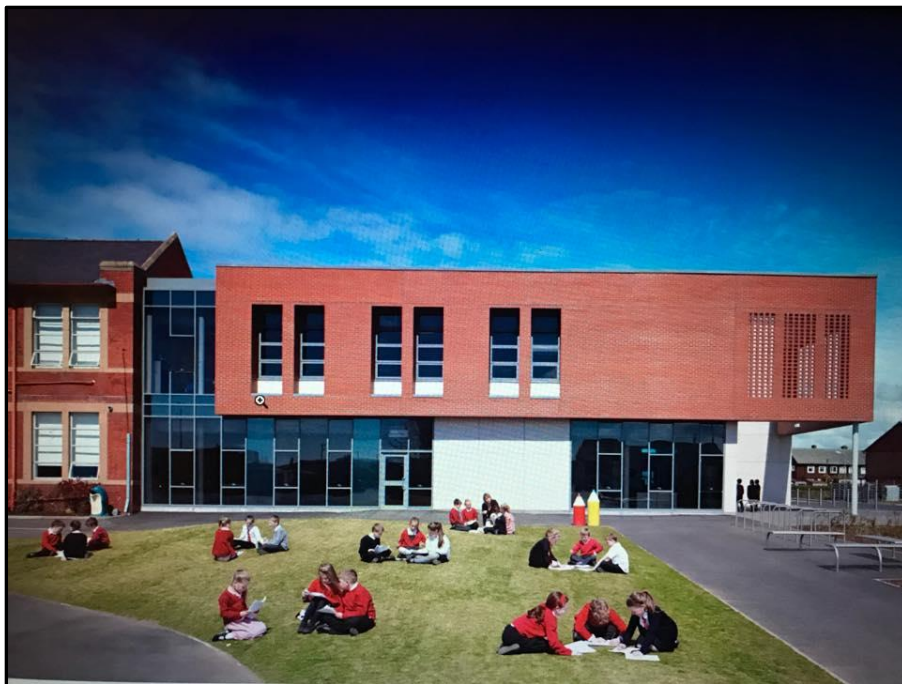




# Heathfield Primary School



## Standards & Quality Report 2024 - 2025



Introduction and Context

Heathfield Primary is a large non-denominational primary school serving the Heathfield area of Ayr. It has been a very exciting year with the Extended Learning Facility moving to Heathfield, bringing a real warmth and inclusivity to our school community.

In June 2025, the school has a roll of 447 children, arranged in 16 mainstream classes and 4 support and wellbeing classes. In preparation for the recent move, a significant amount of building renovation and adaptation work was undertaken to ensure a smooth and successful transition for pupils and staff. This included the creation of a sensory room, improvements to accessibility, and updates to key facilities to support high-quality learning and teaching in a safe, inclusive, and welcoming environment.

Within our mainstream roll, we have 108 pupils living in quintile 1. While the school serves a defined local catchment, more than 90% of children in quintile 1 attend from out with the catchment area. This reflects the strong reputation the school holds within the wider community and the confidence that families place in the quality of education, care, and support provided at Heathfield. The total number of children affected by the poverty related attainment gap is 156 children (34.9% of school roll).

We are proud to have a diverse, experienced, and high-quality staff team who are strategically deployed across the school. This ensures that all our young people benefit from high-quality learning and teaching experiences tailored to meet their needs and support their ongoing progress. We are extremely proud of all work we do to ensure the best possible outcomes for every learner.

This year we are particularly proud to have achieved our Gold Rights Respecting School Award, School Sport Gold Award, The Promise Award, Play Accreditation and Reading Schools Accreditation. These awards reflect the hard work, dedication, and values shared by our pupils, staff, families, and wider community.

Our curriculum places pupils at the heart of all we do, supporting them to become confident, capable, and compassionate individuals. Our curriculum rationale details our purpose, aims, and values that guides our approach to the curriculum, teaching, and overall culture in developing the four capacities. We recently refreshed our curriculum rationale by gathering evidence from our pupils and partners. Our rationale explains why we do what we do and how we support all our learners from early years through to P7.

### **Vision:**

- Build a friendly and caring school where everyone feels welcome.
- Use a dynamic and adaptable curriculum, that makes learning assessable for all.
- We want every child to succeed and thrive in our diverse world.
- *'We feel happy, it is fun and we are safe.'* Pupil Council

### **Aim:**

- We aim high and work hard to be the best we can be.
- We help each other learn and grow every day.
- We celebrate everyone's differences and learn from each other.

