

Symington Primary School and EYC Standards and Quality Report 2025-26



Introduction

Symington is a village school which is supported by our community, parent council and wide parent body. We are proud of our achievements and maintain high standards for all learners who willingly engage in all aspects of school life. One of our key strengths is the ethos of the school and what we value. All staff know our learners well and have high aspirations and expectations of them. Our Children and families are, 'Part of the Pride'.

Values

Vision

Take pride in yourself, inspire your learning and work together to become the best you can be.

"Be proud to be part of our PRIDE"

Values

Positive

Rights Respecting

Inclusive

Determined to Succeed

Excellence and Equity



Aims

Staff at Symington Primary School aim to enable all young people to become: confident individuals, successful learners, responsible citizens and effective contributors.

- **We aim** to work as a team with parents, children, staff and the wider community, maintaining good relationships for all.
- **We aim** to provide an interesting and stimulating curriculum that is relevant and accessible to all learners, whilst maintaining high standards of learning and teaching.
- **We aim** to develop children's self-esteem, confidence and life skills to enable them to become passionate learners for life and overcome the challenges of the future.
- **We aim** to promote every child's aspirations and support them to reach their learning and personal goals.
- **We aim** to value and respect other people's views, beliefs, cultures and religions promoting equality and inclusion and encouraging all to be Rights Respecting.

- **We aim** to maintain high standards of attainment and achievement ensuring that all learners reach their full potential.

Context of the school and Early Years Centre

Symington Primary is a friendly and welcoming school situated in South Ayrshire, serving the village of Symington and the surrounding district including Craigie Village. The area is rural and many of the children are brought to school by bus and taxi. The school has a free meal entitlement of 10% and currently has 10 children attending on placing request.

The school and Early Years Centre was last inspected by HMIE and Care Inspectorate in December 2025. This was a positive visit with aspects of highly effective practice highlighted.

In January 2026 a new Head Teacher was appointment after the retirement of the previous Head Teacher who was in post for 17 years. Staffing within the school and Early Years remains consistent next session.

The school serves a mixed community despite SIMD spread being between 4 and 7, The village setting means SIMD is not a valuable indicator, families experience considerable differences in circumstance. The village is well known for easy access to A77 and catches many commuting families for work. The school showed an absence rate of 5.6% in June which higher than authority levels and an increase on previous years. We also had no exclusions in this session.

This session the school has an Early Years Centre offering sessions to both three and four year old children. EYC still offers 1140hrs per child with 33 children enrolled for the year. Our school roll this year was 172 children making a class structure of P1, P2, P3, P4, P5, P6 and P7. Our staffing team for 2026/2027 is a Head Teacher, 1 Depute Head Teacher, 1 Acting Principal Teacher, 1 Senior Early Years Practitioner, 2 full time early Years Practitioners, 2 part time Early Years Practitioners, 2 clerical assistants, 2 full time Pupil Support Assistants, 2 part time Pupil Support Assistants and 1 Janitor.

All staff at Symington work very much as a team, supporting and helping each other in our aim to ensure that we offer a caring, happy and stimulating learning environment for all the children and to ensure they can be the best they can be through high expectations and aspirations.

The school offers an excellent environment for learning and teaching and both pupils and staff are extremely proud of their school. Displays reflect the work being carried out within classrooms and are bright, colourful and stimulating.

Symington has a very supportive Parent Council. It has worked over the session in assisting the school by raising money to help enhance the children's experiences and helping to reduce the cost of the school day.

The majority of children from Symington Primary transfer to Prestwick Academy for their secondary education alongside our cluster schools; Monkton, Heathfield, Kingcase and

Glenburn. We worked extensively together to provide a smooth transition for all pupils involved.

At Symington, we encourage all children to wear school uniform, which is a dark green sweatshirts and cardigans and grey trousers or skirts. Our Early Years children wear bright yellow t-shirts and sweatshirts.

What key outcomes have we achieved?

