



Ayr Grammar Primary School and EYC

STANDARDS AND QUALITY REPORT
June 2026

OUR SCHOOL & EYC

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. The environment is a mix of traditional and modern with closed classrooms and bright, open access areas.

Our school roll in June 2026 was 324, up from 319 in 2025. 60% of our school roll are children from out with our catchment. Our Early Years roll has increased over this year and is now 53 in total, which is 3 less than 2025. Currently there are 12 classes, two at each stage, other than composite classes at P3/4 and P5/6.

Children within Quintile 1 make up 32% 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 40%. We have 3 care experienced children in school. 51% of our school roll have staged intervention supports.

Our staff consists of a Leadership Team of Head Teacher (in post from August 2024), Depute Head Teacher (in post from January 2025), 2 Principal Teachers, 1 Acting Principal Teacher (in post from January 2025), 1 EY Depute Manager (in post from August 2025), 1 Acting Senior Early Years Practitioner (in post from March 2026); 12.8 Teachers; 8 Early Years Practitioners; 8 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.

From the start of June, in partnership with Magic Breakfast and Thriving Communities, we offered a free breakfast club to all Primary children. This will not continue into next session.

Attendance for session 2024–25 concluded at 93.8%. As of 17th June this session, attendance stands at 93.2%, representing a decrease of 0.6%. This decline is slightly above the local authority reduction of 0.5%, indicating that while the trend is broadly in line with local patterns, there remains a need for targeted improvement at school level. Attendance tracked positively against the previous session until late November 2025. The subsequent decline coincided with a period of increased illness across the school community. While attendance remained above the local authority average for much of the session, this gap narrowed by the end of May following further disruption due to seasonal illness, including cases of chickenpox. This highlights that attendance remains vulnerable to external factors and seasonal variation.

A range of strategies have been implemented to address attendance concerns. Attendance is tracked closely through Staged Intervention Plans and attainment meetings, ensuring timely identification of concerns and consistent recording of actions. Referrals have been made and partnerships strengthened with a range of external agencies to support families where attendance is a concern, enabling a more holistic approach to identifying and addressing barriers. In addition, an ASN coffee afternoon was introduced to support parents and carers of children with neurodiversity, recognising the specific challenges some families may face in securing regular attendance. This provided an opportunity to build relationships, share practical strategies and signpost families to further support. Early engagement has been positive; however, it is too early to evidence a measurable impact on attendance outcomes.

Overall, while systems for monitoring and supporting attendance are well established and there is evidence of responsive intervention, the decline in overall attendance and the ongoing gap for targeted groups indicate that further evaluation and refinement of current approaches is required.

Next Steps

- Strengthen targeted approaches for identified groups, particularly within the PEF cohort.
- Continue to develop partnerships with parents, carers and external agencies to address complex barriers to attendance.

- Further evaluate the impact of current interventions to identify those which lead to sustained improvements in attendance.
- Embed a more proactive and preventative approach to attendance, ensuring families are aware of attendance expectations, procedures and available supports.

These actions will support greater consistency in attendance patterns and help improve outcomes for all learners.

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.

Compassion

Respect

Responsibility

Inclusion

Confidence

Exclusion data

Session	Exclusion Data
2022-2023	2 occasions
2023-2024	2 occasions
2024-2025	0 occasions
2025-2026	0 occasions

School Improvement Plan Targets 2025-2026: P1,4 and 7 combined

	Target %	Actual %
Literacy	79	80
Numeracy	82	89

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

Session	Numeracy	Reading	Writing	Listening and Talking	Literacy
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
2025-26	89	86	81	92	80
South Ayrshire 2025-26	85	85	81	92	80

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

Numeracy	2021-22	2022-23	2023-24	2024-25	2025-26	South Ayrshire 2025-26
P1 – Achieving Early Level	96	87	91	91	89	88
P4 – Achieving 1 st Level	73	73	69	80	88	83
P7 – Achieving 2 nd level	74	83	76	90	89	85

Listening and Talking	2021-22	2022-23	2023-24	2024-25	2025-26	South Ayrshire 2025-26
P1 – Achieving Early Level	100	94	100	93	91	90
P4 – Achieving 1 st Level	73	92	95	89	91	92
P7 – Achieving 2 nd level	72	91	80	92	94	93

Writing	2021-22	2022-23	2023-24	2024-25	2025-26	South Ayrshire 2025-26
P1 – Achieving Early Level	78	77	79	80	83	82
P4 – Achieving 1 st Level	70	62	67	69	72	79
P7 – Achieving 2 nd level	63	70	65	85	85	82

Reading	2021-22	2022-23	2023-24	2024-25	2025-26	South Ayrshire 2025-26
P1 – Achieving Early Level	78	77	82	85	87	84
P4 – Achieving 1 st Leve	73	76	77	76	74	83
P7 – Achieving 2 nd level	67	74	65	92	92	87

Early Years Centre

Year	Health and Wellbeing Statements				Communication and Language				Maths and Numeracy			
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
2025-26 28 Children	Number and Percentage achieving all 10 milestones	79%		22	Number and Percentage achieving all 10 milestones	54%		15	Number and Percentage achieving all 10 milestones	79%		22
2025-26 28 Children	Number and Percentage achieving 8 or more milestones	89%		25	Number and Percentage achieving 8 or more milestones	75%		21	Number and Percentage achieving 8 or more milestones	89%		25

Compassion

Respect

Responsibility

Inclusion

Confidence

Key Findings

- Analysis of combined P1, P4 and P7 attainment data demonstrates a clear and sustained improvement in outcomes for learners across literacy and numeracy. The school's robust approaches to tracking and monitoring, targeted interventions and ongoing professional dialogue have supported increasing numbers of children and young people to achieve expected Curriculum for Excellence levels.
- The most significant gains in combined attainment have been observed since 2023–24, suggesting that recent improvement priorities and evidence-informed practice are becoming increasingly embedded and are having a measurable impact on attainment.

Numeracy

- Across Primary 1, 4 and 7 combined, attainment in numeracy has improved from 81% in 2021–22 to 89% in 2025–26. This reflects the positive impact of consistent approaches to teaching and learning, targeted interventions and the effective use of attainment data to identify and address gaps in learning.
- P1: Attainment in numeracy at Early Level has remained consistently high over the five-year period. Although there has been some variation, 89% of learners achieved expected levels in 2025–26, demonstrating that the majority of children continue to make good progress in numeracy during the early years of primary education. Although this is a dip of 2% from last year, only 23% of P1 children were on Staged Intervention last year whereas, 36% of children have a STINT plan this year in P1.
- P4: Attainment at First Level has shown a significant improvement, increasing from 69% in 2023–24 to 88% in 2025–26. This suggests that targeted support, responsive teaching approaches and effective tracking of learner progress are having a positive impact on outcomes.
- P7: The percentage of learners achieving Second Level numeracy increased from 74% in 2021–22 to 89% in 2025–26. Despite some fluctuations over time, attainment has remained high over the last two sessions, indicating that improvements are becoming embedded and are supporting learners to achieve positive outcomes by the end of primary school. Although this has gone down 1% from last year, the number of children on STINT in P7 has increased by 2% this year.

