



TROON PRIMARY SCHOOL & EARLY YEARS CENTRE

STANDARDS AND QUALITY REPORT

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SESSION 2021-2022



STANDARDS & QUALITY REPORT

INTRODUCTION

Troon Primary School has many unique qualities, most significantly, our coastal location and our vibrant local community; we make good use of the outdoor spaces on our doorstep, including Fullarton Woods, our local beaches and town centre amenities. The children are proud of their local community.

The school is non-denominational and has a total roll at June 2022 of 335. Each stage is double stream, with pupils currently arranged across 14 classes within the school and 65 children in our Early Years Centre attending either mornings, afternoons or full day places at the start of end of the week. Free meals are currently offered to all children up to and including P5. Our free meal entitlement within the school is currently 7.7%.

SCHOOL ROLL JUNE 2022							
P1	P2	P3	P4	P5	P6	P7	TOTAL
34	48	51	46	54	53	49	335

Our staff team are highly experienced and committed to their roles, this includes all teaching, support and clerical staff, as well as our Senior Leadership Team. Staff are encouraged and supported to be lifelong learners and many have completed additional post-graduate training and Masters level learning. All staff prioritise career long professional learning and work collegiately to support and inspire one another, and to create a positive and motivational learning environment for the children. We continue to maintain positive staffing levels, allowing us to provide high-quality learning and teaching experiences across all stages of the school.

Within the local authority, Troon Primary is in the Marr Cluster and is part of the Family 1 group of schools. Our catchment area is mixed and has a high population of affluent children and families living in higher deciles which is far above the authority average; over half our children (60%) live within deciles 7-10 as compared to a 32% average within South Ayrshire.

This session, we were delighted to achieve our second Gold 'Rights Respecting School' Award; the highest possible accolade. We are fully committed to working together to ensure everyone is supported to reach their full potential. We work in partnership with our families, our colleagues and wider partners, using a collaborative approach to drive improvement. We have high expectations and aspirations for all our learners; every child is championed to succeed and supported as an individual.

This report details the progress we have made in relation to year one of our two-year School Improvement Plan and is set within the context of both Curriculum for Excellence and the National Improvement Framework. We have measured ourselves against the self-evaluation indicators of 'How Good is our School 4' and 'How Good is Our Early Learning & Childcare'. We have also taken account of Education Scotland's expectations for learning and teaching. Our capacity for change and improvement has been impacted again this session due COVID-19 however steady progress has been made and positive results achieved.

TROON PRIMARY SCHOOL & EARLY YEARS CENTRE

SUCCESS THROUGH EFFORT



VISION, VALUES & AIMS

CONSULTATION

Our Curriculum Rationale was developed in September 2018 to outline our goals, aspirations and vision for the future, achievable through our School Improvement Plan cycle. Our refreshed values, alongside our vision and aims for the future, lie within this and were created in consultation and collaboration with our full school community.

OUR VISION AND VALUES

TOGETHER WE WILL CREATE A POSITIVE ENVIRONMENT TO NURTURE, SUPPORT AND CHALLENGE EVERYONE TO FULFIL THEIR POTENTIAL

RESPECT RESPONSIBILITY EQUALITY HONESTY HAPPINESS

OUR AIMS

School Leadership and Improvement

- ✓ To provide an inspiring learning environment with high quality experiences to allow all our children to succeed
- ✓ To ensure our children are equipped with the skills they need to become successful learners, confident individuals, effective contributors and responsible citizens

Excellence and Equity

- ✓ To ensure that every child feels valued and supported and has equal opportunities within the school
- ✓ To develop happy and healthy lifestyles

Partnership Working

- ✓ To work in partnership with parents and maintain close links with the wider community

COVID-19

OUR SCHOOL RESPONSE 2021-2022

Our return to school this session allowed us to build on successes and feedback from our previous session at the beginning of the pandemic. We were able to host online meetings for parents and children, issue transition information packs and increase the impact of our virtual tour using ThingLink to allow every area of the school to be visible, detailed information about the school, staff and learning are incorporated in the tour which is embedded in our website for all to access.

This session we were fortunate not to close however we were badly impacted by staff and pupil absences, class isolations and the inability to open our doors to parents, families and visitors as we would have wished to enrich the learning experience and build strong relationships with all stakeholders; it is our aim to achieve increased collaboration and collegiality next session.

As before, Microsoft Teams was used effectively to facilitate learning and ensure we built on the skills that had been developed during remote learning. This allowed children to share learning, live stream into other classes and keep a connection across the school.

