



TROON PRIMARY SCHOOL & EARLY YEARS CENTRE

STANDARDS AND QUALITY REPORT

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SESSION 2022-2023



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 2023 of 325. Each stage is double stream, with pupils currently arranged across 14 classes within the school and 62 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 7.4%.

SCHOOL ROLL JUNE 2023							
P1	P2	P3	P4	P5	P6	P7	TOTAL
43	34	47	48	46	56	51	325

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 several staff 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 part of the Marr Cluster 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 (65%) live within deciles 7-10 with only 7% of children living in deciles 1 and 2.

We are a Gold 'Rights Respecting School', the highest possible accolade. We continue to remain 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 our 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 is also detailed within the report.

SUCCESS THROUGH EFFORT



TROON PRIMARY SCHOOL & EARLY YEARS CENTRE

VISION, VALUES & AIMS

CONSULTATION

Our Curriculum Rationale outlines 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. This session we are also working to create our cluster vision for learning and teaching.

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

Success through effort



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	1. School and ELC leadership 2. Teacher and practitioner professionalism 3. Parental/carer involvement and engagement 4. Curriculum and assessment 5. School and ELC improvement 6. Performance information
NATIONAL IMPROVEMENT FRAMEWORK PRIORITIES			
Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children			

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. A range of assessment information is used to identify and track patterns in attainment over time; most pupils have achieved levels which were either in line or higher than expected for their age, compared with other pupils nationally. Attainment data for 2022-2023 is detailed below and reflects the current tracking levels and progression in learning. Data for 2019-2020 was incomplete due to remote learning.

LITERACY CFE	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Early	91%	<i>Feb. data - 86%</i>	93%	88%	86%
First	94%	<i>Feb. data - 90%</i>	94%	91%	85%
Second	89%	<i>Feb. data - 88%</i>	85%	83%	84%

NUMERACY CFE	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Early	91%	<i>Feb. data - 80%</i>	93%	86%	86%
First	94%	<i>Feb. data - 88%</i>	97%	96%	88%
Second	88%	<i>Feb. data - 86%</i>	87%	87%	86%

HWB CFE	19/20	20/21	21/22	22/23	ANALYSIS
Early	<i>Feb. data</i> - 83%	95%	100%	95%	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	<i>Feb. data</i> - 85%	98%	96%	96%	
Second	<i>Feb. data</i> - 96%	87%	85%	90%	This session, almost all pupils in P7 achieved levels which were either in line or higher than expected for their age, compared with other pupils nationally.

EYC Developmental Milestones Tracking	80%- 100%
Health and Wellbeing	86%
Literacy	86%
Numeracy	89%

Our focus throughout the session has remained on core skills in Literacy, Numeracy and Health and Wellbeing. We continued to carry out class-based assessments, used teacher professional judgment and a variety of 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 continue to reflect positively.

ATTENDANCE %	19/20	20/21	21/22	22/34
Early Years Centre	89.28%	90.83%	81.38%	79.53%
Primary 1	94.13%	97.51%	95.63%	94.70%
Primary 2	95.42%	96.96%	95.57%	94.70%
Primary 3	95.13%	97.78%	94.36%	95.28%
Primary 4	96.12%	96.25%	95.44%	94.71%
Primary 5	95.40%	97.81%	94.85%	95.49%
Primary 6	94.54%	97.13%	95.42%	94.77%
Primary 7	95.19%	97.5%	93.61%	95.38%
Whole School Average	95.13%	96.47%	94.96%	95%

ACCREDITATION SUCCESSES

SUCCESSES AND ACHIEVEMENTS

We are delighted to hold 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; staff members have achieved Microsoft Innovative Educator Expert status
- 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, 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; children achieve equal to or above the national average in GL literacy assessments from Primary 3 to Primary 7
- ✓ Learning, teaching and assessment in literacy are planned together; breadth, depth and appropriate pace are evident in planning and through professional dialogue discussions
- ✓ Staff CLPL sessions have focused on creating consistent approaches to writing across all stages to support progression and engagement in learning
- ✓ Pupil Equity Funding has been used effectively to support pupils through interventions and targeted supports; across deciles 1-4, 97% of children are on track in their learning

