

22 April 2026

To:- **Councillors Connolly (Chair), Clark, Cullen, Davis, Grant, Hunter, Kilbride and Shields.**

All other Members for INFORMATION ONLY

Educational Representatives – Mr. McGuire, Pastor Gall, Rev. Gemmell, Ms. Bell, Mr. Laird and Pupil Representatives K. Nelson and D. Griffiths.

Dear Councillor

CABINET

You are requested to participate in a meeting of the Cabinet to be held **on Tuesday, 28 April 2026 at 10.00 a.m.** for the purpose of considering the undernoted business.

This meeting will be held in the Girvan Committee Room, County Buildings, Ayr on a hybrid basis for Elected Members and will be available to view at <https://south-ayrshire.public-i.tv/> following the meeting.

Yours sincerely

CATRIONA CAVES
Chief Governance Officer

B U S I N E S S

1. Declarations of Interest.
2. Minutes of previous meeting of 17 March 2026 (copy herewith).
3. Decision Log -
 - (a) Overdue Actions – *none*;
 - (b) Actions Listed with Revised Dates – for approval (copy herewith);
and
 - (c) Recently Completed Actions (copy herewith).

4. Education and Lifelong Learning

- (a) Educational Services Performance Update – Submit report by the Director of Education (copy herewith).
- (b) Inspection of Coylton Primary School and Early Years Centre: Education Scotland Report – Submit report by the Director of Education (copy herewith).
- (c) Inspection of Dundonald Primary School and Early Years Centre: Education Scotland Report – Submit report by the Director of Education (copy herewith).
- (d) Inspection of Symington Primary School and Early Years Centre: Education Scotland Report – Submit report by the Director of Education (copy herewith).

5. Commercial/Operational Services

- (a) Road Improvement Plan 2026/27 – Submit report by the Depute Chief Executive and Director of Housing, Operations and Development (copy herewith).

6. Economy and Strategy/Commercial/Operational Services/Housing and Property Services

- (a) **Ayrshire Growth Deal (AGD) – Shaw Farm Road, Prestwick (Prestwick Proposition – Company X and Company Y) – Submit report by the Depute Chief Executive and Director of Housing, Operations and Development (Members Only).**
- (b) **Ayrshire Growth Deal (AGD) – Shaw Farm, Prestwick, KA9 2RQ (Prestwick Proposition – Ryanair) – Submit report by the Depute Chief Executive and Director of Housing, Operations and Development (Members Only).**

7. Consideration of Disclosure of Above Confidential Reports.

For more information on any of the items on this agenda, please telephone Kayley Hancox, Committee Services on at 01292 612724, at Wellington Square, Ayr or e-mail: committee.services@south-ayrshire.gov.uk
www.south-ayrshire.gov.uk

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CABINET

Minutes of a hybrid webcast meeting on 17 March 2026 at 10.00 a.m.

Present
in County Councillors Alec Clark (Chair), Ian Davis, Hugh Hunter, and Bob Shields.
Hall:

Apologies: Councillors Brian Connolly; Chris Cullen; William Grant and Martin Kilbride.

Attending
in County
Hall: S. Penman, Chief Executive; K. Braidwood, Depute Chief Executive and Director of Housing, Operations and Development; J. Bradley, Director of Communities and Transformation; M. Inglis, Director of Health and Social Care Partnership; C. Caves, Chief Governance Officer; K. Anderson, Assistant Director - Corporate Policy, Strategy and Performance; J Tait, Assistant Director – Communities; A. Pinkerton, Trauma Informed Practice Officer; D. Alexander, Service Lead – Procurement; A. Steven, Co-ordinator – Democratic Services and Cody McCallum, Clerical Assistant.

Opening Remarks.

The Chair took the sederunt, confirmed to Members the procedures to conduct this meeting and advised that the meeting was being broadcast live.

1. Declarations of Interest.

There were no declarations of interest by Members of the Cabinet in terms of Council Standing Order No. 17 and the Councillors' Code of Conduct.

2. Minutes of previous meeting.

The minutes of 17 February 2026 ([issued](#)) were submitted and approved.

3. Decision Log.

The Cabinet

Decided:

- (1) to approve the overdue actions;
- (2) to approve the actions listed with revised due dates; and
- (3) to note the recently completed actions.

Health and Social Care

4. Social Care Charges Proposals 2026-27

There was submitted a report ([issued](#)) of 13 February 2026 by the Director of Health and Social Care Partnership presenting the proposed social care charges for the financial year 2026-27 for approval.

Following discussion, the Cabinet

Decided: to continue consideration of this matter to a future meeting of Cabinet to allow for further and wider consultation.

Finance and Corporate Support

5. Budget Management – Revenue Budgetary Control 2025/26 – Position at 31 January 2025/26

There was submitted a report ([issued](#)) of 5 March 2026 by the Chief Financial Officer presenting Members with a financial overview of the General Services revenue account, Housing Revenue Account and Common Good Accounts for 2025/26 as at 31 January 2026.

Following discussion, the Cabinet

Decided:

- (1) to note the revised Directorate budgets following the budget movements outlined in 3.3;
- (2) to approve the budget transfers as outlined in the Directorate financial performance reports at Appendix 1 and summarised in 4.1.6;
- (3) to approve the requested earmarking of resources to be carried forward to 2026/27 as summarised in 4.1.7;
- (4) to note the projected General Services in year under-spend of £2.827m after earmarking and a projected uncommitted general reserve balance of £9.614m; and
- (5) to note the revised HSCP projected overspend of £0.509m.

Council Leader, Economy and Strategy

6. Trauma Roadmap

There was submitted a report ([issued](#)) 17 February 2026 by the Chief Executive seeking approval of the South Ayrshire Trauma Roadmap.

Following discussion, the Cabinet

Decided: to approve the South Ayrshire Trauma Roadmap (appendix one).

7. Exclusion of press and public.

The Cabinet resolved, in terms of Section 50A(4) of the Local Government (Scotland) Act 1973, that the press and public be excluded during consideration of the remaining item of business on the grounds that it involved the likely disclosure of exempt information in terms of paragraph 9 of Part 1 of Schedule 7A of the Act.

Health and Social Care/Finance and Corporate Services

8. Social Care Case Management System Update

There was submitted a joint report (Members only) of 17 March 2026 by the Director of Health and Social Care Partnership and the Chief Financial Officer seeking approval to accept a tender which was not the lowest priced submission.

The Cabinet

Decided: to grant authority to the Executive Officer, Director of Health and Social Care Partnership, in terms of Standing Order 18.2.4 of South Ayrshire Council Standing Orders Relating to Contracts, to accept the tender by Access UK Ltd for the Supply, Implementation, Support and Maintenance of a Social Care Case Management System.

9. Consideration of Disclosure of the above confidential report.

Decided: to authorise the disclosure under Standing Order 32.4 of the following report subject to redaction for GDPR:

- Social Care Case Management System Update.

The meeting ended at 10.35am.

Mtg	Mtg Date	Title of Report	Directorate	Managed by	Implementation	Complete	Current Due Date	Requested Revised Due Date	Notes (any date changes agreed with relevant PFH(s))	Date Revision agreed with PFH	Portfolio Holder
CAB	17/03/2026	Social Care Case Management System update	["HSCP"]	Inglis, Mark	Award of the Supply, Implementation, Support and Maintenance of a Social Care Case Management System	No	20/04/2026	22/05/2026	Cabinet on the 17th March agreed to the Procurement of the preferred supplier although they were 10% more expensive than the next best provider. The paper was presented by Dave Alexander and agreed by Cabinet. We are no in a position of challenge from the other provider and by the 15th April should all be well, then the contract can be awarded to the preferred provider, by the 20th April 2026. The CMS tender is currently still within the standstill period. The standstill period was extended following a request from a bidder for additional debrief information and is now anticipated to end at midnight on Tuesday 23rd April 2026. At present, the Contract has not been awarded; therefore, a one month extension to the action on the Cabinet log will be required.		Davis, Ian; Hunter, Hugh
SAC	19/02/2026	Final Investigation Report	["CEO"]	Penman, Stephen	Ensure actions are progressed to address Final Investigation Report recommendations (see Appendix 2)	No	31/03/2026	30/06/2026		22/04/2026	Connolly, Brian
CAB	25/11/2025	Ayrshire Regional Economic Strategy Update	["CT"]	Tait, Jamie	Consider the ARES 2026-2029 Plan	No	31/03/2026	30/06/2026	The Ayrshire Regional Economic Strategy should be presented at the Ayrshire Economic Partnership Board on 28th May 2026. The consultation with the SQW consultants has concluded and there is a draft action plan that is is being reviewed by the partners.		Connolly, Brian
SAC	18/09/2025	Proposed Ward Capital Projects – Update 2023 to 2025 and Approval of New Capital Projects	["HOD"]	Dalrymple, Kenneth	Update on Ward Capital Projects and Potential New Ward Capital Projects	No	18/03/2026	14/05/2026	This report was deferred to May Council due to the number of papers.		
CAB	26/08/2025	Sale of Former Belleisle House Hotel, Ayr	["CEO", "HOD"]	Burns, Tom; Brown 1, Alistair	Proposed sale agreed by Cabinet on the 26th August. Legal instructed to conclude missives. Sale to conclude prior to 1st June. Agreed with PFH Cllr	No	03/04/2026	29/05/2026		24/03/2026	Kilbride, Martin

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CAB	26/08/2025	Sale of Former Gardenrose Primary School Site	["HOD"]	Burns, Tom	, The developer advised the were submitting a pre-planning application in November. They have advised that they are in the process of revising this. They have the site information in terms of services.	No	30/04/2026	26/06/2026	The initial date was put in based on the developer wanting a sale in place to start works as soon as possible. We are now pushing them to come back with revised costs in order to report the matter to cabinet for its consideration At the Cabinet meeting on the 17th February 2026, it was agreed that the current due date of 20/01/2026 be amended to 30/04/2026. The proposed buyer has requested an extension through the Council's agent Shepherds to carry out site investigations. It has been agreed with the PFH Cllr Kilbride to extend to 26th June The company advised on the 17th April 2026 that they have completed their Site Investigation and have a pre-planning application prepared and ready to be sent in imminently	24/03/2026	Kilbride, Martin
CAB	28/05/2025	Policy – Generative Artificial Intelligence	["CT"]	McCall, Stewart	Review Generative Artificial Intelligence Policy	No	31/03/2026	26/05/2026	Extension to 26 May requested to allow the Digital Office to complete their national policy and guidance on AI which in turn will allow inclusion/referencing it in our revised document. At the Cabinet meeting on the 17th March 2026, it was agreed that the current due date of 31/03/2026 be amended to 26/05/2026.		Davis, Ian

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SAC	14/05/2025	Common Good Funds: Finance, Governance and Property Review	["HOD"]	Burns, Tom	Report back to Council with a detailed proposals regarding charging for Common Good car paks. ARA have advised that this review should Include all CG car parks as to be charged at the prevailing off street parking rate in that are on the forthcoming review work t On the basis that CG car parks ARA have advised that these should be treated the same as all off street parking and have charges which are equal, but with income less operating costs going to the relevant CG Fund. ARA have advised that there will be a) general consultation on parking proposals b) possibly the requirement for CG consultation for change of use (Alistair to consider) however it may be possible to arrange this is a concurrent activity. They have requested that the report is reported to Council on the 19th February 2026. Awaiting update from ARA. Have discussed the revised date with PFH Cllr Kilbride	No	30/04/2026	30/06/2026	At the Cabinet meeting on the 17th March 2026, it was agreed that the current due date of 19/02/2026 be amended to 30/04/2026. This action will be assigned to Jane Corrie Head of ARA as of 25th March.	30/06/2026	Kilbride, Martin
CAB	29/04/2025	Accessible Ayr Active Travel	["HOD"]	Corrie, Jane	Report to the Cabinet with an update on completion of the design work and advising on the steps to complete the project	No	31/01/2026	26/05/2026	Provide update to Cabinet on revised phasing proposal, report to include recommendations on next steps and how Accessible Ayr will integrate with Burns Statue Square Regeneration and Council Objectives. Provide a further update on Accessible Ayr funding applications when available from Transport Scotland		Cullen, Chris
CAB	21/01/2025	Lease Renewal at Maidens Bowling Club, Maidens.	["HOD"]	Burns, Tom	Lease concluded by Legal Services	No	28/02/2026	26/06/2026	The club have requested an additional area of land to be incorporated into the new lease. Estates have contacted Grounds Maintenance regarding this proposal. Have discussed this with PFH Cllr Kilbride and have deferred to 26th June 2026	26/06/2026	Kilbride, Martin

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CAB	21/01/2025	Update on Ayrshire Roads Alliance Electric Vehicle Infrastructure Strategy with North Ayrshire : Procurement Phase Progress	["HOD"]	Corrie, Jane	Prepare and submit Regulatory Panel report	No	31/05/2026	31/05/2026	Proposed new date: February 2026 Reason: Delays during the procurement phase have pushed this milestone back. At the Cabinet meeting on the 26th August 2025, it was agreed that the current due date of 30/06/2025 be amended to 05/02/2026. 20/03/26 - tender checking process ongoing and the contract should be signed in the next few weeks. Report to follow thereafter.		Cullen, Chris
CAB	21/01/2025	Update on Ayrshire Roads Alliance Electric Vehicle Infrastructure Strategy with North Ayrshire : Procurement Phase Progress	["HOD"]	Corrie, Jane	Prepare and submit Cabinet report	No	31/05/2026	31/05/2026	Proposed new date: January 2026 Reason: Similarly, the procurement delays have had a knock-on effect on this reporting timeline. At the Cabinet meeting on the 26th August 2025, it was agreed that the current due date of 31/07/2025 be amended to 20/01/2026. See above update.		Cullen, Chris
CAB	21/01/2025	Update on Ayrshire Roads Alliance Electric Vehicle Infrastructure Strategy with North Ayrshire : Procurement Phase Progress	["HOD"]	Corrie, Jane	Implement new parking restrictions	No	31/05/2026	31/05/2026	Given the number of interdependencies and ongoing design development, this action will now be integrated into a phased approach post-design completion. Removing it from the tracker will help avoid duplication and better reflect the delivery timeline. 20/10/25 - an update will be brought to cabinet after the contract award in Feb 26 to advise who has been appointed		Cullen, Chris
CAB	21/01/2025	Non-Housing Revenue Account Residential Properties	["HOD"]	Braidwood, Kevin	Undertake SHQS survey and valuations and report back to Cabinet. Valuation work and condition survey work concluded. An options appraisal is required to be carried out for each individual property which will require discussions with Housing and Assets team in terms of common good implications. A report will be brought forward in January 2026. Option	No	31/08/2026	31/08/2026	At the Cabinet meeting on the 26th August 2025, it was agreed that the current due date of 30/06/2025 be amended to 28/10/2025.		Kilbride, Martin

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CAB	28/11/2023	Ayrshire Growth Deal – Roads Enabling Progress Report	["HOD"]	Corrie, Jane	STAG Progress and approval	No	31/08/2025	25/06/2026	A further report regarding the AGD is due to be taken to Council on 13th February 2025 and if approved the development of the STAG and OBC will then be progressed. Report was considered by Cabinet on 6th February 2025 and Case for Change has been submitted to Scottish and UK Governments seeking changes to the overall proposal and the roads proposals. Work has commenced on the STAG & OBC. At the Cabinet meeting on the 17 June 2025, it was agreed that the current due date of 31/05/2025 be amended to 31/08/2025. 20/10/25 - ARA are still meeting with Transport Scotland for the OBC and SAC team with all the other projects of the AGD, however SWECO have put a hold on their work pending award of a contract. We are dealing with EAC Procurement to progress. 14/04/26 - ARA have appointed Turner and Townsend to deliver the AGD OBC, an interim report will be submitted to council on 25 June 2026		Cullen, Chris

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CAB	14/06/2022	Services to Gypsy Travellers - Site to Support and Accommodate Gypsy/ Traveller Encampments	["HOD"]	Burns, Tom;Dalrymple, Kenneth	Report back an update to Cabinet (originally in September 2022 - different to rec in report) A officers/member working met on the 9th December 2024 and 2nd April 2025. There is a seminar held at the start of May 2025 with the Scottish Government regarding funding. The members/officers group will meet following the this seminar to discuss a way forward. Awaiting feedback from Housing. I have amended the revised date till the end of March 2026 in consultation of the PFH	No	31/03/2026	04/09/2026	Asset Management will engage with a Land Agent to enter into discussions with the Landowner who has intimated that land may be available to develop a transit site for Gypsy/Travellers. It has been agreed with the Leader of the Council that an update paper will be deferred until the end of March 2023 to allow Officers the opportunity to engage with the landowner and prepare potential alternative proposals. Cabinet on 29/11/22 agreed revised due date of 31/3/23 (previously 29/11/22) At the Cabinet meeting on 31 October 2023 it was agreed that the current due date of 30/09/2023 be amended to 14/02/2024. At the Cabinet meeting on the 12 March 2024, it was agreed that the current due date of 14/02/2024 be amended to 26/09/2024. 16/09/24 Kevin Braidwood appointed as Chair of the MOWG. Report has been deferred to allow the Group to meet At the Cabinet meeting on the 26th November 2024, it was agreed that the current due date of 31/11/2024 be amended to 10/03/2025. PFH agreed to the new date	04/09/2026	Kilbride, Martin;Hunter, Hugh
LP	01/03/2022	Waste Strategy 2021 – 2031 Progress Report	["HOD"]	Ross, Fiona	Waste strategy refresh and 5 year update	No	01/03/2026	25/08/2026			

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SAC	26/03/2026	Corporate Workforce Plan 2026-31	["CEO"]	Wesson, Wendy	Make the necessary arrangements to communicate and publish the Workforce Plan.	Yes	31/03/2026		Davis, Ian
SAC	26/03/2026	Additional Public Holiday	["CEO"]	Wesson, Wendy	Make the necessary arrangements to communicate the decision on the additional public holiday	Yes	31/03/2026		Davis, Ian; Connolly, Brian
SAC	26/03/2026	Procurement Strategy Update 2026/27	["HOD"]	Alexander, David	Publication of Procurement Strategy 2026/27	Yes	27/03/2026		Davis, Ian
SAC	26/03/2026	Treasury Management and Investment Strategy 2026/27	["CEO"]	Baulk, Tim	The approved strategy will be incorporated into the 2026/27 treasury and investment planning and management process	Yes	01/04/2026		Davis, Ian
SAC	26/03/2026	Prestwick Regeneration – Potential Projects	["HOD"]	Cox, Chris	Implement the recommendations regarding the Promenade and Seafront Improvements	Yes	30/04/2026		Connolly, Brian; Clark, Alec
SAC	26/03/2026	Prestwick Regeneration – Potential Projects	["HOD"]	Cox, Chris	Implement the recommendations regarding the Freeman’s Hall Steeple	Yes	30/04/2026		Connolly, Brian; Clark, Alec
CAB	17/03/2026	Budget Management – Revenue Budgetary Control 2025/26 – Position at 31 January 2026	["CEO"]	Baulk, Tim	Action the budget transfers in the financial ledger as outlined in the Directorate financial performance reports at Appendix 1 and summarised in 4.1.6	Yes	31/03/2026		Davis, Ian
CAB	17/03/2026	South Ayrshire Trauma Roadmap	["HOD"]	Anderson, Kevin	Publish Roadmap	Yes	31/03/2026		Connolly, Brian
SAC	05/03/2026	General Services Revenue Budget 2026/27 and Common Good Fund Budget 2026/27	["CEO"]	Baulk, Tim	Budget papers published on The Core	Yes	06/03/2026		Connolly, Brian; Davis, Ian
SAC	05/03/2026	General Services Revenue Budget 2026/27 and Common Good Fund Budget 2026/27	["CEO"]	Baulk, Tim	Approved budgets will be incorporated in 2026/27 financial planning and management process	Yes	01/04/2026		Connolly, Brian; Davis, Ian
SAC	05/03/2026	Housing Revenue Account (HRA) – Revenue Budget 2026/27 and Capital Budget 2026/27 to 2030/31	["CEO"]	Baulk, Tim	To set up appropriate accounting budgets for 2026/27 to reflect Council decision	Yes	01/04/2026		Kilbride, Martin; Davis, Ian
SAC	05/03/2026	Housing Revenue Account (HRA) – Revenue Budget 2026/27 and Capital Budget 2026/27 to 2030/31	["HOD"]	Alexander, Michael	Implement the previously agreed rent increase of 4.5% for 2026/27 – effective from 2 April 2026	Yes	02/04/2026	Action complete 2/4/26. Rent Increase for 2026/27 implemented.	Kilbride, Martin; Davis, Ian
SAC	19/02/2026	2026/27 Budget - Fees and Charges Uplift Proposals	["CEO"]	Baulk, Tim	Incorporate the anticipated additional income in to the 2026-27 budget setting considerations	Yes	05/03/2026		Davis, Ian
SAC	19/02/2026	2026/27 Budget - Fees and Charges Uplift Proposals	["CEO"]	Baulk, Tim	Implement the proposed changes in fees and charges	Yes	01/04/2026		Davis, Ian
SAC	19/02/2026	General Services Capital Investment Programme 2026/27 to 2037/38	["HOD"]	tom.simpson	Process adjustments to the General Services Capital Programme	Yes	05/03/2026		Davis, Ian
SAC	19/02/2026	2026-27 Budget Update and Medium-Term Financial Plan	["CEO"]	Baulk, Tim	Incorporate information contained in this report as part of the Council 2026-27 budget setting meeting	Yes	05/03/2026		Davis, Ian

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SAC	19/02/2026	Community Councils – Scheme for Establishment of Community Council	["CT"]	Tait, Jamie	Publish Scheme	Yes	01/04/2026		Connolly, Brian
SAC	19/02/2026	Asset Management Plan (Land and Buildings) 2026	["HOD"]	Burns, Tom	Asset Management Plan adopted and published on Council website. This has been completed on 21/03/2026	Yes	31/03/2026		Kilbride, Martin
CAB	17/02/2026	Inspection of Southcraig School: Education Scotland Report	["ED"]	Mulholland, Scott	Meeting to be arranged with the Headteacher to agree a plan to address the action points contained in the report and monitor progress in conjunction with the planned programme of visits	Yes	30/06/2026		Grant, William
CAB	17/02/2026	Prestwick Sailing Club Community Asset Transfer under Part 5 of the Community Empowerment (Scotland) Act 2015.	["CEO"]	Caves, Catriona	Issue Decision notice	Yes	07/04/2026		Kilbride, Martin
CAB	17/02/2026	Civic Government (Scotland) Act 1982 – Taxi and Private Hire Policy Review	["CEO"]	McMenamin, Christine	Consultation commenced	Yes	26/02/2026		Shields, Bob
CAB	20/01/2026	Business Support Model	["CEO"]	Penman, Stephen	Confirm roles transferring to the new corporate Business Support service	Yes	31/03/2026		Davis, Ian;Connolly, Brian
SAC	11/12/2025	Asset Management Plan Update	["HOD"]	Burns, Tom	Revised Asset Management Plan (Land and Buildings) to be submitted to Council, Asset Management Plan (Land and Buildings) approved on 19th February 2016	Yes	28/02/2026		Kilbride, Martin
SAC	11/12/2025	Community Councils – Scheme for Establishment of Community Councils	["CT"]	Tait, Jamie	Final Consultation	Yes	01/04/2026		Connolly, Brian
SAC	11/12/2025	Community Councils – Scheme for Establishment of Community Councils	["CT"]	Tait, Jamie	Final Report Council	Yes	19/02/2026		Connolly, Brian
CAB	25/11/2025	South Ayrshire Council Public Bodies Climate Change Duties Annual Report 2024-2025			Prepare annual report for 2025/26	Yes	30/10/2026		Kilbride, Martin
CAB	25/11/2025	Place Based Investment Programme 2025/26	["CT"]	Tait, Jamie	Implementation of PBIP projects and initiatives	Yes	31/03/2026		Clark, Alec
SAC	06/11/2025	Redevelopment of the Former Hourstons Building and Former Arran Mall, Ayr	["HOD"]	Yuille, Derek	Report setting out proposalsto develop the former Hourstons and Arran Mall sites for housing development. Report to include Options Appraisal and Best Value Assessment.	Yes	31/03/2026		Kilbride, Martin;Hunter, Hugh
SAC	18/09/2025	Capital Investment Programme – Troon Regeneration	["HOD"]	Bradley, Pauline	Civic Quarter and decision taken whether to initiate public consultation	Yes	31/03/2026		Clark, Alec;Kilbride, Martin

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CAB	26/08/2025	McCosh Hall and Bowling Green Community Asset Transfer under Part 5 of the Community Empowerment (Scotland) Act 2015 and Application for Funding from the Advancing Community Assets Fund	["CEO", "HOD"]	Burns, Tom; Brown1, Alistair	Conclude the sale in the event of an offer being received and in accordance with the recommendations of the report. The Community Asset Transfer was concluded on the 31st March 2026.	Yes	25/09/2026		Kilbride, Martin
SAC	26/06/2025	Ayrshire Roads Alliance Service Plan 2025/26 and Performance Report 2024/25	["HOD"]	Corrie, Jane	Continue to submit reports to the Ayrshire Shared Service Joint Committee	Yes	31/03/2026		Cullen, Chris
SAC	26/06/2025	International Ayr Show – Festival of Flight	["CT"]	Bradley, Jane	On financial close of the Air Show, report to Service and Partnerships Performance Panel on the total amount drawn down from uncommitted reserves	Yes	30/04/2026		Clark, Alec
SAC	14/05/2025	Redevelopment of Y	["HOD"]	Yuille, Derek	Submit a further report with the outcomes of public consultation	Yes	26/03/2026	There has been a delay commencing this project due to procurement delays with EAC. It is still expected that the construction works will commence 26/27 and meet the original timescale for completion. A report with a full update will be provided to March Council. An Elected Member briefing on Ayr Town Centre projects has been arranged for 18/2/26. At the Cabinet meeting on the 17th February 2026, it was agreed that the current due date of 06/11/2025 be amended to 26/03/2026.	Cullen, Chris; Connolly, Brian

Mtg	Mtg Date	Title of Report	Directorate	Managed by	Implementation	Complete	Current Due Date	Notes (any date changes agreed with relevant PFH(s))	Portfolio Holder
SAC	14/05/2025	Redevelopment of Y	["HOD"]	Yuille, Derek	Submit a further report prior to Concluding the stage 2 construction contract	Yes	26/03/2026	There has been a delay commencing this project due to procurement delays with EAC. It is still expected that the construction works will commence 26/27 and meet the original timescale for completion. A report with a full update will be provided to March Council. An Elected Member briefing on Ayr Town Centre projects has been arranged for 18/2/26. At the Cabinet meeting on the 17th February 2026, it was agreed that the current due date of 06/11/2025 be amended to 26/03/2026.	Cullen, Chris; Connolly, Brian
CAB	29/04/2025	Accessible Ayr Active Travel	["HOD"]	Corrie, Jane	Implement the recommendations within this report and continue with relevant data gathering and engagement exercises to allow the finalisation of the Stage 4 detailed designs	Yes	30/11/2025	Please close this action - see below.	Cullen, Chris
CAB	29/04/2025	Accessible Ayr Active Travel	["HOD"]	Corrie, Jane	Prepare Construction Package, including completion of a detailed construction cost estimate to inform contractor procurement and future funding	Yes	31/03/2026	Please close this action - see below.	Cullen, Chris
CAB	29/04/2025	Road Improvement Plan 2025-2026	["HOD"]	Corrie, Jane	Implementation of the Road Improvement Plan 2024/25	Yes	31/03/2026		Cullen, Chris
CAB	21/01/2025	Motorhome Parking Scheme 2025	["HOD"]	Corrie, Jane	The Battery, Ayr - promotion of permanent Traffic Regulation Orders	Yes	30/09/2025	At the Cabinet meeting on the 23rd September 2025, it was agreed that the current due date of 01/09/2025 be amended to 30/09/2025. 20/10/25 - draft TROs have been completed but the statutory advertising process has been delayed - this is now due to commence mid-November 2025 with full implementation anticipated in the Spring of 2026.	Clark, Alec; Cullen, Chris

Mtg	Mtg Date	Title of Report	Directorate	Managed by	Implementation	Complete	Current Due Date	Notes (any date changes agreed with relevant PFH(s))	Portfolio Holder
CAB	21/01/2025	Motorhome Parking Scheme 2025	["HOD"]	Corrie, Jane	Supporting On Street TTROs – promotion of permanent Orders	Yes	30/09/2025	At the Cabinet meeting on the 23rd September 2025, it was agreed that the current due date of 01/09/2025 be amended to 30/09/2025. 20/19/25 - draft TROs have been completed but the statutory advertising process has been delayed - this is now due to commence mid-November 2025 with full implementation anticipated in the Spring of 2026.	Pollock, Bob;Clark, Alec
SAC	12/12/2024	Asset Management Plan (Land and Buildings) 2024	["HOD"]	Burns, Tom	Annual update to Council on review of Asset Management Plan. Director of HOD has advised that the AMP will go in February 2026 in order to align with the budget setting process. AMP approved on 19th February 2026 by Council.	Yes	02/03/2026	At the Cabinet meeting on the 17th February 2026, it was agreed that the current due date of 31/12/2025 be amended to 02/03/2026.	Kilbride, Martin
SAC	12/12/2024	Solar Farms Feasibility Study	["HOD"]	Burns, Tom	Progress report to Council. This was deferred to provide further details regarding the cost analysis. Approved by Council on 19th February 2026	Yes	02/03/2026	At the Cabinet meeting on the 17th February 2026, it was agreed that the current due date of 31/12/2025 be amended to 02/03/2026.	Cullen, Chris
LP	16/03/2021	Waste Strategy 2021/31	["HOD"]	Dalrymple, Kenneth	Waste strategy refresh and 5 year update	Yes	31/03/2026		

South Ayrshire Council

**Report by Director of Education
to Cabinet
of 28 April 2026**

Subject: Educational Services Performance Update

1. Purpose

- 1.1 The purpose of this paper is to provide a high-level overview of school performance across South Ayrshire using the most recent authority-level dataset. It highlights key strengths, areas requiring improvement, and proposed next steps that will support continued improvement in attainment, equity and outcomes. The findings draw on evidence from senior phase attainment (Insight Update, February 2026), Broad General Education (P1, P4, P7 and S3 ACEL), attendance, exclusions, leavers' destinations, and demographic trends.

2. Recommendation

2.1 It is recommended that the Cabinet notes:

- 2.1.1 **approves the Performance Review Report (Appendix 1);**
- 2.1.2 **notes the progress by Educational Services and the collective efforts of all staff across the service over the past year**
- 2.1.3 **notes the action points/next steps**

3. Background

- 3.1 The Education (Scotland) Act 2016 amended the Standards in Scotland's Schools etc Act 2000 and places a duty on each local authority to prepare and publish an annual local Improvement Plan to set out how services and schools will continue to improve and a [Standards and Quality](#) Report detailing progress towards meeting improvements linked to the National Improvement Framework and local priorities.
- 3.2 The timing of publication of the Standards and Quality report predates the final national publication of ACEL data in December and the updated Insight data on Senior Phase attainment in February of each year.
- 3.3 This report provides members with a further update for scrutiny of nationally comparable education performance data for session 2024/25.

4. Detail

- 4.1 Members are asked to:

4.1.1 **note current school performance and the progress made by schools in improving outcomes for children and young people. provided in Appendix 1.**

4.1.2 **agrees the action points and next steps.**

4.1.3 **acknowledges the efforts of staff across Educational Services over the past year.**

5. Legal and Procurement Implications

5.1 There are no legal implications arising from this report.

5.2 There are no procurement implications arising from this report.

6. Financial Implications

6.1 There are no specific financial implications arising from this report.

7. Human Resources Implications

7.1 Not applicable.

8. Risk

8.1 *Risk Implications of Adopting the Recommendations*

8.1.1 There are no risks associated with adopting the recommendations.

8.2 *Risk Implications of Rejecting the Recommendations*

8.2.1 There are no risks associated with rejecting the recommendations.

9. Integrated Impact Assessment (incorporating Equalities)

9.1 The proposals in this report allow scrutiny of performance. The report does not involve proposals for policies, strategies, procedures, processes, financial decisions and activities (including service delivery), both new and at review, that affect the Council's communities and employees, therefore an Integrated Impact Assessment is not required.

10. Sustainable Development Implications

10.1 ***Considering Strategic Environmental Assessment (SEA)*** - This report does not propose or seek approval for a plan, policy, programme or strategy or document otherwise described which could be considered to constitute a plan, programme, policy or strategy.

11. Options Appraisal

11.1 An options appraisal has not been carried out in relation to the subject matter of this report.

12. Link to Council Plan

- 12.1 The matters referred to in this report contribute to Priority Two of the Council Plan: Live, Work, Learn and Outcome One: To provide quality education and lifelong learning.

13. Link to Shaping Our Future Council Yes ☐ No ☒

- 13.1 Not applicable

14. Results of Consultation

- 14.1 There has been no public consultation on the contents of this report.
- 14.2 Consultation has taken place with Councillor William Grant, Portfolio Holder for Education, and the contents of this report reflect any feedback provided.

15. Next Steps for Decision Tracking Purposes

- 15.1 If the recommendations above are approved by Members, the Director of Education and designated officers from Educational Services will ensure that all necessary steps are taken to ensure full implementation of the decision within the following timescales, with the completion status reported to the Cabinet in the 'Council and Cabinet Decision Log' at each of its meetings until such time as the decision is fully implemented:

<i>Implementation</i>	<i>Due date</i>	<i>Managed by</i>
Standards and Quality Report Updated	September 2026	Director of Education

Background Papers: [Standards and Quality](#)

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E-mail: George.Docherty@south-ayrshire.gov.uk

Date: 25 March 2026

This report sets out a high-level summary of the progress of South Ayrshire schools. A summary performance review is attached in Appendix 2.

Demographics

South Ayrshire's primary roll sits at 7,212 and the secondary roll sits at 6,242, with a demographic profile showing a stable but significant proportion of young people living in the most deprived areas (SIMD Q1 = 18-20%). 54% of primary pupils and 48% of secondary pupils have one or more Additional Support Needs (ASN) and the proportion of care-experienced pupils remains around 2% in primary and around 4% in secondary.

Key Strengths:

Attendance and Exclusions

Primary attendance is above national levels (93.5% vs 93.1%). In secondary, overall attendance has risen to 89%, above the national level and up from 85% in 2022–23.

Looking specifically at Quintile 1 attendance from session 2021/22 to 2024/25:

- Early Years Centre Q1 attendance improved by 2.5pp, from 84.5% to 87% (gap closed by 3.5%).
- Primary Q1 attendance improved by 4pp, from 86.5% to 91.5% (gap closed by over 2pp).
- Secondary Q1 attendance improved by 6pp, from 78.5% to 84.5% (gap closed by 2.5%).

Primary exclusions remain low at 2.4 per 1,000 pupils. Secondary exclusion rates have fallen to 15.2 per 1,000, the lowest in five years. Secondary exclusions among young people in SIMD Quintile 1 dropped from 92 to 17 per 1,000.

Early Years

Early Years Developmental Milestone data for 2024/25 presents a positive and improving picture. In South Ayrshire, this is measured by the percentage of children achieving developmental milestones. Overall data from 2020/21 to 2024/25 highlights:

- A 4pp increase in Health and Wellbeing, from 92% to 96%.
- Language and Communication improving by 7pp, from 76% to 83%.
- A 15pp improvement in Maths and Numeracy, from 77% to 92%.

These improvements are a result of the effectiveness of early years provision, the quality of pedagogical practice, play-based learning in ELC settings, and strengthened transitions into P1.

Achievement of Curriculum for Excellence Levels (ACEL) – P1, P4 & P7

Early Level (P1) attainment is performing in line with or above national levels in all measures.

Despite a slight dip in attainment in 2024–25, overall data at Second Level shows a strong trend of improvement and performance consistently above national levels. Most learners (76%) achieve literacy and most (81%) achieve numeracy by the end of P7.

Investment in South Ayrshire Reads (SAR) and a commitment to raising attainment in literacy continues to demonstrate measurable impact. In reading, P7 data has risen above pre-pandemic levels, with an even stronger picture for Listening and Talking.

Combined P1, P4, P7 ACEL results are above or in line with national measures: Reading (80.0%), Writing (76.9%), Listening & Talking (87.4%) and Numeracy (81.1%).

ACEL by End of S3

There is continued strong performance at S3. South Ayrshire performs above national levels across all Third Level measures. Attainment in Reading, Listening & Talking, and Literacy shows a four-year positive trend. Attainment across most measures is above pre-pandemic levels.

Fourth Level ACEL attainment is positive and improving, remaining consistently above national levels in literacy measures. Attainment in Numeracy is the highest it has been in the last five years and remains above national levels. Fourth Level performance has improved significantly since 2017–18.

