



STRUTHERS PRIMARY SCHOOL

SCHOOL IMPROVEMENT PLAN

.....
SESSION 2026-27

STRUTHERS PRIMARY SCHOOL



Flourish



Achieve



Belong

SOUTH AYRSHIRE VISION

South Ayrshire Council Plan 2023/28

Our Purpose, Vision and Values



Our Purpose

To Serve South Ayrshire

Our Vision

To Make a Difference Every Day

Our Values

Respectful, Positive, Supportive, Proud and Ambitious

South Ayrshire Council Plan

- Spaces and Places
- Live, Work, Learn
- Civic and Community Pride

Children's Services Plan

- The Promise: Our commitment to Keeping the Promise
- Family: Promoting whole family wellbeing
- Included: Early help for children with diagnosed or undiagnosed additional support needs
- Healthy: Improving physical and mental health for children and young people
- Voice: Involving children and young people in local decision making
- People: Collaborative learning and reflection opportunities for the work force

Education Services Priorities

- Included, engaged and involved
- Delivering excellence in learning, teaching and assessment
- Transforming our curriculum
- Towards a self-improving education system

National Improvement Framework Priorities

- Placing the human rights of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in employability skills and sustained positive school leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy



LOCAL AND NATIONAL DRIVERS

OUR VISION, VALUES AND AIMS

OUR VISION



OUR VALUES

RESPECT RESPONSIBILITY INCLUSION HONESTY KINDNESS



National Improvement Framework for Scottish education (2025)

OUR VISION

Scottish education should be ambitious,
inclusive, and supportive in order to deliver:

EXCELLENCE & EQUITY

for every child and young person

and ensure they achieve the highest standards they
can and have the same opportunity to succeed



OUR AIMS

RAISING ATTAINMENT IN LITERACY AND NUMERACY (Article 28)

- Prioritise high-quality learning experiences in literacy and numeracy across all four contexts for learning.
- Embed effective learning, teaching, and assessment practices to support improved outcomes for all learners.

CLOSING THE ATTAINMENT GAP (Article 29 and 30)

- Apply the principle of equity to ensure targeted support is provided where it is most needed.
- Maximise engagement in learning and continue to reduce the poverty-related attainment gap through inclusive, high-quality teaching approaches.

HEALTH AND WELLBEING (Article 12, 19, 24, 28 and 31)

- Prioritise the physical, mental, and emotional wellbeing of all learners.
- Ensure nurture principles and Children's Rights underpin all aspects of the curriculum.
- Promote play and outdoor learning, supporting physical activity, enjoyment of the natural environment, and meaningful learning experiences.

SKILLS FOR LEARNING, LIFE AND WORK (Article 12, 29 and 31)

- Develop learners' skills to support success in education, employment, and wider life.
- Provide opportunities for learners to apply skills in meaningful and real-life contexts.



National Improvement Framework for Scottish education (2025)



STRUTHERS LEARNING, TEACHING AND ASSESSMENT PRIORITY 2026-2027

South Ayrshire Service Plan Priority:		NIF PRIORITY	NIF DRIVER	HGIOELC and HGIOS4						
1. Closing the poverty-related attainment gap by improving attainment in numeracy		4, 5, 6	- School and ELC Leadership - Teacher and practitioner professionalism - Curriculum and assessment - School and ELC Improvement	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 ensure effective pedagogy is consistent across the school: high quality learning, teaching and assessment										
Strategic Aim	Actions		Intended Impact				Leadership	Completion Date		
Sustain and extend high attainment by ensuring all learners are appropriately challenged to achieve ambitious, clearly defined stretch aims. Embed high-quality assessment practices to consistently inform learning and teaching, ensuring appropriate pace, effective differentiation, and clear progression for all learners. Strengthen learner voice and ownership by enhancing children's involvement in planning, reflecting on, and evaluating their learning through robust profiling and purposeful target setting, leading to improved consistency, pace, and progression.	Planning, Tracking and Assessment Review and refine shared expectations and guidance for planning, recording, and assessing learning across all stages, ensuring clarity, consistency, and purpose. Provide professional learning and moderation opportunities to develop staff confidence in making robust and consistent professional judgements about learners' progress and achievement over time. Introduce regular opportunities for pupils to contribute to records of their learning, strengthening ownership, reflection, and engagement (e.g. pupil voice, self-assessment). Streamline systems to reduce duplication, ensuring all approaches to planning, tracking, and assessment are manageable, purposeful, and clearly linked to next steps in learning. Develop clear, consistent processes for sharing learning with parents and carers, including the use of digital platforms and in-school opportunities, to enhance engagement and understanding of progress. Collaborate to design and implement a progressive and relevant Interdisciplinary Learning (IDL) pathway that supports continuity, coherence, and skills development. Revisit and strengthen approaches to target setting to ensure they are meaningful, measurable, and effectively support individual learner progress.		- Increased consistency and clarity in planning, tracking, and assessment approaches across all stages. - Improved accuracy and reliability of teacher professional judgement, leading to more confident decisions about learner progress and achievement. - Learners demonstrate greater ownership of their learning, with increased ability to reflect on progress and identify next steps. - More streamlined and manageable systems, reducing workload while maintaining a strong focus on impact and quality. - Enhanced engagement and understanding from parents and carers, with clearer communication about children's progress and achievements. - A more coherent and progressive curriculum, particularly through a well-structured IDL pathway that supports skills development over time. - Target setting is more focused, meaningful, and measurable, resulting in improved learner progress and attainment. - Overall improvement in outcomes for learners, with stronger evidence of progress over time.				All staff	November 2026		