LEARNING PROVISION: PROGRESS AND IMPACT STATEMENT

- ✓ Literacy Frameworks inform planning and ensure progression for learners across all ages and stages
- ✓ 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 & school assistant hours have continued to be allocated to support recovery through Pupil Equity Funding; this is helping children make continued progress
- ✓ Writing procedures have been effectively developed to engage and motivate children in learning, providing consistent experiences and feedback
- ✓ Our writing open day shared learning with families and provided the opportunity for staff moderation across all stages
- ✓ Talk Boost and Helicopter stories in Early Level impacted positively on pupil literacy skills

SUCCESS AND ACHIEVEMENTS: PROGRESS AND IMPACT STATEMENT

- ✓ Most children have achieved attainment levels either in line or higher than those expected for their age, compared with other pupils nationally; 86% have achieved expected levels
- ✓ Significant professional learning time has been invested in developing clear writing procedures across all stages from EYC to Primary which are beginning to impact on pupil engagement and achievement
- ✓ Whole school writing projects have supported family engagement and pupil motivation
- ✓ Targeted interventions are working well to support learners and increase attainment and confidence through evidence informed interventions

NEXT STEPS

- ✓ Staff professional learning in reading/South Ayrshire Reads to create skilled, confident readers and promote reading for pleasure to impact positively on literacy skills and engagement
- ✓ Further extend partnership opportunities in literacy and family learning opportunities through collaborative working with the SAC Literacy Development Officer, identified staff leads and external partners
- ✓ Embed new writing procedures and track impact through professional dialogue meetings and quality assurance processes to allow for early intervention as required to raise attainment
- ✓ Additional teaching time prioritised at Early and First level to increase attainment

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; pathways have been revisited at second level and adapted to allow for progression whilst ensuring breadth and depth in learning opportunities
- ✓ GL Assessments have again provided robust attainment data to strengthen teacher judgement of CFE attainment levels; these 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 SAC Numeracy & Maths Development Officer and external partners is helping to develop mental maths skills in school and at home
- ✓ Pupil Equity Funding is used to effectively support identified pupils requiring support in numeracy and mathematics; 100% of children in deciles 1 and 2 are on track in their learning

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
- ✓ Maths toolkits and individual mental maths packs have been resourced and trialed this session to support learning
- ✓ 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; children achieve equal to or above the national average in GL numeracy assessments from Primary 3 to Primary 7
- ✓ Family learning workshops with 'Count On Us' provided advice and guidance to support learning at home and impact positively on children's attainment and engagement
- ✓ A focus on Big Maths has been embedded in all stages to increase fluency, mastery and enjoyment of maths
- ✓ Clear planning, tracking and professional dialogue meetings are helping ensure appropriate pace, progression, support and challenge is in place
- ✓ Interventions and support for pupils is impacting positively on attainment and engagement

NEXT STEPS

- ✓ Continue to identify professional learning and collegiate working opportunities to ensure a consistent approach to learning and a skilled staff team; continue to work with the SAC Numeracy & Maths Development Officer and staff lead to support from early level onwards
- ✓ Audit and evaluate all resources, including digital packages to support effective teaching
- ✓ Extend the use of numeracy and maths toolkits to improve accuracy and understanding
- ✓ Additional teaching time prioritised at Early and First level to increase attainment
- ✓ Increase opportunities for pupils to lead their learning and set increasingly personalised targets

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; our new cluster motto has been created and will be promoted next session. Our own Curriculum Rationale sets out the purpose and direction for our whole school community.

The school has a very welcoming, positive and supportive ethos. We work together to enhance the learning opportunities for our children. We are proud of our school and continue to promote children's rights and Global Citizenship as a school and cluster community.

