STRUTHERS PRIMARY SCHOOL

STANDARDS & QUALITY REPORT

2025-26

south AYRSHIRE COUNCIL
Comhairle Siorrachd Àir a Deas
Making a Difference Every Day

The purpose of this report is to provide an answer to the question – 'How good was our school in 2025/2026?' This report tells us about the quality of education in the school 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**

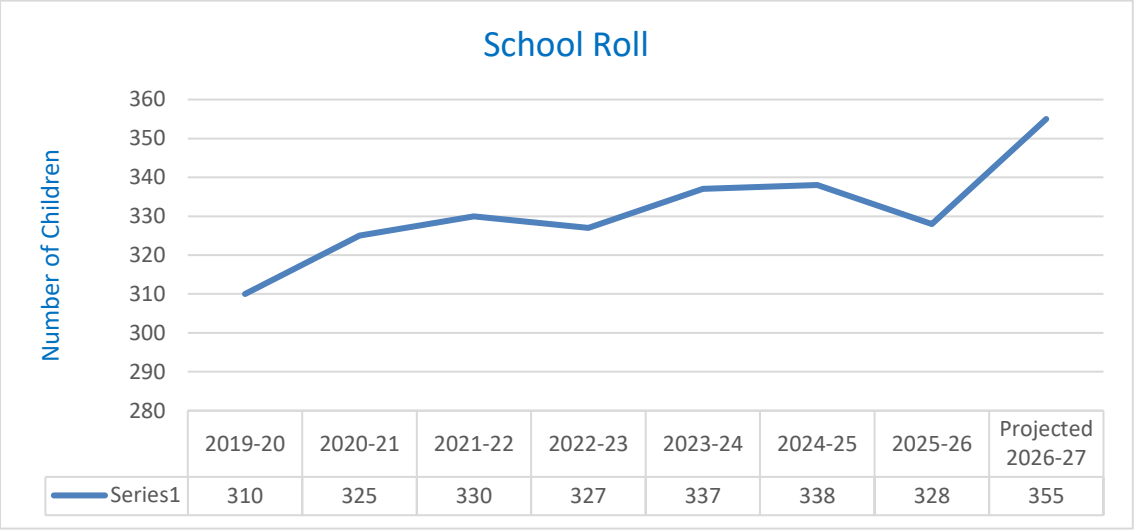
OUR AIM

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.

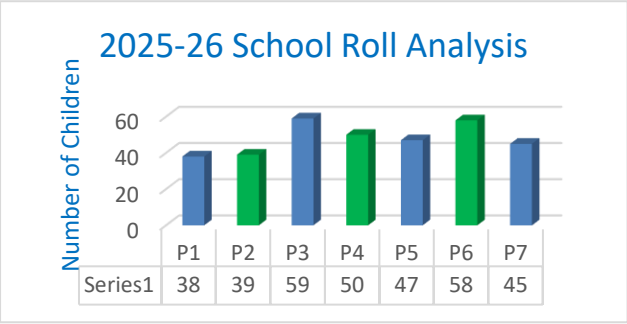
STRUTHERS PRIMARY SCHOOL

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. As a result of increasing demand, we are delighted to confirm that our school extension will open in August for the start of the next academic session, providing additional space to support our growing community. 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:

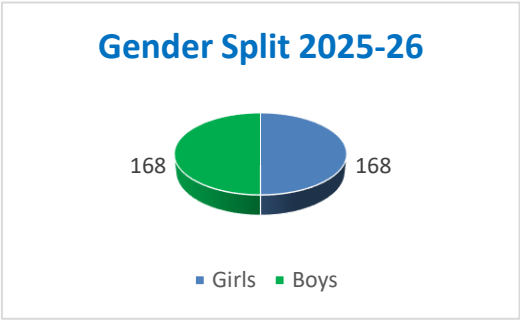
- 25 students for Primary 1
- 30 for Primary 2 and 3
- 33 for Primary 4 through to P7



	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	Projected 2026-27
Series1	310	325	330	327	337	338	328	355



	P1	P2	P3	P4	P5	P6	P7
Series1	38	39	59	50	47	58	45



During the current academic year, playground space was temporarily reduced due to the new extension works. We are pleased to look ahead to significant improvements, as the entire playground will be fully resurfaced during the summer break of 2026.

The redesigned space will be thoughtfully organised into dedicated areas for P1–2, P3–5, and P6–7, with direct access to the MUGA. This will include a grassed area within the infant playground, while the senior areas will benefit from covered spaces and new seating, creating a welcoming and engaging environment for all pupils. In addition, new bike and scooter sheds will be available in both the infant and senior playgrounds, supporting active and sustainable travel to school.

Within our extended school building, we now have increased capacity with flexible spaces that will support a wide range of learning, including art, science, music and many other enriching experiences. We will have three main departments across the school:

Infant Department:

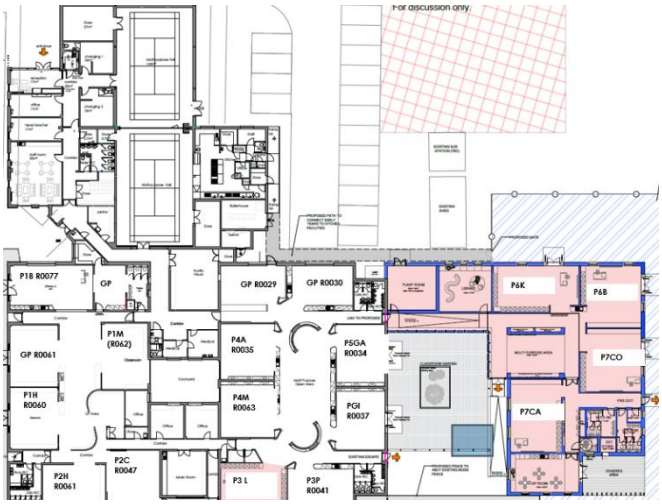
- P1 x 3
- P2 x 2

Middle Department:

- P3 x 2
- P4 x 2
- P5 x 2

Senior Department

- P6 x 2
- P7 x 2



STRUTHERS PRIMARY SCHOOL

SCHOOL STAFFING 2025/26

HT	DHT	PTs	CTs	NQTs	SAs	Clerical	Janitorial	Catering
1	1	1 + (PEF 2 x 0.5) 1 Pupil Support	17.8	1	LA: 119 PEF: 28.5 NA: 19	109 hours for school	1 janitor	5

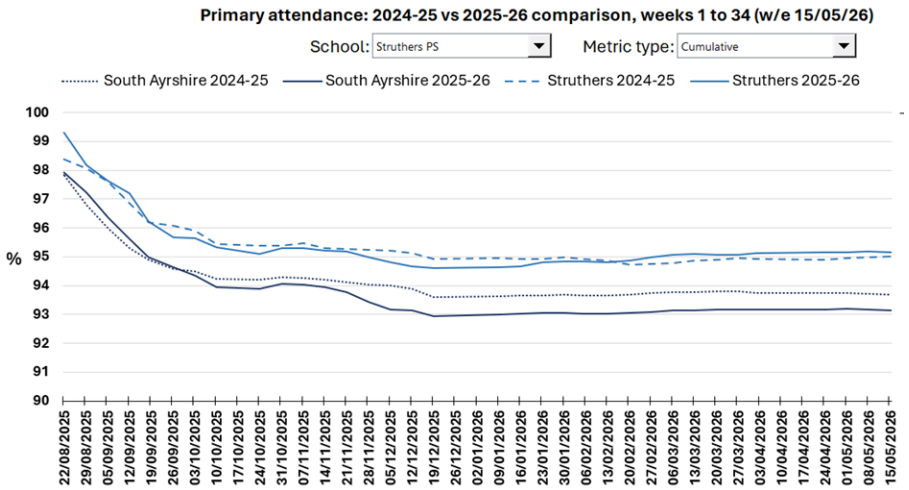
SCHOOL LEADERSHIP

Over the past year, the school and Early Years Centre (EYC) have continued to work effectively as independently managed settings, each maintaining a clear focus on high-quality provision for children. Both have sustained strong enrolment, reinforcing Struthers Primary School's position as one of the largest educational establishments within the authority.

