

STRUTHERS PRIMARY SCHOOL & EARLY YEARS CENTRE



STANDARDS & QUALITY REPORT

.....

2024-25



The purpose of this report is to provide an answer to the question – ‘How good was our school in 2024/2025?’ This report tells us about the quality of education in the school and Early Years Centre (EYC) and how our children benefit from coming here.

VISION, VALUES AND AIMS

At Struthers Primary School we look to support the development of an excellent curriculum based on a shared aspirational vision, values and aims. Our vision was reviewed and developed in consultation with pupils, staff, parents and stakeholders in 2023. Our vision is to ensure we create an environment where pupils:



Flourish



Achieve



Belong

Our five core values are embedded in everything we do:

Respect

Responsibility

Inclusion

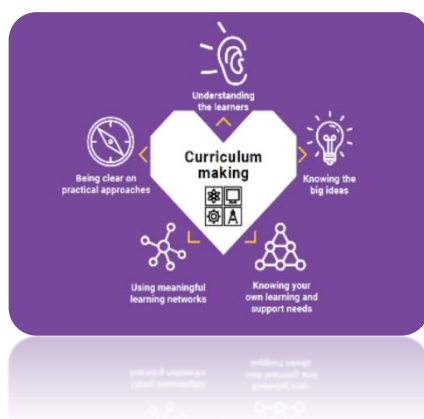
Kindness

Honesty

OUR AIM



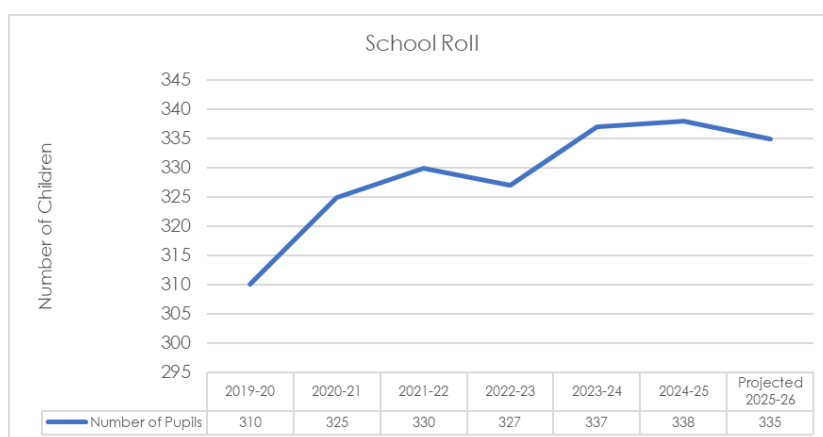
We take into consideration the national and regional developments and guidance. We strive to improve standards of learning and teaching and raise achievement for all learners whilst promoting equity and equality.



STRUTHERS PRIMARY SCHOOL AND EARLY YEARS CENTRE CONTEXT

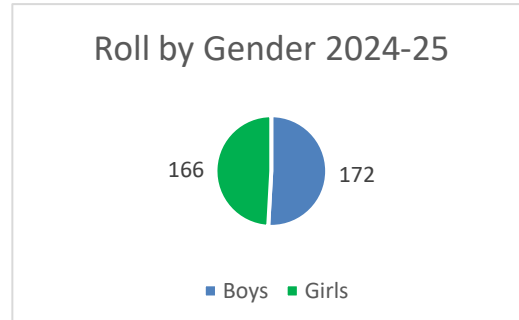
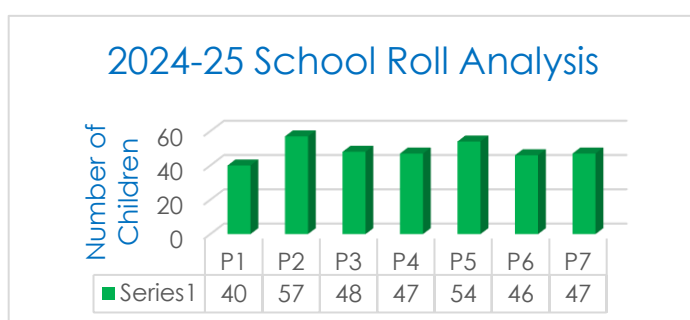
Struthers Primary is a non-denominational, semi open-plan school situated in a residential area of Troon, in close proximity to North Shore Beach and Fullarton Woods. The school's catchment area has continued to expand due to the development of three substantial new housing projects nearby. Consequently, we are increasingly challenged in accommodating placing requests. In response to this growing demand, we are progressing with plans to extend the school over the next year. This development will include the addition of four new classrooms and enhanced communal facilities, thereby increasing our enrolment capacity and enabling greater flexibility in class organisation. Across Scotland, our maximum class sizes are:

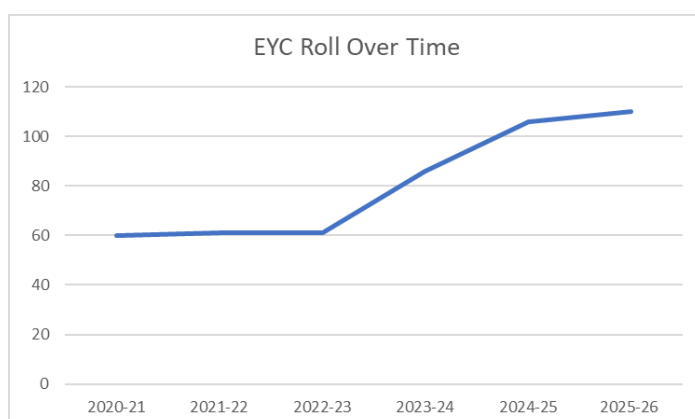
- 25 students for Primary 1
- 30 for Primary 2 and 3
- 33 for Primary 4 through 7



Our playground is a mix of tarmac and grass. When staffing allows us to, we also make use of the multi-use games area, the playing fields and playpark which all sit adjacent to the school.

The school has 2 main teaching areas, which at present, accommodate 13 classes for 338 children. We have a newly refurbished school library in the centre of the school and an ICT suite which is timetabled for all classes.

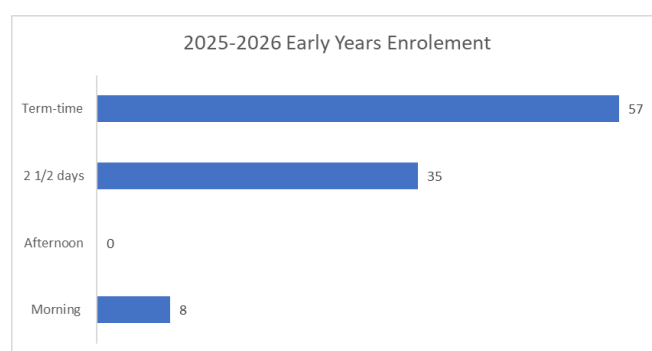




2024/25 Roll

2-year-old funded	3
2-year-old paid	10
3-year-old funded	47
4 and 5-year-old funded	46

For next session, South Ayrshire Council has introduced greater flexibility in how children can access their two and a half days of early learning and childcare. Previously, attendance was limited to fixed patterns—either Monday, Tuesday, and a half day Wednesday, or a half day Wednesday followed by full days on Thursday and Friday. In response to feedback and a wider commitment to enhancing family choice, this provision can now be taken more flexibly across the week. This change has allowed families to select patterns that better suit their needs, supporting improved attendance and consistency for children.



