



# Standards and Quality Report

## Monkton Primary School and Early Years Centre

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2024-25



## Introduction

The purpose of this report is to provide an answer to the question – ‘How good was our school in 2024-25?’ This report tells you about the quality of education in the school and Early Years Centre (EYC) and how children benefit from attending here.

## Vision, Values and Aims

Staff, parents and children reviewed and produced the following vision and aims for school (June 2020).

### Vision

*At Monkton, we encourage and support every child to be the best they can be. Our ambition is to close the attainment gap by stretching and challenging all children. Children are encouraged to have high standards and be aspirational about their future. A school in the community as well as a community in the school. **At Monkton We Fly As High As The Sky!***



### Prestwick Cluster Values

#### Our Values

The school values are **Honesty, Compassion, Respect, Responsibility** and **Equity**. For a number of years, the school has shared values with the other schools in the Prestwick Academy cluster.

The cluster schools have created ‘Our Prestwick Promise’ which is:-

We aim to work collaboratively across the cluster, supporting and challenging each other to improve outcomes for children and young people and to help raise attainment for all. We will work together across establishments to support equity and address gaps by sharing time, expertise and resources. By working collaboratively, we endeavour to reduce workload and provide consistent approaches, pedagogy and systems to promote high quality learning and teaching.

### Aims

Fantastic futures for all!  
Learning life skills!  
You have pride in the school!

Hard working children and helpful staff!  
In Monkton, everyone is included!  
Great learning experiences (including play)!  
Heart of the Monkton community!



**As a GOLD Re-accredited Rights Respecting School, we acknowledge the importance of Article 3 in all we do: ‘The best interest of the child must be top priority in all actions concerning children’.**

Monkton Primary School and Early Years Centre is located in the village of Monkton which is approximately two miles from the town centre of Prestwick (where our cluster secondary school, Prestwick Academy, is located). The catchment area of the school includes the village and surrounding rural area. The village is expanding quickly with ongoing house building. At the end of session 2024-25, the roll of the school was 163 with 13.58% of pupils residing outside the catchment zone – this is up from 7% last session which is an increase of over 6%. There were 30 children enrolled in the EYC. The catchment area for the school is entirely made up of SIMD 5 and 6 data zones. A very small percentage of our children live in SIMD 1 or 2 data zones – currently 7 children (this is an increase of 4 from last year). 11% of currently children received Free School Meal Entitlement (FME). The new school building, built as part of the Public Private Partnership (PPP) programme, was officially opened in January 2008 and offers a bright and stimulating learning environment for children. There are currently seven classrooms in operation within the school and an Early Years Centre for 3–5-year-olds. The seventh classroom was adapted in 2017 within the school in response to the growing roll and future developments planned around Monkton – accommodation is now becoming tighter within the school year on year. Separate dining and sport halls maximise PE opportunities for children. The well-maintained school grounds give children opportunities for outdoor learning and space to relax and play during break times although again these areas are getting tighter as the school roll increases each year.

The total allocation of teaching staff within the school this session has been 9.8 Full Time Equivalent (FTE). This included a Head Teacher (HT) and Depute Head Teacher (DHT) as the Management/Senior Leadership Team (SLT) for the school. There are currently four permanent and one temporary full time School Assistants. The Early Years Centre had weekly access to a 0.1FTE Early Years Principal Teacher (PT) and 4.4 FTE Early Years Practitioners (EYP). The EYC operates from 9am – 3pm, five days per week. In the clerical team, there is one full time member of staff and one part time (who works three mornings per week). Cleaning and janitorial duties are carried out by MITIE employees as part of the PPP contract. Children in the school are given opportunities in woodwind and brass from peripatetic music specialists and the school receives support from our Active Schools Co-ordinator and Active Schools Assistant.

The most recent external evaluation of education provision was undertaken in November 2013 by Education Scotland and the Care Inspectorate which resulted in a positive report. The report recognised the strengths within the school, capacity for improvement and areas that required further development. A positive follow through visit took place in January 2015 with the school's Quality Improvement Officer (QIO). The Care Inspectorate visited the Early Years Centre in September 2019 for an unannounced inspection. The feedback was very positive with a 'Very Good' grading being given for the areas inspected.

The school and EYC had a South Ayrshire School Improvement Visit (SIV) in October 2023 where a team of local authority colleagues came into the school for two days. The visit went well, and the team commented on the welcoming, nurturing ethos of the school and EYC. They also highlighted the positive relationships, hard work of the staff and the team approach as being strengths. They validated that staff know children and families well. They identified some next steps which were part of the focus of 2024-25 School Improvement Plan (SIP).