COVID-19: OUR SCHOOL RESPONSE (CONT.)

Pastoral support continued to be offered to identified families, this was provided through collaboration with local community groups, outside agencies and 'Team Around the Child' meetings to ensure we were supporting our families.

We have used the lessons learned from Covid as a positive driver for change; enhanced digital skills have been used to great effect and, as a result, we are now delighted to have achieved our Digital School Award. Children and staff have risen to the challenges we have faced as a school team and have worked tirelessly to learning, teaching and wellbeing have been carefully considered and progress has continued to be made, regardless of the many challenges and difficulties that have been encountered.

Alongside exceptional levels of absence, the most challenging aspect of the last session has been the inability to connect. Our school vision is centred around nurturing our children to reach their full potential, this has been at the heart of our response however we look forward to now opening our doors and bringing back our sense of whole school community and united staff team by working together again and refocusing on our school priorities identified in our 2021-2023 plan.

KEY DRIVERS OF CHANGE

KEY DRIVERS: NIF & HGIOS LINKS

Leadership and Management	Learning Provision	Success and Achievements	NIF Drivers
1.1 Self-evaluation for improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership and management of staff/practitioners 1.5 Management of resources to promote equity	2.1 Safeguarding and Child Protection 2.2 Curriculum 2.3 Learning, Teaching and assessment 2.4 Personalised Support 2.5 Family learning 2.6 Transitions 2.7 Partnerships	3.1 Improvement wellbeing, equality and inclusion 3.2 Raising attainment and achievement/ Securing children's progress 3.3 Increasing creativity and employability	Performance Information Assessment of Children's Progress Teacher Professionalism School Leadership School Improvement Parental Engagement
NATIONAL IMPROVEMENT FRAMEWORK PRIORITIES			
Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children			

Throughout the pandemic we have continue to have high expectations for all learners and have worked hard to promote achievement and attainment for all. Pupil attainment remains strong; almost all pupils are continuing to make very good progress in their learning across literacy, numeracy, health & wellbeing.



ATTAINMENT DATA

CFE ATTAINMENT

We continue to rigorously monitor and track levels of attainment and progression within CFE levels to ensure appropriate pace and progression. This session we have used SNSA and GL Assessments across South Ayrshire schools to help identify and track patterns in attainment over time. Attainment data for 2021-2022 is detailed below and reflects the current tracking levels and clear progression in learning. As previously, data for 2019-2020 was incomplete due to remote learning.

LITERACY CFE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Early	95%	91%	Feb. data - 86%	93%	88%
First	95%	94%	Feb. data - 90%	94%	91%
Second	91%	89%	Feb. data - 88%	85%	83%

NUMERACY CFE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Early	98%	91%	Feb. data - 80%	93%	86%
First	91%	94%	Feb. data - 88%	97%	96%
Second	87%	88%	Feb. data - 86%	87%	87%

HWB CFE	18/19	19/20	20/21	21/22	ANALYSIS
Early	98%	Feb. data - 83%	95%	100%	Almost all pupils in P1 and P4 achieved levels which were either in line or higher than expected for their age, compared with other pupils nationally.
First	94%	Feb. data - 85%	98%	96%	
Second	88%	Feb. data - 96%	87%	85%	HWB CFE levels have remained consistently high, even after periods of remote learning and National lockdown.

EYC Developmental Milestones Tracking	80%-100%	100%
Health and Wellbeing	100%	87%
Literacy	81%	58%
Numeracy	90%	58%

As we continued to face high absence levels and isolation periods, our focus throughout the session has remained on core skills in Literacy, Numeracy and Health and Wellbeing.

During the session, we continued to carry out class-based assessments, used teacher professional judgment and online assessment tools to benchmark learning and attainment levels.

Targeted supports allowing for continued progression for all learners, school assistants and teaching staff worked throughout the year to support learning in their identified stage to action individual targets and support attainment.



ATTENDANCE DATA

PUPIL ATTENDANCE

Attendance levels remain high across all year groups and targeted cohorts of children. Our average attendance and stage by stage percentages reflect positively. Attendance continued to be tracked and monitored during remote learning from January to March 2021.