Literacy and Numeracy (S4/S5/S6 Leavers' Data)

89% of leavers achieved Level 4 Literacy and Numeracy, remaining consistently above the Virtual Comparator (VC) for five years. 71% of leavers achieved Level 5 Literacy and Numeracy, representing a four-year pattern of improvement and above the VC for the last two years.

Attainment in Level 5 Numeracy remains above the VC and national levels, while attainment in Level 6 shows an improving trend and is broadly in line with the VC.

Breadth & Depth (S4/S5/S6 Leavers' Data)

Young people's achievement of at least five awards at Level 3 and Level 4 remains significantly above the VC and national figures. The majority of young people achieve five or more awards at Level 5, consistently above both the VC and national levels. Attainment at Level 6 remains broadly in line with the VC, with particular areas for improvement identified.

Leaver Destinations

97.3% of leavers moved into a positive and sustained destination. This continues to be a strength, remaining above national and VC levels for the last five years. For S4 leavers, the figure rises to 99% positive destinations.

Action Points:

- At Early Level (P1), Listening & Talking sits slightly below national levels (85.0% vs 86.5%).
- Attainment at First Level (P4) is influencing dips in combined ACEL performance. Reading, Writing and Numeracy remain below national levels, with a renewed focus needed on equity gaps.
- Despite strong Third and Fourth Level attainment, Level 5 Literacy attainment remains below the VC. Both South Ayrshire and VC data sit below the national level. A similar pattern exists for Level 6 Literacy.
- The number of young people achieving at least one SCQF Level 6 award and at least three SQA National Awards at Level 6 continues to remain below the VC and national levels.
- The proportion of young people recorded with ASN has increased from 23% to 47% over five years, creating significant pressure on support systems and resources.
- S6 staying-on rates have decreased from 62.5% to 59%, impacting senior phase breadth and depth of attainment.

Next Steps:

Overall, South Ayrshire continues to perform broadly above the national average. As we move towards our next service plan, the data also highlights where further focus is needed. This includes:

- Strengthening writing at all levels, supported by targeted SAR interventions.
- Building Thinking Classrooms to support improvements in numeracy.
- Building further momentum at First Level across almost all organisers and continuing to support rising neurodiversity through improved early identification and pathways.
- Developing a clearer understanding of the progress being made by children living in SIMD Quintile 1 across all schools.
- Continuing to strengthen assessment, teacher judgements and moderation, ensuring greater consistency across CfE curricular areas at Third and Fourth Level.
- Further work to close the gap between the most and least disadvantaged young people at Fourth Level, particularly in Numeracy.
- Increasing the number of leavers attaining one or more, and three or more Level 6 awards through enhanced curricular pathways and opportunities.
- Strengthening targeted approaches to improve secondary attendance, particularly persistent non-attendance.

South Ayrshire Education

Performance Review Report — appendices
March 2026



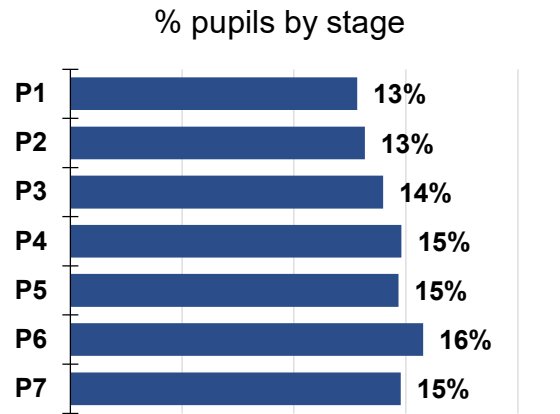
PROUD • RESPECTFUL • POSITIVE • SUPPORTIVE • AMBITIOUS

Contents

Primary infographic summary: demographics & ACEL	1
Secondary infographic summary: demographics & ACEL	2
Secondary infographic summary: leavers attainment	3
Attendance summary	4
Exclusion summary	5
Achievement of Curriculum for Excellence Levels	6
Reading	6
Writing	8
Listening & talking	10
Literacy	12
Numeracy	14
Senior phase attainment	16
Positive destinations	16
Literacy	17
Numeracy	18
Breadth & depth: SQA National awards	19
Breadth & depth: all SCQF awards	20
Average complementary tariff points – all leavers	21

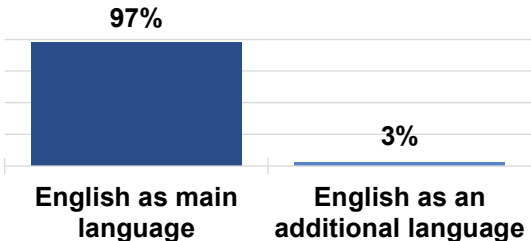
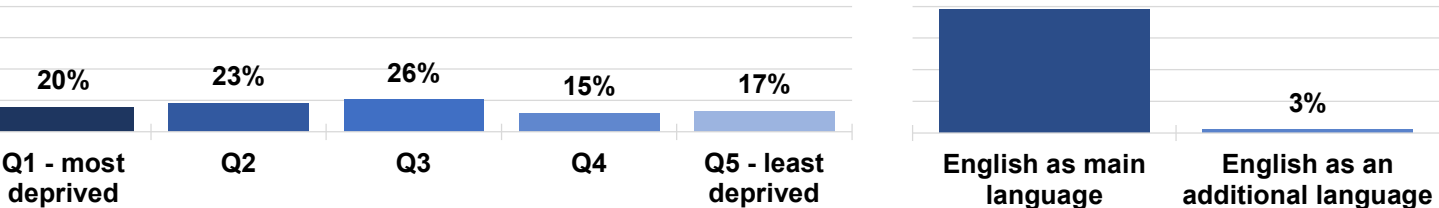
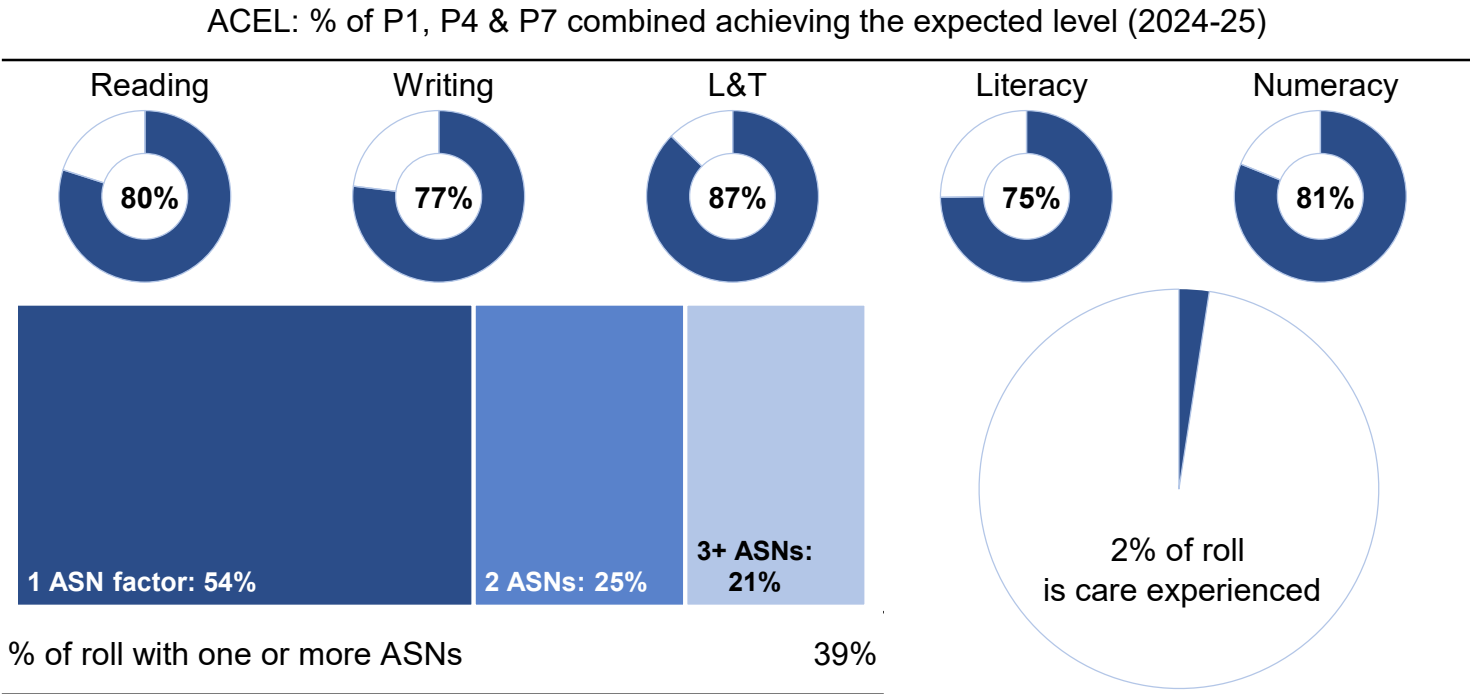
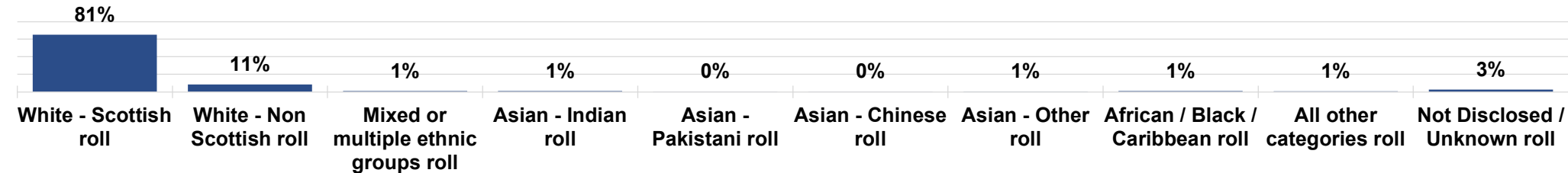
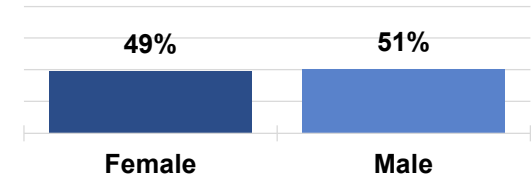
Primary at a glance – demographics & ACEL

2024-25 school roll 7,374



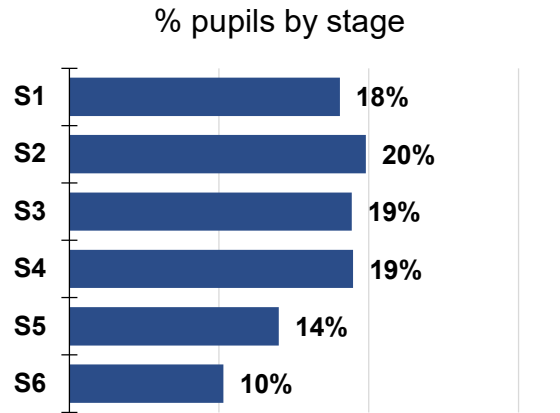
Attendance 2024-25 94%

Exclusions per 1,000 pupils 2024-25 2



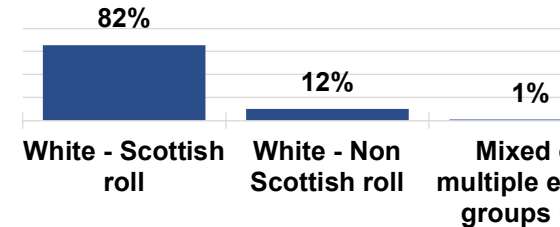
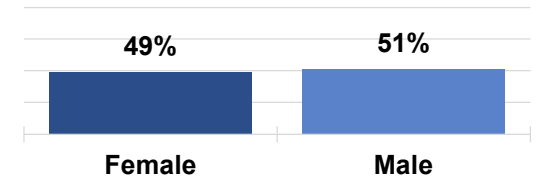
Secondary at a glance – demographics & ACEL

2024-25 school roll 6,324

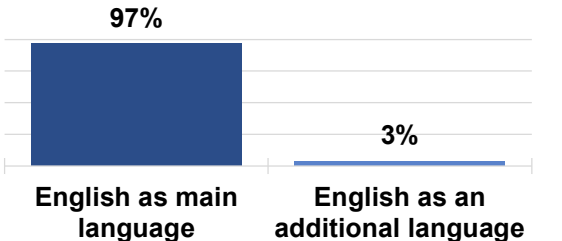
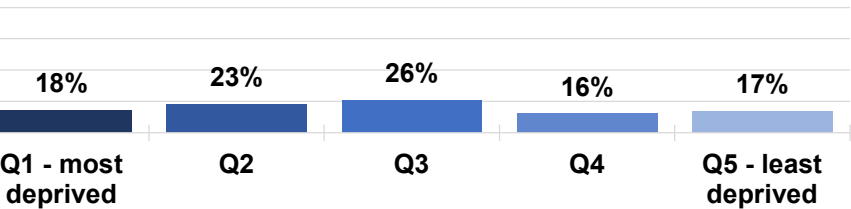
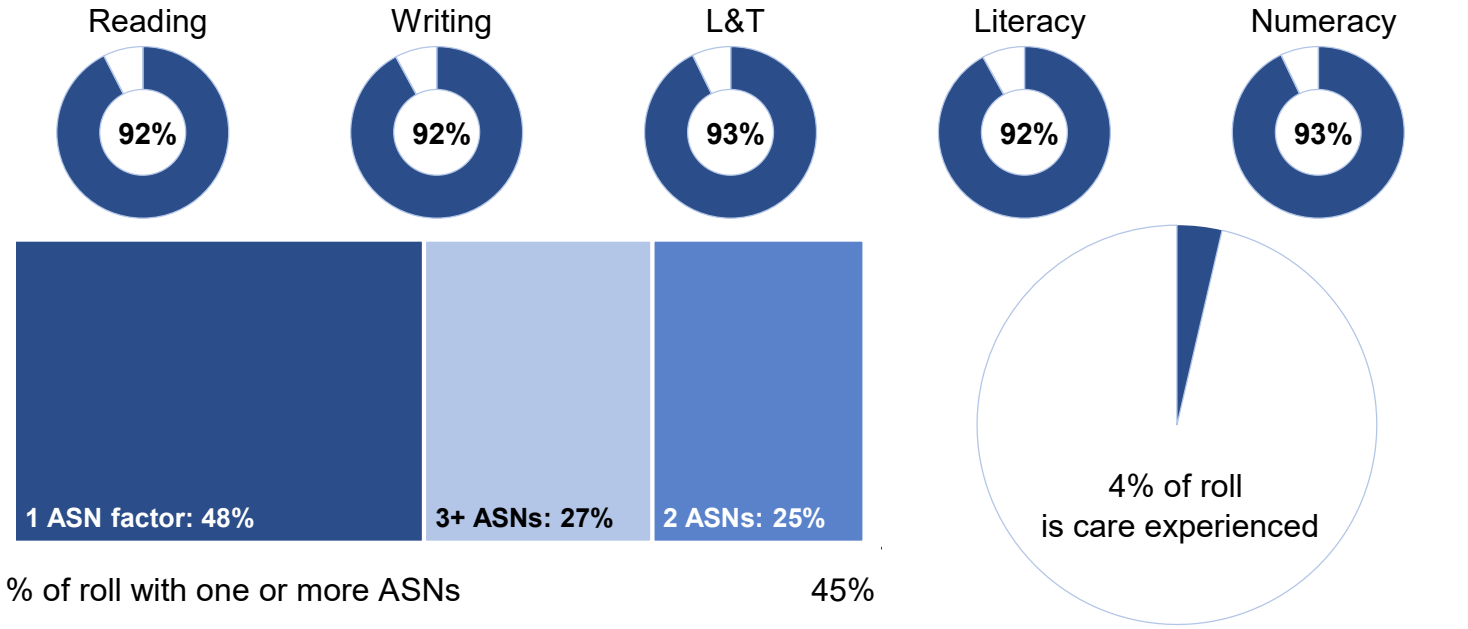


Attendance 2024-25 89%

Exclusions per 1,000 pupils 2024-25 15



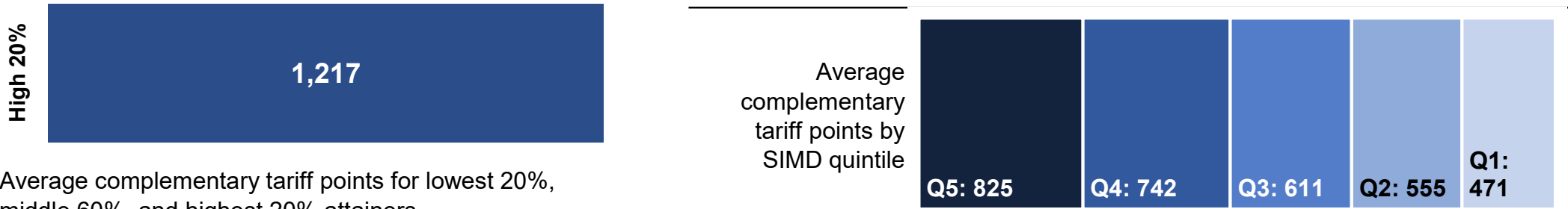
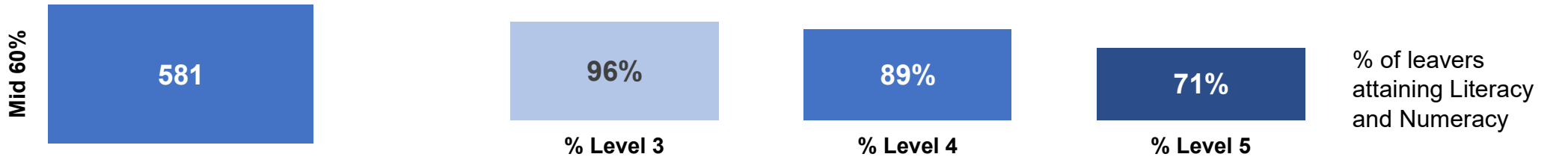
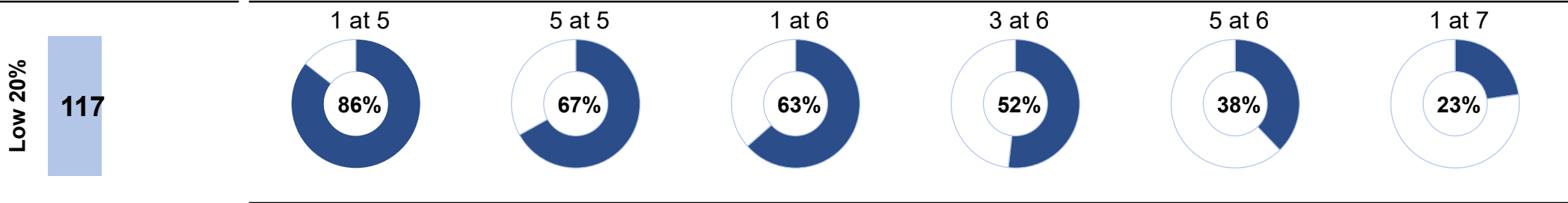
ACEL: % of S3 achieving at level 3 or better (2024-25)



Secondary at a glance – leavers attainment 2024-25

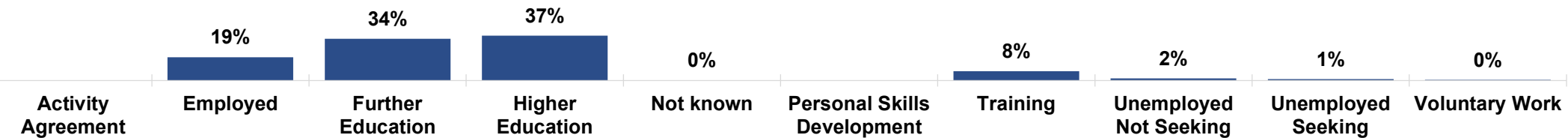
No leavers 1,270

Breadth & depth: % of leavers achieving all SCQF awards



Average complementary tariff points for lowest 20%, middle 60%, and highest 20% attainers

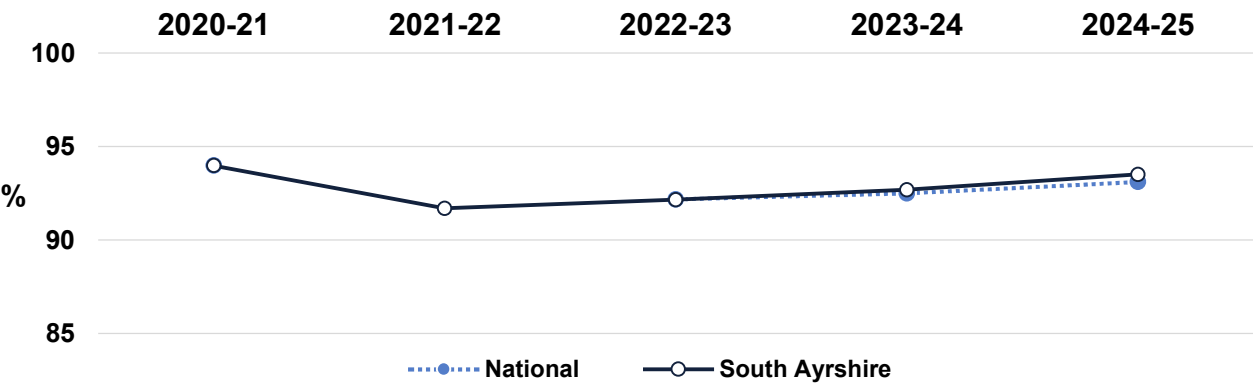
Initial destinations



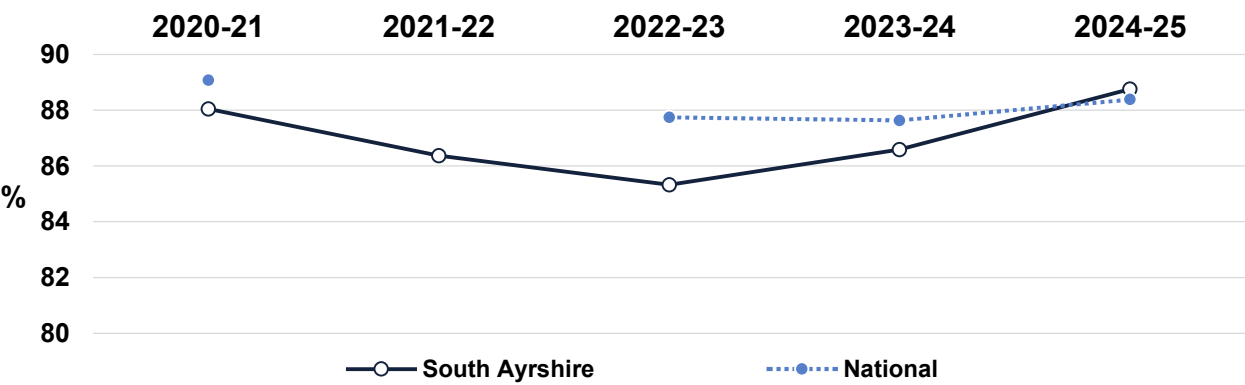
Attendance

Percent attendance (%)

Primary	2020-21	2021-22	2022-23	2023-24	2024-25
South Ayrshire	94.0	91.7	92.2	92.7	93.5
National	94.0		92.2	92.5	93.1



Secondary	2020-21	2021-22	2022-23	2023-24	2024-25
South Ayrshire	88.0	86.4	85.3	86.6	88.8
National	89.1		87.7	87.6	88.4

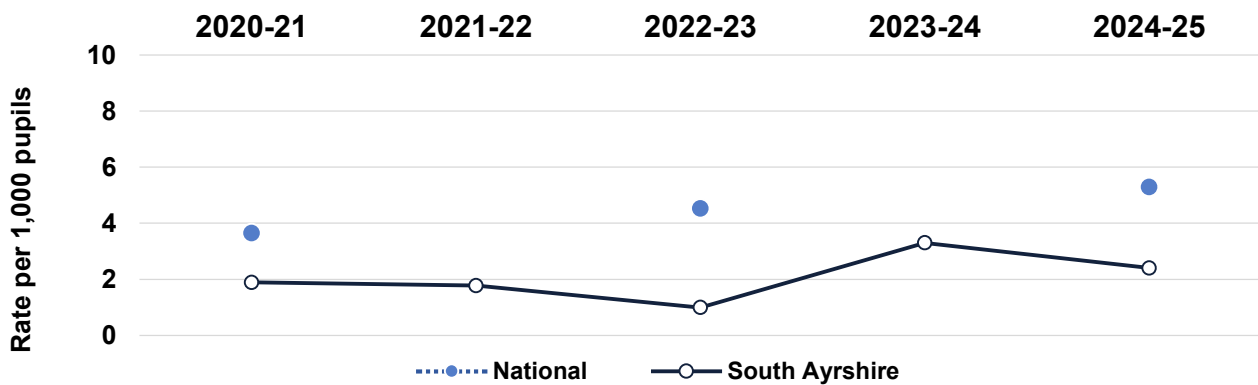


National attendance data published biennially before 2022-23

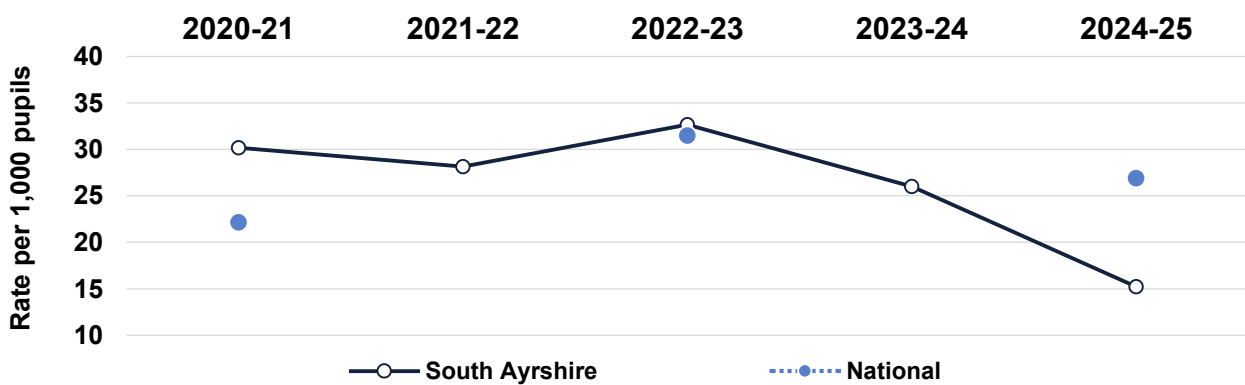
Exclusions

Rate of exclusion incidents per 1,000 pupils

Primary	2020-21	2021-22	2022-23	2023-24	2024-25
South Ayrshire	1.9	1.8	1.0	3.3	2.4
National	3.6		4.5		5.3



Secondary	2020-21	2021-22	2022-23	2023-24	2024-25
South Ayrshire	30.2	28.2	32.7	26.0	15.2
National	22.1		31.5		26.9



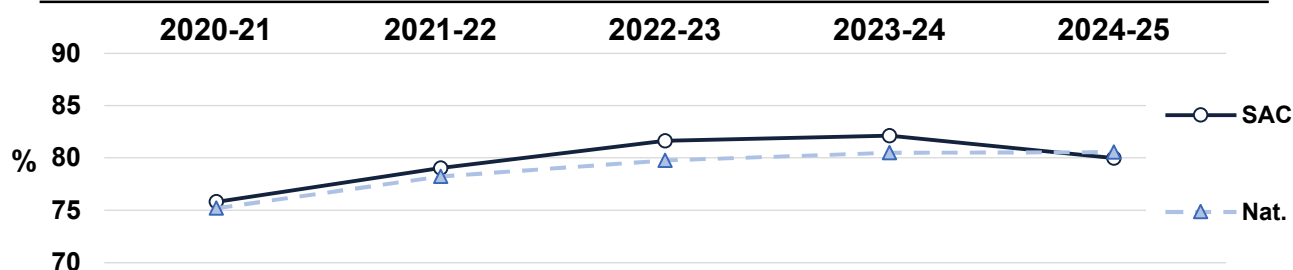
National exclusion data published biennially

bold italic denotes stat re incidents involving less than 5 pupils

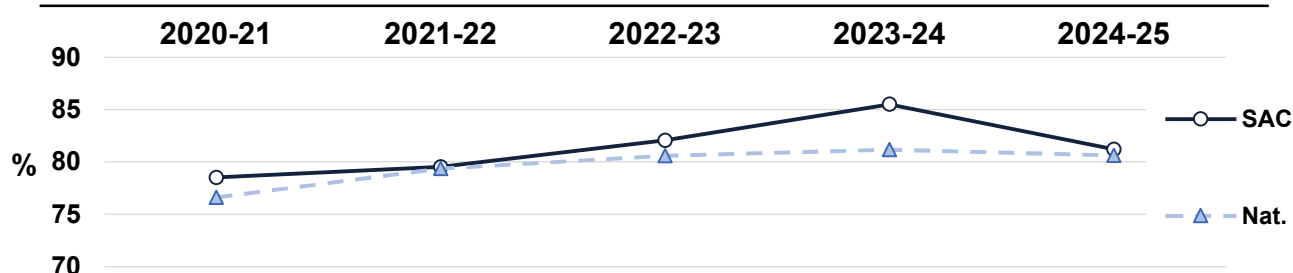
ACEL: Reading

Percentage of pupils secure at the expected level

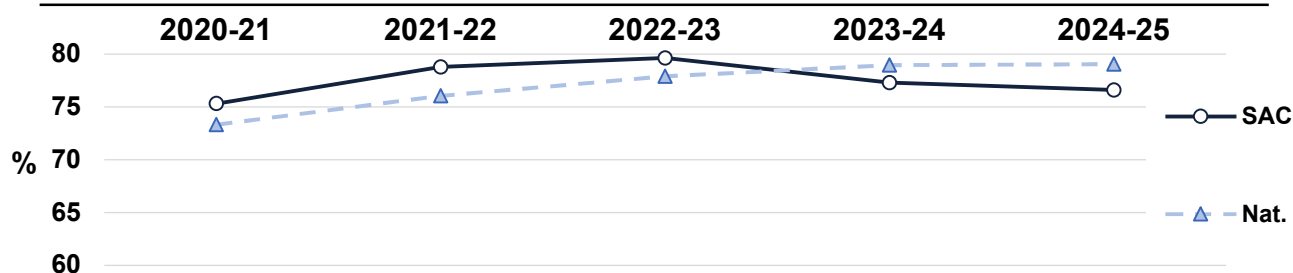
P1, P4 & P7 combined	2020-21	2021-22	2022-23	2023-24	2024-25
South Ayrshire	75.8	79.0	81.6	82.1	80.0
National	75.2	78.2	79.8	80.5	80.6



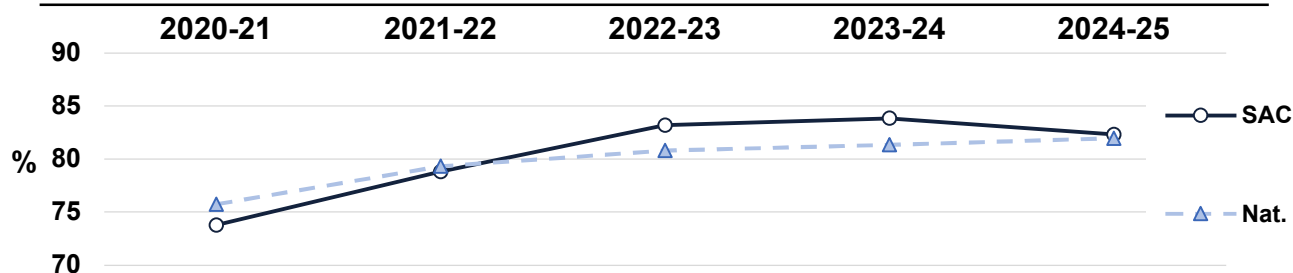
P1 (Early Level)	2020-21	2021-22	2022-23	2023-24	2024-25
South Ayrshire	78.5	79.5	82.1	85.5	81.2
National	76.6	79.4	80.6	81.2	80.6



P4 (First Level)	2020-21	2021-22	2022-23	2023-24	2024-25
South Ayrshire	75.3	78.8	79.6	77.3	76.6
National	73.3	76.0	77.9	79.0	79.1



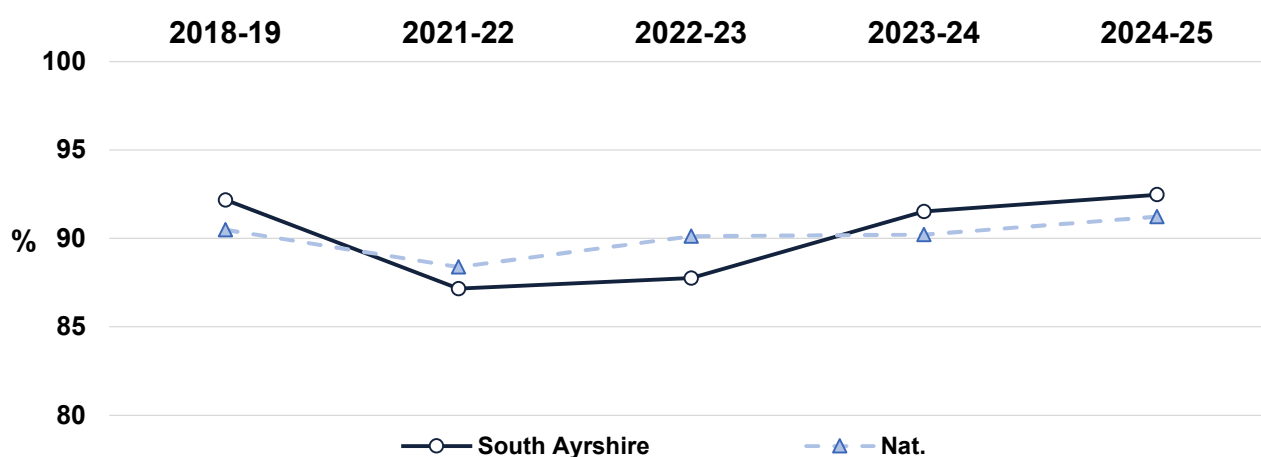
P7 (Second Level)	2020-21	2021-22	2022-23	2023-24	2024-25
South Ayrshire	73.8	78.8	83.2	83.9	82.3
National	75.7	79.3	80.8	81.3	82.0



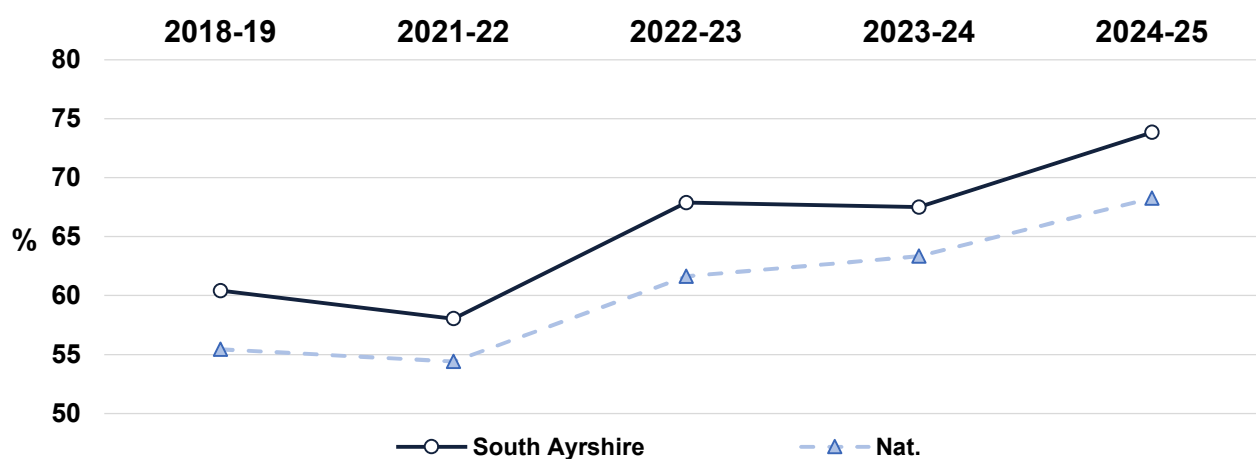
ACEL: Reading

Percentage of pupils secure at the expected level

S3 (Level 3 or better)	2018-19	2021-22	2022-23	2023-24	2024-25
South Ayrshire	92.2	87.2	87.8	91.5	92.5
National	90.5	88.4	90.1	90.2	91.2