We consult all stakeholders and ask for feedback throughout the year. A recent parent / career survey was carried out in April 2025 and the results can be found [here](#). Overall the results were very positive, and highlights included:- *"Staff are nurturing and respond to the needs of each individual child. The environment is welcoming and warm. A wonderful school with an excellent balance of care and learning."*, *"Provides a fun, safe and caring environment for children. Great teachers who support the children to bring on their confidence."* and *"Very welcoming as we enter school and EYC and very friendly. My children feel safe and confident to go in. They are praised when they succeed an challenge."* Some next steps were suggested which we have used to help plan next year's SIP and Pupil Equity Fund (PEF) which include increased music opportunities.



m\_p\_s\_2\_r\_h Primary 3 have been learning about dyslexia this week. ...

**Article 29:** Your education should help you to respect other people.

**Article 29:** Your education should help you use and develop your talents and abilities.



m\_p\_s\_2\_r\_h P2 have enjoyed golf this morning.  
5 November 2024

**Monkton Primary School**  
**Data Over Time Session 2024/25**  
(data extracted from school data pack)

**Literacy and English**

Primary 1																			
Session	16/17			17/18			18/19			19/20	20/21			21/22			22/23		
% Literacy Early				75			85			Covid	75			65			85		
Organisers	L	R	W	L	R	W	L	R	W		L	R	W	L	R	W	L	R	W
Listening/Reading/Writing				75	75	75	95	85	90		75	81	81	82	71	71	95	85	90
Primary 4																			
% Literacy 1 <sup>st</sup> Level				68			92				30			82			72 (34?)		
Organisers	L	R	W	L	R	W	L	R	W		L	R	W	L	R	W	L	R	W
Listening/Reading/Writing				68	68	68	92	100	92		87	35	30	82	82	82	92	84	76
Primary 7																			
% Literacy 2 <sup>nd</sup> Level				74			67				42			88			77		
Organisers	L	R	W	L	R	W	L	R	W		L	R	W	L	R	W	L	R	W
Listening/Reading/Writing				74	79	74	67	78	78		53	47	42	88	88	88	84	81	77
% School Average				72			83				47			77			78		

**Numeracy**

Primary 1									
Session	16/17	17/18	18/19	19/20	20/21	21/22	22/23	23/24	24/25
% Early Level		95	90	Covid	81	65	80	88	81
Primary 4									
% 1 <sup>st</sup> Level		73	92		39	77	73	84	81
Primary 7									
% 2 <sup>nd</sup> Level		68	78		42	75	81	90	70
% School Average		79	88		52	74	78	88	77

**Accelerated Reader Data 2024-25**

	No of pupils in class/stage	Class av Aug		Class av Nov		Class av Feb		Class av June		NRSS progress from Sept	ORF progress from Sept
		NRSS	ORF	NRSS	ORF	NRSS	ORF	NRSS	ORF		
P3 all	20	95.3	42.2	101.2	57.1	99.3	75.5	101.8	88.8	6.5	46.6
P4 all	20	101.9	78.3	102.9	90.5	100.9	95.4	101.2	106.7	-0.7	28.4
P5 all	29	101.4	101.9	103.1	112	101.5	119	100.1	123.6	-1.3	21.7
P6 all	22	102.3	117.7	101.3	120.6	100	125.4	101.6	135.3	-0.7	17.6
P7 all	20	101.9		99		97.8		97.7		-4.2	

**Monkton EYC Developmental Milestones – 3 year comparison – 2022-2025**

Health and Wellbeing	2022-23	2023-24	2024-25	Change (from 2022-23)
% of children achieving 10 out of 10 milestones	55	45	30	-25pp
% of children achieving 8 out of 10 milestones	90	82	90	same

Communication and Language	2022-23	2023-24	2024-25	Change (from 2022-23)
% of children achieving 10 out of 10 milestones	65	55	70	+5pp
% of children achieving 8 out of 10 milestones	80	100	80	same

Maths and Numeracy	2022-23	2023-24	2024-25	Change (from 2022-23)
% of children achieving 10 out of 10 milestones	75	73	80	+5pp
% of children achieving 8 out of 10 milestones	100	91	90	-10pp

\* See Monkton PS data pack for more detailed information.

## What key outcomes have we achieved?

Below includes a summary of progress and impact against the School Improvement Plan created in June 2024.

