



# STRAITON PRIMARY SCHOOL AND EARLY YEARS CENTRE

STANDARDS AND QUALITY  
REPORT 2023/24

*south*  
**AYRSHIRE**  
COUNCIL  
Comhairle Siorrachd Àir a Deas



## SCHOOL CONTEXT

Straiton Primary is a small rural school serving the community of Straiton and surrounding area. We have two classrooms that also incorporate our Early Years Centre, as well as a gym hall and dining room, a school garden, a community room and extensive office space. The school is non-denominational and co-educational with a role of 17 primary children for session 23/24. The EYC accommodates 3 to 5-year-old children. By June of session 23/24, it accommodated 4 ante-pre and 2 pre-school children.

Free school meal entitlement was 6% this session, which is below the South Ayrshire and National average. All pupils live in decile 6, where 1 is the most deprived and 10 the least deprived, according to the Scottish multiple Index of Deprivation (SIMD). Our attendance average for 2023-24 was 95.5%, an increase from 93.9% in the previous session. There was no placing requests into Straiton Primary for session 23/24.

29% of our pupils were on Staged intervention paperwork. During the course of this session we have engaged with several external partnership agencies including SALT, the Learning and Inclusion Team, the Occupational Health team, Educational Psychology and our School Nurse to provide further support where required. In June 2024 our teaching staff entitlement was 2.3 FTE (2.5 once PEF staffing is included).

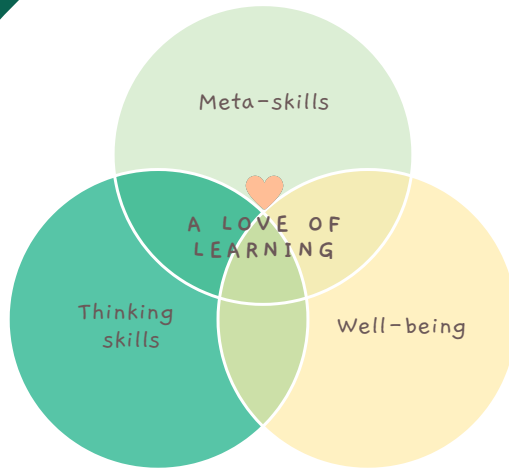
The school has a supportive Parent Council. The school also has very strong links with the local community and takes part in a wide range of local village activities. Straiton Primary School is part of the Carrick Cluster Group and we have excellent links with all 6 cluster primary schools, particularly our sister school, Kirkmichael Primary.

The last external evaluation of education provision was undertaken in May 2018 by Education Scotland which resulted in a very positive report. The Early Years Centre was inspected by The Care Inspectorate in April 2020. This too was very positive.

We have excellent links with local businesses and work closely with the Thriving Communities Team and partners such as Active Schools to deliver vital services directly in the village; importantly this helps tackle rural poverty.



## VISION & VALUES



At Straiton Primary School and Early Years Centre we set high standards with the view to giving our young people the best possible start in life – through active learning, teamwork, nurture and by making use of the picturesque setting in which we are lucky enough to learn and have fun in each day. We strive to do our best in all areas. We understand the importance of effective communication in all its forms, the need to be supportive and most importantly, aim to be positive about all outcomes. Everyone at the school wants to play our part in making Straiton, and the wider world in general, a positive, more equitable and sustainable place to live, work and play. We value community in its truest sense, and understand the need to be creative thinkers.

At Straiton Primary and Early Years Centre we have aim to create a culture of thinking, built upon a culture of wellbeing, where we look to make a positive difference to the lives of all.

## “Small school, big heart”

Every interaction that takes place between a member of our school community is underpinned by 3 key values that we have all agreed to try our best to live by...

**Positive      Supportive      Compassionate**

Most importantly, Straiton Primary recognizes its role within a global community - ensuring the Global Goals and UNCRC are at the forefront of our thinking and daily experiences.