ATTENDANCE %	18/19	19/20	20/21	21/22
Early Years Centre	89.15%	89.28%	90.83%	81.38%
Primary 1	96.40%	94.13%	97.51%	95.63%
Primary 2	96.32%	95.42%	96.96%	95.57%
Primary 3	97.35%	95.13%	97.78%	94.36%
Primary 4	96.88%	96.12%	96.25%	95.44%
Primary 5	96.78%	95.40%	97.81%	94.85%
Primary 6	96.22%	94.54%	97.13%	95.42%
Primary 7	96.68%	95.19%	97.5%	93.61%
PEF Cohort	95%	93%	95.7%	90.9%
Whole School Average	96.66%	95.13%	96.47%	94.96%

ACCREDITATION SUCCESSES

REMOTE LEARNING

During the course of session 2021-2022 we have been delighted to achieve success in a variety of difference accreditations programmes. These successes have validated the impact of our school aim to deliver inspiring learning environments with high quality learning and teaching in place. Furthermore, these has given multiple opportunities for pupil's to lead their learning and make meaningful change.



This session we have achieve the following accreditations:

- Rights Respecting Gold Award – this is the highest possible accolade in the programme and is the second time we have achieved this level of accreditation.
- Digital Schools Award – this award recognises our commitment to enhancing learning through digital technologies and has been driven forward by our pupil Digital Champions. We have now been highlighted as a mentor school to support schools across the country with their digital journey.
- Fairtrade – we have now achieved our 'Fairaware' and 'Fairactive' awards through our ongoing commitment to the support and education of Fairtrade practices.
- Eco-Schools – we have achieved our fourth Green Flag award this session, embedding ecological awareness in our practice

PRIORITY 1: LITERACY

WHAT KEY OUTCOMES HAVE WE ACHIEVED?

LEADERSHIP AND MANAGEMENT: PROGRESS AND IMPACT STATEMENT

- ✓ Attainment data and professional dialogue meetings show that most children are attaining appropriate levels in literacy with some exceeding expectations
- ✓ Staff judgement is consistent and confident when assessing progress in CFE levels – additional assessment packages have added strength to teacher judgment and provided robust evidence to support judgements
- ✓ Learning, teaching and assessment in literacy are planned together; assessment planning has continued to be refined this session to ensure meaningful procedures are in place
- ✓ Staff CLPL sessions have focused on increasing skills and confidence using digital platforms to enhance learning
- ✓ Pupil Equity Funding has been used to support pupils with evidence based interventions and targeted supports

LEARNING PROVISION: PROGRESS AND IMPACT STATEMENT

- ✓ Literacy Frameworks, with benchmarks embedded, are used effectively to inform planning and ensure progression for learners
- ✓ Lessons are well planned and engaging using a variety of resources and interactive teaching methods to engage learners
- ✓ Targeted interventions have been used effectively to support children and increase knowledge and skills
- ✓ Additional teaching time and school assistant hours have continued to be allocated to support recovery through Pupil Equity Funding and COVID Recovery staffing
- ✓ Digital literacy skills are used effectively in class and to support learning at home through the use of Teams
- ✓ Literacy learning has been shared across stages and levels using Teams to motivate and inspire learners through shared stories and activities

SUCCESS AND ACHIEVEMENTS: PROGRESS AND IMPACT STATEMENT

- ✓ Significant professional learning has been invested using a variety of online learning platforms to increase engagement, improve skills and support pupils' learning
- ✓ Targeted interventions are working well to support learners and increase attainment and confidence through evidence informed interventions
- ✓ Library books and novels have been refreshed through the school budget and with the support of the Parent Council
- ✓ Successes and achievements in literacy have been shared via Twitter and Teams

NEXT STEPS

- ✓ Prioritise staff professional learning in writing to embed a consistent approach across the school and ensure clear progression pathways for children
- ✓ Staff training in place for Phonics and Grammar with pathways reviewed and embedded
- ✓ A collegiate approach is in place across the cluster to develop literacy
- ✓ Further extend partnership opportunities in literacy and family learning resources/supports and through collaborative working with the SAC Literacy Development Officer

PRIORITY 2: NUMERACY

WHAT KEY OUTCOMES HAVE WE ACHIEVED?