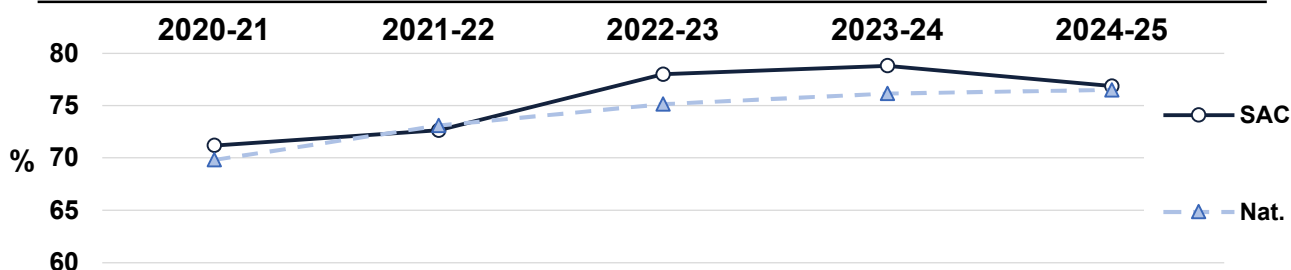
S3 (Level 4)	2018-19	2021-22	2022-23	2023-24	2024-25
South Ayrshire	60.4	58.1	67.9	67.5	73.9
National	55.4	54.4	61.6	63.4	68.3



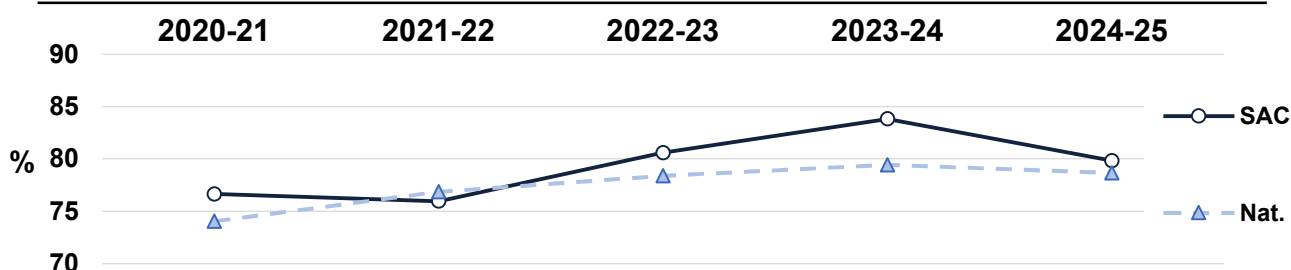
ACEL: Writing

Percentage of pupils secure at the expected level

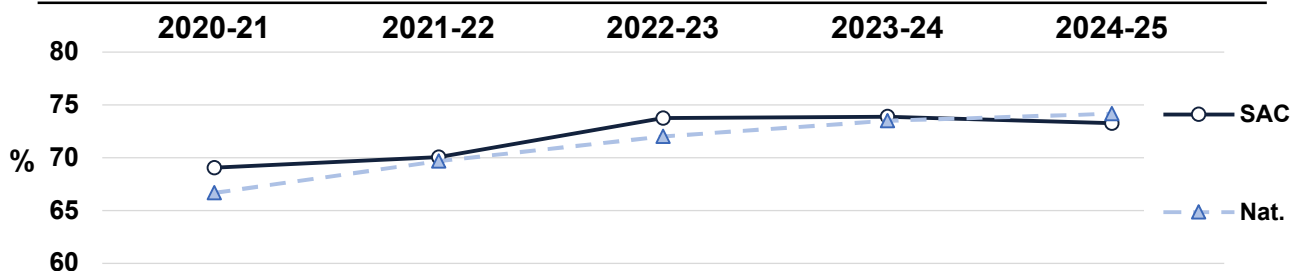
P1, P4 & P7 combined	2020-21	2021-22	2022-23	2023-24	2024-25
South Ayrshire	71.2	72.7	78.0	78.8	76.9
National	69.8	73.1	75.1	76.2	76.5



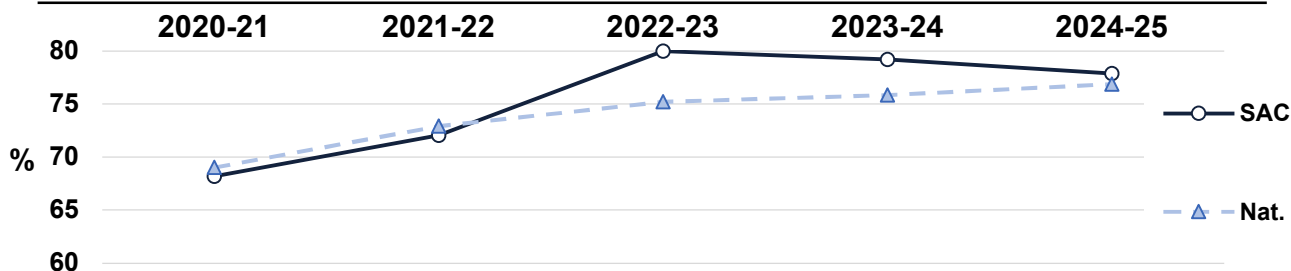
P1 (Early Level)	2020-21	2021-22	2022-23	2023-24	2024-25
South Ayrshire	76.6	76.0	80.6	83.8	79.8
National	74.0	76.9	78.4	79.4	78.7



P4 (First Level)	2020-21	2021-22	2022-23	2023-24	2024-25
South Ayrshire	69.1	70.0	73.7	73.9	73.3
National	66.7	69.7	72.0	73.5	74.2



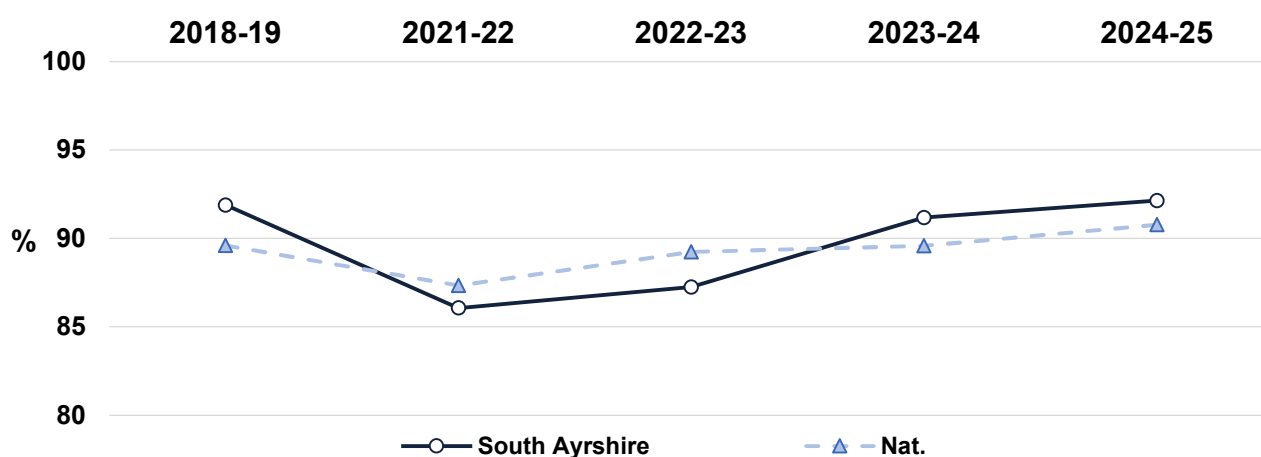
P7 (Second Level)	2020-21	2021-22	2022-23	2023-24	2024-25
South Ayrshire	68.2	72.1	80.0	79.2	77.9
National	69.0	72.9	75.2	75.9	76.9



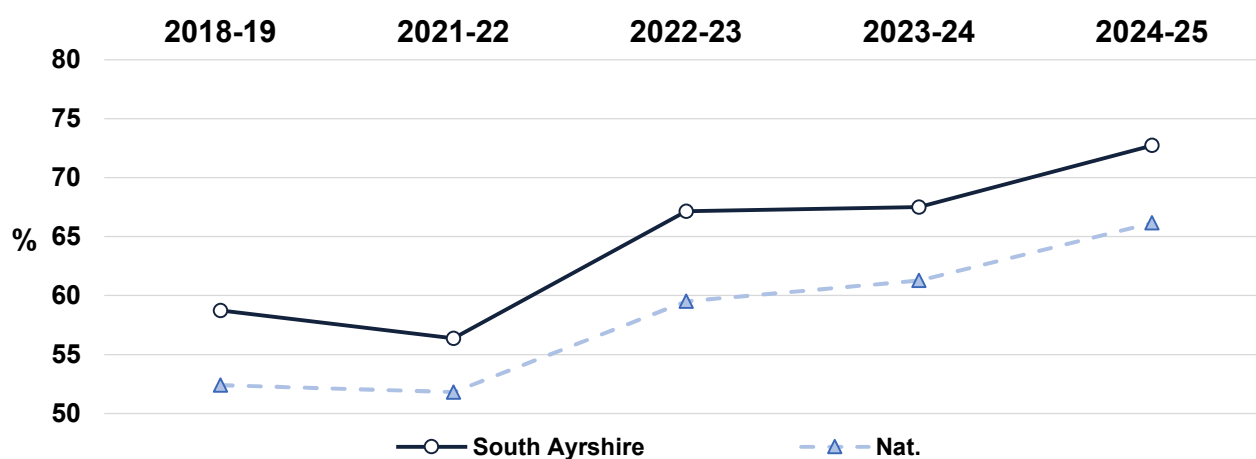
ACEL: Writing

Percentage of pupils secure at the expected level

S3 (Level 3 or better)	2018-19	2021-22	2022-23	2023-24	2024-25
South Ayrshire	91.9	86.1	87.3	91.2	92.1
National	89.6	87.3	89.2	89.6	90.8



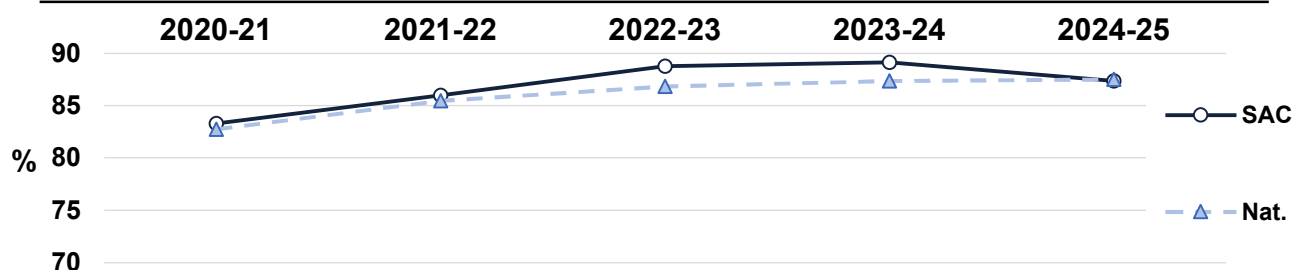
S3 (Level 4)	2018-19	2021-22	2022-23	2023-24	2024-25
South Ayrshire	58.7	56.4	67.1	67.5	72.7
National	52.4	51.8	59.5	61.3	66.2



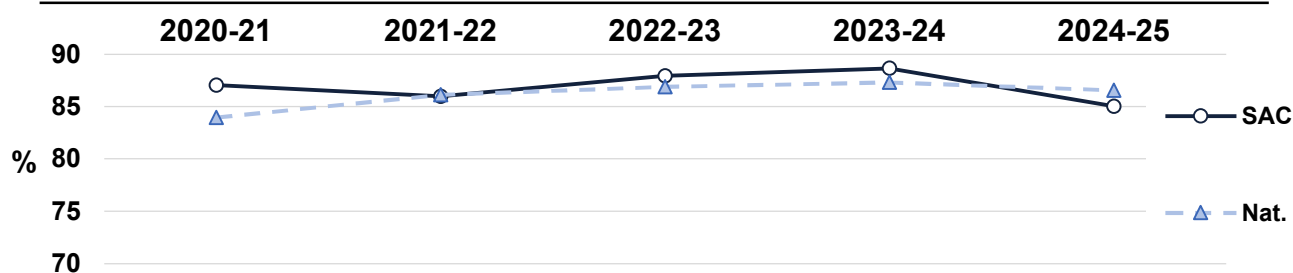
ACEL: Listening and talking

Percentage of pupils secure at the expected level

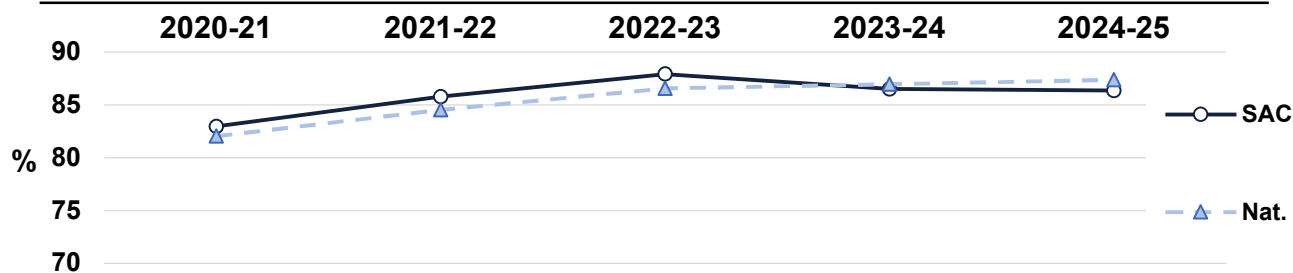
P1, P4 & P7 combined	2020-21	2021-22	2022-23	2023-24	2024-25
South Ayrshire	83.3	86.0	88.8	89.1	87.4
National	82.7	85.5	86.8	87.3	87.5



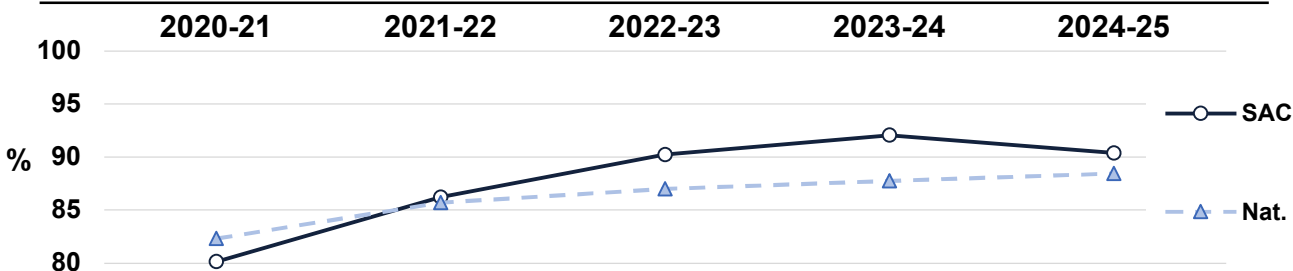
P1 (Early Level)	2020-21	2021-22	2022-23	2023-24	2024-25
South Ayrshire	87.1	86.0	87.9	88.7	85.0
National	84.0	86.1	86.9	87.3	86.5



P4 (First Level)	2020-21	2021-22	2022-23	2023-24	2024-25
South Ayrshire	83.0	85.8	87.9	86.5	86.4
National	82.0	84.5	86.6	87.0	87.4



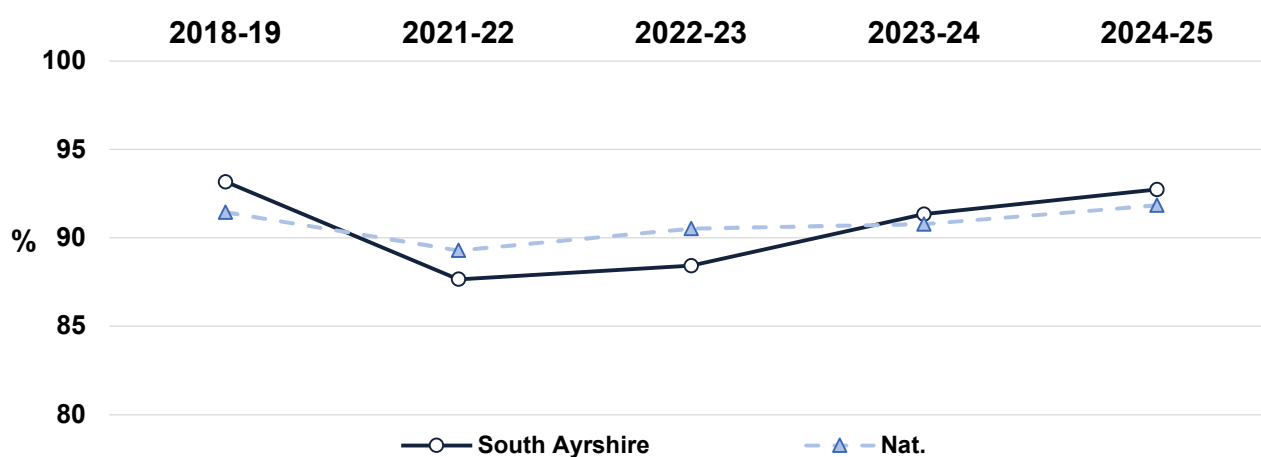
P7 (Second Level)	2020-21	2021-22	2022-23	2023-24	2024-25
South Ayrshire	80.1	86.2	90.2	92.1	90.4
National	82.3	85.7	87.0	87.7	88.5



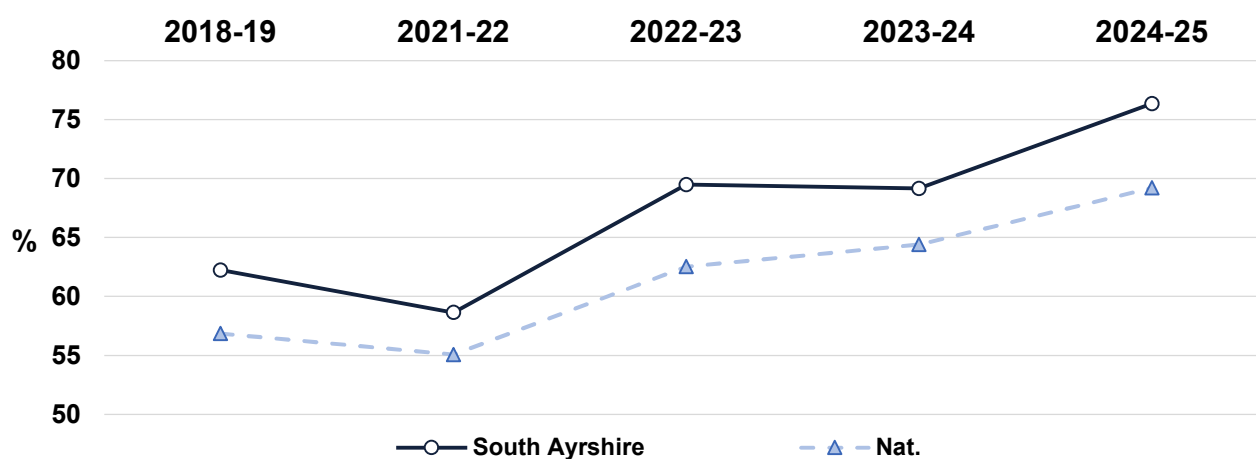
ACEL: Listening and talking

Percentage of pupils secure at the expected level

S3 (Level 3 or better)	2018-19	2021-22	2022-23	2023-24	2024-25
South Ayrshire	93.2	87.7	88.4	91.3	92.7
National	91.5	89.3	90.5	90.8	91.8



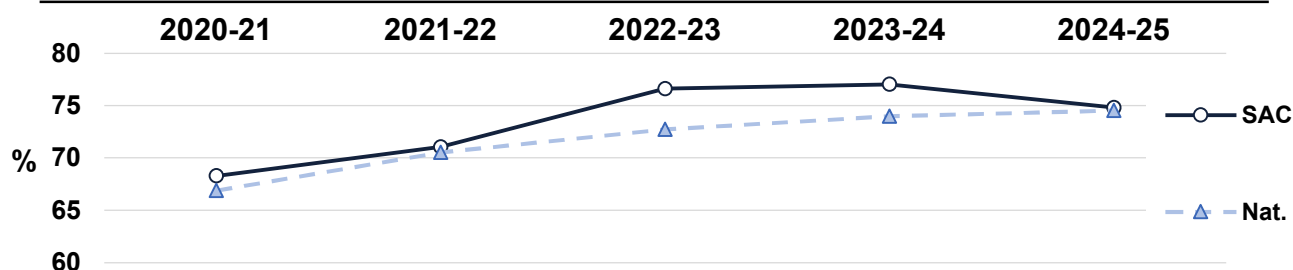
S3 (Level 4)	2018-19	2021-22	2022-23	2023-24	2024-25
South Ayrshire	62.2	58.6	69.5	69.2	76.4
National	56.9	55.1	62.5	64.4	69.2



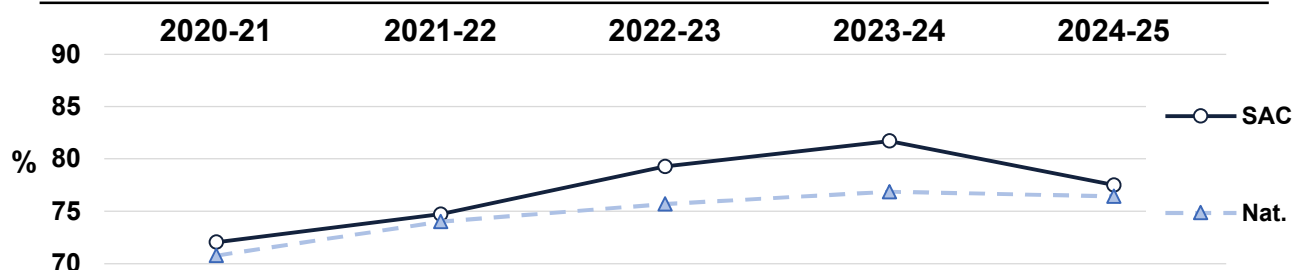
ACEL: Literacy

Percentage of pupils secure at the expected level

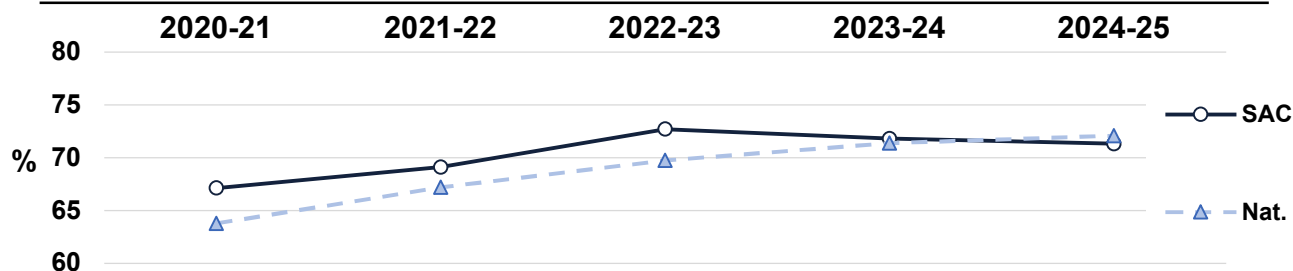
P1, P4 & P7 combined	2020-21	2021-22	2022-23	2023-24	2024-25
South Ayrshire	68.3	71.0	76.6	77.0	74.8
National	66.9	70.5	72.7	74.0	74.5



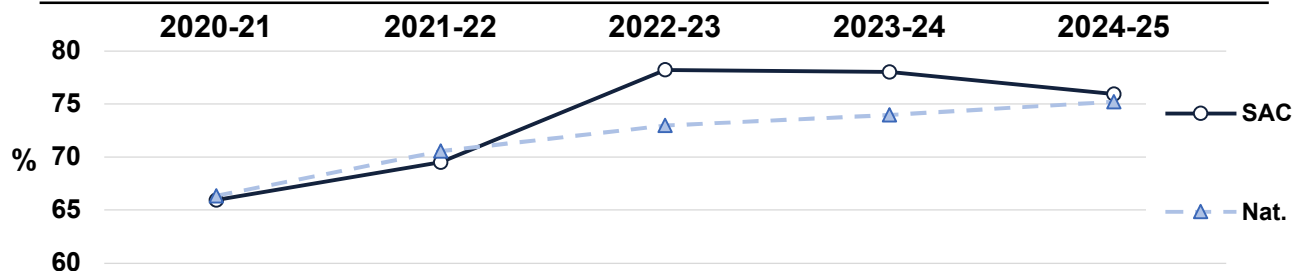
P1 (Early Level)	2020-21	2021-22	2022-23	2023-24	2024-25
South Ayrshire	72.0	74.7	79.3	81.7	77.5
National	70.8	74.0	75.7	76.9	76.4



P4 (First Level)	2020-21	2021-22	2022-23	2023-24	2024-25
South Ayrshire	67.1	69.1	72.7	71.8	71.3
National	63.8	67.2	69.7	71.4	72.1



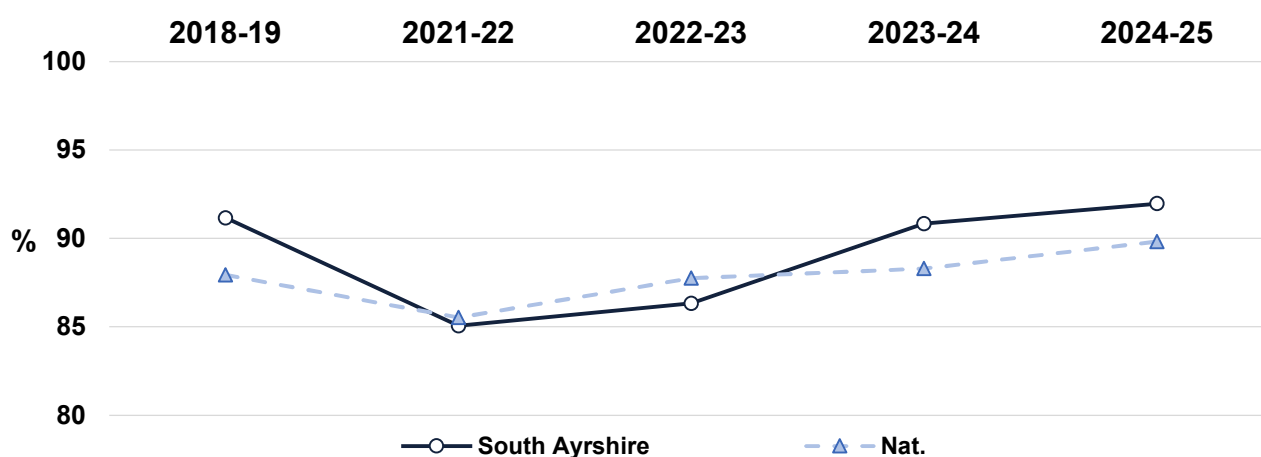
P7 (Second Level)	2020-21	2021-22	2022-23	2023-24	2024-25
South Ayrshire	66.0	69.5	78.2	78.0	75.9
National	66.4	70.6	73.0	74.0	75.2



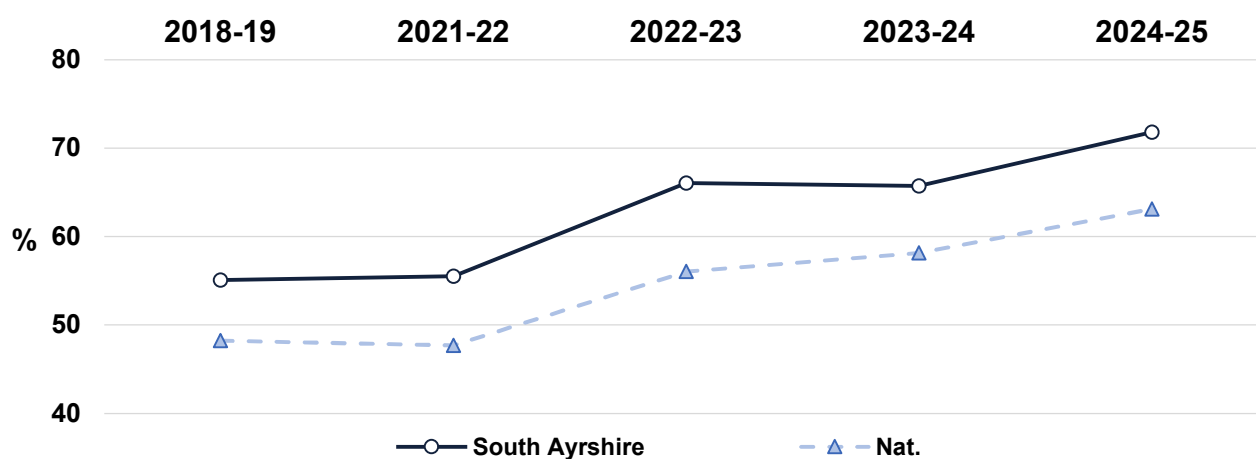
ACEL: Literacy

Percentage of pupils secure at the expected level

S3 (Level 3 or better)	2018-19	2021-22	2022-23	2023-24	2024-25
South Ayrshire	91.2	85.1	86.3	90.8	92.0
National	87.9	85.5	87.8	88.3	89.8



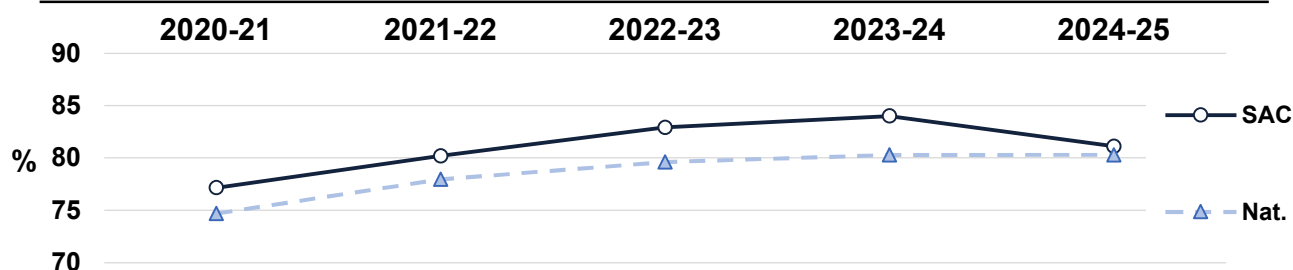
S3 (Level 4)	2018-19	2021-22	2022-23	2023-24	2024-25
South Ayrshire	55.1	55.5	66.1	65.7	71.8
National	48.2	47.7	56.1	58.2	63.1



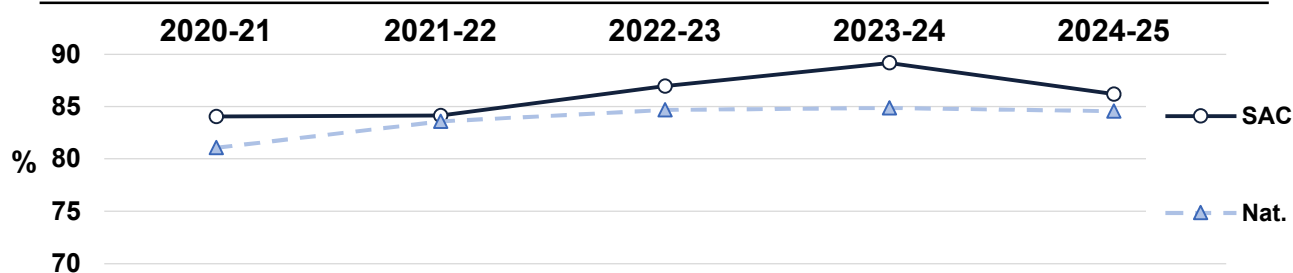
ACEL: Numeracy

Percentage of pupils secure at the expected level

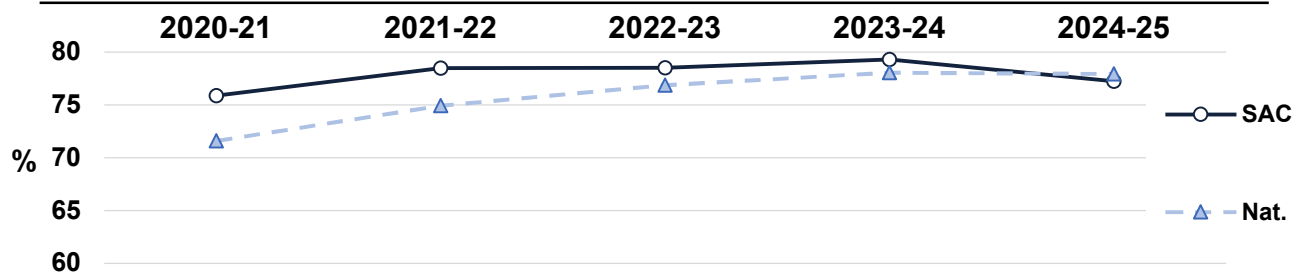
P1, P4 & P7 combined	2020-21	2021-22	2022-23	2023-24	2024-25
South Ayrshire	77.2	80.2	82.9	84.0	81.1
National	74.7	77.9	79.6	80.3	80.3



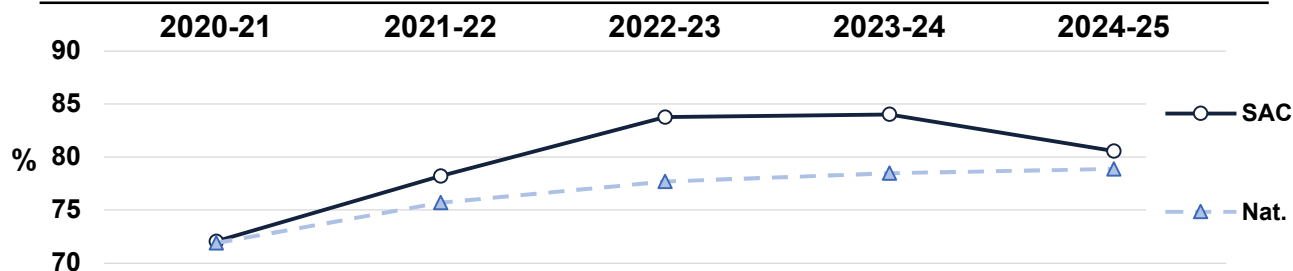
P1 (Early Level)	2020-21	2021-22	2022-23	2023-24	2024-25
South Ayrshire	84.1	84.1	87.0	89.2	86.2
National	81.1	83.6	84.7	84.9	84.6



P4 (First Level)	2020-21	2021-22	2022-23	2023-24	2024-25
South Ayrshire	75.9	78.5	78.5	79.3	77.2
National	71.6	74.9	76.9	78.1	77.9



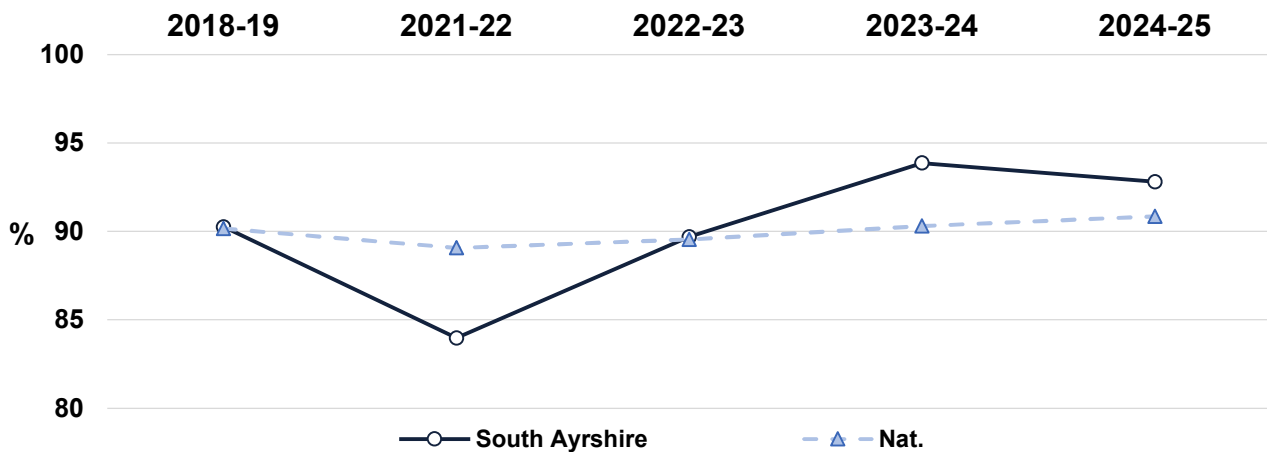
P7 (Second Level)	2020-21	2021-22	2022-23	2023-24	2024-25
South Ayrshire	72.1	78.2	83.8	84.0	80.6
National	71.9	75.7	77.7	78.5	78.9



