than sport

- Our students who receive musical instruction have played at a number of in school events including the Christmas and Easter service. They also attended The Big Play at Kyle Academy, playing alongside musicians from across Ayr.
- Heartstart was delivered to our P7 pupils through Heartstart UK.
- Our junior choir have had a busy year and sang at our School Christmas Fair.
- A small group of targeted P6 students were given 4 weekly sessions using the local environment as their base to improve social skills and enquiry in the outdoors. The sessions involved orienteering, biking and outdoor exploration of the local beach area.
- Our senior choir performed at a service of Remembrance at the local church.
- Our P1 pupils performed in a wonderful winter show.
- Our P2 & P3 classes performed in a show about Peter Pan.
- Our P7s delivered a spectacular Burns' Supper hosting parents and friends of the school.
- Two of our P7s attended the local Burns' Federation dinner and recited the 'Toast to a Haggis' at the Brig O'Doon.
- Six of our P7s attended the South Ayrshire School Burns' Supper at Ayr Town Hall.
- Our P5s went to Ayr Town Hall and took part in the Day of Dance Festival.
- All of our pupils performed on stage during the Easter Service with a year group song.
- School Show- our school show this year was Matilda and involved a dedicated and enthusiastic cast of over 40 children. The show was performed across 2 nights to sold out audiences.
- Intergenerational activities - the EYC and P7 have visited local Care Homes, with residents describing it as a highlight of their week.
- The EYC and School participated in the Walk to School Week.
- The EYC and the majority of the school have utilised the local environment for their learning.

Priority 1: Improvement in attainment for all learners, through high quality learning, teaching and assessment.

National Improvement Framework Priorities:
Outcomes 1, 2, 4, 5, 7

HGIOS4/HGIOELC: 1.2, 1.3, 2.2, 2.5, 3.2, 3.3

- Outdoor learning survey was conducted with all pupils from P1-P7. Results showed that outdoor learning was happening, however not on a regular basis. Children were positive about outdoor learning opportunities and would like to do this more regularly. The P7 cohort have received regular outdoor learning focussing on resilience, teamwork, communication and problem solving. We were able to enhance our WW2 project by creating outdoor learning experiences to build on skills and knowledge. Additionally, those that struggle with concentration and focus in class have been excelling in the outdoor environment and able to showcase their leadership skills.
- This year we have continued onto year two of Adaptive Teaching with a second Key Lead supporting. Training has included: supporting highly able learners within our classrooms; the use of Digital Tools to aid Learning and Teaching; a variety of plenaries. Sessions were met with positivity and there has been a range success throughout the school since. In November we had a visit from The First Minister, Mr Swinney and Cabinet Secretary for Education, Miss Gilruth to showcase learning and teaching in our school, with a focus on Adaptive Teaching. It was very successful and celebrated the work undertaken so far. 10 Adaptive Teaching priorities were created by SLT and the Adaptive Teaching Key leads and these are being used to give a shared standard for classroom practice.
- Developmental milestones data from previous years showed that attainment within letter symbols and alliteration were low across the cluster. The aim for the cluster project was for 80% of children to achieve alliteration milestone and 85% of children to achieve letter milestone by May 2025. This was surpassed: 83% of children achieved the alliteration milestone and 92% the letter symbols. All EYC staff have participated in cluster phonological awareness training; EYC PT delivered staff training on early phonics; all staff participated in SAC SALT speech and sound workshops; EYC PT, EEL and Senior EYP worked with identified children to increase attainment; parent information workshop based around the 2 milestones; literacy homelink bags for children requiring additional support; literacy audit completed with next steps agreed and reviewed termly. The results were that 76% of children achieved alliteration milestone (increase of 1% from last year) and 90% of children achieved letter symbol milestone (increase of 15% from last year).
- Following staff observations and professional discussions, all staff received phonological awareness training within the cluster. This resulted in increased confidence within staff's ability to deliver these skills to children. Planning shows higher quality group experiences which considers progression of skills and differentiated learning within the observations. This has resulted in 90% of children achieving rhyme milestone (2% decrease from last year) and 97% of children achieving syllable milestone (5% increase from last year).
- EYC PT worked 1-1 team teaching with some staff within the EYC. Observation of practice within the playroom has shown an increase in the quality of provocations to support children's learning within literacy and numeracy and an improvement in quality interactions to enhance children's learning.
- Quality assurance of profiles and personal plans led to the development of moderation activities between staff to upskill and increase knowledge, which enabled the improvement of quality observations within profiles. This also resulted in staff collaboratively creating profiling guidance to ensure that

children's progress is being secured. Almost all staff observations show clear progression within literacy and numeracy skills.