Listening and Talking

- Combined P1, P4 and P7 attainment in listening and talking has remained consistently high over the five-year period, increasing from 82% to 92%. This highlights learners' growing confidence and competence in communication skills and reflects the emphasis placed on collaborative learning experiences across the school.
- P1: Attainment in listening and talking at Early Level has remained exceptionally strong, ranging from 91% to 100% over the five-year period. This demonstrates that children are developing effective communication skills and confidence from the earliest stages of learning. When it was 100% in 2021–2022, only 2% of learners across the school were EAL. This is now 9% in 2025–2026.
- P4: Outcomes in listening and talking have improved considerably, rising from 73% in 2021–22 to 91% in 2025–26. This sustained improvement reflects the positive impact of collaborative learning opportunities and increased emphasis on developing communication skills across the curriculum.
- P7: Attainment in listening and talking at Second Level has shown a strong upward trend, increasing from 72% in 2021–22 to 94% in 2025–26. The high levels of attainment evident over recent years indicate that learners are well equipped to communicate effectively and confidently in a range of contexts.

Reading

- The combined percentage of pupils achieving expected Curriculum for Excellence levels in reading increased from 72% in 2021–22 to 86% in 2025–26. This sustained improvement demonstrates the

effectiveness of a whole-school science of reading approach supported by the SAR team, increased opportunities for reading for enjoyment and targeted support for pupils requiring additional challenge or intervention.

- P1: Reading attainment at Early Level has improved steadily over the five-year period, increasing from 78% in 2021–22 to 87% in 2025–26. This suggests that the school's focus on early literacy development and targeted interventions is supporting more children to achieve expected levels.
- P4: Reading attainment at First Level has remained broadly stable, ranging between 73% and 77% over the reporting period. In 2025–26, 74% of learners achieved expected levels, indicating a need to continue prioritising reading attainment through targeted support and high-quality learning experiences.
- P7: Attainment in reading at Second Level has improved significantly, rising from 67% in 2021–22 to 92% in both 2024–25 and 2025–26. This substantial increase demonstrates the impact of whole-school literacy approaches and effective support strategies, resulting in a greater proportion of learners achieving expected standards by the end of P7.

Writing

- Writing attainment has shown a positive upward trend, increasing from 70% in 2021–22 to 81% in 2025–26. Improved moderation practices, shared expectations of standards and focused professional learning have contributed to greater consistency in teacher judgement and improved learner outcomes.
- P1: Writing attainment at Early Level has improved steadily over the five-year period, increasing from 78% in 2021–22 to 83% in 2025–26.
- P4: Attainment in writing has improved steadily over recent years rising from 62% in 2022-23 to 72% in 2025-26. While further improvement remains a priority, the current data demonstrates that an increasing proportion of learners are achieving expected first level standards.
- P7: Writing attainment has shown a notable improvement in recent years, rising from 65% in 2023-24 to 85% in both 2024-25 and 2025-26. The sustained increase in percentage of learners achieving expected Curriculum for Excellence levels suggests that strategies implemented to support writing development are becoming embedded and leading to improved outcomes for learners.

Overall

- Overall combined literacy attainment improved significantly from 64% in 2021–22 to 80% in 2025–26, representing a 16-percentage-point increase. This demonstrates the impact of the school's strategic focus on literacy improvement and the effective targeting of support to meet individual learner needs.
- Analysis of stage-specific attainment data demonstrates that the school continues to secure positive outcomes for the majority of learners across literacy and numeracy. Strong performance is evident in listening and talking across all stages, while notable improvements have been achieved in P4 numeracy and P7 reading attainment.
- The school's robust approaches to tracking and monitoring, effective use of attainment data and targeted interventions have contributed to sustained improvements in several curricular areas. High expectations, collaborative professional dialogue and responsive support strategies continue to support learners in achieving expected Curriculum for Excellence levels.
- While strengths are evident across the data, particularly in P7 attainment, the school has identified P4 literacy as an area requiring continued focus. Planned next steps will build on existing effective practice to ensure further improvements in outcomes for all learners. Our P4 and P5 staff next year are taking part in further writing training being delivered by the local authority, CYPIC and Education Scotland.

ACHIEVEMENT

The year 2025-2026 has been an active and busy time for Ayr Grammar Primary School and EYC. The range of wider opportunities within the school has been vast with performances, sporting events, clubs, and opportunities to engage in learning beyond the classroom.

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

- Sportshall Athletics Competition with P6 & P7 pupils.
- Dance Mania with 20 pupils on stage at the Gaiety Theatre.
- Dance with 15 P5-P7 pupils on stage at Troon.
- P4/5 South Ayrshire Basketball festival.
- P6/7 South Ayrshire Basketball Festival where the team placed 3rd.
- South Ayrshire Cross Country event with 16 runners.
- Our boys' football team have played over 10 games this year and competed in the Somerset Cup- placing 3rd overall.
- Our girls' football team was offered lunch time coaching sessions and went on to play in an Ayrshire Festival on two occasions at Ayr Academy.
- P5 pupils have completed a block of 10 swimming sessions and received their ribbons following their lessons.

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

P1 & P2- Mini Kickers

P2 & P3 – Multisport

P4 & P5- Basketball, Dance Mania & Volleyball

P6- Girls' & Boys' Football, Dance, Basketball & Volleyball

P7- Junior Coaching Academy, Girls' & Boys' football, Basketball, Dance & Volleyball

P1-3- Golden ticket club targeting pupils following wider achievement tracking

P4-7- Golden ticket club targeting pupils following wider achievement tracking

P6 and p7- Ukelele Club

P1-P7- Art Club

P5 & P6 - Knitting Club

P1-7- Lego Club

P6 – Coding Club

Linking with local partners

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

Rugby- We have worked with Ayr Rugby Club to offer coaching sessions throughout the year. These weekly sessions have been delivered to our P3-P7 children.

Tennis- Ayr Tennis club delivered sessions with P1, P2, P3 and P3/4 classes as a taster to encourage them to try something new.

Bikeability

P5, P6 and P7 pupils within the school have been offered cycling skills in the form of Bikeability courses. Our P5 pupils have completed Level 1 training and received their certificates, while our P6 and P7 pupils have completed Level 2. There has been a total of 148 pupils receiving certificates this year.

Our School wider achievements spread further than sport.

- Our students with musical instruction have played at a number of in school events including the Christmas and Easter service. They also performed at the Cluster Christmas Concert and attended The Big Play, playing alongside other Ayrshire musicians.
- Heartstart was delivered to our P7 pupils through Heartstart UK.
- Our P1 -P3 pupils performed in a wonderful Winter Show.
- Our P7s performed at their spectacular annual Burns' Supper, hosting parents and local VIPs.
- Our P5s went to Ayr Town Hall as part of the Day of Dance Festival.
- All our pupils have had the opportunity to perform with their class, on stage, during the Easter and Christmas services.