SOUTH AYRSHIRE READS		
Education Services Improvement Plan Priority 2: Outstanding Learning, Teaching and Assessment <a href="#">Education Improvement Plan 2023-2026</a>		
<b>SAR Strategic Plan Priority:</b> To raise attainment in literacy and to significantly reduce the reading attainment gap between the most and least disadvantaged children and young people in South Ayrshire <a href="#">SAR Strategy 2023-2026</a>	<b>SAR Strategic Plan Priority:</b> To raise attainment in literacy and to significantly reduce the reading attainment gap between the most and least disadvantaged children and young people in South Ayrshire <a href="#">SAR Strategy 2023-2026</a>	<b>SAR Strategic Plan Priority:</b> To raise attainment in literacy and to significantly reduce the reading attainment gap between the most and least disadvantaged children and young people in South Ayrshire <a href="#">SAR Strategy 2023-2026</a>
<p><b>See SAC SA Reads evaluations.</b></p> <ul style="list-style-type: none"> <li>Teaching staff have completed year 2 training through staff meetings and Inservice Days. Staff have enjoyed working with colleagues from partnership schools – Muirhead and Tarbolton and have increased their confidence in teaching reading. Staff have developed close working relationships now which will be built on next session and Year 3 training will be completed.</li> <li>The Monkton Reading Leader has undertaken all training and attended meetings. She has worked with the SA Reads PT to update planners and sort out literacy resources to make them more accessible for pupils. She will continue her role next year.</li> <li>The South Ayrshire Reads programme has been used and the phonics planners implemented across all stages. In infants, some teachers have concerns over not teaching common words. Teachers feel that from Primary 2 upwards, pupils need to be reading wider texts and that current books are poor quality – this is something that we will look at next session. Following the implementation of the new phonics planners, attainment in reading has increased in P1, from 79% of pupils achieving Early Level (2023-24) to 81% in 2024-25, in P4, from 84% of pupils achieving First Level (2023-24) to 90% in 2024-25. In P7, there was a dip from 80% of pupils achieving Second Level (2023-24) to 65% in 2024-25 – this is due to factors including identified ASN.</li> <li>The school has increased the number of decodable texts in the school which will impact on pupils' decoding skills. Up the school, novels may need to be purchased to refresh current stock to increase accessibility.</li> <li>New DIBELS and phonics assessments have been undertaken during the timescales advised by the SAR team. This data gives staff greater insight into gaps / difficulties in leaning. These will be added into the assessment calendar for next session.</li> <li>Next year, teachers want to ensure that they rotate between phonics and morphology (prefix / suffix) at all stages. Planners will be merged to ensure consistency and progression e.g. grammar planners. Staff are interested in developing writing through the programme and also will look into the possibility of completing the Reading Schools Award.</li> <li>Through the programme the EYC staff have been given some learning strategies. The training enhanced practice and resulted in 80% of children achieved 8 or more Communication and Language developmental milestones for 2024-25 which will help children as they transition into P1. EYPs will continue to build on their knowledge to deliver the programme next session.</li> <li>The postponed writing EYC session is planned for early next session and then the HT / SAR EYC team will plan next steps into a road map for the year ahead.</li> <li>Both the school and EYC have started their Communication Friendly Environment journeys – this will be continued next year.</li> </ul> <p><b>Next Steps</b> - Please see 'School Improvement Plan 2025-26' for updated SAR plan and SAR Road Map for next session.</p>		



♥ 20

m\_p\_s\_2\_r\_h Primary 4 loved sharing their learning with parents/grandparents last week. Lots of information about all things Scottish and some Scottish Country dancing at the end. Thank you to the parents/grandparents for joining in 🥳🎵

18 March

**Article 31:** Every child has the right to take part in a wide range of cultural and artistic activities.



♥ 16

m\_p\_s\_2\_r\_h Primary 4 have been working really hard over the past few weeks to create a display for the dinner hall to promote healthy eating in the school. Well done Primary 4 they look amazing!! 🍌🥕🥦🥬



## Priorities 2 and 3 – Learning, Teaching and Assessment

<b>HGIOS4/HGIOELC QI:</b> 2.3 Learning teaching and assessment 2.4 Personalised support 2.6 Transitions 3.2 Raising Attainment and achievement	<b>LA Priorities:</b> Outstanding learning, teaching and assessment  Voice: Involving children and young people in decision making	<b>NIF Priority:</b> Closing the attainment gap between the most and least disadvantaged children and young people, Improvement in employability skills and sustained positive school leaver destinations for all young people and Improvement in attainment, particularly in literacy and numeracy	<b>NIF Drivers:</b> Assessment of pupil progress Performance information School improvement
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### Target Setting

