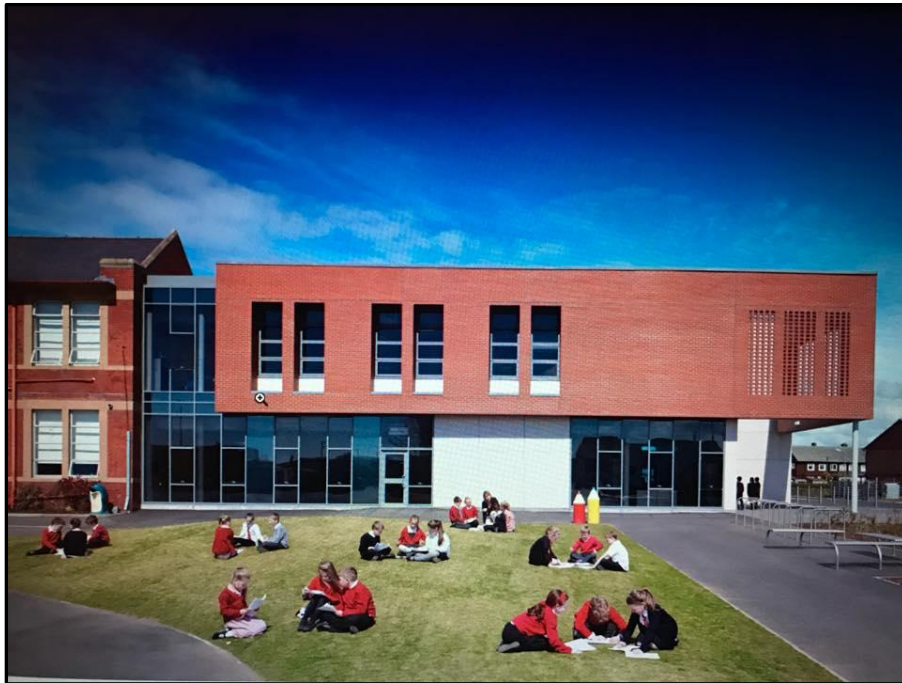




Heathfield Primary School



Standards & Quality Report 2025 - 2026



Introduction and Context

Heathfield Primary is a large non-denominational primary school serving the Heathfield area of Ayr.

In June 2025, the school has a roll of 436 children, arranged in 15 mainstream classes and 5 support and wellbeing classes.

Within our school roll, we have 90 pupils (20.7%) living in quintile 1, 52 (12%) pupils on Free School Meals. 26 of those pupils are Quintile 1. There are an additional 18 pupils tracked through other factors, . The total number of children affected by the poverty related attainment gap is 134 children.

We are proud to have a skilled staff team who are strategically deployed across mainstream and Support and wellbeing classes. This ensures that our pupils benefit from quality learning and teaching experiences tailored to meet their needs.

We implement a curriculum underpinned by our values and child centred pedagogy supporting children to be successful learners, confident individuals, responsible citizens and effective contributors. Our curriculum rationale details our purpose that guides our approach.

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:



us,



tive,

Inclusive



Priority 1	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.
Learning Teaching and Assessment Learners will: • participate in well-planned activities that support understanding and skill development. • experience learning relevant to real-life contexts. • understand what they are learning, how they are progressing, and what they need to do to improve.	
Progress/ Impact	
✓ In Primary 1 and 2, staff have refined the balance between adult-led and child-initiated learning. Our HMI Inspection, June 2025 noted that “children across P1 and P2 learn through play experiences in a well-resourced and inviting environment.” ✓ The elective programme is embedded in second level, increasing opportunities for choice, breadth and personalisation. Learners are more engaged in their learning. Increased choice and pupil voice is contributing to improved participation. ✓ South Ayrshire Council have a ICT skills framework which is currently being implemented into Medium Term Planning. Outdoor Learning skills are increasingly embedded within medium term planning. Clear learning and teaching non-negotiables have been agreed and implemented consistently. ✓ Formative assessment is increasingly embedded in planning and learning experiences. Consistent approaches to self- and peer-assessment have been re-introduced, supported by an agreed whole-school approach to written and verbal feedback. Our recent inspection reported that “teachers provide children with useful verbal feedback during the course of teaching and written feedback in their jotters”. ✓ A new system has been developed to track pupil progress. A consistent whole-school approach to tracking and monitoring learner progress will be introduced in 2026 – 2027.	
Next Steps:	
• Embed whole-school tracking system, pilot and refining the new system to ensure consistent use, high-quality data and clear links to intervention planning, moderation and reporting. • Deepen assessment for learning by further strengthening consistency in self- and peer-assessment and feedback. • Extend learner voice and choice, extending the elective programme and child-initiated approaches by increasing pupil involvement in planning learning contexts across all stages. • Continue to embed the ICT skills framework and Outdoor Learning, ensuring clear progression and measurable skill development (meta skills Cluster project) linked to attainment and wellbeing.	
Priority 2	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.
To improve our approaches to differentiation/adaptive teaching in our classrooms ensuring we meet the needs of ALL our learners. (South Ayrshire Learns – Adaptive Teaching Programme)	
Progress/ Impact	
✓ Learners experienced clearer routines, more predictable structures, and improved access to appropriately levelled learning. Most learners (71%) reported knowing what supports their learning, though a persistent “don’t know” group highlights the need to strengthen metacognitive skills. Flexible, needs-based grouping increased learner agency, with more pupils moving between groups and seeking support confidently. ✓ Scaffolding and support improved, and challenge improved overall, with fewer learners finding work too difficult and more opportunities for self-selected challenge. ✓ Partner work increased and flexible grouping has been introduced in some classes. Overall, learners now experience a more inclusive and supportive environment, but further work is needed on challenge, metacognition, consistency, and independence. ✓ Teachers developed a stronger shared understanding of adaptive environments (rising from 63% to 90%) and increased confidence in assessment and lesson adaptation. Improved use of formative assessment enabled more responsive teaching. Practical strategies—such as concrete resources, flexible grouping, and scaffolding—enhanced engagement, reduced stigma, and deepened understanding. ✓ Flexible grouping, particularly in maths, removed ceilings created by fixed ability groups, promoting independence. In literacy, scaffolding increased motivation, while pupil voice informed improvements in areas such as PE. ✓ Overall, staff practice is now more intentional, evidence-informed, and adaptive. The programme has created a more inclusive and responsive learning environment, improving access and confidence.	
Next Steps:	
• Ensure routines, scaffolds, and flexible grouping are standard practice school wide. • Maintain leadership from key leads to sustain momentum and drive improvement. • Strengthen links between adaptive teaching and the curriculum, particularly in maths and numeracy. • Further develop assessment for learning approaches to support responsive teaching.	

Priority 3	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.
To raise attainment in literacy and to significantly reduce the reading attainment gap between the most and least disadvantaged children and young people in South Ayrshire.	
Progress/ Impact	
✓ Approaches to teaching reading have been further strengthened. Learners are experiencing increasingly consistent, high-quality opportunities to develop their reading skills within and across curriculum areas. As noted in the June 2025 inspection, "The work done to develop reading through the SAR programme has developed a positive culture of reading across the school." ✓ Learners are becoming more confident, skilled and motivated readers, better able to access learning across the curriculum. This is supporting improved attainment and fostering a positive relationship with reading. There is a 2% increase in ACEL data in reading in both first and second level. Most pupils are achieving expected levels. ✓ Staff are increasingly engaged in a culture of professional learning characterised by collaboration and enquiry. Opportunities for professional dialogue and collaborative practice have supported the implementation of evidence-based approaches to reading, including synthetic phonics and decodable texts. ✓ Staff confidence and professional expertise have improved, leading to greater consistency and quality in the teaching of reading. ✓ A coherent and inclusive approach to reading has been embedded, ensuring consistency within curriculum planning. ✓ Learners benefit from a high-quality, engaging reading experience that supports progression, raises attainment and promotes equity.	
Next Steps:	
• Continue to strengthen consistency in high-quality teaching of reading. • Increase targeted support for learners requiring additional challenge or intervention in reading. • Use attainment and engagement data rigorously to track progress in reading and inform improvement. • Ensure progression in reading skills is clearly defined, planned for and assessed. • Continue to evaluate the impact of the reading approach on attainment, equity and learner wellbeing.	
Priority 4	National Improvement Framework: ○ Placing the human rights and needs of every child and young person at the centre of education. ○ Improvement in children and young people's health and wellbeing.
To improve pedagogy in mathematics through talk-rich approaches, with a focus on oracy and consistency across the school.	
Progress/ Impact	
✓ Most pupils are achieving expected levels in Numeracy and Mathematics in Early, First and Second Levels. ✓ Staff consultation has informed professional learning and resourcing decisions. ✓ A revised whole-school CPA approach is being developed, with high-quality CLPL delivered. ✓ Teaching approaches are more consistent, with staff applying CPA strategies to support conceptual understanding. ✓ Key features of numeracy and mathematical skills have been revised to ensure clear progression and coherence within curriculum planning. Staff are increasingly planning for numeracy skills within interdisciplinary contexts. ✓ CPA resources have been audited, purchased and distributed to ensure equitable access across classes. ✓ Staff demonstrate increased confidence. A culture of collaboration is supporting sustainable improvement in learning and teaching practices. ✓ Teachers are increasingly using evaluation to inform next steps in learning, contributing to improved attainment. ✓ School policy and practice documents are being updated to reflect agreed CPA approaches.	
Next Steps:	
• Embed consistent, high-quality CPA practice across all stages. • Strengthen the use of formative assessment within CPA lessons to support differentiation and challenge. • Increase consistency in the use of self- and peer-assessment to support learner reflection and next steps. • Review planning to ensure equitable and progressive CPA experiences for all learners. • Analyse attainment and tracking data to evaluate the impact of CPA on learner progress. • Develop staff leadership through CPA champions and collaborative enquiry. • Strengthen moderation and professional dialogue to ensure shared expectations and standards. • Use tracking information to identify learners requiring targeted support or increased challenge in numeracy.	

