



KIRKMICHAEL PRIMARY SCHOOL AND EARLY YEARS CENTRE

STANDARDS AND QUALITY
REPORT 2025/26

south
AYRSHIRE
COUNCIL
Comhairle Siorrachd Àir a Deas



Kirkmichael Primary School &
Early Years Centre

OUR SCHOOL

SCHOOL CONTEXT

Kirkmichael Primary is a small rural school serving the community of Kirkmichael and surrounding area. We have three classrooms, an Early Years Centre, a fully equipped gym hall and dining room, a multi-purpose room, a community room and extensive office space. The school is non-denominational and co-educational with a roll of 37 primary children for session 25/26. The EYC accommodates 2 to 5-year-old children. By June of session 25/26 it accommodated 4 ante-pre and 5 pre-school children, as well as two 2-year-olds.

Free school meal entitlement was 9% this session, which is below the South Ayrshire and National average. 14% of pupils live in deciles 1 to 3 and 86% live in decile 6 or above, where 1 is the most deprived according to the Scottish multiple Index of Deprivation (SIMD). Our attendance average for 2025-26 was 94.9%, a slight drop from 95.7% in the previous session but in line with the national drop - this sees Kirkmichael remain one of the best attended schools in South Ayrshire. Eleven of our pupils, which equates to 30% of our roll, were placing requests into Kirkmichael Primary for session 25/26.

41% of our pupils are on Staged intervention paperwork. During the course of this session we have engaged with several external partnership agencies including Educational Psychological Services, the Learning and Inclusion Team, the Occupational Health team, Outreach and our School Nurse to provide further support where required. In June 2026 our teaching staff entitlement was 3.7 FTE.

The school has a supportive Parent Council. The school also has very strong links with the local community and take part in a wide range of local village activities. Kirkmichael School is part of the Carrick Cluster Group and we have excellent links with all 6 cluster primary schools, particularly our sister school, Straiton Primary.

The school was involved in two positive external evaluations back in session 23/24, leading to positive links being formed with Education Scotland and wider partners who are holding up the school as an example of very good practice. The Early Years Centre was inspected by The Care Inspectorate in October 2025. This too was very positive.

We have excellent links with local businesses and work closely with the Thriving Communities Team and partners such as Active Schools to deliver vital services directly in the village; importantly this helps tackle rural poverty.

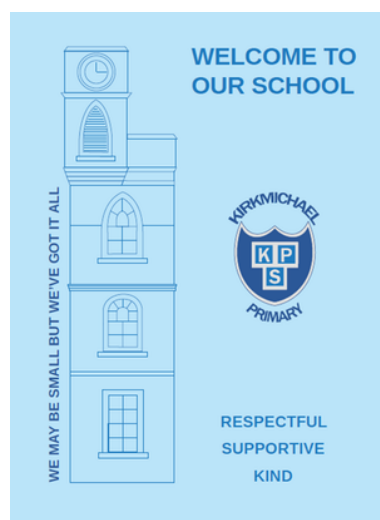
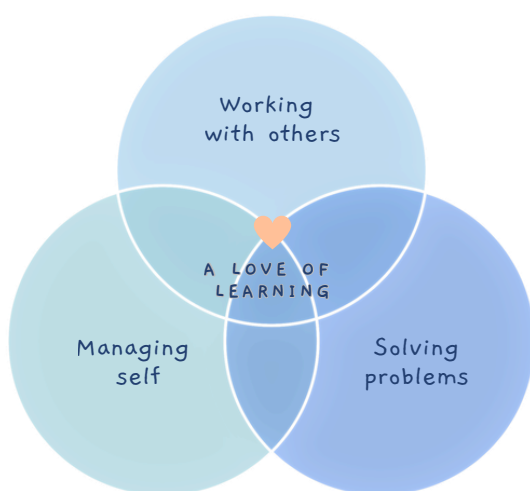




Kirkmichael Primary School &
Early Years Centre

OUR SCHOOL

VISION & VALUES



At Kirkmichael Primary School and Early Years Centre we set high standards with the view to giving our young people the best possible start in life – through active learning, teamwork, nurture and by making use of the picturesque setting in which we are lucky enough to learn and have fun in each day. Our vision is focused on three clear areas of development for our children and young people, 'working with others', 'managing self' and 'solving problems', all built on a love of learning. We understand the importance of effective communication in all its forms, the need to be kind and respectful, and most importantly, aim to be supportive to each other. Everyone at the school wants to play their part in making Kirkmichael, and the wider world in general, a positive, more equitable and sustainable place to live, work and play. We value community in its truest sense, and understand the important role our school plays in the wider North Carrick area.