STRUTHERS PRIMARY SCHOOL AND EARLY YEARS CENTRE STAFFING

SCHOOL STAFFING

HT	DHT	PTs	CTs	NQTs	SAs	Clerical	Janitorial	Catering
1 shared with EYC	1	1 + (PEF 2 x 0.5)	17.8	2	LA: 119 PEF : 36 NA: 19 Highland: 25	90 hours for school and EYC	1 janitor	5

EARLY YEARS STAFFING

HT	DEYM	SEYPs	EYPs	SAs	Clerical	Janitorial	Catering
1 shared with school	2	1 FTE 1 0.6 1 0.4	637 hours	10 hours (temp for 2 terms)	90 hours for school and EYC	1 janitor shared with the school	1 within centre – 5 in school

SCHOOL AND EARLY YEARS LEADERSHIP

In April 2024, Struthers Primary School marked a significant development in its provision with the opening of a new, purpose-built Early Years Centre (EYC), offering capacity for up to 110 children. This expansion reflects a sustained increase in demand for high-quality early learning and childcare within the local community and strengthens the school's role as a central hub for early education in the area.

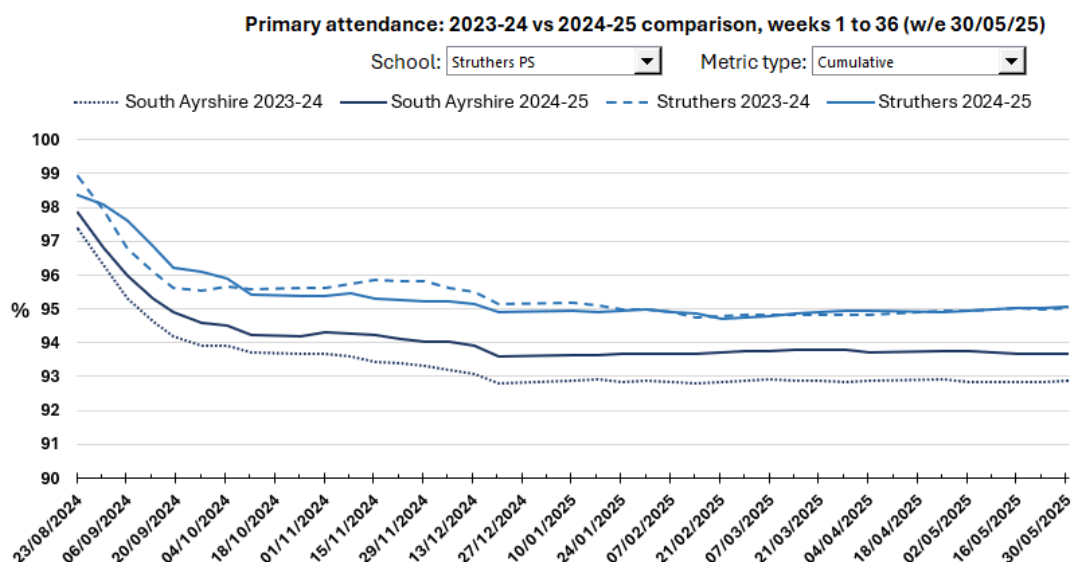
Over recent years, both the school and the EYC have experienced steady growth in enrolment, positioning Struthers Primary School as one of the largest educational settings within the authority. In recognition of the increased scale and complexity of provision, and to ensure the continued delivery of high standards, a strategic decision has been taken to appoint a dedicated Early Years Manager.

The newly appointed Early Years Manager, Mr Martin Gilmour, will assume responsibility for the day-to-day leadership of the EYC, which is now operating as a stand-alone centre. The role has been established to provide strong leadership within the EYC, while maintaining positive links with the local primary school and the wider community. It will ensure high-quality learning and development, strengthen continuity across the early level, and support effective transitions for children moving from early years into primary education.

To further enhance the school's leadership capacity, three acting Principal Teachers (PTs) are currently in post. This interim arrangement will conclude upon the return of the substantive PT following a period of maternity leave. For next session, the school has temporarily appointed one full-time equivalent (1.0 FTE) Pupil Equity Fund (PEF) PT and one full-time equivalent (1.0 FTE) Pupil Support PT. These strategic appointments strengthen the school's capacity to deliver targeted interventions and tailored support, ensuring the sustained provision of high-quality learning experiences for all learners.

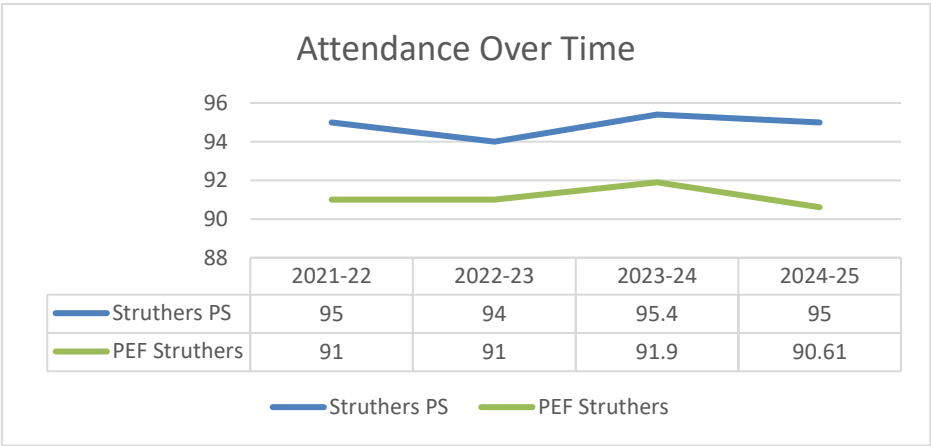
ATTENDANCE

Struthers Primary School has sustained consistently high levels of pupil attendance over the past four



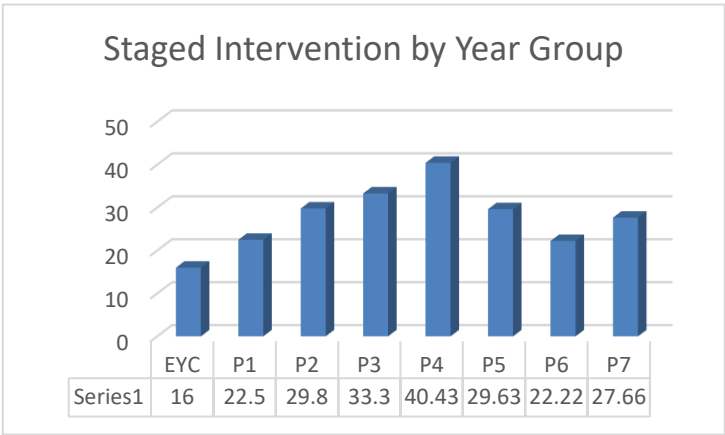
academic years, ranging from 94% to 95.4%. This stability reflects strong engagement across the school community and the effective implementation of whole-school attendance strategies.