During this last session, we have been working towards the targets identified in our school improvement plan in order to build on our successes and address the areas for development that were highlighted through our self-evaluation procedures. We have continued to engage with the self-evaluation toolkits, How Good Is Our School 4, and How Good Is Our Early Learning and Child Care to guide us in our pursuit of excellence. To inform our practice we have planned opportunities not only to look inwards to identify our key strengths and next steps, but through collegiate working with our cluster, family of schools and local authority, we have looked outwards, learning from what happens elsewhere to challenge our thinking. The school has robust process and procedures in place to support self-evaluation to secure improvement. This data comes from range of evidence:

Quantitative Data

- Analysis of pupils' progress and attainment using Curriculum for Excellence and Assessment for Excellence results.
- Attendance levels
- Exclusion levels
- Developmental Milestones
- Personal Plan Targets
- Staged Intervention Targets

Documentation/Evaluative Data

- Annual evaluation of School Improvement Plan by staff and pupils
- Teachers' records and strategic and operational plans
- Pupil Progress Meetings
- Tracking of Monitoring of Individualised Education Programmes / Staged Intervention
- Personal Achievement and associated data.
- Plans and evaluations of interdisciplinary topics reflecting the children's involvement
- Transition plans for Early Years to P1, stage to stage and P7 to S1
- Minutes of staff meetings – monitoring progress and achievement of School Improvement Plan priorities
- Staff PRD/PDR and Professional Update
- Records and evaluation of CLPL activities
- Interagency Working
- Remits/timetables of teachers, support staff and specialist staff

Direct Observations

- Focussed classroom observations, including sampling pupils' work and views on their learning
- Peer Observations

Views/Questionnaires/Voice

- Questionnaires to pupils/ parents/staff – Key questions asked when in school and information displayed
- Views from Team Time and pupil voice groups evaluations gathering the views of our children
- Throughout the year we consult with our Parents/Pupils and Staff to gather informal feedback which gives voice to their views within the plan

Priority 1: To raise attainment in literacy and to significantly reduce the reading attainment gap between the most and least disadvantaged

NIF Priority: Improvement in attainment, particularly in literacy and numeracy. Improvement in employability skills and sustained, positive school-leaver destinations NIF Drivers: Teacher professionalism; Parental engagement; Assessment of children's progress; School Improvement; School Leadership Performance Information	HGIOS 4/HGIOELCC QIs 1.2 Leadership of Learning 1.3 Leadership of Change 2.2 Curriculum 2.3 Learning, Teaching and Assessment 2.4 Personalised Support 2.5 Family Learning 3.1 Ensuring Wellbeing, Equality and Inclusion
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Progress and Impact

- Symington is now registered within the Reading Schools scheme and achieved Bronze level.
- A range of strategies are used across the school and EYC increasing confidence in reading for pleasure.
- Planned opportunities are delivered to ensure all pupils have exposure to reading and can participate in reading aloud, with peers and solitary.
- An increased motivation for reading is visible across the school and EYP where children achieve success and demonstrate confidence.
- Communication Friendly Environment baseline assessments have been completed, highlighting next steps.
- Consistent visuals and signage is used throughout the school and EYC.
- Communication is extended through building knowledge of language development and language being adapted to ensure the reduction of barriers to learning

- Pupil confidence and resilience is demonstrated through use of strategies to say when they don't understand.
- Pupil equity funding used to support literacy development throughout the school.
- Consistent high levels of attainment in literacy

Next Steps

- Working towards Silver Reading Schools accreditation
- Embedding South Ayrshire Reads, developing reading strategies and further promoting a love of reading.

Priority 2 :

To improve our approaches to meet the needs of ALL our learners, raising both attainment and achievement Including wider achievements and target setting

NIF Priority: Improvement in children and young people's health and wellbeing National Improvement Framework Drivers: Assessment of children's progress Parental engagement School improvement	HGIOS 4/HGIOELCC QIs 2.1 Safeguarding and child protection 2.2 Curriculum 2.4 personalised support 2.5 Family learning 2.7 Partnerships 3.1 ensuring wellbeing, equality and inclusion
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- Children experience high quality learning approaches in maths and Numeracy, this is evident through classroom observations and quality assurances procedures.
- Refresh of methodologies in Concrete, Pictorial and Abstract progression in understanding of mathematical concepts, pupils have an increased awareness of concrete materials and developed deeper mathematical thinking.
- Planners at all levels have been adapted through colleague, cluster working focusing on strategic learning and problem solving.
- Increased use of high quality, open provocations for learning maths at early and first level.
- Improved creation of personal target setting to enable children to plan and lead their own learning
- The use of Glow and Grow targets has been successful and was recognised and noted through inspection.

