



Standards and Quality Report

Monkton Primary School and Early Years Centre

2025-26



Introduction

The purpose of this report is to provide an answer to the question – ‘How good was our school in 2025-26?’ 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). These are going to be reviewed and refreshed next session (2026-27) as part of the School Improvement Plan.

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’. We were successfully reaccredited at Gold for the second time in May 2026.

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 2025-26, the roll of the school was 160 with 10% of pupils residing outside the catchment zone. There were 32 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 3 children (this is an decrease of 4 from last year). 10% 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 10.1 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 three temporary full time School Assistants, two of whom are funded by other authorities to support looked after children who have additional support needs. 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. This session, all children had access to a teacher who taught music one day per week which we funded through PEF.

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 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) many of which were carried on to the SIP this session.

The Care Inspectorate visited the Early Years Centre in November 2025 for an unannounced inspection. This inspection was carried out with them using the new Early Years Quality Framework to evaluate our service. The feedback was very positive with a 'Very Good' grading being given for the areas of the new framework that were being inspected.

We consult all stakeholders and ask for feedback throughout the year. A recent parent / career survey was carried out in March 2026 as part of a wider authority survey and the results can be found [here](#). Overall, the results were very positive and gave a few clear actions to work on. There were noted improvements from the [previous annual survey](#) which was undertaken in April 2025. Highlights from 2025 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."* and *"Provides a fun, safe and caring environment for children. Great teachers who support the children to bring on their confidence."* We have evidence of noted improvement from parent / carer surveys over the past three years.



26 November 2025

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

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



m_p_s_2_r_h P3 & P4 enjoying their classes with Infinity Allstars! ❤️💪
Comments are off. Review controls.
17.5k views

Monkton Primary School
Data Over Time Session 2025/26
(data extracted from school data pack)

Literacy and English

Primary 1																	
Session	18/19			19/20	20/21			21/22	22/23			23/24	24/25			25/26	
% Literacy Early Organisers	85			Covid	75			65	85			73	75			83	
Listening/Reading/Writing	L	R	W		L	R	W	L	R	W	L	R	W	L	R	W	
	95	85	90		75	81	81	82	71	71	95	85	90	88	79	73	83
Primary 4																	
% Literacy 1 st Level Organisers	92				30			82	72 (84?)			84	90			83	
Listening/Reading/Writing	L	R	W		L	R	W	L	R	W	L	R	W	L	R	W	
	92	100	92		87	35	30	82	82	82	92	84	76	95	84	84	83
Primary 7																	
% Literacy 2 nd Level Organisers	67				42			88	77			80	65			76	
Listening/Reading/Writing	L	R	W		L	R	W	L	R	W	L	R	W	L	R	W	
	67	78	78		53	47	42	88	88	88	84	81	77	90	80	80	76
% School Average	83				47			77	78			78	77			81	

Numeracy

Primary 1								
Session	18/19	19/20	20/21	21/22	22/23	23/24	24/25	25/26
% Early Level	90	Covid	81	65	80	88	81	83
Primary 4								
% 1 st Level	92		39	77	73	84	81	83
Primary 7								
% 2 nd Level	78		42	75	81	90	70	79
% School Average	88		52	74	78	88	77	82

Monkton EYC Developmental Milestones – 4 year comparison – 2022-2026

Health and Wellbeing	2022-23	2023-24	2024-25	2025-26	Change (from 2022-23)
% of children achieving 10 out of 10 milestones	55	45	30	23	-22pp
% of children achieving 8 out of 10 milestones	90	82	90	100	+10pp

Communication and Language	2022-23	2023-24	2024-25	2025-26	Change (from 2022-23)
% of children achieving 10 out of 10 milestones	65	55	70	35	-30pp
% of children achieving 8 out of 10 milestones	80	100	80	82	+2pp

Maths and Numeracy	2022-23	2023-24	2024-25	2025-26	Change (from 2022-23)
% of children achieving 10 out of 10 milestones	75	73	80	64	-11pp
% of children achieving 8 out of 10 milestones	100	91	90	94	-6pp

* 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 2025.