We have a skilled, dedicated and committed staff team who are invested in getting it right for all our children to help them achieve their potential. Pupil Equity Funding has been allocated towards increased staffing entitlement to effectively support identified pupil needs.

LEADERSHIP AND MANAGEMENT: PROGRESS AND IMPACT STATEMENT

- ✓ All classes work together each session to create personalised Class Charters to maintain our focus on children's rights
- ✓ Staged Intervention procedures 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 using a Shanarri approach
- ✓ Professional Dialogue 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
- ✓ New digital attainment tracking processes are creating actionable information to track trends and patterns in attainment

LEARNING PROVISION: PROGRESS AND IMPACT STATEMENT

- ✓ Health and Wellbeing remains a core focus – children are supported extremely well by staff, families and wider partners which impacts positively on their engagement and wellbeing
- ✓ 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 and swimming have continued to improve life skills across second level classes
- ✓ Continued partnership working with Active Schools and parent partners has enhanced the curriculum and wider opportunities for children
- ✓ All Primary 7 pupils have achieved their John Muir Award and benefitted from a range of activities and residential experiences to build teamwork and resilience

SUCCESSES AND ACHIEVEMENTS: PROGRESS AND IMPACT STATEMENT

- ✓ Our learners are Rights Respecting citizens and continue to show their understanding of rights and support the rights of others on a local, national and global scale
- ✓ We have continued on our Eco-Schools and Fairtrade journey as a full school community to raise awareness and understanding of Fairtrade practices and ecological issues
- ✓ We continue to support and mentor others as a Digital School and work closely with SAC staff to ensure continued focus on digital skills at all levels
- ✓ 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
- ✓ Children participate in both indoor and outdoor PE opportunities during the year and make highly effective use of the local community including our local beach and woods to promote outdoor education; staff in the EYC are trained in beach school and forest school approaches
- ✓ Pupil Equity Funding has been used to fund additional teaching and school assistant hours to support pupils' wellbeing; identified pupils are making progress in learning and engagement

NEXT STEPS:

- ✓ Embed our school and cluster values through class lessons and assemblies to ensure consistency of approach and respect
- ✓ Continue to embed a nurturing approach across the school and EYC to promote positive relationships, health and wellbeing
- ✓ Continue to drive forward our Rights Respecting Schools work within the cluster and support schools nationally on their Digital Schools journey
- ✓ Further embed pupil voice groups and leadership opportunities across all ages and stages
- ✓ Continue to develop 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 an additional 35 school assistant hours to support children in all stages with learning and wellbeing. This will allow us to deliver targeted literacy and numeracy interventions to maintain high attainment and support the National Improvement Plan aims to tackle inequity and raise attainment for all. This builds our previous PEF proposal and, maximizes impact for children through a skilled staff team.

LIFE AT TROON 2022-2023

SESSION 2022-2023; SUCCESS THROUGH EFFORT



EVALUATION

SCHOOL SELF-EVALUATION – HGIOS 4 SUMMARY

QI 1.3: LEADERSHIP OF CHANGE

DEVELOPING A SHARED VISION, VALUES AND AIMS

- ✓ Our vision, values and aims are embedded and promoted across the school and will be strengthened next session with the addition of our cluster motto; children uphold their rights and those of others
- ✓ 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
- ✓ A highly skilled and professional staff team work collaboratively and collegiately to improve outcomes for all learners to 'Get it Right for Every Child'

STRATEGIC PLANNING FOR CONTINUOUS IMPROVEMENT

- ✓ Staff have consistently high expectations of learners and responsive to pupils needs; staff know their children well and plan accordingly
- ✓ Effective planning approaches show breadth, depth, pace and progression in learning across all curricular areas
- ✓ Our school improvement plan focuses clearly on Literacy, Numeracy, Health and Wellbeing to impact positively on attainment and achievement
- ✓ Professional learning has focused on inclusion, targeted supports and consistency in writing procedures