- One of our EYPs has attended 'Nurturing Mathematical Thinkers' training with the Authority. Following the course, our staff team completed an environmental audit and looked at where we could improve in terms of creating a numeracy rich environment. We then created an action plan allocating each action point to a member of staff to work on, some were quick wins that we could start doing immediately and others are longer term which will require further development. A snapshot of the nurturing mathematical thinkers training was delivered to the team sharing key learnings and resources to help support the team to further develop skills in terms of numeracy.
- This year we started our journey on Communication Friendly Environments within the EYC. Training on the initiative was delivered and all staff introduced visuals around the playroom environment, including routines of the day. Staff consistently use visuals to support children with communication and understanding of expectations. Children have found that the visuals support them in their everyday routines within the nursery. "They help us. They show us what we are supposed to do and where things are".
- One of our EYPs has attended level 3 Makaton training and shared some of this knowledge with the rest of the staff team. Makaton signs are used regularly through interactions with children and during small group times. This has led to a more inclusive and communication friendly environment, as some children are now using Makaton within their songs and rhymes. "I like Makaton signs". Following accreditation, the EYC have now achieved the Level 1 Communication Friendly badge.
- Throughout the year, the school made significant progress in literacy through engaging and evidence-based teaching approaches. Pupils demonstrated increased motivation in reading activities such as fluency sprints, Readers' Theatre, and reading challenges. The implementation of high-quality pedagogy focused on fluency, decoding, vocabulary, and morphology created a more responsive and dynamic literacy environment. The Talk for Writing (T4W) approach was embedded across all stages, with teachers delivering two fiction and two non-fiction units aligned for deeper understanding. Daily reading for pleasure, shared reading and writing, and visits to the library supported pupils' enjoyment and independence as readers and writers.
- Staff confidence grew steadily through the use of evidence-based approaches such as Structured Literacy (SoR), aided by shared digital resources, Thinglinks, and professional collaboration. Targeted teaching methods—including phonics tracking, decoding training, and use of diagnostic tools such as ORF and phonological checklists—enabled precision in intervention and planning. Support staff were also trained to ensure consistency across literacy blocks. Clear progression pathways from P1 to P7 were established, alongside tools and trackers that supported assessment and feedback, all of which contributed to improved literacy outcomes.
- Family engagement was a key focus, with events like "Bedtime Stories Night", "Book and a Biscuit", and reading strategy workshops empowering parents to support literacy at home. Strong parental feedback indicated increased understanding of classroom practices. Encoding/decoding workshops and the sharing of high-quality text recommendations enhanced the home-school literacy partnership. The Reading Ambassadors programme played a pivotal role in developing a reading culture, organising pupil-led initiatives such as book reviews and author visits, and leading school-wide events including a poetry competition.

- Collaboration among staff was central to the school's literacy development. Teachers engaged in joint planning, peer coaching, and reflective dialogue, promoting a culture of shared improvement. The SAR roadmap and monthly newsletters helped maintain consistent expectations in reading instruction. Classroom environments were literacy-rich, with Magpie Books, genre toolkits, writing displays, and DIRT (Dedicated Improvement and Reflection Time) practices supporting writing development. The pairing of older and younger pupils fostered cross-stage literacy growth.
- Identification of a gap in Numeracy assessment led to the adoption of Headstart tools and a new P7 timeline, ensuring broader curricular alignment and coherence.
- Gaelic was effectively introduced into Primary 5, with pupils responding well to their learning experiences - they were engaged, enthusiastic and eager to improve. Although the planned development deeper into second level did not take place, the class have actively participated in local authority Gaelic events and activities, helping to promote interest and cultural engagement. This is now a positive starting point for the further development of Gaelic within Second Level