Next Steps

Aspects of attendance and outdoor learning will be aspects of school improvement next session as well as embedding the above.

To ensure all learners are attaining and achievement a focus on attendance and the supports around this will ensure improvement.

Priority 3 : Cluster Collaboration to ensure equality and equity of opportunity and development for all our learners and staff.

NIF Priority:

Improvement in attainment, particularly in literacy and numeracy.

Closing the attainment gap between the most and least disadvantaged children.

National Improvement Framework Drivers:

Teacher professionalism

Assessment of Pupil progress

Performance information

School improvement

Parental engagement

Links to HGIOS 4 / HGIOELC

2.2 Curriculum (Learning Pathways)

2.3 Learning teaching and assessment

2.4 personalised support

2.6 Transitions

2.7 Family Learning

3.1 ensuring well being, equality and inclusion

3.2 Raising Attainment and achievement

- Planners have been created and adapted for early, first and second levels maths planners. These have been created and collaboratively with representatives from all cluster schools and EYCs.
- Moderation activities have been explored and created to ensure consistency across the cluster.
- Across the cluster schools an audit for assessment has been undertaken and a robust assessment calendar is now in place. This provides consistency across the cluster and ensures effective assessments transition information will be passed on.

Next Steps

- Enhance transition at P1 and P7 through cluster working and partnerships.
- Collegiate work to ensure consistency of behaviours, approaches and languages used across the cluster schools and EYCs.

Evaluation Summary

Quality Indicator 1.3 Leadership of Change

Developing a shared vision, values and aims relevant to the school and community

All staff are committed to achieving the highest standard for our learners, with this in mind our vision is aspirational and reflects the experiences of our learners. Our vision and values are strongly embedded throughout the school and are shared with our community.

Strategic Planning for continuous improvement.

With a change in the Senior leadership Team; newly appointed Head Teacher in January 2026 and Acting Principal Teacher in August 2026 (through PEF funding), the strategic direction of learning and teaching will continue to be a key focus of school improvement. The creation of, 'Learning the Symington Way' offers guidance for learning and teaching, curriculum and assessment.

Staff are and will continue to lead at cluster level through improvement areas and all staff demonstrate a willingness undertake leadership roles. There are clear links within our School Improvement Priorities and CLPL undertaken by staff to lead change and improvement at class and school level. Staff are confident in developing change and sharing with colleagues.

Opportunities for pupil voice and leadership are recognised and planned for throughout the school. Pupil contributions are evident in school improvement, leading change, identifying experiences and opportunities for all including fundraising activities.

Implementing improvement and change

Quality assurance calendar and procedures have been evaluated and refreshed. Staff have been involved in evaluative exercises to ensure actions from inspection are further improved.

Pupils are involved in leading change throughout the school, and this is done creatively through Team Time sessions where pupils work in their house groups collaboratively using Quality Indicators. This promotes a respect for diversity, strengthens teamwork and encourages shared responsibility. This is a creative and innovative method to involve children in reflection and making change within the school and feel that they are listened to and involved in making change and improvement. Parents are consulted at parent/carer evenings, school events and through electronic surveys.

The school improvement plan is reviewed regularly, is clear and has limited and realistic priorities which are influenced by all stakeholders. All staff have a good understanding of the children and community as a result improvement planning strategies evidence change to best support our learners and our school context.

Overall, the school has displayed very good leadership of change and will demonstrate next session with further improvement and changes.

Evaluation

From evidence we have shared and gathered including inspection findings, we evaluate our leadership of change as very good. We can identify strengths, and these strengths have a significantly positive impact on almost all children and young people.

Quality Indicator 2.3 Learning and Teaching**Learning and engagement**

All staff create a warm, welcoming and inclusive school ethos ensuring all children feel valued, included and are actively involved in school life. The 'six Symington Standards' along with a commitment to children's rights are evident and the pupils follow these daily. Dedicated 'Team Time' is effective in promoting respect, encourage shared responsibility and strengthen teamwork.

