

**Ayr Grammar Primary School and  
Early Years Centre  
Improvement Plan  
2024-2027 - Year 3**



## **Vision**

We Play, Learn and Grow Together

## **Values**

Confidence, Compassion, Inclusion, Respect, Responsibility

## **Aims**

We aim to ensure that each child achieves their full potential by:

- Providing a stimulating and supportive learning environment
- Ensuring a wide range of teaching approaches, which include Active Learning, Collaborative and Cooperative Learning
- Establishing ongoing continuous assessment based on Formative Assessment strategies
- Promoting peer and self-evaluation

We aim to provide a curriculum which meets the needs of all our pupils by:

- Ensuring that our school policies are based on the principles identified in CfE
- Ensuring breadth, depth, personalisation and choice
- Ensuring that the learning and teaching is of the highest quality

We aim to improve learning and teaching experiences by:

- Setting differentiated learning experiences with realistic but challenging targets
- Encouraging pupils to be involved in planning their own learning
- Encouraging teacher/pupil interaction
- Monitoring and evaluating quality of teaching

We aim to raise the standard of attainment and achievement by:

- Giving all staff the opportunity to attend appropriate Staff Development

- Monitoring attainment and progress
- Ensuring that a quality education, which allows for continual improvement is in place

We aim to promote our pupils' personal development and encourage active citizenship by:

- Recognising the potential contribution that all can make to the success of the school
- Ensuring that relationships based on mutual respect and understanding create a climate where pupils, staff and parents feel valued and proud of their school
- Promoting inclusion, equality and fairness

We aim to encourage partnership with our parents and with the wider community by:

- Improving the fabric and access to the building
- Encouraging participation and partnership from everyone connected with the school
- Striving to achieve an attractive stimulating and safe school environment that is conducive to learning and teaching in the 21st century
- Working enthusiastically with the Parent Council and other stakeholders

We aim to support our pupils by:

- Ensuring that all learners have access to an appropriate curriculum, which takes account of their individual circumstances, aptitudes and abilities
- Promoting an inclusive and welcoming ethos which ensures equality and fairness at all times

