



St. John's Primary School

Standards and Quality Report 2026



WE ARE A UNICEF GOLD RIGHTS RESPECTING SCHOOL



**Children's rights are learned, understood
and lived in this school.**



Introduction

At St John's Primary School, we have a strong culture of partnership working, inclusion and continuous improvement. Effective collaboration with a range of partners ensures that children are well supported and appropriately challenged to achieve their full potential. A clear commitment to equality, diversity and inclusion is evident across the school, with children experiencing a respectful and inclusive ethos where differences are valued and barriers to learning are actively addressed. Learners benefit from a nurturing, safe and inclusive environment which promotes wellbeing and engagement, and supports them to develop as successful learners, confident individuals, responsible citizens and effective contributors. Our Catholic ethos underpins all aspects of our work and is reflected in positive relationships, shared values and a strong sense of community. Staff demonstrate a high level of professional commitment, engaging in leadership at all levels and maintaining a clear focus on improving outcomes. This is reflected in strong progress against identified priorities and individual improvement targets, resulting in children achieving well against their own personal targets.

Values

We are a diverse Catholic community with faith at the heart of all we do. Children and families are central to our work, with achievements celebrated and our shared values strengthened through prayer and reflection. Our mission is to work in partnership to provide a safe, respectful and inclusive environment for all. We ensure that every child benefits from rich and meaningful learning experiences which nurture creativity, independence and ambition, enabling them to thrive as confident, motivated learners.

We aim to deliver our school vision through our core values:

Compassion

- Cultivate empathy and kindness within the school community through promotion of the Gospel Values.
- Support pupils in developing strong interpersonal relationships.

Ambition

- Inspire pupils to set high goals and strive for excellence.
- Provide opportunities for pupils to explore their interests and talents.

Respect

- Dedication to promoting respectful behaviour to all individuals.
- Emphasise the importance of diversity in our school and ensuring that every member of our community is valued and respected.

Equality

- Creating an environment where every pupil can thrive regardless of the background.
- Ensure educators deliver inclusive teaching practices where all our students feel valued and supported.

Children's rights are central to the life and work of our school. These rights are explicitly taught, understood and lived out in daily practice, ensuring they are respected, protected and promoted across our community. Learners are supported to understand their rights and responsibilities through meaningful, real-life experiences. We value the active involvement of parents and carers in their child's education and recognise the important contribution they make in supporting children's learning and wellbeing.

Aims

In St. John's Primary our aim is to:

Place children at the centre of all our efforts:

- Focus on the individual needs and potential of each child.
- Prioritise children's well-being and development in all decisions and actions.

Celebrate children's achievements and encourage reflection through prayer:

- Recognise and celebrate academic, personal, and extra-curricular successes.
- Integrate opportunities for reflection and spiritual growth into daily routines.

Collaborate to create a safe, respectful, and inclusive environment:

- Foster a culture of mutual respect and safety for all children and staff.
- Implement policies and practices that promote inclusivity and equity.

Provide rich learning experiences that foster creativity, independence, and ambition:

- Design and deliver a diverse and engaging curriculum that inspires children.
- Encourage critical thinking and problem-solving and a love of lifelong learning.



Context of the school

St John's Primary is an open-plan school serving the parishes of St Margaret's, St Paul's and St Ann's. As the only denominational school in Ayr, the catchment area is extensive, including Coynton, Mossblown, Annbank, Alloway, Doonfoot, Tarbolton, and the town of Ayr. The school is on a single level, providing easy access for all members of the school community.

The current roll (June 26) is 230. Staffing for this session is 14.8 FTE including the Acting Head teacher, Acting DHT, Principal Teacher, a further Acting PT paid for through Pupil Equity Fund money and a pilot Pupil Support PT. The substantive Head Teacher returned in February 26. The FME is 72 children (31%) There are 72 children who receive the clothing grant which is also 31%. Children attend St. John's from all 10 SIMD in South Ayrshire however, 148 children (64%) live in SIMD 1 or 2. We have 125 children (54%) who have Staged Intervention in school to support progress. There is a consistent bi-lingual community with just over 23% (53) bi-lingual children from an ever-increasing range of countries. We are part of the Queen Margaret Academy Cluster with Sacred Heart in Girvan, St. Cuthbert's in Maybole, St. Ninian's in Prestwick and St. Patrick's in Troon.

Achievements

- Reading Schools Accreditation – June 25.
- Gold Rights Respecting School, second re-accreditation October 25.
- Almost all Primary 7 children achieved the Pope Francis Faith Award.
- 5-star Missio school – first primary school in Galloway Diocese to be given the award.
- Picture News Ambassador School Award (only school in South Ayrshire) Oct 25
- Equalities Conference - Faith & Equalities Groups picked to do one of three showcases Feb 26
- P7 pupil 3rd place level 4 South Ayrshire gymnastics competition March 26
- Girls' Football Team won Silver Cup at Riverside Arena Football Tournament May 26
- Winners of the Primary Cluster Relay for the 4th year in a row.