### **School Values:**



ous,



Su| ve,

Inclusive



**Priority 1:  
Literacy &  
English**

**National Improvement Framework:**

- Closing the attainment gap between the most and least disadvantaged children and young people.
- Improvement in achievement, particularly in literacy and numeracy. School and EYC leadership.

- Most pupils to achieve expected levels in reading through rigorous and consistent practice.

**Progress/ Impact**

**Developing a Reading Culture**

- ✓ We have successfully established a strong, inclusive reading culture across the school, underpinned by our commitment to South Ayrshire Reads (SAR) and supported by the use of Accelerated Reader in P3-P7. Daily reading opportunities are built into classroom routines, with a clear focus on reading for pleasure, fluency, and comprehension.
- ✓ Our Primary 5 and 6 Football Reading Group kicked off an exciting new project in partnership with Ayr United FC. The project supports our ongoing work to promote reading for pleasure and foster a reading culture with previously reluctant readers.
- ✓ Core Award for Reading Schools accreditation recognises our commitment to embedding a reading culture across the school.

**Developing fluency, comprehension, and phonics**

- ✓ Planning ensures regular opportunities for poetry are embedded to enhance reading fluency and celebrate pupil success.
- ✓ All pupils across all classes learned and performed a poem using fluency strategies for National Poetry Day in October and Scottish Celebration in January. The learning experiences culminated in whole-school assembly celebrations showcasing pupils' expressive reading and growing confidence.
- ✓ A structured approach to phonics assessment is in place, with Phonics Assessments implemented in P1–P3 and Encoding and Decoding Assessments carried out in P4–P7.

**Developing assessment and target setting**

- ✓ In Primary 1, rigorous phonological awareness and phonic assessments identify pupils' needs at the earliest stages. These assessments inform early interventions, ensuring that support is timely, data-driven, and responsive. This approach helped to close gaps quickly and build strong foundations for reading success.
- ✓ P4–P7 have introduced a consistent guided reading assessment template, with data reviewed every fortnight to set individual reading targets. This consistent approach identifies key learning, tracks progress and identifies targets in guided reading.
- ✓ Successfully achieved target of ACEL data average of 85% in reading for all mainstream classes and an average AR P3 – 7 averages to 105 demonstrating strong literacy progress.
- ✓ Individual Pupil Learning Plans have been introduced in our Support and Wellbeing classes to tailor support and track progress in literacy effectively.

**Next Steps:**

- To build on success from previous Core Award for Reading Schools and build evidence towards Silver Framework for Reading schools.
- To explore and develop whole-school approaches to learning and teaching of skills in comprehension.
- Reviewing and audit the effectiveness of the Pupil Learning Plans in our Support and Wellbeing classes.

<b>Priority 2 – Assessment and Target Setting</b>	<b>National Improvement Framework:</b> <ul style="list-style-type: none"> <li>○ Closing the attainment gap between the most and least disadvantaged children and young people</li> <li>○ Improvement in achievement, particularly in literacy and numeracy.</li> </ul>
<ul style="list-style-type: none"> <li>• All pupils will have attainment rigorously assessed and tracked in the core area to maximise success and achievements.</li> <li>• All pupils will develop skills as independent learners, able to articulate their learning journey and next steps.</li> </ul>	
<b>Progress/ Impact</b>	
<p><b>Moderation, tracking and assessment</b></p> <ul style="list-style-type: none"> <li>✓ All moderation, tracking, and assessment procedures clearly identify pupils supported through the Pupil Equity Fund (EYC–P7) by highlighting them in purple.</li> <li>✓ The Prestwick Cluster Attainment Tracker is embedded within our whole-school tracking system, and staff demonstrate confidence in using it effectively.</li> <li>✓ More than 80% of pupils achieving Core and above in Listening and Talking, Reading, Writing and Mathematics.</li> <li>✓ Pupils attending intervention groups - including those supported through the Pupil Equity Fund (PEF) - are monitored to demonstrates their progress and improvement in attainment.</li> </ul> <p><b>Target setting and High-Quality Feedback</b></p> <ul style="list-style-type: none"> <li>✓ Provided staff training and facilitated dialogue on co-creating success criteria and effective approaches to leading learning.</li> <li>✓ Review of our Learning, Teaching and Assessment Policy to ensure alignment between teaching approaches, skills, and assessment strategies.</li> <li>✓ Classroom observations and peer observations continue to serve as valuable tools for professional learning, reflection, and continuous improvement. Tracking and moderation and self-evaluation of practice with class teachers is supporting our approaches to target setting and promoting consistency across the school.</li> <li>✓ In our June 2025 HMle Pre-inspection questionnaire summary report, 80.53% of 113 returns either agreed or strongly agreed that they understand how their child’s progress is assessed.</li> </ul>	
<b>Next Steps:</b>	
<ul style="list-style-type: none"> <li>• Next session, teaching staff will participate in South Ayrshire Learns Adaptive Teaching training to explore and upskill approaches to formative assessment and high-quality feedback.</li> <li>• Monitor ability of pupils to articulate targets ensuring all learners are involved in identifying next steps to increase confidence and ability.</li> </ul>	