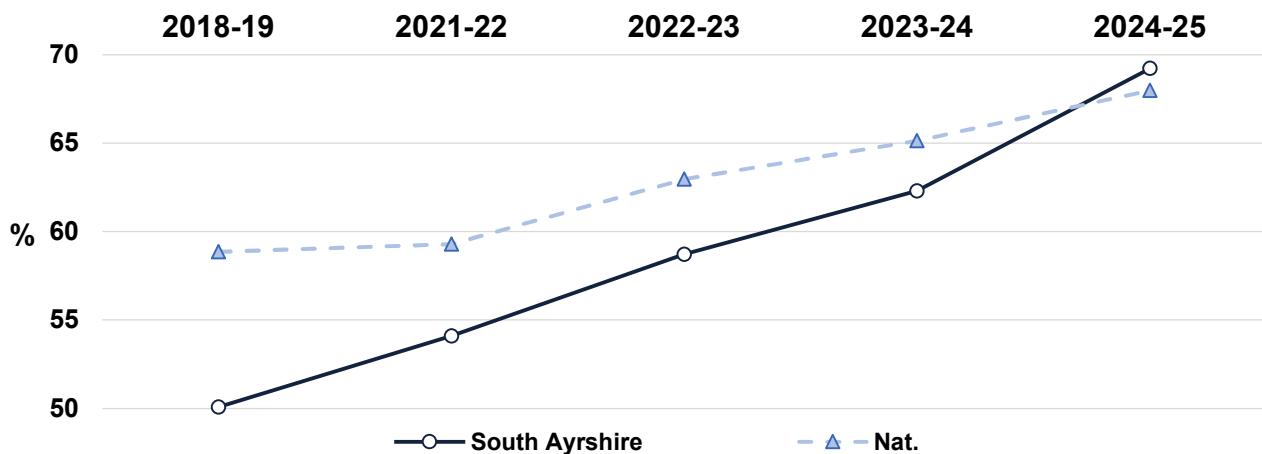
ACEL: Numeracy

Percentage of pupils secure at the expected level

S3 (Level 3 or better)	2018-19	2021-22	2022-23	2023-24	2024-25
South Ayrshire	90.3	84.0	89.7	93.9	92.8
National	90.2	89.1	89.6	90.3	90.9

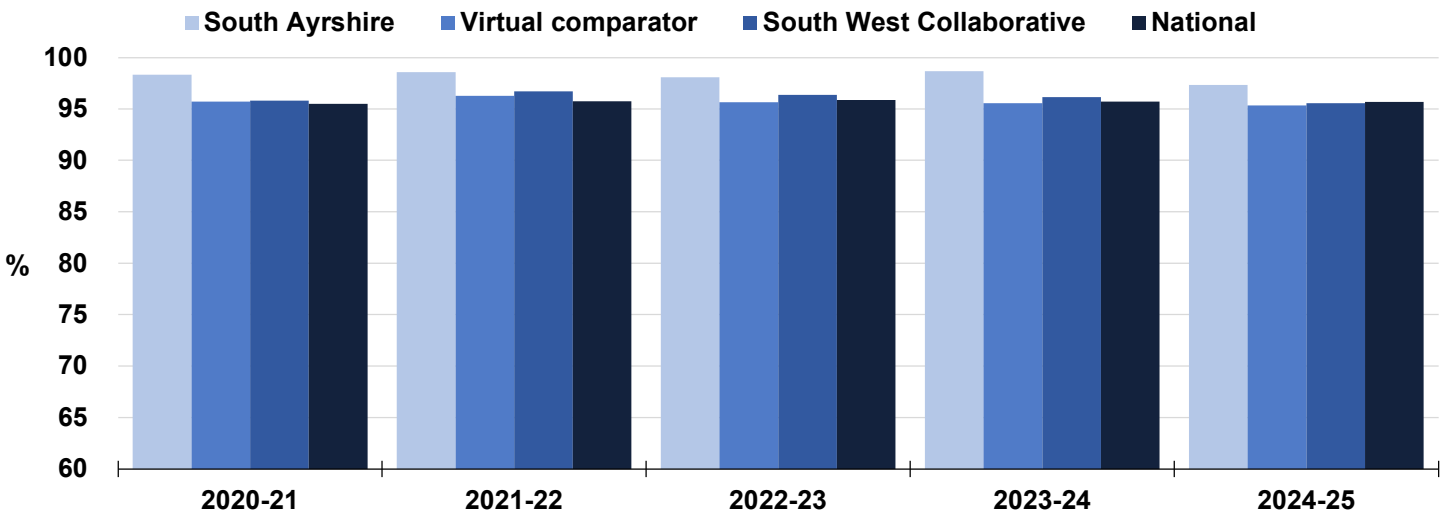


S3 (Level 4)	2018-19	2021-22	2022-23	2023-24	2024-25
South Ayrshire	50.1	54.1	58.7	62.3	69.2
National	58.9	59.3	63.0	65.1	68.0



Senior phase: Positive destinations

Percentage of leavers (S4/S5/S6) in a positive initial destination



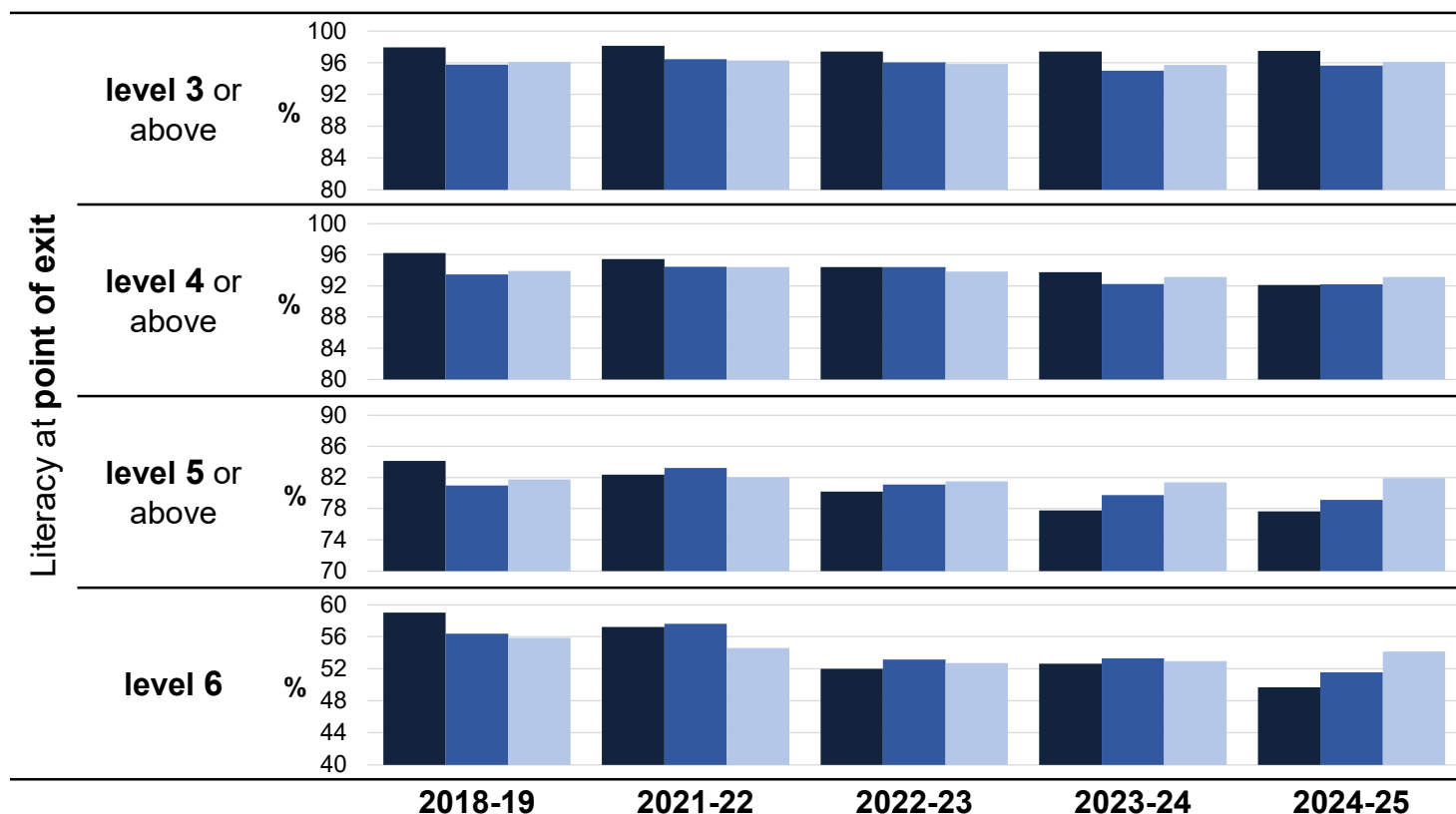
	2020-21	2021-22	2022-23	2023-24	2024-25
% of leavers in a positive destination					
South Ayrshire	98.3	98.6	98.1	98.7	97.3
Virtual comparator	95.7	96.3	95.6	95.6	95.4
South West Collaborative	95.8	96.7	96.4	96.1	95.6
National	95.5	95.7	95.9	95.7	95.7

Senior phase: Literacy

% of leavers (S4/S5/S6) achieving Literacy

		2018-19	2021-22	2022-23	2023-24	2024-25	
Literacy at point of exit	level 3 or above	South Ayrshire	97.9	98.1	97.4	97.4	97.5
		Virtual comparator	95.8	96.4	96.1	95.0	95.7
		National	96.1	96.3	95.8	95.7	96.1
	level 4 or above	South Ayrshire	96.2	95.4	94.4	93.8	92.1
		Virtual comparator	93.5	94.5	94.4	92.2	92.2
		National	93.9	94.4	93.9	93.2	93.1
	level 5 or above	South Ayrshire	84.1	82.4	80.2	77.8	77.6
		Virtual comparator	81.0	83.2	81.1	79.7	79.1
		National	81.7	82.0	81.5	81.4	81.9
	level 6	South Ayrshire	59.0	57.2	52.0	52.6	49.7
		Virtual comparator	56.4	57.6	53.1	53.3	51.5
		National	55.9	54.6	52.7	52.9	54.1

■ South Ayrshire ■ Virtual comparator ■ National

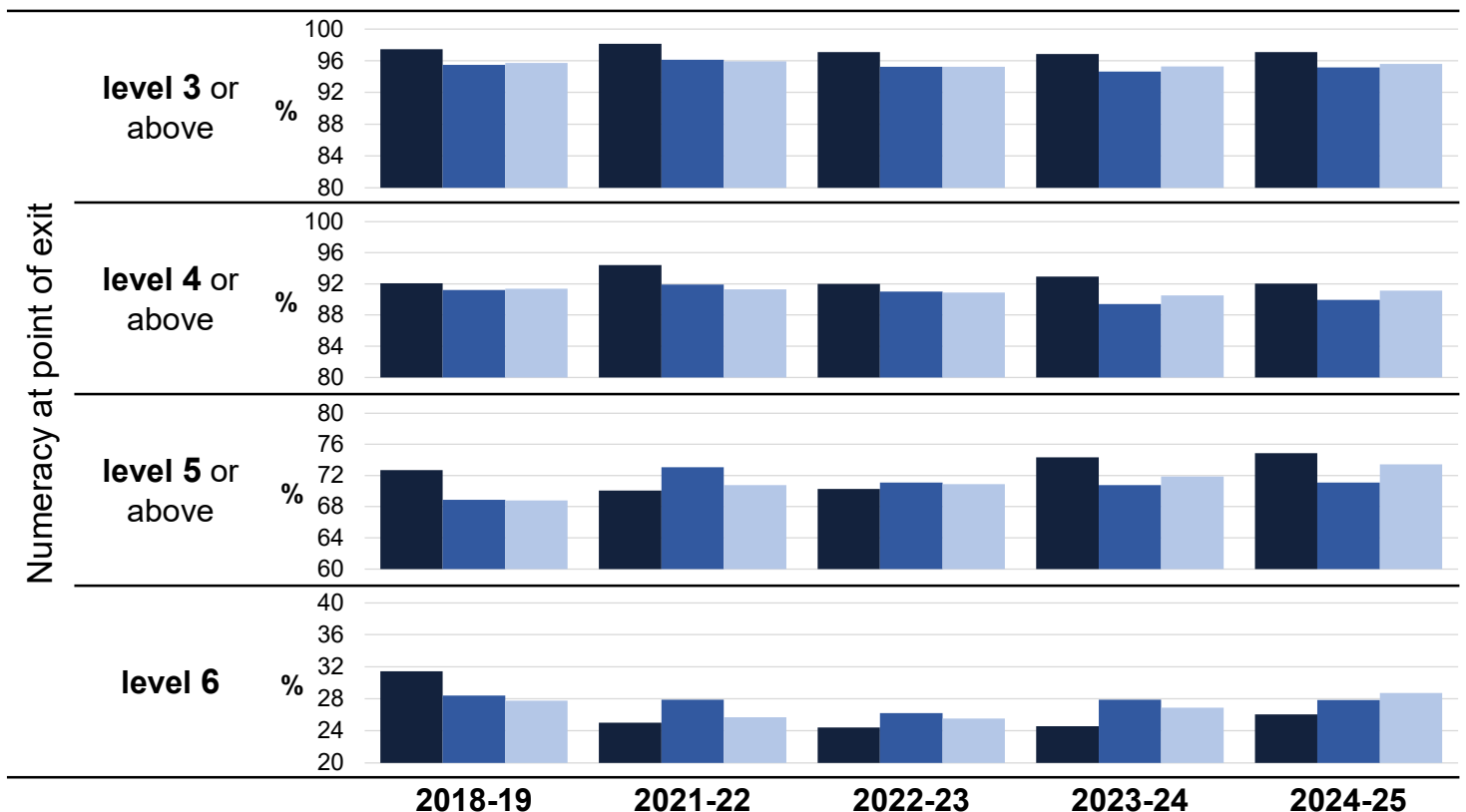


Senior phase: Numeracy

% of leavers (S4/S5/S6) achieving Numeracy

		2018-19	2021-22	2022-23	2023-24	2024-25	
Numeracy at point of exit	level 3 or above	South Ayrshire	97.5	98.1	97.1	96.8	97.1
		Virtual comparator	95.5	96.1	95.2	94.6	95.2
		National	95.7	95.9	95.2	95.3	95.6
	level 4 or above	South Ayrshire	92.1	94.4	92.0	92.9	92.1
		Virtual comparator	91.2	91.9	91.0	89.4	89.9
		National	91.4	91.3	90.9	90.5	91.1
	level 5 or above	South Ayrshire	72.7	70.1	70.3	74.4	74.9
		Virtual comparator	68.9	73.1	71.1	70.8	71.1
		National	68.8	70.8	70.9	71.9	73.4
	level 6	South Ayrshire	31.4	25.0	24.4	24.6	26.1
		Virtual comparator	28.4	27.9	26.2	27.9	27.8
		National	27.8	25.7	25.5	26.9	28.7

■ South Ayrshire ■ Virtual comparator ■ National



Senior phase: Breadth & depth

% of leavers (S4/S5/S6) achieving SQA National awards at A–C pass

		2018-19	2021-22	2022-23	2023-24	2024-25	
5 or more awards at level 3 or above	South Ayrshire	93.1	95.4	93.6	94.1	93.4	
	Virtual comparator	87.3	88.7	85.8	84.0	83.1	
	National	87.7	88.2	86.5	85.4	85.2	
5 or more awards at level 4 or above	South Ayrshire	88.0	90.4	88.1	87.6	84.7	
	Virtual comparator	83.4	85.2	82.1	79.7	77.7	
	National	84.0	84.4	82.6	81.3	80.6	
5 or more awards at level 5 or above	South Ayrshire	62.2	64.4	57.0	57.7	56.5	
	Virtual comparator	56.2	62.2	55.8	55.1	53.2	
	National	55.8	59.2	56.0	54.9	55.7	
1 or more awards at level 6 or above	South Ayrshire	61.9	62.3	57.8	57.9	56.2	
	Virtual comparator	61.0	63.7	57.6	57.1	55.7	
	National	60.6	61.3	57.9	57.4	58.4	
3 or more awards at level 6 or above	South Ayrshire	44.3	48.4	42.8	41.7	38.1	
	Virtual comparator	43.4	49.2	42.7	42.4	39.9	
	National	43.0	45.7	41.9	41.5	42.0	
5 or more awards at level 6 or above	South Ayrshire	30.4	32.8	30.8	29.9	26.9	
	Virtual comparator	29.0	33.8	29.4	29.7	26.9	
	National	28.7	30.7	28.4	28.2	28.3	
1 or more awards at level 7	South Ayrshire	17.6	22.6	22.6	17.6	16.8	
	Virtual comparator	19.0	23.6	20.6	20.6	18.6	
	National	19.1	21.5	20.2	19.3	19.8	

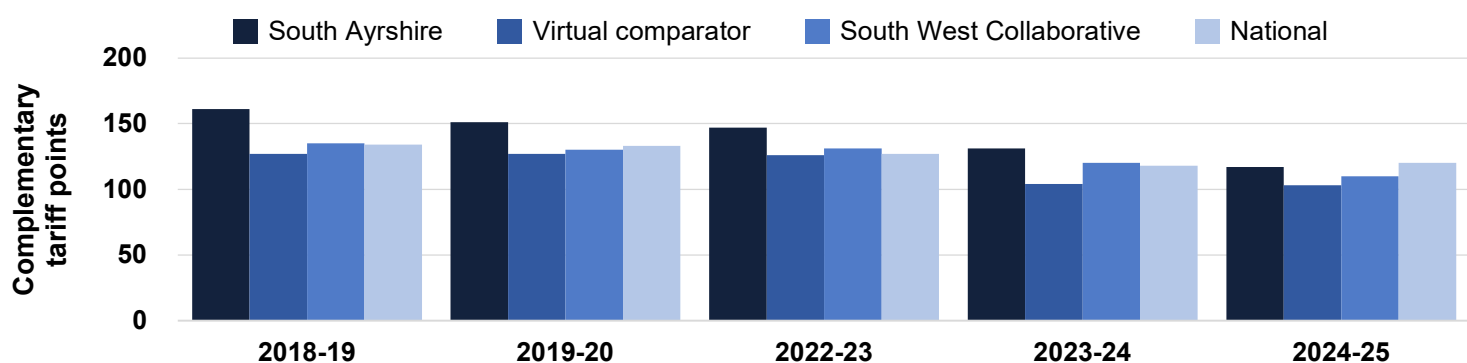
Senior phase: Breadth & depth

% of leavers (S4/S5/S6) achieving all SCQF awards

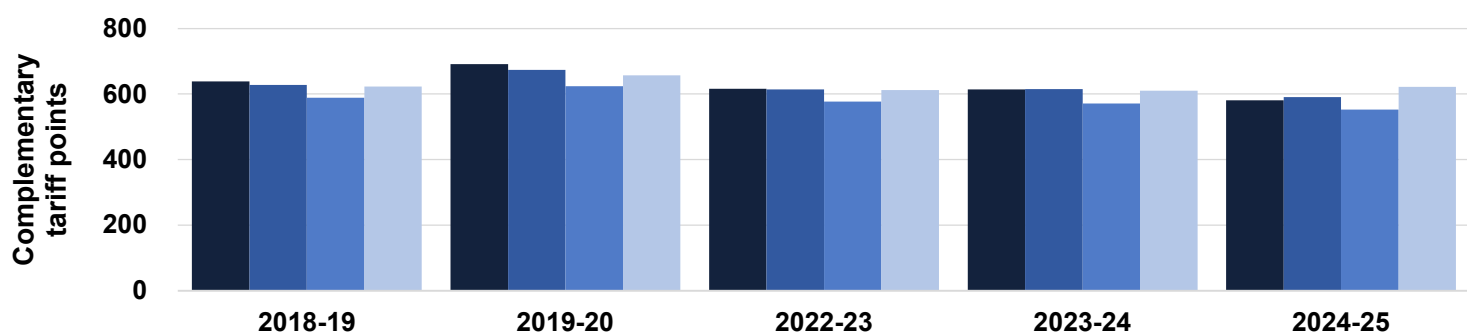
		2018-19	2021-22	2022-23	2023-24	2024-25	
5 or more awards at level 3 or above	South Ayrshire	94.1	96.0	94.6	94.7	94.7	
	Virtual comparator	88.7	90.4	88.0	86.5	86.8	
	National	89.1	90.1	88.6	88.0	88.6	
5 or more awards at level 4 or above	South Ayrshire	89.0	90.9	89.1	88.2	85.9	
	Virtual comparator	84.8	87.1	84.7	82.4	81.8	
	National	85.5	86.5	85.0	84.1	84.3	
5 or more awards at level 5 or above	South Ayrshire	70.6	70.4	66.3	66.8	66.9	
	Virtual comparator	64.6	69.8	66.0	65.8	65.5	
	National	64.3	67.7	66.3	66.6	68.6	
1 or more awards at level 6 or above	South Ayrshire	66.5	67.5	63.0	64.1	63.5	
	Virtual comparator	66.2	68.6	64.6	65.3	65.6	
	National	66.2	67.1	65.6	66.5	68.3	
3 or more awards at level 6 or above	South Ayrshire	51.5	56.4	51.6	52.1	51.7	
	Virtual comparator	51.5	56.2	51.2	52.1	51.1	
	National	50.9	53.0	51.1	51.7	53.6	
5 or more awards at level 6 or above	South Ayrshire	37.8	41.8	40.3	40.3	37.8	
	Virtual comparator	36.8	42.0	38.7	40.2	38.8	
	National	36.0	38.7	37.9	39.0	40.8	
1 or more awards at level 7	South Ayrshire	20.4	27.2	26.4	23.6	22.7	
	Virtual comparator	22.3	28.3	25.6	26.9	24.9	
	National	22.1	26.0	25.4	25.4	26.2	

Senior phase: Improving attainment for all

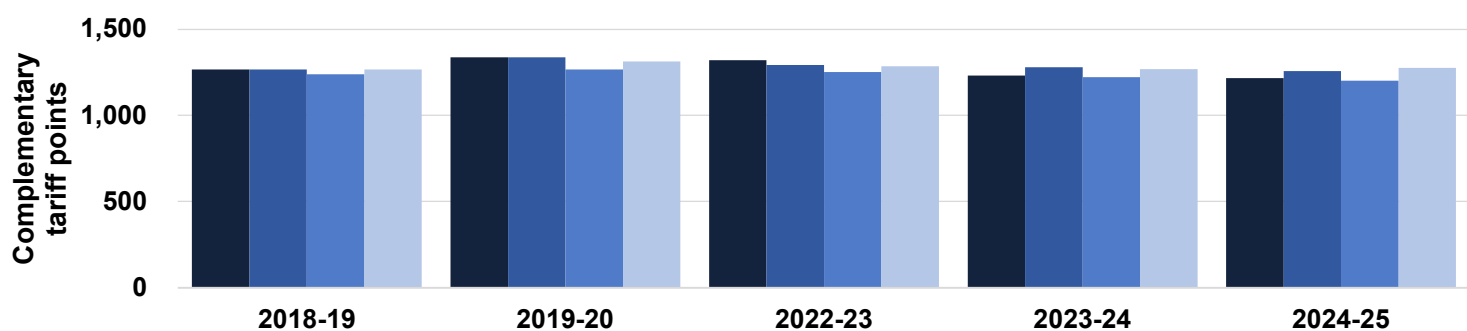
Average cumulative complementary tariff points of all leavers (S4/S5/S6)



Lowest 20%		2018-19	2019-20	2022-23	2023-24	2024-25
	South Ayrshire	161	151	147	131	117
	Virtual comparator	127	127	126	104	103
	South West Collaborative	135	130	131	120	110
	National	134	133	127	118	120



Middle 60%		2018-19	2019-20	2022-23	2023-24	2024-25
	South Ayrshire	639	691	616	614	581
	Virtual comparator	628	674	614	615	591
	South West Collaborative	589	624	577	571	553
	National	623	657	612	610	622



Highest 20%		2018-19	2019-20	2022-23	2023-24	2024-25
	South Ayrshire	1,267	1,338	1,321	1,232	1,217
	Virtual comparator	1,266	1,337	1,293	1,280	1,258
	South West Collaborative	1,239	1,266	1,252	1,222	1,202
	National	1,267	1,313	1,286	1,269	1,276

South Ayrshire Council Equality Impact Assessment Scoping

1. Proposal details

Proposal Title Education Performance Update – April 2026	Lead Officer Scott Mulholland
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- 2. Which communities, groups of people, employees or thematic groups do you think will be, or potentially could be, impacted upon by the implementation of this proposal? Please indicate whether these would be positive or negative impacts**

Community, Groups of People or Themes	Negative Impacts	Positive impacts
The whole community of South Ayrshire	-	-
People from different racial groups, ethnic or national origin.	-	-
Women and/or men (boys and girls)	-	X
People with disabilities	-	-
People from particular age groups for example older people, children and young people	-	X
Lesbian, gay, bisexual and heterosexual people	-	-
People who are proposing to undergo, are undergoing or have undergone a process to change sex	-	-
Pregnant women and new mothers	-	-
People who are married or in a civil partnership	-	-
People who share a particular religion or belief	-	-
Thematic Groups: Health, Human Rights, Rurality and Deprivation	-	-

- 3. Do you have evidence or reason to believe that the proposal will support the Council to:**

General Duty and other Equality Themes	Level of Negative and/or Positive Impact (high, medium or low)
Eliminate discrimination and harassment faced by particular communities or groups	Low impact
Promote equality of opportunity between particular communities or groups	Low impact
Foster good relations between particular communities or groups	Low impact
Promote positive attitudes towards different communities or groups	Low impact
Increase participation of particular communities or groups in public life	Low Impact
Improve the health and wellbeing of particular communities or groups	Low impact
Promote the human rights of particular communities or groups	Low impact
Tackle deprivation faced by particular communities or groups	Low Impact

4. Summary Assessment

Is a full Equality Impact Assessment (EQIA) required? (A full EQIA must be carried out on all high and medium impact proposals)	Yes ☐ No ☒
Rationale for decision: The proposals in this report allow scrutiny of performance. The report does not involve proposals for policies, strategies, procedures, processes, financial decisions and activities (including service delivery), both new and at review, that affect the Council's communities and employees, therefore an equality impact assessment is not required.	

Signed:	Scott Mulholland	Director of Education
Date:	24/03/25	Copy to equalities@south-ayrshire.gov.uk

South Ayrshire Council

**Report by Director of Education
to Cabinet
of 28 April 2026**

**Subject: Inspection of Coylton Primary School and Early Years
Centre: Education Scotland Report**

1. Purpose

- 1.1 The purpose of this report is to inform Cabinet of the outcome of the Education Scotland Inspection of Coylton Primary School and Early Years Centre.

2. Recommendation

2.1 It is recommended that Cabinet:

- 2.1.1 Considers the contents of the National report by Education Scotland as contained in Appendices 1, 2 and 3; and**
- 2.1.2 Agrees that the main points for action will be addressed by the Headteacher and Quality Improvement Officer.**

3. Background

- 3.1 Education Scotland inspectors inspected Coylton PS and Early Years Centre in November 2025 and looked at particular aspects of their recent work. The inspection was carried out using the full inspection model. This involves inspectors evaluating four quality indicators in the school and early learning centre.
- 3.2 The report for Coylton PS and Early Years Centre was published on 20 January 2026.
- 3.3 The inspection of Coylton PS and Early Years Centre found the following key strengths:

School

- Children are polite, well-mannered and welcoming to visitors. They are keen to share their experiences and are very proud of their school and community.
- The headteacher demonstrates strong, effective leadership and is supported well by her senior leadership team. Together, they have encouraged a strong sense of teamwork amongst all staff. They have a clear understanding of the needs of the school and its community.

- The staff are enthusiastic to lead change. They feel trusted and respected by senior leaders to improve learning experiences and outcomes for children. They are proactive in engaging with professional learning and research. This is resulting in improved outcomes for all children.
- Across the school there is a clear and well-understood vision to support children through well-established and effective nurturing approaches. As a result, children thrive in a warm and inclusive ethos.
- All staff have developed strong approaches to identifying and meeting the needs of children who require additional support. As a result, children who need extra help make very good progress in learning.

Early Years Centre

- Leadership created a strong, values-driven culture where staff were highly motivated, reflective, and supported through very well-planned professional learning that improved outcomes for children.
- Children experienced warm, responsive care and nurturing relationships that promoted emotional wellbeing and confidence.
- The stimulating learning environment and the open-ended resources that support high levels of engagement, children's curiosity, creativity, and imagination. Children are having fun and are highly motivated by the rich learning experiences.
- Staff know children very well as individuals and learners. They use a range of robust information about children to plan for their learning, including additional levels of challenge and support. As a result, children continue to make very good progress since starting the early years centre.

3.4 Education Scotland Inspectors agreed the following areas for development with the leadership team of the school and educational services:

- Continue to develop high-quality learning and teaching across all stages of the school, including learning through play.

3.5 The Headteacher of Coylton PS and Early Years Centre will link with the Quality Improvement Officer to build on the strengths identified in the inspection report and address the key points for action.

4. Proposals

4.1 It is proposed that Cabinet notes the key strengths and points for action in the Education Scotland report and agrees to the Headteacher addressing these in conjunction with the Quality Improvement Officer.

5. Legal and Procurement Implications

5.1 There are no legal implications arising from this report.

5.2 There are no procurement implications arising from this report.

6. Financial Implications

6.1 Not applicable.

7. Human Resources Implications

7.1 Not applicable.

8. Risk

8.1 *Risk Implications of Adopting the Recommendations*

8.1.1 There are no risks associated with adopting the recommendations.

8.2 *Risk Implications of Rejecting the Recommendations*

8.2.1 Educational Services may be downgraded as part of the Shared Risk Assessment process carried out by the Local Area Network responsible for scrutiny if the service does not address the main points for action.

9. Integrated Impact Assessment (incorporating Equalities)

9.1 The report does not involve proposals for policies, strategies, procedures, processes, financial decisions and activities (including service delivery), both new and at review, that affect the Council's communities and employees, therefore an Integrated Impact Assessment is not required.

10. Sustainable Development Implications

10.1 ***Considering Strategic Environmental Assessment (SEA)*** – This report does not propose or seek approval for a plan, policy, programme or strategy or document otherwise described which could be considered to constitute a plan, programme, policy or strategy.

11. Options Appraisal

11.1 An options appraisal has not been carried out in relation to the subject matter of this report.

12. Link to Council Plan

12.1 The matters referred to in this report contribute to Priority Two of the Council Plan: Live, Work, Learn and Outcome One: Education and lifelong learning.

13. Results of Consultation

13.1 There has been no public consultation on the contents of this paper.

13.2 Consultation has taken place with Councillor William Grant, Portfolio Holder for Education, and the contents of this report reflect any feedback provided.

14. Next Steps for Decision Tracking

- 14.1 If the recommendations above are approved by Members, the Director of Education will ensure that all necessary steps are taken to ensure full implementation of the decision within the following timescales, with the completion status reported to the Cabinet in the 'Council and Cabinet Decision Log' at each of its meetings until such time as the decision is fully implemented:

Implementation	Due Date	Managed By
Meetings to be arranged with the Headteacher to monitor progress towards areas for development in conjunction with the planned programme of visits.	October 2027	Quality Improvement Officer

Background Papers: None

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Date: 10 February 2026

Appendix 1



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Appendix 2



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Appendix 3



Coylton Primary
School and Early Year

Summarised inspection findings

Coylton Primary School

South Ayrshire Council

20 January 2026

Key contextual information

Coylton Primary School is a non-denominational school serving the village of Coylton, South Ayrshire and surrounding areas.

The established headteacher has been in post for 13 years. She is supported by a depute headteacher and two part-time principal teachers in leading and managing the school. The principal teachers took up post in August 2025 on a temporary basis.

At the time of inspection, the school roll was 245 children arranged across ten classes. A minority of children across the school have additional support needs. In September 2024, almost all children lived in quintiles three and four, and a few children lived in quintiles one and two of the Scottish Index of Multiple Deprivation. In September 2024, 13% of P6-P7 children were registered for free school meals.

1.3 Leadership of change	very good
This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are: ■ developing a shared vision, values and aims relevant to the school and its community ■ strategic planning for continuous improvement ■ implementing improvement and change	

- The headteacher provides highly effective leadership to the school community. She has a very clear, strategic vision for school improvement and a well-informed rationale for change. The headteacher is supported ably by the senior leadership team. Together, they are ambitious for all children to achieve success. They prioritise respectful and trusted relationships with children and families. Almost all stakeholders respect them as a senior leadership team. As a result, senior leaders have created a school where most children make very good progress and attain very well within a nurturing, calm ethos.
- Senior leaders and staff have developed effectively, with parents and children, shared high aspirations for all children. The school’s vision of ‘Cultivating Our Young Learners Through Outstanding Nurture’ (COYLTON) is embedded within the life of the school. Children and staff demonstrate very well the school’s values of ‘ready, respectful and safe’ in their interactions with each other. Children talk confidently about how the vision and values support them in their learning and relationships. As a result, almost all children behave very well.
- All staff have a very good understanding of the school’s socio-economic context. They know all children, their needs and their backgrounds very well. All staff have a strong focus on supporting children’s emotional wellbeing and developing partnerships to support children and their families. The headteacher and staff have used Pupil Equity Funding (PEF) effectively to supplement staffing to meet the specific needs of children most affected by poverty. These additional staff support targeted children very well to regulate their behaviour and engage

with learning. As a result, the progress of targeted children is accelerating, and their engagement in learning is improving.

- The headteacher surveys the views of parents regularly to identify effectively areas for improvement. She discusses with the Parent Council the progress of school improvements and how PEF is used. As a next step, she should ensure all stakeholders have a greater say in how PEF should be spent.
- The headteacher has established a useful and appropriate quality assurance calendar which outlines activities to monitor the effectiveness of the work of the school. She implements these activities systematically across the year. Quality assurance activities include classroom observations, reviewing children's work and talking to groups of children. As a result, there is a greater consistency of high expectation regarding standards. Older children recognise the important role that they play in leading change across the school. For example, the pupil council supports quality assurance activities very effectively. Children observe lessons across the school. They consult their peers regarding what they 'see, feel, hear' when considering learning experiences and the life and ethos of the school. The headteacher uses this information to inform school improvement activities. The headteacher recognises rightly that, as a next step, children should have greater involvement in creating action plans based on the information that they have gathered. This would allow children to have further real-life and worthwhile leadership opportunities which lead to effective school improvement.
- Staff work very well together, taking individual and collective responsibility for school improvement. This is a strength of the school. Skilled school assistants undertake regular training to support children effectively. They meet termly to ensure that interventions are having a positive impact on children. Most teachers lead and take forward aspects of school improvement. A minority volunteer their time to run lunchtime or after-school clubs. Teachers work collegiately in groups to develop aspects of the curriculum and pedagogy which link to the school improvement plan. All staff are enthusiastic about their leadership roles. They feel empowered to make a case for change. Senior leaders support them to trial new approaches. For example, staff have developed a consistent approach to teaching numeracy across the school. This is supporting children effectively to develop confidence and accuracy with mental calculations.
- Teachers use current educational research and thinking effectively to underpin all improvement work. Senior leaders encourage teachers to share their learning across the staff team and carry out small tests of change, adapting approaches to meet the needs of children. For example, they have developed a range of very effective nurturing approaches which are consistently and effectively used across the school. Children have access to calm corners within classrooms and across the school to support them to control their emotions better. This is resulting in almost all children being ready to learn. Staff have also engaged in moderation activities with colleagues across the cluster to develop confidence relating to national standards of attainment. As a result, teachers' professional judgements about children's progress in learning are accurate and robust.
- Senior leaders and staff have a clear understanding of the positive impact that new approaches are having on children. They regularly share their learning with colleagues from the cluster and beyond to support developing practice outwith school.

- Staff have established a range of leadership roles and committees for children. Children are highly motivated by these opportunities. For example, a few children in P5 to P7 take on leadership roles as part of the 'Fairtrade' group. A few children in P3 to P7 are part of the 'digi-leaders' and 'senior readership' groups. All children in P5 are part of the pupil council. All children in P7 have a range of additional leadership roles including leading assemblies. This is supporting children well to develop their skills for learning, life and work. Senior leaders recognise the importance of now providing all children at all stages with a wider range of meaningful leadership opportunities, linked to school improvement.