The EYC, under the leadership of the Early Years Manager, Mr Martin Gilmour, has continued to develop as a confident and well-established stand-alone centre, with clear strategic direction and consistent leadership.

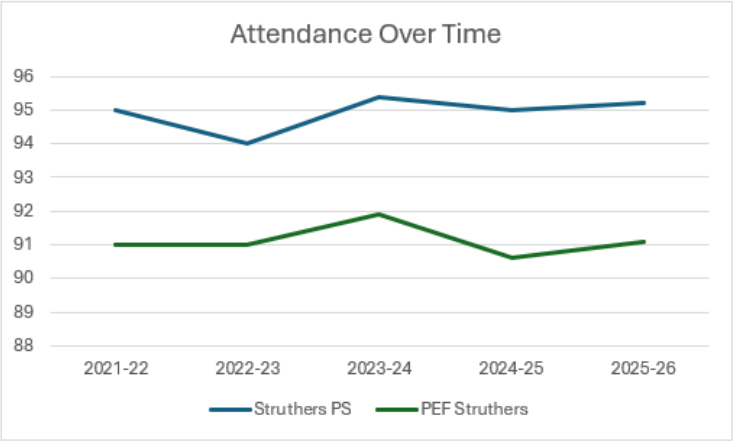
Strong and positive links between the EYC, the primary school and the wider community have been maintained. This collaborative approach has supported high-quality learning and teaching, strengthened continuity across the early level, and ensured effective and well-planned transitions for children moving into primary education.

ATTENDANCE



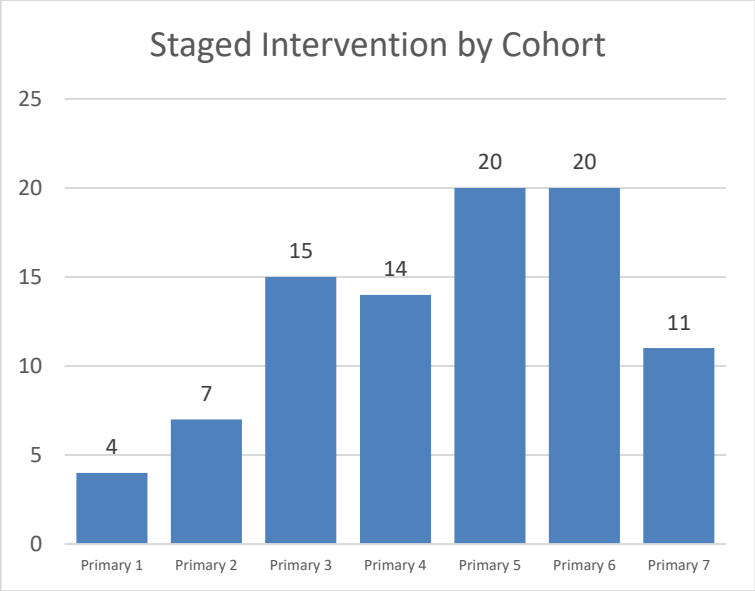
Struthers Primary School has maintained consistently high levels of pupil attendance over the past five academic years, ranging from 94% to 95.4%, with a strong figure of 95.2% recorded this session. This reflects positive engagement across the school community and the effective implementation of whole-school attendance strategies.

Attendance for pupils in receipt of Pupil Equity Funding (PEF) has increased from 90.61% to 91.1%. This improvement is linked to targeted approaches, including the introduction of sensory circuits and flexible 'soft starts' tailored to individual needs. These supports will continue into next session to aid transitions and sustain engagement. In addition, a PEF-funded walking bus will be introduced to further support families and improve attendance.



STAGED INTERVENTION

Total Number of children on Staged Intervention: 91 = 27% (school)



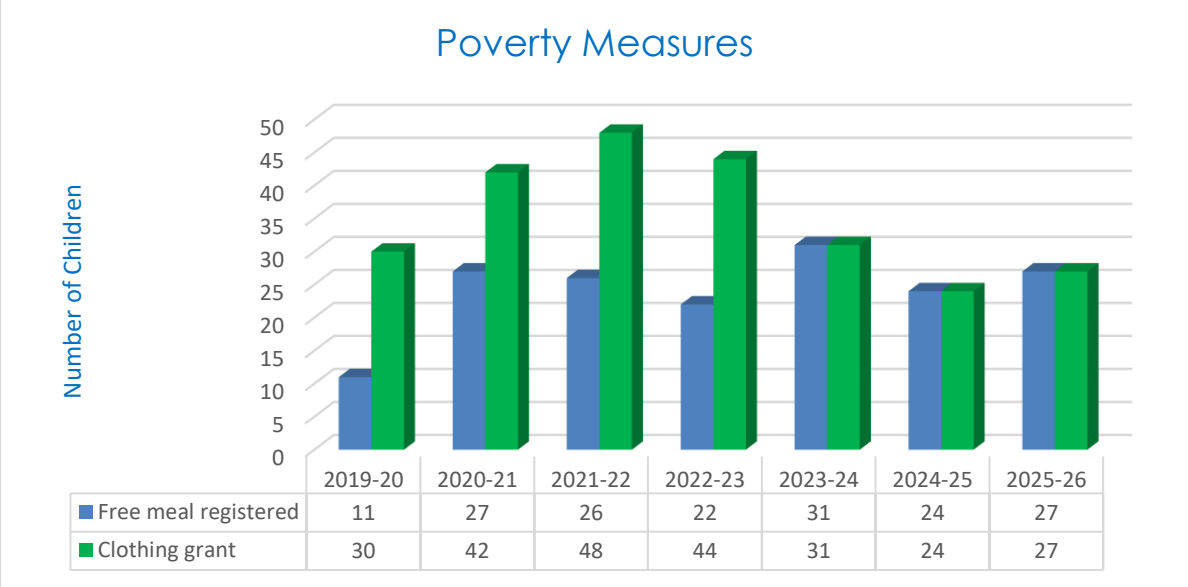
- Primary 4 and Primary 5 exhibit the highest percentage of pupils on staged interventions. This trend is reflected in our data; however, with the implementation of intensive boost support, attainment in literacy has significantly improved, as evidenced by our recent SAR assessments.

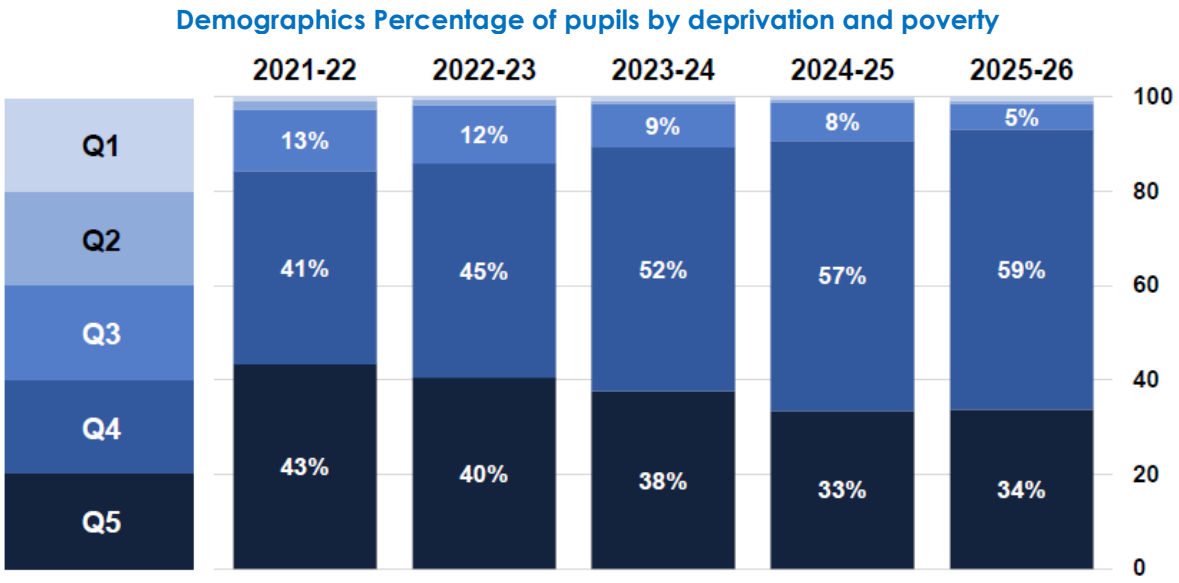
- A gradual increase from P1 to P4 suggests accumulating support needs as pupils progress through first level.