LEADERSHIP AND MANAGEMENT: PROGRESS AND IMPACT STATEMENT

- ✓ Learning continues to progress well; children are attaining well across all levels in numeracy, especially at Early and First level
- ✓ South Ayrshire Council skills frameworks are embedded in planning to show consistency and progression across all stages
- ✓ GL Assessments this session have provided robust attainment data that strengthens teacher judgement of CFE Levels
- ✓ Assessment processes impact positively and are used to inform planning, identify areas for development and next steps
- ✓ Collaborative working and strong partnerships with stage and level colleagues is helping to ensure consistency of approach and clear progression through each level
- ✓ Partnership working with the South Ayrshire Council Numeracy & Maths Development Officer is helping to promote challenge and support enquiry
- ✓ Pupil Equity Funding is used to effectively support identified pupils requiring support in numeracy and mathematics

LEARNING PROVISION: PROGRESS AND IMPACT STATEMENT

- ✓ A clear focus on numeracy and maths remains within the School Improvement Plan to embed the use of concrete materials and active learning and help all learners create connections
- ✓ Staff use assessment information well to identify and address any gaps in learning
- ✓ Digital resources have been used extremely well across the school to support in school and home learning, engage learners in numeracy activities and provide support, challenge and personalisation in learning activities
- ✓ Additional teaching/school assistant hours continue to be allocated through PEF to support across the school – as a result, targeted supports and interventions are impacting positively

SUCCESS AND ACHIEVEMENTS: PROGRESS AND IMPACT STATEMENT

- ✓ Attainment levels remain high at first and second level in numeracy and maths
- ✓ Ongoing professional learning has impacted positively on teaching and learning and helped to embed digital, practical and real-life learning contexts
- ✓ A focus on Big Maths has been implemented in all stages to increase fluency, mastery and enjoyment of maths
- ✓ Clear planning pathways and professional dialogue meetings are ensuring appropriate pace, progression, support and challenge are in place across all classes with knowledge built on prior learning
- ✓ Interventions and support for pupils is impacting positively on attainment and engagement

NEXT STEPS

- ✓ Continue to focus on practical professional learning opportunities and collegiate working to ensure a consistent approach delivered by skilled staff team
- ✓ Increase opportunities for pupils to lead their learning and set increasingly personalised targets
- ✓ To further embed our practical approaches using concrete materials and work with the SAC Numeracy & Maths Development Officer
- ✓ Extend partnership opportunities in numeracy and family learning resources/supports

PRIORITY 3: HEALTH AND WELLBEING

WHAT KEY OUTCOMES HAVE WE ACHIEVED?

OUR VISION AND WHOLE SCHOOL ETHOS

We have a clear vision, values and aims in place for our school and a strong ethos of cluster working; we are focused on establishing our school community as a reflective learning organisation, working together to improve outcomes for our children. Our own Curriculum Rationale sets out the purpose and direction for our whole school community.

The school has established a very welcoming, positive and supportive ethos; during the challenges of the last few years it was imperative to continue this and maintain our strong sense of community. The easing of restrictions has allowed us to bring our classes back together again. The sense of community is clearly evident as we have been able to welcome our partners and parents back in to enhance the learning opportunities for our children. We are proud of our school and continue to work well together to promote children's rights and Global Citizenship.

We have a skilled, dedicated and committed staff team who are invested in GIRFEC. Verbal intervention training has been embraced by all and the introduction of our new Nurture Snug has made a positive impact.

LEADERSHIP AND MANAGEMENT: PROGRESS AND IMPACT STATEMENT

- ✓ Class Charters are in place in every class to maintain our focus on children's rights
- ✓ Staged Intervention procedures are highly effective, help to meet identified needs and secure progress for children - pupil and parent voice is valued and included
- ✓ Care Plans are used effectively within the Early Years Centre to meet pupil needs and work in partnership with parents; Seesaw was used well this session to support home-school links
- ✓ Professional Dialogue meetings and TAC meetings focus all key personnel on ensuring a GIRFEC approach to meeting all family and pupil needs and is embedded in our practice
- ✓ Effective leadership of data analysis processes and tracking of attainment over time is creating meaningful and actionable information linked to trends and patterns in attainment
- ✓ We have strengthened our partnerships with the Inclusion and Nurture Teams to meet the needs for our learners. Significant training has been provided to support our staff confidence when working with distressed children.