2.3 Learning, teaching and assessment

very good

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- Across the school, children thrive in a warm, nurturing and inclusive ethos. Relationships between children and staff, and amongst children, are respectful. Children demonstrate the values of being ready, respectful and safe very effectively. Staff know children and families very well. They have built knowledgeable, kind and mutually respectful relationships with children and families. Most children have a sound understanding of their rights and the rights of others. As a result, almost all children demonstrate high standards of positive behaviour. Where a few children display dysregulated behaviour, staff sensitively and effectively support them to manage their emotions and re-engage with learning quickly.
- Most children learn in creative and stimulating learning environments, both indoors and outdoors. They are confident to access independently a range of resources which support them in their learning. This ensures children have ownership of their learning. Staff review these learning environments routinely to ensure that they meet the needs of all children. As a result, most children across the school demonstrate high levels of engagement in learning.
- Teachers have developed an effective learning and teaching framework. This includes the 'Coylton Non-Negotiables' to ensure a clear and shared understanding of what high-quality learning and teaching looks like. This framework is not yet consistently used across the school. Senior leaders continue to engage with teachers effectively to improve the consistency of high-quality learning and teaching as children move through the school. In doing so, they provide opportunities for teachers to observe each other and engage with local authority colleagues to support and improve practice. Most teachers routinely share what the planned learning is and make clear connections to prior learning. They ensure children understand what they need to do to be successful. In the best examples, teachers work with children to co-construct the steps for success in their learning. This ensures children reflect very well on their own success in learning, articulate the skills they are developing and what they need to do to improve.
- Most teachers use questioning effectively to check for understanding and consolidate children's learning. A minority of teachers use questioning effectively to extend children's thinking and develop their higher-order thinking skills. Senior leaders should continue to support teachers to develop their questioning skills further. This should enable children to have greater responsibility and increased ownership of their learning.
- In the majority of lessons, teachers plan learning that is well-matched to children's needs and abilities. A few children are capable of achieving more and would benefit from increased

challenge. Highly skilled and committed school assistants provide well-timed and bespoke support for children who require help with their learning and emotions.

- In most lessons, staff use verbal feedback effectively to support children's learning. All teachers use written feedback to help children improve their learning. The quality of this feedback is variable. Teachers should now work together to develop a shared approach to ensure consistency. Most children use peer- and self-assessment very effectively when assessing their own and each other's work. Across the school, children set targets for literacy, numeracy and health and wellbeing using their 'Goal Getters' approach. This is supporting all children to understand what they need to improve.
- Almost all teachers use interactive whiteboards to support and enhance learning. In the majority of classes, children use digital resources and applications skilfully to extend and share their learning. In a few classes, children code programmable toys and use matrix barcodes to access applications and software confidently. Where digital technology is used well, children's engagement and motivation for learning is enhanced.
- Staff working at the early stages are developing their understanding of play pedagogy. They have engaged with professional learning and colleagues from the Early Years' Centre to inform their practice. Moving forward, staff should continue to develop their understanding of what effective play pedagogy looks like. In doing so, they should continue to review the learning environment to encourage curiosity, creativity and independence. They should develop further their approaches to consider the teachers' role in observing, facilitating and extending play. This should help them to ensure all learning experiences are developmentally appropriate, engaging and allow children to develop effectively their learning through play.
- Senior leaders and teachers have developed a useful assessment calendar highlighting assessment evidence to be gathered throughout the year. Teachers use a range of diagnostic, summative and standardised assessments very effectively to gather information about children's learning and development. Senior leaders and teachers analyse data from assessments very well to support teachers' professional judgements about children's attainment and progress.
- All teachers have participated in worthwhile moderation activities. They have engaged in professional discussions within the school and across the cluster. This is supporting teachers very well to make reliable professional judgements regarding children's progress and attainment in literacy and numeracy.
- Senior leaders have developed extensive and robust tracking and monitoring systems. They meet with teachers three times per year to discuss each child's progress. Together, they analyse data very well to identify potential gaps and barriers to individual children's learning. They plan a range of appropriate interventions for children who require additional support in their learning. They plan short term, measurable targets which are reviewed regularly with parents and children. This allows teachers to track children's progress towards their targets effectively. Teachers, support for learning staff and school assistants work collaboratively throughout the year to review interventions. They are responsive to ensure interventions continue to effectively meet children's needs. Senior leaders should now ensure teachers plan for children who require more challenge in their learning. This should support them better to meet the needs of all children. As a next step, senior leaders should track children's progress

across the wider curriculum. This should support a holistic understanding of individual children's progress across all areas of the curriculum.

2.2 Curriculum: Learning pathways

- Teachers use progression pathways well to plan learning across all curricular areas based on the experiences and outcomes of a Curriculum for Excellence (CfE). They use these pathways effectively to support children to build on their prior learning. They should continue to develop the use of progression pathways to consistently plan learning and teaching that meets the needs of all children, including those requiring challenge.
- Teachers have developed contexts for learning which allow children to learn across a range of different subjects. They involve children to identify questions to focus on what they want to learn within these contexts. Children are now well-placed to have a greater voice in choosing the contexts of their learning. Teachers should engage with children to ensure contexts for learning reflect better children's interests and motivations. This should support all children to be fully engaged and take greater ownership for their own learning.
- Children welcome opportunities to learn outdoors. Teachers regularly use the school grounds to enhance the curriculum. Teachers should develop an outdoor learning curriculum which ensures children build on their existing skills and prior learning progressively. Children in P7 attend a residential camp annually. This supports children to develop their resilience and teamworking skills.
- All children receive two hours of high-quality physical education (PE) each week. Teachers make use of indoor and outdoor spaces to deliver this. Most children say the school provides them with regular exercise and teaches them to be healthy. They are proud to have been awarded national accreditation for the school's work in sport.
- Children from P1 to P7 learn French progressively. Older children have previously learned Gaelic as a third language. Senior leaders should now ensure that children in P5 to P7 receive their entitlement to a third language in line with the Scottish Government's 1 + 2 approach to modern languages.
- Children have opportunities to learn about Christianity and other world religions. This is helping them develop well their understanding and appreciation of different religions and cultural events.
- There is a strong reading culture across the school. Children have access to a range of reading materials and books in class and in the school library. They are able to borrow books and share them with families at home. This is supporting children well to develop their enjoyment of reading and supports well the development of their reading skills.
- Senior leaders and staff have recently introduced a focus on meta-skills. Children discuss these during assemblies and class lessons. Older children are confident talking about the 'meta-skill' of the month and why it is important for their learning. Senior leaders and staff rightly recognise the need to now plan a progression pathway which highlights clearly how children build meta-skills across their learning.

2.7 Partnerships: Impact on learners – parental engagement

- All staff promote positive partnership working with parents to ensure the progress and positive wellbeing of children in their care. Most parents feel comfortable approaching the school. They are happy with the school's commitment to ensuring a positive, nurturing and aspirational ethos across the school community.
- The headteacher uses a range of digital communications with parents to share information. This ensures that parents have opportunity to be involved in their child's learning and in the work of the school. The weekly 'news round up' and sharing of school news on social media, provides an effective platform for sharing children's learning and achievements.
- Parents share photographs with staff of their child being successful in different ways outwith school. This helps children recognise, celebrate and value each other's achievements on the school's 'Wall of Fame.'
- Parents join the learning regularly in class or on visits out of school. For example, they join outdoor learning activities, themed learning showcases and visit younger classes for stay and play sessions. This helps inform parents on the most effective ways to support their child's learning at home.

2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. At the time of the inspection, there were no identified areas for development.

3.1 Ensuring wellbeing, equality and inclusion

very good

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Children and staff have worked together very well to establish a caring and safe learning environment. Staff use a range of approaches very effectively to ensure that children feel safe and supported. For example, they make good use of daily check-ins and 'brain breaks' to help children regulate their emotions in class. All children identify a staff member with whom they can share their worries and concerns. Senior leaders have developed a positive relationships policy in partnership with children, staff and parents. This supports the whole school community to have a shared understanding of expectations and approaches being used to support children. As a result, almost all children behave very well and respond positively to the warm and sensitive interactions from all staff. Almost all children and parents report that children feel safe in school and are treated with respect by staff and other children.
- All staff place the principles of nurture at the heart of what they do. This results in almost all children feeling calm and ready to learn. Staff assess the emotional wellbeing of all children regularly to identify effectively those needing extra support. They have undertaken professional learning in, for example, dysregulation and autism, to help provide well-informed interventions for children. Staff provide children with daily opportunities to share their emotions. All staff help children use a range of well-considered strategies to help manage their emotions. In addition, staff deliver very effective nurture intervention programmes designed to meet the specific wellbeing needs of individuals. Children speak enthusiastically about the wellbeing club at lunch time that they can opt into if they feel overwhelmed by the playground. They make very good use of calm areas, nurture nooks and the sensory room to help regulate their emotions when required. As a result, children's social and emotional needs are met very well, and most children are supported very effectively to learn with their peers. Staff's robust tracking and review of children's progress demonstrates the positive impact this support has on individual children's readiness to learn.
- Staff and children have worked together very well to establish an environment where respect for each other's rights is embedded in the daily life of the school. There is a strong focus on children's rights across the school. Children confidently describe their rights and how these affect their day to day lives. As a result, staff and children have been successful in obtaining accreditation for their work in this area. The 'rights respecting' group promotes children's rights across the school successfully through regular assembly presentations. This contributes well to the culture of mutual respect across the school.
- All staff undertake annual training, are aware of their statutory duties relating to child protection and carry these out very effectively. Staff implement a staged intervention process,

following local authority guidance, and use a wide range of targeted and effective interventions when required. For example, children receive effective support in phonics, writing, numeracy and how to deal with anxiety. Support for learning staff provide very effective support to groups and individuals across the school. They provide support very well to children in class through whole class or individual toolkits to support dyslexia or dyscalculia. A few teachers provide well informed professional learning to staff and to parents on topics such as dyscalculia, autism in girls and dyslexia. As a result, children with barriers to learning are supported very well and make very good progress in learning.

- Senior leaders engage in termly tracking meetings with class teachers to review children's progress and monitor the effectiveness of planned interventions. Senior leaders provide helpful guidance for staff to complete effective additional support plans. They have recently worked with staff to review how they write measurable targets to help capture children's progress more effectively. As a result, children's plans contain appropriate targets that are clear and measurable and are reviewed regularly. Staff ensure that children and parents are fully involved in the review of children's progress.
- Staff work very well with a range of partners to support the assessment of children with an identified need. For example, they work with speech and language therapy, educational psychology and social work colleagues. This is helping staff and partners to provide specific support to help individuals make very good progress and address their barriers to learning.
- Children are learning increasingly about diversity and equality as part of their health and wellbeing curriculum. To support this, all children have access to a library of books promoting equality and diversity. Staff work very well with children to challenge gender stereotypes through their work on future careers. Across the school, staff celebrate different religions and cultures with children effectively. They raise awareness and respect for others through celebrations during Black History week and their regular focus on anti-racism. Older children have been developing well their understanding of sectarianism and neurodiversity. Partners, such as the community police officer, visit regularly to develop children's understanding of hate crimes and the dangers of offensive language. This is supporting all children to learn more about the world and to respect differences. Almost all children are developing an understanding and positive attitude to disability and neurodivergence. For example, most children in the school identify neurodivergence as a 'super power.' Children in the school have been involved in South Ayrshire Council's recognition events for young carers. This has helped raise awareness of young carers who are in school, the skills they have and the support they may require. House captains help other children understand and celebrate differences very well through presentations at assembly. This approach is helping all children to feel more welcomed and included in the life of the school. Overall, staff support children, meet the diverse range of needs, and celebrate differences very well. This ensures that the school has very inclusive approaches.

3.2 Raising attainment and achievement

very good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

Attainment in literacy and numeracy

- Across the school, overall attainment in literacy and numeracy is very good. Almost all children across the school achieve expected CfE levels in reading, writing, talking and listening and numeracy and mathematics.
- Across the school, children who require additional support in their learning are making very good progress towards their individual targets.

Attainment in literacy and English

- Overall, most children make very good progress in listening and talking, reading and writing. At the early level, a few children are capable of developing early literacy skills at a faster pace.

Listening and talking

- Across all stages, almost all children listen very well to explanations and to each other, offering their own thoughts, opinions and ideas. At early level, most children, share their experiences during discussions and ask questions to find out more information. They would benefit from further opportunities and experiences within play to share these experiences with others. At first level, most children talk confidently about favourite authors, sharing their opinions on the books they enjoy. They would benefit from further opportunities to ask and respond to questions about texts. At second level, most children respond to literal, inferential and evaluative questions accurately. Most children demonstrate well-developed skills in asking questions of others and recording their conversations on digital tablets.

Reading

- At early level, most children are developing confidence in reading familiar texts. Most children know the letters of the alphabet and recognise initial sounds. A few children are beginning to blend letters to read simple words. Children should now continue to develop confidence and accuracy in reading and in sounding out unfamiliar letter sounds and words at a faster pace. At first level, most children read aloud with expression and talk confidently about prediction and summarising skills. They share their understanding about different types of texts well, recognising features of fiction and non-fiction texts. They enjoy reading and can share opinions about their favourite authors. They should now use features within texts to support them to clearly identify fact and opinion. At second level, most children discuss strategies such as making notes, which improves their understanding within

challenging texts. They should now explore authors' use of language and style within a range of texts.

Writing

- At early level, most children write letters with confidence. A few children are beginning to write simple words independently. They should now be supported to build on this, increasing the number of words they write, working towards writing a full sentence independently. Most children at first and second levels write increasingly extended pieces and use punctuation well to structure and organise their writing. At first level, children should continue to create a variety of texts for different purposes. At second level, most children use spelling strategies very well, including the spelling of more difficult words. Children would benefit from further opportunities to make effective use of notes. Across the school, the standard of presentation and handwriting is of high quality.

Numeracy and mathematics

- Overall, most children make very good progress in numeracy and mathematics.

Number, money and measure

- Across the school, children at all stages have a very good understanding of time. At early level, most children count to 20 and beyond accurately. They add and subtract to ten by counting on and back in ones orally and are developing confidence in doing this mentally. At first level, most children use a range of mental and written strategies for addition, subtraction, multiplication and division calculations confidently. Children are less confident in solving more complex, two-step problems, including in real-life contexts. At second level, almost all children understand place value to 1,000,000 and confidently round numbers to the nearest 1000, 10,000 and 100,000. Most children add and subtract whole numbers and decimal fractions to two decimal places. They multiply and divide mentally and using written methods. A few children should be encouraged to strengthen further their recall of times tables. They need more practice to develop their understanding of how to solve calculations which include decimal fractions.

Shape, position and movement

- At early level, most children recognise a range of simple two-dimensional (2D) shapes and three-dimensional (3D) objects. They use a range of language to describe position and direction. They are less confident in their understanding of symmetry. At first level, most children describe compass points and follow directions using clockwise, anticlockwise and right angles. Most children understand symmetry and look for this in the environment. At second level, almost all children identify and describe a range of 2D shapes and 3D objects and describe the relationship between nets and 3D objects. They understand the properties of a circle and identify angles with confidence.

Information handling

- Across the school, children are developing well their skills in gathering, recording and displaying information, in a few examples this is supported well using digital tools. At early level, most children correctly sort objects into groups based on their characteristics and accurately interpret simple graphs and charts. At first level, most children present and interpret information confidently using charts, graphs and tables. At second level, almost all children are

confident in using a range of methods to organise and analyse information. They confidently relate these to real-life situations.

Attainment over time

- Attendance across the school is very good. The school's attendance is currently 95% which is above the local authority and national averages. Senior leaders are proactive in encouraging positive attendance for all children. They ensure regular communication on promoting positive attendance with families. For example, they make good use of weekly round-ups, social media, school website and Parent Council meetings to highlight the importance of good attendance. Senior leaders monitor school attendance rigorously and support children and families who find attending school difficult. They work with a range of partners, for example social work, to ensure additional support for children and families where required. As a result, school attendance has increased 2% from the previous year.
- Senior leaders and staff track progress and attainment for all children very effectively, including those who experience hardship. They meet with staff termly to review children's progress and attainment. Together they use a range of assessment data to identify gaps in attainment and to set targets for improvement. A range of staff including teachers and support staff provide a wide range of universal and specific interventions to close gaps in learning and raise attainment. Over time, children make very good progress within literacy, numeracy and wellbeing. Children who require additional support in their learning make very good progress. Senior leaders have correctly identified the need to now develop a system that tracks children's progress over time across all curricular areas.

Overall quality of learners' achievements

- Staff recognise and celebrate successfully children's achievements in and out of school through wall displays, assemblies and in their 'magic moments folders'. Children feel proud that their successes are valued and shared. Almost all children participate in a range of lunchtime and after school clubs such as football, netball, glee club and dance. They take part in a range of interschool tournaments such as volleyball, netball and handball. Staff track pupil participation in clubs and activities in and out of school well to ensure no child misses out. Children have a strong voice in determining the activities on offer.
- Across the school, staff provide a range of roles which are supporting children to develop the four capacities of CfE successfully. For example, older children have opportunities to be members of groups such as digital learning, Rights Respecting Schools, junior sports leaders, Fairtrade pupil group and the pupil council. As a result, the majority of children influence positive changes within their school and develop skills such as confidence and how to collaborate with others.

Equity for all learners

- Almost all staff have a very good understanding of the socio-economic context of families within the school community. They take steps to reduce the cost of the school day. For example, families have access to recycled uniform. Staff work closely with the Parent Council to fundraise to reduce financial pressures for families. This includes reducing costs for trips and working with families in confidence to reduce financial barriers.
- Senior leaders use additional funding very well to support children, through targeted and individual group interventions. Senior leaders track and monitor the impact of these

interventions over time very effectively, helping children make continued progress. Senior leaders identify children who are adversely affected by their circumstances. They ensure interventions are put in place to support an acceleration of the progress and attainment of those children. As a result, all children across the school have equitable approaches to help them achieve.

Explanation of terms of quantity

The following standard HMIE terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.

On behalf of His Majesty's Chief Inspector of Education in Scotland.

20 January 2026

Dear Parent/Carer

In November 2025, a team of HM Inspectors of Education visited Coylton Primary School. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff.

The inspection team found the following strengths in the school's work.

- Children are polite, well-mannered and welcoming to visitors. They are keen to share their experiences and are very proud of their school and community.
- The headteacher demonstrates strong, effective leadership and is supported well by her senior leadership team. Together, they have encouraged a strong sense of teamwork amongst all staff. They have a clear understanding of the needs of the school and its community.
- The staff are enthusiastic to lead change. They feel trusted and respected by senior leaders to improve learning experiences and outcomes for children. They are proactive in engaging with professional learning and research. This is resulting in improved outcomes for all children.
- Across the school there is a clear and well-understood vision to support children through well-established and effective nurturing approaches. As a result, children thrive in a warm and inclusive ethos.
- All staff have developed strong approaches to identifying and meeting the needs of children who require additional support. As a result, children who need extra help make very good progress in learning.

The following areas for improvement were identified and discussed with the headteacher and a representative from South Ayrshire Council.

- Continue to develop high-quality learning and teaching across all stages of the school, including learning through play.

We gathered evidence to enable us to evaluate the school's work using four quality indicators from [How good is our school \(4th edition\)](#). Quality indicators help schools, local authorities and inspectors to judge what is working well and what needs to be improved. Following the inspection of each school, the Scottish Government gathers details of our evaluations to keep track of how well Scottish schools are doing.

Here are HMIE's evaluations for Coylton Primary School

Quality indicators	Evaluation
Leadership of change	very good
Learning, teaching and assessment	very good
Ensuring wellbeing, equality and inclusion	very good
Raising attainment and achievement	very good
Descriptions of the evaluations are available from: How good is our school (4th edition) Appendix 3: The six-point scale	

A more detailed document called Summarised Inspection Findings (SIF) will be available on the HMIE website at: [Coylton Primary School | Inspection Report | His Majesty's Inspectorate of Education in Scotland](#)

What happens next?

We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. South Ayrshire Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.

Denise Penman
 HM Inspector

On behalf of His Majesty's Chief Inspector of Education in Scotland

Early learning and childcare (ELC) setting shared inspection report

Coylton Early Years Centre

South Ayrshire Council

20 January 2026

In November 2025, a team of inspectors from HMIE and the Care Inspectorate visited Coylton Early Years Centre. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff.

Key inspection findings

- Leadership created a strong, values-driven culture where staff were highly motivated, reflective, and supported through very well-planned professional learning that improved outcomes for children.
- Children experienced warm, responsive care and nurturing relationships that promoted emotional wellbeing and confidence.
- The stimulating learning environment and the open-ended resources that support high levels of engagement, children's curiosity, creativity, and imagination. Children are having fun and are highly motivated by the rich learning experiences.
- Staff know children very well as individuals and learners. They use a range of robust information about children to plan for their learning, including additional levels of challenge and support. As a result, children continue to make very good progress since starting the early years centre.

HM Inspectors and the Care Inspectorate gathered evidence to enable us to evaluate the setting's work using four quality indicators from [the Quality improvement framework for the early learning and childcare sectors](#).

Quality Indicator	Evaluation
Staff skills, knowledge, values and deployment	excellent
Learning, teaching and assessment	very good

Nurturing, care and support	very good
Children's progress	very good

Summary of inspection findings

Key contextual Information

Coylton Early Years Centre (EYC) is located within Coylton Primary School in the village of Coylton, South Ayrshire. Children attend from Coylton, surrounding villages and other nearby local authorities. The centre is registered to provide early learning and childcare (ELC) for a maximum of 70 children aged from two years old to those not yet attending primary school. The current roll is 38. The building comprises two playrooms and two outdoor areas. The centre is opened from 8 am – 5.30 pm all year round. Children have varying patterns of attendance.

The headteacher of the school has overall responsibility for the centre and is supported by an ELC deputy manager. The staff team consists of a senior early years practitioner and 13 early years staff with various work patterns. One day per week, a local authority peripatetic teacher supports the EYC.

Leadership: Staff skills, knowledge, values and deployment

Children benefited from exceptionally skilled, knowledgeable, and values-driven staff who consistently delivered high quality practice. Staff engaged meaningfully at children's level, used highly positive language, and empowered decision-making and problem-solving during play. Children's achievements were competently celebrated through verbal praise and visual cues, creating a culture of success. For example, 'Make-Believe/Helicopter Stories' were expertly and skilfully facilitated by knowledgeable staff promoting creativity, pride, and confidence in children. As a result, children were deeply respected, developed autonomy, and confidently shared ideas. Cooperation and friendships flourished, and pride was evident in children's interactions.

Staff professional learning was exceptionally well-structured and firmly rooted in pedagogy—the theory and practice of teaching and learning. Staff accessed high-quality training, evaluated its impact, shared learning, and adapted environments to enhance outcomes and experiences for children. For example, visits to other early years centres informed action plans and improvements such as innovative display strategies. Initiatives like Nurturing Mathematical Thinkers introduced "Block Mini

Me's" to strengthen numeracy. Clay was introduced as a creative medium, and family engagement sessions deepened community connections. External partners commended staff expertise. These approaches resulted in richer, more challenging learning experiences that significantly improved children's confidence, creativity, and real-life application of skills.

Staff were highly motivated and reflective, demonstrating ownership of continuous improvement. Structured feedback and supervision supported professional growth. Peer observation was carried out using a traffic-light system (Red, Amber, Green). This approach indicated performance levels, this made feedback more transparent and actionable. By categorising observation into distinct level, staff were easily able to identify key areas of strength and opportunities for growth. Weekly team meetings with clear action points and annual appraisals identified individual strengths such as numeracy, digital literacy, storytelling, clay work, and design. Reflective evaluations after training sessions informed practice and drove innovation. Staff skills were expertly matched to routines and activities. This ensured sustained improvement and high quality outcomes for children. Succession planning was embedded to retain expertise. Leadership roles were visible to children, fostering engagement. As a result, children benefited from specialist expertise and strong continuity of care.

All staff were registered with a relevant registration body and demonstrated clear understanding of codes of practice. Wellbeing and reflective practice were promoted consistently from leadership down. Children's rights were embedded in practice, for example, UNCRC links in floorbooks. Robust monitoring reflected the service's strong values and ethos. This careful monitoring ensured consistently positive experiences for children and families.

A compassionate, responsive culture was evident throughout the setting. Communication was the cornerstone of a nurturing environment. Daily huddles ensured resource alignment, and transitions were meticulously planned with children's voices central through the "What matters to me" approach. Devolved leadership opportunities afforded staff opportunities to share their best practice at locality learning festivals. The service proactively signposted families to support resources. As a result, children were safe, valued, and confident, with smooth transitions and strong family support enabling them to thrive.

Staffing levels and deployment were highly responsive to individual children's needs. Flexible deployment ensured seamless coverage during transitions and outdoor play. Lunchtime was recognised as a key learning opportunity, with staff lunches scheduled after children's meals. Children enjoyed uninterrupted, high-quality mealtime experiences.

Deployment was carefully planned to ensure continuity and quality throughout the day and week. Rotas considered staff strengths, and a consistent key worker system provided emotional security. Two key workers per group supported extended

day/year continuity, supporting consistently high-quality experiences that enabled children to thrive.

Children play and learn: Learning, teaching and assessment

Children aged two to three years

Staff interactions with children are kind, caring and respectful. This ethos is resulting in children being happy, settled, and confident in their playroom. Staff offer a wide range of inviting experiences both indoors and outdoors. The playroom and outdoor area support children very well to explore and be curious. Children particularly enjoy and engage very well with experiences that have a sensory element. Staff plan thoughtfully to provide experiences and an environment in response to children's interests and stages of development. They use local authority developmental milestones meaningfully to support the planning process. Staff identify suitable next steps to support children very well to continue to make progress in their learning and development.

Children aged over three

Children's rights and their wellbeing underpin the ethos of the EYC. Staff are professional and positive role models for children. They interact with children and each other in a calm and respectful manner. As a result of this modelling, almost all children play well together and are developing friendships. When children seek adult support to help resolve minor conflict, staff respond sensitively to support each child.

Staff consider the impact of change sensitively as children transition into the EYC, throughout the day and onto P1. They make sure children's individual needs and parents preferences are taken into account to support a smooth transition. This includes additional planning and support for children who may find transition more challenging.

Senior leaders and staff have a sound knowledge of child development and early years pedagogy. They use research and national guidance very well to influence their practice. As a result, staff provide children with high-quality learning spaces both indoors and outdoors that promote children's curiosity and creativity very well. The extensive range of natural and open-ended resources inspires children's interests, ideas and imagination. Almost all children are highly independent, motivated, and engaged as a result of the rich experiences that support learning across the curriculum. Staff plan the learning environment thoughtfully to ensure children develop skills in literacy and numeracy across experiences.

Staff engage positively in conversations with children, listening to their ideas and offering support or provocations to extend their learning. Most staff use helpful techniques to interact skilfully with children. This includes mirroring children's actions and words, commentary, and questions. As recognised, the staff team should

continue to ensure consistency in their interactions to support and extend children's learning. Increasingly, staff are making effective use of technology to support learning and teaching. Children use cameras, matrix barcodes and talking devices confidently to record and share their learning.

Staff document children's learning regularly within individual electronic journals. They use a range of robust assessment information meaningfully, including professional judgement, to demonstrate children's significant learning and achievements across the curriculum. Through progress meetings with senior leaders, staff identify accurately where children may require additional support or levels of challenge in their learning. To support professional judgements further, staff have collaborated with another EYC to support a shared understanding of children's progress. As planned, staff should continue to develop children's individual next steps to ensure they are clear and progressive. In doing so, staff could seek ways to give children greater ownership.

Staff plan for children's learning using a responsive and intentional approach to ensure children experience learning across the curriculum. Most children are leading their learning very well. They share ideas and suggestions confidently and staff respond positively to enable them to extend their play. Children who require additional help with their learning are supported very well. Senior leaders and staff make sure children receive targeted support in a timely manner. They plan relevant experiences and adult led activities that offer children the right level of support in order to make continued progress. Staff have strong professional partnerships with agencies and work closely with parents to support the planning and review process. As a result, there is a successful collaborative approach to improving outcomes for children.

Children are supported to achieve: Nurturing care and support

Children experienced warm, responsive care that supported their emotional wellbeing and development. Staff greeted each child warmly by name and used gentle tones throughout the day. Calm, engaged children were observed, and staff demonstrated active listening and empathy during play. Stimulating resources supported child-led and adult-supported learning, and nurture was embedded in the ethos of the service. As a result, children developed trust and positive relationships.

Care routines were tailored to individual needs. Personalised toileting and nappy-changing schedules met children's requirements. Lunch was unhurried and social, with staff encouraging independence and adjusting the pace to suit each child. Quiet spaces were available for downtime, and children chose between relaxation or play after lunch. These approaches helped children feel comfortable and secure. The service should review extended hours provision to maintain quality experiences for all children.

Staff responded sensitively and consistently to emotions and behaviours. Comfort strategies were used effectively for separation anxiety, and visual aids and bilingual books supported children with English as an additional language. Staff anticipated anxiety and provided personalised care, ensuring emotional and language needs were met.

Children felt safe, secure, and valued. Secure attachments were evident as children sought comfort from staff and were confident enough to approach inspectors to share their work, showing pride and assurance. Emotional awareness was demonstrated through the use of the Colour Monster resource. Monitoring playroom temperature for very young children would further enhance comfort.

Personal plans were in place for every child and reviewed regularly with family involvement. Personal plans reflected holistic needs and linked to SHANARRI wellbeing indicators. They were updated after observations and parental input, supporting strong attachment and wellbeing. Personal Plans target should continue to follow the SMART approach – Specific, Measurable, Achievable, Relevant, and Time-bound—to ensure they are clear, realistic, and trackable. Consistent updates will help maintain progress and keep goals meaningful for each child.

Connections with families were strong and enhanced children's care, learning, and wellbeing. Families were welcomed into the early years centre, which was integral to the school and village community. PEEP and Baby PEEP sessions were offered locally, strengthening early learning opportunities. These sessions gave parents ideas to help their child's learning at home. Families' views were gathered creatively through "You said, we did" displays, demonstrating responsiveness. Communication was regular, open, and two-way, with updates provided through meetings, newsletters, and digital platforms. These approaches ensured families felt informed, valued, and involved, promoting trust and continuity for children.

Children are supported to achieve: Children's progress

Children aged two to three years

Children are gaining independence and confidence. Staff have a very good knowledge of children's individual developmental stages and provide very good support through the wide range of experiences and inviting learning environment. As a result, children continue to make progress relevant to their stage of development. Planning for children under three builds meaningfully on children's interests and prior experiences. Senior leaders and staff track children's progress regularly using developmental milestones. This informs planning for children's learning and future development meaningfully.

Children aged over three

Children make very good progress since starting the EYC, as a result of staff knowing children as individuals and learners. The carefully considered learning

environment, and high-quality learning experiences, support children to develop skills progressively, particularly in literacy, numeracy and health and wellbeing. Children's individual trackers show the continued progress children make in meeting their developmental milestones. Almost all older children have achieved or are working positively towards reaching their milestones appropriate to their stage of development. Staff ensure children have a wide range of opportunities to explore and develop skills in expressive arts, science, technologies, social studies and religious and moral education. They could now consider how they demonstrate clearly within floorbooks and learning journals the progress children are making across the curriculum. This will help parents to see this progress more clearly and enable children to recognise, talk about and celebrate their achievements. Almost all children are building their early citizenship and leadership skills through key roles within the setting and community involvement. Staff make effective use of the community and provide children with worthwhile opportunities to engage in intergenerational experiences.

Most children are becoming confident communicators by using their words, actions, drawings and writing to share their experiences, ideas or identify their needs. A few children demonstrate skills in early literacy beyond their expected developmental stage. They are beginning to create, write, share, and act out their own stories. They recognise rhyme, letter sounds and names confidently. Most children demonstrate their developing skills in early numeracy and mathematics very well. They use and understand number concepts, explore shape, and gather and display information in different ways. There is a strong focus on health and wellbeing which supports children to talk confidently about how they feel and why. They are independent, building resilience, developing an awareness of how to be healthy, and demonstrating very good physical skills. Almost all children develop a wide range of skills as they explore different techniques through expressive arts and science. They explore, manipulate clay and use tools confidently to create detailed structures.

Staff value children's contributions and their achievements meaningfully through, for example, the 'wall of fame' and electronic learning journals. They use information about children's achievements from outwith the setting to helpfully plan additional experiences using key partners such as Active Schools. This enables all children to develop a wider range of physical skills.

Senior leaders analyse carefully all of the information staff have on children as individuals and as learners. They use this information very effectively to identify where children may require additional support and where children would benefit from additional levels of challenge. This informs planning and as a result, staff provide highly effective, targeted support to reduce any barriers to learning. Senior leaders monitor children's attendance and support parents well to appreciate the value of attending an early years centre. Overall, attendance at the centre is very good. When required, senior leaders and staff use the expertise of professional partners very effectively to provide additional support to children and families. Children who require additional support have individual plans that are created in

partnership with support agencies and parents. They review these plans regularly to ensure strategies continue to be successful in supporting children to learn and develop.

Safeguarding (HMIE)

- Inspectors discussed safeguarding and child protection information provided by the ELC setting with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the ELC setting and the education authority.

Outcome of inspection

We are confident that the ELC setting has the capacity to continue to improve and so we will make no more visits in connection with this inspection.

Sandra Kehoe
HM Inspector

Katrina Kennedy
Care Inspector

South Ayrshire Council

**Report by Director of Education
to Cabinet
of 28th April 2026**

**Subject: Inspection of Dundonald Primary School and Early Years
Centre: Education Scotland Report**

1. Purpose

- 1.1 The purpose of this report is to inform Cabinet of the outcome of the Education Scotland Inspection of Dundonald Primary School and Early Years Centre.

2. Recommendation

- 2.1 It is recommended that the Cabinet
- 2.1.1 Consider the contents of the National report by Education Scotland as contained in Appendix 1 and appendix 2; and
- 2.1.2 Agrees that the main points for action will be addressed by the Head Teacher and Quality Improvement Manager

3. Background

- 3.1 Education Scotland inspectors inspected Dundonald Primary School and Early Years Centre in November 2025 and looked at aspects of the school and Early Years Centre's recent work. This was a short model inspection in the school evaluating learning, teaching and assessment and raising attainment and achievement. In the Early Years Centre the team consisted of Education Scotland Inspectors and also inspectors from the Care Inspectorate. The joint team evaluated staff skills, knowledge, values and deployment, Learning, teaching and assessment, nurturing, care and support and children's progress.
- 3.2 The report for Dundonald PS and EYC was published on 20th January 2026.
- 3.3 Education Scotland Inspectors found the following key strengths in the school:
- Children are very articulate and are highly respectful of each other and staff. They engage well in learning in school and the community and are confident and motivated to do their best.
 - The headteacher and depute headteacher support all staff very well to provide consistently high-quality learning and teaching. All staff create attractive learning

environments which support and include all children to engage fully in their learning.

- All staff use highly-effective approaches to raise attainment for all children. As a result, children make very good progress as they move through the school.

3.4 Education Scotland Inspectors agreed the following areas for development with the leadership team of the school and educational services:

- All staff should continue to ensure that all children receive learning which provides appropriate challenge.
- All staff should develop further approaches to help children understand the skills they are learning which will support them in life, learning and work.

3.5 Education Scotland Inspectors and the Care Inspectorate reported the following key findings in the Early Years Centre;

- Children who are happy, engaged and making very good progress in their learning. This is very well supported by how senior leaders and staff use information about children's learning. They identify effectively when children may benefit from additional support or challenge in their learning and ensure this is in place.
- Skilled staff who provide high quality learning experiences for children in a calm and supportive learning environment. As a team, they have high standards and strive to do their best for children. They should now develop further the use of digital technologies to support children to develop skills and new understanding.
- Reflective teamwork strengthened relationships and promoted positive outcomes for children and families.
- Staff provided responsive care that promoted children's wellbeing, confidence, and emotional security.

4. Detail

4.1 It is proposed that Cabinet notes the key strengths and points for action in the Education Scotland report and agrees to the Head Teacher addressing these in conjunction with the Quality Improvement manager.

5. Legal and Procurement Implications

5.1 There are no legal implications arising from this report.

5.2 There are no procurement implications arising from this report.

6. Financial Implications

6.1 Not applicable

7. Human Resources Implications

7.1 Not applicable

8. Risk

8.1 *Risk Implications of Adopting the Recommendations*

8.1.1 There are no risks associated with adopting the recommendations.

8.2 *Risk Implications of Rejecting the Recommendations*

8.2.1 Educational Services may be downgraded as part of the Shared Risk Assessment process carried out by the Local Area Network responsible for scrutiny if the service does not address the main points for action.

9. Integrated Impact Assessment (incorporating Equalities)

9.1 The report does not involve proposals for policies, strategies, procedures, processes, financial decisions and activities (including service delivery), both new and at review, that affect the Council's communities and employees, therefore an Integrated Impact Assessment is not required.

10. Sustainable Development Implications

10.1 ***Considering Strategic Environmental Assessment (SEA)*** - This report does not propose or seek approval for a plan, policy, programme or strategy or document otherwise described which could be considered to constitute a plan, programme, policy or strategy.

11. Options Appraisal

11.1 An options appraisal has not been carried out in relation to the subject matter of this report.

12. Link to Council Plan

12.1 The matters referred to in this report contribute to Priority Two of the Council Plan: Live, work, Learn and Outcome one: Education and lifelong learning.