<b>Priority 3 – High Quality Learning and Teaching</b>	<b>National Improvement Framework:</b> <ul style="list-style-type: none"> <li>○ Closing the attainment gap between the most and least disadvantaged children and young people</li> <li>○ Improvement in achievement, particularly in literacy and numeracy.</li> </ul>
<ul style="list-style-type: none"> <li>• All pupils are engaged in high-quality, motivating and meaningful learning experiences.</li> </ul>	
<b>Progress/ Impact</b>	
<p><b>Medium Term Planning</b></p> <ul style="list-style-type: none"> <li>✓ Medium-term planners were reviewed, evaluated, and refined to provide a cohesive, skills-based curriculum. The updated planners effectively identify curricular links, incorporate opportunities for pupil voice, and include planning aligned with Rights Respecting Schools (RRS) articles.</li> <li>✓ Planners were adapted to meet the needs of learners in Support and Wellbeing classes, while remaining aligned with mainstream planning to ensure best practice across the school and consistency.</li> </ul> <p><b>Pupil Voice</b></p> <ul style="list-style-type: none"> <li>✓ The school's achievement of the Rights Respecting Schools Gold Award reflects a strong commitment to embedding children's rights across the school community. Pupil voice has been central to this success, with learners actively involved in decision-making processes and initiatives that promote respect, inclusion, and responsibility.</li> <li>✓ The introduction of electives in Primary 5 and Primary 6 enhanced opportunities for personalisation and learner choice, supporting more tailored and engaging learning experiences.</li> </ul> <p><b>Parents</b></p> <ul style="list-style-type: none"> <li>✓ A Family Learning Calendar was created and shared to promote consistent communication and promote engagement in learning throughout the year.</li> <li>✓ A particular highlight of the year was our South Ayrshire Reads (SAR) 'Sharing the Learning' which began with our P1 Phonics Catwalk, showcasing early literacy in action. This was followed by a presentation from our SAR lead, highlighting key priorities and strategies. Parents then visited classrooms to observe learning first-hand and engage with pupils' experiences.</li> <li>✓ In our June 2025 HMIE Pre-inspection questionnaire summary report, 89.38% of 113 returns either agreed or strongly agreed that they were satisfied with the teaching in the school.</li> <li>✓ We are continuing to trial various online platforms to share learning and enhance communication with parents and carers.</li> </ul>	
<b>Next Steps:</b>	
<ul style="list-style-type: none"> <li>• Establish consistent procedures to plan high-quality opportunities for pupil voice, personalisation, and choice prior to teaching organisers and contexts, across all stages in the school.</li> <li>• Re-introduce Seesaw as the mainstream school's chosen online platform to support learning and strengthen communication between home and school.</li> <li>• Introduction of Evisense in our Support and Wellbeing classes as the digital platform to streamline the process of documenting and showcasing learners progress and achievements.</li> </ul>	