- Classes tried out different methods. Some teachers in the infants are using more verbal methods e.g. using the word 'target' more so that children know what their targets are. An older class was independently setting targets whereby pupils were verbalising and sharing their learning goals and achievements. Pupils were traffic lighting their success criteria to give them ownership of learning and progress. Daily verbal and written feedback is used to assist pupil / teacher's target setting.
- Pupils now have increased confidence in discussing their learning and next steps. This was evidenced in the Pupil Focus groups that the DHT and HT took. During the second round of the groups, pupils could speak more confidently about their learning and identify their next steps e.g. "I know my targets", "I need to improve my handwriting" and "I need to learn about bigger numbers". Pupil focus groups will be continued next session.
- Next session, staff would like to compare with other schools who have recently been inspected. Staff would also like to look into what the expectations and advice is from Education Scotland for target setting. They would like to develop a consistent approach and recording across levels. Staff think that targets should be set termly then reviewed. They would like to build pupil led learning and independently target setting.
- In Literacy, attainment increased by 2% points in Literacy for P1 and by 6% points in Literacy for P4. There was a dip in P7 by 15% but there were valid reasons for this. In Numeracy, attainment at P1, P4 and P7 all took a dip. Numeracy is a focus of the Cluster Improvement Plan and moderation work has taken place this session which will continue next year.

### Holistic Assessment

- This area has not really been started this session due to staffing capacity and also the number of staff meeting / Inservice Day time that has been taken up by SA Reads. More work needs to be done in this area.
- Standardised assessments have been used again this session.
- There is a cluster and school assessment calendar which outlines which assessments have to be undertaken and when.
- DHT and HT updated Cluster Writing Assessment grids as the three levels were in different formats and inconsistent. Staff used the updated grids for the final writing assessment of the year and commented on how much easier and more concise they were. These updated writing assessment grids provide consistency for staff and therefore moderated data from the assessments.

### EYC Planning , Tracking and Profiling

- In terms of planning, the EYPs agree that the planning cycle is now more consistent e.g. timing of meetings, differentiation. EYPs now have a better understanding of the planning process. Planning outlines clear learning intentions and success criteria as well as Early level Es and Os. Next year, the EYPs would like to streamline the responsive planning format and prioritise evaluations of the planning during the cycle.
- The personal plan format was updated this session and there was a specific section for targets. There is evidence of children achieving their targets in the paper profiles. Next session, staff would like the PT to look at streamlining the personal plans – possibly using an authority version if one is agreed.
- For tracking and profiling, staff have continue to use the SA planning sheets. This session, the EYC staff have trialled using paper profiles. This has proved to be too time consuming to keep the paper profiles up to date as it takes time to print the photos, sort and stick. Although children like looking through their profiles, learning cannot be shared with parents in a timeous manner. Staff would like to re-introduce SeeSaw or Learning Journals but would require some training and more iPads to allow staff one each. A4 books will be made into a yearly scrapbook.
- In terms of Developmental Milestones this year, 90% of children who achieved 8 or more of their developmental milestones in HWB and Numeracy and Mathematics. Only 80% achieved 8 or more milestones in Language and Communication. This is mainly due to speech and language concerns. Staff will continue to try and increase this next session.

**Next Steps** - Please see 'School Improvement Plan 2025-26'. This priority will be continued next session in order to embed.



m\_p\_s\_2\_r\_h Another busy week in P2/1. Well done, everyone! 🌟🌟🌟 ...

**Article 28:** All children have the right to a good quality education.



m\_p\_s\_2\_r\_h P5 testing if their boats float last week 🚢🚢🚢 ...

Priority 4 – The Promise			
<b>HG10S4/HG10ELC Q1:</b> 2.4 Personalised support 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising Attainment and achievement	<b>LA Priorities:</b> Engaged and Included  The Promise: Our commitment to Keeping the Promise	<b>NIF Priority:</b> Placing the human rights of every child and young person at the centre of education, Improvement in children and young people's health and wellbeing, Closing the attainment gap between the most and least disadvantaged children.	<b>NIF Drivers:</b> Teacher professionalism Performance information School improvement
<ul style="list-style-type: none"> <li>The training sessions enabled staff to critically assess current practice through the lens of the Rights Reviews and Promises self-evaluation toolkit, identifying strengths, gaps, and areas for meaningful improvement.</li> <li>All staff engaged in CLPL focused on The Promise, deepening their awareness of the commitments made to support inclusion and improve outcomes for care experienced learners. This professional learning was not only informative but transformative, prompting staff to critically reflect on their roles and responsibilities as “good parents” within the education system. It fostered a shared understanding of the systemic changes required and empowered individuals to identify tangible ways they can contribute—both personally and collectively—to creating a more nurturing, equitable learning environment. The CLPL also served as a catalyst for dialogue around ethical practice, relational pedagogy, and the importance of sustained commitment to The Promise’s vision.</li> <li>Through the Staged Intervention process and Team with the Family meetings, we have been able to identify and respond to the complex and multifaceted needs of our care experienced learners.</li> <li>The DHT and HT have more robust methods of tracking Care Experienced data through the SAC tracker and PEF data. This includes attendance, exclusions, CfE levels and assessment information. There have been no exclusions this session.</li> <li>After completing the training sessions, 22 members of school and EYC staff have completion of the Promise Education Award. One certificate was given for the school / EYC and also individual ones for staff members.</li> <li>All care experienced young people have attendance of 90% or above – in fact, 97.5% is the average for this group.</li> <li>Only 25% of Care experienced young people are achieving expected, stage appropriate CfE level or at least 8 development milestones across each area. This is due to identified ASN contributing factors. We will continue to focus on improving this as a school.</li> </ul>			
<b>Next Steps</b> – Continue to uphold the Promise values in practice and increase attainment amongst this group.			