13. Link to Shaping our Future council No

14 Results of Consultation

14.1 There has been no public consultation on the contents of this report

15. Next Steps for Decision Tracking Purposes

15.1 If the recommendations above are approved by Members, the Director of Education will ensure that all necessary steps are taken to ensure full implementation of the decision within the following timescales, with the completion status reported to the

Cabinet in the 'Council and Cabinet Decision Log' at each of its meetings until such time as the decision is fully implemented:

<i>Implementation</i>	<i>Due date</i>	<i>Managed by</i>
Meetings to be arranged with the Head Teacher to monitor progress towards areas for development in conjunction with the planned programme of visits.	October 2026	Jacqueline Blair – Quality Improvement Manager

Background Papers

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Date: 23rd February 2026

Appendix 1



Dundonald PS -
Primary SIF - Final fo

Appendix 2



Dundonald EYC -
ELC Shared - Final fo

Summarised inspection findings

Dundonald Primary School

South Ayrshire Council

20 January 2026

Key contextual information

Dundonald Primary School is a non-denominational primary school situated in the village of Dundonald, South Ayrshire. It serves Dundonald and the surrounding rural area. Dundonald Early Years Class is situated within the main school building. The headteacher has been in post since 2018. She is supported by a depute headteacher.

The school roll is 145 children arranged across seven classes. Most children live in Scottish Index of Multiple Deprivation (SIMD) 5 with the remainder living in SIMD 4 and 6. There are 39% of children who require additional support with their learning and 28% of children who are entitled to free school meals. There are no children who have English as an additional language.

2.3 Learning, teaching and assessment

very good

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- All children enjoy learning in a very calm, nurturing and caring environment. All staff know children and families very well and foster positive, respectful relationships with children. Senior leaders and staff have created a positive culture for learning. Children know staff listen to them carefully, and act upon their views promptly. All staff and children ensure the recently reviewed values of respect, perseverance and kindness underpin the work and ethos of the school. As a result, almost all children display positive behaviour. They are confident, respectful, polite and supportive of each other's learning. Almost all children are highly-motivated and enthusiastic learners.
- Staff and children have achieved gold level accreditation for their work around children's rights. Senior leaders and staff work very well to support all children to identify and understand their rights. This is evident during class lessons, whole school assemblies and in visual displays in and around the school. All children contribute to the creation of class charters reflecting their rights. As a result, almost all children work and interact respectfully and patiently with one another and engage very well cooperatively within their learning and play.
- Across the school, all children benefit from attractive learning environments which are well organised and resourced. In almost all lessons, teachers communicate very clearly with children and provide helpful explanations and instructions. They explain and display the purpose of lessons effectively and consistently, reinforcing key learning points throughout. All teachers

should now continue to involve children in co-creating outcomes for their learning more regularly. This should help all children fully understand what success looks like.

- Senior leaders and staff worked together effectively to develop a consistent approach to high-quality learning and teaching across the school. This resulted in the school 'What a Good One Looks Like' framework. Senior leaders and teachers use this framework very well to help them to provide consistently high-quality learning and teaching across the school. In almost all lessons, teachers use questioning well to support children's understanding of key learning concepts. Teachers use skilled questioning well at times to enhance and extend further children's understanding of their learning. As planned, all staff should continue to develop their questioning strategies further to help children to develop their higher-order thinking skills.
- Across the school, children are enthusiastic learners and work extremely well together in pairs and in groups. In all lessons, children enjoy learning. A few children would benefit from increased levels of challenge. This should help to ensure that all children continue to make the best possible progress.
- Across the school, children develop skills very well in setting and evaluating targets for literacy and numeracy. Almost all children say that staff help them understand the progress they are making in their learning. Teachers support children very successfully to review their progress through oral and written feedback. All children peer and self-assess their work effectively. As a result, almost all children are increasing confidence in talking about the progress they are making and how they can improve their work.
- Children benefit from developing their skills in using digital technologies progressively across the school. Across all classes, children use laptops and digital tablets regularly to support learning. A few children are supported very effectively through the use of assistive technologies in line with their staged intervention plans. Teachers make effective use of interactive whiteboards in lessons to provide instructions, demonstrate teaching concepts and provide video links to enhance lessons. Increasingly, children use a range of digital tools to support and enhance their learning very successfully. For example, P7 children are developing coding skills very well through the use of a range of programmable toys. Children at the upper stages have recently demonstrated very effectively their transferrable skills in using digital tools to enhance learning into different curriculum areas. For example, they coded and used programmable devices to measure and compare light as part of a sustainability project.
- Teachers at the early stages plan play-based approaches to learning very well. They incorporate a useful balance of adult-led, adult-initiated, and child-initiated experiences. This is supporting children well to make purposeful choices and take increased responsibility for their learning. Teachers are developing their skills in observation to identify next steps and respond to individual needs. As planned, staff should continue to build on this approach by extending play pedagogy in a progressive way, as children journey through the school. They should continue to engage with national practice guidance. This should help to ensure that all opportunities for child-led play are developmentally appropriate.

- All teachers use a range of assessments effectively to evaluate accurately children's progress in literacy and numeracy. They use formative and summative assessments successfully to help them understand children's learning needs. All teachers use national Benchmarks for literacy and numeracy to help them assess and determine children's progress very well. All teachers engaged fully in professional learning in teaching writing and have developed a well-judged writing pedagogy across the school. This is helping to ensure that there is a consistent approach to the delivery and assessment of writing across the school. As a next step, teachers should develop further their approaches to tracking pupil progress across all areas of the curriculum. This information should help them plan better the opportunities for children to apply their skills into different contexts. Children should develop a deeper understanding of how transferrable skills link to future skills for learning, life and work.
- Teachers and school assistants support children who require additional support with their learning very well. This includes support within and during lessons and through the provision of individual and small group learning activities. All staff collaborate effectively to help identify and meet the needs of children who require support. This is helping to upskill all staff in inclusive practice. As a result, all staff are improving and enhancing universal classroom supports. This is leading to all children benefiting from a highly-inclusive environment for learning.
- Senior leaders meet with teachers regularly to discuss children's progress. Together, they accurately identify children who are not making expected progress and agree interventions to support learning. Teachers evaluate the impact of interventions for individual learners and refresh support as required. Teachers use local authority progression pathways well to plan children's learning across all curricular areas. Almost all children have a voice in planning their learning linked to topics which increases their motivation to learn.
- Across the school, all staff demonstrate a strong commitment to collegiality and teamwork. Staff share ideas and successful practice regularly with each other. Teachers take part in regular, planned moderation activities, both within the school and with colleagues from schools within the catchment for the associated secondary school. This includes colleagues from the secondary school. As a result, teachers have a shared understanding of national standards in literacy and numeracy.

2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, young people. In addition, inspectors examined a sample of safeguarding documentation. At the time of the inspection, there were no identified areas for development.

3.2 Raising attainment and achievement

very good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

Attainment in literacy and numeracy

- Overall, attainment in literacy and numeracy is good. The majority of children in P1 achieve Curriculum for Excellence (CfE) early level in reading and writing. Most children in P4 and P7 achieve the expected CfE level in reading and writing. Across the school, almost all children achieve the expected CfE level in listening and talking. Most children in P7, and almost all children in P1 and P4, achieve the expected CfE level in numeracy and mathematics.
- Almost all children who require additional support for learning make very good progress towards their individual targets.

Attainment in literacy and English

- Overall, most children make very good progress in literacy from prior levels of attainment.

Listening and talking

- At early level, almost all children take turns well when listening and talking in small groups and use eye contact effectively. At first level, almost all children contribute well to class and group discussions. They explain and use techniques such as expression and eye contact well to engage peers and adults in conversation. At second level, almost all children express their views successfully in small group discussion and whole class debates. They explain key features of successful debating well, such as the use of persuasive vocabulary and retelling of facts to support their opinion.

Reading

- Most children at early level read from left to right and use their knowledge of letters and sounds to read new or unknown words. They answer questions confidently to explain their thoughts and feelings about stories. They need to develop their confidence in reading words without sounding. At first level, most children identify their favourite authors and books. At first level, children answer a range of literal, inferential and evaluative questions well about their chosen text. They now need to develop their use of expression as they read aloud. Most children at second level identify a range of techniques authors use to engage their reader. For example, they identify the use of rhetorical questioning, persuasive or emotive language.

Writing

- At early level, the majority of children are beginning to form recognisable letters. A few children are beginning to sound simple words to help them to write the word. Almost all children at early level, narrate a simple sentence about their experiences or feelings and a few are attempting to write the sentence. They should continue to work on the formation of all letters. At first level, most children use a range of ambitious vocabulary in their writing. They use their knowledge of spelling patterns to help them spell unfamiliar words and create a range of texts such as poems and persuasive texts. Most children at second level, present their opinions well in persuasive scripts for debates. They use ambitious vocabulary and organise their writing well in a range of genres. Most children at second level describe similes, metaphors and alliteration well. They recognise they could make more effective use of these writing features to enhance their daily writing. At first level and second levels, most children use very good handwriting and presentation in their writing.

Numeracy and mathematics

- Overall, most children make very good progress in numeracy and mathematics from prior levels of attainment.
- At early level, almost all children count forwards and backwards within 30. They are developing confidence in their mental calculation skills and can write numbers 'before' and 'after'. Children should continue to explore coins through play to better identify their value. Almost all children at first level have a sound understanding of place value. They carry out three-digit addition and subtraction calculations and solve money problems accurately. Children are less confident at telling the time using digital and analogue clocks. At second level, most children explain the link between a digit, its place and its value well. Most children show their working accurately for calculations, including addition, division, subtraction and multiplication and confidently share their thinking processes with others. They would benefit from further exploration of fractions, decimals and percentages and also strategies to solve mathematical word problems.

Shape position and movement

- At early level, almost all children recognise and sort common two-dimensional (2D) shapes and three-dimensional (3D) objects according to simple criteria. They are developing their mathematical vocabulary to describe 2D shapes. Most children at first level describe 3D objects using mathematical language including face, edge and vertex. Almost all children successfully identify the four compass points and perform functions involving 90 degree turns. At second level, most children use mathematical language with increasing confidence to classify a range of angles identified within shapes and the environment.

Information handling

- At early level, almost all children sort items confidently by colour, shape and size. They record information accurately using pictograms and bar graphs. At first level, most children use tally marks appropriately and know the key features of bar graphs, extracting key information. They should continue to develop skills in collating and presenting data from real-life contexts. Most children working at second level accurately analyse and interpret data from bar charts and line graphs. They should continue to develop further their

information handling skills through using digital technology more frequently to support their learning.

Attainment over time

- Staff are making very good progress in raising attainment for children over time. As children progress through the school, attainment over time for most cohorts is increasing. Senior leaders and staff track children's progress and attainment effectively in literacy and numeracy over time. They use information gathered well to identify gaps in children's learning and provide high quality targeted support. This is having a positive impact on children's progress in literacy and numeracy.
- Children's attendance is above the national average and has been so for the last five years. Senior leaders monitor children's attendance rigorously. They identify successfully children whose attendance is decreasing or below 90%. Senior leaders contact families and provide sensitive support to help them improve their child's attendance at school. Partner agencies, such as social work and health colleagues, provide valuable support to a few families whose children have increased levels of absence. This is helping these families to improve their child's attendance at school. There is an increasing trend for families to take term-time holidays. This is having a negative impact on the attendance of a few children. Senior leaders notify parents that term-time holiday absence is unauthorised and try to discourage such absence.
- Senior leaders use Pupil Equity Funding (PEF) very well to provide effective support where required to improve the attendance of specific cohorts of children. As a result, the attendance of children facing financial hardship or who require additional support in learning is improving. A few children have a part-time timetable which is linked to their child's plan. Senior leaders review and refresh these timetables and plans as per national guidance with a view to getting children back in school full-time. There have been no exclusions in the last five years.

Overall quality of learners' achievements

- Staff and children celebrate children's achievement from home very well using the achievement wall and in assemblies. Teachers celebrate children's effort in class work and achievements linked with the school values of perseverance, respect and kindness. They do so effectively through class certificates, spotlight students and the 'Dundonald achievement award'. Children are proud of the accreditations and trophies achieved by the whole school and teams. These achievements include football trophies and accreditation for the school's work in developing children's reading skills.
- All children have opportunities to attend lunchtime and after-school clubs. Teachers track children's participation carefully in these clubs. They identify areas of children's interest and provide clubs successfully which meet these interests well. For example, they provide a popular hairdressing club and chess club. A few older children expressed an interest in a specific board games club. Senior leaders have supported them to gather resources, and they are about to launch their own child-led club. Almost all children are developing their skills of communication and collaboration as they engage with their peers in the wide range

of clubs and activities. As planned, staff should identify and track the skills children are developing through their achievements as they progress through the school.

Equity for all learners

- All staff have a very strong knowledge of the socio-economic context of their school. They know their children and families very well and provide relevant and meaningful support where required. They work closely with a local charity to provide free, high-quality, pre-loved uniform and food bank donations. All children can access free fruit every day. Senior leaders access grants and funding from local partners to support families financially very successfully when the need arises. Senior leaders use PEF and additional funding very effectively to ensure all children have equal access available to school trips and extra-curricular clubs. They also use PEF successfully to reduce the cost of the school day for all children.
- Senior leaders closely monitor and track attainment gaps in literacy and numeracy between cohorts of children, such as those facing financial hardship. They use PEF successfully to provide school assistants to support targeted interventions and raise attainment very effectively. In the last seven years, all teachers have made steady, significant progress towards closing the attainment gap significantly for those facing financial hardship in reading and numeracy. There is no longer an attainment gap in writing or listening and talking.

Other relevant evidence

- All children receive their full entitlement to two hours per week progressive, high-quality physical education.
- All children receive their full entitlement to 1+2 modern languages. They learn French progressively and Scots language and aspects of Scottish culture.
- All classes have attractive class libraries with a range of appropriate fiction and non-fiction texts. Children enjoy borrowing books from the class library or bringing books from home to read for enjoyment in class.
- All children learn religious and moral education which is carefully planned by teachers using local authority progression frameworks. All children engage in religious observance regularly at in-school assemblies and services in the local parish church.

Explanation of terms of quantity

The following standard HMIE terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.

On behalf of His Majesty's Chief Inspector of Education in Scotland.



Early learning and childcare (ELC) setting shared inspection report

Dundonald Early Years Centre

South Ayrshire Council

20 January 2026

In November 2025, a team of inspectors from HMIE and the Care Inspectorate visited Dundonald Primary Nursery Class. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff.

Key inspection findings

- Children who are happy, engaged and making very good progress in their learning. This is very well supported by how senior leaders and staff use information about children's learning. They identify effectively when children may benefit from additional support or challenge in their learning and ensure this is in place.
- Skilled staff who provide high quality learning experiences for children in a calm and supportive learning environment. As a team, they have high standards and strive to do their best for children. They should now develop further the use of digital technologies to support children to develop skills and new understanding.
- Reflective teamwork strengthened relationships and promoted positive outcomes for children and families.
- Staff provided responsive care that promoted children's wellbeing, confidence, and emotional security.

HM Inspectors and the Care Inspectorate gathered evidence to enable us to evaluate the setting's work using four quality indicators from [the Quality improvement framework for the early learning and childcare sectors](#).

Quality Indicator	Evaluation
Staff skills, knowledge, values and deployment	very good
Learning, teaching and assessment	very good
Nurturing, care and support	very good
Children's progress	very good

Summary of inspection findings

Key contextual Information

Dundonald Early Years Centre is part of Dundonald Primary School in South Ayrshire. The centre is registered for 49 children at any one time. It caters for children aged two to those not yet attending school. There are currently 40 children on the roll. Children can access their entitlement to funded early learning and childcare (ELC) by attending between 8.45 am and 3.00 pm, during term time. Parents can purchase additional 'wraparound' time from 8.30 am to 4 pm. The headteacher of the school has overall responsibility for the early years centre and is supported by the deputy headteacher and a senior early years practitioner. Seven practitioners (6.9 FTE) and two additional support for learning assistants (0.7 FTE) support children across the week. A visiting peripatetic principal teacher supports learning and teaching one day each week.

The staff team are well established. The early years centre is part of the main school building and consists of two playrooms and children's toilets. Children access a large outdoor area from the playroom.

Leadership: Staff skills, knowledge, values and deployment

Staff demonstrated professional competence and a well-informed understanding of how children develop and learn. They worked well together as a team, showing a shared commitment to high expectations for every child. This was evident in both planned activities and responsive opportunities that supported children's learning and emotional development. As a result, children developed self-confidence and engaged actively in play and exploration.

Self-evaluation processes strengthened the quality of provision and promoted reflective approaches across the team. Staff regularly reviewed their own practice and used feedback to improve outcomes. This included tailored support for children and well-received family workshops. This meant staff responded effectively to individual needs, fostered children's social skills, independence, and meaningful family participation.

Leaders offered purposeful supervision and guidance that enhanced staff morale and clarified roles. A shared leadership approach encouraged professional growth and a positive team culture. This contributed to consistent care and an emotionally secure environment. As a result, staff felt motivated, valued, and proud of their contributions.

Professional learning was well embedded across the team and closely aligned with individual goals, service priorities, and national guidance. Staff engaged in reflective reading, targeted training, development days, and peer discussions to stay informed about current early years practice. This ongoing learning enhanced staff interactions, enriched children's experiences, and led to improved outcomes.

Staff-led initiatives such as Talk Boost, Bookbug, and block play effectively promoted children's language, creativity, and problem-solving skills. These experiences enhanced expression, expanded vocabulary, and strengthened peer interaction, supporting children's overall development.

The service had a clear and well-communicated vision centred on nurturing learning and achievement. This vision consistently guided daily practice and shaped the ethos of the setting. As a result, children felt safe, respected, and supported. They engaged enthusiastically in group activities, formed meaningful friendships, and developed a strong sense of belonging.

Staff were registered with the Scottish Social Services Council (SSSC) and consistently upheld professional standards. Their values-based approach safeguarded children's welfare, fostered positive relationships, and ensured a secure, inclusive environment.

Staff deployment was well-organised and responsive to routines, children's voices, and individual needs. This enabled consistent supervision and meaningful interactions throughout the day, leading to enriching experiences.

Overall, staff demonstrated very good practice, guided by shared values, teamwork, and commitment to improvement, benefiting children and families.

Children play and learn: Learning, teaching and assessment

Senior leaders and staff have created an ethos underpinned by the whole school vision of 'nurturing learning and achievement'. Staff model the school values of 'respect, kindness and perseverance' and encourage children to demonstrate them. Children are confident and increasingly independent as they follow their interests and make decisions about their learning. Most children sustain engagement for extended periods of time in their chosen experiences, for example, investigating properties of paint, block play and exploring books. Staff make very effective use of spaces available for learning, indoors, outdoors, the school building and the community. They are keen to provide even more real-life experiences for children, for example the use of real tools.

Reflecting the whole school relationship policy, staff have high and shared expectations of children. Almost all children play very well together, demonstrating respect and an increasing awareness of the needs of others. Staff have undertaken professional learning to develop highly effective skills in interacting with children,

particularly to support children's language and communication. This has impacted positively. All staff consistently interact with children in a very skilled, supportive and calm manner. Their interactions support children to be settled, engage in purposeful activities and importantly, have fun. Staff use an effective blend of questions and commentary to support, extend and challenge children's learning. Children explore digital technologies, including the interactive board and remote-control toys. Staff should now extend the use of digital technologies as a valuable tool to support and extend learning.

Staff gather a range of important information about children's learning including working with families to identify children's prior learning. They make careful observations of children as they play. Together, this information helps staff make accurate judgements about children's progress and inform what they may learn next. Staff reflect carefully on assessment information to ensure a shared understanding of children's progress and achievements. They are keen to now develop this reflection with colleagues beyond the setting. Staff document children's learning in 'special learning profiles' and share them with children and parents. Through developing the use of digital technologies, staff should increase access to empower children to reflect on their learning more spontaneously. Children, parents and staff work together to identify next steps in learning and children are very proud when they are successful in their 'special learning'.

Staff deliver a very effective balance of child-led and adult-initiated learning that is appropriate to the developmental stages of children. This includes extended periods of free flow play indoors and out and more focused group experiences. Senior leaders enable staff to meet regularly as a team to ensure a collegiate approach to planning for children's learning. Staff carefully plan relevant and motivating experiences in literacy, numeracy, health and wellbeing and other curriculum areas. Over time, staff monitor they are providing a breadth of experiences across the curriculum. Staff use floorbooks to involve children in planning and documenting learning. They are keen to continue to develop further how they use floorbooks, for example ensuring children play an active role in planning their own learning.

Staff make very effective use of a range of documentation provided by the local authority to record, track and monitor children's progress across the curriculum. This helps staff demonstrate the progress children are making over time and identify where individuals may need support or challenge in their learning. The senior practitioner works with parents and other professionals, to devise helpful additional plans for children. This helps ensure children receive the support they need to help them learn. The headteacher meets with staff to review children's progress and helpfully provides support and challenge to ensure children make the best possible progress.

Children are supported to achieve: Nurturing care and support

Shared values and professional practice were clearly reflected in the quality of care provided. Staff worked together effectively to enhance their approaches and improve outcomes for children. Warm, nurturing, and responsive interactions supported children's emotional wellbeing, secure attachments, and resilience.

Children were kept safe, treated with respect, and encouraged to express their needs through both verbal and pre-verbal communication. This approach supported their decision-making and contributed positively to their developmental progress.

Personal care routines were carried out with dignity and respect, maintained privacy and offered reassurance. Staff consistently adapted their approach to suit individual needs, both during personal care routines and throughout the day. This established clear boundaries and helped children to make choices and regulate their emotions with confidence.

Transitions between activities were thoughtfully planned, which created a calm and predictable environment. Staff used observations and knowledge of each child to tailor routines. This personalised approach strengthened individualised care and deeper engagement in learning.

The inclusive setting was thoughtfully planned and promoted social interaction. Daily routines such as welcome time and mealtimes offered valuable opportunities to build relationships, boost confidence, and reinforce a sense of security.

Meals followed the Setting the Table nutritional guidance and fresh drinking water was available throughout the day. Lunchtime routines were calm and well organised, which encouraged independence, healthy choices, and social development.

Personal planning was well established and regularly reviewed with families, which played a key role in supporting children's wellbeing, growth, and progress. Plans reflected each child's strengths, needs, and interests, and were guided by SHANARRI wellbeing indicators to inform assessment and decision-making. This enabled targeted support, promoted achievement, and ensured consistent care through a shared understanding of approaches.

Staff worked with external partners to implement tailored strategies that provided additional support for children. These joint efforts significantly enhanced children's developmental progress, emotional wellbeing, and learning outcomes.

The service prioritised strong family relationships. Communication was consistent through handovers, family events, meetings, newsletters, and diary updates. This

created a warm, welcoming environment where families felt valued, respected, and involved.

Staff acknowledged the impact of family, community, and lived experiences on each child's development. They built on family strengths and responded sensitively to individual circumstances. Updates from home informed care, and barriers to involvement were reduced. This enriched children's experiences and supported them to reach their full potential.

Overall, children and families consistently benefited from high-quality, nurturing care and support. Staff's reflective practice, targeted planning, and responsive approaches contributed to meaningful experiences and positive outcomes across wellbeing, development, and relationships.

Children are supported to achieve: Children's progress

Almost all children are making very good progress as a result of high expectations of staff and high-quality nursery experiences. Staff provide very personalised support to all children that results in strong progress from individual developmental stages. Almost all children are confident and are developing a range of skills including independence and resilience in their learning.

Almost all children are increasingly able to regulate their own emotions. Staff support this very well which is enabling children to identify and talk about their feelings. Almost all children demonstrate well-developed social skills including turn taking, awareness of others and increasing empathy for the needs and feelings of others. Staff have a consistent focus on supporting the development of early language and communication for all children. They sensitively support and encourage children to communicate their thoughts and feelings including through gesture, single words, short and more sophisticated sentences. Many children enjoy the nurturing experience of sharing a book with a familiar adult. Most children can talk about favourite texts, are developing an awareness of letter names and sounds and identify rhyming words. Almost all children enjoy exploring mark making in a range of contexts, including outdoors. In numeracy and mathematics, most children use number confidently in their play. They are motivated as they explore, develop and apply skills in information handling and identifying and recreating pattern.

Almost all children benefit from, and are motivated by, exploring new learning across all areas of the curriculum. Most children confidently recall previous experiences and make links with new learning. This is helping them make sense of their world. Staff should continue to support children to develop further new skills and understanding, for example in the use of digital technologies.

Staff provide very natural and meaningful recognition and celebration of the achievements of individuals. They are careful to recognise children's strengths and developing skills which supports children's sense of wellbeing very well. Recently staff have created a 'wow wall' of children's achievements out with nursery. They should continue to encourage families to contribute. As planned, staff should ensure this information informs their planning and builds on what children already know and can do. Children are proud of their achievements, including their 'special learning' and most can talk confidently, and with pride, about their successes.

Staff have extensive knowledge of children and families. Senior leaders make robust and creative use of data to identify any potential barriers to learning and ensure an inclusive ethos. With staff, they work in thoughtful and responsive ways to, where possible, minimise any challenges to children's progress. This includes using strategies to develop and improve children's communication. When staff put additional supports in place, they carefully measure the impact to ensure effectiveness. Senior leaders and staff carefully monitor children's attendance to ensure all children benefit from ELC experiences. Staff have productive partnerships with families that successfully support children's progress, including regular sessions where parents and children can learn together.

Safeguarding (HMI)

Inspectors discussed safeguarding and child protection information provided by the ELC setting with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. At the time of the inspection, there were no identified areas for development.

Outcome of inspection

We are confident that the ELC setting has the capacity to continue to improve and so we will make no more visits in connection with this inspection.

Barbara Daly
HM Inspector

Eileen McColgan
Care Inspector

South Ayrshire Council

**Report by Director of Education
to Cabinet
of 28 April 2026**

**Subject: Inspection of Symington Primary School and Early Years
Centre: Education Scotland Report**

1. Purpose

- 1.1 The purpose of this report is to inform Cabinet of the outcome of the Education Scotland Inspection of Symington Primary School and Early Years Centre.

2. Recommendation

2.1 It is recommended that Cabinet:

2.1.1 Considers the contents of the National report by Education Scotland as contained in Appendices 1, 2 and 3; and

2.1.2 Agrees that the main points for action will be addressed by the Headteacher and Quality Improvement Officer.

3. Background

- 3.1 Education Scotland inspectors inspected Symington PS and Early Years Centre in December 2025 and looked at particular aspects of their recent work. The inspection was carried out using the short inspection model. This involves inspectors evaluating two quality indicators in the school and early learning centre. All indicators were evaluated as 'Very Good'.
- 3.2 The report for Symington PS and Early Years Centre was published on 17th February 2026.
- 3.3 The inspection of Symington PS and Early Years Centre found the following key strengths:

School

- The highly effective head teacher, depute head teacher and staff are fostering a culture of high expectations and inclusion. This strong culture ensures children feel valued and supported, which motivates them to learn and engage positively in all aspects of school life.
- Children who demonstrate a strong sense of belonging and pride in their school. They are motivated, confident, and treat each other with kindness and respect, reflecting the school's ethos in their daily interactions.

- Teachers' highly effective approaches to teaching reading that develop children's skills very well and support a culture that motivates children to read for enjoyment.
- Children's high levels of attainment across the school. They benefit from worthwhile opportunities to achieve within and beyond the classroom.

Early Years Centre

- Staff demonstrate shared values, creating an inclusive, rights-respecting environment that supported continuous improvement.
- Staff empower children to be confident and independent individuals. As a result, children are highly motivated and make very good progress across all aspects of their learning and development.
- Staff provided warm, nurturing and responsive care that promoted emotional security, resilience, and positive relationships.
- Staff provide a wide range of exciting and purposeful learning experiences both indoors and outdoors. This helps children to develop a variety of skills, including numeracy skills, in a fun and imaginative way.

3.4 Education Scotland Inspectors agreed the following areas for development with the leadership team of the school and educational services:

- Senior leaders and teachers should build on their effective approaches to learning and teaching to improve further how they provide feedback to children on their learning. This should help children better understand their progress and next steps in learning.
- Senior leaders and teachers should build on their strong approaches to monitoring and tracking to include all curricular areas.

3.5 The Headteacher of Symington PS and Early Years Centre will link with the Quality Improvement Officer to build on the strengths identified in the inspection report and address the key points for action.

4. Proposals

4.1 It is proposed that Cabinet notes the key strengths and points for action in the Education Scotland report and agrees to the Headteacher addressing these in conjunction with the Quality Improvement Officer.

5. Legal and Procurement Implications

5.1 There are no legal implications arising from this report.

5.2 There are no procurement implications arising from this report.

6. Financial Implications

6.1 Not applicable.

7. Human Resources Implications

7.1 Not applicable.

8. Risk

8.1 *Risk Implications of Adopting the Recommendations*

8.1.1 There are no risks associated with adopting the recommendations.

8.2 *Risk Implications of Rejecting the Recommendations*

8.2.1 Educational Services may be downgraded as part of the Shared Risk Assessment process carried out by the Local Area Network responsible for scrutiny if the service does not address the main points for action.

9. Integrated Impact Assessment (incorporating Equalities)

9.1 The report does not involve proposals for policies, strategies, procedures, processes, financial decisions and activities (including service delivery), both new and at review, that affect the Council's communities and employees, therefore an Integrated Impact Assessment is not required.

10. Sustainable Development Implications

10.1 ***Considering Strategic Environmental Assessment (SEA)*** – This report does not propose or seek approval for a plan, policy, programme or strategy or document otherwise described which could be considered to constitute a plan, programme, policy or strategy.

11. Options Appraisal

11.1 An options appraisal has not been carried out in relation to the subject matter of this report.

12. Link to Council Plan

12.1 The matters referred to in this report contribute to Priority Two of the Council Plan: Live, Work, Learn and Outcome One: Education and lifelong learning.

13. Results of Consultation

13.1 There has been no public consultation on the contents of this paper.

13.2 Consultation has taken place with Councillor William Grant, Portfolio Holder for Education, and the contents of this report reflect any feedback provided.

14. Next Steps for Decision Tracking

14.1 If the recommendations above are approved by Members, the Director of Education will ensure that all necessary steps are taken to ensure full implementation of the decision within the following timescales, with the completion status reported to the Cabinet in the 'Council and Cabinet Decision Log' at each of its meetings until such time as the decision is fully implemented:

Implementation	Due Date	Managed By
Meetings to be arranged with the Headteacher to monitor progress towards areas for development in conjunction with the planned programme of visits.	October 2027	Quality Improvement Officer

Background Papers: None

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Date: 19th February 2026



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Summarised inspection findings

Symington Primary School

South Ayrshire Council

17 February 2026

Key contextual information

Symington Primary School is a non-denominational primary school situated in the rural area of Symington in South Ayrshire. At the time of inspection, the school had a roll of 174 children organised across seven classes. The school also has a nursery class. Thirty-six children are enrolled in the nursery class. The headteacher has been in post for 17 years and is supported by one depute headteacher.

The majority of children reside in Scottish Index of Multiple Deprivation deciles 2 and 4. Approximately 4% of children are registered for free school meals. Across the school, a third of children are recorded as requiring additional support with their learning. A few children have English as an additional language.

2.3 Learning, teaching and assessment	very good
This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are: - learning and engagement - quality of teaching - effective use of assessment - planning, tracking and monitoring	

- The headteacher, depute headteacher and wider staff team create a warm, welcoming and inclusive school ethos. All staff have high aspirations and expectations for the children. They ensure all children feel valued, included and actively involved in school life. Staff encourage positive, nurturing relationships which underpin learning, reflect the school's values, the 'Six Symington Standards', and a strong commitment to children's rights. Children follow these standards daily, promoting responsibility and empathy. The school's identity as 'The Pride' strengthens belonging and celebrates shared values: Positive, Rights Respecting, Inclusive, Determined to Succeed, Excellent. Children take pride in this community, which promotes equity and inspires everyone to achieve their best. As a result, almost all children feel safe, respected and ready to learn.
- Senior leaders champion children's rights through weekly assemblies, and staff reinforce these principles within class charters. In addition, children deepen their understanding of rights during dedicated 'Team Time' sessions. Working collaboratively in mixed age 'house groups', children explore how rights are realised in everyday school life. These experiences promote respect for diversity, strengthen teamwork, and encourage shared responsibility. As a result, children develop a secure understanding of their rights as they progress through the school.

- Staff create learning environments across the school which are highly effective in supporting engagement and wellbeing. They ensure resources are easily accessible, and calm colour schemes contribute to a nurturing atmosphere. Staff create displays which are of a very good standard, combining helpful learning aids with children's work to celebrate achievement. In addition, staff provide dedicated spaces, including a sensory area, to support children who require time to regulate their emotions before re-engaging in learning. These approaches are working very effectively, ensuring that all children feel valued, supported and ready to learn.
- Across the school, almost all teachers use a range of teaching approaches and contexts very well to sustain engagement. Teachers ensure most lessons are well-paced, differentiated, and well-matched to the children's needs. A few lessons include opportunities for independent and collaborative learning. Almost all teachers adapt their environment, teaching strategies and resources to better support learners within the classroom environment. They use scaffolding, flexible grouping, and targeted support very well to meet diverse needs. These approaches work successfully, and almost all children show high levels of engagement, remain motivated, and view themselves as successful learners. A few children would benefit from tasks that provide greater challenge, enabling them to apply their skills and extend their learning further.
- Teachers have worked well together to improve the teaching and learning of reading across the school. The consistent and explicit teaching of reading strategies is having a positive impact on outcomes for children. Teachers support children well to confidently engage with increasingly challenging texts and apply their skills with growing independence. As a result, across the school, almost all children demonstrate strong reading skills for their age and stage of development.
- Almost all teachers make the purpose of learning clear and explain how children can be successful throughout lessons. This is helping children understand what they are learning and why. Most teachers are at the early stages of involving learners in co-creating success criteria with a stronger focus on the skills children develop through their learning.
- In almost all lessons teachers use questioning very well to check understanding. Most teachers are beginning to encourage children to think more deeply in lessons using higher order thinking skills, such as analysing, evaluating, and problem-solving, to make learning more meaningful. These approaches are helping children better understand the reasons behind what they learn and why, making learning more relevant.
- Most staff use oral and written feedback well to support children's learning. In a few lessons feedback is used effectively to support children to identify their next steps. The quality of feedback, however, is variable across the school. Senior leaders and teachers should now build on good practice, ensuring more consistent approaches to feedback. Staff should ensure feedback is linked clearly to next steps in learning and helps children understand themselves better as learners.
- Support staff collaborate effectively with class teachers to strengthen learning experiences within the classroom. They assist in delivering focused interventions in literacy, numeracy, and support the health and wellbeing for individual children. These targeted approaches enable

children to make clear progress, build confidence in their learning, and develop essential skills for success.

- Children who require additional support in their learning are very well supported to make progress. Teachers and support staff provide high quality interventions that improve outcomes for children. A few children who are working on their own pathway have individual learning plans. Senior leaders and staff should review these plans more regularly to fully capture progress made.
- Almost all children regularly take part in peer and self-assessment activities to reflect on their learning. This promotes a deeper understanding of their own progress and enhances their ability to identify specific next steps.
- The school has recently introduced a new personalised approach to target setting, with younger children using digital devices to access and discuss their targets, while older pupils can clearly articulate what they are working towards. As planned, this process should now be reviewed to ensure targets remain relevant and achievable, supporting focus and progression in learning.
- All teachers use interactive boards well to support and enhance learning. All children have access to programmable toys to develop early coding skills. These resources help children develop practical and relevant technology skills. Across the school children would benefit from more opportunities to develop digital literacy skills across the curriculum to support and enhance learning.
- Staff provide children at early level with regular opportunities to learn through play, with provocations effectively supporting literacy, numeracy, and science. This approach fosters curiosity, creativity, and sustained engagement as children apply skills across varied contexts. Staff should now track children's progress through play to enable staff to better help children consolidate skills, promote confident application of skills in different situations, and build independence. As play continues to develop across early level and begins to develop at first level, practice should maintain a balanced mix of child-led, adult-led, and adult-initiated experiences.
- All teachers plan effectively using local authority frameworks for short, medium and long-term planning, ensuring progression through Curriculum for excellence levels. Senior leaders and staff use a well-structured annual assessment calendar for literacy, numeracy and health and wellbeing to track progress, identify gaps and implement targeted interventions. This embedded approach should now be extended across all curriculum areas.
- Teachers engage well in moderation activities within the school and cluster, strengthening professional dialogue and consistency in applying national Benchmarks.
- Senior leaders have robust systems for monitoring and tracking progress in literacy, numeracy and health and wellbeing, meeting termly with teachers to review evidence and address barriers. Moving forward, they should broaden monitoring and tracking across all curriculum areas to ensure best possible progress for all learners.



2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, young people. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

3.2 Raising attainment and achievement

very good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

Attainment in literacy and numeracy

- Almost all children achieve appropriate Curriculum for Excellence (CfE) levels in numeracy and mathematics. Most children achieve appropriate CfE levels in literacy. A few children are exceeding expected CfE levels.
- Most children who face barriers to learning are making good progress from prior levels of attainment. A few children are making very good progress.