# PROGRESS TOWARDS NATIONAL FRAMEWORK & SCHOOL IMPROVEMENT PRIORITIES

## NATIONAL IMPROVEMENT PRIORITIES

- Do we place the human rights and needs of every child and young person at the centre of education?
  - Yes, our new values, vision and ethos embody Children's Rights, but we need to **make clearer links between these values and the UNCRC.**
- Have we improved children and young people's health and wellbeing?
  - Yes, pupils report being **happy at school** and they all partake in a **variety of physical activities** across the session.
- Are we closing the attainment gap between the most and least disadvantaged children and young people?
  - Yes, there is **no clear gap** between identified pupils.
- Is there an improvement in skills and sustained, positive school-leaver destinations for all young people.
  - Yes, all staff clearly articulate the **purpose of learning** with lots of activities built around the world of work. Next session **meta-skills are at the forefront of our Improvement Agenda.**
- Has there been improvement in attainment, particularly in literacy and numeracy.
  - Yes, **South Ayrshire Reads** inputs have **increased attainment over time** for pupil cohorts in reading with **CPA** inputs **supporting maths attainment.**

## IMPACT OF PUPIL EQUITY FUNDING

### Priority 1 - Closing the Identified Gap in Literacy and Numeracy for eligible pupils:

#### Interventions:

- Targeted pupil support
  - Reading Wise
  - 5 minute boxes
  - One-to-one support sessions
  - Word-wasp

#### Outcome:

- **100%** of pupils improved phonological awareness and reading age more than expected level.
- **All** GL Numeracy results showed improvement and most pupils are working at expected CFE level.

### Priority 2 - Improve Pupil Wellbeing - specifically in relation to mental health and emotional intelligence.

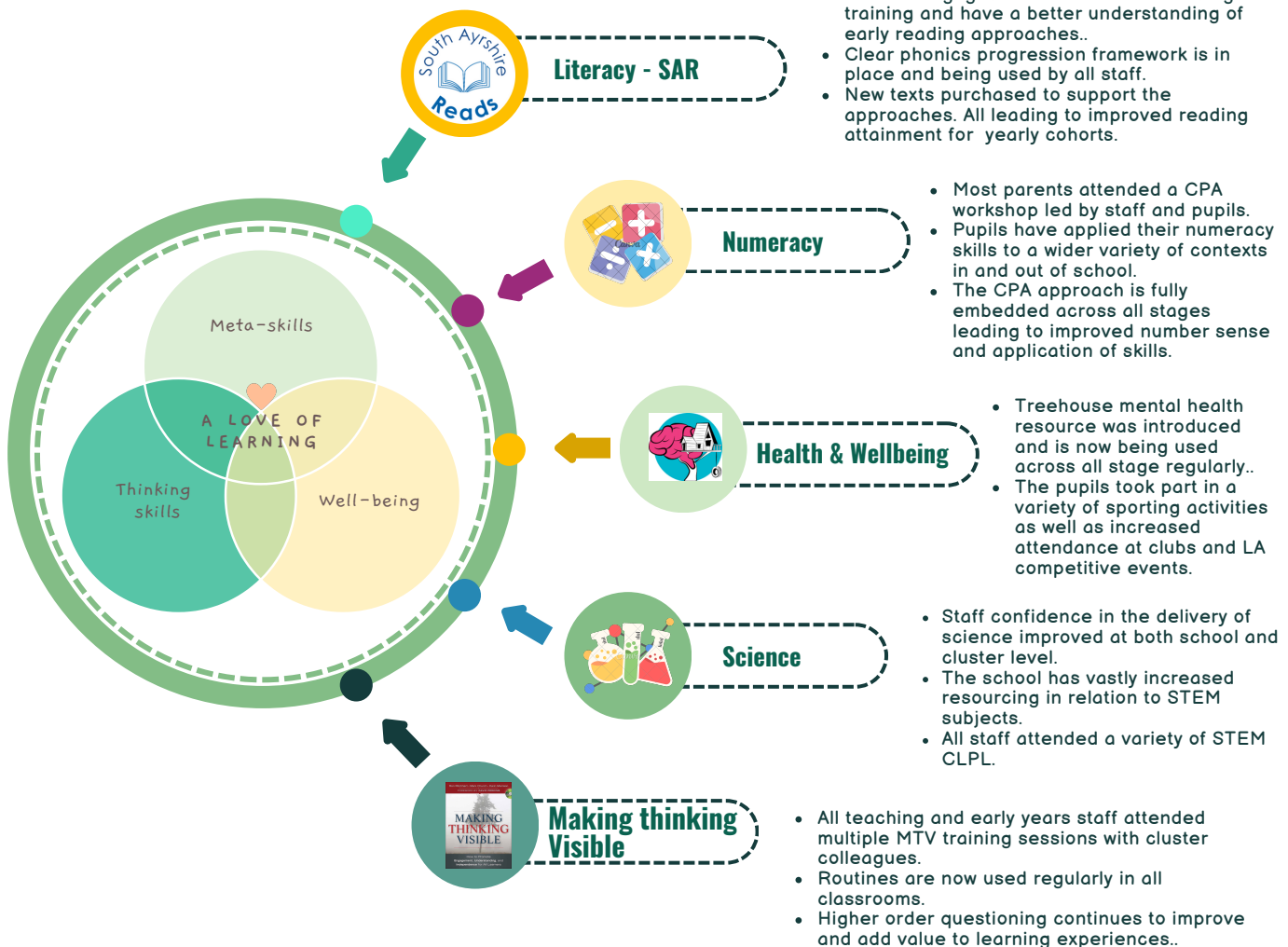
#### Interventions:

- Extra staffing
  - Breakfast Club
  - Treehouse Resource
  - Daily check-ins
  - Wider experiences

#### Outcome:

- Improved wellbeing scores using SHANARRI Indicators.
- GL PASS results showed pupils had increased self esteem.
- Increased attendance at school and outside clubs.

## REVIEW OF SCHOOL IMPROVEMENT PRIORITIES 23/24



# SCHOOL EVALUATION OF KEY QUALITY INDICATORS

1.3 Leadership of Change	2.3 Learning and Teaching	3.1 Ensuring Wellbeing, Equality & Inclusion	3.2 Raising Attainment & Achievement
<ul style="list-style-type: none"> <li>• <b>Senior leaders carefully guide the strategic direction and pace of change to ensure changes result in positive outcomes for learners and are sustainable. The improvement plan is not seen as a static document and is projected over a number of years while being supported by authority leads and a variety of CLPL opportunities.</b></li> <li>• Strategic direction is underpinned by a clear vision which has been developed by all stakeholders and is grounded in research.</li> <li>• <b>Staff work effectively as a team. There is a strong ethos of sharing practice, and of peer support and challenge. Team teaching takes place regularly and staff also make the most of opportunities to visit other schools and share good practice. This has really supported developments with outdoor learning and science this session.</b></li> <li>• Parents have regular opportunities to support improvement by participating in a range of formal and informal activities. School community events at the start and end of the year allow all to shape the year ahead as well as review the one past. These events have a family attendance of over 70%.</li> </ul>	<ul style="list-style-type: none"> <li>• The learning environment is built on positive, nurturing and appropriately challenging relationships which lead to high-quality learning outcomes. Learners' achievements in and out of school are recorded and recognised at assemblies, through displays and celebration events.</li> <li>• <b>Learners receive high-quality feedback and have an accurate understanding of their progress in learning and what they need to do to improve. Aligning this progress to a skills framework will add greater purpose to learners experiences,</b></li> <li>• Planning is proportionate and manageable and clearly identifies what is to be learned and assessed. Staff have greatly improved their ability to differentiate learning and articulate the wider skills being developed in lessons.</li> <li>• <b>Tracking and monitoring processes are well-understood and used to improve outcomes for all learners. All teachers have well-developed skills of data analysis which form the basis of discussions at termly tracking meetings. School data is explored further with central colleagues to ensure accuracy.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>All stakeholders promote a climate where children and young people feel safe and secure. All staff and partners model behaviour which promotes and supports the wellbeing of all. All stakeholders were involved in developing the values that underpin our inclusive and caring ethos; all visitors are made aware of the values on arrival.</b></li> <li>• Staff and partners have created an environment where children and young people feel listened to and are secure in their ability to discuss personal and sensitive aspects of their lives because they feel cared about. The Treehouse mental health resource is now embedded however the school would benefit from a fully equipped sensory/mindfulness space..</li> <li>• <b>All staff and partners take due account of the framework related to wellbeing, equality and inclusion. At community events, senior leaders present up-to-date local, national and international legislation and research affecting the rights, wellbeing and inclusion of all children and young people.</b></li> <li>• Outdoor spaces are used effectively to promote positive relationships and wellbeing. Staff take account of research linking benefits of outdoor learning with wellbeing. The school has been recognised with an award by PAGES for our Good Food School project.</li> </ul>	<ul style="list-style-type: none"> <li>• Our learners are successful, confident, exercise responsibility and contribute to the life of the school, the wider community and as global citizens. They are personally and socially adept and have achieved a range of skills and attributes through a wide range of activities. As they move through their learning pathways they take responsibility for ensuring they continue to add value to their achievements. As we deepen our understanding of meta-skills these pathways will become even more relevant to pupil progress across the curriculum.</li> <li>• <b>Attainment levels are very good across the school, and where needs have been identified they are met through targeted support.</b></li> <li>• Pupils exemplify the four capacities and the school community has a clear understanding of the importance of the totality of the curriculum. Pupils shape their learning through topic choices and voting on possible partnerships work and incoming clubs.</li> <li>• <b>The school has the highest attendance rate in the council and pupils take part in a variety of extra-curricular activities both in and out of school through partnership with Active Schools and the newly formed Straiton Development Trust.</b></li> </ul>
<b>Very Good</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Good</b>