We believe we can all make a positive difference, and our pupils are testament to that positive change.

"We may be small, but we've got it all"

Every interaction that takes place between a member of our school community is underpinned by 3 key values that all stakeholders have all agreed to try our best to live by...

Kind

Respectful

Supportive

Most importantly, Kirkmichael Primary recognizes its role within a global community - ensuring the Global Goals and UNCRC are at the forefront of our thinking and daily experiences.



PROGRESS TOWARDS NATIONAL FRAMEWORK & SCHOOL IMPROVEMENT PRIORITIES

NATIONAL IMPROVEMENT PRIORITIES

- Do we place the human rights and needs of every child and young person at the centre of education?
 - Yes, we have maintained the work around being awarded our Rights Respecting School Silver Award, we fully anticipate achieving Gold this session.
- Have we improved children and young people's health and wellbeing?
 - Yes, all pupils report being happy at school and they all partake in a variety of physical activities across the session.
- Are we closing the attainment gap between the most and least disadvantaged children and young people?
 - Yes, almost all pupils with identified needs have made better than expected progress in reading.
- Is there an improvement in skills and sustained, positive school-leaver destinations for all young people.
 - Yes, all staff articulate the purpose of learning with lots of activities built around the world of work. Meta-skills remain at the forefront of our vision with partners also highlighting them during experiences.
- Has there been improvement in attainment, particularly in literacy and numeracy.
 - Yes, South Ayrshire Reads continues to support increased attainment in literacy, attainment in numeracy is steady but will be a focus next session.

IMPACT OF PUPIL EQUITY FUNDING

Priorities 1 & 2 - Closing the Identified Gap in Literacy and Numeracy for eligible pupils with increased scrutiny of data:

Interventions:

- Targeted pupil support
 - With SA:
 - Reading Wise
 - 5 minute boxes
 - Small group work
 - PT led numeracy sessions
- PT PEF
 - Increased scrutiny of data

Outcome:

- Numeracy results were slightly lower for most pupils but in line with rest of the school. Numeracy focus now planned for next session.
- General literacy results were as expected or better.
- However, writing was the area of least progress and will now be targeted next session.
- New tracker made it easier to track progress, particularly pupils receiving targeted interventions.

Priority 3 - Improve Pupil Wellbeing - specifically in relation to mental health and emotional intelligence.