Attendance among pupils identified through Pupil Equity Funding (PEF) has demonstrated greater variability. Following a modest increase to 91.9% in 2023–24, attendance decreased to 90.61% in 2024–25, representing the lowest figure within the reporting period. Sensory circuits and a soft start are in place for our new session to support transition into school.



STAGED INTERVENTION

Total Number of children on Staged Intervention: 100 = 29.5% (school) 14 = 16% (EYC) 114 = 27% (combined)



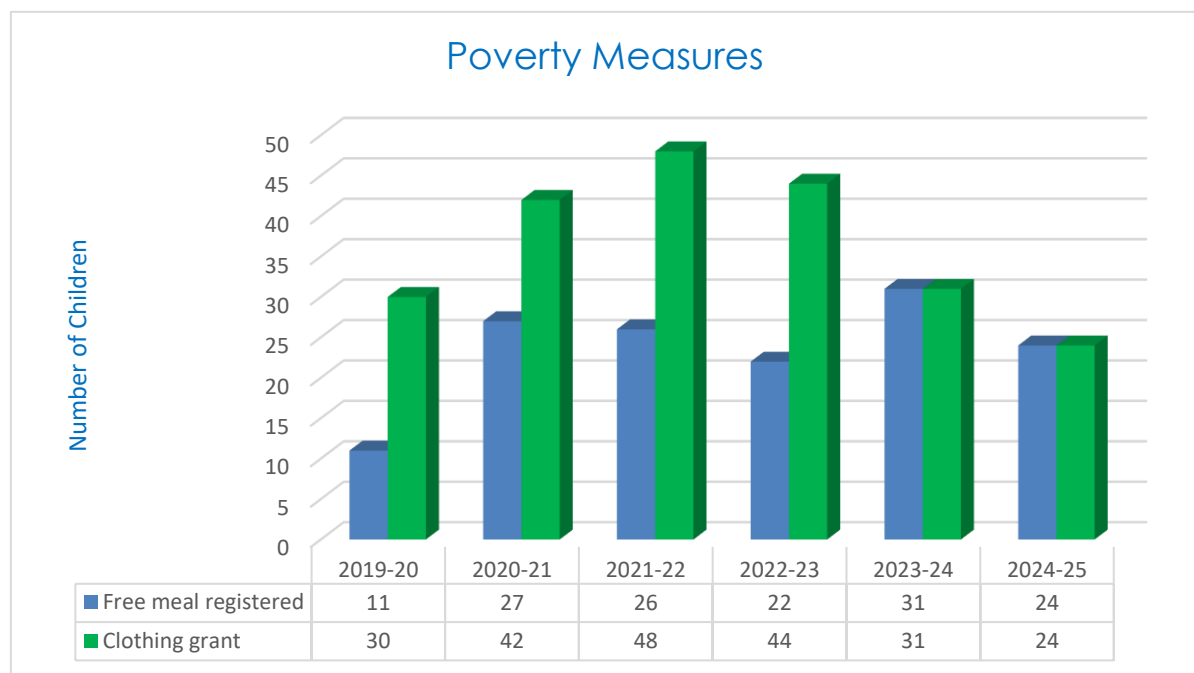
- Primary 4 exhibits the highest percentage of pupils on staged interventions. This trend is reflected in our data; however, with the implementation of intensive boost support, attainment in literacy has significantly improved, as evidenced by our recent SAR assessments.
- A gradual increase from P1 to P4 suggests accumulating support needs as pupils progress through first level.



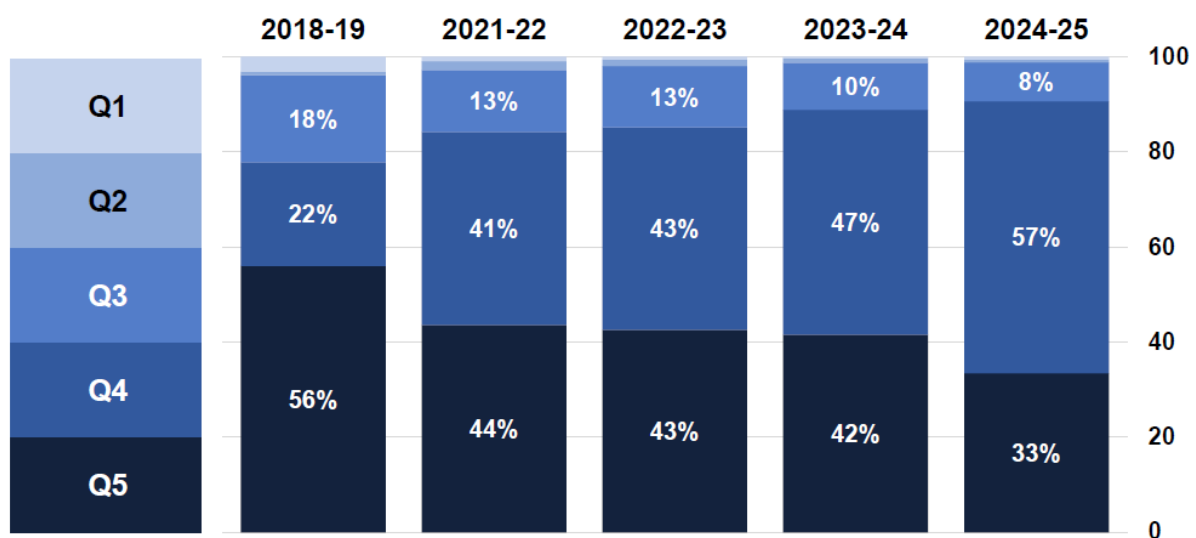
PEF

Within Struthers, we have identified pupils affected by the poverty related attainment gap using the following indicators: employment, income, housing, health, access to services, education, and crime.

	SIMD 1 and 2		FMR		Other		Total Number of Children PEF Identified	
Total School Roll	Number of Children	% of School	Number of Children	% of School	Number of Children	% of School	Number of Children	% of School
338	4	1.22%	23	7%	34	10%	54	16%



Demographics Percentage of pupils by deprivation and poverty

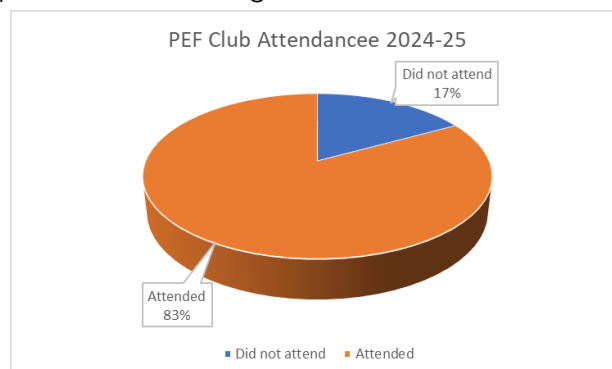
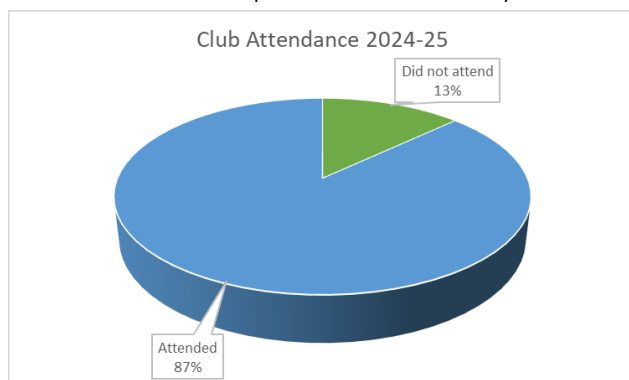