Wider Achievement Wednesday

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 Instagram and during weekly assemblies.

Wonderful Wider Achievement Celebration Day- 8th May 2026

This year we asked pupils to showcase their wider achievements by coming to school on Friday 8th May 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 a few. This was a highly successful day which encouraged pupils to share and discuss their skills with peers and staff.

Recording of Wider Achievements and Data Tracking

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 have been involved in an activity or have been offered a further opportunity this year.

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

- High quality learning and teaching has been a key strength. Staff have continued to develop a shared understanding of effective practice, with learning experiences characterised by clear learning intentions, challenge and high levels of pupil engagement. Classroom observations, pupil voice and work scrutiny evidence that learners are motivated, actively involved in their learning and increasingly able to articulate their progress. This has contributed to improved attainment across literacy and numeracy.
- The school has also demonstrated success in creating inclusive learning environments. Through participation in the Communication Friendly Environments programme, classes have achieved badge awards, reflecting improvements in environments, staff awareness and the quality of interactions supporting language and communication. This has had a positive impact on learners' confidence, particularly in listening and talking.
- The EYC has made positive progress towards developing a communication-friendly environment. Key foundations have been established through the successful achievement of the environment and adult interaction badges, demonstrating a commitment to creating high-quality communication opportunities for children. Partnership working has strengthened practice, with support from Equity and Excellence Lead, Speech and Language Therapist, and English as an Additional Language (EAL) teacher. This

collaborative approach has enhanced staff knowledge and increased confidence in identifying and supporting children's communication and language needs. Children are demonstrating progress across literacy and communication milestones. Observations, assessments, and tracking data indicate that many children are developing age-appropriate listening, attention, vocabulary, and early literacy skills. Targeted interventions and responsive adult interactions are supporting children who require additional support, including those with speech, language, communication needs, and children learning English as an additional language. Continued focus is required on extending vocabulary, sustaining high-quality interactions, and ensuring targeted support has measurable impact for identified groups of learners.

- A sustained focus on improving pedagogy in writing has led to a clear, shared vision for high-quality practice across the school. Staff now have a consistent understanding of expectations for the teaching of writing, supported by the introduction of three planned, skills-based assessment points throughout the year, aligned with the South Ayrshire Skills Framework. This has strengthened progression and consistency, while agreed writing genres at each stage ensure comprehensive coverage and coherence in learning. As a result, teaching approaches are more aligned, and children are experiencing a more structured and progressive writing curriculum, supporting improved literacy outcomes.
- Progress in curriculum development has been more limited. The planned review of our curriculum rationale has been placed on hold pending the outcome of the current National review period. While this has delayed aspects of strategic curriculum development, it has ensured that future planning will be more responsive and aligned to updated national and local priorities.
- The school continues to demonstrate strengths in specific curricular areas. Gaelic development has been highlighted as a strength within the Authority, reflecting high quality learning experiences and strong staff commitment to promoting language learning and cultural understanding across the school.
- A notable feature of the school's improvement journey is the high level of staff commitment to ongoing professional learning and leadership development. Staff have engaged in a range of PL opportunities, professional enquiry and leadership roles, which has directly impacted classroom practice. This has strengthened pedagogy, increased consistency in approaches to learning, teaching and assessment, and contributed positively to pupil outcomes. Leadership opportunities across the school have supported a culture of reflection, collaboration and continuous improvement.
- The EYC has made good progress in developing opportunities for staff to observe, share, and reflect on effective practice across the cluster and wider authority. A strong commitment to professional collaboration has enabled practitioners to learn from colleagues, strengthen professional knowledge, and improve outcomes for children. Staff participated in a Practitioner Day Swap with two other centres, providing valuable opportunities to observe different approaches, share ideas, and reflect on their own practice. These experiences have supported professional dialogue and encouraged the adoption of effective strategies to enhance learning and teaching within the EYC. Moderation activities with Primary 1 teachers have strengthened understanding of Early Level expectations and progression. This collaborative work has supported greater consistency in professional judgements and helped to strengthen transitions between EYC and school. Visits to other centres have enabled staff to observe high-quality practice in a range of areas, including learning environments, interactions, planning, and assessment approaches. Practitioners have reflected on these observations and considered how successful strategies can be adapted and implemented within their own setting. Attendance at cluster and authority network meetings has further supported professional learning and the sharing of practice. These opportunities have allowed staff to engage in professional discussions, keep up to date with current developments, and contribute to a culture of continuous improvement across the authority. There is evidence that learning from these collaborative experiences is beginning to influence practice within the EYC. Staff are increasingly confident in discussing pedagogy, reflecting on their work, and implementing improvements based on observed good practice.
- During session 2025–26, literacy remained a central improvement priority. Through implementation of Science of Reading approaches, targeted professional learning, improved assessment practices and a strong focus on reading for enjoyment, good progress has been made in developing a positive and

inclusive literacy culture. Staff confidence and consistency in evidence-informed literacy practice has increased, contributing to improved learner engagement and progress in early reading.

- Science of Reading approaches have become increasingly embedded across the school, with staff developing practice in phonological awareness, phonics, fluency, vocabulary, comprehension and morphology through professional learning, coaching and collaborative planning. A range of fluency strategies, including echo reading, choral reading, paired reading and readers' theatre, are now evident across most classes. Targeted approaches such as Fluent in Five and FRED's Fluency Friday have further supported this work. As a result, there is greater consistency in early reading instruction, with learners demonstrating improved engagement and progress, particularly in phonics and fluency. While approaches are becoming embedded, some variability remains across stages. Further work is required to ensure a fully consistent and progressive approach to reading instruction across the school.
- Assessment approaches have strengthened through the use of DIBELS Oral Reading Fluency, the DfE Phonics Screener, SNSA and teacher professional judgement. Staff are increasingly confident in analysing attainment data to identify need, monitor progress and plan targeted support. This has led to more focused interventions and improved progress in early reading for identified learners. Regular use of assessment data is supporting more consistent planning across the school. Next steps include strengthening moderation of assessment and further developing the use of tracking over time to clearly demonstrate sustained impact on attainment
- A strong emphasis has been placed on promoting reading for enjoyment through improved classroom environments, book recommendations, enhanced library provision and whole-school events such as World Book Day. Initiatives including the Reading Ambassador programme have significantly raised the profile of reading. With 91 applications received, pupil engagement and ownership of reading has increased notably. Reading Ambassadors have led assemblies and supported literacy events, contributing to a positive and visible reading culture. As a result, learners show increased motivation and enthusiasm for reading. Further work is required to ensure reading for pleasure is consistently embedded across all curricular areas.
- Family engagement has been strengthened through events such as Book and a Biscuit and Phonics Workshops, which have provided valuable opportunities for shared reading experiences. Feedback from families has been very positive, with increased confidence reported in supporting reading at home. These approaches have strengthened home-school links and extended literacy learning beyond the classroom. Moving forward, there is scope to broaden engagement opportunities further and ensure consistent participation across all families.
- Progress has been made towards Reading Schools' accreditation through a range of whole-school and pupil-led activities. Reading Ambassadors have supported this work effectively, contributing to increased pupil participation and ownership. This reflects the development of a sustainable reading culture across the school. The next stage will focus on consolidating current approaches and continuing progress towards the next accreditation.
- Strategic input was successfully secured from the Authority Digital Learning Officer to guide the school's approach to digital learning progression. Rather than imposing a top-down model, collegiate discussions were facilitated. This professional dialogue empowered teaching staff, ensured collective ownership of the initiative, and aligned the rollout with the school's collaborative culture. Universal deployment of Microsoft OneNote was established across all levels as the primary conduit for digital forward planning. All teaching staff are now actively utilising the OneNote digital planning framework for both medium-term (termly) overviews and weekly planning, successfully eliminating fragmented paper-based tracking. The transition to OneNote has significantly improved leadership oversight and transparency, making planning more agile and easily shared across stage partners.
- P2 and P3 teachers, who attended the South Ayrshire Learns First Level Training, demonstrated a clear commitment to professional learning and collaborative practice. Engagement across the sessions was consistently high, with participants actively contributing to discussions around writing, curriculum design, assessment and adaptive teaching approaches. The structure of the programme, including opportunities to shape bespoke sessions, enabled teachers to reflect meaningfully on their own practice and apply new

