



St Cuthbert's Primary School
Standards and Quality Report 2026

Introduction and Context

St Cuthbert's Primary School, established in 1939, is a Catholic school in Maybole serving pupils from local communities—including Minishant, Maidens, Crosshill, Dunure, and Kirkmichael—with transport provided under South Ayrshire Council policy. Co-located within Maybole Community Campus alongside Culzean Primary, Culzean Early Years Centre, and Carrick Academy, the campus unites under the motto "Learning at the Heart of the Community."

Now in our second year at the campus, we continue to build strong relationships and create collaborative experiences with staff and pupils across all schools and the Early Years Centre. Throughout this second year in the new building, teachers and pupils have engaged in joint learning initiatives and leadership activities, laying a good foundation for partnership as everyone adapts to the shared indoor and outdoor environment. The official opening of the new building took place on Thursday, 21 November 2024.

Currently, St Cuthbert's has 44 pupils enrolled, and four placing requests were confirmed this session. Additionally, four new P1 children are registered to start in August 2026. In 2025–26, pupils were taught in three stage groups (P1/2, P3/4 and P5-7); in 2026–27, the school will continue in a three-class structure (P1/2, P3/4, P5–7) to better meet learning needs and support peer progression. All P1–5 pupils are eligible for free school meals, with 39% currently receiving entitlements. 27% percent of pupils are supported through staged intervention plans, and 9% come from SIMD 1–2 areas.

Staff - 2025/2026

Management Team	
Head Teacher	Mrs Rachael McCallum
Principal Teacher	Mr Jamie Moan
Teaching Staff	
P1/2	Ms Dympna Melody
P3/4	Miss Lucy Murray
P5-7	Mr Jamie Moan/Mrs Murray(2 days)
Class Teacher	Mrs Raqual Harper-Titchener (3 days)
Teacher of the Deaf	Mrs Ruth Nicoll
Peripatetic Staff	
School Assistants	
	Mrs Natalie Duffin
Clerical Staff	
	Mrs Alison Conn
Facilities Team	
Janitor	Campus Janitor
Catering	Campus Catering Team
Music Teachers	
	Mr Scott Walker and Natasha Green

As a catholic school, our Christian faith permeates every aspect of school life. We highly value our close relationship with the local Parish of Our Lady and Saint Cuthbert's, actively involving them in our community through the promotion of Gospel values, celebration, worship, and service. Father Benjamin, our parish priest and school chaplain, plays a vital role in many aspects of school life, enhancing our spiritual and communal journey.

We cultivate staff capacity, drawing on the skills and expertise of all team members to deliver high-quality learning experiences. Pupils transitioning into Queen Margaret Academy benefit from a solid educational foundation laid here. We also collaborate closely with cluster schools—St John's, St Ninian's, St Patrick's, Sacred Heart, and Queen Margaret Academy—meeting regularly to refine learning, teaching, and assessment.

We take great pride in our strong academic achievements and continually encourage pupils to strive for excellence. Our status as a UNICEF Gold Rights Respecting School reflects our commitment to embedding children's rights in policy, practice, and ethos. Staff guide children in their spiritual, intellectual, social, and physical development, nurturing them to become successful learners, confident individuals, effective contributors, and responsible citizens. Working in partnership—staff, pupils, and parents—we are fully committed to ensuring St Cuthbert's Primary continues to flourish as a school that achieves, inspires, and brings pride to our entire community.

Rachael McCallum
Head Teacher



CURRICULUM RATIONALE



VISION STATEMENT

We aim for every child to have a safe, happy, active and creative primary education in an environment that is caring and supporting. We encourage our children to be independent and successful learners, developing into confident individuals, effective contributors and responsible citizens.



AIMS

- To foster a meaningful understanding of the Catholic faith.
- To encourage positive and supportive relationships between pupils, staff and parents.
- To create an ethos of inclusion, respect and support to ensure pupils feel welcomed and nurtured.
- To provide a safe, caring and nurturing environment promoting achievement and attainment for all.
- To ensure that every child feels valued and supported and has equal access to all opportunities within the school.
- To have high expectations of all learners.
- To create a culture of responsible citizenship where our children take ownership of their behaviour and attitudes and make good choices allowing them to develop healthy, active and positive lifestyles.



VALUES

Faith	Responsibility
Respect	Opportunity
Honesty	



OUR UNIQUE QUALITIES

- Our faith
- Our children
- Our staff
- Our location and community
- Wider achievement opportunities



OUR KEY DRIVERS

- Raising attainment and achievement for all
- Continuous improvement
- Partnership working
- Leadership at all levels

The curriculum is the totality of experiences which are planned for children and young people through their education, wherever they are being educated. It includes the ethos and life of the school as a community, curriculum areas and subjects, interdisciplinary learning and opportunities for personal achievement. BT03

WE WILL:

- Support
- Be pupil centred
- Nurture
- Include
- Provide opportunities
- Be positive
- Meet learners needs
- Develop effective partnerships
- Access outdoor opportunities
- Have high expectations
- Be ambitious
- Work with the community
- Reflect
- Improve

OUR CHILDREN WILL BE:

- Safe
- Healthy
- Happy
- Achieving
- Nurtured
- Active
- Respected
- Responsible
- Included
- Resilient and tolerant
- Compassionate
- Risk takers
- Numerate and literate
- Challenged
- Creative
- Innovative



Key Performance Indicators

South Ayrshire Council Plans	• Spaces and Places • Live, Work, Learn • Civic and Community Pride
Children's Services Plan	• The Promise: Our commitment to Keeping the Promise • Family: Promoting whole family wellbeing • Included: Early help for children with diagnosed or undiagnosed additional support needs • Healthy: Improving physical and mental health for children and young people • Voice: Involving children and young people in local decision making • People: Collaborative learning and reflection opportunities for the work force
Education Services Priorities	• Included, engaged and involved • Delivering excellence in learning, teaching and assessment • Transforming our curriculum • Towards a self-improving education system
National Improvement Framework Priorities	• Placing the human rights of every child and young person at the centre of education • Improvement in children and young people's health and wellbeing • Closing the attainment gap between the most and least disadvantaged children and young people • Improvement in employability skills and sustained positive school leaver destinations for all young people • Improvement in attainment, particularly in literacy and numeracy

PEF 2025-2026

This year the Scottish Government allocated **£2397** to the school as PEF funding. The plan for this was robust and clearly identified the supports to be put in place for those children that are entitled to this support.