LEARNING PROVISION: PROGRESS AND IMPACT STATEMENT

- ✓ Health and Wellbeing continues to be a core focus in the school – children have been supported extremely well by staff, families and wider partners. Staff are skilled at identifying children who are at risk of missing out.
- ✓ Due to increasing demand, staff have been trained to deliver LIAM and Seasons for Growth intervention.
- ✓ Professional dialogue meetings have a joint focus on learning and pastoral needs; we know our children well and are confident in responding appropriately to identified concerns
- ✓ Bikeability sessions have continued to improve road safety and cycling proficiency skills across second level classes this session with 102 pupils completing Level 2 Bikeability and 54 completing Level 1.
- ✓ Continued partnership working with Active Schools has enhanced the curriculum in physical activity. The reintroduction of after-school clubs has been well-attended at all stages.
- ✓ All 49 Primary 7 pupils have achieved their John Muir Award and benefitted from a range of experiences and activities to build teamwork and resilience in preparation for S1

SUCCESSSES AND ACHIEVEMENTS: PROGRESS AND IMPACT STATEMENT

- ✓ Our learners continue to show their understanding of rights and support the rights of others on a local, national and global scale; this year we received our second Gold Accreditation, the highest possible accolade in the Rights Respecting Schools awards system
- ✓ We have secured our fourth Eco-Schools Green Flag and achieved our 'Fairaware' and 'Fairactive' awards through our ongoing commitment to the support and education of Fairtrade practices and ecological issues
- ✓ We also achieved our Digital Schools Award through our commitment to enhance learning through digital technologies – we are now a mentor school, supporting other schools across the country with their digital journey
- ✓ Following a challenging two-year period, our children have shown resilience, positivity and have achieved success in their learning - they are contributing positively to the wider life of our school and local community now that restrictions have eased
- ✓ Health and Wellbeing resources are used effectively in all stages to support pupils' mental, emotional and physical health; this has been a key focus during our recovery period
- ✓ Outdoor PE sessions, reinstated partnership working and our Daily Mile has ensured pupils' physical fitness has remained a priority this session – we were regional winners in the Sportshall Athletics competition
- ✓ PEEP sessions have continued to support families and transitions to school and our cluster transition topic has embedded as an example of good practice
- ✓ Fairtrade Fortnight was celebrated during remote learning and has led to us beginning our journey towards becoming a Fairtrade School
- ✓ Pupil Equity Funding has been used effectively to fund additional teaching and school assistant hours to support pupils' wellbeing

NEXT STEPS:

- ✓ To continue to prioritise a nurturing approach across the school and promote positive relationships, health and wellbeing for all
- ✓ Revisit our values and rules in class and through assemblies to ensure consistency of approach
- ✓ Continue to drive forward our Rights Respecting Schools work within the cluster and support schools nationally on their Digital Schools journey
- ✓ Further embed Eco-Schools and Fairtrade across the school
- ✓ Enhance and re-establish our partnership working opportunities with parents and partners

PUPIL EQUITY FUND

NEXT STEPS

Our Pupil Equity Fund proposal for next session will allow us to further embed and enhance our existing supports through the addition of a Principal Teacher element, 0.2FTE teaching staff and a 17 hour school assistant post. Alongside our school assistant entitlement allocation, this will allow for an additional full-time school assistant to support in class and outside.

The PEF proposal will allow us to deliver targeted literacy and numeracy interventions to raise attainment and support the National Improvement Plan aims to tackle inequity and raise attainment for all. Increase staffing will also support our new Nurture Room and allow Health and Wellbeing to remain a priority for all. This builds on the success of our existing PEF proposal and, although our allocation has been cut for next session, maximizes impact on children.

LIFE AT TROON 2021-2022

SESSION 2021-2022; SUCCESS THROUGH EFFORT



EVALUATION

SCHOOL SELF-EVALUATION – HGIOS 4 SUMMARY

QUALITY INDICATOR 1.3: LEADERSHIP OF CHANGE

DEVELOPING A SHARED VISION, VALUES AND AIMS

- ✓ Our vision, values and aims have been developed alongside school partners and have been communicated effectively with parents and other stakeholders
- ✓ Our staff team are determined, dedicated and have adapted exceptionally well to the challenges of the session
- ✓ Values are embedded and promoted within the school; the children come to school feeling safe and are working in a positive environment - they are upholding the values throughout school and beyond
- ✓ The School Improvement Plan and Curriculum Rationale provide a clear direction and focus for improvement and key priorities for next session in line with self-evaluation
- ✓ Partnership working and a collegiate, collaborative approach is embedded in our practice to 'Get it Right for Every Child'