SOUTH AYRSHIRE READS		
Education Services Improvement Plan Priority 2: Outstanding Learning, Teaching and Assessment Education Improvement Plan 2023-2026		
SAR Strategic Plan Priority: To raise attainment in literacy and to significantly reduce the reading attainment gap between the most and least disadvantaged children and young people in South Ayrshire SAR Strategy 2023-2026	SAR Strategic Plan Priority: To raise attainment in literacy and to significantly reduce the reading attainment gap between the most and least disadvantaged children and young people in South Ayrshire SAR Strategy 2023-2026	SAR Strategic Plan Priority: To raise attainment in literacy and to significantly reduce the reading attainment gap between the most and least disadvantaged children and young people in South Ayrshire SAR Strategy 2023-2026
See SAC SA Reads evaluations. - Teaching staff have completed year 3 training through staff meetings and Inservice Days. The focus this year has included morphology and using non-fiction texts. A few staff have completed catch up / fast track training if they were new to the school or did not complete training last session. - Staff have continued to enjoy working with colleagues from partnership schools – Muirhead and Tarbolton and have developed close working relationships. This year they looked outwards by undertaking collaborative visits to at least one of the other schools and hosted reciprocal visits. This enabled them to share good practice and help moderate their teaching of reading. There was a follow up session to discuss their experiences after they had completed their visits. Teachers in the partnership schools are planning on doing this again next session in April with a feedback session in May. - The Monkton Reading Leader has undertaken all training and attended meetings. This has included CLPL online sessions to further explore key specifics which she has then shared with colleagues. She has continued to model high-quality SA Reads practice within the school and arranged peer visits to local schools for infant staff to observe and reflect on good practice. The phonics progression has been modified and reading materials have been identified to ensure challenge and progression across stages. Furthermore, stage overviews have been created in order that teachers new to stages or covering teachers know what is expected as well as to provide consistency when we are monitoring teaching and learning. Our Reading Leader planned and delivered a 'ten-minute takeover' with all Reading Leaders across the authority to share the good practice that has been happening in Monkton. From this, she was then asked to share resources with others so they can build upon this in their own schools. She has created assessments for all stages of the school that will be used from August to collect data and identify those pupils who are requiring support or challenge in their learning. She will continue her role next year. - The South Ayrshire Reads programme has been used and the phonics planners implemented across all stages. Following the implementation of the new phonics planners, attainment in reading has increased in P1, from 81% of pupils achieving Early Level (2024-25) to 83% in 2025-26 and in P7 where attainment in reading has increased from 65% of pupils achieving Second Level (2024-25) to 90% in 2025-26. There was a slight dip in P4, from 90% of pupils achieving First Level (2024-25) to 83% in 2025-26. In P7 – this was due to the cohort of children being tracked 25% of whom have identified ASN linked to Literacy and / or Dyslexia. - The SA Reads lending library has been used by some staff to order novels to read with their classes. Staff will continue to be encouraged to use this service again next sessions. - The SA Reads lead coordinated the implementation of DIBELS and phonics assessments again this session which were completed during the timescales advised by the SAR team. The SA Reads lead analysed this data and shared it with teachers to give insight into gaps / difficulties in learning. These will continue to be in the assessment calendar for next session. - Through the programme the EYC staff have been given some further learning strategies which were modelled by the two SA Reads EYPS within the centre with key worker groups. Staff reported that these sessions gave them new ideas and experiences for their groups that they have continued on their own. This training has enhanced practice within the EYC and resulted in 82% of children achieving 8 or more Communication and Language developmental milestones for 2025-26 (an increase of 2% from 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. - Both the school and EYC have continued their Communication Friendly Environment journeys which are ongoing. Next Steps - Please see 'School Improvement Plan 2026-27' for updated SAR plan and SAR Road Map for next session.		