<b>Priority 4 – Rights Based and Inclusive Education, including The Promise</b>	<b>National Improvement Framework:</b> <ul style="list-style-type: none"><li>○ Placing the human rights and needs of every child and young person at the centre of education.</li><li>○ Improvement in children and young people’s health and wellbeing</li></ul>									
<ul style="list-style-type: none"><li>• Improve the educational experiences and outcomes for all care experienced children through awareness of Inclusive education (including The Promise).</li></ul>										
<b>Progress/ Impact</b>										
<b>The Promise</b> <ul style="list-style-type: none"><li>✓ All staff participated in The Promise training, further strengthening our inclusive school culture in which every child is valued, understood, and supported to achieve their full potential.</li><li>✓ The award acknowledges our commitment to ‘The Promise’- Scotland’s commitment to ensure care-experienced children grow up “loved, safe, respected and able to reach their full potential”—into their everyday practice.</li></ul>										
<b>Wellbeing and Inclusion</b> <ul style="list-style-type: none"><li>✓ Whole-school approaches to wellbeing and inclusion are positively impacting attainment and achievement. For example, we have a free breakfast club for parents and children, targeted children attend sensory circuits each day, our school worry box is very well used by children and each worry is addressed by our Support and Development Worker or passed on to the Leadership Team.</li></ul>										
<b>Pupil Equity Fund (PEF)</b> <ul style="list-style-type: none"><li>✓Our attendance is in line with the South Ayrshire average:</li></ul> <table><tr><td></td><td>2023-24</td><td>2024-25</td></tr><tr><td>South Ayrshire</td><td>92.9</td><td>93.7</td></tr><tr><td>Heathfield PS</td><td>93.2</td><td>93.8</td></tr></table>			2023-24	2024-25	South Ayrshire	92.9	93.7	Heathfield PS	93.2	93.8
	2023-24	2024-25								
South Ayrshire	92.9	93.7								
Heathfield PS	93.2	93.8								
<ul style="list-style-type: none"><li>✓ In September 2024, 17 (11%) tracked pupils fell below 80% for attendance. In April 2025, only 8 (5%) tracked pupils were below 80%.</li></ul>										
<b>Next Steps:</b>										
<ul style="list-style-type: none"><li>• Explore the “Treehouse” wellbeing resource and assessments and review whole school approach to Wellbeing Webs.</li></ul>										

## **Quality Indicator 1.3 Leadership of Change**

At Heathfield, highly effective leadership is central to the school's continued success. Each member of the leadership team brings specific expertise and strengths, contributing to a clear, strategic, and well-supported approach to leading change. The team is highly motivated, with defined remits and responsibilities that ensure purposeful leadership across all areas of school life.

A strong culture of distributed leadership has been developed, empowering staff to take ownership of improvement priorities and lead change with confidence. This model builds capacity across the school and fosters a shared commitment to excellence. It has been instrumental in driving forward key initiatives and was a significant factor in the school's achievement of the Rights Respecting Schools Gold Award and Sport Scotland's Gold School Sports Award.

Pupils are also given meaningful opportunities to lead, including through the Pupil Council, learning conversations, and curriculum initiatives such as Page Turners, Pop Culture, Sports Leaders and Junior Road Safety Officers (JRSO). These opportunities promote pupil voice, agency, and achievement beyond the classroom.

## **Quality Indicator 2.3 Learning, Teaching and Assessment**

Teaching across the school is consistently good. Our Learning, Teaching and Assessment Policy, along with the Marking and Feedback Policies for P1-2 and P3-7, provide clear guidance on effective practice and support high-quality teaching and learning. These are reinforced by our Heathfield 'Have To's' – our non-negotiables that outline the core expectations for all staff in delivering an ambitious and supportive learning environment. Together, these documents set a clear standard and play a vital role in supporting all staff, particularly those new to the school, ensuring they are confident and aligned with our shared vision.

Our approach to Play Based Learning has evolved with the introduction of South Ayrshire Reads and is now embedded within our Play Pedagogy Policy. We are proud of our Play Badge committed to play accreditation.

We take pride in providing rich, context-driven, interdisciplinary learning experiences across the school. This session, learners have engaged deeply in real-life, meaningful learning experiences, applying their knowledge and skills across a range of curricular areas. A particular highlight was our "Women in Sport" interdisciplinary theme, which allowed pupils to explore gender equality, health and wellbeing, literacy, and social studies through a relevant and empowering context. Pupils demonstrated strong application of skills, including research, presenting, critical thinking, and collaboration, while celebrating the achievements of female athletes and considering wider societal issues. This approach reflects our commitment to engaging, inclusive, and skills-based learning.

## **Quality Indicator 3.1 Ensuring Wellbeing, Equality and Inclusion**

One of the school's key strengths is our commitment to wellbeing, equality, and inclusion. These values remain central to our ethos and underpin all of our work with and for children and families. Our positive and nurturing environment ensures that children feel valued, supported, and included in all aspects of school life.

All staff are aware of and consistently fulfil their statutory duties. The leadership team sets ambitious yet realistic targets for attendance, with a strong focus on early intervention and support. All families are warmly welcomed to attend our free breakfast club, which continues to promote inclusion and readiness for learning. Our School Assistant 'Inclusion Team' is a key strength, providing effective academic and emotional support for pupils.

Currently, 170 pupils are supported through staged intervention, ensuring that individual needs are clearly identified and addressed through targeted support, regular review, and collaborative planning with staff, families, and partners. Over the session, 122 Team with the Family meetings were held, reflecting our strong commitment to early intervention and multi-agency partnership.