STRATEGIC PLANNING FOR CONTINUOUS IMPROVEMENT

- ✓ All staff have consistently high expectations of learners; they are responsive to pupils needs and backgrounds, they know the children well and plan appropriately
- ✓ Literacy, Numeracy and Health and Wellbeing have been prioritised this session to ensure no gaps in learning, appropriate pace and progression
- ✓ Robust strategic planning has now embedded to create a detailed three-year cycle showing the breadth, depth, pace and progression in learning through each CFE area and level; this has now moved online, allowing staff to work in partnership
- ✓ Professional learning has focused heavily on digital skills, Microsoft Teams and online learning development – all staff have made significant progress in their own learning at an extremely fast pace; this has impacted positively on the learning experiences offered to the children throughout the session.
- ✓ We have been recognised as a mentor school by Digital Schools; one staff member has achieved MIEE, and two others are in the process of self-nomination
- ✓ Staff continue to work collaboratively and have embraced new ways of working to maintain a collegiate approach
- ✓ Annual PRD Meetings determine appropriate professional learning opportunities for staff - CLPL is planned accordingly and linked to school priorities for improvement and staff targets

IMPLEMENTING IMPROVEMENT FOR CHANGE

- ✓ Staff have adapted quickly, and continually, this session to adhere to COVID guidance/restrictions whilst also ensuring a seamless transition for the children from school to remote learning and back again
- ✓ There is clear, strategic direction in place within the School Improvement Plan to ensure positive outcomes for all and continued progression
- ✓ Time is given within the working time agreement to allow SIP priorities to be actioned
- ✓ Collegiate meetings and professional dialogue meetings ensure staff views are sought, valued and acted upon by the SLT to create a unified team
- ✓ Leadership at all levels has continued to be championed and encouraged by the SLT; staff are supported to drive change and are encouraged to be reflective, professional practitioners

SCHOOL SELF-EVALUATION – VERY GOOD (5)

QUALITY INDICATOR 2.3: LEARNING AND TEACHING

Learning and Engagement

- ✓ Planning is now completed online allowing stage and level partners to work collaboratively to ensure progression across the level
- ✓ Planning takes account of different needs and learning styles – teaching staff are fully committed to creating engaging lessons across the curriculum that motivate learners
- ✓ 'Making Thinking Visible' routines have been revisited by staff this session to engage learners and generate rich discussion around learning
- ✓ Children remain highly involved in their learning setting personal targets and discussing next
- ✓ Children are leading the learning across the school in a variety of pupil committees representing all levels
- ✓ Creating a positive, nurturing environment has been a key focus at the end of session to ensure an inclusive and supportive approach
- ✓ Children's rights are at the forefront of our approach as we work together with the cluster to educate and create a difference on a global level
- ✓ Playful pedagogy has embedded and supported children during transitions and on the return to fulltime learning following the impact of the Covid-19 pandemic

Quality of Teaching

- ✓ All staff have high expectations; children are challenged and supported to reach, and exceed, predicted CFE Levels with learning differentiated as appropriate
- ✓ Despite significant challenges due to Covid restrictions, staff have worked collegiately and collaboratively to identify next steps in learning and meet pupil needs
- ✓ Significant professional learning has been invested and prioritised throughout the year to increase staff skills and pupil engagement
- ✓ Following staff professional learning and the rollout of Clickview, we have been identified as an example of good practice by Clickview – we are currently working in partnership with them to become a Case Study school highlighting the benefits of Clickview on learning and teaching to impact more widely
- ✓ Digital skills have continued to be embedded to build on the successes of remote learning and prepare our pupils and staff for 21CLD
- ✓ Early Years Staff have continued to refine and enhance play pedagogy through Beach School training and the development of playful learning environments

Effective Use of Assessment

- ✓ GL assessments and SNSA have been used effectively, in conjunction with class based, ongoing assessments, to identify pupil progress in line with benchmarks
- ✓ GL assessments are building high-quality data evidencing attainment over time
- ✓ Baseline assessments have been used effectively to support targeted interventions
- ✓ As a staff team, we have reviewed and refined assessment procedures this session to ensure meaningful, well planned assessment procedures are in place
- ✓ Ongoing assessment remains an integral part of the learning and teaching cycle to ensure successful learning and progression for all

Planning, Tracking and Monitoring

- ✓ New online planning procedures have embedded and assessments procedures have been streamlined to ensure a consistent approach linked to planning is in place
- ✓ Tracking and monitoring information is used well to evidence progress across all levels and evidence the impact of targeted interventions
- ✓ All teaching and supportive work collaboratively to plan, track and monitor progression; moderation is used to bring consistency and ensure effective procedures are in place