**Article 15:** All children have the right to join groups as long as it's not harmful to others.



## Impact of Pupil Equity Fund 2024/25

For session 2024-25 the amount of PEF that the school received was £19,600. The table below gives a brief overview of the impact of spending (see full report for detailed information).

Area of Spending	Amount	Impact
School Assistant (26.5 hours per week)	£19,249	School assistant supported interventions including Reading Wise, Toe by Toe, 5-minute Literacy box, 5-minute Numeracy box and Power of 2 / Plus 1 and HWB interventions including Seasons for Growth. There has been an increase in Writing attainment of PEF tracked pupils as well as HWB levels.
ASN resources / interventions and top ups	£351	Resources were purchased to provide the interventions required to increase attainment of PEF tracked pupils.

## Evaluation Summary

Quality Indicator / Themes	School Self Evaluation
<b>1.3 Leadership of change</b>  <i>Developing a shared vision, values and aims relevant to the school and its community</i>  <i>Strategic planning for continuous improvement</i>  <i>Implementing improvement and change</i>	<ul style="list-style-type: none"> <li>➤ The school's <i>Vision, Values, and Aims</i> have been further embedded throughout this session, with strong commitment from all stakeholders—including staff, pupils, and parents. Our vision remains aspirational, with a shared focus on achieving the highest possible standards in learning for all. This session, we launched a refreshed Relationships Policy, which was developed in collaboration with stakeholders last year. Almost all pupils consistently demonstrate the school's core values in their daily behaviour and interactions. These values are regularly reinforced in class, during assemblies and are celebrated in everyday practice by staff—for example, by recognising and praising pupils who model them. Pupils in P1–7 are highly engaged with the house system and enjoy earning house tokens. They take pride in their house affiliation and particularly look forward to the end-of-term house treat when their house wins.</li> <li>➤ We have a stable and experienced leadership team, consisting of a HT and DHT. Senior leaders are committed to providing strong, supportive leadership and actively promote leadership at all levels. Opportunities for staff to take on leadership roles are regularly explored during PRD/PDR meetings. A culture of continuous self-evaluation and improvement is embedded across the school, where staff feel empowered to implement changes that positively impact pupils and the wider school community. Quality assurance and self-evaluation processes are in place and carried out consistently throughout the year to support ongoing improvement. Views are gathered from the Parent Council through discussions at meetings and wider parental body through surveys – the most recent of which was carried out in April 2025 (see link to results above). Children are encouraged to provide feedback / make suggestions throughout the year and all P5-7 children join a pupil group. Children's leadership roles are developed through these groups e.g. the Eco group achieved Green Flag last year and the Pupil Council helped to plan the Monkton Gala and contributed to the Monkton Community Council Place Planning discussion which was published this session. We even had a P7 nominated to be a member of the South Ayrshire Youth Council this session – it was amazing for our school to be represented. All planned CLPL has linked to our school priorities which this year was mainly SA Reads to focus on raising attainment in reading.</li> <li>➤ This year's School Improvement Plan (SIP) has had a positive impact across both the school and the Early Years Centre, addressing several key priorities (as outlined above). However, due to limited capacity, not all planned actions were fully achieved. Most of these will be carried forward into next year's plan to ensure that they are embedded and that there is consistency. Our 2025-26 SIP continues to set out clear, strategic targets aligned with national priorities outlined in the National Improvement Framework and is well-aligned with the Prestwick Cluster Action Plan. Staff regularly use <i>How Good Is Our School? 4</i> (HGIOS4) to evaluate progress and assess the impact of the SIP. This ongoing reflection is embedded in practice and revisited during staff meetings, team discussions, and in-service days. The pace of change was carefully and sensitively managed in light of the staffing challenges that we faced this session, and all staff have actively contributed to delivering improvement priorities. Moving forward, we aim to increase distributed leadership by encouraging more staff to take on lead roles. Children use aspects of <i>Wee HGIOURS</i> to reflect on school improvement priorities and next steps through assemblies and pupil groups. Next session, we will build on this work by involving pupils more deeply in shaping aspects of school development and by supporting them in identifying and working towards their own individual learning targets.</li> </ul> <p><b><u>Overall, we show GOOD leadership of change across the school and EYC.</u></b></p>