strategies within their classrooms. Feedback and professional dialogue indicated that attendees have strengthened both pedagogical knowledge and confidence in delivering First Level experiences. Importantly, the training fostered a strong sense of professional community, with teachers valuing the opportunity to share best practice and build networks across schools. As a result, there is evidence of increased consistency, creativity and responsiveness in teaching approaches, which is likely to have a positive impact on learner outcomes.

- The EYC has made positive progress in increasing children's engagement in learning through the development of outdoor learning experiences and the enhanced use of loose parts. Significant investment has been made in expanding the range of loose parts available outdoors, providing children with greater opportunities for creativity, problem-solving, collaboration, and child-led learning. Strong partnerships have been established with local companies and SAC Justice Services, resulting in valuable contributions to the outdoor environment. These partnerships have supported the provision of loose parts, planters, benches, and a sandpit, creating a more stimulating and engaging outdoor learning space. As a result, children have access to a wider variety of open-ended resources that encourage exploration, investigation, and sustained play. Parents have been encouraged to contribute to their children's learning journals, helping to strengthen home-EYC partnerships and providing a more holistic picture of children's learning and achievements. There is increasing evidence of parental engagement and shared understanding of children's progress and interests. Observations indicate that children are showing higher levels of engagement, curiosity, and independence during outdoor learning experiences. They are using loose parts in imaginative and innovative ways, developing skills across literacy, numeracy, health and wellbeing, and problem-solving through play.
- The EYC has made good progress in strengthening practitioner knowledge and improving learning experiences in literacy and numeracy through collaborative working with cluster partners. Staff have actively engaged in a range of professional learning opportunities designed to develop their understanding of early level skills progression and effective approaches to teaching and learning. Practitioners participated in a collaborative 'Practitioner Day Swap' with two other centres, providing opportunities to share practice, reflect on learning, and develop a shared understanding of high-quality early level experiences. This collaborative approach has supported professional dialogue and increased consistency in practice across settings. Partnership work with Forehill EYC and Wallacetown EYC through literacy projects has enabled staff to explore and implement effective literacy approaches, while sharing successful strategies to support children's language, communication, and early literacy development. Staff have further enhanced their understanding of numeracy through attendance at Nurturing Mathematical Thinkers training and participation in network meetings. These opportunities have strengthened practitioner confidence in promoting mathematical thinking, problem-solving, and numeracy development through meaningful play and everyday experiences. There is evidence that professional learning is beginning to influence practice, with increased focus on literacy and numeracy experiences across the EYC. Children are engaging in a wider range of opportunities to develop early literacy and numeracy skills, and staff are demonstrating greater awareness of progression within the Early Level curriculum.
- There is clear evidence of improved quality in teaching and learning through the development of adaptive teaching approaches and consistent use of digital tools. Staff have increased confidence in planning inclusive, accessible learning experiences, resulting in more effective support for diverse learner needs. The embedding of Microsoft Reflect has strengthened pupils' emotional literacy and self-regulation, supporting readiness to learn and meaningful engagement in reflective dialogue. Digital capacity across the setting has been enhanced, ensuring continuity of learning and more consistent access to high-quality resources. Parental engagement has also improved, with families developing a better understanding of how digital tools support learning, strengthening home/school partnerships. Additionally, pupil voice has been effectively captured, providing valuable insight that is informing the refinement of expectations and contributing to a more responsive learning environment.
- The development of a progressive, whole-school Physical Education framework is beginning to strengthen consistency and coherence in learning, teaching and assessment across all stages. A clear progression pathway from Early Years through to P7 will soon be in place, supporting the systematic development of

skills, confidence and knowledge over time, leading to more structured and purposeful learning experiences. Collaborative professional learning and the sharing of effective practice is enhancing the quality of provision, resulting in greater consistency in approaches and clearer progression of skills across the school. As a result, pupils are more engaged and motivated to participate, with improvements evident in participation levels and physical wellbeing. The focus on inclusive, progressive experiences is supporting all learners to achieve, contributing to the development of confident, competent individuals who are better equipped to lead active and healthy lifestyles.

Next steps

- Strengthen moderation and shared practice between EYC and P1 staff.
- 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.
- Engage staff in professional learning to explore and embed meaningful, streamlined methods for evaluating learning directly within the OneNote digital environment.
- Systematically integrate planned assessment evidence and tracking within the digital planning framework to ensure a close, visible link between planned learning experiences and learner achievement.
- Peer-to-Peer Moderation: utilise the shared nature of the digital platform to facilitate cross-stage planning moderation, allowing staff to share examples of high-quality, efficient planning and build collective consistency.
- Build on and further develop our Communication Friendly journey, engaging with partners and embedding practice.
- Adaptive teaching: continue to explore and share effective use of accessibility tools and inclusive digital practice across staff; develop the use of Microsoft Reflect to support metacognition by linking check-ins directly to learning intentions and structured learning conversations; strengthen consistency in practice by refining and embedding agreed non-negotiables, supported by clear visual and digital prompts; extend parental engagement through additional workshops and targeted follow-up resources to sustain involvement in digital learning; continue to use pupil voice systematically to evaluate impact and inform ongoing improvements to learning, teaching, and wellbeing.
- Refine and fully embed the progressive PE framework to ensure consistent implementation across all stages. Strengthen moderation and professional dialogue in PE to further support shared understanding of progression and standards. Continue to share effective practice across the school and wider authority to build staff confidence and expertise. Monitor and evaluate pupil progress and engagement to ensure the framework is having a measurable impact on outcomes.