## South Ayrshire Council Plan

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

## Children's Services Plan

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

## Education Services Priorities

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

## National Improvement Framework Priorities

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

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

| What Outcomes Do We Want To Achieve?                                                                                                                                                                                                                             | How Will We Achieve This?                                                                                                 | Lead Person                                    | Start and Finish Dates | How Will We Measure Impact On Children and Young People?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |         |           |                       |           |                       |  |          |  |           |        |           |        |           |        |           |        |           |     |     |     |     |     |     |     |     |           |     |     |     |     |     |     |     |     |           |     |  |     |  |     |  |     |  |
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| Pupils are motivated and engaged in their learning through high quality learning and teaching opportunities.<br><br>Q.I 3.2<br>Q.I 1.2                                                                                                                           | Further develop year 2 work with all staff to identify what high quality learning looks like, sounds like and feels like. | P Murphy<br>Y Buchanan                         | August 2026-June 2027  | <div>TOTAL number of children in P1, P4, P7 to attain age appropriate CfE levels:</div> <table><thead><tr><th rowspan="2"></th><th colspan="2">Reading</th><th colspan="2">Writing</th><th colspan="2">Listening and Talking</th><th colspan="2">Numeracy</th></tr><tr><th>Predicted</th><th>Actual</th><th>Predicted</th><th>Actual</th><th>Predicted</th><th>Actual</th><th>Predicted</th><th>Actual</th></tr></thead><tbody><tr><td>June 2025</td><td>76%</td><td>83%</td><td>70%</td><td>77%</td><td>87%</td><td>90%</td><td>81%</td><td>86%</td></tr><tr><td>June 2026</td><td>78%</td><td>86%</td><td>68%</td><td>81%</td><td>90%</td><td>92%</td><td>82%</td><td>89%</td></tr><tr><td>June 2027</td><td>82%</td><td></td><td>71%</td><td></td><td>93%</td><td></td><td>83%</td><td></td></tr></tbody></table> <ul style="list-style-type: none"><li>• Baselines completed September 2026 and May 2027.</li><li>• P1, P4, P7 standardised assessments provided by local authority and interrogation of data informs allocation of targeted support within the school.</li><li>• Reading, writing and maths tracked, discussed and moderated across all levels.</li><li>• Classroom observations – including pupil views.</li><li>• Staged intervention paperwork – action plans are clear and evaluated.</li><li>• PL/PRD/PDR records.</li><li>• Pupil questionnaires.</li><li>• Attendance monitoring.</li><li>• Work scrutiny – pupil work, Learning Journals.</li><li>• 90% of children in our Early Years Centre achieve 8 or more of their developmental milestones each year.</li><li>• 95% attendance rate in our Primary School.</li><li>• 90% attendance rate in our Early Years Centre.</li><li>• Updated policies available.</li><li>• Scrutiny of transition toolkits.</li></ul> |           | Reading |           | Writing               |           | Listening and Talking |  | Numeracy |  | Predicted | Actual | Predicted | Actual | Predicted | Actual | Predicted | Actual | June 2025 | 76% | 83% | 70% | 77% | 87% | 90% | 81% | 86% | June 2026 | 78% | 86% | 68% | 81% | 90% | 92% | 82% | 89% | June 2027 | 82% |  | 71% |  | 93% |  | 83% |  |
|                                                                                                                                                                                                                                                                  |                                                                                                                           | Reading                                        |                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | Writing |           | Listening and Talking |           | Numeracy              |  |          |  |           |        |           |        |           |        |           |        |           |     |     |     |     |     |     |     |     |           |     |     |     |     |     |     |     |     |           |     |  |     |  |     |  |     |  |
|                                                                                                                                                                                                                                                                  |                                                                                                                           | Predicted                                      | Actual                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Predicted | Actual  | Predicted | Actual                | Predicted | Actual                |  |          |  |           |        |           |        |           |        |           |        |           |     |     |     |     |     |     |     |     |           |     |     |     |     |     |     |     |     |           |     |  |     |  |     |  |     |  |
|                                                                                                                                                                                                                                                                  | June 2025                                                                                                                 | 76%                                            | 83%                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 70%       | 77%     | 87%       | 90%                   | 81%       | 86%                   |  |          |  |           |        |           |        |           |        |           |        |           |     |     |     |     |     |     |     |     |           |     |     |     |     |     |     |     |     |           |     |  |     |  |     |  |     |  |
| June 2026                                                                                                                                                                                                                                                        | 78%                                                                                                                       | 86%                                            | 68%                    | 81%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 90%       | 92%     | 82%       | 89%                   |           |                       |  |          |  |           |        |           |        |           |        |           |        |           |     |     |     |     |     |     |     |     |           |     |     |     |     |     |     |     |     |           |     |  |     |  |     |  |     |  |
| June 2027                                                                                                                                                                                                                                                        | 82%                                                                                                                       |                                                | 71%                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 93%       |         | 83%       |                       |           |                       |  |          |  |           |        |           |        |           |        |           |        |           |     |     |     |     |     |     |     |     |           |     |     |     |     |     |     |     |     |           |     |  |     |  |     |  |     |  |
| Extend, across first and second level, the current approaches to playbased learning.                                                                                                                                                                             | C McNeill<br>J Beattie                                                                                                    | August 2026-June 2027                          |                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |         |           |                       |           |                       |  |          |  |           |        |           |        |           |        |           |        |           |     |     |     |     |     |     |     |     |           |     |     |     |     |     |     |     |     |           |     |  |     |  |     |  |     |  |
| Support effective use of digital technologies for challenge in the Primary and support by expanding digital access for pupils and families through QR codes, Thinglinks, and SWAY flyers, and explore digital methods for continuous family learning engagement. | D Campbell                                                                                                                | August 2026-2027                               |                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |         |           |                       |           |                       |  |          |  |           |        |           |        |           |        |           |        |           |     |     |     |     |     |     |     |     |           |     |     |     |     |     |     |     |     |           |     |  |     |  |     |  |     |  |
| Increased attainment in literacy and numeracy for all children and therefore close the attainment gap.<br><br>Q.I 3.2<br>Q.I 3.3                                                                                                                                 | Work with cluster EY staff to support and extend learning in literacy and numeracy, extending understanding of early      | A Henderson<br>L Hood<br>D Brooks<br>E Nyokabi | August 2024-June 2027  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |         |           |                       |           |                       |  |          |  |           |        |           |        |           |        |           |        |           |     |     |     |     |     |     |     |     |           |     |     |     |     |     |     |     |     |           |     |  |     |  |     |  |     |  |
| Increased family engagement opportunities to support literacy                                                                                                                                                                                                    |                                                                                                                           |                                                |                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |         |           |                       |           |                       |  |          |  |           |        |           |        |           |        |           |        |           |     |     |     |     |     |     |     |     |           |     |     |     |     |     |     |     |     |           |     |  |     |  |     |  |     |  |