<p><b>2.3</b> <b><u>Learning, teaching and assessment.</u></b></p> <p><b><i>Learning and engagement</i></b></p> <p><b><i>Quality of teaching</i></b></p> <p><b><i>Effective use of assessment</i></b></p> <p><b><i>Planning, tracking and monitoring</i></b></p>	<ul style="list-style-type: none"> <li>➤ Teaching approaches are firmly rooted in the school's vision, values, and aims. A positive, inclusive, and nurturing ethos is evident across both the school and the EYC and is frequently noted by visitors and new staff. Staff continue to work collaboratively to build a supportive environment by prioritising strong, positive relationships with children and their families. The learning environment offers a variety of sensory, play-based, and real-life experiences, which help to motivate and engage pupils at all stages including the upper years, where play continues to be encouraged. Classroom displays reflect a balance of pupil work and supportive reference materials, promoting independence and ownership of learning. Outdoor learning has improved, and staff try to use the local area to enhance experiences. EYC staff have invested significant time in developing and maximising the use of their learning spaces to create a stimulating environment. Across the school, teachers make effective use of digital resources to support learning in all curriculum areas. Children benefit from educational trips and events that support interdisciplinary learning, such as World of Work Week and visits to Cosy Spaces. Most pupils can articulate what they are learning in individual lessons, referencing learning intentions and success criteria. However, the majority are not yet confident in discussing their longer-term learning goals. Initial work on this began during the current session including pupil focus groups, which showed an increase in the level of pupil ability to talk about their learning but this will remain a priority in next session's SIP.</li> <li>➤ There is clear evidence that the Learning and Teaching Policy is having a positive impact. Lessons are well-structured, with clear learning intentions consistently shared with pupils. Success criteria are also routinely communicated and revisited during lesson plenaries, and in some instances, these are co-created with pupils to enhance ownership of learning. Almost all learners are actively engaged and motivated. Staff provide clear explanations and instructions, helping to establish consistent routines across classrooms. Teachers know their pupils well and demonstrate a strong understanding of individual needs, including additional support requirements. A range of universal and targeted supports are in place to ensure that all learners are appropriately supported. Teachers work closely with the DHT, in her role as Pupil Support Coordinator, to implement timely and effective interventions. Most lessons reflect a balanced approach, incorporating independent tasks, peer collaboration, and group work. Digital technology is also used effectively to enhance learning and teaching. Teachers continue to collaborate to ensure consistency in practice and regularly reflect on pupil progress during review meetings. These discussions help identify opportunities to increase challenge and pace, particularly for more able learners.</li> <li>➤ Teachers continue to carry out a broad range of assessments in literacy, numeracy, and health and wellbeing at key points throughout the year, in line with the cluster assessment calendar. Most teachers are now confident in analysing data gathered from formative, summative, and standardised assessments—particularly STAR assessments. All assessment data is tracked using the SAC Tracker, which is regularly updated by a clerical assistant. The SAC data pack, produced by the authority, provides valuable contextual analysis and is a useful tool for data interpretation. While it is currently accessed primarily by the HT and DHT, staff will begin to engage more actively with both the data pack and the tracker next session. This will further support a shared understanding of individual pupil progress and next steps in learning. The DHT makes effective use of available resources and deploys support staff strategically to meet the needs of both individuals and groups. However, support staffing was limited this session, particularly during periods of absence. School Assistants are highly skilled and benefit from high-quality professional learning, which enhances their impact in the classroom. Staff have a strong understanding of the children, enabling timely and effective interventions that strengthen both learning and relationships. These interventions are documented through STINT plans, which are reviewed and updated twice annually. Teachers have also taken part in a range of formal and informal moderation activities, including collaborative work through the SA Reads partnership.</li> <li>➤ Planning within the school follows a clear and structured process, ensuring consistency in format and content across stages. Teachers have a strong understanding of their pupils and generally plan effectively to meet the needs of all learners. They also incorporate KWL grids to engage children in the planning process and aim to respond to pupils' interests. Throughout the year, EYC staff have changed their planning format following advice and support from the PT. This has meant that the planning cycle is now more consistent and detailed. The tracking and monitoring processes have also seen some improvement this session but these will be refined next year.</li> </ul> <p><b><u>Overall, the quality of learning, teaching and assessment across the school and EYC is GOOD.</u></b></p>
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<p><b>3.1</b> <b><u>Ensuring wellbeing, equity and inclusion</u></b></p> <p><b><i>Wellbeing</i></b></p> <p><b><i>Fulfilment of statutory duties</i></b></p> <p><b><i>Inclusion and equality</i></b></p>	<ul style="list-style-type: none"> <li>➤ At Monkton, wellbeing and positive relationships are a key priority within our school community. The wellbeing of every child is central to all that we do, and our positive ethos is built on strong, supportive relationships between staff, pupils, parents, and the wider community. This is reflected in our April 2025 parent survey, where 94% of parents agreed that the school and EYC support their child's emotional wellbeing—maintaining the same positive result as last year, which demonstrates consistency in staff approach. Staff wellbeing is also valued and supported by the SLT. We have a staff wellbeing charter, reviewed annually, and promote initiatives such as 'Wellbeing Wednesday' to encourage staff self-care. As a Rights Respecting School (Gold Award), we continue to promote children's rights through both class and whole-school charters. The GIRFEC SHANARRI indicators and children's rights are regularly explored through assemblies and classroom learning, guided by our annual wellbeing calendar. In August 2024, we introduced an updated 'Positive Relationships' policy, aimed at promoting early identification and intervention, including meetings with parents to explore and plan appropriate supports.