* pupils/postcodes with unknown SIMD information not included in percentage calculation

WIDER ACHIEVEMENTS

Clubs:

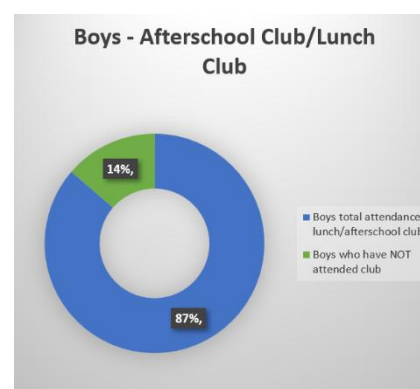
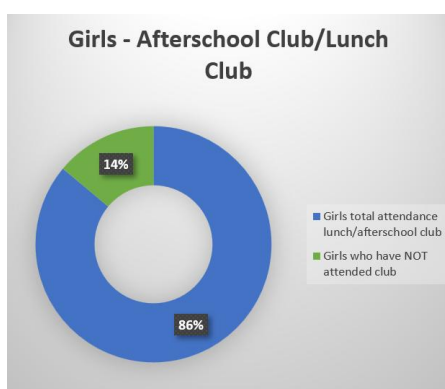
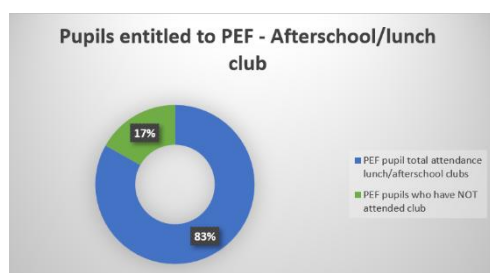
During 2024-2025, we have continued to invest and enhance our HWB opportunities, providing pupils with a variety of lunch and afterschool programs. These initiatives are aimed to help our children and young people develop new skills, explore new sports, participate in recreational activities, and compete in the South Ayrshire Competitive Schools Programme.



The variety of clubs on offer include: a Running Club, Athletics, Lego, Muay Thai, Tennis, Rugby, Girls and Boys Football, Netball, Multisport, Dance Club, Gymnastics, Art, Jewellery, Geography, Chess, Golf, Drama and Crochet.

Class sessions have also included: Swimming (P5), Oral Hygiene Sessions (P1-3), YMI (P3), Big Sing (All P4s and P5s), Healthy Living Breakfast, Royal Troon Golf Sessions (P1-7), Tennis Sessions (EYC and P1), Rugby Sessions (All P6s and P7s), Contact Rugby Sessions (volunteered P6+7), Football Sessions (P6), Volleyball (P7), Tennis District Coach (P4), Dance Session (P4s and P5s), Karate Sessions (7 classes), Bikeability (P6+7 next school session 2025-26), Little Art School (P2).

There are **no significant differences** of club attendance in relation to **gender** or pupils identified within **PEF**.



CLUSTER TOURNAMENTS/SOUTH AYRSHIRE ACTIVE SCHOOLS:

In an attempt to reduce the cost of the school day, we have increased our Cluster tournaments, which has help to reduce transport expenses normally incurred for wider competitive events.

Competitive Opportunities

Months	Opportunity	Stage	
Aug			
Sept	Cross country	P5-7	shared bus
Sept	Sportshall (Cluster)	P4-5	Struthers Walk to Marr
Oct	Debate (Cluster)	P7	
Nov	Sportshall (Cluster)	P6-7	Struthers
Nov	Football (Riverside)	P5-7	lifts walked to Marr
Jan	Volleyball (Cluster)	P7	
Feb			
Mar	Gymnastics	P2-7	shared bus
Mar	Tennis Competition	P3-4	Lifts
Mar	Tennis (Cluster fun session)	P4	walked walked to Marr
Apr	Football (Cluster) Mixed Teams	P5-7	lifts
May	Rugby Fullarton Cup (Cluster)	P6-7	walked to Marr
May	Football - Somerset Cup (girls and boys)	P4-7	lifts
Jun	Dance (Town Hall)	P3-4	lifts
Jun	Netball	P6-7	lifts
Jun	Struthers Summer Cup (Cluster)	P5-7	walk to Marr

CELEBRATING WIDER ACHIEVEMENTS WITHIN AND OUT WITH SCHOOL:

Session 2023-24			Session 2024-25		
Wider Achievements			Wider Achievements		
Total number of Wider Achievements	259	61.9%	Whole School % of Wider Achievements	242	71.6%
PEF pupils with WA	21	42.0%	% PEF pupils with WA	25	65.8%
EYC	47	59.0%	EYC with WA		
P1 pupils with WA	43	72.9%	P1 pupils with WA	23	57.5%
P2 pupils with WA	22	45.8%	P2 pupils with WA	29	60.4%
P3 pupils with WA	28	60.9%	P3 pupils with WA	34	73.9%
P4 pupils with WA	30	56.6%	P4 pupils with WA	34	73.9%
P5 pupils with WA	21	47.7%	P5 pupils with WA	52	98.1%
P6 pupils with WA	40	87.0%	P6 pupils with WA	31	70.5%
P7 pupils with WA	28	65.1%	P7 pupils with WA	38	82.6%

During session 2024-25, the overall percentage of pupils achieving Wider Achievements (WAs) increased to 71.6%, up from 61.9% in 2023-24.

Notably, there was a significant improvement in the engagement of PEF pupils, with 65.8% achieving a WA compared to just 42.0% the previous year.

Most stages saw a rise in participation, with P2, P3, P4, P5, and P7 all demonstrating strong upward trends. P5 in particular showed outstanding

progress, increasing from 47.7% to 98.1%. However, there were declines in P1 (down 15.4%) and P6 (down 16.5%), which will be monitored closely to identify and address any underlying factors. Overall, the data reflects a more equitable and inclusive distribution of Wider Achievements across the school, with targeted interventions—particularly for children who have access to our Pupil Equity Fund.