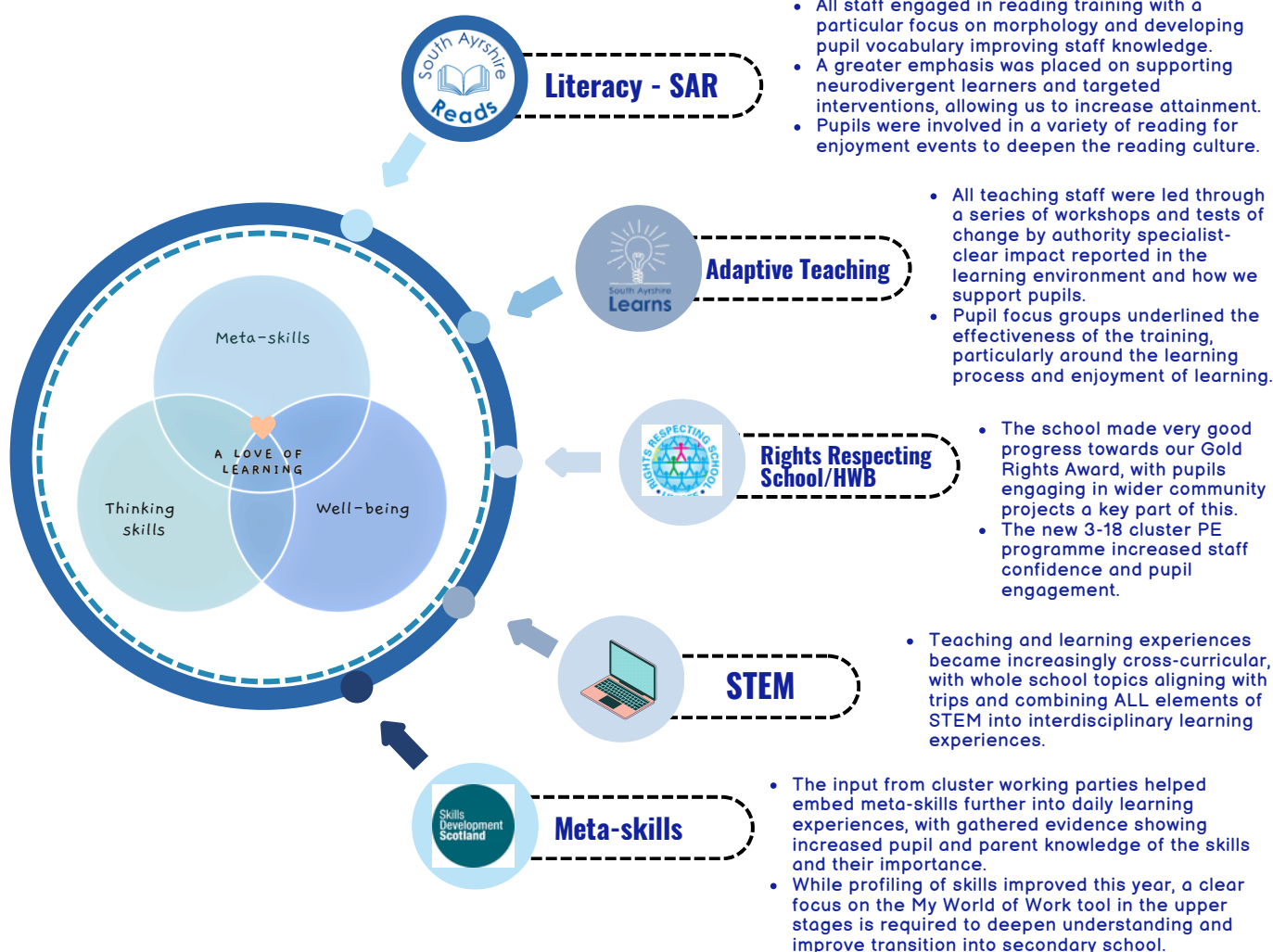
Interventions:

- Targeted pupil support from PT
 - Breakfast Club
 - Treehouse Resource
 - Daily check-ins
 - Wider experiences

Outcome:

- Improved wellbeing scores using SHANARRI indicators for most pupils.
- Evidence showed all relevant pupils had increased self-esteem.
- Treehouse resource worked best to promote meta-skills, increasing self-worth by celebrating other qualities.