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| and numeracy development.                                                                    | level skills development.                                                                                                                                                                                                                                   |                                                                                                    |                       |  |
| Q.I 2.5                                                                                      |                                                                                                                                                                                                                                                             |                                                                                                    |                       |  |
| To improve children's literacy and numeracy skills in the Early Years Centre.                | Develop a communication friendly environment in the Primary and extend the work within the EYC.                                                                                                                                                             | C McNeill<br>S Littlejohn                                                                          | August 2026-June 2027 |  |
| Q.I 3.2                                                                                      | Continued focus on our practice and pedagogy in relation to writing through involvement of P4s and P5s in Wave 5 of CYPIC National Improving Writing Programme.<br><br>To increase attainment in writing in our P4 cohort by 11% and 8% in P5, by May 2027. | P Murphy<br>D Thomson<br>C Duncan<br>G McKnight                                                    | August 2026-June 2027 |  |
| Q.I. 1.2                                                                                     |                                                                                                                                                                                                                                                             |                                                                                                    |                       |  |
| Q.I. 2.3                                                                                     |                                                                                                                                                                                                                                                             |                                                                                                    |                       |  |
| Review aspects of the school and EYC curriculum, to best meet the needs of all our learners. | Devise skills progression across the curriculum, exploring good practice examples and effective planning, assessment and moderation.                                                                                                                        | PE-E McGhee<br><br>Music-I Jardine<br><br>Drama-N Lockhart<br><br>Art-R Wilson<br><br>IDL-P Murphy | August 2026-June 2027 |  |
| Q.I. 2.2                                                                                     |                                                                                                                                                                                                                                                             |                                                                                                    |                       |  |

|                                                                                                                                                                |                                                                                                                                                                                                                                  |           |                       |  |
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| Develop a range of valid, reliable and relevant assessment tools and approaches to support improvement of children and young people's learning.<br><br>Q.I 3.2 | Gaelic development to be extended across the school.                                                                                                                                                                             | A Jackson | August 2026-June 2027 |  |
|                                                                                                                                                                | Continue to evaluate impact on writing attainment using qualitative and quantitative data.<br><br>Further embed consistent approaches across all stages.<br><br>Build ongoing staff confidence and capacity in teaching writing. | A Wilson  | August 2026-June 2027 |  |

### Education Services Improvement Plan Priority 2: Outstanding Learning, Teaching and Assessment Educational Services Improvement Plan 2023 - 2026

**SAR Strategic Plan Priority:** To raise attainment in literacy and to significantly reduce the reading attainment gap between the most and least disadvantaged children and young people in South Ayrshire [South Ayrshire Reads Strategy Document](#)