#### Staged Intervention Information:

	P1	P2	P3	P4	P5	P6	P7	Total	% School Roll
Stage 1	8	5	5	8	3	4	13	46	10%
Stage 2	0	1	14	10	18	18	27	88	20%
Stage 3	1	2	3	4	7	3	1	21	5%
Stage 4	4	3	3	2	0	1	2	15	3%
Stage 5	7	6	1	6	5	5	5	35	8%
Total	20	17	26	30	33	31	48	205	<b>46%</b>

At Heathfield, we are committed to delivering an inclusive and high-quality learning experience for all pupils. Across the school, including both mainstream and Support and Wellbeing classes, staff consistently use a variety of Communication Friendly Strategies to ensure all learners can access the curriculum and participate fully in school life. These include the use of visual supports, such as Now and Next Boards to aid understanding and routine, Brilliant Boxes to support children with literary difficulties, and Makaton to support communication and language development. These strategies are embedded in everyday practice and reflect our commitment to meeting the diverse needs of our learners in a respectful, nurturing, and inclusive environment improving the quality of our teaching.

## Quality Indicator 3.2 Raising attainment and achievement



Attainment in literacy and numeracy continues to improve across the school. Robust tracking and monitoring systems are in place, enabling early identification of pupils requiring support or challenge. Staff use assessment information effectively to plan next steps in learning, resulting in targeted interventions that have a positive impact on pupil progress.

Data in the grey column are percentages including pupils from our Support and Wellbeing classes.

Early Level	2020 - 21	2021 - 22	2022 - 23	2023 - 24	2024 - 25	2024 - 25
Literacy	70	80	72	79	79	
Listening and Talking	81	83	87	94	79	90
Reading	81	83	75	81	80	92
Writing	76	80	72	79	80	92
Numeracy	84	85	85	89	84	92

First Level	2020 - 21	2021 - 22	2022 - 23	2023 - 24	2024 - 25	2024 - 25
Literacy	75	73	86	76	76	
Listening and Talking	80	95	93	90	88	98
Reading	82	81	91	84	78	85
Writing	75	73	90	78	76	84
Numeracy	82	75	90	84	75	84

Second Level	2020 - 21	2021 - 22	2022 - 23	2023 - 24	2024 - 25	2024 - 25
Literacy	87	68	87	85	78	
Listening and Talking	91	96	95	89	92	99
Reading	87	81	92	85	80	87
Writing	87	70	87	85	79	84
Numeracy	80	80	87	85	79	86

Overall, across P1, P4, and P7, most pupils are making good progress and are achieving expected Curriculum for Excellence levels or beyond. In 2024–2025, 92% of P1 pupils achieved core or above in reading - an increase of 12% from the previous year and 17% from the year before. In P4, 85% of pupils achieved the expected level, and in P7, 87% achieved the expected level, with both stages also showing improvement from the previous year.

Attainment in literacy and numeracy is generally above or in line with local authority averages. The use of local authority data supports robust self-evaluation processes and helps identify trends, strengths, and areas for improvement over time.

## Capacity for Improvement

The school demonstrates a strong capacity for improvement, underpinned by a clear commitment to raising attainment and closing the poverty-related attainment gap. This is evidenced through the effective implementation of South Ayrshire Reads, which has embedded a consistent and progressive approach to the teaching of reading across the school. The initiative continues to support staff professional development and improve pupil engagement and attainment in literacy.

In numeracy, the school is prioritising the teaching of Maths through high-quality professional learning, consistent use of manipulatives, and structured approaches that support deep conceptual understanding. Staff will increase confidence in delivering maths lessons that are engaging and appropriately challenging.

Furthermore, the school will develop a strong culture of Adaptive Teaching, enabling staff to respond effectively to the diverse needs of learners. Staff will be supported to adapt the learning environment, planning, teaching, assessment, and feedback, through an increased and intentional use of adaptive teaching strategies. This approach will ensure all learners are appropriately challenged and supported in their learning and strengthen the school's capacity to meet the diverse needs of all learners promoting inclusion of learners from the Support and Wellbeing classes across the school.

Collectively, these initiatives demonstrate the school's proactive and reflective approach to improvement, with systems in place to sustain and build upon current progress.

## Overall School Evaluations – Session 2024-25

Quality Indicator		School's Evaluation
1.3	Leadership of Change	Very Good
2.3	Learning, Teaching and Assessment	Good
3.1	Ensuring Wellbeing, Equality and Inclusion	Very Good
3.2	Raising Attainment and Achievement	Good

*June 2025*