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

Priorities 2 and 3 – Learning, Teaching and Assessment

HGIOS4/HGIOELC QI: 2.3 Learning teaching and assessment 2.4 Personalised support 2.6 Transitions 3.2 Raising Attainment and achievement	LA Priorities: Outstanding learning, teaching and assessment Voice: Involving children and young people in decision making	NIF Priority: 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	NIF Drivers: Assessment of pupil progress Performance information School improvement
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Target Setting

- The school now have a consistent system in place across the school and have incorporated our vision of 'fly high' into target setting. P1-4 classes have clouds with targets for each curricular area on them and each child has a plane which gets moved to the targets that they are working towards. In P5-7, each child has a hot air balloon that contains their targets on and is updated once they achieve their targets. Next session, we will continue to embed this system and the EYC will become involved by creating their own adapted version and also encouraging the children to talk about their learning more.
- 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 twice during the year. Pupil focus groups will be continued next session and the Young Leaders of Learning programme will also promote this.
- In Literacy, attainment increased by 8% points in Literacy for P1 and by 11% points in Literacy for P7. There was a dip in P4 by 7% but there were valid reasons for this as per explanation above. In Numeracy, attainment at P1, P4 and P7 all increased by 2%, 2% and 9% respectfully. Numeracy was focus of the Cluster Improvement Plan for the past two sessions and these results are indicative of the impact that this has had.

High-Quality Assessments (HQAs)

- Standardised assessments have been used again this session and data is analysed and tracked for each child.
- There is a cluster and school assessment calendar which outlines which assessments must be undertaken and when.
- Teaching staff undertook training on High-Quality Assessments then worked collaboratively this session to create a template for creating high-quality assessments the worked in stages to produce an assessment for listening and talking. They then carried out this assessment and were given time to moderate results and evaluate the process. They then went on to collaboratively plan a second HQA for Numeracy and Mathematics with a focus on money. Staff will continue to develop more HQAs so they have a bank of assessments to share and use at each stage.

EYC Planning, Tracking and Profiling

- The planning process has continued to be consistent this session and the EYPs have focused on planning responsively, meeting the needs of individuals. When the Care Inspectorate visited the EYC in November 2026, they were happy with the planning process and were satisfied that planning threads were evident in each area of the EYC.
- The Care Inspectorate were happy with the personal plan template that we used especially the SHANARRI indicators and could see evidence of practice in individual personal plans that they looked at samples of. There is now a personal plan template that the authority has developed which EYPs have used for the returner plans in June 2026 which we will continue to use next session.
- Staff continued to use the South Ayrshire tracking system. In terms of profiles, they moved away from paper profiles last session and reintroduced Seesaw which they input into using iPads. This provides parents with more timeous updates of learning and staff report that it is easier to use. The engagement with pupils and parents with the app has been successful and has increased regular communication between staff and parents. Again, the Care Inspectorate were very happy with this method of profiling and wanted us to continue to develop the use of this.
- In terms of Developmental Milestones this year, 100% of children who achieved 8 or more of their developmental milestones in HWB, 82% achieved 8 or more milestones in Language and Communication and 94% in Numeracy and Mathematics. These are all increases from last session and staff will try to increase these further next session. The EY PT has been instrumental to this.

Next Steps - Please see 'School Improvement Plan 2026-27'.



m_p_s_2_r_h Some of Primary 4's fantastic artwork completed this week!
Comments are off. [Review controls.](#)
5 June

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



m_p_s_2_r_h Primary 7 have worked so hard this month preparing for their Burns Supper and all of their hard work... more
Comments are off. [Review controls.](#)
30 January

Impact of Pupil Equity Fund 2025/26

For session 2025-26 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
Music Teacher (0.1FTE top up from entitlement to 1 day per week)	£7,202	The music teacher delivers of NCC to whole classes each week (rotated again each term). The EYC also had a weekly session and learned some Gaelic through music / songs. He has also taken a group of 12 P5-7 pupils last term and a P2 and P3 targeted group of 8 pupils this term. The teacher also led a choir which performed at the Monkton Christmas Fayre and the Monkton Gala.
School Assistant (16.5 hours per week)	£13,058	School assistant supported individuals with health and safety needs as well as learning needs which impacts capacity to do learning interventions with pupils or groups. This year, there has been an increase in the % of the PEF cohort achieving the appropriate level for Reading, Writing, Numeracy and Health and Wellbeing. Listening and Talking remained the same as last session.