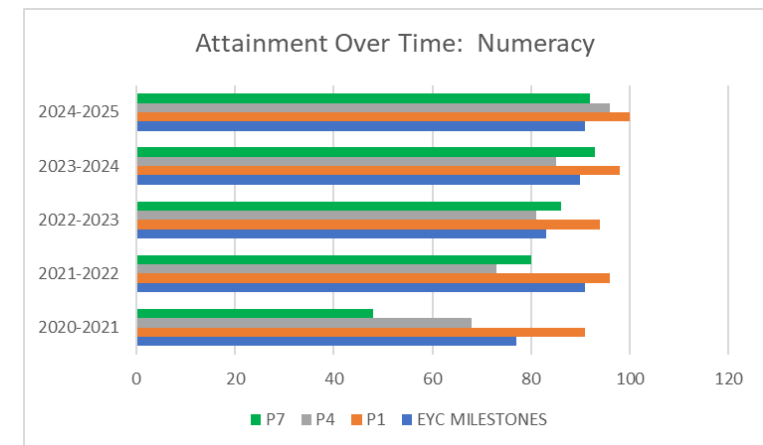
SCHOOL IMPROVEMENT

We continuously monitor and track attainment and progression within CfE (Curriculum for Excellence) levels to ensure our children are progressing at an appropriate pace. By using a broad range of assessment data, we identify and analyse patterns in attainment over time. Most pupils have met or surpassed the expected levels for their age, performing at or above national averages. The attainment data for 2024-2025, detailed below, reflects our current tracking and progression in learning.

STRUTHERS NUMERACY PRIORITY 2024-2025

South Ayrshire Service Plan Priority: 1. Closing the poverty-related attainment gap by improving attainment in numeracy	NIF PRIORITY 4, 5, 6	NIF DRIVER - School and ELC Leadership - Teacher and practitioner professionalism - Curriculum and assessment - School and ELC Improvement	HGIOELC and HGIO\$4 1.2 2.2 2.3 2.4 2.5 2.6 3.1 3.2
Education Services Improvement Plan Priority 2: Outstanding Learning, Teaching and Assessment			
Strategic Plan Priority 1: To raise attainment in numeracy and close the attainment gap between the most and least disadvantaged children and young people. To ensure effective pedagogy is consistent across the school: high quality learning, teaching and assessment			

NUMERACY CFE	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
EYC MILESTONES	77	91	83	90	91
P1	91	96	94	98	100
P4	68	73	81	85	96
P7	48	80	86	93	92

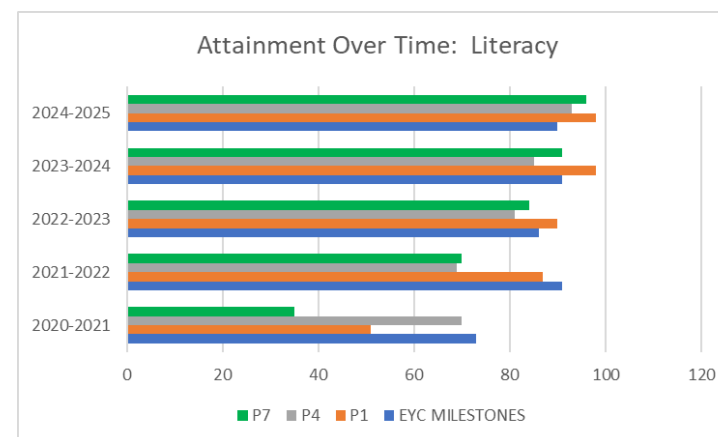


STRATEGIC AIMS: NUMERACY	EVALUATION
To provide consistent high-quality learning experiences across Numeracy and Maths, using data to inform improvement planning and interventions to support improvements in attainment.	• Improvement across early, first and second level attainment percentages • 3.5% increase in PEF attainment; 5% improvement in whole school (P1, P4 and P7 combined) attainment; however, a gap of 25% has reduced to a 17% gap between whole school and our PEF cohort indicates that targeted interventions are closing the gap. • Across our whole school (P1-7) 91% of children are attaining expected levels compared to 89.5% last session • Parent Council invested in maths trolleys for every stage, equipped with a range of concrete materials. This resulted in enhanced opportunities for hands-on, active learning in mathematics, greater consistency of resources across stages, and improved pupil engagement and confidence in applying mathematical concepts. • Planning, tracking, and assessment have been reviewed and strengthened, with consistent and measurable processes now embedded to monitor progress and evaluate success over time. • Skills trackers are being used by staff providing support for individual children
To increase confidence in applying a range of play-based learning and CPA strategies to improve depth of understanding and mental agility for all	• Children are engaged in a range of play-based learning experiences to deepen their understanding and build upon previous knowledge. This is particularly strong in P1 • Learning links to children's lives, interests & culture, allowing children to make connections and apply their learning within real-life contexts – careers week supported this • Cluster primaries joined together to provide training for staff and parents: Number Talks, Numeracy Blueprints and Bar Modelling
To enhance opportunities for children to apply skills and understanding creatively and logically to solve problems, within a variety of contexts	• This is not yet consistent across the school.
Next steps: • Continue to embed Numeracy common language • Replicate cluster literacy model to lead improvements in moderation and assessment in numeracy. • Plan and deliver cluster CLPL sessions on mental agility, word problems and mathematical reasoning. • Enhance problem-solving and meta-skills through discrete maths reasoning and by embedding these approaches across the curriculum	

STRUTHERS LITERACY PRIORITY 2024-2025

South Ayrshire Service Plan Priority: 1. Closing the poverty-related attainment gap by improving attainment in literacy	NIF PRIORITY 4, 5, 6	NIF DRIVER - School and ELC Leadership - Teacher and practitioner professionalism - Curriculum and assessment - School and ELC Improvement	HGIOELC and HGIOS4 1.1, 2.2, 2.3, 3.2
Education Services Improvement Plan Priority 2: Outstanding Learning, Teaching and Assessment			
Strategic Plan Priority 2: To raise attainment in literacy and close the attainment gap between the most and least disadvantaged children and young people. To ensure effective pedagogy is consistent across the school: high quality learning, teaching and assessment.			
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			

LITERACY CFE	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
EYC MILESTONES	73	91	86	91	90
P1	51	87	90	98	98.3
P4	70	69	81	85	93
P7	35	70	84	91	96



STRATEGIC AIMS	EVALUATION
To develop confident and skilled readers with a lifelong love of reading and the confidence to access all aspects of education, culture and society	• Reading Ambassadors promoted reading through videos introducing new library books. This has raised awareness across the school and contributed to pupils showing greater interest in exploring new titles. Initial feedback indicates growing excitement, and ongoing monitoring of borrowing patterns and pupil voice will help capture the full impact. • Reading Buddy sessions have had a positive impact on reluctant readers. Staff observations and pupil voice show increased engagement, improved decoding skills, and greater confidence in accessing texts. • Achieving the Reading Schools Gold Award demonstrates that a culture of reading for enjoyment is embedded across the school. This external validation provides strong evidence of whole-school impact. • The Parent Council's Sponsored Read successfully raised funds for the library, enabling the school to expand its collection. Our Literacy Ambassadors played a key role in selecting new texts, ensuring that purchases reflect the diverse interests, ages, and reading levels of our pupils. This has strengthened pupil ownership of the library and increased engagement with reading.
To support and develop all staff to implement best practice through a culture of shared knowledge, collaboration and enquiry	• SAR training has led to a massive increase in staff confidence • Working with Dundonald PS as partners has provided staff with close links, fostering a culture of sharing good practice and resources
To use data to inform improvement planning and interventions to support improvements in attainment.	• 6% increase in PEF attainment in reading; 3% dip in whole school attainment; a gap of 28% between whole school and our PEF cohort • In writing, 2% decrease in PEF attainment; 4% dip in whole school attainment; however, a gap of 15% between whole school and our PEF cohort remains – this is an increase of 10%. • Moderation and validation activities across the cluster have supported staff in making consistent and reliable judgements about pupils' progress, identifying those on track, below, or exceeding expected levels within writing.