Deepen collaboration with our wider school community to provide rich, meaningful, and inclusive learning experiences that enhance and extend the curriculum. Create high-quality, inclusive learning environments through well-planned and purposeful classroom displays that support engagement and motivation, Maintain a highly skilled, reflective, and collaborative staff team that is consistently focused on improving outcomes, closing attainment gaps, and raising standards for all learners.	Quality Assurance procedures Develop a consistent approach to data analysis, enabling staff to identify trends, track progress over time, and generate clear, actionable next steps. Ensure outcomes from meetings are clearly recorded and translate into targeted actions at class, stage, and whole-school level. Embed ongoing quality assurance practices (e.g. sampling of learning, moderation activities, peer collaboration, leadership oversight) to ensure consistency and rigour across the school. Regularly review the impact of actions to ensure continuous improvement in learner progress and attainment.	- Staff demonstrate increased confidence and consistency in analysing data, leading to more accurate identification of trends and clearer understanding of learner progress over time. - Professional dialogue results in timely, targeted interventions, with evidence of actions improving outcomes at class, stage, and whole-school level. - Quality assurance processes are robust, consistent, and reliable, with a shared understanding of standards across the school. - Moderation and collaborative practices lead to greater consistency in teacher judgement and improved reliability of assessment evidence. - Leadership has a clear and accurate overview of attainment and progress, enabling strategic, evidence-based decision-making. - There is clear evidence of continuous improvement in learner progress and attainment, with gaps identified and addressed effectively.	Fundraising Committee, LT	April 2026
	Involvement and Engagement Review and agree consistent approaches to support pupil voice and pupil-led learning, enabling children to develop key meta-skills including communication, collaboration, critical thinking, digital technology proficiency, and confidence, and supporting them to become successful learners and confident individuals. Use self-evaluation processes, including HGIOURS, to gather the views of all stakeholders and inform school improvement, while developing learners' reflection, self-awareness, leadership of learning, and their ability to use digital tools effectively and responsibly, supporting them to become responsible citizens and effective contributors. Review and agree consistent approaches to support pupil voice and pupil-led learning, enabling learners to develop key meta-skills including communication, collaboration, critical thinking, and confidence. Use self-evaluation processes, including HGIOURS, to gather the views of all stakeholders and inform school improvement, while developing learners' reflection, self-awareness, and leadership of learning.	- A consistent and shared understanding of pupil voice and pupil-led learning is embedded across the school, leading to more meaningful and purposeful opportunities for learners to influence their learning. - Learners demonstrate increased confidence, independence, and engagement, with clear evidence of their contributions shaping planning and learning experiences. - Self-evaluation processes are inclusive and systematic, effectively capturing the views of all stakeholders (children, staff, and families). - Evidence gathered through self-evaluation is used more effectively to inform priorities and drive school improvement, ensuring approaches are responsive and relevant. - HGIOURS is embedded within practice, supporting robust, child-centred evaluation and strengthening the school's capacity for ongoing improvement. - Overall, there is a positive impact on learner experience, wellbeing, and outcomes, with children feeling valued, listened to, and actively involved in their education.	All staff	December 2026
	Learning Environments With the completion of our new extension, the school will be organised into three distinct departments: Infant, Middle, and Senior. We will maximise the use of shared spaces to enhance	- Dedicated spaces for specific subject areas will enhance the breadth and depth of learning, promoting creativity, curiosity, and skills development. - Classroom environments are consistently inclusive, stimulating, and purposeful, with displays that celebrate	All staff	October 2026