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

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

HGIOS4/HGIOELC: 1.2, 2.1, 2.7, 3.1

- Over the course of the year, the school has demonstrated a strong and sustained commitment to improving children's health and wellbeing, with evidence of wide-ranging successes across all identified outcomes. There is a positive ethos across the school and EYC, where children are safe, happy and ready to learn, supported by consistent approaches and a nurturing environment.
- Targeted support has been significantly strengthened this session. There has been an increased range and consistency of interventions in place to support children experiencing low mood, anxiety or emotional need. Programmes such as LIAM and other tailored supports have been effectively implemented, with staff demonstrating increased confidence in identifying needs early and responding appropriately. These interventions are increasingly tracked and reviewed, ensuring that children receive the right support at the right time and that impact can be clearly evidenced.

- Family learning has been a key strength this year. There has been a notable increase in opportunities for parents and carers to engage with the life of the school through regular, well-attended sessions delivered within classrooms and across stages. These have supported families to better understand their child's learning and wellbeing, strengthening partnerships between home and school. Feedback from parents indicates that they feel more confident in supporting their children, contributing positively to children's overall wellbeing and engagement.
- The EYC has made good progress in extending family learning opportunities and increasing parental engagement through a range of events and activities. Family learning sessions and parental events have been offered throughout the year, providing meaningful opportunities for parents and carers to engage in their children's learning and strengthen partnerships with the EYC. Stay and Play sessions have been particularly successful, with feedback from parents highlighting positive experiences and increased understanding of how children learn through play. Parents report feeling welcomed, valued, and better informed about their child's learning and development. Feedback indicates that these sessions have helped strengthen relationships between families and staff and have encouraged greater involvement in children's learning at home. Attendance at family learning events has been consistently high, demonstrating strong parental interest and engagement. The EYC has created a positive culture where families feel encouraged to participate in activities and contribute to the life of the setting. There is evidence that family learning opportunities are supporting children's learning and wellbeing through stronger home-school partnerships. Staff continue to seek and respond to parental feedback to ensure events are relevant and meet the needs of families.
- Participation and inclusion have been further enhanced through an expanded offer of lunchtime and after-school clubs. A wider range of activities has been introduced this year, successfully engaging more pupils and increasing participation rates. The school has prioritised equity of access, with wider achievement closely tracked to ensure that every child is offered the opportunity to attend at least one club. This has resulted in increased confidence, social interaction and a stronger sense of belonging for many learners.
- There have also been notable successes in sport and wider achievement, with pupil teams representing the school and achieving success at local events and competitions. These opportunities have contributed significantly to pupils' physical health, teamwork skills and self-esteem. Achievements are celebrated and shared across the school community, further promoting a culture of success and recognition.
- The targeted focus on dyslexia and inclusive practice has strengthened the school's capacity to meet the needs of diverse learners through increased awareness, professional learning and collaborative improvement. Whole-school engagement in Dyslexia Awareness Day has raised understanding of neurodiversity, promoting a more inclusive ethos and encouraging positive, informed discussion across the school community. Professional learning and collaboration with other schools and national partners have enhanced staff knowledge of dyslexia-friendly approaches, leading to more consistent and effective inclusive practice within classrooms. This is supporting improved accessibility to learning, ensuring barriers are reduced for pupils. The establishment of a pupil-led focus group has been particularly impactful, empowering learners to influence change and contribute meaningfully to the development of inclusive strategies. This has increased pupil engagement, ownership and understanding of inclusion, while providing valuable insight to inform practice. Overall, these developments are contributing to a more inclusive, responsive learning environment where all pupils are better supported to achieve.
- The EYC has made good progress in developing systems to monitor and promote wider achievement. An audit of participation and experiences has been completed, enabling staff to identify gaps in children's access to opportunities and ensure that targeted support is provided where needed. Children have participated in a broad range of enriching experiences both within and beyond the EYC. These have included sporting activities such as cricket and the Winter Olympics programme, as well as opportunities to engage with a variety of dance styles. Such experiences have supported children's physical development, confidence, teamwork, and wellbeing. Links with the local community have been strengthened through visits to places including the local care home, Windyhall, and Ayr United stadium. These experiences have helped children develop a sense of belonging within their community, build social skills, and broaden their understanding of the wider world. Staff are increasingly using information

gathered through audits, observations, and tracking to identify children who may be at risk of missing out on wider achievement opportunities. There is evidence that participation has increased and that children are benefiting from a wider range of experiences than previously. Continued monitoring and evaluation are needed to ensure that no child is disadvantaged and that achievements are recognised and celebrated consistently across the setting,

- Due to unplanned staff absence during the session, the strategic deployment of the 14-week Pedal & Purpose programme was adapted. To ensure continuity of care and equity for targeted learners, a streamlined 7-week compressed block was successfully implemented. This condensed iteration prioritised the core mechanical and engineering elements of the programme. It successfully maintained the intended practical, hands-on context to facilitate incidental discussions around emotional literacy, resilience, and the expression of feelings. Due to the compressed timeframe, the scheduled external guest speaker component (designed to introduce diverse male role models) could not be accommodated in this cycle. In alignment with our staged intervention framework, a cohort of four Primary 6 aged boys was identified as individuals who would significantly benefit from targeted emotional and social support. This cohort was selected through robust triangulation, involving consultation with Class Teachers, the Pupil Support Co-ordinator, and parents/carers, ensuring a collaborative approach to the intervention. Almost all of the participants demonstrated exceptionally high levels of motivation and enthusiastic investment in the project. Most of the boys exhibited a marked positive shift in both behaviour and overall attitude in the programme itself, showing significantly higher levels of focus and engagement within this practical context than these individuals typically demonstrate across the broader curriculum. Learners actively led their own learning by asking high-quality questions, demonstrating an eagerness to master complex mechanical tasks, and showing increased confidence in the safe, effective use of tools.
- The development and leadership of the P6/7 football team has had a strong impact on pupil engagement, achievement and wider school ethos. Through the organisation of fixtures, regular training, and collaboration with other schools, pupils have benefited from high-quality opportunities to develop their skills in a competitive and supportive environment. Despite a challenging start to the season, a clear focus on teamwork, resilience and a positive mindset led to significant improvement over time. Pupils demonstrated increased confidence, improved teamwork and a stronger understanding of roles and strategies within the game. This was reflected in their success at the South Ayrshire Division Cup, where the team performed consistently well, winning multiple matches and achieving a strong overall placement. Participation has also supported the development of wider skills including leadership, commitment and sportsmanship, with pupils demonstrating respect, determination and pride in representing the school. The involvement of pupils in coaching and supporting their peers further enhanced leadership capacity within the group.