HMIE Inspection June 2018

Quality Indicator	Description	Grade
1.1	Self-Evaluation for Self-Improvement	Very Good
3.2	Raising Attainment and Achievement	Very Good

Attendance

2021 - 2022	2022 - 2023	2023 - 2024	2024 -2025	2025-2026
91.96%	91.24%	92.76%	93.78%	92.04%

Exclusions

2021 - 2022	2022 - 2023	2023 - 2024	2024 -2025	2025-2026
0	0	0	0	0

2025-2026 External Quality Assurance visits

- Nurture Fidelity Model monitoring visits.
- CIV Visit
- Fire Safety Audit
- Health and Safety Audit
- Care Experienced file Audit
- Quality Improvement Manager (QIM) visits.

Areas of strength identified from local authority inspection November 25

“All staff at St John’s Primary School contribute effectively to a nurturing, caring and inclusive ethos which permeates across the school. The school is calm, and children are courteous and mannerly. The school values of care, ambition, respect and equality (CARE), together with Children’s Rights and gospel values, are integral to this approach and recognise the diverse population within the school. Children, staff and parents feel there is a strong commitment to inclusivity and that diversity is celebrated. Parents feel welcomed and valued in school. There is a clear commitment within the school to create opportunities for children’s voices to be heard and actioned. Groups such as Faith in Action, Health, Digital Technologies, and Attendance all contribute to this. Children and parents speak very positively about the opportunities to inform next steps within the school with clear procedures in place to support this at all levels. The school community is very proud to have received Gold Accreditation within the Rights Respecting Schools programme for the third time.”

- Highly inclusive practice, which is recognised by all stakeholders.
- All staff know children well.
- Consistency of approaches to literacy, numeracy and wellbeing.
- Effective systems of tracking and monitoring which ensure resource is appropriately allocated.
- A clear and robust assessment pathway which gathers assessment information from across the curriculum for all children.
- Follow your own Friday approaches supporting children leading learning and ensuring meaningful pupil voice.
- Stakeholders feel valued and feel their voices are heard within the school.

Curriculum for Excellence levels

Reading

	P1 Early Secure or above	P4 First Secure or above	P7 Second Secure or above
2021 - 2022	88%	75%	84%
2022 - 2023	73 %	80 %	86%
2023-2024	87%	86%	98%
2024 - 2025	63%	83%	88%
2025 - 2026	63% (12/19)	73% (24/33)	87% (48/55)

Writing

	P1 Early Secure or above	P4 First Secure or above	P7 Second Secure or above
2021-2022	88%	71%	82%
2022 - 2023	71%	74%	78%
2023 - 2024	87%	89%	93%
2024 - 2025	54%	83%	88%
2025 - 2026	63% (12/19)	70% (23/33)	87% (48/55)

Listening and Talking

	P1 Early Secure or above	P4 First Secure or above	P7 Second Secure or above
2021-2022	88%	75%	87%
2022 - 2023	71%	8-%	81%
2023 - 2024	87%	93%	95%
2024 - 2025	67%	76%	91%
2025 - 2026	63% (12/19)	88% (29/33)	93% (51/55)

Numeracy

	P1 Early Secure or above	P4 First Secure or above	P7 Second Secure or above
2021-2022	87 %	75 %	84 %
2022 - 2023	79 %	80 %	84 %
2023-2024	94%	89%	93%
2024 - 2025	71%	83%	91%
2025 - 2026	63% (13/19)	88% (25/33)	89% (49/55)

Pupil Equity Funding spend for 2026 - 2027

- Additional staffing for nurture.
- 0.2 Support and development worker to support increased engagement of identified children.

- Acting PT post to support development of curriculum and individual pathways for children not on track.
- Additional teaching support for P3 class.
- School Assistant hours to support class-based interventions.
- Early Years Practitioner to continue supporting play-based approaches and readiness to learn.
- Investment in assessment resources, including B Squared and additional GL Assessments.

What key outcomes have we achieved?

School Priority 1: Learning, Teaching and Assessment.

Article 28: Your right to learn and go to school

NIF

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

HGIOS 4 QIs
1.2 Leadership of Learning
1.3 Leadership of Change
2.2 Curriculum
2.3 Learning, Teaching and Assessment
2.4 Personalised Support
2.5 Family Learning
3.1 Ensuring Wellbeing, Equality and Inclusion
3.2 Raising attainment and achievement

Adaptive Teaching

Priority: To strengthen our approaches to differentiation and adaptive teaching in our classrooms ensuring we meet the needs of ALL our learners.

- Learners experience more responsive and inclusive teaching, with approaches increasingly tailored to meet a wide range of needs, leading to improved engagement and participation.
- Most children demonstrate increased progress across learning due to more effective differentiation and adaptive teaching approaches.
- There is greater equity in outcomes, with targeted support enabling more learners to access and succeed within core learning.
- Learner feedback indicates improved confidence, independence, and understanding as teaching better reflects individual needs and next steps.
- Consistent approaches across the school have strengthened the quality of learning and teaching, resulting in improved attainment and experiences for children.

School Priority 2: Curriculum Review

Article 28: Every child has the right to go to school and learn.

Article 12: Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.

NIF

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Closing the attainment gap between the most and least disadvantaged children.

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1.2 Leadership of Learning
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Learner Agency

Priority/Aim: All stakeholders work collaboratively to develop a relevant and engaging curriculum which offers creativity, challenge and enjoyment.