REVIEW OF SCHOOL IMPROVEMENT PRIORITIES 25/26



SCHOOL EVALUATION OF KEY QUALITY INDICATORS

1.3 Leadership of Change	2.3 Learning and Teaching	3.1 Ensuring Wellbeing, Equality & Inclusion	3.2 Raising Attainment & Achievement
- Senior leaders carefully guide the strategic direction and pace of change to ensure changes result in positive outcomes for learners and are sustainable. The improvement plan is not seen as a static document and is projected over a number of years while being supported by authority leads and a variety of CLPL opportunities. - Strategic direction is underpinned by a clear vision which has been developed by all stakeholders in line with the Curriculum Improvement Cycle and is grounded in research. - Staff work effectively as a team. There is a strong ethos of sharing practice, and of peer support and challenge. Team teaching takes place regularly and staff also make the most of opportunities to visit other schools. There has been strengthening of transition across the school and EYC, with a cluster focus on Meta-skills, a skills-based PE curriculum and other pedagogy-focused working groups - Parents have regular opportunities to support improvement by participating in a range of formal and informal activities. School community events at the start and end of the year allow all to shape the year ahead as well as review the one past. An extra mid-session event was vital for engaging families in improvement priorities.	- The learning environment is built on positive and nurturing relationships which lead to high-quality learning outcomes. Learners' achievements in and out of school are recorded and recognised at assemblies, on displays and via digital platforms. Stakeholders understand how these wider achievements, now being profiled from EYC to P7, help pupils develop skills for life, learning and work. - Learners receive high-quality feedback and have an accurate understanding of their progress in learning and what they need to improve. Next steps are now more focused on meta-skills and are being used to build pupil profiles - Planning is proportionate and manageable and clearly identifies what is to be learned and assessed. Staff appropriately differentiate using adaptive teaching approaches and articulate the wider skills being developed in lessons; further work to increase the consistency of challenge across the curriculum is planned. - Tracking and monitoring was developed further this year to secure improved outcomes for all learners. All teachers have well-developed skills of data analysis which form the basis of discussions at termly tracking meetings. School data is explored further with central colleagues to ensure accuracy.	- All stakeholders promote a climate where children and young people feel safe and secure. All staff and partners model behaviour which promotes and supports the wellbeing of all. The school ran engagement events to strengthen shared values as well as deepen stakeholder understanding of the learning process. - Staff and partners have created an environment where children and young people feel listened to and are secure in their ability to discuss personal and sensitive aspects of their lives because they feel cared about. Staff development of Adaptive Teaching approaches helped further promote inclusive learning environments. - All staff and partners take due account of the legislative framework related to wellbeing, equality and inclusion. At community events, the HT presents up-to-date local, national and international legislation and research. The school actively prepared all stakeholders for the forthcoming changes to the national curriculum across the session. - Outdoor spaces are used effectively to promote positive relationships and wellbeing. Staff take account of research linking benefits of outdoor learning with wellbeing. The introduction of a sensory garden has enhanced pupil and community learning.	- Our learners are successful, confident, exercise responsibility and contribute to the life of the school and the wider community as global citizens. They are personally and socially adept and have achieved a range of skills and attributes through a wide range of activities. As they move through their learning pathways they take responsibility for ensuring they continue to add value to their achievements. As we deepen our understanding of meta-skills these pathways have become even more relevant to pupil progress across the curriculum. - Attainment levels are very good across the school in the key areas, but latest trends showing a writing focus is needed to maintain levels - Pupils exemplify the four capacities and the school community has a clear understanding of the importance of the totality of the curriculum. Pupils shape their learning through topic choices and voting on possible partnership work and incoming clubs. - The school remains one of the highest attended in the area and pupils take part in a variety of extra-curricular activities both in and out of school through partnership with Active Schools and the Kirkmichael Development Trust. Pupil voice has grown within community initiatives.
Very Good	Very Good	Very Good	Very Good

Attainment Over Time

Attainment remains strong across the school, with almost all pupils making expected or better than expected progress. Where progress has slowed, action was taken quickly to determine why, and appropriate interventions or assessments were undertaken. With consideration of the data, and specifically the Achievement of Curriculum for Excellence Level data as noted in the table, some minor changes in attainment are attributed to high attaining pupils leaving the school in certain cohorts, or where new pupils have joined.

Reading attainment remains high thanks to South Ayrshire Reads inputs, but we are grateful for the increased focus on writing intended for the coming session, to build on this reading success. Numeracy training from central staff will be needed this year, but so too will the further development of an interdisciplinary learning culture where learners enjoy learning within real-life contexts, and we better measure wider qualities as we introduce the new curriculum frameworks in session 26/27.

Numeracy Attainment Over Time (%)						
	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026	2026/2027 (prediction)
P1	100	100	90	100	83	-
P4	75	75	78	100	100	100
P7	80	50	100	88	67	80

Literacy Attainment Over Time (%)						
	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026	2026/2027 (prediction)
P1	100	100	90	75	83	-
P4	38	75	67	100	100	73
P7	60	50	50	75	67	80



OVERALL EVALUATION

Happy, Creative, Comfortable

The 3 most popular words from the June pupil survey that pupils chose to describe how they feel about the school.

Pupils, June 26

100% of staff find it rewarding to work at Kirkmichael Primary

Staff HIGIOS survey, June 26

Staff do a fantastic job at the school, we are very happy with Kirkmichael Primary School.

Parent feedback, May 26

Across staff and pupil data there is strong evidence of a deeper understanding of the learning process, with learners experiencing a more inclusive, supportive and responsive learning environment. There is a consistently embedded culture of learning from mistakes across all practice. In general, learning has improved from an already strong baseline.

South Ayrshire Learns Principal Teacher, May 26

School session 25/26 began with some enforced staff changes, which can be challenging in small schools, but all staff worked well together to ensure the school continued to be a very good place for young people to learn. The school and EYC both continued to offer a wide variety of experiences to children and the positive ethos for which we are most proud was clear across both services. Staffing challenges led to small disruption to routine and pupil support for some, but these issues were always addressed and all pupils continued to make progress at the expected rate or better. Staff worked hard, with the continued support of central staff specialists, to achieved a number of successes in relation to our school improvement agenda, with particular success noticed through the Adaptive Teaching inputs, as well as significant strides towards us becoming a Gold Rights Respecting School.