Learning environments are highly effective in supporting engagement and wellbeing where helpful aids are available and dedicated learning spaces are created to support and challenge.

Quality of Teaching

Across the school, almost all teachers use a range of teaching approaches and contexts to ensure engagement and participation. Teachers adapt their environment, teaching strategies and resources to better suit the needs of the learners within their class. This results in higher levels of engagement, remain motivated and see themselves as successful learners.

The teachers at Symington have worked well together to improve the teaching of reading across the school. Purposes of learning is clear in all classes and pupils are aware of how to be successful through clear explanations. Pupils are involved in co-constructing their success criteria where there is a stronger focus on skill development through their learning.

Effective Use of Assessment

Questioning is used very well to check understanding of learning and pupils are encouraged to think more deeply about their learning using higher order thinking skills such as analysing, evaluating, and problem solving to make their learning more meaningful.

Oral and written feedback is used well to support children's learning and feedback should now be more consistent across the school as well as being linked to next steps to ensure learners understand themselves as better learners.

Pupils participate in regular peer and self-assessment activities. This promotes a deeper understanding of their progress and enhances their own ability to identify next steps. A target setting approach has been developed which promotes personalisation and demonstrate progress. This should be continued to support progression of learning.

Planning, tracking and monitoring

Using local authority frameworks; short-, medium- and long-term planners ensures progression of curriculum for excellence levels. Literacy, numeracy and wellbeing is tracked effectively, and this should expand across all curricular areas.

Moderation activities are planned at school and cluster levels where professional dialogue contributes to consistency of achievement.

A robust tracking and monitoring system is in place to track learner progress of literacy, numeracy and health and wellbeing. This should now be used to track all curricular areas. Through tracking meetings with class teachers, progress, gaps and a need for targeted interventions are identified.

Overall, the school provides **Very Good** learning and teaching experiences

3.1 Ensuring Wellbeing, Equality and Inclusion

Wellbeing

Positive relationships are central to the work of the school and Early Years Centre. A warm, welcoming ethos has been identified as a strength through inspection that all staff contribute to.

We have a shared understanding of behaviour expectations and language used to support dysregulation. Our positive relationships policy has been revised last session where all stakeholders contributed to this.

Staff have a good understanding of wellbeing and their responsibilities.

Children in our school feel confident in giving their views and that staff will listen and take action on their views.

Our school has a shared understanding of well-being and inclusion implemented across the school and EYC. We are a re-accredited Rights respecting School at Gold level.

GIRFEC principles are promoted by staff and children.

Fulfilment of statutory duties

All staff are trained in child protection and wellbeing procedures and are fully aware of the procedures that staff should take should any concerns arise.

We comply and actively engage with statutory requirement of ASN and staff registration requirements. All staff receive child protection training each session in August. All learners meet the requirements of 2 hours of PE. Our Early Years Establishment make good use of care plans to ensure wellbeing of our children.

Inclusion and Equality

We ensure that early identification of barriers and evidence-based interventions improve outcomes for our learners. Individualised staged intervention plans are used to support learners and have clear targets and outcomes for both long and short term.

Within our school calendar there are set dates for reviewing plans. In our Early Years Centre, appropriate care plans are completed in a timely manner.

Curricular programmes ensure a breadth of understanding and inclusion of faith, gender, race etc.

We work with all partners effectively to ensure that there is agency contributions to plans where necessary and evaluate impact.

We work with the wider community in enhancing our understanding as well as identifying the benefits and challenges of inclusion. The school ensures we focus on the entitlements of all and continue to foster this in our parent body. Senior leadership analyse data and set realistic targets to improve attendance of groups and individuals.

Overall, the school has a **very good** ethos on inclusion and equality.

3.2 Attainment and Achievement

Attainment in Literacy and Numeracy

Almost all children are achieving expected levels in numeracy and mathematics and literacy, those who are not achieving and have recognised barriers to their learning are making progress from prior levels of attainment. A few children are achieving beyond expected levels. Across the school almost all children have developed reading skills to a very high standard for their age and stage. Most children are achieving in writing and almost all in listening and talking.