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
336	1	<1%	27	8%	22	7%	35	10%



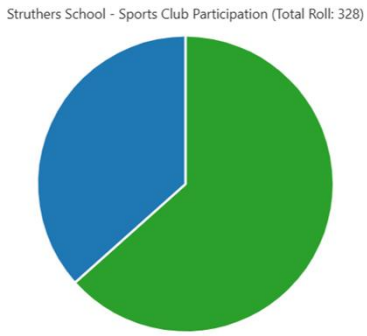


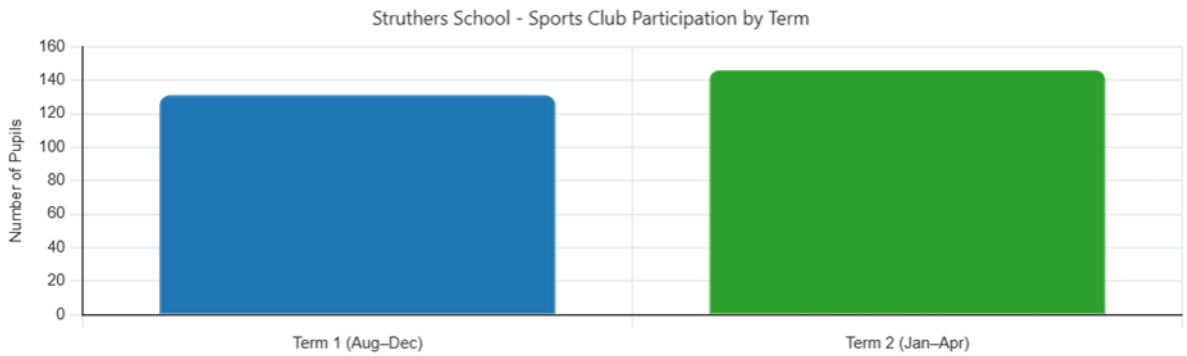
* pupils/postcodes with unknown SIMD information not included in percentage calculation

WIDER ACHIEVEMENTS

Sports Clubs:

- Participating pupils: 208 (63.4%)
- Non-participating pupils: 120 (36.6%)
- Total school roll: 328
- Out of a total school roll of 328 pupils, 208 (63.4%) participated in sports clubs, demonstrating a strong level of engagement in extracurricular physical activity.





Sports club participation increased from 131 pupils in Term 1 (August–December) to 146 pupils in Term 2 (January–April), indicating improved engagement over time. Term 3 data is currently being collected and will be reported in full upon completion of the term.

As a school we have attended 5 cluster events across 4 sports, 4 local events across 3 sports with 102 distinct participants.

During 2025-2026, 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 Cross-Country Running Club, Athletics, Tennis, Rugby, Girls and Boys Football, Netball, Multisports across different ages, Dance Club, Gymnastics, Art, Chess, Warhammer, 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 (P1), Rugby Sessions (All P6s and P7s), Contact Rugby Sessions (volunteered P6+7), Football Sessions (P6), Volleyball (P7), Dance Session (P4s and P5s), Bikeability (P6+7).

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

PEF Pupils Participation:
Participation has risen to 83.3% this year, a clear improvement compared with 65.8% in 2024–25 and just under 42.0% in 2023–24. This upward trend shows strong progress and suggests that recent efforts to widen access are beginning to have a meaningful impact.

Non-Sporting Clubs
In addition to this we have had 56 pupils attend lunchtime Crochet clubs, 25 pupils attend Chess club, 7 pupils attend Warhammer Club and 43 pupils attend Drama Club.

CLUSTER TOURNAMENTS/SOUTH AYRSHIRE ACTIVE SCHOOLS:

We endeavour to participate in local cluster events, which remain cost effective as we can walk to these venues. We have also allocated school funds for bus transport to access opportunities further afield and have relied on parent helpers and PVG checked coaches to support this.

Volleyball Cluster Tournament @Marr
Football Festivals @ Riverside Arena and Marr
Hosted and participated in Sportshall competition @ Struthers Primary School
Cross Country Running Competition @ Rozelle
Troon Cluster Golf Event @ Riverside Arena
Golf Super Sixes @ Fullarton Golf Course
P1-P7 Gymnastics (Primary Floor and Vault) @ Whitletts Activity Centre
Dance Competition @ Troon Concert Hall
SuperTeams @ Riverside Arena
Outdoor Tennis Competition @ The Fort Ayr
Rugby Fullarton Cup @ Marr
3 Pillars Football Tournament (Boys and Girls)
Somerset Cup Football Tournament (Boys)
Ayrshire Football Leagues and Associated Cups (Boys and Girls)
Primary School Cross Country competition @ Kirkcaldy

Struthers
Primary School

WIDER ACHIEVEMENTS WITHIN AND OUT WITH SCHOOL:

Session 2023-24

Total Number of Wider Achievements	259	61.9%
PEF Pupils	21	42.0%
EYC	47	59.0%
P1	43	72.9%
P2	22	45.8%
P3	28	60.9%
P4	30	56.6%
P5	21	47.7%
P6	40	87.0%
P7	28	65.1%

Session 2024-25

Total Number of Wider Achievements	242	71.6%
PEF Pupils	25	65.8%
P1	23	57.5%
P2	29	60.4%
P3	34	73.9%
P4	34	73.9%
P5	52	98.1%
P6	31	70.5%
P7	38	82.6%

Session 2025-26

Total Number of Wider Achievements	159	47.1%	
PEF Pupils	30	40%	
P1	5	13.5%	
P2	15	37.5%	
P3	22	36.6%	
P4	10	19.2%	
P5	8	15.7%	
P6	57	100%	Term 3 - Spirit of Sport & Bikeability
P7	42	95.4%	Term 3 - Junior Coaching Certificates Term 4 – Bikeability & Inverclyde

Overall, the total number of recorded wider achievements for Session 2025–26 is 159 (47.1%), a notable decrease from 242 (71.6%) in 2024–25 and 259 (61.9%) in 2023–24 due to tracking only Assembly Wider Achievements this session. This suggests the need to strengthen systems for capturing all achievements across the school.

Analysis by stage:
Analysis by stage shows variation in engagement:

- Early stages demonstrate lower participation, particularly in P1 (13.5%), P4 (19.2%), and P5 (15.7%), indicating the need for targeted support.
- P2 (37.5%) and P3 (36.6%) show moderate engagement but remain below previous session levels.

In contrast, upper stages show strong outcomes:

- P6 (100%) and P7 (95.4%) have exceptionally high participation, linked to structured programmes such as Spirit of Sport, Bikeability, and Junior Coaching Certificates. These experiences ensure equity of access and consistent engagement.