It primarily supported children's health and wellbeing, readiness to learn and happiness; providing opportunities for the children identified to achieve socially, emotionally and academically.

Raising attainment and reducing educational inequality is fundamentally our aim. At St Cuthbert's Primary, we strive to achieve this by providing our families and young people with the best possible opportunities to succeed.

Our school population and demographics, including free meal entitlement in session 2024/2025:

Total Roll:44 **SIMD:**1 & 2: 11 pupils (18% of school roll)

FME: 17 Pupils (39% of school roll) 12 of these pupils are in SIMD 1 & 2.

OTHER – 13 Pupils not in SIMD 1&2, not in receipt of school meals but affected by factors detailed above

Total number of pupils affected by poverty related attainment gap: (39% of school role)

PEF Funding Our main initiatives supported by PEF money have been:

Literacy Resources: Investment in high-quality resources, including a range of reading materials, has enhanced teaching approaches and supported the development of key literacy skills. These resources have improved pupil engagement and provided greater consistency across stages.

Swimming Lessons There has also been a noticeable increase in engagement from targeted groups, including young carers, who are now more likely to access swimming opportunities. 50 % of the PEF Cohort access swimming lessons out with school. An increase in 28%.

Family Support: This has been effectively prioritised throughout the year, with all parents and carers able to access support when needed. Requests for uniform, footwear and other items have been responded to sensitively, helping to reduce financial pressures on families and ensuring pupils are appropriately equipped for school. Badge-IT purchases have reduced the cost of uniform options for all parents and carers.

Attainment Data

We continue to monitor attainment data over time to ensure appropriate pace and challenge as well as highlighting areas for improvement.

NUMERACY - CFE – Attainment over time (%)			
	P1	P4	P7
2021/2022	67	100	67
2022/2023	100	78	100
2023/2024	67	75	100
2024/2025	100	83	67
2025/2026	88	100	100

LISTENING AND TALKING - CFE – Attainment over time (%)			
	P1	P4	P7
2021/2022	67	100	67
2022/2023	82	89	100
2023/2024	67	100	100
2024/2025	100	83	67
2025/2026	88	100	100

READING - CFE – Attainment over time (%)			
	P1	P4	P7
2021/2022	83	100	67
2022/2023	100	67	100
2023/2024	67	100	100
2024/2025	100	83	67
2025/2026	88	100	100

WRITING - CFE – Attainment over time (%)			
	P1	P4	P7
2021/2022	67	100	67
2022/2023	100	67	100
2023/2024	67	100	100
2024/2025	100	67	67
2025/2026	88	100	89

Whole school figures for this academic session read as follows for children making age and stage appropriate levels of progress.			
Numeracy	Listening and Talking	Reading	Writing
89%	94%	94%	89%

P1, P4 and P7 figures for this academic session read as follows for children making age and stage appropriate levels of progress.			
Numeracy	Listening and Talking	Reading	Writing
96%	96%	96%	92%

While the current data indicates positive progress across literacy and numeracy, it's essential to consider the influence of small cohort sizes on the interpretation of these results. Even minor changes in individual pupil performance can lead to significant fluctuations in overall percentages.

Across the school, attainment data demonstrates strong learner progress in Literacy and Numeracy, with almost all learners achieving, or being on track to achieve, expected Curriculum for Excellence levels. Several stages achieved or are projected to achieve 100% attainment, reflecting the positive impact of high-quality learning and teaching, effective tracking and monitoring, and targeted interventions. Where attainment is not yet universal, appropriate supports have been implemented to address barriers to learning and maximise outcomes for all learners.

Therefore, while the current data reflects a very positive progress, we recognise that year-on-year interpretations of data within our context should be approached carefully with cohort sizes and considered alongside pupil performance.

School Improvement Plan Evaluation 2024-2025

School Priority 1 : Priority 1: 2.2 Curriculum:

- Improvement in literacy attainment, particularly in Writing
- Improvement in literacy attainment, particularly in Reading (South Ayrshire Reads phase 2) Curriculum Design and Development

NIF Priority:

Improving attainment in Literacy and Numeracy

Closing the attainment gap between the most and least disadvantaged children

HG105 4: 1.2 1.3 2.2
2.3 2.4 2.5 3.1 3.2

Progress and Impact

- Attainment data, professional judgement and assessment evidence indicate that almost all learners are achieving expected Curriculum for Excellence levels in literacy and numeracy, with an increasing number of learners exceeding national expectations.
- Strong progress has been made in implementing the aims of South Ayrshire Reads, and the teaching of phonic is consistent throughout the school. Decodable texts are in use in the P1-4 classes with Catch Up decodable books available for pupil support.
- A clear focus on reading for enjoyment and consistent approaches to teaching fluency in all classes has been established. Learners have increased opportunities to read across the curriculum and develop reading confidence.
- Our Reading Schools Journey to achieve Gold is ongoing with learners enjoying library trips, emphasising reading for enjoyment and engagement with a variety of texts and reading locations.
- All staff have engaged positively with the SAR training, and teachers report they have a clearer understanding of the Science of Reading and have benefited from the professional dialogue with teachers from other schools. A great consistency in teaching reading is evident across classes.
- The use of SNSA and GL assessments has strengthened the accuracy and consistency of teacher professional judgement, providing robust evidence to support learner progress and attainment decisions.
- Collaborative planning, learning, teaching and assessment approaches in literacy have improved consistency across stages and strengthened progression in learners' skills.
- Participation in the cluster 'Photo Friday' and increased short burst writing initiatives have increased learner engagement and enjoyment in writing, providing regular opportunities for creativity, reflection and purposeful written communication.
- Interdisciplinary learning experiences, including the P1-P6 Riverside Museum visit and the P7 Edinburgh Residential, supported holistic learning and provided meaningful contexts for writing. Almost all learners successfully applied their literacy skills to produce high-quality creative writing folios.
- Consistent use of the Cluster Learning Toolkit has continued to strengthen classroom pedagogy and assessment approaches, resulting in improved learner engagement and increased opportunities for high-quality feedback.
- Curriculum development was strengthened through the introduction of innovative learning experiences that provided pupils with engaging, relevant and meaningful opportunities to learn across a range of curricular areas, reflecting emerging national priorities.
- All teaching staff actively engaged in the school's curriculum design priority through collaborative planning and professional dialogue on consecutive Tuesdays. As a result, staff developed a shared understanding of progression and expectations, improving the consistency and coherence of curriculum delivery across all stages and enhancing learners' experiences.
- All Pupils responded very positively to the enhanced curriculum offer, demonstrating high levels of engagement and enthusiasm. Opportunities to learn with different teachers and peers, while exploring new areas of learning, supported confidence, independence and enjoyment in learning. Pupils commented on the following:

"I wasn't sure what we were doing but I really like the day, it is good to see more teachers and the learning is different even though I know we can do that in our own class, it just felt different. I did all the tasks too" (P4 boy)

"We got the chance to work together and at first it looked like a play task for P1 but we had to really think about how to use all the resources and make our own crazy Gold Path, I had not done anything like that before" (P7 girl)

"I loved doing the Victorians and I went back to my teacher to tell her all about it. I know what to do in the timeline and I am going to do another one." (P2 boy)

- Peer observation and professional dialogue across classes have strengthened progression pathways in literacy, improved staff confidence and supported greater consistency in learners' experiences.
- School moderation activities supported staff to develop a shared understanding of standards, improving the consistency of observations, assessment and expectations across schools
- Play pedagogy is now well embedded across P1/2 and is increasingly influencing learning approaches in the upper stages. Learners demonstrate high levels of engagement, creativity, collaboration and problem-solving through play-based experiences.
- Targeted interventions informed by assessment evidence continue to improve learner attainment, confidence and engagement. Universal access to ReadingWise from P3-P7 has enhanced personalised support and increased opportunities for learners to make sustained progress.
- Strong partnership working with the school and campus librarian has enriched literacy experiences, broadened learners' access to high-quality texts and promoted a culture of reading across the school community.
- Author visits, library engagement and partnerships with Carrick Academy literacy leaders have enhanced learner motivation and enjoyment in literacy while providing valuable opportunities to develop empathy, communication and leadership skills.
- Increased laptops have ensured Digital literacy is becoming more embedded across learning, with learners confidently applying technology to support research, creativity, communication and independent learning.
- Investment in additional numeracy resources has strengthened teachers' use of concrete, pictorial and abstract approaches, improving learner understanding, confidence and attainment in numeracy.

Next Steps

- All staff will be involved in the third (more minimal) phase South Ayrshire Reads training.
- All staff will engage in further Talk for Writing and Authority focussed writing priorities
- Curriculum Improvement Cycle priorities to be taken forward under guidance of local and national priorities.
- Curriculum Design practices to support priorities within own context – utilising staff skills and local environment
- Class teacher taking part in the Second Level Training for teachers delivered by the SAL team.
- Update Literacy and Numeracy Policies in line with curricular updates
- Achievement of Gold Reading Schools Award

School Priority 2 : 2.3 Learning Teaching and Assessment

- Adaptive Teaching
- Assessment Review

NIF Priority:

**Improvement in attainment, particularly in literacy and numeracy
Closing the attainment gap between the most and least disadvantaged children**

**HGIOS4: 1.2 1.3 2.2
2.3 2.4 2.5 3.1 3.2**

Progress and Impact

- Adaptive teaching approaches have significantly strengthened our inclusive learning environment. Staff confidently tailor learning experiences to meet individual needs, resulting in almost all learners experiencing increased access to the curriculum.
- The quality and impact of our adaptive teaching programme involved all staff sharing their learning and their practice with cluster colleagues. This was well recognised by the SAL lead for this programme. This reflects the strength of our learning environments and our commitment to sharing effective practice that improves outcomes for learners.
- The Cluster Learning Toolkit continues to support school improvement and is used consistently across all classes to enhance pedagogy, assessment and professional reflection. Its ongoing implementation has strengthened staff understanding of effective practice, particularly for new staff, and has supported greater consistency in learning, teaching and assessment across the school.
- Targeted, evidence-informed interventions continue to have a positive impact on learners requiring additional support. Through the effective use of attainment, assessment and wellbeing data, staff identify needs at an early stage and provide tailored support, resulting in improved learner engagement, increased confidence and measurable progress towards individual learning goals.
- The effective use of a wide range of assessment evidence, including SNSA and GL assessments, has further strengthened teacher professional judgement and enhanced the accuracy of tracking and monitoring processes. This has supported more focused professional dialogue, informed next-step planning and enabled earlier identification of learners requiring additional support or challenge.

- The continuation of SAR screening approaches has strengthened staff understanding of learners' baseline attainment and provided valuable evidence to inform planning, learning and teaching methodologies, and targeted interventions. Follow-up assessments have enabled teachers to evaluate impact more effectively, ensuring support and challenge are responsive to learner needs.
- All staff engaged in an evaluative exercise led by the school SAR Lead, exploring the relationship between assessment evidence and classroom practice. This collaborative process promoted professional enquiry, supported staff to identify strengths and areas for development, and informed targeted improvements in pedagogy and assessment. As a result, assessment information is being used more effectively to shape planning, measure the impact of interventions and drive continuous improvement across the school.

Next Steps

- Develop and implement a *St Cuthbert's Way for Adaptive Teaching and SAR*, creating shared frameworks of agreed approaches and expectations to further strengthen consistency, inclusion and high-quality learning experiences across all classes.
- Extend professional learning in assessment through SAL CLPL opportunities, including second-level training, to enhance staff understanding of assessment evidence, support professional judgement and inform increasingly targeted learning and teaching approaches.
- Building on learning from authority numeracy training, the Numeracy Lead will work alongside the Authority Numeracy Advisor to develop a "Thinking Classroom" approach, enhancing learner engagement, mathematical reasoning and confidence in numeracy.
- Continue to refine assessment and tracking processes to ensure assessment evidence is used consistently to identify learner needs, measure the impact of interventions and inform next steps in learning.
- Establish a consistent and robust approach to quality assurance across the school.

School Priority 3: 3.1 Ensuring Wellbeing, Equality and Inclusion:

Developing as a community of faith and learning

NIF Priority:

- Placing the human rights of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing

**HG10S4: 3.1 2.4 2.5
2.7**

Progress and Impact

- Faith Focus Group members engaged regularly in cluster meetings, providing valuable opportunities to evaluate practice, share effective approaches and identify priorities for improvement. This strengthened pupil leadership, deepened learners' understanding of faith in action and promoted a shared commitment to social justice and equity across the cluster.
- Collaborative cluster initiatives and enterprise activities enabled pupils to actively support Missio while developing skills in teamwork, leadership and responsible citizenship. Through these experiences, learners strengthened their understanding of global solidarity and the importance of supporting others. This success was shared with Gerrard Gough the Missio lead for our area, where learners spoke confidently about their work and a cheque was also presented.