SCHOOL SELF-EVALUATION – VERY GOOD (5)

QUALITY INDICATOR 3.1: ENSURING WELLBEING, EQUALITY AND INCLUSION

Wellbeing

- ✓ The school continues to prioritise and value pupil wellbeing, equity and inclusion; we have an inclusive and nurturing approach with staff working collaboratively to ensure the needs of individual children and families are met; supporting emotional and physical wellbeing has been our main driver
- ✓ Staff know their children exceptionally well and are both sensitive and responsive in their approach; wellbeing webs and learning conversations are used effectively in class to support wellbeing and gather individual views
- ✓ Pupils are supported to feel safe, healthy, active, nurtured, achieving, respected, responsible and included; their voice is valued and they are active participants in discussion and decisions
- ✓ Senior leaders ensure that all adults have a shared understanding of their role and responsibility for the wellbeing of all children - positive and respectful relationships are evident across the school and EYC
- ✓ Children's rights are embedded, they are knowledgeable about equalities and inclusion; as a cluster we are committed to further supporting global wellbeing through sustainable development goals
- ✓ SEEMIS Pastoral Notes, Support Plans and Action Plans are robust and highly effective in helping to secure positive outcomes for learners; effective, evidence based strategies are in place to improve attainment and achievement for children and young people facing challenges and barriers to their learning
- ✓ Multi-agency working is continuing to impact positively; Team Around the Child meetings are used extremely well to discuss next steps, with pupil, parent and staff views actively sought. Nurture approaches are in place, allowing children time to develop their social and emotional development in a safe and nurturing environment

Fulfilment of Statutory Duties

- ✓ All staff engage in regular professional learning to ensure they are up to date with local and national legislation and Codes of Practice, including Child Protection, GIRFEC, RRS and ACES training; they are proactive in their approach and are committed to modelling lifelong learning
- ✓ At all levels, additional support needs are addressed very well through the leadership of the DHT, CPST and support team; Care Plans are also completed throughout the session in the EYC for all children
- ✓ PE provision is in place for all classes. Visiting specialists, students and modern apprentices have enhanced sessions for the children. Working in partnership with Active Schools, after-school clubs have been re-introduced for all stages

Inclusion and Equality

- ✓ All staff are inclusive in their approach and champion the children within their care to be the best they can be - we remain fully committed to ensuring positive outcomes for all our children
- ✓ Pupil Equity Funding is used in a consistent approach to tackle inequity and reduce barriers to learning for those who most require it; our approach is flexible and adaptive to meet the needs of pupils requiring both long term support and shorter boosts of support
- ✓ Skilled additional support is provided by well trained staff; teaching staff and our cluster pupil support teacher. Our school assistants work collaboratively to support children - they are confident in their approach and have a clear understanding of barriers to learning and how they can tackle these through targeted support and partnership working
- ✓ Through data analysis, we annually track attainment linked to stage, gender and SIMD and have discussed and addressed any identified trends through appropriate research, resources and support
- ✓ We work in partnership with outside agencies and wider partners to identify and address any mental health barriers, ensuring support for all and sensitivity to equality issues
- ✓ Our pupil voice groups have been re-established: Pupil Council, Little People, Big Voices, Global Citizens, Dyslexia Ambassadors and Digital Champions. Each group has been instrumental in driving change

SCHOOL SELF-EVALUATION – VERY GOOD (5)

QUALITY INDICATOR 3.2: RAISING ATTAINMENT AND ACHIEVEMENT

Attainment in Literacy and Numeracy

- ✓ Overall, children in the school and Early Years Centre continue to make very good progress in HWB, literacy and numeracy with an average of 90% achieving over eight milestones and 68% achieving all ten
- ✓ Some children are exceeding expected levels in both literacy and numeracy and effective intervention strategies are allowing all children to experience success and challenge as required
- ✓ GL and SNSA assessment data has been analysed to support teacher judgement in attainment in literacy and numeracy
- ✓ Salford and Basic Number Screener continue to be used effectively to provide baseline and value added impact results for our children who are on STINT
- ✓ Children are transferring their literacy and numeracy skills across the curriculum to deepen and enrich their learning and help to create links to real-life situations
- ✓ We continue to focus on seeking a continual improvement in children's core skills through our identified School Improvement Plan priorities