- Learners demonstrate increased agency, contributing meaningfully to decisions about their learning, resulting in higher engagement and motivation.
- Pupil and parent feedback is consistently informing planning, leading to learning experiences that are more responsive, relevant, and inclusive.
- Staff collaboration across stages and departments has strengthened curriculum coherence, ensuring greater consistency and progression in learners' experiences.

- Learners benefit from a more relevant and connected curriculum, with clear links across learning, supporting deeper understanding.
- Improvements in literacy, numeracy, and health and wellbeing are evident across all curricular areas, supported by increased opportunities for interdisciplinary and skills-based learning.
- All learners experience inclusive, learner-centred approaches, supporting participation, confidence, and attainment.
- High-quality professional learning is impacting positively on teaching practice, contributing to improved outcomes for learners.

SAR

Priority: 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 [SAR Strategy 2023-2026](#).

- Strong leadership of reading has resulted in consistent, high-quality approaches to reading development across the school, improving learner outcomes.
- Collaboration with partner schools has enhanced staff practice, leading to increased consistency and greater confidence in delivering reading strategies.
- New staff are well-supported and equipped with the knowledge, skills, and resources required to deliver effective reading instruction, ensuring continuity in learners' experiences.
- Ongoing high-quality professional learning has strengthened teaching practice, positively impacting learners' progress in reading.
- Robust assessment approaches enable staff to track progress effectively and adapt teaching to meet learners' needs, supporting improved attainment.
- Increased parental engagement has enhanced partnerships in learning, with parents better able to support reading development at home, contributing to improved learner confidence and progress.

TfW

Priority: To continue to develop and embed the Talk for Writing approach to support the teaching of writing across the school.

- A consistent, high-quality approach to writing is evident across the school, with all staff supported through professional learning, resulting in improved learner confidence and attainment in writing.
- Engagement with authors and journalists has enhanced learners' motivation and enthusiasm for writing, leading to increased creativity and purpose in their work.
- Learners are increasingly able to reflect on and improve their writing through effective use of self, peer, and teacher feedback, resulting in higher-quality written outcomes.
- The use of assistive technology has increased accessibility and supported inclusion, enabling a wider range of learners to engage successfully and make progress in writing.

School Priority 3: Developing as a Community of Faith and Learning.

Article 14: Every child has the right to their own religion.

NIF Improvement in children and young people's health and wellbeing	HGIOS 4 QIs 1.2 Leadership of Learning 1.3 Leadership of Change 2.2 Curriculum 2.3 Learning, Teaching and Assessment 2.4 Personalised Support 2.5 Family Learning 3.1 Ensuring Wellbeing, Equality and Inclusion 3.2 Raising attainment and achievement
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Priority: Ensuring wellbeing, equality and inclusion.

- Learners are increasingly aware of their learning and next steps through shared targets, leading to improved ownership, confidence, and progress.
- Digital platforms and learning journals enable learners to share and celebrate their achievements with parents, strengthening home-school links and engagement.

- Increased opportunities for family learning have strengthened parental involvement, supporting children's confidence, wellbeing, and attainment.
- High levels of parental participation in school events and workshops have enhanced the school community and supported positive relationships.
- Removal of barriers, including childcare provision, has improved accessibility and participation for all families.
- Strong partnerships with the parish community have enhanced learners' understanding of faith and encouraged participation in shared celebrations.
- Learners demonstrate increased awareness of social justice and global citizenship through participation in faith-based pupil voice groups and cluster collaboration.
- Opportunities to lead assemblies and events have developed learners' confidence, leadership skills, and understanding of Gospel values.
- Staff engagement in professional learning and spiritual development has strengthened the delivery of Religious Education, resulting in more consistent and high-quality learning experiences.
- The implementation of updated RE planners and programmes has ensured a coherent and progressive approach, supporting learners' knowledge, understanding, and faith development.

Evaluation Summary

Quality Indicator	School Self Evaluation - Very good
1.3 Leadership of change	Developing a shared vision, values and aims relevant to the school and its community. • We have undertaken a structured review of our house system to ensure it reflects our shared values and is meaningful within our current school context. Through effective pupil participation, learners selected five new house saints which better represent the cultural identity and diversity of our community. This approach is now fully embedded, with staff, pupils and parents demonstrating a clear understanding of the rationale and the values underpinning this development. We have built on this by evolving Children's Day into "Culture Day", strengthening our inclusive ethos and providing meaningful opportunities to celebrate both individual identity and the diversity of our school community. • We have a clear and well-informed understanding of our social, economic and cultural context. Over time, we have identified significant changes in our context, including an increase in pupils residing within SIMD 1–3 and a notable growth in cultural diversity. We use this understanding effectively to ensure our vision, values and aims remain relevant and responsive to the needs of our community. • Our shared understanding of context informs our strategic planning and decision-making, including the identification of priorities and the targeted allocation of resources such as Pupil Equity Funding (PEF). This ensures our approaches are coherent, inclusive and focused on improving outcomes for all learners. • Through carefully targeted interventions and robust monitoring and evaluation processes, we use PEF effectively to address identified barriers to learning. Our evidence demonstrates measurable progress in relation to intended outcomes, reflecting our ongoing commitment to equity and continuous improvement. Strategic planning for continuous improvement • We take a strategic and responsive approach to improvement, with targeted use of Pupil Equity Funding (PEF) strengthening both our leadership capacity and the impact of our interventions. Our leadership team works collaboratively, with clearly defined roles and responsibilities which support coherent planning and ensure continuity. Changes in leadership have been managed effectively, maintaining clear strategic direction and consistency in our improvement priorities.