</li> <li>➤ At Monkton, we fully comply with, and actively engage in, all statutory requirements and codes of practice. In the EYC, every child has a Personal Plan meeting within their first 28 days, which is then reviewed at key points throughout the year. Additional Support Needs (ASN) legislation is followed by all staff, and Child Protection training is delivered annually to all staff members—including non-teaching staff—ensuring they are confident in the procedures required to keep children safe. Local authority guidelines are followed consistently, with clear procedures in place for first aid and the administration of medication. These procedures are clearly communicated to parents, record-keeping is robust, and processes are reviewed regularly. The school and EYC strictly adhere to the local authority's Child Protection and Safeguarding policies. Evidence of the school's commitment to safety and care is reflected in the April 2025 parent survey, where 94% of respondents agreed that 'the school/EYC works hard to make sure everyone feels safe, comfortable, and cared for.' We continue to provide a wide range of wellbeing opportunities, including Play on Pedals, Bikeability, and strive to offer every child two hours of physical activity each week. Council policies regarding exclusions and bullying are followed at all times. This year, improving attendance has been a top priority. Attendance data has been closely monitored at both class and individual levels, and figures have continued to improve—now reaching their highest point in the past three years. At all Team Around the Family meetings, the need for a Co-ordinated Support Plan (CSP) is discussed, and minutes are shared promptly. The school uses the local authority Child's Plan template, which supports effective multi-agency planning. In addition, the STINT process is in place, with children and parents/carers actively involved in the planning and review stages.</li> <li>➤ Inclusion and equity are central to our school's strong reputation within the community. Equity is one of our core values, and almost all P1-7 children can articulate what it means and why it matters. Pupils are actively included, engaged, and involved in school life through various opportunities, such as participation in pupil groups and leadership roles—including P7 House Captains and pupil group involvement for all P5–P7 pupils. Staff are committed to promoting inclusion and addressing inequality, ensuring that all children feel valued and supported. Teachers adapt the curriculum and select appropriate resources, including drawing on people and expertise from within and beyond the school, to meet learners' needs. For parts of the year, there has been limited School Assistant availability therefore it has been challenging at times to maintain consistency in delivering interventions and targeted support, despite the HT and DHT providing daily cover which impacts time for them to complete their remits.</li> </ul> <p><b><u>Overall, we are VERY GOOD at ensuring wellbeing, equality and inclusion needs are met.</u></b></p>
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<p><b>3.2</b> <b><u>Raising attainment and achievement</u></b> <b><u>Attainment in literacy and numeracy</u></b></p> <p><b><i>Attainment over time</i></b></p> <p><b><i>Overall quality of learners' achievement</i></b></p> <p><b><i>Equity for all learners</i></b></p>	<ul style="list-style-type: none"> <li>➤ Overall, the majority of children in P1, P4, and P7 achieved the expected Curriculum for Excellence levels in both literacy and numeracy during the 2024/25 session. A small number of pupils are performing beyond these expected levels. Children in P2, P3, P5, and P6 are also demonstrating steady progress in literacy and numeracy. The SLT met with teachers three times throughout the year to review pupil progress and plan next steps. Results from NSA, GL Assessment, and STAR assessments were analysed alongside CfE levels to support teacher judgement. While teachers have grown more confident in making these judgements, the SAC tracker is not yet being fully utilised. STAR data has also been linked to the SA Reads initiative, and a new analysis tool has been adopted by staff.</li> <li>➤ The HT and DHT monitor attainment and progress in literacy and numeracy over time for each cohort (see detailed table above). To support continuous improvement in outcomes, the SLT use the SAC attainment tracker to identify, gather, and analyse data—this process will continue next year and be expanded to involve class teachers. Over the past few years, our data shows a generally upward trend in literacy and numeracy. In literacy, P1 attainment increased by 2.3 % points this year, with P4 also showing an increase of 6.3% points. While there was a dip in P7 literacy data this session, a valid explanation supports this decline. Our overall P1,4 and 7 data has increased in Writing by 2.2% and by 0.8% in Listening and Talking. In numeracy, attainment has dipped this session across P1, P4, and P7. Data indicates that this is due to the cohorts and variation of numbers across stages. At P4, our results for Literacy are above the authority average in all three areas and are just 0.5% below the authority average for Numeracy. Numeracy was a key focus on the Cluster Improvement Plan for this session, where cluster colleagues met to moderate and update the Second Level planning which will be rolled out in cluster schools from August 2025.</li> <li>➤ This year, successes and achievements were celebrated at Monkton during class time (on a Friday) and at assemblies. We keep a record of these wider achievements and add them to the achievement recognition board which is maintained by the DHT and two P7 helpers. Achievements are also shared with parents on Instagram / Twitter. A range of wider achievement opportunities are offered, including a P7 residential trip to Dumfries House, participation in an engineering competition, World of Work Week, and Active Schools events. Looking ahead, there is a need to incorporate achievements into pupil target-setting and begin tracking meta-skills, linking them to the four capacities of the Curriculum for Excellence. When planning events and requesting contributions, we have remained mindful of the Cost of the School Day agenda to reduce the impact of poverty. Class trip costs were capped at a consistent level, and transport to the pantomime was subsidised by the Parent Council. To ensure parents and carers are aware of available support, we regularly share information and referral links through our monthly newsletters, social media and emails for the food bank, Information and Advice Hub drop in sessions in school and the Night Before Christmas campaign.</li> <li>➤ Most staff quickly identify any barriers for learning and discuss promptly with the DHT (as Pupil Support Co-ordinator) for P1-7 and HT for the EYC. Children in our school community face a range of barriers to learning, which can vary over time. Staff work closely with partners to help reduce the impact of these barriers. As a result, children with ASN are making good progress towards their individualised targets, which they are actively involved in setting. PEF has supported the employment of a school assistant, enabling targeted interventions and support for the identified PEF cohort. However, the reach of this support has been limited this year due to staffing capacity, as a result of multiple long term staff absences.</li> </ul> <p><b><u>Overall, the school has a GOOD record of raising attainment (considering ASN) and is good at allowing children to achieve in other ways across the curriculum.</u></b></p>
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## What are the key priorities for improvement in 2025/26