The school continued to work closely with cluster colleagues, further enhancing progression across each stage of education, with a number of successful working groups and the introduction of a 3-18 PE Programme led by a PE specialist. Finally, we continued to work closely with local partners to offer a wider variety of experiences for all, including the development of a new community sensory garden.

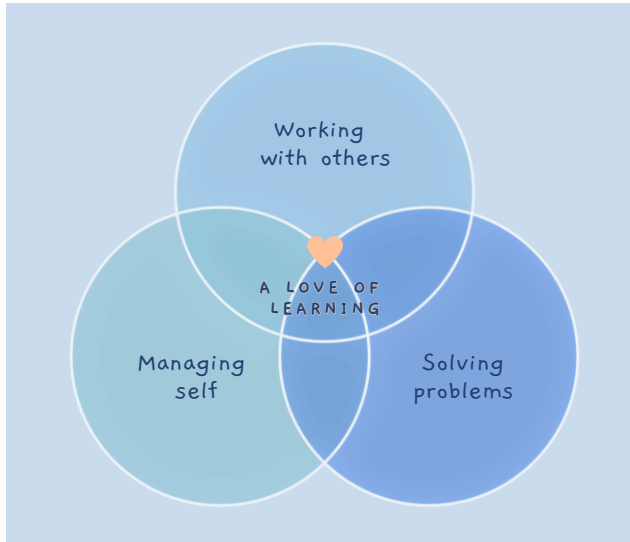
CAPACITY FOR CHANGE

The school has a strong staff group who are motivated and open to new ideas, with supportive families and excellent ties to the local community. This stands the school in good stead as we look to raise attainment and achievement for all, embedding the vision of Scotland's Curriculum, underpinned by our own school values. Integrating new staff took some time early this session as they undertook a variety of training or took on new roles; this led to slight delays in effective pupil support routines for some, as well as inconsistency in general timetabling. As the year went on staff applied new training and began to collaborate very effectively, improving the quality and consistency of learning experiences to a high standard. We are well placed to continue building on this improvement from the very beginning of next session, with a focus on the Curriculum Improvement Cycle and the continued development of the Carrick cluster school's vision.

The capacity for improvement has been measured through the careful analysis of triangulated quality assurance evidence alongside 'How Good is our School 4' and 'How Good is our Early Learning Centre.' Additional evaluation of Pupil Equity Fund projects and targeted interventions has allowed the school to analyse the strategic gains made towards ensuring both excellence and equity for all and identify future opportunities for strategic growth.

The school is very well placed to continue delivering high quality teaching, learning and assessment.

KEY PRIORITIES FOR NEXT SESSION



THE CURRICULUM & PEDAGOGY

- **The Curriculum Improvement Cycle**
 - Developing a clear understanding of the new curriculum frameworks for all stakeholders, whilst aligning them with our own school vision.
- **Developing shared pedagogy**
 - Continuing to work with the South Ayrshire Learns team to develop greater consistency across cluster.

OPPORTUNITIES FOR PERSONAL ACHIEVEMENT

- **Wider Experiences**
 - Opportunities across the session to work with specialist coaches including a tennis club.
 - Continuing to highlight the wider benefits from these experiences through a meta-skills focus with partners.
- **Community-based Learning**
 - Work with local businesses and wider businesses to offer pupils work place experiences and workshops.

INTERDISCIPLINARY LEARNING

- **Project-based Learning**
 - Work with a variety of schools, EYCs and specialists to explore opportunities for project-based learning.
- **Meta-skills**
 - Introduce Gen+ meta-skills resource in line with cluster plan.
 - Ensure all pupils begin to build skills profiles through Seesaw and My World of Work profiling tool.

ETHOS AND LIFE OF THE SCHOOL AS A COMMUNITY

- **Included, engaged & involved South Ayrshire Priority**
 - Increased scrutiny on individual attendance trends and the formal processes for managing them.
- **Rights Respecting Schools**
 - Working with families and the community to achieve the Gold Rights Respecting School Award.

CURRICULUM AREAS AND SUBJECTS

- **Numeracy**
 - Key staff involved in 'Teaching for Understanding Maths' project alongside SAC Lead and cluster staff.
- **STEM**
 - Lead staff member to work with SSERC and cluster colleagues to further enhance science experiences in line with project based learning work and IDL approaches.
- **Literacy**
 - South Ayrshire Reads training for all staff on reading comprehension through learning projects.
 - Writing to be developed at P4/5 with CYPIC writing team and authority colleagues.