To increase staff confidence in utilising a range of play-based learning approaches: reading, writing and listening and talking	• Play-based learning in P1 is well-embedded and having a positive impact on engagement and early literacy/numeracy development. • Attainment dips have been identified in P2, P3, and P4, highlighting a need for increased support and targeted teaching. • Skills progression frameworks have been developed to ensure teaching and learning are structured, progressive, and aligned with pupil needs.
To embed Talk for Writing skills across all classes, measuring impact on attainment to allow for responsive action	• Writing moderation and evaluation identified that pupils were not consistently producing extended writing pieces on a weekly basis. • Jotter marking was found to be inconsistent across the school, affecting the quality and impact of feedback. • A whole-school writing policy was collaboratively developed, providing clear expectations around frequency of writing, skills progression, assessment, and tracking. • Targeted boost groups have had a positive impact across the school, with significant improvement in P4 writing data over the last two terms.
Next steps: • Provide structured opportunities for staff to engage with data analysis, using evidence from planned assessments and tracking to inform teaching and learning. • Review, implement, and embed additional SAR-related priorities to strengthen school improvement initiatives. • Collaborate with SAR to analyse assessment data, identify learning gaps, and inform next steps for targeted support. • Establish a working party to lead and coordinate reading development across the school, ensuring a coherent approach. • Develop a pupil working party to complement existing Literacy Ambassadors, giving pupils a voice in shaping reading initiatives. • Continue collaboration with SAR and Dundonald colleagues to share good practice through peer learning visits and professional discussions. • Further embed the Struthers Phonics Progression alongside reading and phonics policies to ensure continuity and consistency. • Source appropriate short novels for P3–P4 to enhance home/school reading experiences and foster engagement.	

STRUTHERS HEALTH AND WELLBEING PRIORITY 2024-2025

South Ayrshire Service Plan Priority: Early Years/Primary - Outstanding universal provision - Tackling Inequalities - Love and support for our care experienced young people and young carers - Good physical and mental wellbeing - Promoting children's rights	NIF PRIORITY 1, 2, 3, 4, 5, 6	NIF DRIVER - School and ELC leadership - Teacher and practitioner professionalism - Parental engagement - Assessment of children's progress - School and ELC improvement	HGIOELC and HGIOS4 1.3, 2.2, 2.3, 2.4, 2.6, 3.1, 3.2
Strategic Plan Priority 3: To ensure accessibility for all children to join clubs, sports and extra-curriculum opportunities: - minimizing the gap between the most and least disadvantaged children and young people - promoting children's rights - inclusion			

HWB CFE	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
EARLY YEARS MILESTONES	100	91	83	90	90
P1			92	100	97.5
P4			86	94	100
P7			93	100	96

Year Groups	% Strength	Score	% Emerging	Score	% Area of Need	Score
Primary 3	81%	34/42	17%	7/42	2%	1/42
Primary 4	70%	33/47	23%	11/47	6%	3/47
Primary 5	52%	28/54	46%	25/54	1%	1/54
Primary 6	81%	35/43	19%	8/43	0%	0/43
Primary 7	75%	36/48	19%	9/48	6%	3/48

Our new RISE Resilience Tracker data highlights overall positive wellbeing, with most pupils scoring in the "Strength" category. Targeted needs are more evident in P4 and P7, while P5 requires particular attention, with only 52% of pupils identified as strengths—indicating the need for focused support in building resilience.



STRATEGIC AIMS	EVALUATION
Increase attendance of all pupils from 95% to above 96%. PEF children to increase from 91.28% to 94%	• Attendance has remained stable, with a slight change from 95.4% in 2024 to 95% in 2025, demonstrating consistent pupil engagement. • The number of children eligible for PEF has decreased by 13%, reflecting targeted identification and effective family support strategies. • RISE trackers continue to highlight achievement gaps between children eligible for PEF and those not, at P4, P5, and P7, providing clear data to inform targeted interventions. • The attainment gap between children eligible for PEF and those not has narrowed significantly, from 19% to 11%, indicating the positive impact of focused support and targeted learning strategies.
To improve staff and children's emotional wellbeing	• New mental health policies are in place for children. Policy for staff is at the collaborative stage – target to have this fully implemented by November 2025 • Further staff training on LIAM, Nurture and MAPA • Mental Health Committee established: assemblies, Mental Health Week all led by the children • RISE trackers data has provided valuable insights into individual needs. This is now reflected on STINT and support is in place • Enhanced transition programmes in place for identified pupils to build positive relationships (Term 4 of each academic year) • Family First funding used across the cluster to support confidence of our most vulnerable – 4 children attended so far with excellent impact

To increase the variety of opportunities to participate in sports, clubs within the school, our community and beyond	- There has been a significant increase in both pupil engagement and the variety of clubs on offer, providing pupils with broader opportunities to participate in activities beyond the classroom. 87% of our cohort currently attend at least one school-based club, with ongoing work to ensure the remaining 13% have access to activities that match their interests and needs. - Wider achievements are regularly recognised and celebrated during monthly achievement assemblies, fostering a culture of participation, success, and pupil pride.
To improve how we share wider achievements, especially for our PEF cohort	- Notably, there was a significant improvement in the engagement of PEF pupils, with 65.8% achieving a WA compared to just 42.0% the previous year. - Staff are proactive in capturing wider achievements for all children – 87% of our school overall.

Next steps:

- Welfare element of PT role: attendance, home-link and class inclusion
- Continue to track pupil engagement in clubs
- Further community links established to ensure sustainability of afterschool/lunch club opportunities
- Wider variety of afterschool/lunch clubs for example, chess, mathletes, baking, art
- Pupil survey to get pupil views about what they would like to see on offer
- Monitoring individual pupils who aren't engaging and if possible tailor opportunity to an specific area of interest
- Seeking out opportunities for identified individuals to attend funded spaces in the wider community
- Promoting 100% participation in swimming lessons and Bikeability course
- Treehouse and RISE resources to be used consistently across the school



STRUTHERS SELF-EVALUATION - HGIOS 2023-2024

Q.I.3 LEADERSHIP OF CHANGE

DEVELOPING A SHARED VISION, VALUES AND AIMS

- The appointment of permanent Head Teacher and Depute Head Teacher in January 2025 has brought greater stability and continuity to the Senior Leadership Team, enabling more focused and consistent leadership to drive change at an appropriate and sustainable pace.
- Our vision, values, and aims are deeply embedded across the school community. Pupils and staff who exemplify these values are regularly celebrated at assemblies. This approach effectively celebrates success, reinforces positive behaviours, and promotes a strong sense of community and shared purpose. Pupils, parents, staff, and partners actively contribute to the development and ongoing review of our vision and aims, most recently updated in 2023, ensuring shared ownership and relevance.
- The school's vision is ambitious, with a clear focus on improving outcomes for all learners.
- Leaders at all levels consistently motivate and inspire the community, fostering a sustained collective commitment to the shared vision through everyday actions and decisions.
- The UN Convention on the Rights of the Child (UNCRC) is fully embedded in our school ethos; children understand and actively uphold their own rights and those of others.
- We gather and respond to the views of staff, pupils, and parents; for example, consultations led to a review of homework structures and guided the allocation of Pupil Equity Funding priorities.
- Our highly skilled and professional staff team is dedicated to improving outcomes for every learner, embodying our core commitment to 'Get it Right for Every Child.'