- We actively engage with parents, pupils and staff to inform our work. We gather views through surveys and focus groups and ensure feedback is used meaningfully to shape school priorities and approaches. We communicate progress regularly through newsletters, curriculum events, Parent Council and Rights Respecting steering group, and assemblies. This openness supports shared understanding, builds confidence and promotes collective ownership of improvement.
- We place a strong emphasis on leadership development at all levels. Through the Professional Review and Development (PRD) process, we identify leadership potential and provide targeted support and professional learning opportunities. An annual confidential staff questionnaire helps us understand leadership aspirations and sustain capacity for improvement. Staff engage in a range of opportunities, including working groups and professional learning at school, cluster, authority and national level.
- We have strengthened our approaches to self-evaluation through collaborative working. Cluster engagement and trio observations support professional dialogue, enabling staff to reflect on the quality of learning and teaching and to improve how learning is shared with pupils. Staff feedback indicates increased confidence in these approaches and a stronger focus on supporting learners to understand success.
- We use a range of self-evaluation frameworks to support continuous improvement. Staff and pupils engage with national guidance to evaluate our work and its impact on attainment and achievement. Pupil voice is well developed, with learners contributing to evaluation and identifying areas for improvement. This informs the development of our improvement priorities and next steps.
- We regularly gather and analyse stakeholder views throughout the session to evaluate the impact of our work. This ongoing cycle of evidence gathering, reflection and action ensure we remain responsive to the needs of our community and focused on achieving continuous improvement.

Implementing improvement and change

- We have established clear roles and responsibilities across the senior leadership team and staff, aligned to identified improvement priorities. In the latter months of the session, we also introduced teacher workstreams supporting change initiatives. This clarity supports accountability and ensures a coherent approach to implementing change, with a strong focus on improving outcomes for learners.
- We have strengthened our approaches to monitoring and evaluating improvement. Robust systems, including the introduction of a whole-school tracking approach, support us to assess the impact of interventions more effectively. This has improved our ability to identify progress, respond to need and ensure that change is leading to positive outcomes.
- Meta-skills are becoming increasingly embedded across learning experiences both within the classroom and beyond. Most learners demonstrate greater confidence in applying skills such as collaboration, critical thinking and self-regulation across a range of contexts
- We have successfully implemented play pedagogy across Primary 1 and 2, extending understanding into Primary 3. Aspects are also being trialled at 2nd level. This has broadened the range of learning experiences available to pupils. Evidence from pupil feedback demonstrates that most learners are developing important skills in communication, collaboration and creativity as a result of this approach.
- We have embedded consistent approaches to digital literacy across all stages, ensuring progression and continuity in key areas such as reading and spelling. This has contributed to improved attainment in literacy and greater consistency in learners' experiences.
- We have continued to strengthen our approach to attendance through clear systems and shared expectations with staff and families. While overall attendance has dipped slightly this year for the first time in three years, largely due to a small number of families with persistent absence and an increase in unauthorised holidays, we have made strong progress in how we respond to and support attendance concerns. Engagement with identified families has improved significantly, with attendance

	now embedded within staged interventions to ensure a more holistic and sustainable approach to tracking and support. Relationships with families have been strengthened through regular communication, including more effective use of digital platforms. Our pupil attendance voice group has also driven new initiatives, maintaining our “Strive for 95%” message while targeting specific areas such as late arrivals and early collections through their “Be here, stay here, thrive here” campaign. • We have further developed pupil participation through well-established Pupil Voice groups. These groups are clearly structured and linked to national and global frameworks, supporting learners to contribute meaningfully to school improvement. Pupils take increasing responsibility for planning, leading and evaluating initiatives, and are beginning to reflect on the skills they are developing through this work. • Through their involvement in whole-school events, including Culture Day and wider community celebrations, pupils take on leadership roles and contribute to the life and ethos of the school. This provides meaningful opportunities for learners to apply their skills in real contexts and strengthens their sense of belonging and inclusion.
Quality Indicator	School self-evaluation – good
2.3 Learning, teaching and assessment	Learning and engagement • Evidence from classroom observations demonstrates that the majority of learners are motivated, engaged and sustain focus across a range of learning experiences. We use a combination of observations and stakeholder feedback to evaluate the quality of engagement and relationships across the school. Learners in P4–P7 have contributed to surveys designed around the Lundy Model of Participation, supporting meaningful involvement in decision-making and strengthening their understanding of their rights and responsibilities. • We have created a positive environment where learners feel their views are valued and influence change. Pupils report that they are listened to and that their opinions are taken seriously. This contributes to a strong sense of belonging and supports respectful relationships across the school community. • We continue to embed play pedagogy across the infant stages and are extending this approach more widely across the school. This has led to increased learner engagement and improved outcomes for most children. Learning environments are becoming increasingly rich and responsive, supporting the development of Learner Agency and independence. • We use digital technology effectively to support inclusive practice and meet the diverse needs of our learners. Staff are increasingly confident in promoting the use of assistive technologies, including speech-to-text, immersive readers and scanning tools, to support accessibility. Most learners using digital devices work independently, demonstrating increased confidence and autonomy in their learning. Quality of teaching • In the majority of classes, learning intentions and success criteria are shared and, where appropriate, co-constructed with learners. This supports clarity of purpose and helps most pupils to understand what they are learning and how they will be successful. Plenary sessions and feedback opportunities are regularly used to consolidate learning and reflect on progress. • Across most classrooms, we promote a positive learning climate characterised by high expectations, supportive relationships and a shared commitment to achievement. Learners are well supported and encouraged to achieve their best, reflecting a strong culture of aspiration across the school. • We demonstrate a consistent focus on meeting the needs of all learners. Where areas for development are identified through observation and monitoring, we respond proactively through approaches such as team teaching and targeted mentoring. This has led to improvements in the quality and consistency of learning and teaching.