These patterns highlight the impact of planned, whole-stage opportunities embedded within the curriculum. Where participation is structured and universal, engagement is significantly higher and more reliably recorded.

Next Steps for 2026–27:

- We will target the remaining 17% of PEF pupils by asking about their interests, encouraging their involvement, and facilitating personalised opportunities that support their participation.
- Extend structured, whole-stage programmes into Primary 1 to increase engagement.
- Improve tracking and monitoring systems to ensure consistent recording across all stages.
- Strengthen engagement with pupils and families to promote participation and reduce barriers.

These actions will support increased participation, improve consistency in recording, and promote greater equity across the school.

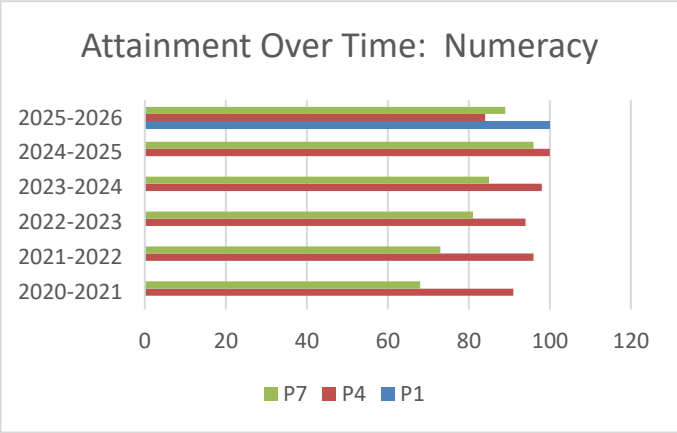
SCHOOL IMPROVEMENT

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 2025-2026, detailed below, reflects our current tracking and progression in learning.

STRUTHERS NUMERACY PRIORITY 2025-2026

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 HGIOS4** **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			

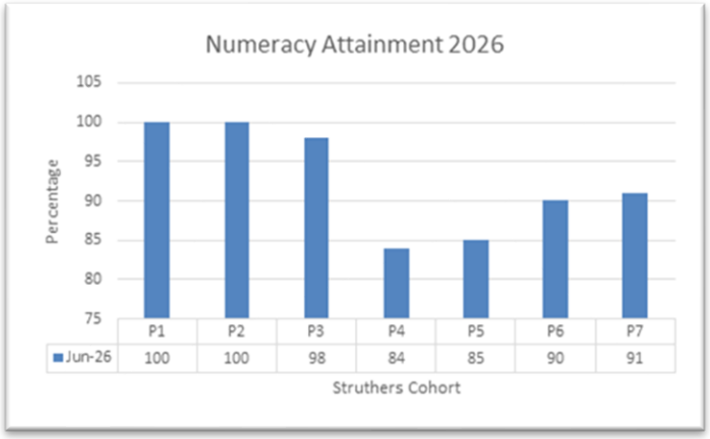
NUMERACY CFE	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
EYC MILESTONES	77	91	83	90	91	
P1	91	96	94	98	100	100
P4	68	73	81	85	96	84
P7	48	80	86	93	92	91



Overall, numeracy attainment shows a strong upward trend over time, with most stages now achieving high levels of attainment.

- P1: Outcomes remain consistently excellent, with 100% attainment sustained.
- P4: While attainment has improved over time, there has been a dip in the most recent year (84%). This should be considered in the context of a high proportion of children currently identified as requiring STINT support, impacting overall attainment.
- P7: Attainment has improved significantly and is now consistently above 90%.

2026 WHOLE SCHOOL NUMERACY ATTAINMENT							
	P1	P2	P3	P4	P5	P6	P7
June 2026	100	100	98	84	85	90	91



Current (June 2026) Whole School Picture

Attainment across stages remains strong overall, with:

- Very high attainment in P1 and P2 (100%)
- High attainment in P3 (98%)
- More variable outcomes in the middle stages (P4 84%, P5 85%)
- Strong performance in the upper stages (P6 90%, P7 91%)

Next Steps

- Improve consistency in middle stages (P3–P5), with targeted support where required
- Strengthen progression in numeracy across levels
- Maintain high standards in early and upper stages

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 • **19%** 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. • 2025-2026 across our whole school (P1-7) **93% of children** are attaining expected levels compared to 91**%** last session

STRATEGIC AIMS: NUMERACY		EVALUATION	
Strategic Aim	**Actions**	**Evaluation: 29.04.26**	**Next Steps**
To provide consistent high-quality learning experiences across Numeracy and Maths, using data to inform improvement planning and interventions to support improvements in attainment.	Strengthen parental engagement in numeracy by hosting maths workshops to promote CPA strategies and develop a mathematical mindset.	A whole-school workshop was delivered by the Numeracy Development Officer, successfully introducing CPA and mathematical mindset approaches. This provided a strong foundation for parental understanding, though engagement was general rather than stage-specific.	Deliver targeted workshops at Early, First and Second Level to provide more tailored support and increase impact on home learning.
	Staff to engage in professional development: Looking In, Looking Out and Looking Forward • Peer sharing good practice • Staff to link with other professionals across South Ayrshire HGIOS – looking forward	**Looking In:** SLT observations confirm increasing consistency in numeracy approaches. **Looking Out:** Staff visits to Tarbolton PS informed the introduction of The Thinking Lesson, now being embedded in practice. **CLPL**: Targeted training (e.g. Scott Morrow sessions) has strengthened practitioner confidence and pedagogy. **Impact:** Increased professional dialogue and early evidence of enriched learning experiences.	Continue to embed and share practice across the school, ensuring consistent implementation.
	By September 2025, apply for a Maths Week Scotland grant to deliver an outdoor, collaborative maths project using 3D modelling and arrays, enabling learners to explore geometry and number patterns in real-world contexts.	The school successfully secured £500 funding. Upper stages engaged in applying multiplication through complex array construction, strengthening conceptual understanding through practical learning.	Pupil Led Learning in term 4. Upper primary pupils will teach p1s and 2s all about subitising through planting seeds.
To lead the successful implementation of the new school framework, driving improvement in line with local and national educational priorities.	Set up Reflex accounts for all pupils to support the development of number fluency and mental agility through personalised, adaptive practice.	Reflex was set up however the grant limited the school to 40 accounts. This was initially successful for targeting pupils with additional support needs regarding numeracy. However we have now subscribed to Sumdog and every pupil from P2-P7 is accessing this in school and at home.	Continue with Sumdog, enter competitions and continue to deliver training to staff to utilise the resource most effectively.
	Provide staff with training and support to embed the use of CPA resources effectively across the school.	The concrete and pictorial resources were organised by the Numeracy Working Party in trolleys and delivered to all stages. Multiple staff training CLPL about mathematical mindset, CPA approach and 'The Thinking Lesson'. Reinforcement of the importance of using the concrete resources.	A few classes have trialled using trays permanently on desks to store concrete materials and look to roll this out from P2-P7 for next session.
	Evaluate current provision and source appropriate resources to strengthen pupil-focused intervention strategies.	Use of concrete materials in Numeracy at all stages to develop understanding of processes and FDPM. • Several teachers used concrete materials extremely well to develop understanding BUT they are still not being used consistently across the school by all staff. Inclusion Group developed inclusion files with useful tools to support learning for all P2-7 classes. • Generally used well in classes but some children have been 'rough' with the materials. • Some boxes are not easily accessible and some children do not put things back for others to use. FDPM workshop for second level staff. • Some staff had never seen and/or used the concrete materials provided for the workshop.	Workshops to encourage all teachers to use concrete materials at all time. Audit of inclusion files to replace broken and damaged contents. Cross stage workshops to develop appropriate progression.

