



STRAITON PRIMARY SCHOOL AND EARLY YEARS CENTRE

STANDARDS AND QUALITY
REPORT 2024/25

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 13 primary children during session 24/25. The EYC accommodates 3 to 5-year-old children. By June of session 24/25, it accommodated 2 ante-pre and 3 pre-school children.

Free school meal entitlement was 8% 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 2024-25 was 97.4%, an increase from 95.5% in the previous session, making Straiton the best attended school in the council for the second year running. There were no placing requests into Straiton Primary in session 24/25.

42% of our pupils were on Staged intervention paperwork. During the course of this session we have engaged with several external partnership agencies including Speech and Language Therapy, the Learning and Inclusion Team, the Occupational Health team, Educational Psychology and our School Nurse to provide further support where required. In June 2025 our teaching staff entitlement was 2.3 FTE.

The school has a supportive Parent Council and very strong links with the local community, taking 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.

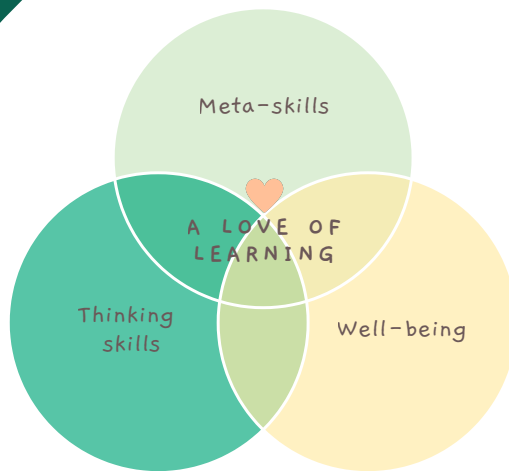
The last external evaluation of education provision was undertaken in May 2018 by Education Scotland which resulted in a very positive report. The Early Years Centre was inspected by The Care Inspectorate in April 2020. This too was very positive.

We have excellent links with local businesses such as The Buck Cafe and Straiton Stores, 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 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, we have recently been awarded our **Rights Respecting School Silver Award**, with our sights now set on **achieving Gold over the next two sessions**
- Have we improved children and young people's health and wellbeing?
 - Yes, all 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, **almost all pupils** with identified needs have made **expected or better than expected progress**.
- Is there an improvement in skills and sustained, positive school-leaver destinations for all young people.
 - Yes, all staff articulate the **purpose of learning** with lots of activities built around the world of work. **Meta-skills** remain at the forefront of our vision with partners also highlighting them during experiences.
- 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 from SA**
 - Reading Wise
 - 5 minute boxes
 - Small group work
- **PT PEF**
 - Increased scrutiny of data

Outcome:

- **80%** 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:

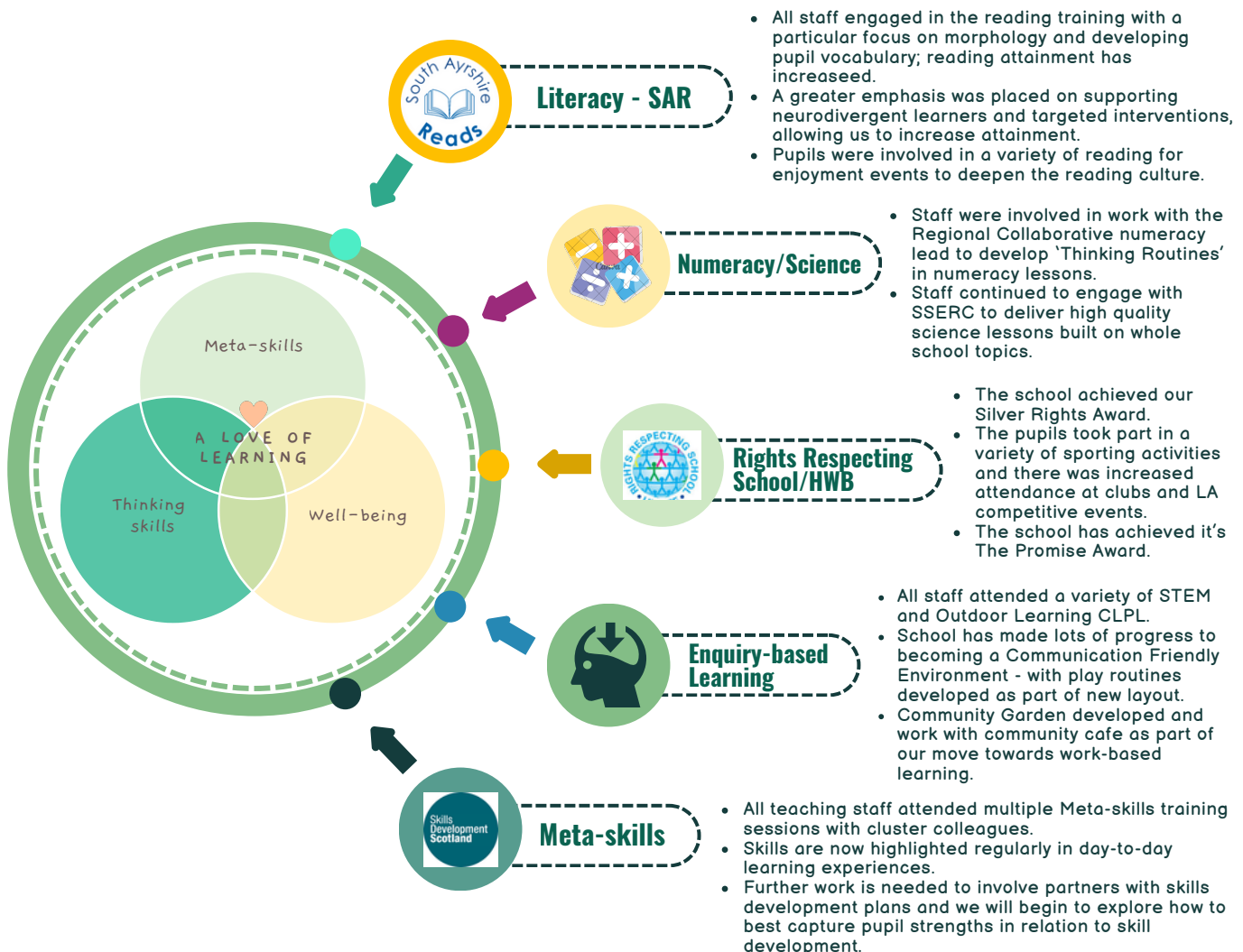
- **Targeted pupil support from PT**
 - Breakfast Club
 - Treehouse Resource
 - Daily check-ins
 - Wider experiences