STRATEGIC PLANNING FOR CONTINUOUS IMPROVEMENT

- Our Struthers Standards for Success set high expectations for all staff and learners, underpinning a culture of excellence across the school.
- All staff demonstrate a strong commitment to change initiatives that directly lead to measurable improvements in learner outcomes.
- Staff have a clear understanding of the school's strengths and areas for development, supported by a wide range of evidence including data, observations, and feedback from our children and families.
- There is enthusiastic staff engagement with our literacy progression planner, reflecting a collective focus on improving literacy skills.
- Strategic investment in literacy and numeracy resources and professional learning supports ongoing development and enhances teaching and learning quality in these core areas.

IMPLEMENTING IMPROVEMENT FOR CHANGE

- Staff at all levels actively take responsibility for driving change, embedding principles of equality and social justice throughout their work. Rights Respecting School (RRS) charters are co-created with children, fostering meaningful participation. The school is on track for Gold Accreditation for RRS in October 2025.
- Pupils actively contribute to school improvement, through forums, focus groups, and leadership roles, ensuring that their voices shape initiatives and that changes reflect their needs and aspirations. Staff engagement supports this by providing guidance, mentoring, and opportunities for pupils to lead projects.
- Senior leaders provide clear strategic guidance on the direction and pace of change, ensuring that improvements are effective, sustainable, and responsive to the needs of all learners.
- Robust monitoring and evaluation procedures are firmly established, enabling the school to assess the impact of change initiatives accurately and make informed adjustments where necessary.
- Pupil Progress Meetings create valuable opportunities for staff to engage in professional dialogue linked to individual children's progress and wellbeing, supporting targeted interventions.
- The school benefits from a unified, collaborative team culture, where staff support one another effectively during the implementation of new initiatives.
- Professional Review and Development (PRD) meetings are utilised strategically to promote continuous staff development and to identify leadership opportunities aligned with school improvement priorities.
- The school actively considers the cost of the school day, ensuring that all activities, resources, and enrichment opportunities are accessible to every pupil, reducing barriers to participation and supporting equity.

SCHOOL SELF-EVALUATION – GOOD (4)



QI 2.3: LEARNING AND TEACHING

LEARNING AND ENGAGEMENT

- A strong ethos of respect, inclusion and children's rights underpins relationships across the school and Early Years Centre (EYC), creating a nurturing and empowering learning environment.
- Most children demonstrate high levels of engagement and motivation. They participate enthusiastically in activities and sustain attention, showing enjoyment and curiosity in their learning.
- Learners are increasingly confident in making choices and leading aspects of their learning. Opportunities for learner agency are well developed through effective use of pupil voice groups focused on priorities such as mental health, reading, sport and HGIOURS.
- Children know their opinions matter. Systems to gather and respond to learner views are embedded, ensuring that pupils feel listened to and are active partners in school improvement.

QUALITY OF TEACHING

- High-quality teaching is consistently underpinned by the school's shared vision and values, with a strong commitment to nurture, equity, and excellence across all stages.
- The Struthers Standards for Success provide a clear, whole-school framework for high expectations in teaching and learning, supporting consistency and continuous improvement in pedagogy.
- Most classes use creative and responsive teaching approaches, along with effective use of digital technologies and varied learning environments, to enrich the learning experience and meet diverse learner needs.
- At Early Level, staff continue to innovate and develop play-based pedagogy through well-established Beach and Forest School experiences, promoting exploration, collaboration and well-being.
- Teachers foster curiosity, independence and confidence in learners, and create inclusive learning spaces where individual strengths, talents and interests are recognised and celebrated.
- The South Ayrshire Reads programme has significantly strengthened our approach to literacy. Its skills-based framework enables staff to effectively identify individual gaps in learning and deliver targeted, skills-focused teaching. This ensures more personalised support and clearer progression pathways for all learners.

EFFECTIVE USE OF ASSESSMENT

- Staff use a range of assessment evidence, including standardised data and professional judgement, to develop a comprehensive understanding of each learner's progress.
- Pupil progress meetings are embedded in the annual calendar and provide a structured opportunity to review attainment, track progress and plan next steps.
- A newly introduced format for progress meetings enhances our ability to monitor individual learner progress over time and respond more effectively to emerging needs.
- Assessment data is used consistently to inform planning, support targeted interventions and ensure appropriate pace and challenge for all learners.
- Regular moderation activities across the cluster ensure consistency and reliability of teacher judgements. These collaborative opportunities help validate our assessment decisions and align them with national standards, enhancing the accuracy and confidence in our professional judgements.

PLANNING, TRACKING AND MONITORING

- Staff engage in collaborative planning to ensure coherence and progression in learning across stages.
- A clearly defined calendar of assessment supports consistent and strategic monitoring of progress, enabling staff to align assessments with planned learning and measure the impact of teaching over time.
- Staff regularly adapt learning experiences based on assessment evidence and learner feedback, ensuring timely interventions and improved outcomes.
- Pupil progress meetings are embedded in practice, providing a structured forum for analysing attainment data and identifying targeted next steps for individuals and groups.
- Class monitoring using the Looking In, Looking Out, Looking Forward model provides a robust framework for self-evaluation and continuous improvement. This approach allows teachers and leaders to reflect on current practice, learn from others, and plan strategically for future development.

SCHOOL SELF-EVALUATION – GOOD (4)

Q3.1: ENSURING WELLBEING, EQUALITY AND INCLUSION

WELLBEING

- The school's ethos strongly reflects a commitment to nurturing, inclusion and respect, with wellbeing firmly embedded at the heart of our vision and daily practice.
- Positive, supportive relationships between staff, learners and families create a safe, caring environment where almost all children feel valued and included.
- Wellbeing is promoted through a whole-school approach, underpinned by the wellbeing indicators, which are understood and used effectively by staff and learners.
- Staff know children and families well, enabling them to respond sensitively and proactively to individual needs and circumstances.
- Systems are in place to monitor and track wellbeing concerns, allowing timely interventions and multi-agency support where appropriate.
- We maintain robust partnerships with external agencies and the local authority, effectively leveraging specialist expertise beyond our internal capacity to provide comprehensive and targeted support for the wellbeing of all learners.
- A strong focus on emotional literacy, resilience and self-regulation is embedded through wellbeing programmes and classroom practice.
- Pupil voice is central to promoting wellbeing. Learners know they are listened to, and their views are used to shape improvements in wellbeing across the school.
- Staff work collaboratively to review and reflect on wellbeing provision, ensuring approaches are regularly evaluated and improved to meet the needs of all learners.