	learning opportunities, including the development of dedicated areas for Art, Music, and Science. Establish clear, shared expectations for classroom displays that celebrate achievement and clearly demonstrate progression in learning, showcasing the development of skills from Early Level through to Third Level. Continue to promote and embed outdoor learning approaches to support holistic development, increase motivation and engagement, and enhance children's health and wellbeing.	achievement and clearly demonstrate progression in learning from Early to Third Level. - The redevelopment of our school library is currently in progress and will provide a high-quality, accessible learning environment for all learners. The enhanced space will support literacy, research skills, independent learning and a positive reading culture across the school, while offering a welcoming and inclusive environment that encourages a lifelong love of reading. - Learners are more engaged and motivated, with a stronger understanding of their progress through visible, high-quality learning displays. - Outdoor learning is embedded as a regular, high-quality approach, resulting in improved wellbeing, engagement, resilience, and holistic development.		
	Professional Learning Identify and provide targeted CLPL opportunities to enhance pedagogical knowledge and skills, with a particular focus on digital technology, to support consistent and shared expectations for high-quality learning and teaching.	- Increased staff confidence and consistency in high-quality pedagogy. - More effective use of digital technology to enhance learning and engagement. - A clear, shared understanding of high-quality learning and teaching across all stages. - Improved learner engagement, progress, and attainment.	All staff	January 2026

Self-management

Focusing 	Integrity 
Adapting 	Initiative 

Social intelligence

Communicating 	Feeling 
Collaborating 	Leading 

Innovation

Curiosity 	Creativity 
Sense-making 	Critical thinking 



STRUTHERS LITERACY PRIORITY 2026-2027

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 Educational Services Improvement Plan 2023 – 2026					
SAR Strategic Plan Priority: To raise attainment in literacy and to significantly reduce the reading and writing attainment gap between the most and least disadvantaged children and young people in South Ayrshire South Ayrshire Reads Strategy Document					
Strategic Aim	Actions	Intended Impact		Leadership	Completion Date
Embed regular professional dialogue and moderation of reading standards across school. In collaboration with SAR, continue to build staff confidence in teaching reading comprehension and fluency. To ensure all learners become confident, independent writers who can communicate effectively for a range of purposes and audiences, fostering a lifelong appreciation of writing as a tool for learning, creativity	Planning, Tracking and Assessment - Establish regular, protected extended writing opportunities in all classes (at least weekly). - Map planned writing opportunities across all curricular areas. - Provide purposeful and relevant writing contexts, including real audiences and publishing opportunities. - Promote learner choice and voice in writing topics to increase engagement. - Embed consistent approaches to feedback and success criteria to support improvement. - Use high-quality texts and exemplars to model effective writing (as part of assessment for learning)	- By June 2027, 90%+ of learners across all stages will report increased confidence in writing (pupil voice data). - By June 2027, increased attainment in writing at all CfE levels, with a minimum 5% improvement in expected level achievement. - By December 2026, 100% of staff will engage in professional learning on evidence-informed writing approaches. - Moderation across our cluster primaries will show increased consistency in teacher judgements across schools. - Targeted interventions will show measurable impact on identified learners (tracked termly). - Consistent writing approaches across the school - Improved attainment and progress in writing - More reliable assessment and moderation of standards - Stronger learner engagement through pupil voice - Enhanced staff practice through quality assurance		All staff	
	Quality Assurance Procedures	- Consistent high-quality teaching of writing across all stages - Improved attainment and quality of learners' writing			

and participation in society. To support all practitioners to deliver consistently strong writing instruction through shared practice, collaboration and professional enquiry, ensuring effective teaching of the writing process, including planning, drafting, editing and publishing. To implement a coherent and challenging writing curriculum that supports progression in skills, knowledge and independence, with effective adaptation and targeted support to meet the needs of all learners, including those with additional support needs, and to reduce attainment gaps.	- Establish non-negotiables for writing lessons across all stages - Carry out regular quality assurance activities: - learning visits - jotter scrutiny - moderation - pupil voice	- Greater consistency and reliability in assessment and moderation - Stronger understanding of standards and expectations across staff - Evidence-informed improvements to practice through regular quality assurance		
	Involvement and Engagement - Provide purposeful and relevant writing contexts, including real audiences and publishing opportunities. - Promote learner choice and voice in writing topics to increase engagement.			
	Learning Environments - Ensure explicit teaching of the tools for writing: - sentence structure and grammar - vocabulary development - genre-specific features - Use high-quality texts and exemplars to support a rich writing environment.			
	Professional Learning - Facilitate peer observation, team teaching and professional dialogue. - Provide staff with guidance on subject-specific writing (e.g. reports, explanations, arguments). - Develop and use targeted supports for individual learners (e.g. scaffolds, assistive technology).			