To develop confident, flexible and fluent learners in number and mental agility across all stages, ensuring pupils are equipped with the skills and strategies to apply their understanding efficiently in a range of real-life and problem-solving contexts.	By **May 2026,** all pupils will engage in a range of Developing the Young Workforce (DYW) experiences throughout the school year, including: • STEAM Week • Finance Fortnight • World of Work activities	Finance fortnight was carried out leading up to the Christmas Fayre. Classes were given seed money to start a business and sell a product at the fayre. Money was taught throughout the school and real life contexts… STEAM week was an idea raised at the beginning of the year to plan for term 4 however as a school we have decided to focus our attention to Health week instead.	Next year, STEAM week will encompass Finance Fortnight and enterprise.
	By April 2026, promote outdoor learning in numeracy by involving learners in designing and building benches, a science lab, mud kitchen, and loose parts play area, using real-life maths skills such as measurement, number patterns, and data handling to create meaningful, hands-on learning experiences.	Phase 2 of our outdoor learning project with the wood provided by Glennon Brothers (Timber Merchants) has been put on hold due to limited playground space and lack of access to the lock up due to the current extension build.	Miss Nelson and Mr Kerr are keen to resume with their outdoor meta-skills groups.
	To enhance meta-skills across the whole school, with particular focus on problem-solving	Meta-skills self-evaluation from Skills Development Scotland has been carried out in most classes. This has given pupils and staff a shared language for discussing skills such as problem-solving, creativity, and self-management, and has helped establish a baseline for future development. Meta-skills lessons have begun across classes, particularly during Friday afternoon sessions. These lessons are helping pupils to explicitly explore and practise key skills, and early feedback suggests that pupils are beginning to recognise how these skills apply across different areas of learning. Whole-school assemblies focused on meta-skills have reinforced the message at a universal level. These assemblies have helped build a shared understanding, celebrate examples of skills in action, and keep the focus visible and consistent across the school community.	1. Develop a whole-school Meta-Skills Badge System Create a structured set of badges linked to key meta-skills (e.g., problem-solving, creativity, communication, self-management). Pupils can earn these by demonstrating the skill in class, during interdisciplinary learning, or through wider achievement. This will: -Make meta-skills visible and meaningful -Motivate pupils through recognition -Provide teachers with a simple framework for identifying and celebrating progress 2. Establish clear criteria and exemplars for each badge 3. Embed meta-skills language more consistently in learning and teaching 4. Strengthen Friday Meta-Skills sessions -Develop a progressive pathway from P1–P7
	Struthers Standards for Success to be created collaboratively, highlighting the basic requirements for learning and teaching of Numeracy and Maths.	*The Numeracy Working Party are currently discussing 'The Thinking Lesson' and aim to develop a full understanding of this approach and complete our CLPL before creating a Standards for Success.* *Our intention is to identify the key elements within this model and introduce them systematically through regular whole-staff input.*	*Once this is embedded, we will be well-placed to complete a Struthers Standards for Success, drawing on our newly developed expertise and knowledge. As we move forward, we are committed to making changes incrementally, ensuring that staff are fully involved, supported, and taken with us throughout the journey.*

VIEWS FROM OUR MATHS AMBASSADORS		
Every class has a maths trolley. The one in P4 has clocks, cubes, counters and tens frames. This helps us with our learning. Louie Kerr, P5	We have been using counters, 100 squares, part part whole and blueprint boards to help us with our maths. Maisie Don, P5/6	I enjoyed running Penny Wars with Mr Kerr. We had to bring bronze pennies to add points, and we could sabotage other classes with silvers. Emily Ng, P7

Article 12:

RIGHTS RESPECTING SCHOOLS

unicef UNITED KINGDOM

Every child has the right to say what they think should happen and have their views listened to.

12

RESPECT FOR CHILDREN'S VIEWS

STRUTHERS LITERACY PRIORITY 2025-26

South Ayrshire Service Plan Priority:	NIF PRIORITY	NIF DRIVER	HGIOELC and HGIOS4
1. Closing the poverty-related attainment gap by improving attainment in literacy	4, 5, 6	• School and ELC Leadership • Teacher and practitioner professionalism • Curriculum and assessment • School and ELC Improvement	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.

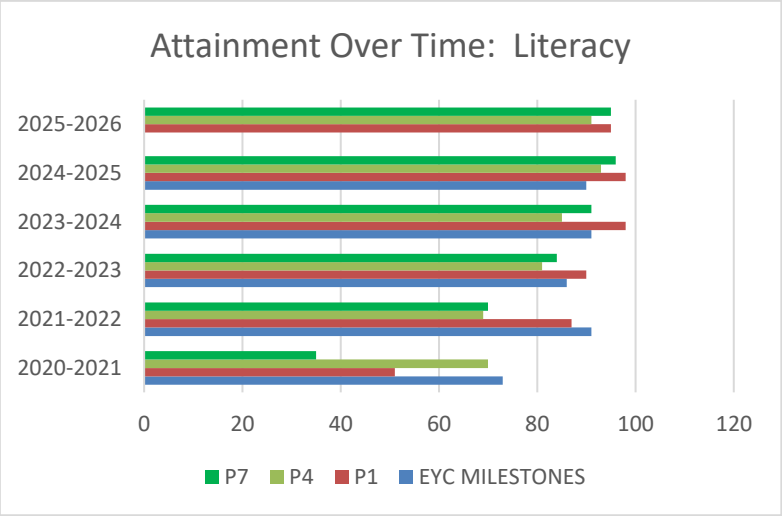
To ensure effective pedagogy is consistent across the school: high quality learning, teaching and assessment.

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	2025-2026
EYC MILESTONES	73	91	86	91	90	
P1	51	87	90	98	98.3	95
P4	70	69	81	85	93	91
P7	35	70	84	91	96	95



Overall, literacy attainment shows a strong and sustained upward trend across all stages, with consistently high levels of achievement in recent years and only minor fluctuations at very high levels of performance.

2026 WHOLE SCHOOL LITERACY ATTAINMENT							
	P1	P2	P3	P4	P5	P6	P7
Listening and Talking	97	92	98	96	94	100	97
Reading	94	89	95	90	87	95	94
Writing	89	85	90	87	85	88	89

Current (June 2026) Whole School Picture

Overall, literacy attainment across the school in 2026 is consistently high, with the majority of learners achieving expected Curriculum for Excellence levels across all stages. Listening and Talking is a notable strength, with very high attainment across all year groups. Reading is also strong and well-established, with most learners meeting expected standards. Writing, while secure, is comparatively lower and remains a key area for improvement. There is a slight dip in attainment in the middle stages, particularly in reading and writing, but this recovers well by P6 and P7. Overall, the school demonstrates strong, consistent performance in literacy, with clear capacity to continue improving outcomes further.

Next Steps

- Raise attainment in writing through a consistent whole-school approach, with increased opportunities for extended writing and improved technical accuracy.
- Address the middle stage dip (P4–P5) by strengthening progression, challenge, and targeted support in reading and writing.
- Deepen literacy skills across the school, particularly higher-order reading and using strong listening and talking to support improved writing outcomes.