Attainment over time

The overall attendance at Symington is above the national and local authority average with a 5.6 absence rate. A large proportion of this is parental holidays. Any pupils with adapted timetables are planned carefully with agencies and families to ensure the best outcomes and engagement in learning. Next steps are to ensure an attendance policy is created and shared to provide families with the appropriate information and the importance of the South Ayrshire Campaign, 'Every Learner, Every Day'. Evaluation of attainment over time allows for cohorts to be tracked and the use of data to identify and implement approaches to learning and teaching. Robust procedures for tracking attainment achievements and any supports required. Through meeting with class teachers and SLT allow for discussions and recognition of support and challenge to allow pupils to make the best possible progress.

CFE levels achieved in Literacy					
	2021/22	2022/23	2023/24	2024/25	2025/26
Developmental Milestones	90%	85%	88%	83%	80%
Early Level	95%	96%	93%	100%	87%
First Level	65%	85%	91%	79%	84%
Second Level	87%	92%	74%	79%	88%

CFE levels achieved in Numeracy					
	2021/22	2022/23	2023/24	2024/25	2025/26
Developmental Milestones	90%	96%	100%	83%	95%
Early Level	100%	96%	97%	100%	87%
First Level	82%	96%	100%	96%	92%
Second Level	91%	92%	100%	90%	88%

Overall quality of learner' achievements

There is a strong culture of recognising wider achievement, this was set by the previous head teacher and has continued throughout the remainder of the session. Pupils are excited to bring achievements to the Head Teacher and Depute Head Teachers for a range of achievements whether it be in class, playground, home or extra-curricular activities. A tracking system will be implemented next session to ensure all pupils have opportunities to share achievements and planned opportunities can be made through gaps which have been identified. Through the leadership groups all children have the opportunity to drive change in the school. Collaborative work through, 'Team Time' is effective in ensuring all pupils have opportunities to contribute to school improvement. At all stages there are opportunities to showcase their learning and perform for audiences. Nativity, school shows and Burns performances within the school and local church allow parents/carers to see their child(ren) perform confidently.

Equity for all learners

All staff have a good understanding of the school's socio-economic context and have trusted relationships with the families. Inclusion is high-priority, and the creation of the personal plans allow for maximum participation. Pupil Equity Funding is used to provide targeted support for next session and implementing an Acting Principal Teacher position will allow for attainment to be tracked specifically for this cohort of pupils.

The school demonstrated **very good** success in achieving the best possible outcomes for all pupils.

What are the key priorities for improvement in 2026/2027

In line with guidance from the National Improvement Framework and South Ayrshire, the key priorities for Symington Primary and Early Years Centre for session 2026/2027 are:

- To raise attainment in literacy and to significantly reduce the reading attainment gap between the most and least disadvantaged through further engagement with South Ayrshire Reads (SAR).
- To improve our approaches to meet the needs of ALL our learners, raising both attainment and achievement Including outdoor learning and attendance.
- Cluster priorities to improve transitions at EYC to P1 and P7 to S1 and ensuring consistency of behaviour and expectations throughout all cluster schools.

What is the capacity for improvement?

The school roll has grown over the past few years. There are few staffing changes next session with a teaching allocation of 10.2, school assistant allocation of 3.2 and

Early Years Staffing of 5.5 This will allow consistency of approaches and pedagogies across the school and Early Years Centre.

The school staff continue to develop their skills engaging in self-evaluation activities and use the challenging questions of HGIOS4 using this information to reflect on learning and teaching within the school. This influences and enhances our current approach to learning and teaching. Staff are motivated to keep abreast of new developments and initiatives in education locally and nationally and are enthusiastic in learning about Curriculum changes that will occur next session. The staff at Symington operate effectively as a team ensuring improvement in a collegiate manner designed to include and value all.

Pupil progress is continually tracked through robust quality assurance procedures including class visits, jotter monitoring, staged intervention targets and plans whilst ensuring that all pupils are supported and challenged suitably to ensure continuous attainment and achievement. Through the Team with the Family model there is effective collaboration of support to ensure this is timely and effective. Continued development of Cluster working and consistent tracking and monitoring of comparable data sets to share views and standards.