- In the majority of classes, high-quality feedback supports learners to understand their progress and identify clear next steps. This is helping most pupils to take greater ownership of their learning and make informed improvements.
- Career-Long Professional Learning is impacting positively on classroom practice. We are seeing increased consistency and confidence in approaches such as self-assessment and reflection (SAR) and Talk for Writing. This is contributing to improved quality of teaching and more effective learning experiences for pupils.
- Learners benefit from a range of well-planned learning experiences, including independent, collaborative and peer-supported activities. Opportunities such as cross-stage learning, Pupil Voice groups and electives support wider achievement and promote learner agency. New approaches, including “Follow Your Own Friday”, are beginning to strengthen independence and pupil choice.
- Digital technologies are used effectively across the school to enhance learning. Both staff and pupils demonstrate increasing confidence in using a range of digital tools to support engagement, accessibility and progression.
- We have embedded a range of universal supports, including Accelerated Reader, myON, Sumdog, ReadingWise and the Concrete-Pictorial-Abstract (CPA) approach. These are supporting staff to provide appropriate support and challenge, resulting in improved learner engagement and more consistent progress across the school.

Effective use of assessment

- We have strengthened our approaches to assessment, with an increased range and frequency of assessments in literacy, numeracy and health and wellbeing. This is supporting staff to identify gaps in learning more effectively and plan timely, targeted interventions. We make effective use of a range of assessment evidence, including standardised, diagnostic and formative approaches, to build a comprehensive profile of learner progress.
- We support staff well to interpret data and use it to inform next steps. Regular professional dialogue and senior leadership team-led data analysis sessions are improving staff confidence in using assessment information to plan appropriate learning, teaching and intervention. The introduction of BSquared is enhancing our ability to track and plan for learners requiring highly individualised pathways. Staff are increasingly confident in using this to inform precise targets and next steps.
- We have further strengthened our use of standardised assessment data, including the expanded use of GL assessments, to support more robust tracking over time. This is providing more reliable evidence to support professional judgement and inform strategic decision-making.
- Almost all staff know their learners well and use assessment information effectively to provide appropriate support and challenge. Most children can identify their strengths and next steps, supporting increased ownership of their learning.
- We provide clear and helpful information to parents about their child’s progress. High-quality reporting and well-structured opportunities for dialogue ensure that families are well informed and able to support learning. Targeted opportunities for pupils within staged intervention processes support more focused and personalised target setting.
- Overall, our assessment information is valid, reliable and increasingly used consistently across the school. It is informed by a range of evidence, including professional judgement, and is supporting improved consistency, better-targeted support and more accurate identification of attainment and achievement.

Planning, tracking and monitoring.

- We ensure increasing consistency in learning, teaching and assessment through agreed approaches to planning and progression. All staff make effective use of curricular frameworks and shared planning tools across the curriculum, including

	religious education. This supports a coherent learner journey and greater consistency in expectations across stages. • We are strengthening our approaches to tracking and monitoring attainment. Senior leaders and staff are increasingly confident in using our attainment tracker to support professional dialogue about pupil and cohort progress. This is improving the quality of discussions and supporting more informed decision-making. • Most staff use assessment information well to monitor progress over time. Regular analysis of data enables us to identify trends, respond to emerging needs and plan targeted interventions. This is contributing to improved outcomes for learners and more timely support. • We have embedded a systematic approach to monitoring across the school through our cluster tracking and monitoring framework. This includes learning visits, observations, pupil focus groups and scrutiny of learners' work. These approaches are strengthening professional dialogue, providing a clearer understanding of standards and supporting more consistent judgements. • Moderation practices are well developed. Most staff regularly engage in professional dialogue within and across stages to review learners' work, including staged intervention planning. Constructive feedback from colleagues and support staff, including the Pupil Support Co-ordinator, is helping to improve the quality and consistency of planning and assessment. • We continue to strengthen shared understanding of standards through collaborative working. Staff engage in peer observations, trio working and cluster moderation activities. Newly qualified teachers are well supported through opportunities to observe practice and engage in professional dialogue. This is building confidence and supporting greater consistency in high-quality learning and teaching across the school. • Increasingly, the majority of staff use moderation and collaboration beyond the school to validate professional judgement. Recent work with colleagues beyond the cluster is beginning to enhance confidence in assessment decisions and support a more consistent approach to evaluating progress and achievement.
Quality Indicator	School self-evaluation – Very good
3.1 Ensuring wellbeing, equity and inclusion	Wellbeing • We demonstrate a strong and sustained commitment to wellbeing, equality and inclusion across our school community. This is evidenced through our successful achievement of Gold reaccreditation for the second time, reflecting the high priority we place on creating a nurturing, inclusive and supportive environment for all learners. Our approaches are well embedded and understood by staff, pupils and partners. • We have created a highly inclusive ethos where children feel safe, respected and valued. Positive relationships are a clear strength, and most learners demonstrate empathy, confidence and a strong sense of belonging. Our values are evident in daily practice and underpin all aspects of school life. • We take a proactive and responsive approach to supporting wellbeing. Staff know their learners very well and use this understanding to provide appropriate and timely support. Targeted interventions and universal approaches are well planned and increasingly effective in meeting a wide range of needs. • Learners have a clear understanding of their rights and responsibilities and are supported to contribute meaningfully to the life of the school. Our work in this area is strengthening pupil voice and participation, with children increasingly able to influence decisions which affect them. • We engage effectively with families and partners to support wellbeing and inclusion. Communication is clear and supportive, enabling parents and carers to feel confident in how we meet the needs of their children. • Overall, our strong focus on wellbeing and inclusion is having a positive impact on learners' engagement, readiness to learn and overall outcomes, demonstrating sustained improvement and a well-embedded culture of care and respect.