STRATEGIC AIMS	EVALUATION
***To build confident and skilled readers in South Ayrshire* with a lifelong love of reading and the confidence to access all aspects of education, culture and society.**	• A Literacy Working Party was developed in Term 1 to help facilitate and lead reading development across the school. • Working party meeting regularly to discuss upcoming events and continuously evaluating and creating next steps. • Pupil working party established. Pupils have contributed to a few events across the school; however, time constraints have prevented consistent meetings. This is an area for improvement. • Reading Buddy sessions have continued to 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.
To *support and develop all education staff in South Ayrshire* to implement best practice through a culture of shared knowledge, collaboration and enquiry.	• Collaborative working at staff meetings have taken place, that has allowed for shared experiences and resources. This has provided consistency across the school. • Working with Dundonald PS as partners has provided staff with close links, fostering a culture of sharing good practice and resources. • Staff have engaged in learning visits to Dundonald and other schools within the authority. • Continue a variety of SAR CLPL opportunities across the year. • SAR training has led to a massive increase in staff confidence. • All staff have engaged in Quality Assurance - Looking Outward Observations. • Planning across stages on a weekly basis allows for consistency and reflection of teaching & assessment – looking inwards and considering responsive planning. • All staff consistently embed the phonics and morphology progressions across the school. • SAR Reading Leader created and shared Policies for Phonics/Reading, Writing and Handwriting. These are consistently used across the school.
To *gather, use and analyse data effectively to drive change and improvement* in children's reading skills, reading confidence and in attainment	• **14%** 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, 19%** increase 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%.** • Within Struthers, consistent assessment grids are readily available for teachers to use within their classrooms for both formal and informal assessments. These are collected and stored in assessments folders and regularly reviewed by SLT on a termly basis.

	• Moderation activities across stages have supported staff in making consistent and reliable judgements about pupils' progress, identifying those on track, below, or exceeding expected levels within writing.

Next steps:

- Create a Listening and Talking Policy to ensure there is consistent best practice across the school.
- 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 – through both SAR Reading Leader sessions & a staff meeting – Data Dive.
- Continue collaboration with SAR and Dundonald colleagues to share good practice through peer learning visits and professional discussions.
- Further embed the Struthers Phonics Progression, particularly for new staff, alongside school policies to ensure continuity and consistency.
- Encourage staff to access SAR Lending Library, particularly for P3-P4, to enhance reading experiences and foster engagement.

VIEWS FROM OUR LITERACY AMBASSADORS

I like sorting the library. We led an assembly introducing the new library and some rules. Lauren Gilligan, P6/**7**	I enjoyed helping choose the new books for the library with Mrs Brown. I liked sharing the expectations of the library at assembly. I would like to take a leading role as a Literacy Ambassador when I am in Primary 7. Sam Boyce, P**6**/7	We looked at the Read, Write, Count Bags with the infant classes. I would like to help in the library when I am in Primary 5. Hadley Gechie, P4

STRUTHERS Health and Wellbeing PRIORITY 2025-2026

South Ayrshire Service Plan Priority: Early Years/Primary	NIF PRIORITY	NIF DRIVER	HGIOELC and HGIOS4
• 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	**1, 2, 3, 4, 5, 6**	• School and ELC leadership • Teacher and practitioner professionalism • Parental engagement • Assessment of children's progress • School and ELC improvement	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	2025-2026
EARLY YEARS MILESTONES	100	91	83	90	90	
P1			92	100	97.5	92
P4			86	94	100	96
P7			93	100	96	91

Year Groups	% Strength	Score	% Emerging	Score	% Area of Need	Score
Primary 3	81%	48/59	19%	11/59	0%	0/59
Primary 4	80%	40/50	18%	9/50	2%	1/50
Primary 5	75%	36/48	15%	7/48	10%	5/48
Primary 6	50%	29/58	40%	23/58	10%	6/58
Primary 7	78%	35/45	20%	9/45	2%	1/45

Our RISE Resilience Tracker data highlights generally positive wellbeing, with most pupils scoring in the "Strength" category. However, more targeted needs are evident in P6, where only 50% of pupils were identified as strengths. This indicates the need for focused support to build resilience, with the HWB Lead working alongside Active Schools to help address and close these gaps.

STRATEGIC AIMS	EVALUATION
Increase attendance of all pupils from 95% to above 96%. PEF children to increase from 91.28% to 94%	• We have maintained consistently high levels of pupil attendance over the past five academic years, ranging from 94% to 95.4%, with a strong figure of 95.2% recorded this session, 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 2026 • 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

STRATEGIC AIMS	EVALUATION
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

VIEWS FROM OUR MENTAL HEALTH AMBASSADORS

I liked running a fitness day as part of Mental Health Week. I liked making the Health and Wellbeing badges that we sold in school, then donated the money to charity. Evie Robb, P4	I liked going into classes and teaching the infants about Anti-bulling, Inclusion and Kindness. I also enjoyed getting to know all the Mental Health ambassadors. Imogen McMaster, P6/7	I liked going into the infant classes to teach Health and Wellbeing lessons. I enjoyed working together to win our "Say It Out Loud" Award. Summer Robb, P6

CELEBRATING SUCCESS IN 2025-26

Supporting Charities: Children in Need (RRS), Night Before Christmas Campaign (P7 Pupils), YoungMinds (Mental Health Ambassadors).	Increase in Community Involvement at Whole School Assemblies: Troon Fire Brigade, Fresh Ayr Music Festival, Royal British Legion (Troon), Teacher of the Deaf, Troon Trishaws, SeAscape Church, Micah Project, UK Parliament.	Primary 6 pupils took part in the Spirit of Sport award. Primary 7 children completed their Junior Coaching award.	P7 Pupils lead our own Burns Supper. 4 Primary 7 pupils attending and took part in the South Ayrshire Council Burns Supper
Re-achieved our RRS GOLD Accreditation.	P6 and P7 children have taken part in Level 1 and/or 2 Bikeability.	Our boys and girls football teams have had numerous successes and trophies this session.	P2 – P7 pupils competed in the South Ayrshire Gymnastics competition, winning a variety of prizes.
P5 children taking part in SAC swimming lessons.	Strong presence of Young Carers in the school. Young Carers attending regular meet ups and residentials.	Our P7 Rotary Quiz team took part in the Rotary Quiz.	P5–P7 dancers took part in a competition at Troon Concert Hall.
P4 - P5 and P6 - P7 pupils took part in the South Ayrshire Sportshall event.	Continued to provide a variety of extracurricular activities for all pupils – within and out with the school day.	Built strong transition links from EYC – P1 and P7 – Marr College.	Promoted Mental Health for pupils and staff – Children's Mental Health week, Wellbeing Week, Staff Wellbeing Meetings.

STRUTHERS SELF-EVALUATION - HGIOS 2025-2026

Q.I.3 LEADERSHIP OF CHANGE

DEVELOPING A SHARED VISION, VALUES AND AIMS

- 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.'
- The appointment of a permanent Head Teacher and Depute Head Teacher in January 2025 has, by June 2026, improved stability and continuity within the Senior Leadership Team. This has strengthened strategic leadership and the school's capacity to lead change effectively. Leadership is now more focused and consistent, with clearer direction and improved staff confidence in school priorities. As a result, the pace of change is better aligned to school improvement needs and is increasingly manageable and sustainable.
- 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.
- 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 school achieved Rights Respecting Schools (RRS) Gold Accreditation for the third time in October 2025, reflecting a strong and sustained commitment to children's rights. The UN Convention on the Rights of the Child (UNCRC) is fully embedded within the school's ethos and practice. Learners demonstrate a clear understanding of their rights and the rights of others and increasingly take responsibility for promoting and upholding these across the school community. This contributes positively to a respectful, inclusive and supportive learning environment.
- We gather and respond to the views of staff, pupils and parents, with consultation shaping improvements to homework and informing Pupil Equity Funding priorities, strengthening equity and outcomes for learners.

STRATEGIC PLANNING FOR CONTINUOUS IMPROVEMENT

- The rollout of our Struthers Standards for Success provides clear and concise expectations, promoting consistency and strengthening a shared understanding of high-quality learning and teaching across the school. This will be further developed through alignment with HGIOS4 QI 2.3, supporting greater consistency in pedagogy, improved learner engagement, and more effective approaches to assessment and feedback.

- 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.
- Self-evaluation through SAR shows a strong impact on pedagogy across all stages. Reading is now embedded and on a maintenance cycle, with a clear next step focused on improving writing strategies to enhance learning and teaching.