### PHASE 2 SOUTH AYRSHIRE SCHOOLS – Ayr Grammar lead: A Wilson 2026-2027

| SAR Strategic Aim                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Actions                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Intended Impact                                                                                                                                                                                                                      | Resources                                                                                                                                                                                                                                                                                                                                                                                                                                                             | SAR Lead       | Completion Date    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--------------------|
| <p><b>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</b></p> <p><b>To support and develop all education staff in South Ayrshire to implement best practice through a culture of shared knowledge, collaboration and enquiry</b></p> <p><b>To promote the implementation of an excellent reading curriculum which prioritises best practice, challenge and adapted teaching for children with additional support needs</b></p> <p><b>To gather, use and analyse data effectively to drive change and improvement in children's reading skills, reading confidence and reading attainment</b></p> | By <b>June 2026</b> , ALL Phase 2 schools will have reviewed the role of their reading leader and, in collaboration with the South Ayrshire Reads team, planned how this role will be used to support reading development over the coming year.                                                                                                                                                                                                                                | <p>The aims of South Ayrshire Reads continue to be <b>embedded</b> across Phase 2 School Communities focussing on <b>building capacity and sustainability</b>.</p> <p>The <b>values, vision and aims</b> of South Ayrshire Reads</p> | <ul style="list-style-type: none"> <li>Role of reading leader reviewed at planning meeting.</li> <li>Reading Leader meeting dates shared and agreed.</li> <li>Reading leader workshop dates agreed.</li> <li>RL MS TEAM accessed for updates, relevant information and collaboration.</li> </ul>                                                                                                                                                                      | <b>SAR PTs</b> | <b>June 2026</b>   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | By <b>June 2027</b> , ALL Phase 2 schools will have participated in at least two Reading Leader-led workshops within their own setting, with Reading Leaders taking full responsibility for identifying workshop needs, planning these sessions and leading them to support the ongoing embedding of reading practice.                                                                                                                                                         |                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>All Reading Leaders may attend four sessions (September 2026, November 2026, February 2027, and April 2027) focused on building capacity and providing the knowledge and skills needed to lead impactful change.</li> <li>All Reading Leaders will plan, create and deliver reading workshops within their own schools - both with staff and with parents -as part of a wider drive to raise attainment in reading.</li> </ul> | <b>LW</b>      | <b>June 2027</b>   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | By <b>June 2027</b> , ALL Phase 2 schools will have had the opportunity to engage in collaborative activity, selecting the approaches that best suit their context, through: <ul style="list-style-type: none"> <li>Partnership CLPL</li> <li>Stage-Specific 'Spotlight' sessions</li> <li>'Learning Live' sessions</li> <li>Peer school visits</li> </ul> strengthening collective efficacy, promoting an outward-looking approach to improvement and embedding practice.     |                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>Bespoke partnership CLPL responsively planned and reviewed in line with contextual needs.</li> <li>Meeting &amp; discussion with SLT around peer school visits</li> <li>Peer visit pre-workshops/discussion/observation guides</li> <li>Term 3 Stage-Specific 'Spotlight' sessions</li> <li>'Learning Live' offerings.</li> </ul>                                                                                              | <b>SAR PTs</b> | <b>June 2027</b>   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | By <b>August 2026</b> , ALL Phase 2 schools will work with the SAR Team to identify new or returning staff requiring catch-up support, plan how to close gaps drawing on in-school knowledge, and will have the opportunity to: <ul style="list-style-type: none"> <li>Send staff to 'Fast Track' sessions</li> <li>Access additional CLPL at peer schools</li> </ul> ensuring all staff are equipped with the knowledge and skills to support reading development effectively |                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>Meeting &amp; Discussion with Phase 2 schools to identify new/returning members of staff and their stages</li> <li>Existing members of staff in Phase 2 schools to support, through coaching, modelling and collaborative discussions</li> <li>Fast Track sessions agreed &amp; planned by SAR Team</li> <li>Additional CLPL sessions identified at peer schools</li> </ul>                                                    | <b>SAR PTs</b> | <b>August 2026</b> |