IMPLEMENTING IMPROVEMENT FOR CHANGE

- ✓ Time is allocated appropriately within the working time agreement to allow SIP priorities to be actioned
- ✓ Collegiate and professional dialogue meetings ensure staff views are sought, valued and acted upon by the SLT to create a unified team; peer observations are used to inform and improve practice
- ✓ CLPL opportunities and PRD meetings are used effectively to promote staff development in the school and cluster

SCHOOL SELF-EVALUATION – VERY GOOD (5)

QI 2.3: LEARNING AND TEACHING

LEARNING AND ENGAGEMENT

- ✓ Learning environments from EYC to Primary 7 are positive and nurturing; as a Gold RRS school our commitment to promoting children's rights remain at the forefront of our approach
- ✓ Planning is completed collegiately to allow for consistency of experience across stages whilst taking account of individual needs to motivate and engage all children in their learning
- ✓ Children are leading the learning across the school in a variety of pupil committees representing all levels; children are confident, responsible and contribute effectively in the school and wider learning community, children's views are actively sought and acted upon

QUALITY OF TEACHING

- ✓ All staff have high expectations; children are challenged and supported to reach, and exceed, predicted CFE Levels with differentiated learning in place, play based pedagogy from EYC to P2, and outdoor learning in place from early level onwards using our local community and school grounds
- ✓ Early Years Staff continue to develop play pedagogy through Beach & Forest School approaches and the development of playful learning environments; observations in Early Years carefully inform next steps
- ✓ Professional learning throughout the session has ensured a skilled staff team are impacting positively on pupil engagement
- ✓ Staff use Making Thinking Visible, Higher Order Thinking and Critical Skills to deepen and extend learning

EFFECTIVE USE OF ASSESSMENT

- ✓ We use a variety of ongoing assessment approaches to identify pupil progress and plan next steps accordingly; baseline and formal assessments are used in conjunction with class based, ongoing assessments and teacher judgement
- ✓ Within Early Years, developmental milestones are used highly effectively to provide evidence of pupil progress and inform our reporting procedures
- ✓ As a staff team, we continue to work collegiately to moderate attainment across our stages; ongoing assessment remains an integral part of the learning and teaching cycle to ensure success and progression for all

PLANNING, TRACKING AND MONITORING

- ✓ Online planning and assessment procedures are embedding to ensure a consistent approach to planning is in place across all curricular areas
- ✓ Tracking and monitoring information is used well to evidence progress across all levels and the impact of targeted interventions; professional dialogue meetings provide protected time to monitor and evaluate progress throughout the session
- ✓ New SAC online attainment trackers are embedding to track and monitor attainment, attendance and interventions over time for all our learners

SCHOOL SELF-EVALUATION – VERY GOOD (5)

QUALITY INDICATOR 3.1: ENSURING WELLBEING, EQUALITY AND INCLUSION

WELLBEING

- ✓ We continue to prioritise pupil wellbeing, equity and inclusion; we have an inclusive and nurturing approach with positive relationships, mutual trust and respect at the heart of our approach
- ✓ Staff know their children exceptionally well and are highly responsive to individual needs; wellbeing webs and learning conversations are used 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 their learning
- ✓ Senior leaders ensure that all adults have a shared understanding of their role and responsibility for the wellbeing of all children – significant time has been prioritised to staff training in this area

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 remain proactive in their approach and 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
- ✓ Multi-agency working continues to impact positively; Team Around the Child meetings are used extremely well to discuss next steps, gather views and plan accordingly to secure positive outcomes for all learners including those facing significant barriers to their learning and wellbeing

INCLUSION AND EQUALITY

- ✓ All staff are inclusive in their approach and have a clear understanding of barriers to learning and how they can tackle these through targeted support and partnership working; additional support is provided by well trained staff at all levels including teachers, school assistants, pupil support and wider partners
- ✓ Nurture approaches have been used highly effectively this session to support children's social and emotional development in a safe and nurturing environment
- ✓ 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
- ✓ Our curriculum offers all children the opportunity to explore and learn about equality and inclusion to help them understand their role in creating an inclusive and equitable community