Evaluation Summary

Quality Indicator / Themes	School Self Evaluation
1.3 Leadership of change <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>	➤ The school's <i>Vision, Values and Aims</i> continued to be a focus throughout this session, with 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. As part of next year's SIP, we are going to review and refresh our <i>Vision, Values and Aims</i> as this has not been done for over 5 years. This session, we continued using our Relationships Policy and most 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 engage well 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. P7 House Captains are elected and take their roles very seriously throughout the year which included visits to local businesses to see what they could do to support, visits to the Monkton Toddler group and Fly High to help with activities and play with younger children and a visit to Cosy Spaces to introduce themselves and offer help. ➤ We have a stable and experienced leadership team, consisting of a HT and DHT. In January 2026, we were also given a Rural Depute Manager to support the HT in managing the EYC. Senior leaders are committed to providing strong, supportive leadership and actively promote leadership at all levels. The Rural Depute Manager has added management capacity and as a result, has been able to drive forward changes and improvements more quickly in the EYC. Opportunities for staff to take on leadership roles are regularly explored during PRD/PDR meetings. This session, more teaching staff have stepped forward to offer to lead more for initiatives e.g. SA Reads, RRSA and Eco Schools. 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 March 2026 (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 this year and the Pupil Council helped to plan the Monkton Gala. All planned CLPL links to our school priorities which this year was mainly SA Reads to focus on raising attainment in reading. ➤ 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). As our plan was continued on from last year, we have achieved most of the outcomes and now need to ensure these continue to be embedded on the maintenance agenda next year. Our 2026-27 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 continue to increase distributed leadership by encouraging even more staff to take on lead roles. Again, 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 leading their learning by undertaking the Young Leaders of Learning programme which is run by Education Scotland. <u>Overall, we show GOOD leadership of change across the school and EYC.</u>
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2.3 <u>Learning, teaching and assessment.</u> <i>Learning and engagement</i> <i>Quality of teaching</i> <i>Effective use of assessment</i> <i>Planning, tracking and monitoring</i>	➤ 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 as frequently commented on 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, Fun and Fit Fest Fortnight and visits to Cosy Spaces. Most pupils can articulate what they are learning in individual lessons, referencing learning intentions and success criteria. Now that the SLT have been undertaking pupil focus groups and a target setting approach has been implemented across P1-7, pupils are able to discuss their longer-term learning goals and have increased ability to talk about their learning. This will continue to be embedded next session and there is a target setting priority in the EYC. ➤ 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. Next session, teaching staff will continue to have high expectations and standards for learning and teaching across all areas. ➤ 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 particularly in advance of their class's Pupil Progress Meetings. 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 mostly individuals and a few groups. However, support staffing was again limited this session, particularly during periods of absence. School Assistants are highly skilled and benefit from high-quality professional learning including an annual conference with colleagues in the same role across the authority, 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. School assistants completed a self-evaluation exercise with the DHT on the Inservice Day in May which helped to identify strengths and next steps for next session. Teachers have also taken part in a range of formal and informal moderation activities, including collaborative work through the SA Reads partnership and collaborative visits to colleagues during which they shared good practice. ➤ 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. In April 2026, the HT and DHT carried out HGIOurSchool evaluations with all classes to evaluate where they view learning and teaching in the school. This highlighted the pupils' views, some gaps in consistency of practice across the school and helped to formulate next steps which have been built into next year's SIP including the implementation of the Young Leaders of Learning programme. Throughout the year, EYC staff have continued to
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	ensure that the planning cycle is now more consistent and detailed as well as planning responsively with the children. The tracking and monitoring in the EYC are also now more consistent. <u>Overall, the quality of learning, teaching and assessment across the school and EYC is VERY GOOD.</u>
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3.1 <u>Ensuring wellbeing, equity and inclusion</u> <i>Wellbeing</i> <i>Fulfilment of statutory duties</i> <i>Inclusion and equality</i>	➤ At Monkton, wellbeing and positive relationships continues to be 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 March 2026 parent survey, where 96% of parents agreed that the school and EYC support their child's emotional wellbeing —which is an increase of 2% from last year, which demonstrates continued 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. We continue to promote children's rights through both class and whole-school charters which was recognised when we were reaccredited as a Gold Rights Respecting School for a second time in May 2026. The GIRFEC SHANARRI indicators and children's rights are regularly explored through assemblies and classroom learning, guided by plans in our annual calendar and HWB planner. This session, we continued to use the 'Positive Relationships' policy, aimed at promoting early identification and intervention, including meetings with parents to explore, plan appropriate supports and holding Team with the Family meetings. Staff nominate children to get values certificates each term if they have 'went over and above' to demonstrate values. ➤ 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 – these plans were highlighted as strengths when Care Inspectorate visited in November 2026. 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 March 2026 parent survey, where 98% of respondents agreed that 'I feel that my child is safe at school.' However, this was a mismatch with the P4-7 Pupil Survey where 1 out of 88 pupils said that they did not "feel safe when I am at school" and 16% of pupils surveyed said that they 'didn't know' if they felt safe. Staff will continue to keep this a priority so that all pupils feel safe in school. We continue to provide a wide range of wellbeing opportunities, including breakfast, lunch and after school sports clubs, Bikeability, and strive to offer every child two hours of physical activity each week. One teacher has sports development time and her focus is to plan and provide a variety of sporting opportunities throughout the year including Fun and Fit Fest fortnight which was a big success again this session. Council policies regarding exclusions and bullying are followed at all times and again 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—increasing over the past 4 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. ➤ 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. <u>Overall, we are VERY GOOD at ensuring wellbeing, equality and inclusion needs are met.</u>
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Article 15: All children have the right to join groups as long as it's not harmful to others.