Next steps

- Define a shared vision of outdoor learning beyond outdoor lessons by co-writing a pupil-led charter. Build staff confidence through PL, share best practices, and organise resources centrally. Introduce pupil-led outdoor learning opportunities and seek manageable donations to support resource development.
- Re-establish the Adaptive Teaching pupil focus group and provide regular, targeted staff inputs. Encourage self-reflection using the 10 Adaptive Teaching expectations and promote visibility by showcasing them in classrooms throughout the 2025-2026 session.
- Deliver staff inputs to support effective use of digital technologies for challenge and support. Expand digital access for pupils and families through QR codes, Thinglinks, and SWAY flyers, and explore digital methods for continuous family learning engagement.
- Strengthen moderation and shared practice between EYC and P1 staff. Provide targeted training on effective questioning and regularly revisit the EYC numeracy audit to drive improvement in early learning.
- Deepen learner voice in reading activities, continue peer coaching cycles, and increase data-informed targeted support. Extend focus on vocabulary, morphology, and family literacy events. Develop a clear reading policy and curriculum that promotes equity and individualised learning.
- Implement a structured P2-P6 assessment timeline using Headstart tools in numeracy. Strengthen formative assessment linked to vocabulary and comprehension, expand moderation across stages, and involve pupils more actively in reflecting on and tracking their progress.

Priority 2: Improvement in children's health and wellbeing.

National Improvement Objectives:
Outcomes 2, 3, 4, 6

HG10S4/HG10ELC: 1.2, 2.1, 2.7, 3.1

- Pupils are encouraged to bring in any achievements on a Wednesday to share with the class. Their photograph is taken and shared with the wider school community through Twitter and during weekly assemblies.
- This year we asked pupils to showcase their wider achievements by coming to school on Friday 28th March dressed in, or able to talk about what they are involved in outside of school. It was a fantastic day with pupils showcasing their skills in Assembly and classes. The whole school got involved and we had gymnasts, rugby players, footballers, horse riders, artists, and musicians on show- to name just a few. This was a highly successful day which encouraged pupils to share and discuss their skills with peers and staff.
- This year we have tracked pupil wider achievements on two occasions. Teachers tracked what pupils were involved in, whether it was a club or similar. The tracking was then used to identify pupils who would benefit from a targeted offering within school. Through this we identified pupils and offered a Golden Ticket Club. These students were specially invited to attend a lunch time club, which was adapted on their feedback to involve games and sports of their interest. Through this club and data tracking, 100% of Ayr Grammar pupils were involved in an activity or have been offered a further opportunity this year.
- The inclusion of pupil comments on STINT plans has helped ensure that children feel heard, valued, and involved in their support, contributing to a stronger sense of safety, well-being, and happiness in school.
- Wellbeing plans were effectively developed in collaboration with pupils, clearly identifying their support needs and outlining strategies that have proven to be effective.
- The Positive Relationships Policy was thoroughly reviewed in collaboration with key stakeholders, ensuring it reflects shared values and supports consistent practice.
- The use of Microsoft Reflect was introduced and has been effective in capturing pupils' emotional wellbeing, enabling staff to identify concerns promptly and provide timely, targeted support. This has contributed to a more responsive and supportive learning environment where children feel understood and cared for.
- Regular meetings with teaching staff and school assistants have proven effective in identifying and responding to pupils' individual needs, ensuring they are both supported appropriately and consistently challenged to achieve their full potential. An initial meeting with the Pupil Support Co-ordinator ensured all children had the correct STINT plan in place and identified the need for further agency support. As a result, children and families are better supported as they have the targeted support as required, leading to more coordinated and responsive plans.
- Regular 'Team with the Family' meetings have been effective in reviewing existing supports and exploring underlying causes of low mood and anxiety. This has led to an increase in timely referrals to external agencies such as Women's Aid, The Exchange, the School Nurse, Barnardo's, and the Educational Psychologist, resulting in more comprehensive and tailored support for pupils and their families.
- The creation of the 'ASN Overview' document has strengthened whole-staff awareness of individual pupil needs and external agency involvement, leading to more consistent and informed support across the school.

- Links with Thriving Communities supported the successful implementation of the WOW Travel Tracker, effectively enhancing pupils' awareness of road safety and reinforcing key aspects of the Health and Wellbeing curriculum.
- Young Carers have been successfully identified within the school, ensuring appropriate support can be provided. The next step is to establish a dedicated Young Carer group to further enhance peer support and targeted wellbeing initiatives.