Struthers Primary School 2026-2027



**Reading Leader-
Led Workshop**
TBD

Fast Track
Thursday 3rd
10^h & 17th
September 2027

**Language
Comprehension:
Narrative**
Wednesday 21st
October 2026
3:15 - 4:45pm

Tuesday 10th
November 2026
9am - 12noon

Monday 1st &
Tuesday 2nd
March 2027

Tuesday 20th
April 2027
9am - 12noon

**Reading Leader-
Led Workshop**
EOY Data Analysis
Wednesday
26th May 2027
3:15 - 4:15pm



Check-in
Tuesday 19th
January 2027
9 - 10am



**Language
Comprehension:
Narrative**
Wednesday 16th
September 2026
3:14 - 4:45pm

Tuesday 1st
September 2026
9am - 10am
online

**Reading Workshops
Choice, Collaboration
& Impact**
Wednesday 11th
November 2026
3:30 - 5pm

Tuesday 9th
February 2027
9am - 10am
online

Key

- Stage-Specific Spotlight Sessions
- Assessment Window
- Reading Leader Meeting
- Workshop
- Professional Learning Session



MARR CLUSTER PRIORITIES 2026-2027

What actions are required to reach desired outcome?	Who	When	Resources	Outcome Measures
- Establish community project linked to RRS with curricular link between Social Subjects and Primaries (for example, project focused 'What my Local Area Means to Me' linked with Article 29 (right to an education which develops my personality, talents and abilities, respect for other people's human rights, respect for the environment and understanding our culture)). - Work with community partners to celebrate our Marr community. - Include intergenerational learning - P6 pupils to share their learning through participating in a Marr Cluster Social Subjects Showcase (at Marr)	All schools Community partners March 27	Jan -Mar 27	Bids from local partners Sustainability funds Marr Trust	Children and families collaborate to create a vibrant, inclusive community expressive arts installation/showpiece that showcases what our local area means to us, raises awareness of children's rights and celebrates their voices. Through participation, children gain confidence to express their ideas, develop a clearer understanding of their rights, and feel a stronger sense of belonging within their community. The project fosters meaningful connections between children, adults, and local organisations, strengthening community cohesion and promoting respect, inclusion, and shared responsibility for upholding children's rights.

Cluster improvement priority	Rationale for improvement priority
To continue our RRS journey as a cluster by fostering a strong sense of belonging, inclusion and community across our schools.	Through a collaborative community project, learners will explore, celebrate and share the diverse people, cultures, experience and contributions that shape our community. Through learning in Social Subjects and meaningful opportunities for participation, children and young people will develop their understanding of rights, citizenship, diversity and social responsibility while strengthening connections within and beyond the school community.





STRUTHERS NUMERACY MAINTENANCE 2026-2027

South Ayrshire Service Plan Priority:	NIF PRIORITY	NIF DRIVER	HGIOELC and HGIOS4
2. Closing the poverty-related attainment gap by improving attainment in numeracy	4, 5, 6	- School and ELC Leadership - Teacher and practitioner professionalism - Curriculum and assessment - School and ELC Improvement	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 & Maths Maintenance Plan - Sustained high-quality teaching across numeracy - Improved fluency and confidence in number - Consistent approaches embedded across the school - Learners applying maths effectively in real-life contexts			



STRUTHERS LITERACY MAINTENANCE 2026-2027

South Ayrshire Service Plan Priority:	NIF PRIORITY	NIF DRIVER	HGIOELC and HGIOS4
2. 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 <u>Education Services Improvement Plan 2023 – 2026</u>			
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 <u>South Ayrshire Reads Strategy Document</u>			
Reading Maintenance Plan Maintain strong reading practice across the school, with continued emphasis on consistency, staff collaboration, and pupil engagement, while strengthening identified areas for improvement. - Sustained high attainment and consistency in reading - Confident staff delivering high-quality practice - Increased engagement from pupils and parents - Clear, consistent standards across the school			

STRUTHERS HEALTH AND WELLBEING MAINTENANCE 2026-2027

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 HGIO54 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			
Health & Wellbeing Maintenance Plan Sustain a nurturing, inclusive environment that supports pupils' wellbeing and improves attendance through consistent practice, strong relationships and targeted engagement. - Sustained positive ethos and strong relationships - Improved attendance, particularly for targeted groups - Consistent HWB practice across the school - Increased pupil and parent engagement			

RIGHTS RESPECTING SCHOOLS LINKS

UNCRC ARTICLES	UNCRC ARTICLES	UNCRC ARTICLES
Article 3 Adults must do what's best for me Article 6 I should be supported to live and grow. Article 12 I have the right to be listened to and taken seriously. Article 13 I have the right to find out and share information. Article 15 I have the right to meet with friends and to join groups.	Article 19 I have the right to be protected from being hurt or badly treated. Article 23 If I have a disability, I have the right to special care and education. Article 28 I have the right to an education.	Article 29 I have the right to an education which develops my personality, respect for others' rights and the environment. Article 31 I have a right to relax and play. Article 39 I have the right to help if I have been hurt, neglected or badly treated. Article 41 Where our country treats us better than the U.N. does we should keep up the good work! Article 42 Everyone should know about the UNCRC