IMPLEMENTING IMPROVEMENT FOR CHANGE

- Staff at all levels take an active role in driving change, embedding principles of equality and social justice across the school. Dedicated development time for leaders in Technologies, Health and Wellbeing (staff and learners), RRS and Literacy is strengthening leadership capacity and supporting sustained improvement across key areas.
- 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 and staff provide clear strategic direction for learning, teaching and assessment, ensuring the pace of change is well managed, sustainable, and responsive to the needs of both learners and staff.
- 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 provide valuable opportunities for staff to engage in professional dialogue focused on individual children's progress and wellbeing. These discussions support the identification and implementation of targeted interventions, while also enabling the systematic measurement of attainment over time to track progress, evaluate impact, and inform next steps in learning.
- The school has a strong, collaborative culture where staff support each other to implement new initiatives, improving consistency and outcomes over time.
- 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. Targeted financial support, including Pupil Equity Funding (PEF), is used to enable participation in residential trips, outings, and the provision of essential equipment, ensuring that no learner is disadvantaged.

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, 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. Embedded approaches to gathering and responding to learner views ensure pupils are engaged, listened to, and active partners in their learning, supporting strong engagement.

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 refine play-based pedagogy in line with Realising the Ambition, using thoughtful provocations and well-established, purposeful experiences to stimulate curiosity, deepen thinking and invite children to explore, collaborate and make connections. These approaches support children's agency, creativity and overall wellbeing within a nurturing environment.
- Teachers across the school 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

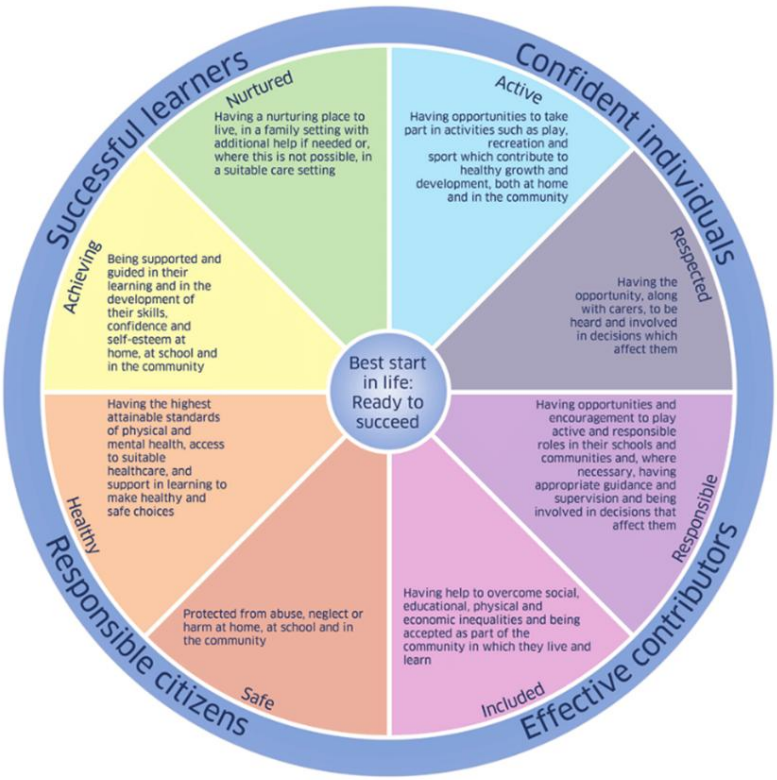
- Staff use a range of assessment evidence, including standardised data and professional judgement, to develop a comprehensive understanding of each learner's progress.
- Pupil progress meetings are embedded in the annual calendar and provide a structured opportunity to review attainment, track progress 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 highly effective collaborative planning, ensuring coherence, continuity and progression in learning across and between stages.
- A clearly defined and strategic assessment calendar underpins a rigorous approach to monitoring and tracking learner progress. This enables staff to plan assessment in a coherent manner, ensuring alignment with learning intentions and a clear focus on evaluating the impact of teaching over time.
- Staff make effective use of a range of assessment evidence, including learner voice, to inform responsive approaches to learning and teaching. This ensures that planning is appropriately differentiated and that timely, targeted interventions support improved outcomes for all learners.
- Pupil progress meetings are embedded within practice and reflect a robust and systematic approach to professional dialogue. These provide a structured forum for the analysis of attainment data, supporting staff to identify trends, address gaps and agree precise, measurable next steps for individuals and groups.
- Class monitoring, informed by the Looking In, Looking Out, Looking Forward framework, supports rigorous self-evaluation and continuous improvement. This approach enables staff and leaders to critically reflect on current practice, draw on effective practice from within and beyond the setting, and plan strategically to enhance the quality of learning, teaching and assessment.

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, respectful relationships across the school community create a safe, caring and inclusive environment where almost all children and staff feel valued, supported and a sense of belonging.
- In line with QI 3.1, clear risk assessments and individualised wellbeing plans are in place for children displaying distressed behaviours, ensuring consistent, proactive and supportive approaches to meeting their needs.
- Wellbeing is promoted through a whole-school approach, underpinned by the wellbeing indicators, in line with QI 3.1. Outdoor learning has been used successfully across the session to enhance engagement and inclusion
- Outdoor learning has been used successfully throughout the session. Dolphin House has provided targeted support through Cluster Family First funding.
- Staff demonstrate a strong knowledge of children and families, enabling them to respond effectively and sensitively to individual needs and changing 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.
- Staff are trained in de-escalation, CPI and nurture approaches, ensuring a consistent, supportive response to children's wellbeing needs. This underpins a strong focus on emotional literacy, resilience and self-regulation, embedded across wellbeing programmes and daily 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, ensuring a safe, inclusive and rights-based environment for all learners.
- Staff engage in ongoing professional learning to maintain a clear understanding of statutory duties, with a focus on 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 systematically monitors and evaluates its compliance with statutory duties through rigorous self-evaluation and external scrutiny, using findings to inform 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 demonstrates a strong commitment to inclusion and equality, with a well-established culture of equity embedded across all aspects of practice, ensuring that every child is supported to achieve their full potential.
- Staff demonstrate a strong understanding of learners and their individual needs, enabling the delivery of personalised approaches that effectively remove barriers to learning and promote equity, participation and inclusion.
- 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 actively promoted across the curriculum and wider life of the school, fostering a culture of respect, inclusion and belonging where all learners feel valued and empowered.
- Effective partnership working with parents, carers and external agencies enhances inclusive practice and strengthens support for children and families facing additional challenges.
- Data is used systematically to evaluate the impact of targeted interventions on equity and inclusion, informing strategic planning and the allocation of resources.
- Learner voice is a key feature of practice, with children contributing meaningfully to decisions about their learning and wellbeing, ensuring approaches are responsive to their needs and experiences.

SCHOOL SELF-EVALUATION – GOOD (4)

QI 3.2: RAISING ATTAINMENT AND ACHIEVEMENT

ATTAINMENT IN LITERACY AND NUMERACY

- Collaborative work with South Ayrshire Reads (SAR) supported effective analysis of literacy data, helping identify gaps and plan targeted interventions.
- Targeted writing support in P3–P6 has resulted in improved attainment and increased learner confidence in writing.
- Engagement in SAR-focused professional learning has led to improved consistency and quality of pedagogy across the school, contributing positively to raising attainment and supporting improved outcomes for all learners.
- Standardised assessment data, alongside professional judgement, is used consistently to track progress in numeracy and inform targeted support and appropriate challenge.
- Attainment in numeracy is strong overall, with Primary 1–3 demonstrating positive outcomes, and Primary 6 and Primary 7 achieving 90%. Primary 4 (84%) and Primary 5 (85%) indicate areas for continued focus to ensure further improvement and consistency across stages.
- Moderation activities ensured consistent standards and expectations across stages, supporting robust attainment data.
- Increased use of CPA 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 promotes an inclusive ethos where the full range of learners' achievements: academic, personal and social, are recognised, valued and celebrated, supporting positive attainment and wellbeing.
- The overall quality of learners' achievements is a significant strength, contributing positively to their wellbeing and future success.