Fulfilment of statutory duties

- We take a proactive and rigorous approach to meeting our statutory duties and national expectations. We fully comply with all relevant legislation and guidance, including professional registration, curriculum entitlements, additional support for learning, child protection and health and safety. These requirements are well understood by staff and are consistently embedded in practice, ensuring a safe, supportive and high-quality learning environment for all learners.
- Our policies are coherent, up-to-date and clearly aligned to national frameworks, including rights-based approaches, wellbeing indicators and faith-based values. These policies actively promote our inclusive ethos and are reflected in the lived experiences of our learners. As a result, children demonstrate a growing understanding of values such as respect, equity and responsibility.
- We have robust and well-embedded approaches to identifying and supporting additional support needs. We use staged intervention processes effectively to set clear, measurable and trackable targets for individual learners. The use of diagnostic tools, including Boxall profiling, supports staff to accurately identify needs and plan targeted interventions. Most children engaged in targeted support make measurable progress over time, demonstrating improvements in social, emotional and learning outcomes.
- Staff work collaboratively to review and refine support plans, ensuring interventions remain responsive and impactful. Regular tracking and review enable us to monitor progress closely and adjust support where required. This contributes to improved inclusion and more positive outcomes for targeted learners.
- We have strengthened our approach to attendance through clear systems, shared expectations and targeted support. Staff and families have a strong understanding of the importance of attendance, and our approaches are increasingly consistent and sustainable. Most pupils on attendance monitoring have improved attendance levels compared to previous session. Most children are above 85% attendance. Majority of children are above 90% attendance.

Inclusion and equality

- We are a highly inclusive learning community where diversity is recognised, valued and actively celebrated. The wide range of social, cultural and additional support needs represented across the school is reflected purposefully in our ethos, curriculum and systems. Our newly introduced House system has been carefully designed to better represent the lived experiences of our children, strengthening their sense of belonging, identity and participation across the life of the school.
- The Senior Leadership Team sets clear, ambitious and measurable targets to improve outcomes for all learners, particularly those requiring additional support. Staff implement a range of targeted, evidence-informed interventions including Sport, Play and Digital Nurture, LIAM, Seasons for Growth, and Drawing & Talking. Our work is aligned to the Authority's Nurture Fidelity Model, with trained nurture staff leading provision for identified learners. Robust tracking, monitoring and evaluation ensure that interventions are responsive and result in improved wellbeing, engagement and readiness to learn. Inclusion is further strengthened through collaborative staff working groups which focus on key aspects of equality, diversity and additional support needs. These groups are building collective staff knowledge, confidence and consistency of practice, ensuring a shared understanding of inclusive pedagogy and approaches to meeting learners' needs. This is leading to more responsive, needs-led provision across classes and stages.
- All staff deliver a progressive and coherent programme of equality and diversity education from Primary 1 to Primary 7. This supports children to develop respect, empathy and a strong understanding of fairness and inclusion. As a result, pupils demonstrate increasing confidence in discussing diversity and show positive attitudes towards difference within the school and wider community.