|                                                                                                                                                                                                                          |                                             |                                                                                                                                                                                                                                                                                                                       |                   |                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|------------------|
| By <b>June 2027</b> ALL Phase 2 education staff will have had the opportunity to engage in additional high-quality CLPL in an area of interest.                                                                          | is consistent and clear to all stakeholders | <ul style="list-style-type: none"> <li>Additional online sessions planned, created and delivered by SAR Team in response to need</li> <li>Additional sessions will be advertised through the monthly CLPL Bulletin and Reading Leader channel on MS Teams.</li> </ul>                                                 | <b>SAR Team</b>   | <b>June 2027</b> |
| By <b>June 2027</b> ALL Phase 2 education staff will have had the opportunity to engage in bespoke high-quality CLPL.                                                                                                    |                                             | <ul style="list-style-type: none"> <li>All CLPL will be grounded in the Science of Reading, with a particular focus on language comprehension and its connection to other areas of literacy development, while continuing to embed previous work on word recognition (phonics and morphology) and fluency.</li> </ul> | <b>SAR PTs</b>    | <b>June 2027</b> |
| By <b>June 2027</b> , ALL Phase 2 education staff will have had the opportunity to further develop their practice in collaboration with the SAR Team.                                                                    |                                             | <ul style="list-style-type: none"> <li>Collaboration activities, including workshops and professional discussions as requested</li> </ul>                                                                                                                                                                             | <b>SAR PTs</b>    | <b>June 2027</b> |
| By <b>June 2027</b> ALL Phase 2 schools will have had the opportunity to engage with assessment implementation, data analysis and self-evaluation, using HGIOR (How Good is Our Reading) to drive teaching and learning. |                                             | <ul style="list-style-type: none"> <li>Reading Leader- Led Workshops focused on the interpretation, analysis, and evaluation of learner attainment to measure impact and inform next steps.</li> <li>Reading Leader-Led Workshops using HGIOR as a self-evaluation tool.</li> </ul>                                   | <b>HMcb JW</b>    | <b>June 2027</b> |
| By <b>June 2027</b> ALL Phase 2 schools will have had the opportunity to engage with and access support to implement and embed additional related SAR priorities.                                                        |                                             | <ul style="list-style-type: none"> <li>Reading Schools Accreditation</li> <li>Communication Friendly Environments</li> <li>Developing Writing through SAR</li> <li>Giglets</li> <li>Lending Library</li> </ul>                                                                                                        | <b>JM HMcb SL</b> | <b>June 2027</b> |
| By <b>June 2027</b> ALL parents will have had further opportunity to engage with workshops and learning sessions based on supporting their child's reading development.                                                  |                                             | <ul style="list-style-type: none"> <li>Support for RL, as required, from SAR team for workshop and parent events</li> </ul>                                                                                                                                                                                           | <b>SAR PTs</b>    | <b>June 2027</b> |