Attainment in literacy and English

- Across the school, almost all children are making very good progress in reading and most in writing. Across all levels almost all children are making good progress in talking and listening.

Listening and talking

- At early level, most children take turns and follow instructions well. A few are now ready to answer simple questions about stories they are reading. At first level, almost all children take turns and build on each other's conversations successfully. They share their likes and dislikes about different books enthusiastically. At second level, most children are articulate and confident in contributing their ideas and opinions.

Reading

- Across the school, almost all children have developed reading skills to a very high standard for their age and stage. At early level almost all children use their knowledge of sounds effectively to read simple words. They ask and answer questions very successfully about the characters they are reading about. At first level almost all children read with expression accurately using punctuation very well. They can successfully answer a range of questions successfully. At second level, almost all children explain the difference between fact and opinion confidently. They skim and scan texts quickly for information to evidence their opinion.

Writing

- At early level, almost all children are writing simple words independently. A few are writing five letter words correctly. At first level almost all children create interesting stories with well-structured paragraphs. Most children spell words accurately, challenging themselves to

spell tricky or unfamiliar words. At second level, almost all children include metaphors, alliteration and onomatopoeia in their stories. This is strengthening their writing style.

Numeracy and mathematics

- Across the school almost all children are making very good progress in numeracy and mathematics. A few children are achieving beyond expected levels.

Number, money and measure

- At early level, almost all children confidently count forwards and backwards to 20. They use their growing knowledge of maths and numeracy in their play. At first level, almost all children are able to accurately round numbers to the nearest 10 and 100. They read, write and order whole numbers up to 1,000 and add and subtract three digit numbers. Almost all children at second level, add and subtract numbers to 10,000 and beyond with accuracy. They confidently apply their number skills in real-life contexts and discuss their solutions to verbalise their thought process.

Shape, position and movement

- At early level, most children continue simple patterns involving objects, shapes and numbers. At first level almost all children demonstrate a very good understanding of a wide range of angles including right, acute, obtuse and straight. At second level, almost all children use their knowledge of the link between the eight compass points and angles to describe, follow and record directions. They are confident in measuring angles but would benefit from revisiting the properties of a circle, understanding what the radius is, how it connects to the diameter, and how to measure the circumference.

Information handling

- At early level, almost all children gather and record information in different ways such as pictorial charts and simple bar graphs. At first level, almost all children use information to create different types of graphs and talk confidently about their real life experience of using graphs. Almost all children at second level successfully present information in a range of ways including line graphs, bar graphs and pie charts. They have a strong understanding of the purpose of different types of graphs and describe this well including making links to the stock market use of graphs.

Attainment over time

- Children's attendance is above the national average. Currently, attendance across the school is 94.6%. Senior leaders track attendance and late coming very effectively. Children's absence is mostly due to family holidays. When children require part-time timetables, staff work successfully with parents and partners to maintain learning opportunities. They now need to ensure that their plans are revisited more regularly to increase attendance at school. In recent years there have been no exclusions.
- The school's data reflects consistently very high levels of attainment in literacy and English and numeracy and mathematics over several years. Most children make very good progress over time in literacy and numeracy from prior levels of attainment. At key stages, attainment

in numeracy, reading, talking and listening is consistently higher than local, virtual and national comparators.

- Senior leaders make highly effective use of attainment over time data to identify and implement improvements to teaching and learning. This strategic approach is leading to sustained and measurable increases in children's progress across the school. The headteacher has robust processes in place to monitor and track children's progress in literacy and numeracy. Senior leaders meet with teachers regularly to discuss children's progress, including those who require additional support with their learning. This approach helps teachers identify where more challenge or support is required to ensure children make the best possible progress.

Overall quality of learners' achievements

- The headteacher promotes a strong culture of recognising wider achievement. Staff celebrate successes through assemblies, certificates, and highly coveted personal shields. Senior leaders record achievements over time. This approach allows children to see their achievements build and develop over time, helping them recognise their progress and grow in confidence.
- Staff track children's participation and engagement in a range of clubs such as school choir, knitting club and the pupil instigated reading club. They identify gaps in participation for individual children and plan experiences during the school week to reduce the risk of any child missing out. Most children participate well in clubs and discuss confidently the communication skills they gain as a result. Children highly value their sports clubs, including the league-winning football team.
- All children contribute to school and community life through leadership groups such as the rights group, reading schools group, eco group, and house captains. They explain clearly the leadership skills they are developing. Learners collaborate across stages through the highly valued 'Team Time', gaining skills for learning, life, and work. For example, they work together on Dragon's Den-style challenges. Children appreciate these cross-stage opportunities and speak enthusiastically about the team-building skills they are developing.
- Children perform at events which helps children become confident individuals. For example, Primary 1 and 2 children performed a nativity for their parents confidently. Older children take part in the highly valued school show. In addition, children contribute to their wider community. For example, the 'rota group' organised a collection for a local foodbank very successfully. These opportunities encourage children to understand their role as effective contributors in their wider community.

Equity for all learners

- Senior leaders and staff understand the school's socio-economic context very well and maintain trusted relationships with families. They recognise that poverty is not always visible and ensure no child is excluded from opportunities. For example, all children are supported to access clubs and trips, including the P7 residential. Pupil Equity Funding (PEF) is also used effectively to provide targeted learning support that reduces barriers and improves outcomes

for identified learners. Senior leaders should now involve children and parents more fully in decisions about PEF is used.

- The headteacher has a very clear strategy for addressing inequities that includes improving universal support for children, with a focus on reading and writing. She uses PEF very effectively to employ an additional teacher to upskill staff in literacy approaches. These approaches are raising attainment, including for those impacted by poverty. Senior leaders should further develop and refine approaches to tracking and evaluating the impact of equity interventions. This will enable them to identify which strategies are most effective in improving outcomes and inform future planning. In addition, support staff are coached to provide impactful interventions for a few children. These interventions are accelerating progress for the majority of children who benefit from them. As a result, there are now few poverty-related attainment gaps among those who are attaining expected levels.

Other relevant evidence

- Children experience two hours of quality physical education each week.
- Senior leaders should ensure all staff implement a consistent and progressive approach across the school in learning Spanish from P1 to P7 and from Primary 5–7 in French, as a second language.
- Children learn about Christianity and other world religions through their religious and moral education programme and topic work. This supports them to value and explore diversity, and respect other cultures.
- The school submitted information relating to compliance with the revised Nutritional Regulations 2020 and key duties as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff and children. In addition, the HNI examined documentation relating to the effectiveness of whole school approaches to improving the health and wellbeing of children through food in school. Minor areas for improvement have been agreed with the school and the school meals provider.

Practice worth sharing more widely

Whole-school approach to improving reading that leads to a love of reading

This is a strong example of how the school has developed a consistent approach to improving the teaching and learning of reading skills. Staff provide explicit teaching of reading strategies to a very high standard. This has led to children demonstrating a very strong commitment to reading for pleasure. This rich and enabling reading culture is contributing to improved engagement and outcomes in literacy.

- Staff use a progressive approach to developing reading, building strong foundation in reading skills that lead to fluent and confident readers, who read with expression.
- Younger children are encouraged to be ambitious in their reading and writing of words. Children are explicitly taught phonemes systematically. This has led to younger children tackling words beyond expected levels.
- Staff teach explicit reading strategies with an emphasis on strengthening vocabulary, developing inference skills, building an awareness of the writers' craft and the use of punctuation. This leads to children's developing comprehension skills very effectively.
- High expectations for all, alongside discrete targeted supports, encourage children to view themselves as successful readers.
- Teachers adapt their environment, teaching strategies and resources to close gaps before they widen. A 'three read' approach allows all children to engage with the class novels. This results in children showing high levels of engagement and motivation.
- Strong reading skills, alongside reading for enjoyment strategies, foster a positive and successful reading culture.

Explanation of terms of quantity

The following standard HMIE terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.

On behalf of His Majesty's Chief Inspector of Education in Scotland.

17 February 2026

Dear Parent/Carer

In December 2025, a team of HM Inspectors of Education visited Symington Primary School. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff.

The inspection team found the following strengths in the school's work.

- The highly effective head teacher, depute head teacher and staff are fostering a culture of high expectations and inclusion. This strong culture ensures children feel valued and supported, which motivates them to learn and engage positively in all aspects of school life.
- Children who demonstrate a strong sense of belonging and pride in their school. They are motivated, confident, and treat each other with kindness and respect, reflecting the school's ethos in their daily interactions.
- Teachers' highly effective approaches to teaching reading that develop children's skills very well and support a culture that motivates children to read for enjoyment.
- Children's high levels of attainment across the school. They benefit from worthwhile opportunities to achieve within and beyond the classroom.

The following areas for improvement were identified and discussed with the headteacher and a representative from South Ayrshire Council.

- Senior leaders and teachers should build on their effective approaches to learning and teaching to improve further how they provide feedback to children on their learning. This should help children better understand their progress and next steps in learning.
- Senior leaders and teachers should build on their strong approaches to monitoring and tracking to include all curricular areas.

We gathered evidence to enable us to evaluate the school's work using two quality indicators from [How good is our school \(4th edition\)](#). Quality indicators help schools, local authorities and inspectors to judge what is working well and what needs to be improved. Following the inspection of each school, the Scottish Government gathers details of our evaluations to keep track of how well Scottish schools are doing.

Here are HMIE's evaluations for Symington Primary School

Quality indicators	Evaluation
Learning, teaching and assessment	very good
Raising attainment and achievement	very good
Descriptions of the evaluations are available from: How good is our school (4th edition) Appendix 3: The six-point scale	

A more detailed document called Summarised Inspection Findings (SIF) will be available on the HMIE website at:

[Symington Primary School | Inspection Report | His Majesty's Inspectorate of Education in Scotland](#)

What happens next?

We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. South Ayrshire Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.

Lorraine Shaw
HM Inspector

On behalf of His Majesty's Chief Inspector of Education in Scotland

Early learning and childcare (ELC) setting shared inspection report

Symington Early Years Centre

South Ayrshire Council

17 February 2026

In December 2025, a team of HM Inspectors of Education and the Care Inspectorate visited Symington Early Years Centre. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff.

Key inspection findings

- Staff demonstrated shared values, creating an inclusive, rights-respecting environment that supported continuous improvement.
- Staff empower children to be confident and independent individuals. As a result, children are highly motivated and make very good progress across all aspects of their learning and development.
- Staff provided warm, nurturing and responsive care that promoted emotional security, resilience, and positive relationships.
- Staff provide a wide range of exciting and purposeful learning experiences both indoors and outdoors. This helps children to develop a variety of skills, including numeracy skills, in a fun and imaginative way.

HM Inspectors and the Care Inspectorate gathered evidence to enable us to evaluate the setting's work using four quality indicators from [the Quality improvement framework for the early learning and childcare sectors](#).

Quality Indicator	Evaluation
Staff skills, knowledge, values and deployment	very good
Learning, teaching and assessment	very good
Nurturing, care and support	very good

Children's progress	very good
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Summary of inspection findings

Key contextual Information

Symington Early Years Centre is situated within Symington Primary School in the village of Symington, Kilmarnock. There is a large playroom with free-flow access to a well-resourced outdoor environment. All children access the school gym and lunch hall, playground and, if required, sensory room. Children access 1140 hours of early learning childcare (ELC) between 9 am and 3 pm, five days a week during term-time. Parents can purchase additional hours outwith these times. The setting is registered for a maximum of 60 children, at any one time, age three to those not yet attending primary school. There are currently 36 children on the roll.

The headteacher has overall strategic responsibility for the setting and is the named manager. The deputy headteacher has management responsibility for the setting. The senior early years practitioner has responsibility for the day-to-day management of the setting. There are seven early years practitioners, and a nursery support assistant. A local authority peripatetic nursery principal teacher supports the setting for one day per week.

Leadership:

Staff skills, knowledge, values and deployment

Staff demonstrated strong professional competence and a clear understanding of child development. They created engaging indoor and outdoor provocations that sparked curiosity and built practical life skills. Staff worked collaboratively and maintained high expectations for every child. Planned and responsive learning experiences captured children's interests and deepened engagement. As a result, children showed improved confidence and achieved sustained progress in learning and development.

Reflective practice and the use of Quality Improvement Framework illustrations improved both indoor and outdoor environments. Staff redesigned the outdoor area to include spaces that promoted physical and sensory development after visiting other high-quality services and reviewing feedback. These changes encouraged exploration, including food preparation during play, and supported children's confidence and independence. Families actively participated in self-evaluation processes, strengthening partnerships and shared responsibility for improvement. To further increase children's voices in decision-making, staff could explore strategies such as child-led planning and visual feedback tools to ensure their views were consistently embedded in planning and improvement activities.

Senior leaders provided purposeful guidance and supervision which boosted staff morale and ensured clear roles and effective deployment. Changes in staffing were communicated clearly and managed effectively, maintaining continuity for children.

Staff deployment was well-organised and responsive to routines and children's individual needs. Staff welcomed children daily into their key group, creating a calm and positive start to the day and supporting strong relationships. They also maintained and replenished the play spaces they were responsible for, ensuring resources were inviting and ready for exploration. This created enriching experiences and an environment where children had fun, felt emotionally secure, and developed strong relationships. Staff demonstrated flexibility and creativity in adapting to children's interests, supporting high-quality learning experiences and sustained engagement.

Staff worked collaboratively within a shared leadership approach, maintaining high expectations for every child and promoting professional growth. Staff held responsibilities for outdoor learning, promoting children's rights, language development, and embedding SHANARRI wellbeing indicators throughout planning to ensure children's care, play, learning, and development consistently reflected inclusive wellbeing principles.

Staff meetings, professional development reviews, and individual learning goals strengthened practice and improved outcomes in wellbeing, language, and safety. Children developed word awareness during play and in small groups, which helped them understand key concepts such as 'safe'. This supported their ability to connect language to their rights and express their views confidently. While staff were reflective and demonstrated consistency in practice, written processes for evaluating the impact of professional learning could have been strengthened following training. Systematic use of peer observations and leadership evaluations could provide clearer evidence of impact, helping sustain improvements and inform future priorities.

Clear, well-communicated values fostered a positive, rights-respecting, and inclusive environment. This safeguarded children's welfare, strengthened relationships, and promoted a strong sense of belonging. Staff were registered with the Scottish Social Services Council (SSSC) and upheld professional standards. They were motivated, felt valued, and expressed pride in their work. Staff demonstrated strong professional competence and reflective practice, creating a culture of continuous improvement that benefits children and families.

Children play and learn: Learning, teaching and assessment

Staff have very respectful, caring and positive relationships with all children. Almost all children show kindness to each other as they play and learn together very well. Staff provide carefully considered, high-quality experiences alongside clear and consistent routines that help children become independent and confident learners. As a result of this very good practice, all children feel safe and valued.

Staff use the local community very effectively to provide high-quality, real-life experiences through 'Symington Saunters'. This helps staff to extend children's knowledge of the world around them, for example by observing seasonal changes. Children visit the local library to explore a wider range of books that relate to their current areas of interest.

Staff provide a wide range of exciting, challenging and open-ended experiences both indoors and outdoors. Almost all children remain highly motivated and engaged in learning for extended periods as they explore, experiment and develop their curiosity in a purposeful, calm learning environment. As a result, children are developing a wide range of skills that include problem solving and creativity.

Staff interact warmly and respond attentively to all children. They listen carefully, are attuned to individual needs and demonstrate a very good understanding of each child's learning styles. They regularly use the language of children's rights during play. This helps children feel valued and confident to learn. Almost all staff are highly skilled in their use of questioning and commentary to support and extend children's learning.

Staff make effective use of digital technology to support understanding of numeracy, for example, using the interactive whiteboard to create patterns. Staff should provide a wider range of digital technology experiences to further enhance and extend children's learning across the curriculum.

Staff observe closely, document and gather a wide range of children's significant learning and achievements. They use this robust information very well to form a holistic view of the child and make accurate judgements about children's progress. Staff share this valuable information with families on an online platform and through regular discussions.

Staff meet regularly to plan for children's learning. Planning is responsive, intentional and of a very high quality. Staff plan very effectively to help children learn about their rights and develop a wide range of skills. This aligns with the Curriculum for Excellence experiences and outcomes and national practice guidance. Staff plan and evaluate learning targets for each child effectively, display them in the setting and share them with both children and parents. This very effective practice empowers children to have high aspirations and be successful learners.

Staff involve families very well in learning through 'stay and play' sessions. This helps families understand better the skills and knowledge children develop in the setting. Staff should provide further opportunities for families to be involved in their child's learning and plan next steps together. This should ensure parents and staff have a greater shared understanding of children's progress.

Senior leaders provide effective support to staff to make accurate professional judgements to monitor and track children's progress in literacy, numeracy, and health and wellbeing. Staff use local authority tracking guidance and developmental

milestones very effectively to identify children who require additional support with their learning. They implement a wide range of universal and targeted support. For example, staff focus on numeracy concepts across all areas of the playroom. This has a very positive impact on children's progression in numeracy.

Children are supported to achieve: Nurturing care and support

Staff consistently provided warm, responsive care that promoted emotional wellbeing, secure attachments, and resilience. Children were treated respectfully, and staff responded promptly to individual needs, offering comfort and reassurance when needed. These approaches ensured children felt safe, valued, and confident, supporting positive relationships and a strong sense of belonging.

Initiatives such as the 'Colour Monster' check-in routine supported emotional expression and self-regulation, helping children develop strategies for managing feelings. Staff consistently applied rights-based language during routines and interactions to reinforce safety and respect. This approach built on children's growing awareness of concepts such as 'safe', ensuring that values were embedded in daily practice. Children were developing awareness of SIMOA, a safety framework that promoted risk awareness and independent decision-making through practical routines and discussions. Embedding this further through real-life scenarios and reflective conversations could strengthen children's ability to manage risks independently and build resilience.

Well-organised routines such as welcome time and lunchtime created predictability, strengthened relationships, and reduced anxiety during transitions. These routines were adapted to individual needs, ensuring calm and positive experiences for all children. Staff used observations and their knowledge of each child to tailor activities, promoting inclusion and maximising developmental progress. These personalised approaches ensured that every child experienced success and felt supported in their learning journey.

Personal plans were reviewed regularly with families and were guided by SHANARRI wellbeing indicators. These plans informed assessment and decision-making, supporting children's wellbeing, growth, and progress. Staff should continue to ensure that selected indicators accurately reflect observed outcomes to maintain clarity and consistency in planning. For children requiring additional support, detailed plans and chronologies were in place to enhance developmental progress and emotional wellbeing. These measures promoted inclusion, resilience, and positive outcomes.

The inclusive setting encouraged friendships and social interaction, contributing to a strong sense of community. Meals followed Setting the Table nutritional guidance, and fresh drinking water was available throughout the day. These practices promoted independence, healthy choices, and life skills, supporting overall wellbeing.

Consistent communication through handovers, newsletters, meetings, and events created a welcoming environment where families felt valued and informed. As a result, families were respected and involved, strengthening trust and partnership.

Overall, children and families benefited from nurturing care that promoted wellbeing, achievement, and resilience. Inclusive routines, personalised planning, and strong partnerships provided a secure foundation for lifelong learning and ensured that every child experienced high-quality care and support.

Children are supported to achieve: Children's progress

Children within the setting make very good progress across almost all aspects of their learning and development. As a result of very high-quality, fun learning experiences, almost all children are confident, motivated and independent learners.

Staff place a strong emphasis on health and wellbeing. Children confidently access the very high-quality, well equipped outdoor area. They regularly use the theatre and music areas to develop creativity and movement. Staff provide rich sensory experiences using herbs and fruit in the outdoor kitchen encouraging children's exploration and curiosity. Children develop their gross motor skills well as they balance and climb on equipment.

Children develop their early language and communication skills very well through a wide range of imaginary and real-life experiences. Almost all children independently access books and participate in 'rhyme of the fortnight' with their families to reinforce their speech and language development. Almost all children have a strong interest in writing for a purpose. For example, they use a wide range of mark making tools to create Christmas cards and labels in the environment as they demonstrate increasing detail and skill.

Staff embed early numeracy and mathematical opportunities very well across the curriculum. Children engage enthusiastically with a wide range of very high-quality learning experiences provided by highly skilled staff to support their numeracy progression. Almost all children confidently recognise and count numbers up to 10 and beyond. A few use numbers beyond 20 during play, proudly referring to themselves as 'Mathmagicians'. They demonstrate strong mathematical language skills. Children predict how far they can race their car using measuring tape and using 'gold treasure' to add and subtract coins.

Staff share children's achievements from home and within the setting on the 'proud wall.' Families share for example, how their child has learned to ride a bike or achieved success at gymnastics. Staff use praise meaningfully and recognise all children's strengths. Staff should continue to encourage families to share achievements from out with the setting to help them to build on children's prior learning. As planned, staff should track this information to inform planning and support children to make further progress.

All staff demonstrate a very good understanding of the cultural, socio-economic, and linguistic context in which children and families live. They collaborate closely with partners to gather robust evidence about children's progress and use it skilfully to identify children who require additional targeted support with learning. Staff plan and evaluate this support carefully and sensitively with families to ensure improved outcomes and sustained progress for children.

Safeguarding(HMIE)

- Inspectors discussed safeguarding and child protection information provided by the ELC setting with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. At the time of the inspection, there were no identified areas for development.

Outcome of inspection

We are confident that the ELC setting has the capacity to continue to improve and so we will make no more visits in connection with this inspection.

Lorraine Shaw

HM Inspector

Eileen McColgan

Care Inspector

South Ayrshire Council

Report by Depute Chief Executive and Director of Housing, Operations and Development to Cabinet of 28 April 2026

Subject: Road Improvement Plan 2026-2027

1. Purpose

- 1.1 The purpose of this report is to seek Cabinet approval for the 2026/27 Road Improvement Plan for carriageway, footways, street lighting and other related infrastructure improvements.

2. Recommendation

2.1 It is recommended that the Cabinet:

2.1.1 approves the road improvement plan for 2026/2027 contained in [Appendix 1](#); and

2.1.2 approves the Carriageway and Footway Programme for 2026/2027 in [Appendix 1](#).

3. Background

- 3.1 At its meeting on 19 February 2026, the Council approved capital allocations to be included in the Roads Improvement Plan for the period to 2037/38. This capital allocation will be used to make improvements to the road network and include road resurfacing; road reconstruction; street lighting; LED street lighting replacement; vehicle restraint barriers; adapting to climate change, slope stabilisation, bridge, coastal and harbour work.
- 3.2 The additional capital allocations requested for the 2026/27 through to 2036/37 are outlined in section 3.3 to 3.8 and are included in Table 1 below and were confirmed following approval of the Capital Investment Programme on 19 February 2026.

Table 1: Capital Investment Budgets 2026/27-2036/37

Programme	26/27 (£m)	27/28 (£m)	28/29 (£m)	29/30 (£m)	30/31 (£m)	31/32 (£m)	32/33 (£m)	33/34 (£m)	34/35 (£m)	35/36 (£m)	36/37 (£m)
Street Lighting LED Replacement [3.3]	0.070	0.115	0.025	0.025	0.025	0.025	0.025	0.025	0.025	0.025	0.050

Programme	26/27 (£m)	27/28 (£m)	28/29 (£m)	29/30 (£m)	30/31 (£m)	31/32 (£m)	32/33 (£m)	33/34 (£m)	34/35 (£m)	35/36 (£m)	36/37 (£m)
Roads Reconstruction [3.4]	2.650	2.500	2.500	2.500	2.500	2.500	2.500	2.500	2.500	2.500	2.500
Ayr South Pier Assessment and Remedial Works [3.5]	0.060	-	-	-	-	-	-	-	-	-	-
Coastal Change Adaption General Capital Grant 2026/27 [3.6]	0.115	-	-	-	-	-	-	-	-	-	-
Replacement of Underground Street Lighting Cable Network – Main Distributor Roads, Ayr [3.7]	0.168	0.168	0.168	0.168	-	-	-	-	-	-	-
Traffic Signals Renewal Programme [3.8]	0.070	0.070	0.070	0.070	0.070	0.070	0.070	0.070	0.070	0.070	0.070
Ayr Depot	0.480	-	-	-	-	-	-	-	-	-	-
Street Lighting Capital	0.183	-	-	-	-	-	-	-	-	-	-
EV Charging Infrastructure	0.244	-	-	-	-	-	-	-	-	-	-
Facilities to Assist with Tourist and Visitor Facilities	0.025	-	-	-	-	-	-	-	-	-	-
Vehicle Restraint Barriers	0.050	0.050	0.050	-	-	-	-	-	-	-	-
Cattle Grid Renewal Programme	0.033	0.033	-	-	-	-	-	-	-	-	-
Bridge Works (General)	0.310	-	-	-	-	-	-	-	-	-	-
Bridge Works (Victoria Bridge)	0.070	-	-	-	-	-	-	-	-	-	-
Millenium and Craigholm Bridges	0.278	-	-	-	-	-	-	-	-	-	-
Girvan South Pier Quay Repairs	0.200	-	-	-	-	-	-	-	-	-	-
Girvan Harbour Jetty Repairs	0.109	-	-	-	-	-	-	-	-	-	-
Local Flood Risk Plan	0.250	0.064	0.064	0.064	-	-	-	-	-	-	-

Programme	26/27 (£m)	27/28 (£m)	28/29 (£m)	29/30 (£m)	30/31 (£m)	31/32 (£m)	32/33 (£m)	33/34 (£m)	34/35 (£m)	35/36 (£m)	36/37 (£m)
Adapting to Climate Change (St Ninians Park)	0.420	-	-	-	-	-	-	-	-	-	-
Total	5.785	3.000	2.877	2.827	2.595	2.595	2.595	2.595	2.595	2.595	2.620

- 3.3 **Ayrshire Roads Alliance - LED Replacement:** A total of £385,000 has been added to the programme over financial years 2026/27 (£70,000), 2027/28 (£90,000), 2031/32 (£25,000), 2032/33 (£25,000), 2033/34 (£25,000), 2034/35 (£25,000), 2035/36 (£25,000), 2036/37 (£50,000) and [not shown in the table] for 2037/38 (£50,000) for the replacement of 1st generation of LED street lighting lanterns which have exceeded their serviceable life.
- 3.4 **Ayrshire Roads Alliance - Road Reconstruction and Improvement:** Total additional funding of £5,500,000 has been added to the programme, with £1,000,000 in each of the financial years 2031/32, 2032/33 and 2033/34 and for 2037/38 [not shown in the table] £2,500,000, to continue to provide road users with an improved and safer road network which will have fewer potholes and a smoother surface.
- 3.5 **Ayrshire Roads Alliance - Ayr South Pier Assessment and Remedial Works Options Appraisal:** Funding of £60,000 has been added to the programme in 2026/27 to carry out a structural assessment of the Ayr South Pier and identify a prioritised list of remedial works required some of which are likely to require further design and contract preparation work.
- 3.6 **Ayrshire Roads Alliance - Coastal Change Adaptation Component of the General Capital Grant 2026/27:** Additional funding of £115,764 has been added to the programme in 2026/27 to continue the work currently ongoing on the Ballantrae Coastal Change Adaptation Plan, and the Ayrshire Coastal Change Adaptation Plan which are funded by previous year allocation of the Coastal Change Adaptation funding.
- 3.7 **Ayrshire Roads Alliance - Replacement of Underground Street Lighting Cable Network - Main Distributor Roads, Ayr:** Total additional funding of £675,000 has been added to the programme in the amount of £168,750 in each of the four years 2026/27, 2027/28, 2028/29 and 2029/30 to replace the street lighting underground cabling network on main arterial roads within Ayr.
- 3.8 **Ayrshire Roads Alliance - Traffic Signals Renewals Programme:** Additional funding of £840,000 has been added to the programme, with £70,000 added in each of the eleven financial years 2026/27 to 2036/37 and for 2037/38 [not shown in the table] £70,000, to allow a rolling replacement programme for signalised sites within South Ayrshire that are now older than, or fast approaching, the twenty-year life expectancy figure.
- 3.9 The revenue budget also includes funds for road improvement work, specifically relating to ongoing maintenance work relating to carriageway patching, footway works, drainage, pothole repairs, ditch clearing, gully cleaning, clearing carriageway flooding, hedge pruning, verge maintenance and winter treatment.

- 3.10 The condition of the road network is reviewed annually as part of the process of compiling future year programmes using the scheme ranking system approved by the Ayrshire Shared Services Joint Committee at its meeting of 24 October 2014 and revised at the meeting on 10 November 2017. This approach ensures that the programme of works is developed to provide the maximum benefit to the area. The scheme ranking system considers factors including road condition; safety issues; the road hierarchy; the level of traffic on the road; stakeholder feedback and cost. The programme of work is reviewed and re-prioritised, with updated programmes brought forward for approval on an annual basis to the Cabinet.
- 3.11 Grant applications will continue to be made to the Scottish Timber Transport Group, with match funding being provided from the road's maintenance element of the capital budget. For 2026/27, Ayrshire Roads Alliance has submitted 1 bid to Scottish Timber Transport for B734 Barr, Pinmore from Lambdoughty to Barr Village.
- 3.12 The transport infrastructure is one of the most valuable Council assets and it is vital to the economic well-being and development of South Ayrshire. The infrastructure contributes significantly to the local economy and regeneration. The road asset carriageway alone is valued at £1.6 billion.
- 3.13 Further background is provided in Appendix 2.

4. Proposals

- 4.1 The Roads Improvement Plan for 2026/27 is detailed in Appendix 1 - Works Programme and includes details on improvement works for carriageway, street lighting, traffic, transportation, active travel schemes and timber transport route improvements. The schemes programmed will be carried out over the spring, summer, and early autumn. Full engagement will be conducted in accordance with the protocol for engagement on the Ayrshire Roads Alliance projects as detailed in the report to Leadership Panel of 29 November 2016.
- 4.2 It should be noted that this programme has been prepared in advance of full consultation with statutory undertakers which may lead to delays in delivering the programme to the timescale stated above. A statutory undertaker is any company that has a legal right to place and maintain their apparatus within the boundary of the public road.
- 4.3 The works will be carried out using two specification types:
- Re-surfacing with 30% Hot Rolled Asphalt. This provides a good wearing surface quality suitable for all conditions which provides an exceptionally durable surface with a high skid resistance. This is used on the 'A' and 'B' class roads.
 - Screeding with close graded asphalt concrete overlay. This is a particularly good general purpose surface course. This is used on 'B,' 'C' and 'U' class roads.

5. Programme for Street Lighting

- 5.1 Programmes will be subject to change over the course of time.
- 5.2 There are over 20,000 streetlights in South Ayrshire. The proposed programme for 2026/27 has identified the parts of the network in poorest condition. This work will enable the further reduction in the number of concrete columns from 175 [Mar-26] to 155, along with the removal of unreliable Scottish Power cable networks. The schemes are contained in Appendix 1 - Works Programme.
- 5.3 As in previous years, LED lighting is being provided in all locations.

6. Programme for Traffic and Transportation

- 6.1 Best value discussions are currently ongoing with our appointed Traffic Signal Contractor. Following conclusion of discussions, the Traffic Signals Renewals Programme will be developed to the value of £840,000 with £70,000 allocated for each of the eleven financial years from 2026/27 to 2037/38.
- 6.2 The Ayrshire Roads Alliance await conformation from Transport Scotland for any funding allocation associated with Tier 1 of the Active Travel Infrastructure Improvement Fund (ATIF). Tier 1 funding is anticipated to be provided direct to Council as part of the General Capital Block Grant (GCBG) Allocation, as was the case for the 2025/26 grant allocation. A programme of active travel projects will be developed and implemented by the Ayrshire Roads Alliance once the grant has been confirmed.
- 6.3 It is anticipated that any ATIF Tier 1 allocation received by Council will be at least equal to the 2025/26 allocation value of £737,000. It is anticipated that most of this funding will be put towards active travel projects already underway, such as the Dundonald – Barassie link, however a small amount of funding will be reserved to pursue “quick wins” and other smaller-scale projects to overcome existing barriers to the adoption of active travel in our communities.
- 6.4 The Ayrshire Road Alliance also await conformation from Transport Scotland in relation to any funding award to Council from their Road Safety Improvement Fund (RSIF). The Ayrshire Roads Alliance will develop and implement a programme of road safety projects upon confirmation of a funding award – the priority for scheme interventions will be based on available information including the Police Scotland STATS19 dataset and other available sources of information.
- 6.5 Transport Scotland also administer funding for bus service and infrastructure improvements through the Bus Infrastructure Fund (BIF) – however, as per the ATIF Tier 1 and RSIF funds as mentioned above, any funding award for 2026/27 through the BIF is unknown at this stage. It is however assumed at this time that any grant award may be similar in scale to the 25/26 grant award of £382,000.
- 6.6 The Ayrshire Roads Alliance have also submitted an expression of interest to Strathclyde Partnership for Transport (SPT) for an indicative grant award of £50,000 for use in Active Travel projects. No further detail is available at this time, however if successful it is anticipated that this funding will be used to help deliver schemes already underway.

- 6.7 In the interim, a summary of indicative external grant funding for 2026/27 is shown within Appendix 1 - Works Programme, with comments aligning with the summary of funding changes provided above. Detailed programs for 2026/27 will be developed for ATIF Tier 1, RSIF and BIF upon confirmation of grant funding levels from Transport Scotland. We also await additional information from SPT on the expression of interest lodged.

7. Programme for Traffic and Transportation

- 7.1 ARA has submitted several funding applications to ATIF in January 2026 to carry out the next stages of the design process for several active travel routes across South Ayrshire, decisions on these applications is anticipated in the coming weeks.
- 7.2 South Ayrshire Council successfully secured £20M of funding from the Local Regeneration Fund (LRG – formally Levelling Up Fund) round three. £15M of this funding has been transferred to ARA and will be utilised to redevelop Burns Statue Square, Ayr. Balfour Beatty have been appointed as the principal contractor, design is currently underway, and a delivery programme will be produced in March 2026.
- 7.3 £1.2M of the LRF funding along with a £3.05M award from ATIF will be used to construct a new Active Travel Route linking Dundonald to Barassie Station, work is currently underway on this route and is scheduled to be complete by 31 July 2026.
- 7.4 The remaining £2.8M along with funding from the AGD and a bid to the ATIF in December 2025 will be utilised to carry out significant improvements to the NCN7 from Prestwick to Barassie Railway Stations. Work will commence on-site late July 2026 and will be complete by 31 March 2028.
- 7.5 A Case for Change seeking approval of the changes to the road's infrastructure project and the Prestwick Proposition has now been approved by Scottish & UK Governments. Ayrshire Roads Alliance will assist in the delivery of all these projects for South Ayrshire Council.
- 7.6 A Planning application for the construction of a new car park at Shaw Road, Prestwick will be submitted in March 2026.
- 7.7 Extensive ground investigations and environmental studies have been undertaken on the remaining phases of the AGD to accelerate the design process and move more projects through to construction.
- 7.8 The ARA will deliver airside improvements to support the commercial build including the construction of a new bridge over the Pow Burn.
- 7.9 An extension to Shawfarm Road is currently being constructed to support the commercial build.

8. Programme for Structural Improvements

- 8.1 The capital projects to improve the South Ayrshire Council network for bridges are contained in [Appendix 1](#) - Works Programme. This work includes bridge design, replacement and strengthening works, culvert design and replacement stonework repairs to parapets, arches, and the like.

- 8.2 Materials and specifications are continually reviewed to ensure compliance with industry standards.
- 8.3 The projects included in the Roads Improvement Plan are subject to change depending on changes in the condition of the road network.
- 8.4 Progress on implementation of the roads Improvement plan will continue to be reported to the Ayrshire Shared Services Joint Committee.

9. Legal and Procurement Implications

- 9.1 By virtue of the relevant statutory provisions principally detailed within the Roads (Scotland) Act 1984, the Council as local roads authority is required to manage and maintain all publicly adopted roads within its geographical area other than those which are maintained and managed by the Scottish Ministers. Accordingly, the proposals detailed within this report are in compliance with the discharge of the statutory responsibilities which are incumbent upon the Council as local roads authority.
- 9.2 There are no procurement implications arising from this report. All works will be carried out in-house or under the 4G Roads Minor Works Framework Contract.

10. Financial Implications

- 10.1 The Road Improvement Plan for 2026/27 detailed in Appendix 1 - Works programme will be funded from the Roads Capital and Revenue budget allocations and grant funding approved by Council on 19 February 2026. Progress will continue to be reported to the Ayrshire Shared Service Joint Committee.

11. Human Resources Implications

- 11.1 There are no direct human resource issues.

12. Risk

12.1 Risk Implications of Adopting the Recommendations

- 12.1.1 There are no risks associated with adopting the recommendations.