SCHOOL SELF-EVALUATION – VERY GOOD (5)

QI 3.2: RAISING ATTAINMENT AND ACHIEVEMENT

ATTAINMENT IN LITERACY AND NUMERACY

- ✓ Overall, children in the school and Early Years Centre continue to make good progress in HWB, literacy and numeracy with an average of 87% achieving over eight milestones
- ✓ 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 NSA assessment data is used effectively to support teacher judgement in attainment in literacy and numeracy; attainment in GL literacy and numeracy remain above the local and national average
- ✓ Salford and Basic Number Screener are used effectively to provide baseline and value-added impact results for our children who are on STINT
- ✓ We continue to focus on maintaining and improving our existing high levels of attainment through our School Improvement Plan priorities

ATTAINMENT OVER TIME

- ✓ Through skilled teaching and learning opportunities, we continue to maintain high levels of attainment - although lower than previous sessions, 86% of pupils in P1, 4 and 7 combined are achieving expected levels in Literacy and Numeracy and we remain committed to aiming higher
- ✓ Baseline assessments are helping to create comparative data across all stages which will further strengthen tracking attainment over time and generate actionable information
- ✓ Continuous progress is carefully considered throughout the year and at transition points through effective Care Planning, professional dialogue meetings and partnership working to ensure needs are met and continuous improvement sought for all our children
- ✓ New tracking systems across all curricular areas highlight progression; staff are confident in their professional judgement of attainment levels

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
- ✓ Children are active participants in their learning both in school and in the local community; they participate in the wider life of the school through many planned events and activities
- ✓ Pupil voice groups allow children to contribute to the decision-making process and lead the learning; HGIOURS discussion and focus groups have empowered pupil voice and House Captains have displayed effective leadership skills within the school and local community
- ✓ Outdoor education and residential trips have provided wider opportunities to develop a broad range of skills and attributes

EQUITY FOR ALL LEARNERS

- ✓ Attendance remains higher than the authority average at 95% across Primary 1 to 7 classes; pupils attend well and, as such, increase their opportunities to learn
- ✓ Pupil Equity Funding is used effectively to support children to attain well through targeted interventions and supports; all children from our most deprived deciles are attaining exceptional well in literacy and numeracy with 100% achieving expected levels
- ✓ Inclusive practice is promoted with all pupils and families; a highly effective wellbeing workshop provided our families with significant information and supports from over 30 outside agencies to ensure equity and impact positively on wellbeing

SCHOOL SELF-EVALUATION – VERY GOOD (5)

PRIORITIES FOR IMPROVEMENT

WHAT ARE THE KEY PRIORITIES FOR IMPROVEMENT IN 2023-2024?

In line with the National Improvement Framework, the areas for development in Session 203-2024 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 focus on embedding new writing procedures, South Ayrshire Reads, numeracy and maths skills, play and digital literacy
- ✓ A continued focus on ensuring there is no attainment gap between the most and least disadvantaged children through dedicated school assistant support allocated through our Pupil Equity Fund allocation
- ✓ Improvement in children and young people's health and wellbeing
- ✓ Continuing to enhance and strengthen existing good practice in our partnership working approaches

As before, we will continue to support collegiate and collaborative working with our cluster colleagues to support staff learning, share good practice, improve wellbeing and embed our new cluster vision. A clear focus on evidence based good practice and research will continue to 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 working together with staff, children, families and partners to promote and enhance learning for all our children, from our youngest learners in the Early Years Centre through to our senior pupils.

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. 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 2023-2024 focuses clearly on literacy, numeracy, health and wellbeing to raise attainment and achievement for all.

A copy of the School Improvement Plan for next session is available on our school website.

Success through effort

Troon Primary School and Early Years Centre



Standards and Quality Report

2022-2023

Success Through Effort