## South Ayrshire Service Plan Priority

### Priority: Improving Our Curriculum

#### ALL SOUTH AYRSHIRE SCHOOLS 2026-2027-Ayr Grammar leads: A Henderson, A Hunter

| Aims                                                                                                                                    | Actions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Intended Impact                                                                                                                                                                                                                                                                                                                 | Resources                                                                                                                   | Measures                                                                                             | Completion Date                                                        |
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| To increase all teacher understanding of the <b>purpose and relevance</b> of the CIC and the <b>rationale</b> behind curriculum reform. | <ul style="list-style-type: none"> <li>The school will identify a <b>curriculum lead</b> to support the implementation of curriculum reform and act as a link with authority-wide developments.</li> <li>The curriculum lead will participate in authority <b>Train-the-Trainer</b> professional learning to ensure consistent messaging and build internal capacity.</li> <li><b>All staff will engage in planned CLPL to build understanding of curriculum reform during the two allocated twilight sessions using materials created by Curriculum PTs.</b></li> </ul>                                      | <p><i>Staff are clear on the <b>key terminology</b> around curriculum and educational reform.</i></p> <p><i>Staff can clearly articulate why curriculum change is being made.</i></p> <p><i>All staff are clear on the national timeline for implementation of the CIC</i></p>                                                  | Presentation created by Curriculum PTs                                                                                      | <p>Staff survey (pre and post twilight sessions)</p> <p>Evaluation</p>                               | <p>August 2026</p> <p>September 2026</p> <p>January 2027</p>           |
| To provide clear and <b>consistent communication</b> for all staff and stakeholders in relation to Scotland's Curriculum                | <ul style="list-style-type: none"> <li>Staff will access the <b>authority's central digital</b> hub for curriculum resources, exemplars and professional learning materials.</li> <li>All staff will attend the relevant authority curriculum conference.</li> <li>Content will be created <b>centrally</b> to raise awareness of the CIC and used by schools to engage wider school community.</li> <li>The Curriculum PTs will offer support with <b>parental engagement</b> as requested.</li> <li>School leadership team will receive regular CIC information via director's education update.</li> </ul> | <p><i>Staff will feel supported during the early stages of transition.</i></p> <p><i>Staff feel <b>well informed</b> and confident in discussing curriculum changes with colleagues, learners and families.</i></p> <p><i>Parents and stakeholders will better understand Scotland's curriculum and the future changes.</i></p> | <p>Central digital padlet</p> <p>Exemplars and professional learning materials</p> <p>Schools preferred media platforms</p> | <p>Analytics from shared online space (comments, resources, access to the toolkit and materials)</p> | <p>June 2027</p> <p>May 2027</p> <p>December 2026</p> <p>June 2027</p> |

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|                                                                                                                                 | <ul style="list-style-type: none"> <li>- All Head Teachers will attend two authority HT Curriculum Conferences.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                          |                                                                                       |                      |                                          |
| <p>To establish an understanding of a <b>concept-based curriculum</b> and to introduce the <b>Know-Do-Understand model</b>.</p> | <ul style="list-style-type: none"> <li>- <b>'Curriculum of Hope' professional reading distributed during the 'Train-the-Trainer' session for key leads.</b></li> <li>- <b>Values from the 'Curriculum of Hope' text shared with all staff during twilight sessions.</b></li> <li>- <b>Key leads to gather staff feedback at the beginning of the first twilight.</b></li> <li>- <b>Key leads to repeat the staff survey at the end of the second twilight to gauge progress.</b></li> </ul> | <p><i>All staff understand the principles of a concept-based curriculum.</i></p> <p><i>All staff will have had opportunities to engage with the values and principles of 'A Curriculum of Hope'.</i></p> | <p>'A Curriculum of Hope' professional reading</p> <p>Microsoft form for twilight</p> | Pre/Post Survey Data | <p>October 2026</p> <p>February 2027</p> |

## Priority 2: Improvement in children's and young people's health and wellbeing

| What Outcomes Do We Want To Achieve?                                                                                                                                                                                                                                                         | How Will We Achieve This?                                                                                                                                                                                                                              | Lead Person          | Start and Finish Dates | How Will We Measure Impact On Children and Young People?                                                                                                                                                                                                                                                                                                                                                                                       |
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| <p>Children are safe, happy and settled at school.</p> <p>Q.I 3.1</p> <p>Q.I 2.1</p> <p>Identified children who are experiencing low mood and/or anxiety are fully supported.</p> <p>Q.I 3.1</p> <p>Q.I 2.1</p> <p>Increased resilience in our children and young people.</p> <p>Q.I 3.1</p> | Further develop the outdoor areas in partnership with the local community and parents.                                                                                                                                                                 | D Campbell<br>A Reid | August 2026-June 2027  | <ul style="list-style-type: none"> <li>Wellbeing webs.</li> <li>Primary Tracker/wider achievement tracking.</li> <li>Parental/pupil feedback.</li> <li>Staff meetings: check-ins.</li> <li>SLT observations.</li> <li>Attendance doesn't fall below 95%.</li> <li>Number of unauthorised late-comings reduced by 50%.</li> <li>Through staff discussions at planned meetings or PRD/PDR sessions.</li> <li>Playground observations.</li> </ul> |
|                                                                                                                                                                                                                                                                                              | Further increase levels of engagement through the use of outdoors and loose parts in the EYC.                                                                                                                                                          | T Fisher             | August 2026-June 2027  |                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                                                                                                                                                                                                                                                                                              | Develop a consistent, EYC approach to PATHS by building staff confidence through professional learning, embedding progressive and regular delivery within daily practice.                                                                              | R Oliver             | August 2026-June 2027  |                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                                                                                                                                                                                                                                                                                              | Implement a consistent, evidence-based resilience resource/approach across the whole school (e.g. PATHS), showing consistent application and positive impact on children's ability to identify feelings, use coping strategies, and manage challenges. | L Hamilton           | August 2026-June 2027  |                                                                                                                                                                                                                                                                                                                                                                                                                                                |