Responses from cluster pupils at our consultation in May 2026:

- "Sometimes we don't realise what the cost of school can be for our parents, but we can try and make things better by telling our friends and sharing what we want to change in school."
- "I think we are good at fundraising for our charities, and we can do the same activities to support children in school. We can have our families be part of this too, so they know we are helping"
- "Visiting each school would be good to see what faith as a community looks like at different times of the year"
- "Our voice is important"

- Partnership working between the Curriculum Development Group and the Eco Group has enhanced opportunities for meaningful environmental action in our campus, developing pupils' understanding of stewardship, sustainability and their responsibility as global citizens.
- Sacramental preparation in P3 and P4 provided meaningful opportunities for faith formation and reflection. Strong engagement from families and parish partners strengthened home, school and parish links throughout this important stage of pupils' faith journey.

- Strong partnerships between the parish and school community continue to promote a culture of inclusion and belonging within our faith community. Family Masses, the Family Fun Day and the parish Youth Club have strengthened relationships between home, school and parish, providing meaningful opportunities for families to engage with and celebrate their faith together.
- Almost all pupils consistently demonstrate respect, kindness and empathy in their daily interactions, contributing positively to the inclusive and nurturing ethos that is evident across the school community.
- All P7 pupils successfully achieved the Pope Francis Faith Award, demonstrating commitment to faith, service, leadership and social action within both the school and wider community.
- Participation in the QMA Cluster Carols by Candlelight provided pupils with opportunities to celebrate and express their faith through music while strengthening relationships across the cluster community.
- Advent and Lenten reflections provided valuable opportunities for prayer, worship and spiritual growth, enriching the faith experiences of pupils and staff throughout the liturgical year.
- Strong partnerships and targeted support have enabled the school to respond effectively to the needs of vulnerable families, reducing barriers to participation and promoting equity across the school community.
- Regular engagement with the Financial Inclusion Hub has increased access to practical advice and support for families, contributing positively to wellbeing and helping to reduce financial pressures.
- The Campus Breakfast Club continues to play an important role in supporting families, with 34% of pupils attending regularly. The provision helps ensure children are settled, nourished and ready to engage positively in learning.
- The school's positive and nurturing ethos continues to support high levels of wellbeing, engagement and positive behaviour, while strengthening relationships with families and the wider community.
- Nurture remains central to the school's approach to wellbeing and inclusion. A trained staff team provides targeted support that is improving engagement, relationships, confidence and readiness to learn for identified pupils.
- Dolphin House outreach sessions enhanced outdoor learning opportunities, enabling pupils to develop confidence, resilience, teamwork and problem-solving skills through high-quality learning experiences. This was extremely supportive for all P7 pupils ahead of their residential trip when responding to new experiences and new people.
- Our Campus Forest has enabled an increase in outdoor learning opportunities that support our readiness for learning priorities in all learners.
- Children's Day, led by the Rights Respecting Group, promoted diversity, inclusion and cultural awareness, further developing pupils' understanding of children's rights and respect for others.
- Active Schools continued to provide a wide range of opportunities for participation in physical activity, contributing positively to health and wellbeing. All members in the Dance Team confidently performed in the Dance Night at the Gaiety Theatre.
- A broad range of after-school clubs, informed by pupil and family voice and delivered by staff, enhanced opportunities for participation, achievement and wider personal development across the school community.
- All pupils participated in a sustained programme of swimming lessons at Maybole Leisure Centre, developing water safety skills, confidence and the knowledge required to support lifelong participation in physical activity.
- Our continuing partnership with Ayr Rotary Club has enabled the ongoing success of the Pupil Rotary Club, offering pupils meaningful opportunities to develop life skills, contribute to charitable causes, and engage with their wider community. Pupils created their own Pinky-Purple day across the Campus by presenting at school assemblies and inviting all learners into St Cuthbert's to share further.
- Strong partnerships with local groups and industries continue to enhance learning. Regular visits to Maybole Community Garden have allowed all pupils to engage in seasonal planting, harvesting, and cooking with their own produce.
- Working in partnership with the Army Widows Association provided all pupils with a meaningful opportunity to contribute to local remembrance activities through the creation of Remembrance Crosses for the Cenotaph. This experience helped learners develop a deeper appreciation of the sacrifices made by service personnel and strengthened their connection to the wider community.

Next Steps

- The provision of RE programmes which will enable young people to develop their understanding of Gospel values and how to apply them to life.
- A Commitment to ecumenical action and the unity of all Christians in our school community.
- Participate in Young Leaders of Learning with Barr and Fisherton.
- The Promotion of respect for different beliefs and cultures for inter-faith dialogue
- All stakeholders included in revised vision, values and aims for St Cuthbert's

Evaluation Summary

3.2 Raising attainment and achievement	Very Good
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Attainment in Literacy and Numeracy

- Overall, children in the school make very good progress within Literacy and Numeracy with averages of attainment at appropriate levels as follows:

Whole school figures for this academic session read as follows for children making age and stage appropriate levels of progress.			
Numeracy	Listening and Talking	Reading	Writing
89%	94%	94%	89%

P1, P4 and P7 figures for this academic session read as follows for children making age and stage appropriate levels of progress.			
Numeracy	Listening and Talking	Reading	Writing
96%	96%	96%	92%

Attainment over time

- GL and SNSA assessment data have been analysed alongside a range of assessment evidence to support and validate teacher professional judgement. This has strengthened confidence in attainment decisions and contributed to highly effective tracking and monitoring processes across literacy and numeracy.
- SAR Screeners and ORPH assessments has further enhanced our ability to track learner progress and identify support needs at an early stage. The additional assessment information has supported planning, targeted interventions and evaluation of progress within SAR initiatives.
- Children requiring additional support continue to make positive progress towards their individualised targets. This targeted approach is reflected in the school's strong attainment outcomes, with 89% of learners achieving age and stage expectations in Numeracy and Writing, and 94% in Reading and Listening and Talking.
- Attainment across the school remains strong, with the majority of learners making age and stage appropriate progress across all curricular areas. Performance is particularly strong within P1, P4 and P7 cohorts, where 96% of learners achieved expected progress in Numeracy, Reading and Listening and Talking, and 92% in Writing.
- Moderation walls continue to be used effectively to support staff understanding of learner progress across cohorts. Regular professional dialogue and collaborative moderation activities have strengthened teacher confidence, ensured consistency in professional judgement and informed targeted next steps for learners.