Quality Indicator	School self-evaluation – Good
3.2 Raising attainment and achievement	Attainment in Literacy and Numeracy • Data from 19.06.26 states. The majority of children at Primary 1 are making very good progress in Listening and Talking, Reading, Writing and Numeracy. In Primary 4 the majority of children are making good progress in reading and writing, and most children are making in numeracy and listening and talking. In Primary 7 most children are making good progress in reading and writing and almost all children in listening and talking and numeracy. • Moderation activities and Tracking meetings with the SLT have ensured that professional judgements are robust. Particular attention is paid to children not on track. • Children across a range of cohorts, such as children who require additional support with their learning, care experienced children and children from different socio-economic backgrounds, continue to be supported very effectively and the majority are making appropriate progress. • Children working on Early level are making good progress through their own personal targets and tracked effectively using BSquared. • Children in P2, P3, P5, and P6 are making good progress in Literacy and Numeracy. Attainment over time • There is a changing and increasingly complex profile of need across the school. A growing proportion of pupils (144 of 230) now live in SIMD quintile 1, highlighting increasing levels of deprivation and impact on learners' starting points. • ASN has risen significantly in both number and complexity. Pupils with at least one ASN have increased from 43 to 57, while those with two or more ASN have more than doubled from 11 to 25. Most notably, pupils with three or more ASN have risen sharply from 7 (7%) to 44 (35%), despite a falling school roll. • The school's demographic has also diversified, with EAL learners now representing a wider range of nationalities other than mainland Europe. There has been a notable increase in pupils of African heritage (2.8% to 8.6%) since 2022 and rises in Asian Pakistani and Asian Indian groups. Overall, the data reflects increasing deprivation, greater complexity of need, and significant demographic change. • The whole school tracking system ensures that we can track progress of each individual child over the 7 years. It also allows us to easily gather data on cohorts of children such as EAL, Care Experienced etc. • We gather data on Reading, Writing, Listening and Talking and Numeracy over several years from a range of sources. We use this data to identify children who are not making appropriate progress and to assess and identify strategies to improve attainment. • Tracking meetings between teachers and the head teacher are held each term and have a focus on children's progress across their learning. Teachers are aware of the socio-economic background, additional support needs, or any other potential barrier to attainment and take steps to ensure children supported. • SLT effectively use BGE toolkit to track and monitor children's progress over time and are aware that National Assessments can create anomalies in data trends. • Most children who are currently or have previously been care experienced are achieving expected levels in Numeracy, with the majority also on track to achieve expected levels in Literacy. • Thirteen EAL pupils are currently supported across six languages, with 92.5% of the cohort working at the appropriate level. 17% are new to English. A minority of the cohort present with additional barriers to learning, with 17% having current or previous support (e.g. dyslexia screening/visual stress, SLT input) and a further 7.5% being monitored for potential additional support needs.

Achievements

- Class achievements recognised and acknowledged within their classroom environment.
- Achievements are recognised through certificates and celebrated in assemblies, with successes shared with families via our Parent Council Facebook page and our online platform, Learning Journals. Learning Journals now provide a two-way communication tool, enabling parents to engage with learning and share achievements from home.
- All children who participated in the Pope Francis Faith Award have achieved the award with 5 children achieving a special Merit award for contributions to their school and Parish community.
- Our Sports teams have represented the school at some South Ayrshire Thriving Communities events.
- All pupils across P1 perform in the Nativity in our local Parish church.
- All pupils in P2/3 perform in a summer show in our local Parish church.
- All pupils in P4-7 perform in a show at Easter in our local Parish church.
- All pupils participated in Children's Day – One Family Around the World followed by sporting events led by our Faith & Equalities Pupil Voice Group.
- We were the 1st school in our diocese to receive the Missio 5-star award in Galloway Diocese.
- Pupils in P5 completed a swimming block at the local pool.
- All pupils in Primary 2-7 participate in weekly Pupil Voice Groups.
- All pupils in P1-7 have had regular opportunities to visit our local library.
- P4-P7 pupils participated in dance routines during our school show led by our EYP.
- A P7 pupil competed in the South Ayrshire gymnastics competition representing the school and achieved 3rd place and received a medal for both floor and vault.
- Pupils participated in Basketball Festival.
- Pupils participated in Tennis Festival supported/trained by Active Schools.
- P7 pupils won the Cluster Relay event.
- Both girls' and boys' football teams participated in the Somerset Football Tournament.

Equity for all learners.

- The school has received significant pupil equity funding (PEF) targeting the use of this money as identified by the Scottish Government to support closing the poverty related attainment gap.
- At St. John's we ensure that there is no additional cost to the school day, and the school provides funding for all buses, day trips and visits to events.
- All children in P1-P7 attended the pantomime funded by our Parent Council.
- Sports Day held at Riverside Campus free of charge for North Ayr schools. Although due to the weather this session only P6/7 held there.
- All Residential trips subsidised in P7.
- All P7 Leavers hoodies gifted from the Parent Council.
- All pupils in P1 and P7 received a school photograph funded by the Parent Council. P1 children also received a school tie.
- All P1-P5 pupils are entitled to free school meals.
- All children have access to a free Breakfast Club from 8.20am and the majority of children in the school access this throughout the week.
- All children have access to Ayr United after school club from 3pm-5.30pm and the majority access this over the 2 available days. This is free for parents.
- All children have had the opportunity to take part in an extra-curricular after school activity e.g. multi-sports at no cost. Children in SIMD 1 and 2 or in receipt of free school meals have priority.

	• All pupils in P7 attended a Careers Fair held by Ayr Rotary Club at Ayr Town Hall. • Saint Vincent De Paul provided funding towards our Seasonal activities, school meals (P6&P7), transport costs for vulnerable families, clothing to support some infant families as required and our P7 Residential trip to Dolphin House. • St. Margaret's Parish also provided funding to support the Residential trip. • All pupils who attend school by taxi were given an opportunity to attend the Summer Fayre before leaving school. • All P6 Children completed their PFFA Community projects where they raise money and awareness of local charities to support their community and parish. • All Primary 7 children completed their Pope Francis Faith Award Legacy Project where they raise money and make a positive difference to their school.
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What are the key priorities for improvement in 2026/27

Priority 1 - South Ayrshire Reads (SAR) Year 4

Priority 2 - Learning teaching and assessment

Priority 3 - Improving Our Curriculum

Priority 4 - Developing in Faith - Promoting Gospel Values - Cluster

Priority 5 - Improvement in children and young people's health and wellbeing.