Through increased staff confidence and capacity, children's mental wellbeing is supported.

Q.I 1.2

Q.I 2.7

| SAL lead: S Logan<br>Ayr Grammar lead: D Campbell                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                               |                                                                                          |                                                                              |                                                    |                      |
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| Aims                                                                                                                                                                                                                                              | Actions                                                                                                                                                                                                                                                                       | Intended Impact                                                                          | Resources                                                                    | Measures                                           | Completion Date      |
| <p><b>To improve the range and quality of outdoor learning experiences across our school.</b></p> <p><b>To ensure all staff have access to a comprehensive professional learning offer that supports our continual drive for improvement.</b></p> | Initial meeting with HT/Outdoor Learning Lead to <b>discuss the Outdoor Learning Overview</b> , commitment and expectation:<br>- <b>6 x 1.5-hour sessions</b> (4 practical, plan for test of change/enquiry and sharing session).                                             | To improve the quality and consistency of outdoor learning approaches across our school. | Outdoor Learning Overview                                                    | Teacher Survey (pre and post).                     | June 2026            |
|                                                                                                                                                                                                                                                   | <b>Teacher/Learner Baseline Surveys to be created, distributed, and completed</b> by all relevant teachers involved and P1-7 learners.                                                                                                                                        |                                                                                          | Microsoft Form: Teacher and Learner Baseline Survey.                         | Pupil Voice – Learner Survey (pre and post).       | Aug 2026             |
|                                                                                                                                                                                                                                                   | SAL PT of Pedagogy and PT of Curriculum to <b>plan outdoor learning inputs x4</b> .                                                                                                                                                                                           |                                                                                          |                                                                              |                                                    | Aug 2026 – Feb 2027  |
|                                                                                                                                                                                                                                                   | SAL PTs to <b>collate and analyse all baseline</b> data and <b>share report and findings</b> with HT/Outdoor Learning Lead.                                                                                                                                                   |                                                                                          | Baseline Report                                                              | Teacher observation notes, feedback (peers, SLT).  | Sept 2026            |
|                                                                                                                                                                                                                                                   | All teachers attend <b>Training (in own school)</b> led by SAL PTs (x4 Practical Sessions).<br><u>Test of Change</u><br>All teachers complete <b>gap tasks</b> between each training session.                                                                                 |                                                                                          | Padlet of Resources, Presentations etc available for all teachers to access. |                                                    | Sept 2026 – Jan 2026 |
|                                                                                                                                                                                                                                                   | All teachers attend a session focusing on <b>Enquiry/Test of Change</b> led by SAL PTs.<br><b>Expectation of showcase shared.</b><br>Teachers <b>form pairs/trios or small groups and plan a line of enquiry</b> to focus on using the <b>Assess, Plan, Do, Review</b> Cycle. |                                                                                          | Assess, Plan, Do, Review Cycle template.                                     | Staff professional development and review process. | Feb 2026             |
|                                                                                                                                                                                                                                                   | <u>Showcase:</u><br>All teachers to attend and <b>share practice</b> with their pair/trio or group.                                                                                                                                                                           |                                                                                          |                                                                              |                                                    | May 2027             |
|                                                                                                                                                                                                                                                   | All <b>Staff and Learner End-point Surveys</b> to be completed.                                                                                                                                                                                                               |                                                                                          | Microsoft Forms: Teacher and Learner End-point Surveys                       | Staff planning and evaluation documents.           | End of May 2027      |
|                                                                                                                                                                                                                                                   | SAL PTs to collate and analyse end-point data and write <b>an impact report</b> .<br>SAL PTs to share impact report with HT and Key Lead.                                                                                                                                     |                                                                                          | Impact Report                                                                | Tracking data on learner progress.                 | June 2027            |