Commented [GF1]: Almost all reading and LT?

Key Insights from the Data:

1. Numeracy

- Numeracy attainment remains strong across the school, with current P1, P4 and P7 data showing high levels of attainment. In 2025/26, 88% of P1 learners and 100% of both P4 and P7 learners achieved expected Curriculum for Excellence levels.
- While attainment figures have fluctuated across the five-year period, this reflects the impact of small cohort sizes, where the progress of individual learners can significantly influence overall percentages.
- Despite these fluctuations, attainment over time demonstrates that most learners consistently make appropriate progress in Numeracy, with the current session reflecting one of the strongest attainment profiles across the key benchmarking stages.

2. Listening and Talking

- Listening and Talking continues to be a strength across the school, with most learners achieving expected Curriculum for Excellence levels over time. While small cohort sizes can result in year-on-year fluctuations, the current session reflects strong attainment, with 88% of P1 learners and 100% of both P4 and P7 learners achieving age and stage expectations.

3. Reading

- Reading attainment continues to be strong across the school, with most learners achieving expected Curriculum for Excellence levels over time. Whilst year-on-year percentages fluctuate due to the small size of cohorts, the overall trend remains positive. In 2025/26, 88% of P1 learners and 100% of both P4 and P7 learners achieved expected levels, reflecting strong attainment across the key benchmarking stages. This data suggests that learners are making appropriate progress in reading and are benefiting from consistent approaches to learning, teaching and targeted support.

4. Writing

- Writing attainment continues to be strong across the school, with most learners achieving expected Curriculum for Excellence levels over time. Writing has been the most variable area across the benchmarking stages over the five-year period. In 2025/26, 88% of P1 learners, 100% of P4 learners and 89% of P7 learners achieved expected levels in Writing. While these outcomes remain positive, the school recognises the importance of maintaining a strong focus on writing. Through continued collaboration with colleagues and the ongoing implementation of our Talk for Writing approach, we will continue to strengthen learners' confidence, skills and attainment in Writing across all stages.

Overall quality of learners' achievement

- Children continue to benefit from a wide range of opportunities by developing meaningful participation in the life and work of the school. Leadership opportunities including House Captains, Pupil Council, Rights Respecting Schools, Laudato Si' Group and Faith Focus Groups enable learners to influence school improvement, contribute to decision-making and develop as responsible citizens.
- All Primary 7 pupils successfully achieved the Pope Francis Faith Award, demonstrating their commitment to faith, service, leadership and social action within the school and wider community. This achievement reflects the school's strong values-based approach and commitment to developing young people as effective contributors and responsible citizens.
- The school continues to demonstrate a strong commitment to children's rights, with Gold Rights Respecting School status embedded across the school community. Learners confidently articulate their rights and responsibilities and consistently demonstrate respect, fairness and inclusion in their daily interactions. This was reflected additionally on Children's Day and when working with our cluster peers.
- Children benefit from a rich range of learning experiences that broaden their understanding of diversity, culture and the wider world. Educational visits, community partnerships and cultural experiences continue to enhance learning and support children to make meaningful connections beyond their local context.
- Almost all children continue to develop confidence, resilience and communication skills through leadership opportunities, assemblies, performances and community events. Their ability to present, collaborate and communicate effectively is regularly recognised by visitors, partners and families.
- All children in P1–P4 performed with confidence, enthusiasm and pride in the school pantomime, developing their skills in communication, creativity and teamwork whilst contributing to a highly successful whole-school production.
- Our partnership with Ayr Hospital Radio has provided learners with valuable opportunities to develop communication, reporting, interviewing and technical skills in authentic contexts. Through taking leading roles in planning, presenting and producing content, children have strengthened their confidence, teamwork and creativity while developing skills for learning, life and work.
- Participation in an increasing range of community partnerships has enhanced learners' wider achievement and leadership skills. Through meaningful engagement with parish, cluster and community initiatives, children are developing greater confidence, responsibility and awareness of their contribution to the wider community.

Equity for all learners

- The school uses Pupil Equity Funding (PEF) strategically to reduce the poverty-related attainment gap, with funding decisions informed by attainment, wellbeing and attendance data. Regular review and evaluation ensure resources are targeted effectively and remain responsive to the changing needs of learners and families.
- The school demonstrates a strong understanding of children and families who may be at risk of missing out. Supports ensure that equity remains central to planning and that learners are able to participate fully in the life and work of the school.

- The School Uniform Bank continues to provide practical support for families and promotes inclusion, dignity and equity across the school community. The Badge It initiative has further enhanced access to affordable uniform options, helping to reduce financial pressures while maintaining a strong sense of belonging.
- The provision of PE shirts for all pupils helps to remove potential barriers to participation, ensuring that every child can engage fully in physical education whilst promoting inclusion, school identity and readiness to participate.
- A consistent approach to pupil support continues to strengthen the delivery of evidence-informed interventions across the school. Targeted support is helping learners overcome barriers to learning and make positive progress in their attainment, wellbeing and engagement.
- Our partnership with the Teacher of the Deaf has enhanced awareness and understanding of deafness across the school community. Through a pupil-led presentation, learners developed a greater appreciation of the challenges associated with hearing impairment and the importance of inclusion. The pupil continues to feel valued and included, makes a significant contribution to the life and work of the school, and benefits from strong and positive parental engagement.
- Attendance is monitored closely, with early intervention and supportive engagement with families helping to address emerging concerns. This proactive approach supports improved learner engagement and helps minimise the impact of absence on attainment and achievement.
- All pupils are provided with access to swimming lessons as part of the curriculum, ensuring equitable opportunities to develop water safety skills, confidence and lifelong skills for health and wellbeing, regardless of individual circumstances.
- equitable access to essential life skills and promoting health, confidence, and water safety for every learner.

2.3 Learning and teaching and Assessment

Very Good

Learning and Engagement

- Our school values of faith, honesty, respect, responsibility and opportunity are evident throughout daily school life. These shared values underpin positive relationships and contribute to the welcoming and inclusive ethos that is recognised by pupils, staff, families and the wider community.
- Children speak positively about their school and demonstrate a strong sense of belonging within the community. They recognise the care, support and encouragement provided by staff as a key strength of the school, contributing to high levels of wellbeing and engagement.