Next steps

- Expand the range of clubs offered, particularly non-sporting options such as crafts and science, with a specific focus on increasing opportunities for P1-3 pupils.
- Track pupil involvement across all clubs and events to identify and address any gaps, ensuring every child has access to meaningful enrichment opportunities.
- Use the 'All About Me' form and introduce termly 'Wellbeing Webs' to better identify and plan for individual needs in the EYC and beyond.
- Promote staff understanding of Boxall Profiles, embed the new wellbeing policy, transition to individual wellbeing books, and connect with PATHS to strengthen targeted wellbeing strategies.
- Deliver Sensory Circuit training for all staff and collaborate with the Autism Outreach Team to implement focused interventions that support social and communication development.

Priority 3: Improvement in employability skills and sustained positive school leaver destinations for all young people - Sustainability and Creativity.

National Improvement Objectives:
Outcomes 1, 3, 6, 7

HG10S4/HG10ELC:
1.2, 1.3, 2.2, 2.3, 3.3

- Ayr Grammar continues to provide rich opportunities in the expressive arts, with significant engagement across the school. The school choir, involving 30 pupils from P4-P7, performed at several community events including a local care home and the Makers' Market at Christmas, while the senior choir also featured at the Remembrance Sunday Church Service and the school's Christmas Fayre. The school show cast over 60 pupils in a high-quality production that supported a wide range of literacy and expressive arts experiences, as well as the development of essential skills such as teamwork, resilience, and communication. Plans are in place to further expand creativity through the introduction of clubs in sewing, knitting, dance, and a school newspaper. There is also intent to connect with South Ayrshire Music to hire instruments and reintroduce popular experiences such as bucket drumming. Moving forward, creative spaces such as the art and craft areas will focus on the creative process with the use of "work in progress" signage to promote experimentation and personal expression. Support from local parents is being explored to sustain a broad and inclusive arts offer.
- The EYC has seen meaningful development in both physical spaces and pedagogical practice. A natural play space near the mud kitchen has been enhanced with loose parts, encouraging independence, confidence, and curiosity in young learners. The block area has also been expanded to allow larger group collaboration, fostering imaginative play and social development. Staff continue to deepen their practice, with one EYP attending Froebel training and plans to embed Froebelian principles more widely. Daily routines and group times are being refined to maximise quality adult-child interactions and child-led learning. Rights-based practice is a central pillar in the EYC, supported by the introduction of 'Sally the Squirrel' as a Rights Mascot and the creation of a "Kind Club" to promote respect and inclusion. A strong focus is placed on the holistic care of children through initiatives such as "All About Me" forms, dietary tracking, and outdoor risk assessments. Looking ahead, the EYC aims to further integrate rights into planning, strengthen transitions to school, and increase focus on real-life skills such as baking and cooking through snack experiences.
- Rights-based education has been deeply embedded across the school this session, culminating in Ayr Grammar achieving its Bronze Rights Respecting Schools (RRS) accreditation. Evidence was systematically gathered, rag-rated, and evaluated collaboratively by staff. A weekly RRS steering group, composed of pupils, met regularly to plan rights-based assemblies and awareness activities such as the development of class games packs aligned to UNCRC articles. The RRS focus also extended to the EYC, with rights embedded into daily routines and planning, supporting children's understanding of fairness, respect, and inclusion from the earliest stages. Next steps include explicitly teaching rights throughout the curriculum, expanding the pupil steering group for broader representation, and enhancing visibility of rights in classroom practice. Strengthening transitions by involving pre-school children in whole-school rights initiatives is also a key priority, alongside continued use of the national guidance "Learning Through Rights in the Early Years."
- Ayr Grammar has established strong and varied community partnerships that enhance pupils' citizenship, leadership, and sense of belonging. Pupils have taken part in a range of intergenerational and civic events including care home visits by the EYC and P7 classes, participation in church-led programmes such as

'Bubblegum 'n Fluff' and the 'Easter Code', and performances at community events. P5 led a successful Macmillan Coffee Morning, developing entrepreneurial and organisational skills, while P7 pupils planned and delivered a high-profile Burns Supper attended by local dignitaries. The Junior Leadership Team delivered community assemblies and took part in the Act of Remembrance, including wreath-laying by pupils. Plans for next year include a Holocaust Memorial Day Assembly led by P6, continued engagement with the church and local charities, and the development of entrepreneurial learning projects and a World of Work Week. These experiences continue to build essential citizenship and leadership skills, giving learners a meaningful role in shaping their community and their futures.