Members of our Eco Committee had a fabulous time this morning planting some of the... more
Comments are off. Review controls.
27 February

3.2 <u>Raising attainment and achievement</u> <u>Attainment in literacy and numeracy</u> <i>Attainment over time</i> <i>Overall quality of learners' achievement</i> <i>Equity for all learners</i>	➤ Overall, the majority of children in P1, P4, and P7 achieved the expected Curriculum for Excellence levels in both literacy and numeracy during the 2025/26 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 staff analyse this data for their class. ➤ 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 8% points this year, with P7 also showing an increase of 11% points. While there was a dip in P4 literacy data this session, by 7% points a valid explanation supports this decline (see above). Our overall P1,4 and 7 data has increased in Reading by 8% and has stayed the same in Writing and Listening and Talking. In numeracy, attainment has increased by 6% points combined for P1, P4, and P7. In P1, Writing data is 1% point above the authority average. At P4, our results for Numeracy and Writing are both 4% points above the authority average. In P7, Reading is 2% points above the authority average. ➤ 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 Dolphin House, participation in an engineering competition, World of Work Week, the South Ayrshire Music Festival and Active Schools events. We have started to incorporate achievements into pupil target-setting and began introducing meta-skills which will be continued as part of the Cluster Improvement Plan next session and wider achievements outside of school will be tracked to ensure that all pupils have access to clubs / activities. When planning events and requesting contributions, we have remained mindful of the Cost of the School Day agenda to reduce the impact of poverty and ensure that parents are not being asked for lots of money. Class trip costs were again 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 continue to 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. ➤ 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 – our ASN cohort has increased year on year with the number of children in the EYC and school on Staged Intervention increasing from 33% in 2023-24 to 35% in 2024-25 and 37% in 2025-26. 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, at their own pace, 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 and also due to the number of individual health and safety support being required. <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>
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What are the key priorities for improvement in 2026/27

In line with guidance from the National Improvement Framework, the key priorities for Monkton Primary School and Early Years Centre for session 2026/27 are:

Review of our Vision, Values and Aims
Young Leaders of Learning (YLL)

School: -

- South Ayrshire Reads
- Adaptive Teaching
- Curriculum Improvement Cycle (CIC)

EYC: -

- South Ayrshire Reads
- Curriculum Improvement Cycle (CIC)
- Target Setting

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



* See detailed information within - “Monkton Primary School - School Improvement Plan 2026-27”.

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; continued annual survey feedback and Parent Council meetings highlight 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. This will be developed even further next session as we are undertaking the YLL programme.