Pupil Survey responses 2026: Of learners surveyed:

- * 100% feel school helps them to understand and respect people
- * 88% feels school helps them to lead a healthy lifestyle
- * 100% agree that the school gives them opportunities to take part in activities beyond the classroom
- * 68% feel the school listen to their views and 28% say they don't know
- * 88% feel staff help them to understand how they are progressing in their learning
- * 68% feel staff always/sometimes ask them what they want to learn and 25% feel not very often
- * 50 % feel work is hard enough, 25% some of the time
- * 83% feel they are encouraged to do the best they can
- * 70% feel they are happy with the quality of teaching in the school and 30% feel some of the time

- A nurturing and inclusive ethos remains at the heart of the school community. Almost all learners feel safe, respected and valued, enabling them to engage confidently in learning and develop positive relationships with their peers and adults.
- Learning experiences are carefully planned to meet the needs of all learners. Staff demonstrate a strong commitment to providing engaging and motivating learning opportunities that encourage curiosity, participation and achievement.
- Staff timetables have been carefully constructed to ensure good levels of support and boost. The three-class structure has highlighted capacity for high quality teaching and learning.
- Collaborative learning is embedded across the school, with pupils regularly working together to share ideas, solve problems and deepen their understanding. Learning walls are used effectively to support independence, reinforce key concepts and celebrate learning journeys.
- Curriculum Development Days enabled pupils to broaden their experiences, develop new skills and engage with learning in different contexts. These opportunities encouraged learners to embrace challenge and build confidence as successful learners.

- Senior pupils demonstrate increasing levels of independence and responsibility in their learning. They manage a broad range of learning experiences with confidence and are developing the skills required for a successful transition to secondary education.
- Younger learners continue to thrive within a high-quality play-based environment where purposeful play and structured learning are carefully balanced. This approach supports creativity, communication, confidence and early attainment.
- Play pedagogy is firmly embedded within the early years and continues to be thoughtfully extended across the school. As a result, learners are increasingly engaged, motivated and actively involved in their learning.
- Outdoor learning is a valued feature of school life, with pupils making regular use of the school forest and local environment. These experiences enrich learning across the curriculum while promoting wellbeing, resilience and a deeper connection with the natural world.
- A wide range of leadership and participation opportunities enables children to make meaningful contributions to both the school and wider community. Staff opted to lead learning that has included SAR, Adaptive Teaching, Numeracy, Assessment and School Values.

Quality of Teaching

- A strong culture of high-quality learning and teaching continues to support positive outcomes for learners. Staff know their learners well and use a range of approaches, including effective differentiation and targeted support, to ensure children experience success, make progress and are appropriately challenged.
- Collaborative working across the staff team has strengthened consistency in learning, teaching and assessment. Professional dialogue and shared planning have enhanced progression across the curriculum and supported smooth transitions for learners at all stages.
- Ongoing self-evaluation and quality assurance activities, including learning visits, classroom observations, peer observations and professional dialogue, have contributed to improving learning experiences and promoting continuous improvement across the school.
- Professional learning continues to have a positive impact on classroom practice. Staff have engaged in a broad range of CLPL opportunities linked to school priorities and individual professional interests, including Adaptive Teaching, SAR, Curriculum Design, Digital Leadership, Nurture and Health and Wellbeing. This has enhanced professional confidence and supported the introduction of approaches that are improving learner engagement and outcomes.

Adaptive Teaching SAL End of Year Report extract– Impact on Learners in St Cuthbert's

Impact on Learners - Learner Focus Groups

There has been a clear and significant improvement in learners' independence, understanding and use of adaptive strategies when comparing baseline and post-programme learner focus group comments.

Relationships are highly effective and consistent across the school. Almost all learners describe a welcoming, inclusive environment, noting "everyone is kind" and that "no one is left out." The majority feel well known by staff, with comments such as "every teacher shows an interest." A positive learning culture is evident where mistakes are normalised and increasingly valued as part of the learning process. All learners recognise that "everybody makes mistakes" and "It is ok because the teachers know that we make mistakes."

"teacher checks it... she comes round, she sees it, sees if it is correct and tells us or helps us."

"She can tell by our answers" and "calls our name to ask us questions"

"At the end of learning, we use our thumbs to show how we got on."

"In jotters we have compliment stamps and 3 things to improve."

"Check-ins and assessments are used to help my teacher get to know what I know and what I need to work on."

- The purposeful use of digital technologies continues to enhance learning across the curriculum. Access to resources through the local authority digital lending library has broadened learning experiences and supported the development of important digital skills, creativity and learner engagement.
- Children make a valuable contribution to the positive ethos of the school and take pride in representing their school community. Through leadership opportunities, assemblies and everyday interactions, they consistently demonstrate the values that underpin school life.
- Learning Intentions and Success Criteria are used effectively across the school to support learners in understanding the purpose of their learning and what success looks like. Staff use questioning, discussion and ongoing assessment strategies well to promote engagement and extend thinking.

- Engagement with the QMA Cluster Learning Toolkit continues to support professional growth and reflection. Building on the principles of *Power Up Your Pedagogy*, staff have further developed their understanding of effective learning and teaching approaches while strengthening collaborative practice across the cluster.
- Learners are increasingly able to talk confidently about their learning; explain the strategies they use and reflect on their progress. Carefully planned learning experiences and effective questioning are supporting children to develop higher-order thinking skills and a deeper understanding of their learning.