In line with guidance from the National Improvement Framework, the key priorities for Monkton Primary School and Early Years Centre for session 2025/26 are:

### School: -

- South Ayrshire Reads
- High Quality Assessment
- Target Setting

### EYC: -

- South Ayrshire Reads
- Planning
- Tracking and profiling

**Article 13:** All children have the right to find out things and share what you think with others.



These are being continued / further developed from this session as they now need to be embedded.

\* See detailed information within - "Monkton Primary School - School Improvement Plan 2025-26".

## What is the school's capacity for improvement?

- While there is scope for improvement at Monkton, progress can sometimes be constrained by limited staffing.
- All staff remain committed to enhancing outcomes for every child, particularly those with identified learning gaps.
- Staff have a strong understanding of each child's individual needs, supported by robust tracking and monitoring systems that continue to strengthen this knowledge.
- The School and EYC Improvement Plan's emphasis on Literacy, Numeracy, and Health & Wellbeing has provided clear direction for our next steps. HWB interventions are ongoing. Numeracy data is being closely tracked to include gaps in cohorts. Numeracy is again a key focus on the Cluster Improvement Plan. The updated Cluster Second Level planner will be rolled out from August 2025 and this session, cluster staff will work collaboratively to moderate the First Level (and possibly Early) level planners. Predictions indicate that there will be an increase in Numeracy attainment next session for P1, P4 and P7.
- Relationships between the school/EYC and parents are very positive overall; however, recent survey feedback has highlighted some areas for improvement, which we are addressing.
- We are maintaining a more consistent focus on pupil voice—through HGIOurSchool, pupil groups, and survey responses—to ensure the school evolves in line with children's perspectives