Attainment over Time

- ✓ Through skilled teaching and a well-planned online learning package, we have continued to maintain our high levels of attainment across all areas of Curriculum for Excellence this session
- ✓ New baseline assessments are helping to create comparative data across all stages which will further strengthen tracking attainment over time and generate actionable information
- ✓ Professional dialogues and tracking across all curricular areas highlight continuous progression and generate quality discussion
- ✓ Targeted interventions are impacting positively on attainment and pupil confidence
- ✓ Continuous progress is carefully considered at points of transitions through effective Care Planning, professional dialogue meetings and partnership working to ensure needs are met and continuous improvement sought for all our children

Overall Quality of Learners' Achievements

- ✓ Overall, our learners are successful, confident, exercise responsibility and understand their role as global citizens; they are proud of their achievements and successes which have continued to be celebrated both in class and during our whole school 'Fab Friday'
- ✓ Pupil groups have prepared, created and shared their vision for school improvement within classes, strengthening the work in Fairtrade, Eco-Schools, Dyslexia Awareness, Digital Skills and our ongoing commitment to UNICEF and Rights Respecting Schools

Equity for all Learners

- ✓ Attendance has remained higher than the authority average and is stable year on year – pupils attend well and, as such, increase their opportunities to learn
- ✓ A consistent approach to pupil support is helping embed evidence-based interventions and strategies; additional teacher and school assistant hours allocated through PEF have been used to maximise success and support pupils
- ✓ Staged Intervention, a GIRFEC approach, and the targeted use of Pupil Equity Fund (PEF) allocation is used effectively to meet the needs of all learners and families as required
- ✓ Inclusive practice is being employed to support our most vulnerable pupils: MAPA, CPI Verbal Intervention, Nurture Snug, Barnardos, LIAM and Seasons for Growth

SCHOOL SELF-EVALUATION – VERY GOOD (5)

PRIORITIES FOR IMPROVEMENT

WHAT ARE THE KEY PRIORITIES FOR IMPROVEMENT IN 2022-2023?

In line with the National Improvement Framework, the areas for development in Session 2022-2023 continue to focus on improving Literacy, Numeracy and Health and Wellbeing outcomes for all learners in our school. This will include;

- ✓ Improvement in attainment, particularly in literacy and numeracy through our School Improvement Plan driver diagrams; with a particular focus on writing, mental agility and problem solving
- ✓ Closing the attainment gap between the most and least disadvantaged children through dedicated teaching and school assistant support allocated through our Pupil Equity Fund allocation
- ✓ Improvement in children and young people's health and wellbeing
- ✓ Developing and enhancing partnership working following the removal of remaining Covid restrictions and mitigations

As before, we will continue to strengthen and prioritise collegiate and collaborative working with our cluster colleagues to support staff learning, share good practice and improve wellbeing; this is particularly important to us all following prolonged periods of restricted collaborative working. The OECD report, 'What Makes a School a Learning Organisation?' will be used to help focus authority wide professional reading and reflection to help drive our vision for change and improvement within our school, cluster and more widely across all South Ayrshire schools.

CONTINUOUS IMPROVEMENT

WHAT IS THE CAPACITY FOR IMPROVEMENT?

The overarching focus for our continuous improvement journey is to raise attainment and achievement for all, embedding the vision of the National Improvement Framework and realising our own school vision:

Together we will create a positive environment to nurture, support and challenge everyone to fulfil their potential

We look forward to being able to work together again next session, forging genuine partnerships and collaborative ways of working to promote and enhance learning for all our children, from our youngest learners in the Early Years Centre through to our senior pupils. Rebuilding our sense of school community and team remains of utmost importance to us.

We have effective strategies in place to monitor and evaluate the impact of changes through the careful analysis of triangulated Quality Assurance evidence alongside 'How Good is our School 4' self-evaluation feedback. We hope to further develop our process next session to allow for increased consultation and collaboration. Tracking, monitoring and impact analysis will allow us to carefully consider our achievements and ensure we are meeting the needs of all to achieve excellence and equity; staff are committed and focused on securing positive outcomes.

Our capacity for improvement continues to be demonstrated through our daily actions and our school improvement plan. Our School Improvement Priorities for Session 2022-2023 build on year one of our two-year plan and focus on literacy, numeracy, health and wellbeing and partnership working. Our entire team are fully invested in working together to secure positive outcomes and work together to deliver our goals.

A copy of the School Improvement Plan for next session is available on our school website: <https://blogs.glowscotland.org.uk/sa/troonps/>

Troon Primary School and Early Years Centre



Standards and Quality Report

2021-2022

Success Through Effort