Effective use of assessment

- Assessment is planned progressively throughout the year, with a clear framework supporting consistency in practice and providing staff with agreed expectations. This helps ensure assessment evidence is gathered purposefully and used to inform planning and next steps in learning.
- Staff use assessment information effectively to identify priorities for improvement and implement targeted approaches to address identified needs. This reflective practice continues to support learning and teaching and positive outcomes for learners.
- A broad range of assessment evidence is gathered throughout the year, including observations, learner conversations, classwork, standardised assessments and professional judgement. This helps staff build a comprehensive picture of learner progress and achievement.
- Standardised assessment information, including GL Assessment and SNSA data, is considered alongside day-to-day assessment evidence to support tracking and monitoring. This supports professional judgement and helps ensure appropriate support and challenge for learners.
- The ongoing use of SAR Screeners and ORPH assessments has enhanced staff understanding of learner progress within SAR initiatives. These tools support early identification and help inform targeted intervention and next steps in learning.
- Regular attainment discussions between staff and the Head Teacher provide opportunities to review learner progress, consider attainment information and evaluate the impact of support strategies. This helps ensure support remains responsive to learners' needs.
- Baseline assessment information is used effectively to identify strengths, areas for development and potential barriers to learning. This enables staff to plan support that is appropriately matched to individual needs.
- Staff continue to review and refine assessment approaches to ensure they remain manageable, meaningful and closely linked to learning and teaching. This has supported greater consistency and confidence in assessment practice across the school.
- Assessment is embedded within everyday classroom practice, allowing staff to monitor learner progress regularly and adapt learning experiences where required to support engagement and achievement.
- The school's tracking processes support staff in identifying patterns and trends in attainment data. This information helps inform planning and ensures learners receive appropriate support and challenge.
- Moderation activities and professional dialogue continue to support a shared understanding of standards and expectations across the school. Collaborative working has increased confidence in teacher professional judgement and contributed to consistency in assessment practice.

Planning, tracking and monitoring

- Staff use a range of national, local and faith-based guidance to support curriculum planning. Resources such as South Ayrshire curricular frameworks, *This Is Our Faith* and *God's Loving Plan* help ensure learning experiences are progressive, relevant and reflective of the school's values and ethos.
- The SAR Lead continues to work collaboratively with the wider SAR team to support the effective tracking, recording and analysis of reading assessment information, ensuring learner progress is monitored consistently.
- A range of approaches are used to monitor learner progress, attainment and achievement. Learning walls, moderation activities and holistic assessment evidence support staff in developing a detailed understanding of individual learner journeys.
- The local authority tracker is used regularly to support the monitoring of attainment and progress. Staff contribute actively to this process, helping to identify emerging patterns and inform next steps in learning and targeted support.
- Regular professional discussions between the Head Teacher and staff focus on reviewing learner progress, considering assessment evidence and evaluating the impact of planned supports. These ongoing conversations help ensure learners' needs remain central to planning.
- Staff draw on a variety of data sources to monitor the progress of individual learners and identified groups, including those requiring additional support. This information is used to inform targeted interventions and responsive support strategies.
- A shared understanding of the four stages of progress continues to support learning, teaching and assessment across the school. Staff use this framework effectively to support progression, inform planning and maintain continuity in learners' experiences.

3.1 Ensuring wellbeing, equity and inclusion

Very Good

Wellbeing

- The revised Promoting Positive Behaviour Policy continues to support a positive, inclusive and respectful school environment. Recent restorative practice developments, informed by Educational Psychology support, have further strengthened staff approaches to promoting positive relationships and wellbeing.
- Our Support Assistant continues to engage fully in a range of local authority professional learning opportunities, enhancing her ability to provide effective support for individuals and groups across the school. Training in First Aid, anxiety and emotional regulation has further developed her skills and confidence in meeting learners' needs.
- Children report that they feel safe, respected and well supported in school. They have trusting relationships with staff and are confident that adults will listen to their concerns and provide appropriate support when needed..
- The use of Boxall Profiling continues to support the identification and monitoring of social and emotional needs. This information enables staff to plan targeted support and track progress over time for identified learners.
- Pastoral Notes, Support Plans and Action Plans provide a clear framework for monitoring and supporting individual learners. These approaches help staff identify barriers to learning and implement appropriate strategies that support wellbeing, engagement and achievement.
- Partnership working through the Family First model continues to support positive outcomes for children and families. Team Around the Family meetings provide valuable opportunities for collaborative planning, with the views of pupils, parents and staff informing decision-making and next steps.
- The Campus Breakfast Club remains an important support for many families, ensuring children begin the day settled, nourished and ready to learn. This provision continues to promote wellbeing, inclusion and equity across the school community.
- The school continues to work closely with Young Carers Trust Scotland and South Ayrshire colleagues to identify and support young carers and their families, ensuring they feel recognised, valued and supported.
- All identified young carers have participated in at least one Young Carer event this year and have been provided with opportunities to access a range of activities and support programmes during the summer break.
- Staff continue to demonstrate a strong understanding of The Promise and its relevance to daily practice. This supports a culture where relationships, wellbeing and inclusion are prioritised for all learners.
- Supporting care-experienced learners remains a key priority across the school. Staff work collaboratively to promote wellbeing, remove barriers to learning and ensure children feel safe, included and supported to achieve their potential.
- Regular drop-in opportunities with the Head Teacher and staff have strengthened relationships with parents and carers. These informal sessions have helped families feel welcomed, listened to and actively involved in the life of the school.

Fulfilment of statutory duties

- Keeping children safe remains central to the work of the school. Staff demonstrate a clear understanding of child protection responsibilities and engage regularly in professional learning to ensure practice remains up to date and responsive to the needs of learners.
- Ongoing professional learning has enhanced staff understanding of wellbeing, inclusion and children's rights. Training across areas including Child Protection, Signs of Safety, Rights Respecting Schools, Nurture, Mental Health First Aid and Adverse Childhood Experiences has strengthened staff confidence in supporting children and responding effectively to a range of needs.
- The school continues to meet its statutory responsibilities while delivering high-quality provision across key areas including Religious Education, Additional Support Needs and Health and Safety. This contributes to a learning environment where children are supported to achieve, participate and thrive.
- The values and principles of Rights Respecting Schools, GIRFEC and national safeguarding guidance are embedded throughout school life. These approaches support a culture of respect, inclusion and participation, where children feel listened to, valued and empowered. The school's Gold Rights Respecting Schools Award reflects this ongoing commitment.
- Staff make effective use of South Ayrshire's Staged Intervention Framework and SEEMiS wellbeing information to identify needs, monitor progress and plan appropriate support. This helps ensure interventions are responsive and matched to learners' individual circumstances.

- Promoting high levels of attendance continues to be a key focus across the school. Careful monitoring and positive engagement with families support the early identification of concerns and help remove barriers which may impact on attendance, participation and achievement.