Quality Indicator

1.3 Leadership of Change

Our values are clearly understood across the school, creating a strong sense of ownership and collective purpose. Staff are aware of the social, economic and cultural context of our learners and underpins our drive for continuous improvement.

Leadership at all levels has ensured a drive for high standards for learners, including leading the South Ayrshire Learns, Adaptive Teaching Programme, South Ayrshire (SAR) Reading Leaders, Autism Leads within Heathfield Primary. An example of this is where the Junior Road Safety Officer has led the pupil group to create a Travel Plan which has been discussed at Parent Council and will be shared with the wider community. This will contribute to a safer environment and improved physical health.

The Leadership Team focus on strategic planning to ensure change is well paced and to support a culture where staff feel confident to lead initiatives and take risks. The School Improvement Plan, Annual Calendar, Quality Assurance calendar and Assessment calendar provide a strategic guide to ensure capacity to achieve the key steps to deliver the high quality we strive for. The Leadership meet weekly to consider pace, progress, self-evaluation and quality improvement. There is a strong commitment to professional development in the leadership team, for example members of the team have attended Columba, Coaching for Success and Leadership Development training and one DHT is currently completed the Into Headship Programme.

Teacher staff meetings were mainly delivered by staff from the South Ayrshire Reads and South Ayrshire Learns team. This ensured that staff were attending quality input consistent with Local Authority aims. Meetings included time for professional dialogue, collegiate working and self-evaluation which strengthened collective responsibility and improved the quality of learning and teaching.

Robust approaches to monitoring and evaluating impact ensure that improvements are sustained and continue to raise attainment and achievement for all learners.

Quality Indicator

2.3 Learning, Teaching and Assessment

Our ethos promotes children's rights, positive relationships and inclusion, resulting in learners who are engaged and motivated. Learner's experience challenging and enjoyable learning that is well matched to their needs and interests. We are proud of our high participation level in the Active Schools programme and the high percentage of learners who attend before, after school and lunchtime clubs.

Children are increasingly encouraged to take ownership of their learning, exercising choice, using digital technologies effectively. This is an area we are keen to continue to enhance. Learners understand the purpose of their learning and contribute to school life. Pupil views regularly sought and acted upon through surveys, pupil focus groups and during Citizenship.

Teaching is underpinned by our shared vision and values, with a range of child centred approaches, including play pedagogy in Primary 1 and 2, CPA in numeracy and mathematics and synthetic phonics in reading.

Assessment is embedded within learning and teaching; there is a rigorous approach to both formative and summative data and staff use assessments to inform next steps in planning. We have continued to embed our medium-term planning and believe this work will support teachers to adapt to changes as part of the Curriculum Improvement Cycle.

Effective tracking and monitoring systems provide clear data on attainment and progress, including for targeted groups. This data is used effectively to evaluate interventions and improve outcomes for all learners.

Our self-evaluation indicated that both writing, and Numeracy and Mathematics would be priorities for the year ahead and the leadership team undertook professional reading and training to ensure we had audited our current provision and were clear on next steps.