Priority 1 – SAR – Year 4 embedding

- Strengthen leadership of reading across the school by reviewing and refining the role of the Reading Leader to build capacity, sustain improvement and support staff, pupils and families.
- Improve attainment in reading, with a clear focus on raising overall attainment and reducing the poverty-related attainment gap through consistent, high-quality teaching approaches.
- Embed a consistent, evidence-informed reading curriculum grounded in the Science of Reading, with a focus on word recognition, fluency and language comprehension, including effective support for learners with additional support needs.
- Develop staff expertise through high-quality professional learning and collaboration, including CLPL, peer visits, coaching and engagement in authority-led programmes to build collective efficacy.
- Ensure consistent use of assessment and data to monitor progress, inform targeted interventions and evaluate the impact of improvements in reading attainment and confidence.
- Strengthen family learning and engagement by supporting parents to play an active role in developing children's reading skills through workshops, resources and school-led initiatives.

Priority 2 – Learning teaching and assessment

Writing (P4/5 – CYPIC focus):

- Improve attainment in writing through consistent implementation of CYPIC approaches, ensuring clear progression, high-quality learning and teaching, and measurable improvement over time.
- Increase staff confidence and consistency in teaching writing through targeted CLPL, moderation, professional dialogue and use of shared exemplification.
- Reduce attainment gaps in writing by providing targeted support and inclusive strategies for identified learners, ensuring improved outcomes for all.

Play Pedagogy (P1–P3):

- Embed high-quality play pedagogy approaches across early level to improve learning experiences, engagement and progression in literacy and numeracy.
- Increase staff confidence and understanding of play-based learning through professional learning, collaboration and evaluation of practice.
- Improve early level attainment by using effective observation, assessment and child-centred planning to support progress and achievement.

Priority 3 – Improving Our Curriculum

- Increase staff understanding of Scotland's Curriculum Improvement Cycle (CIC), ensuring clarity around key terminology, purpose and national direction of curriculum reform.

- Strengthen curriculum leadership capacity by identifying and developing a curriculum lead to support implementation and ensure alignment with authority-wide developments.
- Build staff confidence and readiness for curriculum reform through planned, high-quality CLPL, ensuring all staff can articulate the rationale, timeline and implications for practice.
- Establish clear, consistent communication across the school community, ensuring staff, parents and stakeholders are well informed and supported during the transition.
- Develop staff understanding of a concept-based curriculum, including the application of the Know–Do–Understand model and engagement with ‘A Curriculum of Hope’.
- Promote professional engagement with curriculum change through access to authority resources, conferences and collaborative learning, supporting a coherent and confident approach to implementation.

Priority 4 – Promoting Gospel Values

- Strengthen understanding and application of Gospel values. The RERC programme will enable learners to understand Gospel values and apply them meaningfully in their daily lives.
- Embed Gospel values across school policy and practice. Key school policies and approaches (including behaviour and relationships) will explicitly reflect and promote Gospel values.
- Enhance staff confidence and quality of RERC delivery. Most staff, including probationers, will demonstrate increased confidence in delivering high-quality RERC, including Sacramental preparation, supported through CLPL.
- Promote positive behaviour and wellbeing through inclusive approaches. Restorative practice and inclusive strategies will be consistently applied, leading to improved pupil wellbeing, reduced bullying incidents, and more positive learner feedback.
- Develop ecumenical partnerships and community engagement. Sustainable partnerships with local Christian denominations will be established, with regular engagement, joint activities, and community projects enhancing the school’s ethos.
- Advance inter-faith understanding and respect for diversity - All learners will engage in meaningful inter-faith learning, with staff confidently delivering other world religions and promoting respect for different beliefs and cultures across the school.

Priority 5 - Improvement in children and young people’s health and wellbeing.

- Continue developing the Nurture Fidelity Model approach whilst continuing bespoke nurture groups.
- Further embed whole school approach to Zones of Regulation.
- Nurture teacher to carry out Seasons for Growth sessions.
- Continue to develop procedures linked to supporting improved attendance in school and utilising creative campaigns.
- Continue to offer children additional opportunities to engage in healthy activities and sports within the school and beyond linking with Active Schools and local groups including Ayr United.

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What is the capacity for improvement?

The Head Teacher has now returned from a two-year secondment with His Majesty’s Inspectors and is well placed to continue driving forward school improvement. During this period, leadership capacity across the school has been further strengthened, with the Depute Head Teacher holding the Head Teacher qualification and a Principal Teacher having commenced this qualification.

All staff demonstrate leadership through their roles as Leaders of Learning, contributing to a strong, collaborative ethos across the school. This collective leadership approach was recognised during a recent positive local authority quality assurance visit.

Robust systems are in place to monitor and evaluate the impact of change, ensuring a clear and sustained focus on improving teaching and learning and securing the best possible outcomes for all learners. The leadership team is cohesive and highly effective, with strong capacity across senior leaders, class teachers and support staff to continue delivering ongoing improvement.