## Attainment Over Time

Pupil attainment was evidently impacted as a result of the COVID-19 pandemic, with clear evidence of a drop in pupil attainment across all stages. Post pandemic we have seen attainment pick back up but not always to the same level as before for all. Furthermore, attainment may be perceived to have been negatively impacted by the implementation of stricter tracking as a result of a change in school leadership, as well as a change to some pedagogical approaches. Further changes in attainment, as read from the table, can be simply attributed to pupils leaving or joining the school.

The above said, when looking at individual attainment over the course of last session, as well as cohort trends, attainment increasing over time in both literacy and numeracy. As targeted supports increase the value added, and as pedagogical understanding improves, we predict that overall school attainment over time will increase.

Numeracy Attainment Over Time (%)						
	2018/2019	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025 (prediction)
P1	100	50	67	100	100	100
P4	100	N/A	67	N/A	100	100
P7	100	N/A	100	100	100	75

Literacy Attainment Over Time (%)						
	2018/2019	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025 (prediction)
P1	100	50	67	100	100	100
P4	100	33	67	N/A	100	66
P7	100	N/A	100	100	50	75



# OVERALL EVALUATION

## Happy, Creative, Comfortable

The 3 most popular words from the June pupil survey that pupils chose to describe how they feel about the school.

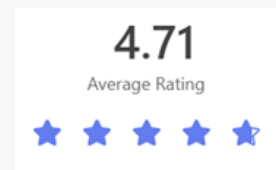
Best wee school ever, brings the community together. All staff are amazing and all pupils are caring individuals.

Parent comment from HIGIOS survey, June 24'

Making Thinking Visible has moved from being simple thinking routines, to being fully embedded in every lesson, where higher order questioning and critical and reflective thinking takes place on a regular basis and as part of the schools' culture.

Miss Wilson, May 24'

How staff rated working in the school and early years centre



Overall, school session 23/24' has been one of real success for Straiton Primary School and Early Years Centre. We have begun to use whole school topics and encourage exploration and enquiry through our Outdoor Learning programme, as well as gain our RHS Level 2 School Gardening Award and take steps towards Reading Schools accreditation. We have worked alongside SSERC and cluster colleagues to develop a well resourced science programme, ensuring better progression and improved transition into secondary education, and continued to enhance our links with local clubs and partners to offer a wider variety of experiences for all.

Most importantly we began to promote and live by the new school vision and values that we had spent the session prior developing and agreeing. As a result the school ethos continued to grow in positivity, leading to a school community where all stakeholders play their part in striving for the best outcomes for all its members.

## CAPACITY FOR CHANGE

The school has a strong staff group who are motivated and open to new ideas, with supportive families and excellent ties to the local community. This stands the school in good stead as it we look to raise attainment and achievement for all, embedding the vision of the National Improvement Framework and our own school values.

The capacity for improvement has been measured through the careful analysis of triangulated quality assurance evidence alongside 'How Good is our School 4' and 'How Good is our Early Learning Centre.' Additional evaluation of Pupil Equity Fund projects and targeted interventions has allowed the school to analyse the strategic gains made towards ensuring both excellence and equity for all and identify future opportunities for strategic growth.

As noted in Self-Evaluation 2.3, continuing to make tracking and self-evaluation procedures even more robust, as well as begin to take on a skills focus, will ensure the high quality of education being delivered in Straiton Primary School and Early Years Centre will continue to remain at a high standard and also be fit for purpose during the curriculum review cycle.

The school is very well placed to continue delivering high quality teaching, learning and assessment.