Quality Indicator

3.1 Ensuring Wellbeing, Equality and Inclusion

We are proud of our strong and inclusive ethos. Learners demonstrate positive wellbeing across all indicators (SHANARRI). Relationships across the school are positive, with a shared culture of respect, high expectations and a strong sense of belonging. In August 2024 4 classes with 30 pupils attending stage 5 provision were merged with our mainstream. This provision has since been increased to 40 pupils across 5 classes. This merge has ensured we continue to challenge what inclusion looks like at Heathfield and drive improvement for our learners.

The Health and Wellbeing Survey in 2024 – 2025 indicated that high proportion of children feel listened to by staff and most children feel safe in school and in the community. Large majority of children are involved in clubs and extra-curricular activities, and the majority feel happy at school.

Our Respectful Relationship Policy is rigorous and continually reviewed and enhanced by pupils and staff. Our policy explicitly outlines our practice to ensure a consistent approach and data is collated and analysed.

At Heathfield we fully meet statutory duties, and strive for rigour around our procedures, policy and paperwork. Some of our practice was highlighted as effective and has been shared across the authority and we receive effective feedback during scrutiny visits from the local authority and HMIE.

Inclusion and equity are central to our practice, ensuring all learners are engaged and supported to achieve their full potential. Classes use Zones of Regulation and Colour Monster approaches to support pupils articulating and understanding their emotions. Where pupils struggle with regulation, we complete Wellbeing plans with key staff which are regularly reviewed and shared with pupils and parents.

Our approach to Team with the Family meeting demonstrates our commitment to partnership with parents to deliver the best outcomes for learners. 11 pupils in Primary 7 had multi agency meetings with Secondary school, there were 62 meetings for pupils in Primary 1 – 6, 40 for Support and Wellbeing pupils and 44 transition meetings involving parents, the current and future class teacher. This equates to 157 pupils, some of whom had more than one meeting.

	P1	P2	P3	P4	P5	P6	P7	Total	% school role
Stage 1	5	6	3	5	7	6	8	40	9.1
Stage 2	1	4	12	13	12	12	12	66	15.1
Stage 3	8	7	7	4	9	12	5	52	11.9
Stage 4	2	2	1	1	2	2	1	11	2.5
Stage 5	4	9	8	4	6	4	5	40	9.1
TOTAL	20	28	31	27	36	36	31	209	47.7

Staff consistently use Communication Friendly Strategies to ensure 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.

Quality Indicator

3.2 Raising attainment and achievement

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	2025 - 26	2025 - 26
Literacy	70	80	72	79	79		77	84
Listening and Talking	81	83	87	94	79	90	90	98
Reading	81	83	75	81	80	92	82	89
Writing	76	80	72	79	80	92	77	84
Numeracy	84	85	85	89	84	92	82	89

First Level	2020 - 21	2021 - 22	2022 - 23	2023 - 24	2024 - 25	2024 - 25	2025 - 26	2025 - 26
Literacy	75	73	86	76	76		77	82
Listening and Talking	80	95	93	90	88	98	86	92
Reading	82	81	91	84	78	85	81	87
Writing	75	73	90	78	76	84	77	82
Numeracy	82	75	90	84	75	84	77	82

Second Level	2020 - 21	2021 - 22	2022 - 23	2023 - 24	2024 - 25	2024 - 25	2025 - 26	2025 - 26
Literacy	87	68	87	85	78		81	89
Listening and talking	91	96	95	89	92	99	88	96
Reading	87	81	92	85	80	87	81	89
Writing	87	70	87	85	79	84	81	89
Numeracy	80	80	87	85	79	86	81	89

Grey shading denotes Support and Wellbeing Class and mainstream.

Attainment is consistently strong across all levels, generally ranging from 82% to 98%. Almost all children are achieving expected levels in Listening and Talking at each level. Most children are achieving expected levels in Reading, writing and mathematics, although attainment in writing and mathematics is lower. These will be the two key areas on focus for the School Improvement Plan in 2026 – 2027.

Capacity for Improvement

With clear direction from our HMIE visit in June 2025, quality training from SAL and SAR and our current SIP priorities we are well placed to embrace the changes proposed through the Curriculum Improvement Cycle.

The Prestwick Cluster continues to work well collegiately, and we have enhanced our systems for greater impact on Cluster working. We have key staff eager to take on leadership in key areas.

Our staff teams are consistent, and Leadership team continue to build in experience and teamwork. Our Parent Council remains strong and support and although some key members will leave this year, we are confident we will be able to enlist some new parents from younger classes.

Overall, our capacity for improvement is very good.

Overall, School Evaluations – Session 2025–26

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 2026