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

| What Outcomes Do We Want To Achieve?                                                                                                                                                                                                                              | How Will We Achieve This?                                                                                                                                                         | Lead Person                             | Start and Finish Dates    | How Will We Measure Impact On Children and Young People?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <p>Develop a whole school and community approach to Learning for Sustainability: global citizenship, sustainable development education, outdoor learning.</p> <p><b>Q.I 2.2</b></p> <p><b>Q.I 1.3</b></p> <p>Children's rights are recognised and their views</p> | Further develop business and community links within the local area.                                                                                                               | A Hunter<br>N Fallan                    | August 2026-<br>June 2027 | <ul style="list-style-type: none"> <li>• Calendar of events planned.</li> <li>• PL/PRD/PDR records.</li> <li>• Parent/pupil feedback.</li> <li>• Wee HGIOS feedback.</li> <li>• Regular appearance in local press, social media, newsletters.</li> <li>• Pupils happy to take on leadership roles.</li> <li>• E-profiles in use throughout the EYC and School.</li> <li>• The use of digital supports is greatly increased within the classrooms and EYC.</li> <li>• Staff confidence increased.</li> <li>• Monitor impact of staff development.</li> <li>• Instagram and the website updated and more detailed.</li> <li>• Achievement of awards.</li> </ul> |
|                                                                                                                                                                                                                                                                   | Achievement of Rights Respecting Schools' Silver Accreditation.                                                                                                                   | M Robertson<br>J Smith                  | August 2026-<br>June 2027 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|                                                                                                                                                                                                                                                                   | Build on work already undertaken and achieve the Digital Schools' Award.                                                                                                          | D Campbell<br>T Fisher                  | August 2026-<br>June 2027 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|                                                                                                                                                                                                                                                                   | Ensuring children and young people are actively involved in on-going self-evaluation activities leading to improvement by taking part in the Young Leaders of Learning programme. | L Hamilton<br>K Macdonald<br>K McDonald | August 2026-<br>2027      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

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| <p>and opinions are listened to and acted upon.</p> <p><b>Q.I 1.2</b></p> <p>Develop the skills and confidence of staff in the appropriate and effective use of digital technology to support learning and teaching.</p> <p><b>Q.I 2.3</b></p> <p>Implement the creative process to support children to develop inquisitiveness, open-mindedness, imagination and problem-solving skills.</p> <p><b>Q.I 3.3</b></p> | <p>Introduce a strategic approach to improving pupil belonging, leadership, participation, attendance and wider achievement across the school community through House Family model.</p> | <p>C McNeill</p> | <p>August 2026-<br/>June 2027</p> | <ul style="list-style-type: none"> <li>• Children make real life links with their learning.</li> <li>• Observations by SLT.</li> <li>• All pupils involved in performing either in an assembly, a performance or in the choir.</li> </ul> |
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## **MAINTENANCE AGENDA**

- Build on current moderation opportunities and extend to other curricular areas, building staff confidence in use of 4 stages of progress.
- Deliver targeted support and interventions for mental and emotional wellbeing e.g. Seasons for Growth.
- Extend family learning opportunities and parental events within the school and EYC.
- Increase the range of after school/lunchtime clubs to encourage and increase the involvement of more children e.g. homework club, science.
- Attendance at sporting competitions and events, with the support of Active Schools Staff.
- Wider achievement closely monitored to ensure no child is missing out.
- Further develop opportunities to be creative e.g. sewing.
- Pupil leadership within committees e.g. RRS, DIPA.
- Digital planning.