Next steps

- Promote staff understanding of Boxall Profiles and connect with PATHS to strengthen targeted wellbeing strategies.
- The range of clubs with non-sporting aspects has increased this year and next year we plan to grow this even further.
- Continue to support a wide range of clubs and events across all stages in the school, with an aim to take a team to the Cross Country as this event and Fitness Active Schools competition.
- Prioritise the implementation of the complete 14-week Pedal & Purpose in the upcoming session to ensure the vital community-linked, male-role-model speaker sessions are fully delivered-two distinct blocks across the school session. This will allow for iterative evaluation, allowing us to adapt and fine-tune the delivery model between Cohort 1 and Cohort 2 based on real-time data and pupil voice. Explore ways to introduce pre- and post-intervention self-assessments to more rigorously measure the long-term impact on emotional regulation and classroom disengagement.

- Undertake a whole-staff audit to identify strengths and areas for development in dyslexia-friendly and inclusive practice. Continue professional learning through targeted dyslexia modules and ongoing collegiate dialogue. Embed consistent, dyslexia-friendly strategies across all classrooms to ensure equity and accessibility for all learners. Build on partnerships with other schools and agencies to work towards accreditation and further strengthen practice. Further develop the role of pupil voice in shaping inclusive approaches, including sharing outcomes from the focus group and implementing practical classroom strategies.
- Continue to build on the strong team ethos by embedding a focus on resilience, teamwork and positive mindset within training and competitive opportunities. Provide further leadership opportunities for pupils (e.g. coaching roles, leading warm-ups, supporting younger pupils). Strengthen consistency in training approaches to support ongoing skill development and tactical understanding. Extend opportunities for participation through additional fixtures, festivals or clubs to engage a wider group of learners.

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

HGIOS4/HGIOELC:
1.2, 1.3, 2.2, 2.3, 3.3

- Creativity has increased significantly across the school, with a range of meaningful opportunities embedded within learning. In particular, knitting has become an integral and highly engaging part of the P5 curriculum, supporting creativity, resilience and fine motor skill development. There is clear evidence of children applying creativity skills across different contexts, demonstrating growing confidence, independence and problem-solving abilities.
- The EYC has made good progress in developing opportunities for children to express themselves creatively and engage in a wider range of creative experiences. The creative area has been enhanced to provide children with increased access to open-ended materials and resources that encourage imagination, exploration, problem-solving, and self-expression. Staff have actively engaged in professional learning to strengthen creative practice. A visit to Marriss House EYC provided valuable opportunities to observe high-quality creative experiences and environments, allowing staff to reflect on and develop their own practice through professional dialogue and the sharing of effective approaches. Further professional development has been supported through creativity training delivered by the Equity and Excellence Lead, attendance at the South Ayrshire Council Creativity Conference, and participation in Rhythm and Rhyme training. These opportunities have increased staff confidence and understanding of how creativity can be embedded across the curriculum and promoted through play-based learning. Children are increasingly engaging in a range of creative experiences, including opportunities to explore different materials, music, movement, storytelling, and early sewing and craft activities. Observations indicate that children are demonstrating curiosity, imagination, perseverance, and pride in their achievements.
- The development of a Rights Respecting Schools' approach has had a significant positive impact on school culture, learner voice and inclusive practice. The establishment of a pupil-led steering group has strengthened learner participation and leadership, with pupils taking an active role in promoting and embedding understanding of the UNCRC across the school. This has increased awareness of children's rights and supported a more respectful, inclusive ethos. The creation and delivery of whole-school lessons and engaging resources, including pupil-designed games, has enhanced the consistency and quality of teaching about rights and equality. As a result, pupils demonstrate a clearer understanding of their rights and responsibilities, with increased confidence in discussing fairness, respect and inclusion. Participation in wider opportunities, such as South Ayrshire Equalities Day, has further enriched learning and informed strategic planning, ensuring that developments are relevant and progressive. The introduction of termly rights-focused homework has strengthened links between school and home, supporting ongoing dialogue about rights and values. Overall, this work has embedded a stronger culture of respect, equality and

participation, empowering pupils to be active contributors within the school and supporting positive relationships across the community.

- The EYC has made good progress in developing a rights-based culture and embedding children's rights across the setting. Significant progress has been made towards achieving Rights Respecting Schools Silver Accreditation, with children's rights becoming increasingly visible and meaningful within everyday EYC life. Children demonstrate a growing understanding of their rights and are able to discuss them in age-appropriate ways. The introduction of Sally the Squirrel, the EYC's rights mascot, has provided an engaging and accessible way for children to explore and revisit their rights. Children actively engage with Sally and use her as a reminder of the importance of respecting rights both within the EYC and the wider community. The use of SIMOA our safety mascot during EYC experiences and outings has further strengthened children's awareness of rights. Children regularly remind staff to take SIMOA on outings, demonstrating ownership of the initiative and a developing understanding that rights apply in all contexts. This reflects the successful embedding of rights-based learning into children's everyday experiences. The EYC rights song has become an effective tool for reinforcing key messages and promoting children's understanding of their rights in an enjoyable and memorable way. Staff consistently use rights-based language during interactions with children, and observations show that the language of rights is becoming embedded in daily practice and conversations throughout the setting. The EYC's work is aligned with the expectations of the Care Inspectorate and wider rights-respecting approaches, supporting children's participation, inclusion, wellbeing, and sense of belonging. Children are increasingly encouraged to share their views, make choices, and contribute to decisions that affect them.
- Committees across the school are increasingly effective, with pupil voice playing a central role in driving forward improvements. Committees are contributing meaningfully to whole-school developments, fostering leadership skills and a sense of responsibility among pupils.
- The EYC has made good progress towards achieving the Digital Schools' Award by continuing to develop staff confidence, knowledge, and use of digital technology to enhance children's learning experiences. Professional learning has been a key strength. The Equity and Excellence Lead attended both the Digital Roadshow and Promethean training, gaining valuable knowledge and practical strategies to support the effective use of digital technologies within the EYC. This learning has been shared with EYC staff, helping to build capacity across the team and promote a consistent approach to digital learning. The EYC has also made effective use of resources available through the South Ayrshire Council Digital Lending Library. Borrowing and utilising a range of digital resources has enabled children to access new technologies and engage in a variety of digital learning experiences that support creativity, communication, problem-solving, and early digital literacy skills. Staff are increasingly incorporating digital technology into learning and teaching experiences in purposeful and meaningful ways. Children are developing confidence in using digital resources to support exploration, investigation, and play-based learning. There is growing evidence that digital technologies are enhancing engagement and providing additional opportunities for children to demonstrate and share their learning.
- Opportunities for leadership and participation have supported children to better understand their role in school improvement, with many pupils confidently contributing ideas and leading change.
- Metaskills have been introduced to some pupils this session, raising awareness of key skills such as problem-solving, collaboration and critical thinking. While early progress is evident, this remains an area for further development, with plans in place to embed and extend metaskills more fully across the school next session.
- The current House system has continued to support participation and teamwork; however, following evaluation, plans are in place to overhaul this next session. This will focus on strengthening children's understanding of their roles and increasing their sense of purpose, leadership and contribution within the Houses.
- The establishment of the Junior Road Safety Officer (JRSO) group has had a significant impact on promoting pupil leadership, safety awareness and health and wellbeing across the school. Pupils have taken on meaningful responsibility through analysing Travel Tracker data, organising initiatives and leading promotion of safe, active travel. This has strengthened pupil voice and ownership, with learners actively

contributing to whole-school improvement. Targeted initiatives, including Walk to School Week and monthly recognition through badges, have resulted in high levels of engagement and participation. Data indicates a sustained increase in active travel, with a high proportion of pupils regularly choosing to walk, cycle or scoot to school. This demonstrates a positive shift in attitudes and behaviours towards safer and more active lifestyles. Participation in wider events and collaboration with partners has further enriched the work, supporting the development of confident, informed pupils who understand their role in keeping themselves and others safe. Overall, this has contributed to improved health and wellbeing outcomes, increased pupil leadership opportunities and a strengthened culture of safety across the school community.