12.2 Risk Implications of Rejecting the Recommendations

- 12.2.1 A delay in the delivery of the carriageway and footway structural maintenance, and street lighting programmes will expose the Council to potential risks with regards to the deteriorating condition of the road and lighting network. This may have a detrimental effect on the SPI for road condition and on the reduction targets for roads accidents.

13. Integrated Impact Assessment (incorporating Equalities)

- 13.1 An Integrated Impact Assessment has been carried out on the proposals contained in this report, which identifies potential positive and/ or negative impacts and/ or areas that require further consideration. The IIA Summary Report is attached as

Appendix 3 which includes information on any mitigating or follow-up action required.

13.2 A copy of the fully completed IIA can be accessed here.

14. Sustainable Development Implications

14.1 ***Considering Strategic Environmental Assessment (SEA)*** - This report does not propose or seek approval for a plan, policy, programme or strategy or document otherwise described which could be considered to constitute a plan, programme, policy or strategy.

15. Options Appraisal

15.1 An options appraisal has not been carried out in relation to the subject matter of this report.

16. Link to Council Plan

16.1 The matters referred to in this report contribute to Priority 1 of the Council Plan: Spaces and Places/ Moving around and the environment (Outcome 1).

17. **Link to Shaping Our Future Council** Yes ☐ No ☒

17.1 Not applicable.

18. Results of Consultation

18.1 Engagement arrangements for these projects will align with the report.

18.2 Consultation has taken place with Councillor Alec Clark, Depute Council Leader for South Ayrshire Council, Policy Lead for Operational Services and the contents of this report reflect any feedback provided.

19. Next Steps for Decision Tracking Purposes

19.1 If the recommendations above are approved by Members, the Director of Housing, Operations and Development will ensure that all necessary steps are taken to ensure full implementation of the decision within the following timescales, with the completion status reported to the Cabinet in the 'Council and Cabinet Decision Log' at each of its meetings until such time as the decision is fully implemented:

Implementation	Due date	Managed by
Implementation of the Road Improvement Plan 2026/27	31 March 2026	Head of Roads Ayrshire Roads Alliance

Background Papers	General Services Capital Investment Programme 2026-27 to 2037-38
Person to Contact	Jane Corrie, Head of Roads, Ayrshire Roads Alliance The Opera House, 8 John Finnie Street, Kilmarnock, KA1 1DD or County Buildings Wellington Square, Ayr KA7 1DR Phone 01563 503164 E-mail: Jane.Corrie@ayrshireroadsalliance.org
Implementation Officers:	Craig Knape, Strategic Manager, Ayrshire Roads Alliance E-mail: Craig.Knape@ayrshireroadsalliance.org Barrie McDonnell, Strategic Manager, Ayrshire Roads Alliance E-mail: Barrie.McDonnell@ayrshireroadsalliance.org

Date: 24 March 2026

Ayrshire Roads Alliance - Carriageway Structural Maintenance Programme 2026/2027

Route No	Town	Road Name	Works Description	Estimated Cost	Start date	Completion Date
C142	Prestwick	East Road	Biggart Rd to St Quivox Rd	£64,102.69	7 April '26	14 April '26
Uncl	Girvan	Todd Street	Full Length	£36,790.43	7 April '26	21 April '26
B746	Loans	B746	A78 Slip Rd – Dundonald Rd	£229,542.70	13 April '26	1 st May '26
Uncl	Girvan	Fauldribbon Street	Full Length	£57,573.77 (Pos for coal tar)	21 April '26	7 May '26
C35	Tarbolton	C35	EAC Boundary to U92	£133,862.00	4 May '26	15 May '26
A714	Barrhill	A714	Newton Stewart Rd - Blair Fm SE 740m	£126,766.26 (Await coal tar results)	5 May '26	19 May '26
Uncl	Ayr	Barclaugh Drive, Coylton	Full Length	£22,050.00	18 May '26	29 May '26
B734	Colmonnel	Colmonnel to Pinwherry Road	Craig House to Poundland	£111,123.52	19 May '26	22 June '26
Uncl	Ayr	Caledonia Road	Full Length	£31,274.96	1 June '26	18 June '26
B7027	Barrhill	B7027	Drunlamford House to D&G Boundary	£148,709.35	2 June '26	15 June '26
Uncl	Maybole	Carrick Street	Ladyland Rd to B77	£26,130.00	15 June '26	22 June '26
Uncl	Ayr	Whitehill Way	Full Length	£22,430.14	8 June '26	19 June '26
Uncl	Maybole	Wellington St	Ladyland Rd to Carrick St	£18,090.00	22 June '26	29 June '26
Uncl	Prestwick	St Cuthbert's Road	St Andrew's Ave to Kirklandholm	£29,136.18	22 June '26	29 June '26
Uncl	Maybole	Manse Street	Drumellan St to Abbot St	£20,100.00 (Pos for coal tar)	26 June '26	6 July '26
C145	Ayr	Hillfoot Rd	No 100 to Holmston Road	£139,521.08	29 June '26	17 July '26
C12	Dunure	Castle Rd	Station Road for 500 metres until the 30mph roundals	£86,243.41	6 July '26	20 July '26
C12	Dunure	Dunure Loop Road	A719 junction at Dunure Mains for 514m	£178,364.40	20 July '26	3 Aug '26
A719	Ayr	Whitletts Road	Wills Road to Galloway Avenue (changed)	£76,549.95	28 July '26	7 Aug '26
B7024	Maybole	Maybole High Road	Culroy to Knockdon	£91,500.09	3 Aug '26	17 Aug '26
B751	Symington	B751	Coodham to Gatehead Rd – From Foxfield Farm towards Fortacres Farm -873 metres	£100,087.71	10 Aug '26	21 Aug '26
U52	Pinwherry	Muck Road	Full Length	£141,600.00	13 Aug '26	22 Sept '26
Uncl	Kirkmichael	Bolestyle Road	B7045 to Patna Road	£81,525.13	17 Aug '26	31 Aug '26
C8	Tarbolton	Craigiehill Rd	U80 jct SE to No.4 Windyacres - 453 metres	£45,305.37	24 Aug '26	4 Sept '26
Uncl	Prestwick	Bellevue Road	Main Street to Adamton Road	£38,039.04	7 Sept '26	17 Sept '26
Uncl	Ayr	Bellevue Crecent	A719 Racecourse Rd to No.28	£122,413.70	22 Sept '26	13 Oct '26
Uncl	Prestwick	Montgomerie Rd	Full Length	£18,790.04	12 Oct '26	19 Oct '26
B744	Tarbolton	B744	Largieholm to EAC Boundary	£100,000.00	19 Oct '26	6 Nov '26
A79	Ayr	Prestwick Road	Heathfield Road to Seaforth Road	£181,628.02	9 Nov '26	20 Nov '26
C11	Kirkmichael	C11	Slip at Guiltree Mill	£60,000	Tbc	
B734 (STTS BID)	Barr	B734 Barr Pinmore	Lambdoughty to Barr Village	£150,000.00	Tbc.	Tbc.
			Total Carriageway Estimated Cost	£2,539,249.94 (excl STTS project)		
			Timber Transport Successful funding	Tbc.		

SAC Ayrshire Roads Alliance – Additional Carriageway sites identified for future years budget allocation.

Route No	Town	Road Name	Works Description	Estimated Cost	Start date	Completion Date
Uncl	Ayr	Chapel Park Road	Full Length	£55,984.00		
C8	Symington	Craigiehill Road	U80 jct SE to No.4 Windyacres – 600metres	£64,561.29		
A79	Ayr	John Street	Albert Terrace to Station Rd roundabout	£63,855.00		
C39	Ayr	Greenfield Avenue	Doonside to No.33	£61,398.00		
<u>B739</u>	<u>Monkton</u>	Station Road	Kilmarnock Road to A79	TBC		
B739	Monkton	Kilmarnock Road	Windmill Road to Station Road	TBC		
			Additional Carriageway Estimated Cost	£245,798.29		

SAC Ayrshire Roads Alliance - Footways Structural Maintenance Programme – 2026/2027

Route No	Town	Road Name	Works Description	Estimated Cost	Start date	Completion Date
	Ayr	Bellevue Crescent	REQUIRE TO ASSESS TREES WITH SAC (resurfacing)	£40,000.00	26/27	
	Ayr	Lochpark	REQUIRE TO ASSESS TREES WITH SAC (slab replacement)	£21,446.25	26/27	
	Ayr	Carcluie Crescent	Full length	Tbc.	27/28	
	Ayr	Overmills Road	Kyle Academy to Kilnbank	Tbc.	26/27	
	Troon	Portland Street	Ayr Rd to Church St	Tbc.	27/28	
	Ayr	Pine Brae	Both sides	Tbc.	26/27	
	Dailly	Hardyard Terrace	TBC	Tbc.	26/27	
	Girvan	Craig Court	TBC	Tbc.	26/27	
	Crosshill	Kirkmichael Road	TBC	Tbc.	26/27	
			Budgeted Footway Estimated Costs	£150,000.00		

SAC Ayrshire Roads Alliance – Additional Footway sites identified for future years budget allocation.

Route No	Town	Road Name	Works Description	Estimated Cost	Start date	Completion Date
B743	Mossblown	Mauchline Road	Fourways to railway bridge north side	Tbc.		
			Additional Footway Estimated Cost	£Tbc.		

South Ayrshire Council – Ayrshire Roads Alliance Street Lighting Programme 2026/27

Lighting Capital Renewals

Town	Location	Work Type	No of columns	Estimated Programme Cost
Ayr	Auchenbeg Crescent	New lighting installation to non-lit road	8	£15k
Ayr	Chalmers Avenue and Belmont Avenue	Unreliable 5th core	2	£30k
Prestwick	Carnell Terrace, Whiteside Terrace & Crosbie Terrace	Old Steel columns with a mix of local authority and 5th core cable network	28	£60k
Troon	Lang Road Phase 1	Concrete columns and poor cable network	19	£45k
Various	Concrete column replacements	Old deteriorated concrete columns	50	£33.2k
				£183.2k

Main Distributor Roads Cable Replacement

Town	Location	Work Type	No of columns	Estimated Programme Cost
Ayr	Prestwick Road	Replacement of Underground cable network	2	£168.75k
				£168.75k

First Generation LED Lantern Replacement

Town	Location	Work Type	No of lanterns	Estimated Programme Cost
Ayr	Carrick Road, Maybole Road and St Leonards Road	LED lantern replacements	107	£38k
Girvan	The Avenue, Coalpots Road and Montgomerie Street	LED lantern replacements	90	£32k
				£70k

South Ayrshire Council- Ayrshire Roads Alliance - Traffic and Transportation Programme 2026/27

Traffic Signals Renewals – Capital Programme

Town	Location	Project Description	Capital Budget
Tbc.	Tbc.	Tbc.	£70,000.00

Traffic and Transportation – Funded Programmes

Calculated Funding Totals	Sub-Bid	Total Bids	Project Description	Comments
Strathclyde Partnership for Transport (SPT)	£50,000	£50,000	Programme of projects to encourage walking and cycling.	Expression of interest submitted to SPT – at present we await feedback from SPT on next steps.
Active Travel Improvement Fund (Tier 1)	£737,000	£737,000	Programme of projects to encourage walking and cycling.	Currently await confirmation on the grant award for 2026/27 from Transport Scotland – this will form part of the General Capital Block Grant (GCBG) Allocation to SAC. It is anticipated that the 26/27 allocation will be at least equal in size to the 25/26 allocation of £737,000.
Road Safety Improvement Fund (Tier 1)	£315,000	£315,000	Programme of interventions to improve road safety/ reduce accidents	Currently await confirmation on any grant award from the Road Safety Improvement Fund (RSIF) from Transport Scotland. At this juncture, we have estimated that any award may be similar in size to the 25/26 allocation of £315,200.
Bus Infrastructure Fund (Tier 1)	£382,000	£382,000	Programme of projects to enhance bus facilities throughout the authority area	Currently await confirmation on any grant award from the Bus Infrastructure Fund (BIF) from Transport Scotland. At this juncture, we have estimated that any award may be similar in size to the 25/26 allocation of £382,000.
	Total Bid Value: £1,484,000	Tbc.		

Special Projects – Funded Programme

Calculated Funding Totals	Sub-Bid	Total Bids	Project Description	Comments
Special Projects Active Travel Improvement Fund (Tier 2)	£3,500,000 for Prestwick to Barassie £3,500,000 for accessible Ayr phase 1 £650,000 for Accessible Ayr Phase 2	£7,650,000	Programme of projects to encourage walking and cycling.	Currently await confirmation on the grant award for 2026/27 from Transport Scotland
Special Projects Local Regeneration Fund	£16,000,000 £4,000,000	£20,000,000	First phase of the Ayr Town Centre Regeneration Programme of projects to encourage walking and cycling.	Design & Build contract awarded to Balfour Beatty, construction to be completed by 31st March 2028 New and improved Active Travel Routes from Dundonald to Prestwick, phase 1 Dundonald to Barassie currently under construction and phase 2 Prestwick to Barassie currently being designed
Special Projects Ayrshire Growth Deal	£1,350,000 £1,000,000 £4,000,000 £2,000,000 £27,000,000	£34,000,000	New road to support commercial build. New Bridge New Car Park New Apron & Taxiway Improvements to existing roads	Road currently under construction, to be completed by 31st August 2026 New bridge linking Shaw Road to Glasgow Prestwick Airport (Airside) to be constructed by March 2027 450 space car park to be constructed to support commercial build projects. New apron and taxiway to be constructed linking large MRO hanger to existing airport infrastructure (airside) Outline Business Case currently being developed to identify improvements required to both Local & Trunk Road networks to facilitate growth and support the ambitions of the Ayrshire Growth Deal
	Total Bid value: £63,000,000	Tbc.		

South Ayrshire Council – Ayrshire Roads Alliance Structures & Design Programme 2026/27

Description	Work Type	Estimated Programme Cost
A79-40	Bridge Works General: John Street Railway Bridge	£290,893
U740-10	Bridge Works General: Barbieston Bridge	£19,107
A79-30	Victoria Bridge	£70,000.
Millenium Footbridge	Refurbishment	£279,000
Girvan Harbour	Girvan Harbour Timber Jetty Repairs	£109,147
Flood Risk	Flood Risk Management Plan	£251,000
Climate Change Adaptation	St Ninians Park, Prestwick Adaptation, Surface Water Removal from the Combined Sewer.	£420,000
Various Routes	Vehicle Restraint Barriers	£50,000
Cattle Grids	Cattle Grid Renewal	£33,000.
Girvan Harbour	South Pier Quay Sheet Piling Repairs	£200,000
Ayr Harbour	Ayr South Pier Structural Assessment	£60,000
Coastal	Coastal Change Adaptation 2026/27 Allocation	£115,764
Coastal	Coastal Change Adaptation Ballantrae/Ayrshire CCAP	£102,842

South Ayrshire Council – Ayrshire Roads Alliance Structures & Design Other Works Programme 2026/27

Description	Work Type	Estimated Programme Cost
FB. Ayr/20	Turners Bridge Repairs to anti-slip surfacing	£5,000
C122/10	Garryhorn Bridge stonework repairs	£10,000
T. Troon/50	Central Ave culvert wing wall repairs	£4,000
T. Ayr/290	Cairnsmore Culvert headwall repairs	£6,000
C15/10	Townhead Bridge – Stonework Repairs	£9,800
B730/60	Damhead Bridge – Stonework Repairs	£5,800
B746/40	Corraith Burn Culvert – Stonework Repairs	£14,000
A714/70	Burnfoot Bridge – Reinforced Concrete Repairs	£15,000
C11/40	Dyrock Bridge – Parapet Repairs	£7,500
A714/150	Feoch Bridge – Concrete, Stonework and Embankment Repairs	£18,000
Further sites being identified		
	Total	£95,100

Appendix 2 – Further Background

1. Condition of the Road Network

1.1 The Scottish Road Maintenance Condition Survey (SRMCS) commissioned by the Society of Chief Officers of Transportation in Scotland (SCOTS), on behalf of all Local Authorities in Scotland began in 2002. The percentage of road network surveyed is: -

- A class road, in both directions, every two years.
- B and C class roads in both directions every four years
- A 10% sample of unclassified roads in one direction every year.

This allows a direct year-on-year comparison for the A class road network.

1.2 The results of the survey are used to classify the road network into one of three categories:

- Green – roads are in a satisfactory condition.
- Amber – roads requiring further investigation and/ or monitoring.
- Red – roads where maintenance operations are likely to be required.

1.3 A Road Condition Index (RCI) is derived from two years survey data, and it is the sum of the red and amber categories expressed as a percentage of the overall network. The RCI is a performance indicator for the condition of the local road network, for each Scottish Council, and it is defined as ‘the percentage of the road network which should be considered for maintenance treatment.’ An increase in the figure indicates deterioration in the road condition. The lower the value the better the road condition.

1.4 Table 1 summarises the RCI results from the SRMCS over the last seven years, and the budget allocated to Carriageway Structural Maintenance.

Table 1: Road Condition Index 2018/20 – 2024/26

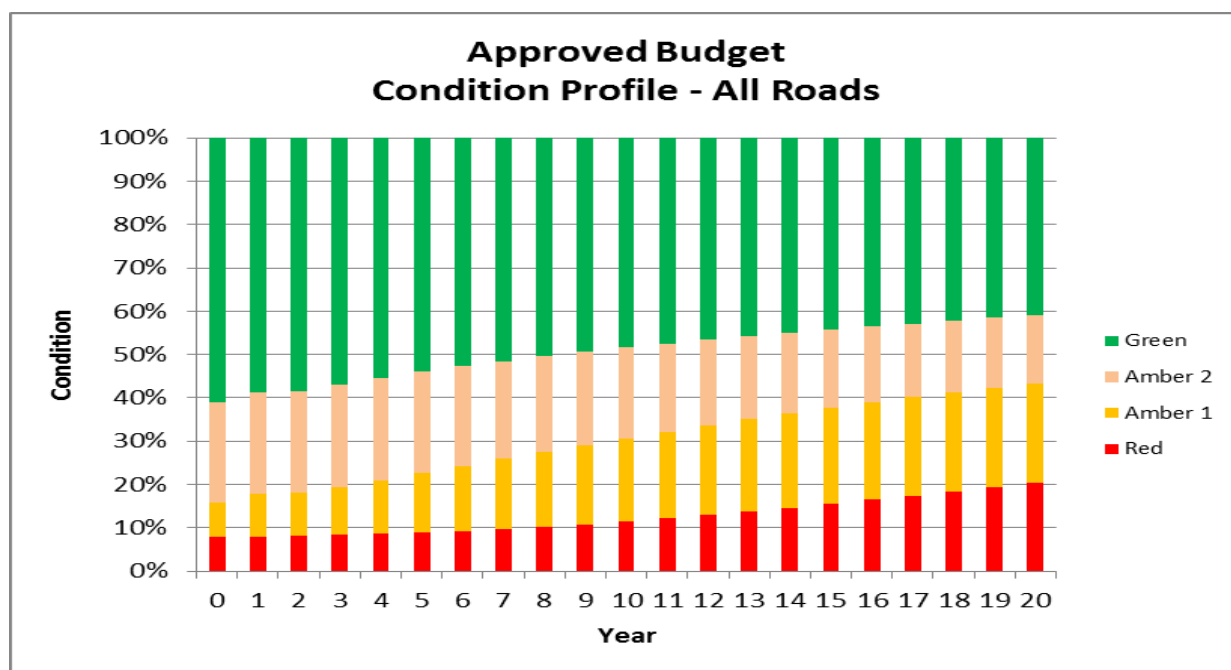
Two Year Condition	2018/20	2019/21	2020/22	2021/23	2022/24	2023/25	2024/26
Scottish Average	35.8%	35.5%	34.2%	33.6%	34.1%	34.7%	34.4%
South Ayrshire	40.6%	40.9%	39.0%	37.4%	35.5%	34.0%	33.9%
South Ayrshire Ranking	27	27	27	26	24	20	23
Quartile	4	4	4	4	3	3	3
Average Annual Spend on Surfacing	£2.500m	£2.500m	£2.500m	£2.500m	£2.500m	£2.500m	£1.581m

Table 2 below shows the RCI for each category of road.

Table 2: South Ayrshire Road Condition Index by Road Class 2018/20 – 2024/26

RCI	Overall	A Class	B Class	C Class	U Class
2024/26	33.9%	21.6%	25.9%	36.1%	38.1%
2023/25	34.0%	23.4%	28.6%	37.6%	36.4%
2022/24	35.5%	21.7%	31.0%	38.1%	38.5%
2021/23	37.4%	23.0%	32.5%	38.9%	41.0%
2020/22	39.0	28.9%	34.4%	37.9%	42.9%
2019/21	40.9%	34.1%	37.3%	40.8%	43.4%
2018/20	40.6%	34.1%	36.9%	42.2%	42.4%

- 1.5 The development of the Road Asset Management Plan and the adoption of the WDM Highways Infrastructure Asset Management System provides improved resources to address the backlog and deal with any surface defects detected. For the 2025/26 Carriageway Structural Maintenance Programme onwards the online hosted version of the WDM Scheme Builder module, was introduced to produce the ARA Scheme Score replacing the original WDM Scheme Builder Windows based module used since April 2017. The hosted Scheme Builder is much more efficient in producing the ARA Scheme Score which saves staff time and resources.
- 1.6 Artificial Intelligence (AI) services were previously delivered under a contract that ended in 2025 and has been renewed for a further three-year term. Road condition data from the AI system was extracted in 2025 and in 2026 and incorporated into the Scheme Builder System within the WDM HIAMS Pavement Management System (PMS) module. This provides an additional source of visual condition information for locations where WDM surveys were not undertaken in the preceding year.
- 1.7 The 2023 SCOTS Backlog and Steady State Model show that maintaining South Ayrshire Council's 2021/23 RCI of 37.4% would require £6.786m per year in carriageway structural maintenance over the next decade. The 2026/27 allocation of £2.620m falls short of the steady state value, but some elements of revenue funding, such as structural patching contributes to improving the road condition.
- 1.8 The SRMCS work also estimates how the road conditions may change over the coming years if the structural maintenance budget remains at the proposed level without further additional investment. This table does not include the budget allocated from revenue for structural patching and surface dressing.

Table 3: Typical Condition Profile

- 1.9 The RCI is predicted to deteriorate over future years without increased investment. As the road condition deteriorates more expensive treatments become necessary. This impacts on a static budget as inflationary pressures increase the treatment costs and results in less of the network being resurfaced. The risk to the Council will be managed by implementing a robust carriageway inspection regime, ensuring that potholes are repaired as quickly as possible, implementing a programme of structural patching in addition to the carriageway resurfacing and screeding programmes and consider the use of alternative materials to undertake carriageway repairs.
- 1.10 For this year's programme, engineers' assessment surveys of the A, B, C and U class road networks have been completed, as has a similar exercise on the urban footway network. Using this information, inspection records, comments received from Elected Members and the public from the consultation exercise outlined above and the data from the SRMCS, a number of carriageway and footway schemes have been identified and prioritised using the Scheme Ranking Systems for inclusion in the Structural Maintenance Programme for 2026/27
- 1.11 The estimated costs against the individual schemes in the programme are based on the nominal lengths and current market rates. For 2026/27, projects will be brought forward up to the limit of the current allocation and schemes listed to be implemented in future years may be brought forward, should funding allow. Conversely, the number of individual schemes may be reduced if the available budget is insufficient.
- 1.12 Any additional schemes which the Ayrshire Roads Alliance are considering for future years are reviewed as part of the ongoing process for compiling future programmes. These schemes will be prioritised along with other schemes identified throughout the year from inspection reports.
- 1.13 The schemes identified meet the criteria for inclusion in the various programmes. It is noted that weather conditions contribute to deteriorating road conditions and

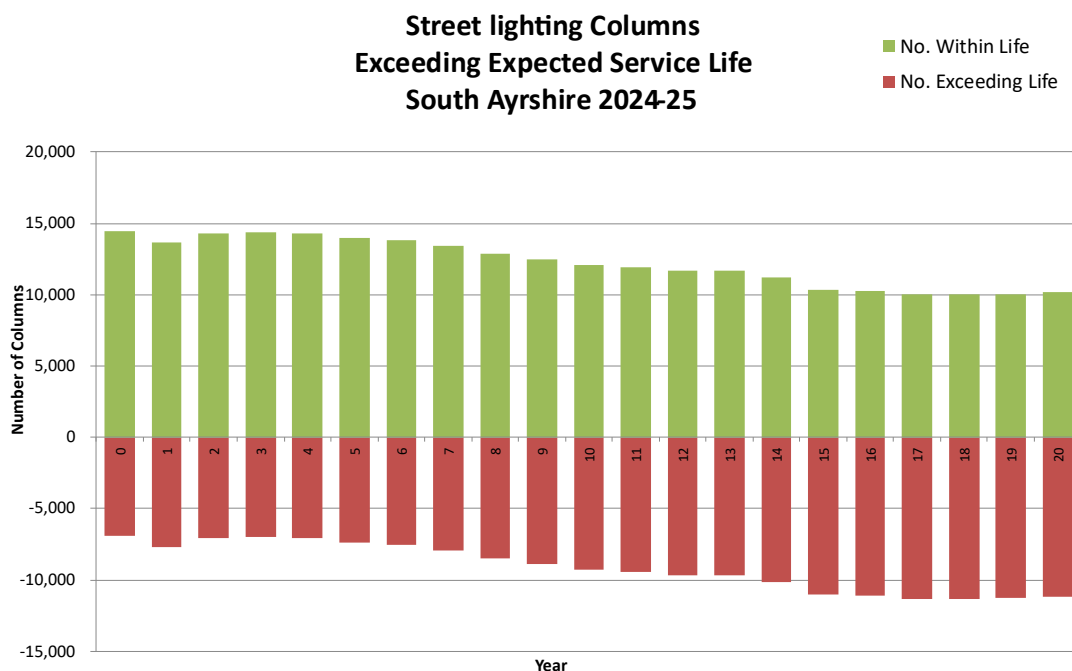
works carried out by the statutory undertakers make result in amendments being required to the programme. Accordingly, it may be necessary to re-prioritise the named schemes and include other relevant schemes dependent on the current road conditions during 2026/27.

- 1.14 The Roads Surfacing and Infrastructure programme for 2023/24 made satisfactory progress across South Ayrshire however, some projects were carried forward due to increased inflationary pressures and bitumen increases.
- 1.15 Increased costs were an issue with excavation and disposal of Coal Tar, impacting this year future years on roads that were developed pre-1984. It is envisaged that rising costs will continue to be an issue in 2026/27 because of increased bitumen costs.

Condition of Road Lighting

- 1.16 In 2024/25, 34% street lighting columns in South Ayrshire were over 30 years old (the service life of modern galvanised steel lighting columns). It is projected (table 4a) that while the additional capital funding for LED lantern replacement and main distributor roads cable replacement in 2026/27 and 2027/28 will improve the percentage, it will again deteriorate should capital funding return to 2025/26 levels (as is assumed in Table 4a). An annual budget of £150k per year from 2029/30 would see the percentage of columns exceeding service life steadily increase, achieving 40% by 2033/34 and 50% by 2039/2040.
- 1.17 Through a combination of Capital and Revenue funding, 196 columns (1%) were replaced in 2024/25 whereas to keep within a 30-year service life, the figure should be around 660 (3.3%). The annualised depreciation cost (the figure to attain steady state) for 2024/25 was £977,315.

Table 4a Forecast of Columns Exceeding Expected Service Life



- 1.18 As the number of columns exceeding expected service life increases in the coming years, it is anticipated that the number of column failures will increase adding

pressure on revenue funding through non-planned column replacement.

- 1.19 The SCOTS Roads Asset Management Plan (RAMP) Performance Indicator Results are shown in Table 4b. Our percentage score within our 'family' group of nine Councils, has been poorer than the Family Group Average since 2021/22. While our score prior to 2021/22 had been better than the Scotland Average (based on all 32 Scottish Councils), it is now much poorer. Further increasing annual capital investment in street lighting replacement would improve the current position.

Table 4b Percentage of columns which have exceeded their Expected Service Life

Year	20/21	21/22	22/23	23/24	24/25
Council	25.99%	28.83%	31.19%	33.47%	37.87%
APSE family group	28.54%	25.70%	29.63%	30.32%	30.62%
Scotland average	28.71%	31.00%	30.20%	33.32%	30.51%

Table 4c Street Lighting Column Quantities

Column Material	Quantity
Non-Galvanised Steel	3,798 (19.1%)
Galvanised Steel	15,419 (77.5%)
Concrete	235 (1.2%)
Aluminium (pre-2000)	30 (0.2%)
Aluminium (post 2000)	222 (1.1%)
Decorative (Heritage Style)	181 (0.9%)
Total	19,767 (100.0%)

Appendix 3 – Integrated Impact Assessment
CURRENTLY BEING POPULATED

Integrated Impact Assessment Summary Report

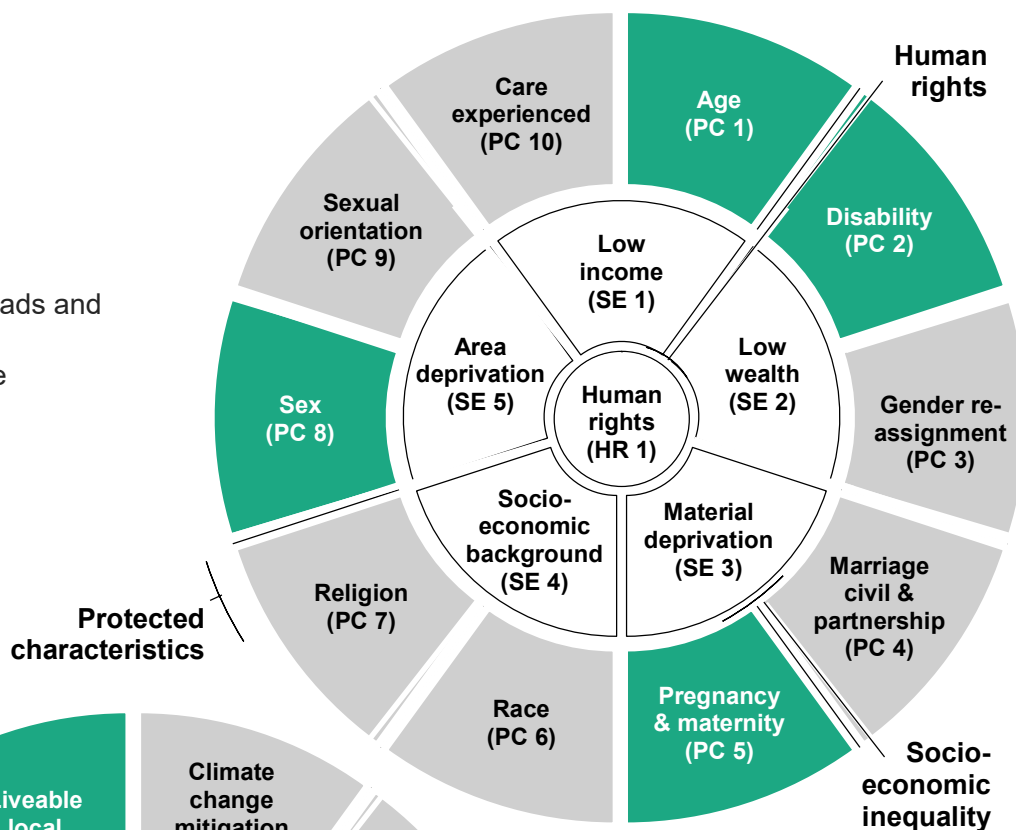
Road Improvement Plan 2026-2027



Completed by:

Craig Knappe,
Strategic Manager - Roads and
Network Maintenance,
Ayrshire Roads Alliance

Date started: 24/03/26



To be implemented on:

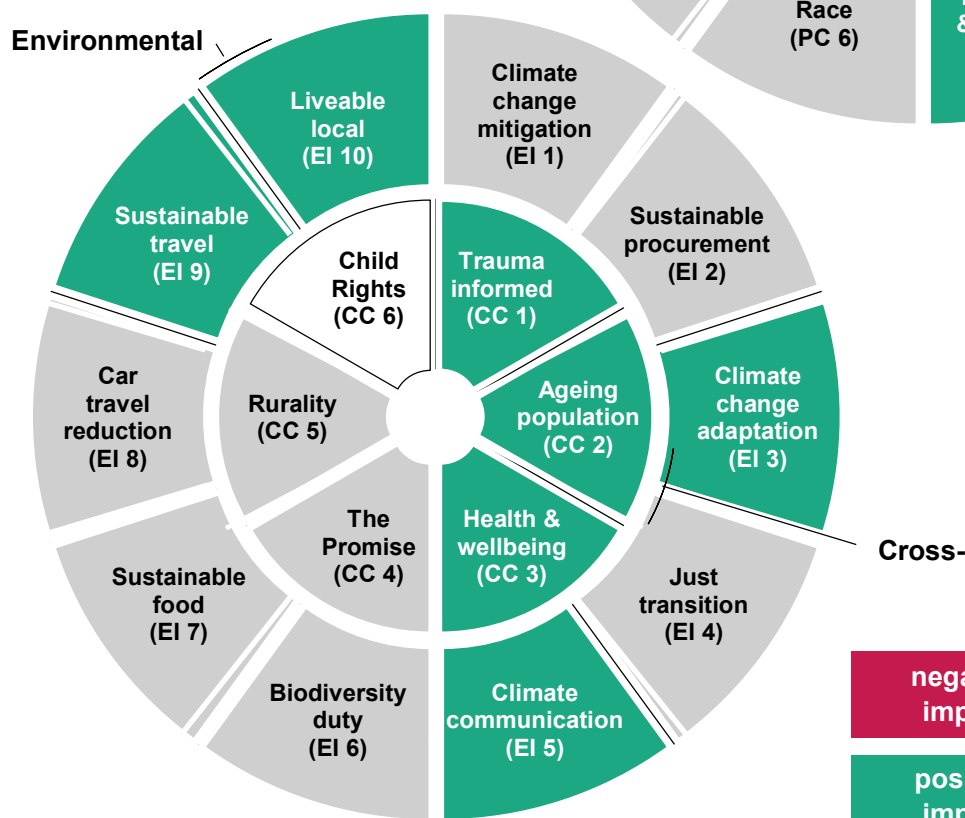
1st April 2026

Review date:

reviewed frequently

Oversight Panel:

Cabinet and quarterly
reporting to Ayrshire
Services Joint Committee



negative
impact

uncertain / not
clear

positive
impact

no impact / not
applicable

Public sector equality duty

Eliminating unlawful discrimination, harassment, and victimisation?

The Road Improvement Plan will benefit all urban and rural road users within our communities and towns of South Ayrshire Council. The Roads Improvement Plan for 2026/27 Capital allocation will be used to make improvements to the road network and include road resurfacing; road reconstruction; street lighting; LED street lighting replacement; traffic & transportation including active travel; vehicle restraint barriers; adapting to climate change, slope stabilisation, bridge, coastal and harbour work. Improvement works actively supports the Council's duty to eliminate unlawful discrimination, harassment, and victimisation by creating a more inclusive and accessible environment for all residents and visitors.

Advancing equality of opportunity?

The Road Improvement Plan advances equality of opportunity by removing accessibility barriers and improving transport equity. The introduction of wider footpaths, additional disabled parking, better crossings, and cycling infrastructure ensures that people with disabilities, older people, and those from lower-income backgrounds can move freely and access services, employment opportunities, and leisure spaces which will benefit all urban and rural road users within our communities and towns of South Ayrshire Council.

Fostering good relations?

The Road Improvement Plan fosters good relations within our rural and urban communities by creating a more connected, welcoming, and inclusive town centre where people of different ages, backgrounds, and abilities can interact and engage in public life.

Consultation declaration

We confirm consultation has been carried out as part of this process.

Mitigating Actions Required (re **negative** / unclear impacts)

EQUALITIES: impact on protected characteristics

PC 3	Gender Reassignment	N/A
PC 4	Marriage and Civil Partnership	N/A

Mitigating Actions Required (re **negative** / unclear impacts)

PC 6	Race (including Gypsy Travellers)	N/A
PC 7	Religion or Belief	N/A
PC 9	Sexual Orientation	0
PC 10	Care Experienced (SAC-specific)	0

ENVIRONMENTAL IMPACTS

EI 1	Climate change mitigation	Further monitoring and data collection will be necessary to assess changes in travel behaviour post-implementation. The Council could consider incorporating low-carbon construction practices and sustainable materials to minimise emissions during delivery.
EI 2	Sustainable procurement	The project should ensure that procurement prioritises sustainable, recycled, or locally sourced materials to reduce environmental impact. Waste management strategies should be included to minimise landfill use and encourage recycling during construction.
EI 4	Just transition, green jobs & skills	Further consideration should be given to embedding green skills training within the project delivery and ensuring that procurement policies prioritise local suppliers with sustainable practices.

Does this proposal require a Child Rights and Wellbeing Impact Assessment (CRWIA)?	no
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