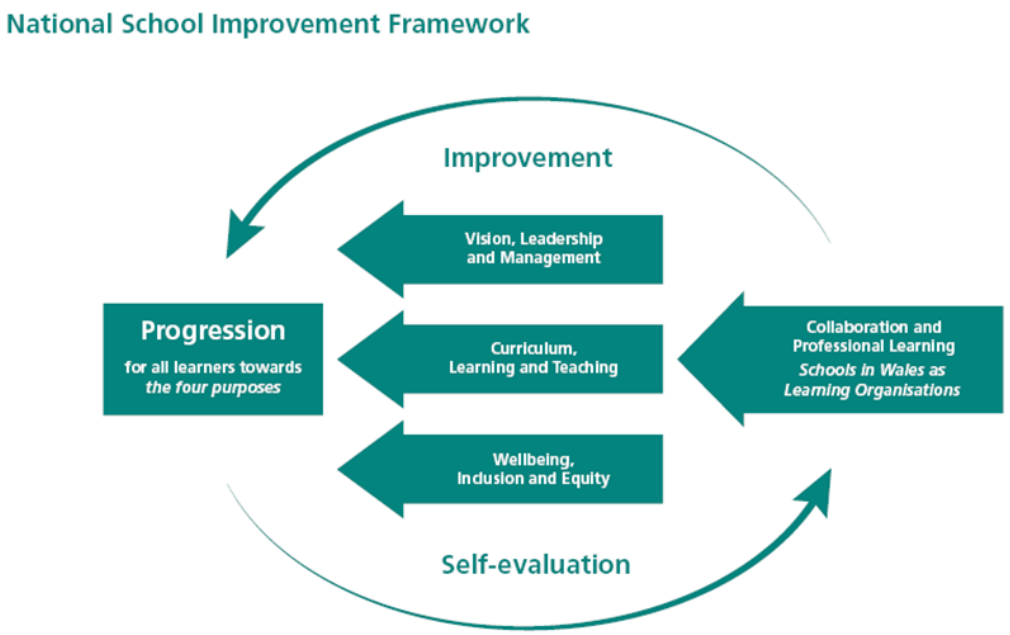
EQUITY FOR ALL LEARNERS

- 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 2026-2027?



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

1. Improve Attainment in Literacy and Numeracy

- Raise attainment across all stages, with a clear focus on closing identified gaps over time.
- Maintain a sharp focus on improving outcomes in literacy and numeracy for all learners.
- Embed consistent, high-quality approaches to assessment, moderation and tracking of progress.
- Further embed cluster-wide improvements through robust moderation and shared professional learning.
- Ensure learners develop strong core skills in reading, writing and numeracy.

2. Close the Poverty-Related Attainment Gap

- Provide targeted interventions for children affected by socio-economic disadvantage.
- Use Pupil Equity Funding (PEF) effectively to support equity and inclusion.
- Remove barriers to learning by increasing participation, engagement and access to resources.

3. Improve Health and Wellbeing

- Prioritise learners' mental, emotional and physical wellbeing.
- Foster a culture of positive mental health, physical activity and emotional resilience.
- Embed a nurturing, inclusive and trauma-informed ethos across the school.
- Develop children's resilience, confidence and positive relationships.

4. Ensure Inclusion and Equity for All Learners

- Ensure care-experienced children are fully supported, included and nurtured in line with The Promise.
- Deliver high-quality universal and targeted support for children with additional needs.
- Strengthen early identification and intervention.
- Promote inclusion, ensuring all children feel valued, respected and that their voices are heard in meaningful ways.
- Embed a culture of equity, respect and inclusion across the school community.

5. Enhance Quality of Learning and Teaching

- Ensure consistent, high-quality pedagogy across all classes.
- Invest in staff professional learning to build capacity and ensure high-quality teaching and support.
- Develop effective use of feedback, differentiation and adaptive teaching strategies.
- Promote active, engaging and learner-centred approaches, including play-based learning where appropriate.
- Continue to share effective practice across the cluster to strengthen collaboration and consistency.

6. Develop Skills for Learning, Life and Work

- Deliver a broad, balanced and progressive curriculum aligned with Curriculum for Excellence.
- Strengthen opportunities for interdisciplinary learning and real-life contexts.
- Build learners' digital literacy, problem-solving and employability skills.

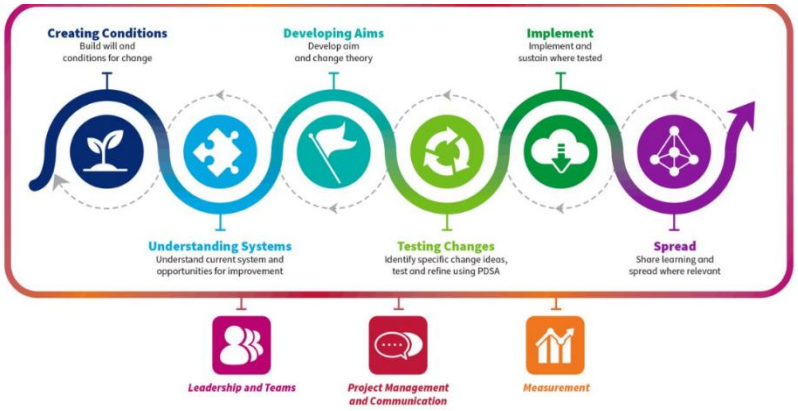
7. Strengthen Leadership at All Levels

- Build leadership capacity among staff and learners.
- Encourage professional enquiry, collaboration and reflective practice.
- Involve learners in decision-making and school improvement.

8. Increase Family Learning and Community Engagement

- Strengthen partnerships with parents and carers to support learning.
- Provide meaningful opportunities for family engagement in school life.
- Strengthen engagement with families and the wider community to enhance relationships and improve outcomes for all.
- Work closely with partners and community services to support children and families.

CONTINUOUS IMPROVEMENT

WHAT IS THE CAPACITY FOR IMPROVEMENT?

- The school demonstrates a strong capacity for improvement, underpinned by clear leadership, a shared vision and a commitment to continuous improvement across all areas.
- Leadership at all levels is well established, with staff actively engaged in professional enquiry, collaboration and reflective practice. There is a strong culture of distributed leadership, with staff leading key priorities, supported by dedicated development time and collaborative working groups that are driving forward positive change. Learners are actively involved in school improvement through multiple pupil voice groups, ensuring their views are heard and influence meaningful change. The school maintains an ambitious agenda, with high expectations for all.
- Staff are committed and forward-thinking, with a clear focus on improving outcomes in literacy, numeracy and health and wellbeing. Ongoing investment in professional learning is building capacity and ensuring high-quality learning, teaching and support across the school. Next session, there will be eight temporary members of staff across all levels. Class structures have been carefully designed to ensure that all new staff are effectively supported by experienced permanent teachers, increasing consistency in learning and teaching, strengthening professional confidence and ensuring continuity for learners.
- 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.
- A nurturing, inclusive ethos is embedded across the school, aligned with The Promise, ensuring all children are well supported, included and valued. There is a clear focus on equity, with Pupil Equity Funding used effectively to remove barriers to learning.
- Relationships across the school community are positive and productive, with increasing engagement from parents, carers and partners supporting improved outcomes. Strong cluster collaboration enhances consistency, moderation practices and effective transitions.
- Our capacity for improvement is consistently demonstrated through our actions and our detailed School Improvement Plan. For session 2026–2027, our priorities focus on enhancing literacy, numeracy and health and wellbeing to raise attainment and achievement for all.
- The School Improvement Plan for the next session can be accessed on our school website.