- The development of targeted leadership opportunities through extra-curricular provision has significantly enhanced wider achievement, wellbeing and pupil engagement across the school. The establishment of Basketball, Ukulele, Dance and Musical Theatre clubs has broadened opportunities for learners to develop skills beyond the classroom, ensuring equity of access to sport and expressive arts. Through strong partnership working and effective organisation, pupils have experienced high-quality learning opportunities which have supported the development of confidence, teamwork, creativity and resilience. Participation in sport has strengthened communication and collaboration skills, while engagement in music/drama has encouraged self-expression and built confidence through performance. There is clear evidence that these opportunities are contributing positively to the school's inclusive ethos, enabling pupils to achieve success in different contexts and recognise their individual strengths. Links to wider achievement pathways and community partnerships have further enhanced the relevance and sustainability of this work.

Next steps

- Continue to develop and sustain the pupil steering group to lead and monitor Rights Respecting Schools' priorities. Embed a coherent, progressive programme for teaching the UNCRC across all stages and monitor and evaluate the impact of rights-based learning on pupil understanding, behaviour and school ethos. Strengthen engagement with families through further rights-based learning opportunities and resources.
- 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.
- JRSO: greater involvement of pupils in analysing data and leading whole-school initiatives; sustain and build on active travel participation through regular campaigns and incentives; further embed road safety education across the curriculum to ensure consistent understanding at all stages; strengthen partnerships with local authority and community organisations to enhance opportunities and resources; monitor and evaluate impact over time, using Travel Tracker data to evidence improvements in engagement, safety awareness and active travel habits.
- Continue to develop and expand extra-curricular provision to increase participation and ensure equitable access for all pupils. Strengthen pathways between school-based clubs and community opportunities to sustain engagement and progression. Develop pupil leadership roles within clubs, including coaching, mentoring and leading activities. Monitor and track participation and impact on pupil confidence, wellbeing and wider achievement. Extend opportunities for performance and celebration to further raise pupil confidence and engagement.

QUALITY INDICATORS

QI 1.3 Leadership of Change

The vision, values and aims are clearly embedded across the school and EYC, underpinning daily practice, policies and procedures. They are consistently promoted and celebrated through assemblies, class charters and wider achievement, contributing to a strong, inclusive ethos where children, families and the wider community feel valued and actively involved.

There are effective and well-established approaches to self-evaluation, including regular staff dialogue, and meaningful consultation with pupils and parents. As a result, the school and EYC has a clear and shared understanding of its strengths, areas for development and future direction. Increasingly robust use of data and evidence ensures that planning is well-informed, targeted and responsive to need. Parental survey returns report that all EYC parents are satisfied with the EYC and most Primary parents are satisfied with the school.

Leadership at all levels continues to strengthen. Staff are empowered through clear remits and responsibilities and are actively encouraged to lead aspects of school improvement. Collegiate working is a key strength, with staff engaging in ongoing professional learning and collaboratively driving forward change across both the school and EYC.

Progress has been made this session in reviewing and improving policies, procedures and aspects of the curriculum, leading to improved outcomes for learners. Increased opportunities for creativity, pupil participation and leadership, such as committee work and wider achievement, have enhanced children's engagement and contribution to school life. Committees are increasingly influencing whole-school improvement, with pupil voice central to decision-making.

Children are developing as confident individuals who understand their role within the school community. While early work on metaskills has begun, this will be further developed next session to strengthen children's awareness of the skills they are building for learning, life and work. Planned developments to the House system will further enhance opportunities for leadership, participation and a clear sense of purpose for all pupils.

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

QI 2.3 Learning, Teaching & Assessment

The school and EYC demonstrates a strong commitment to improving learning, teaching and assessment, with clear evidence of consistent and effective practice. Staff have engaged well in professional learning and collaborative discussion, leading to increased confidence and a shared understanding of high-quality pedagogy.

Learning experiences are increasingly engaging and relevant, with a notable emphasis on creativity and skills development. Learning opportunities have supported the development of creativity, perseverance and fine motor skills, while also promoting positive wellbeing and engagement. Across the school, children are given regular opportunities to apply their learning in meaningful contexts, supporting independence and motivation.

There is a growing focus on inclusive practice, supported by the significant progress made towards the Dyslexia and Inclusive Practice Award. Staff are developing a more consistent understanding of how to meet the diverse needs of learners through adaptive approaches, targeted support and appropriate use of interventions. This is contributing to improved equity and inclusion within classrooms.

Assessment approaches are becoming much more robust, with increased use of tracking systems and professional dialogue to monitor progress. Targeted interventions are more clearly planned and evaluated, ensuring that support is responsive and evidence based. Wider achievement is also effectively tracked, with all children offered opportunities to participate in clubs and activities, contributing to a fuller picture of achievement.

Family learning has been strengthened through regular, well-attended sessions within classes, supporting parents to better understand learning and teaching approaches. This has enhanced home/school partnerships and contributed positively to children's engagement and progress.

Pupil participation is a key strength. Through committees, leadership roles and wider opportunities, learners are actively involved in shaping their school experience. Committees are increasingly influencing whole-school improvements, and children demonstrate growing confidence in leading change and sharing their views. Early work has begun on developing metaskills, helping children to recognise important skills such as collaboration, problem-solving and creativity. While this is at an initial stage, there are clear plans to extend and embed this more fully across the school next session.

Staff are reflective and committed to continuous improvement, with clear progress evident in creativity, inclusion, participation and the use of assessment to support learners. Identified next steps, including the further development of metaskills and continued strengthening of pedagogy, provide a strong basis for ongoing improvement.

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 strong, inclusive approach to wellbeing, equality and inclusion, which is clearly embedded across all aspects of school life. Staff share a consistent understanding of wellbeing and work collaboratively to promote the school values and maintain high expectations for all learners. As a result, children are safe, happy and settled, within a nurturing environment where positive relationships are evident and every child is valued as an individual.