- The school is progressing well on its digital transformation journey and has registered for the Digital Schools Award. Initial steps have included supporting staff in transitioning to Microsoft OneDrive and SharePoint, with targeted 1:1 training and ongoing technical guidance. Pupils are increasingly involved in digital leadership through a new ICT mentors' group, which will expand next session to include representatives from a wider range of stages. Plans are in place to create a 'Digital Media Team' of pupils who will produce a regular 'Grammar News' video broadcast to support pupil voice, literacy, and ICT development. Externally facing media such as a 'snappy SIP summary' video is also planned for the wider community. Digital skills are being developed through library loans (e.g. Microbits), QR codes in EYC, and early engagement with computational thinking. An audit of staff skills is planned to inform a programme of bespoke training and team-teaching opportunities to improve confidence and pedagogy. There is an ongoing focus on reviewing coverage of computing benchmarks to ensure progression and equity in digital learning from EYC to P7.

Next steps

- Enhance art and craft areas to focus on creative process; introduce new clubs (knitting, dance, band, newspaper) with parent and Active Schools support.
- Continue baking/cooking at snack times and embed expressive arts and rights-based learning in EYC through targeted planning.
- Explicitly teach UNCRC rights across all stages, expand the Rights Steering Group, and develop community assemblies for Remembrance and Holocaust Memorial Days.
- Build local business partnerships, develop entrepreneurial learning and a 'World of Work' week, and increase community performance opportunities.
- Grow the Digital Media Team and ICT mentors, promote pupil voice in digital initiatives, and produce regular digital content linked to school priorities.
- Audit staff ICT skills, provide bespoke training and support, implement digital planning, and work towards achieving the Digital Schools Award.

QUALITY INDICATORS

QI 1.3 Leadership of Change

The vision, values and aims are evident within the school and EYC and underpin our policies and procedures. They are reinforced and celebrated through e.g. Assemblies, class charter and awards. Our parents and community are a valued part of the whole school ethos.

Through the calendar of self-evaluation, staff meetings and pupil/parental consultation we have a clear vision of where we want to be and what we need to do to get there. The school is now much more consultative and data rich and this helps inform our next steps. The team of motivated staff are empowered to lead change within the School and EYC and collegiate working is encouraged.

This year has seen a vast amount of change and improvement regarding policies, procedures and curriculum design, which has significantly improved outcomes for our pupils. Clear remits, responsibilities and expectations have led to leadership opportunities at all levels and all staff have engaged in further training and development. Pupils have opportunities to lead learning and change through committee work, senior roles and pupil voice.

Overall, we show good leadership of change across the School and EYC.

QI 2.3 Learning, Teaching & Assessment

The ethos we champion is extremely positive and staff focus on getting it right for every child. Staff know their children well and, within the EYC, work collegiately to provide quality play experiences, sharing good practice to improve further. Most Primary pupils are motivated and engaged in their learning. Through observations and regular professional dialogue, we can see that most experiences offered are enjoyable and well matched to pupils' needs. Our children are involved in the wider life of the school e.g. committees, leadership roles and know their views are sought and valued.

Teachers adopt a range of strategies to meet the varied needs of their pupils and staff are keen to improve and work collegiately with partners in a positive way. We use a variety of approaches to allow our learners to demonstrate their knowledge, understanding and skills with the majority of pupils using peer/self-assessment to effectively plan and talk about next steps in their learning. Pupils have started the target setting process and pupil profiles within the EYC are used to track learning journeys. Within the cluster, P7 staff have participated in quality professional dialogue to moderate numeracy. Staff have an awareness of the benchmarks and almost all use them to support planning, assessment and moderation.

Staff meet termly with the HT/DHT to predict, track and discuss learner outcomes. Specific vulnerable groups are tracked separately with a clear focus on analysing data for the impact of planned interventions. Our strategic planners are overly cumbersome and will be streamlined next session, utilising digital supports.

Overall the quality of learning, teaching and assessment across the school and EYC is good.

QI 3.1 Ensuring Wellbeing, Equality & Inclusion

A key strength of the School and EYC is the approach we take to wellbeing, equality and inclusion. Staff have a shared understanding of wellbeing and work together to promote our values and high expectations. Relationships across the School and EYC are positive, and each child is treated as an individual. Nurture training has impacted positively on pupils, especially the most vulnerable.