FULFILMENT OF STATUTORY DUTIES

- Policies and procedures are regularly reviewed and updated to reflect current legislation and best practice, promoting a safe and inclusive environment for all learners.
- Staff receive ongoing training and professional development to maintain awareness and understanding of statutory duties and their responsibilities in safeguarding, equality and wellbeing.
- Clear systems are in place for the identification, recording and reporting of concerns, ensuring timely and effective responses in line with statutory guidance.
- The school actively monitors and evaluates its compliance with statutory duties through self-evaluation and external scrutiny, using findings to drive continuous improvement.
- Engagement with families and relevant partners supports transparency and shared responsibility in meeting statutory obligations related to learners' rights and wellbeing.

INCLUSION AND EQUALITY

- The school is firmly committed to inclusion, with a strong culture of equity embedded across all aspects of practice, ensuring every child is supported to achieve their potential.
- Staff know learners and their contexts well, enabling personalised approaches that remove barriers to learning and promote fairness and participation for all.
- Targeted support is planned and delivered effectively, with robust systems in place to identify needs early and deploy appropriate interventions.
- Equity of access to learning is promoted through the strategic use of resources, including Pupil Equity Funding, to close attainment gaps and support vulnerable learners.
- Diversity is celebrated across the curriculum and wider school life, fostering a respectful and inclusive environment where all learners feel seen, valued and empowered.
- Partnership working with parents, carers and external agencies enhances inclusive practice and strengthens support for children and families facing additional challenges.
- Data is used strategically to monitor the impact of interventions on equity and inclusion, informing future planning and resource allocation.
- Learner voice is actively encouraged, with pupils contributing to decisions about their learning and wellbeing, helping to ensure inclusive approaches meet their needs and experiences.

SCHOOL SELF-EVALUATION – GOOD (4)

QI 3.2: RAISING ATTAINMENT AND ACHIEVEMENT

ATTAINMENT IN LITERACY AND NUMERACY

- DIBELS data provided a baseline for reading fluency in P4–P7, with measurable improvements in accuracy and words correct per minute across most year groups.
- Collaborative work with South Ayrshire Reads (SAR) supported effective analysis of literacy data, helping identify gaps and plan targeted interventions.
- Targeted literacy support, particularly in P4 and P7, led to increased attainment and greater confidence in reading fluency.
- Staff engaged in professional learning to strengthen pedagogy in both literacy and numeracy.
- Standardised assessments and teacher judgement were used consistently to track progress in numeracy and identify areas for support and challenge.
- Moderation activities ensured consistent standards and expectations across stages, supporting robust attainment data.
- Increased use of digital tools and visual methods enhanced understanding and fluency in key numeracy concepts.

ATTAINMENT OVER TIME

- Robust tracking systems are used to monitor individual and cohort progress over time.
- Staff use attainment data effectively to plan interventions and adapt teaching approaches.
- Teachers and leaders have a clear understanding of progress standards and national benchmarks.
- Senior leaders and staff work collaboratively to analyse patterns in attainment data to inform improvement planning.
- BGE (Broad General Education) tracking demonstrates that most learners are on track.
- Assessment and moderation practices ensure reliability of attainment judgements across stages and levels.
- Attainment is supported by high expectations, inclusive practice, and personalised learning pathways.

OVERALL QUALITY OF LEARNERS' ACHIEVEMENTS

- Learners demonstrate a broad and balanced range of achievements, reflecting growing confidence, skills, and aspirations.
- A broad range of extra-curricular opportunities, led by staff, children, and community partners, enriches learners' experiences and supports personal growth.
- The school fosters an inclusive culture where all learners' achievements—academic, personal, and social—are recognised and celebrated.
- The overall quality of learners' achievements is a significant strength, contributing positively to their wellbeing and future success.

EQUITY FOR ALL LEARNERS

- All learners have equitable access to high-quality learning experiences and resources, regardless of background or ability.
- Funding is allocated strategically to support equity, including assistance with access to learning resources, transport, and financial support for residential trips and wider achievement opportunities.
- Data is routinely analysed to monitor equity of outcomes across different learner groups.
- Staff demonstrate awareness and understanding of diverse learner needs, promoting inclusive practices throughout the school.
- A strong culture of inclusion ensures all learners feel valued, respected, and supported to achieve their potential.
- Collaborative planning involves learners, families, and partners to personalise learning pathways and remove obstacles.
- Equity is embedded in curriculum design, pedagogy, and assessment, ensuring fairness and relevance for all.
- Effective interventions and resources are in place to close attainment gaps and promote social and emotional wellbeing.

SCHOOL SELF-EVALUATION – GOOD (4)

PRIORITIES FOR IMPROVEMENT

WHAT ARE THE KEY PRIORITIES FOR IMPROVEMENT IN 2024-2025?

In line with the National Improvement Framework 2024 and the South Ayrshire Children and Young People's Services Plan 2023–2026, Struthers Primary and Early Years Centre remains committed to driving forward continuous improvement. Our key priorities moving forward will include:

- Embedding The Promise, ensuring our care-experienced children are fully supported, included, and nurtured.
- Strengthening engagement with families and the wider community to enhance relationships and improve outcomes for all.
- Promoting inclusion and ensuring all children feel valued, respected, and that their voices are heard in meaningful ways.
- Investing in staff professional learning to build capacity and ensure high-quality teaching and support across the school and early years centre.
- Prioritising the health and wellbeing of all learners by fostering a culture of positive mental health, physical activity, and emotional resilience.
- Maintaining a sharp focus on improving outcomes in Literacy, Numeracy, and Health and Wellbeing for all learners.
- Continuing to share effective practice across the cluster to strengthen collaboration and consistency.
- Further embedding cluster-wide improvements in literacy and numeracy through robust moderation practices and shared professional learning.

CONTINUOUS IMPROVEMENT

WHAT IS THE CAPACITY FOR IMPROVEMENT?

We have robust strategies in place to monitor and evaluate the impact of changes, utilising comprehensive analysis of triangulated Quality Assurance evidence and feedback from the 'How Good is Our School 4' self-evaluation framework. This systematic approach to tracking, monitoring, and impact assessment ensures we effectively address the diverse needs of our children, striving for both excellence and equity. Our dedicated staff are committed to achieving positive outcomes.

Our capacity for improvement is consistently demonstrated through our actions and our detailed school improvement plan. For the 2025-2026 session, our priorities are focused on enhancing literacy, numeracy, and health and wellbeing to elevate attainment and achievement for all.

The School Improvement Plan for the next session can be accessed on our school website.

Fig. 1: The virtuous cycle of improvement