Outcome:

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

*PT PEF left school mid-session with funds directed towards further staffing and resources as appropriate.

REVIEW OF SCHOOL IMPROVEMENT PRIORITIES 24/25



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
• 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. • Strategic direction is underpinned by a clear vision which has been developed by all stakeholders and is grounded in research. • 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. There has been particular strengthening of transition across the school and settings, with a cluster focus on Meta-skills and a new transition process involving the input of a variety of partners and key stakeholders. • 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. . An extra mid-session event was vital for engaging families in improvement priorities.	• 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. Stakeholders understand how these achievements help them develop skills for life, learning and work. • 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, • Planning is proportionate and manageable and clearly identifies what is to be learned and assessed. Staff appropriately differentiate all learning and articulate the wider skills being developed in lessons, with further work on adaptive approaches a key next step. • 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.	• 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. The school received its Keeping the Promise Award and the whole school community embodies the values of the award, as well as those of the school and the wider principles of GIRFEC. • 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 has failed to have the expected impact so a new approach will be explored. • All staff and partners take due account of the legislative framework related to wellbeing, equality and inclusion. At community events, the HT presents up-to-date local, national and international legislation and research. The school achieved its Silver RRS Award. • Outdoor spaces are used effectively to promote positive relationships and wellbeing. Staff take account of research linking benefits of outdoor learning with wellbeing. The introduction of a polytunnel has enhanced pupil and community learning experiences.	• Our learners are successful, confident, exercise responsibility and contribute to the life of the school and the wider community 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 have become even more relevant to pupil progress across the curriculum. • Attainment levels are very good across the school in the key areas, with latest trends showing particular improvement in reading. • 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 partnership work and incoming clubs. • The school has the highest attendance rate in the whole 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 village family learning groups and clubs.
Very Good	Very Good	Very Good	Very Good

Attainment Over Time

Pupil attainment has now evidently recovered post COVID-19 pandemic, and as newly introduced pedagogical approaches have become more established. Significantly, this year's P7 cohort have increased attainment levels by 33% in both literacy and numeracy from their P4 attainment levels. We believe this increase is due to a combination of factors, such as South Ayrshire Reads and Numeracy training from central staff, but crucially down to a culture of support and challenge across the school, where learners enjoy learning within real-life contexts. As always, the large percentage changes each session make it vital for us to focus on cohort tracking, making the above data all the more reassuring.

As targeted supports improve the value added this coming session, and as we develop our adaptive teaching methods, we predict that attainment over time will remain positive.

Numeracy Attainment Over Time (%)						
	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026 (prediction)
P1	50	67	100	100	50	-
P4	N/A	67	N/A	100	100	100
P7	N/A	100	100	100	100	N/A

Literacy Attainment Over Time (%)						
	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026 (prediction)
P1	50	67	100	100	50	-
P4	33	67	N/A	100	67	100
P7	N/A	100	100	50	100	N/A



OVERALL EVALUATION

Happy, Good, Creative

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

June 25

My children all love our wee school and enjoy coming every day.

We feel confident the kids are getting the best possible education. Thank you!

Parent HIGIOS survey, June 25

Pupils feel that their voice matters and that they have a say in school decision making. The school's vision and values have helped to reenergise the community and strengthened links with partners.