We have increased staff and pupils' knowledge of children's rights and this is further developed through assemblies and the RRS committee. Staff have received input on current legislation and particular policies relating to wellbeing.

Staff are committed to improving the health and wellbeing of our pupils. Our positive relationships with pupils and their families lead to excellent support and positive outcomes. Staff have received guidance and training on staged intervention and wellbeing processes and pupils and parents are now more involved in evaluating and setting targets. Our own school staff, with support from the cluster Pupil Support teacher, provide regular support to pupils experiencing difficulties in literacy and numeracy. All members of the school community are treated fairly and with respect.

Overall the school and EYC is good at ensuring wellbeing, equality and inclusion needs are met.

QI 3.2 Raising Attainment & Achievement

Attainment, evidenced through formal measures, has been mixed this year. However, every child has made significant progress from the start of the school session. This is evidenced through ongoing assessments, baseline/value added assessments, observations, feedback and teacher judgements. Support is in place for pupils who are not making expected progress.

Through tracking procedures in place, it is clear that the majority of pupils are making progress from prior levels of attainment. Attainment data is being used to identify progress and next steps. Moderation activities are beginning to help staff gain a shared understanding of standards and how well our children are learning. Pupils' wider achievement is valued and celebrated.

We have systems in place to track all pupils with a particular focus on those identified as being most vulnerable. At progress meetings this information helps inform decisions and allocation of resources.

Overall, the school and EYC is good at raising attainment and achievement.

What are the key priorities for improvement in 2025-2026?

Our priorities for next session are outlined in more detail in Year 2 of our 3 year School Improvement Plan. They will be focused on the areas for improvement we have identified as a school, based on all stakeholders' views. We will work on these through collaborative working, practitioner enquiry and facilitating leadership roles for staff, with a clear professional development plan.

Main themes will be:

- Ensuring consistency with high quality learning and teaching and skills development, across our Early Years Centre and Primary School.
- Raising attainment in Literacy through continuation of the South Ayrshire Reads programme.
- Raising attainment in Numeracy through embedding a CPA approach and working with the Authority Development Officer.
- Outdoor Learning and Creativity will continue to be a central theme across all aspects of teaching and learning.
- Moderation activities and effective use of assessment strategies to support teachers in improving attainment.
- Further opportunities for pupil and staff leadership of learning.

Pupil Equity Funding

Analysis of school-level data indicates a clear poverty-related attainment gap. Pupils eligible for Pupil Equity Funding (PEF) - representing 34% of the school roll - achieving national expectations in:

- Literacy: listening and talking 79%; reading 72%; writing 63%
- Numeracy: 73%
- Attendance: PEF pupil average attendance is 92.4%, compared to 94% for others

Over the session, PEF was strategically allocated to support equity and improve outcomes for identified pupils, in line with our school improvement priorities. A range of targeted interventions and systems were implemented to ensure measurable impact.

- Regular progress meetings involving senior leaders, class teachers, and support staff enabled close monitoring of targeted pupils. These meetings enhanced staff understanding of individual pupil needs and informed timely adjustments to support. This led to more personalised approaches and improved pupil engagement.
- Intervention Overviews, documented in Purple Folders, outlined key aims, targeted pupils, and delivery methods. These were regularly updated and shared with staff, contributing to improved awareness of pupil needs across the team. Staff reported greater clarity and confidence in identifying barriers to learning and implementing strategies to address them.
- We expanded our tracking systems to include wider achievement and wellbeing indicators. This allowed us to more accurately target support and celebrate progress beyond academic attainment. The increased focus on the whole child

helped build stronger relationships with pupils and families, contributing to increased engagement and participation.

- Additional staffing funded through PEF enabled the delivery of planned 1:1 and small group interventions in literacy, numeracy, and health and wellbeing. Timetables were created collaboratively to ensure flexibility and responsiveness to pupil needs. Staff delivering interventions reported increased confidence in using data to inform planning and in measuring impact over time.

What is the capacity for improvement?

The school and EYC has definite capacity to make further improvements in the ways outlined above. This, taken in conjunction with the stability within the new leadership team, fosters a positive culture and motivation for necessary change across the school and EYC.

All staff are committed to improvement and want to ensure they are getting it right for every child. They have embraced opportunities to lead learning within this session and are enthusiastic and motivated to work collaboratively to make further positive changes for self and our children.