Effective professional learning, including nurture approaches, has had a positive impact on practice, particularly in supporting the most vulnerable learners. This is complemented by an increased range of targeted interventions, which are more systematically planned, delivered and reviewed, ensuring that children receive appropriate and timely support. Staff confidence in identifying and responding to wellbeing needs has strengthened, contributing to improved outcomes for children.

There has been a continued focus on promoting children's rights, with the Rights Respecting Schools (RRS) Committee and staff leads maintaining a high profile for this work across the school and EYC. Children demonstrate a growing awareness and understanding of their rights through assemblies, class learning and wider school activities, supporting an inclusive and respectful ethos.

Strong partnerships with parents and families are a notable feature. Increased family learning opportunities, including regular in-class sessions, have supported parents to engage more fully in their child's wellbeing and learning. This collaborative approach, alongside positive relationships between staff, pupils and families, contributes to well-informed support and positive outcomes for learners.

Staff are committed to ensuring equity and inclusion for all. Clear processes for staged intervention are in place, with increased involvement of pupils and parents in reviewing progress and setting next steps. Wider achievement is closely tracked, with every child offered the opportunity to participate in clubs and activities, promoting inclusion, confidence and a sense of belonging.

The school demonstrates good practice in supporting children and young people's wellbeing. Approaches are consistent, inclusive and increasingly data-informed, with clear evidence of impact through improved engagement, participation and targeted support for those who need it most.

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

QI 3.2 Raising Attainment & Achievement

Attainment, as measured through formal assessments, has been variable across stages this year. However, there is clear evidence that almost all children have made positive progress from their individual starting points. This is supported by a range of evidence including ongoing assessments, baseline and value-added data, teacher professional judgement, observations and learner feedback. Targeted support is in place for those not yet making expected progress, ensuring that interventions are timely and appropriate.

Robust tracking and monitoring processes are in place, enabling staff to clearly identify progress over time. Data is used effectively to inform next steps at individual, group and whole-school level, with most pupils demonstrating progress in line with or beyond expectations. Regular professional dialogue supports a shared understanding of attainment and next steps.

Moderation activities are increasingly embedded and support greater consistency in teacher judgement. This is helping staff to develop a shared understanding of standards and expectations, increasing confidence in assessing children's progress and achievement.

The school places a strong emphasis on recognising and celebrating wider achievement. Participation in clubs, competitions and wider activities is tracked to ensure equity, with all children offered opportunities to achieve and succeed beyond the classroom. This contributes positively to confidence, engagement and overall attainment.

Clear systems are in place to monitor and support all learners, with a particular focus on those identified as vulnerable. Data gathered through tracking is used effectively during progress meetings to inform decisions around targeted support and the allocation of resources. This ensures that support is responsive, equitable and focused on improving outcomes for all learners. Within the small number of survey returns, all EYC parents agree/strongly agree that their child is making good progress in their learning and development and most Primary parents agree/strongly agree.

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

What are the key priorities for improvement in 2026-2027?

Our priorities for next session are outlined in more detail in Year 3 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 and work with CYPIC.

- 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 40% of the school roll – achieving national expectations in:

- Literacy: listening and talking 93%; reading 86%; writing 79%
- Numeracy: 88%
- Attendance: PEF pupil average attendance is 91.6%.

Analysis highlights that attendance within the PEF cohort continues to be a key area for improvement, with current attendance at 91.6% (1.6% below the school average). While this gap has not widened significantly, it remains persistent and indicates that current approaches are not yet having a consistent positive impact on attendance for this group. There continues to be a strong focus on building effective partnerships with families and addressing barriers to attendance. There is evidence that targeted interventions can support improvement. For example, one pupil within the PEF cohort who finished last session with attendance of 76% has improved to 82% this session. Although significant improvements are still required, support for the family in managing the needs of a younger sibling, alongside the identification of the pupil as a Young Carer, has contributed to improved attendance and engagement.

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.

- Over the course of the year, the school assistants' targeted interventions—daily check-ins, sensory circuits, nurture provision, communication groups, enhanced transition support, and robust health and safety practices—have had a significant positive impact on pupils displaying distressed behaviours. Sustained, consistent support has resulted in improved emotional regulation, with many pupils now demonstrating increased resilience and the ability to manage transitions and daily routines more successfully. Communication groups have strengthened pupils' ability to express emotions and needs, leading to fewer incidents of distress and improved relationships with peers and staff. Enhanced transition strategies have reduced anxiety at key points in the day, contributing to greater consistency in attendance within class and increased time engaged in learning. Nurture approaches have fostered a stronger sense of belonging and safety, which is reflected in improved confidence and participation. As a result, there is evidence of improved engagement, reduced distressed behaviours, and increased readiness to learn across this identified group. Staff report greater confidence in supporting these learners, supported by clear and consistent approaches. This has contributed to improvements in attainment and achievement for many pupils who previously experienced significant barriers to learning. While we haven't yet met our measures and challenges remain for a small number of learners, the overall impact demonstrates a shift towards more inclusive, responsive practice and more equitable outcomes. Continued focus will sustain and build upon this progress.
- High-quality professional dialogue and leadership development activities have embedded a shared understanding across the team, resulting in more consistent, inclusive, and evidence-informed approaches. Staff are proactively using data and observation to identify needs, adapt pedagogy, and

provide targeted support. This has contributed to improved learner engagement, increased participation, and more equitable outcomes for children facing socio-economic barriers. Practice is now more reflective, trauma-informed, and responsive, demonstrating a clear shift from awareness to sustained impact on teaching and learning. Over the course of the year, sustained staff engagement in policy development and moderation has significantly enhanced understanding of the barriers linked to the poverty-related attainment gap. Staff now demonstrate a more nuanced awareness of how socio-economic factors affect learner progress. Moderation practices and collaborative cluster working have strengthened consistency in expectations and assessment, ensuring a shared understanding of standards and equity across settings. Policy development has reinforced a cohesive, whole-school approach, while strong transition practices have supported continuity for learners most at risk of disadvantage. Staff are now more confident in identifying gaps, adapting teaching approaches, and providing targeted support. This is leading to more equitable experiences and improved outcomes, with increased learner confidence, engagement, and attainment. Practice is more consistent, inclusive, and evidence-informed, reflecting a clear shift from awareness to sustained, impactful change.

What is the capacity for improvement?

The school and EYC demonstrate a clear capacity for continued improvement in the areas identified. This is strengthened by the stability and direction of the leadership team, which has helped to foster a positive, forward-looking culture where change is embraced, and improvement is prioritised across the school community.

All staff show a strong commitment to continuous improvement and to ensuring the best possible outcomes for every child. Throughout this session, staff have actively engaged in opportunities to lead aspects of learning and school improvement, demonstrating professionalism, enthusiasm and a willingness to reflect on and develop their practice.

There is a clear culture of collegiate working, with staff motivated to collaborate and build on current strengths to achieve further positive outcomes for children. This shared commitment positions the School and EYC well to sustain and extend improvements moving forward.