RRS Award feedback, May 25

How staff rated working in the school and early years centre

4.75

Average Rating



School session 24/25 brought some enforced staff changes and also saw us move to a straight P1-7 for the first time in a number of years. Despite these significant changes, the school continued to excel in key areas and the school community retained a highly positive ethos throughout. Attainment improved, significantly across the P7 cohort, and we achieved a number of successes in relation to our school improvement agenda, notably achieving our Silver Rights Respecting School Award and our Keeping the Promise Award; we also made significant strides towards the school becoming a 'Communication Friendly Environment'. Attendance improved for the fourth year running and our pupils were involved in as many trips and excursions as before.

The school also continued to work closely with cluster colleagues to ensure better progression and improved transition into secondary education, with a Meta-skills focus and new transition programme leading to the Carrick Cluster being recognised as an example of very good practice at national level by Education Scotland. Finally, we continued to enhance our links with local clubs and partners to offer a wider variety of experiences for all, with particular successes being our work with the Buck Cafe and the South Ayrshire Park Rangers.

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 we look to raise attainment and achievement for all, embedding the vision of the National Improvement Framework and our own school values. We are looking forward to next session's settled staff group who are excited to take the school forward as we continue to raise our standards and achieve our vision of continuous growth. This will involve greater partnership working with our sister school, Kirkmichael Primary, where key staff will support improvement across both settings, leading to improved collaboration and help increase staff capacity. We also intend to further our partnership working with local businesses and continue to realise the Carrick cluster school's vision.

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.

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

KEY PRIORITIES FOR NEXT SESSION

Mental Health

- Continue to build a culture of positive wellbeing through all our interactions, using the school's values to frame these interactions.
- Develop a bank of wellbeing interventions and support strategies that all staff can access to support each other and the pupils.

Opportunities for personal achievement

- The children will have many opportunities for personal achievement through participating in rugby, music, cultural and other events.
- Wider achievements will be celebrated on a fortnightly basis at our achievement assembly, through Seesaw and the new My World of Work profiling tool at the upper stages.

Rights Respecting Schools

- This session we begin our journey towards the Right Respecting Schools Gold award.
- We will look to give our pupils an even greater voice, not only with regards to school decisions, but those made for the benefit of the wider community.

Community-based Learning

- Children will continue to develop skills through working with community groups and businesses throughout the year.
 - Balbeg
 - The Buck Cafe
 - Straiton Stores
 - Blairquhan Estate
 - Local Farms
- Continue to maintain polytunnel with support from local residents and families.



School Values

Continue to embed our school values and drive forward our vision of creating a culture of thinking, a culture of wellbeing and a love of learning, across the school community.

Adaptive Teaching

- To increase teaching staff's understanding and enhance their confidence of adapting planning, teaching and assessment to meet the needs of their learners.
- To indicate improvement in the learning experience using feedback from a group of learners.

STEM

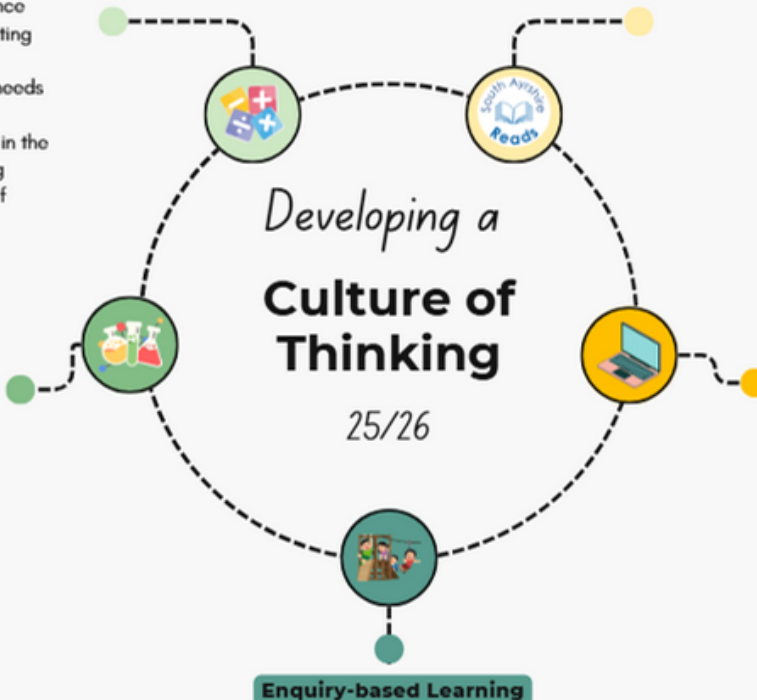
- Continue to provide contextualized learning experiences to prepare children for the world of work.
- Using the SSERC planners and TAPS resources to plan exciting Interdisciplinary Topics.
- Enhance CPA approaches across the whole school, in line with the meta-skills and the world of work.

South Ayrshire Reads

- Deepen understanding of phonological awareness, phonics, fluency and vocabulary.
- Developing writing through South Ayrshire Reads strategies.
- Consider the use of writing as part of interdisciplinary learning.

Digital Technologies

- Aim to Receive Digital Schools Award through modelled learning from Kirkmichael Staff.
- Developing the skills and knowledge of our young people to use a variety of technology safely.



Enquiry-based Learning

This will take the form of Block Play, Outdoor Learning and Play Based Learning, and relate to key areas of literacy, numeracy and health and wellbeing.