Inclusion and equality

- Guided by the principles of the UNCRC, the school continues to foster a culture where diversity, inclusion and respect are highly valued. This commitment is evident across school life, ensuring that children and families feel welcomed, represented and fully included within the school community.
- Learners are developing an increasingly positive understanding of diversity and identity through opportunities to explore and celebrate different cultures, backgrounds and experiences. Family-supported presentations have enabled children to share aspects of their heritage and traditions, enriching learning and strengthening appreciation of the unique contributions made by all members of our community.
- Partnership working remains a significant strength of the school. Engagement with a wide range of agencies and community organisations enhances support for learners and families, enriches learning experiences and helps ensure barriers to participation are reduced wherever possible.
- The school continues to use Pupil Equity Funding thoughtfully and responsively to support children and families facing additional challenges. A combination of targeted interventions and responsive support has helped ensure learners can participate fully in school life and access opportunities to achieve success.
- Attainment and wellbeing information is reviewed regularly to identify patterns, monitor progress and inform targeted support. This ongoing analysis enables staff to respond to emerging needs and helps ensure that equity remains central to school improvement priorities.
- Practical and financial support continues to be provided for families where required, including access to uniforms, household essentials and food support. These measures help reduce barriers to learning and ensure that all children can participate fully in the life of the school.
- Thriving Communities has continued to make a valuable contribution to the campus, providing opportunities for families to access advice, support and wider services. This partnership has strengthened connections between home and school and contributed positively to family wellbeing and engagement.
- Effective partnership working with the Teacher of the Deaf has enhanced inclusive practice across the school. Through specialist support, staff have developed greater awareness and understanding of approaches that promote accessibility and inclusion. A pupil-led presentation further helped pupils understand the experiences and challenges associated with hearing impairment. The learner continues to be a confident and valued member of the school community, supported through strong collaboration between home, school and specialist services.

1.3 Leadership of change

Good

- Our vision, values and aims continue to provide a strong foundation for the life and work of the school. Developed in partnership with pupils, staff, parents and the wider community, they are reflected in daily practice and support a shared sense of purpose. Next session will see these updated by all stakeholder involvement.
- High expectations for learning, behaviour and achievement are evident across the school. Staff work together to support all learners to achieve their best and encourage children to take pride in their progress and successes.
- The Head Teacher continues to provide clear leadership, promoting improvement through a strong focus on inclusion, equity and positive outcomes for all learners.
- To further develop leadership capacity and professional knowledge, the Head Teacher has engaged in the Head Teacher Business Mentoring Programme, using this opportunity to reflect on practice and explore innovative approaches to leadership and school improvement.
- Staff and pupils regularly engage with *How Good Is Our School? (4th Edition)* to evaluate aspects of school life and identify areas for further development. This approach supports meaningful self-evaluation and encourages shared ownership of improvement priorities.
- The School Improvement Plan and Curriculum Rationale provide a clear framework for ongoing development. Both are informed by self-evaluation and help ensure that improvement priorities remain focused on the needs of learners and the school community.
- Partnership working and professional collaboration continue to be key strengths of the school. Staff work closely together, sharing responsibility for supporting learners' wellbeing, progress and achievement in line with the principles of Getting it Right for Every Child.
- Staff know their learners well and use this understanding to respond effectively to individual needs and circumstances. Collaborative working across the cluster has provided valuable opportunities to share practice, strengthen professional relationships and enhance learning and teaching experiences.

- Annual Professional Review and Development meetings continue to support meaningful professional learning. Staff are encouraged to identify development opportunities that align with both individual aspirations and school improvement priorities.
- Improvement priorities are clearly identified and communicated, providing a shared understanding of the school's direction and helping to ensure a consistent focus on improving outcomes for learners.
- Regular collegiate meetings and professional dialogue sessions provide valuable opportunities for staff to contribute to school improvement. Staff views are welcomed and considered, helping to foster a positive culture of teamwork, collaboration and shared responsibility.
- All staff can take on leadership opportunities and are encouraged to lead initiatives, share expertise and contribute to ongoing improvement. This collaborative approach continues to build leadership capacity and strengthen collective ownership of school priorities.

A recent Parent Survey reflected the following responses:

From those who took part in the survey (44% of families)

- * 50% strongly agree their child likes being in school and 50% agree
- * 80 % Strongly agree staff treat their child with respect
- * 90% Strongly agree that staff help their child to feel confident
- * 60% strongly agree that their child receives the help they need with 40% agreeing to this
- * 80% strongly agree that the school supports their child's emotional wellbeing
- * 80% strongly agree that their child is making good progress in their learning
- * 80% strongly agree that they receive helpful feedback about the progress their child is making in their learning
- * 70% strongly agree that they are happy with the quality of teaching and 30% agree with this
- * 100% strongly agree that the school is well led
- * 100% strongly agree that the school makes their child feel included and celebrates diversity
- * 90% strongly agree that they would recommend the school to other parents

What are the key priorities for improvement in 2025/26?

Priority 1: 2.3 Learning Teaching and Assessment:

- Improvement in literacy attainment, particularly in Writing
- Improvement in literacy attainment, particularly in Reading (South Ayrshire Reads phase 2)
- Improvement in Numeracy attainment – developing Thinking Classrooms

Priority 2: 2.2 Curriculum

- Curriculum Improvement Cycle
- Curriculum Design

Priority 3: 3.1 Ensuring Wellbeing, Equality and Inclusion:

- Promoting Gospel Values
- Leaders of Learning

Maintenance Agenda will be included.

What is the capacity for improvement?

The school is in a strong position to drive forward its improvement priorities this session, supported by significant capacity through the continued involvement of the local authority and Scottish Government. This support, combined with sustained positive attainment outcomes, provides confidence and assurance in the school's future direction.

Through our self-evaluation processes, we have identified key areas for improvement for the coming session and the ongoing development of our Curriculum Improvement Cycle. This cycle will serve as the central driver for school improvement, providing a coherent framework that threads through all improvement priorities and ensures a consistent focus on high-quality learning, teaching and curriculum design. Through this approach, we will continue to strengthen outcomes for all learners and ensure continuous improvement across the school.

We remain committed to improving children's readiness for learning by prioritising health and wellbeing and ensuring that children develop the knowledge, skills and attributes required to lead healthy, happy and successful lives. The opportunities provided by the Maybole Community Campus have created new experiences and enriched learning environments which continue to enhance positive outcomes for our children, families and staff.

With a dedicated staff team, meaningful engagement from all stakeholders and strong partnership working, we are confident that our school will remain at the heart of the community, responding effectively to the needs of our children and families while continually striving for excellence through our Curriculum Improvement Cycle.

