



# TROON PRIMARY SCHOOL & EARLY YEARS CENTRE

STANDARDS AND QUALITY REPORT

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SESSION 2023-2024



# STANDARDS & QUALITY REPORT

## INTRODUCTION

Tron Primary School has many unique qualities, most significantly, our coastal location and our local community; we make good use of the outdoor spaces afforded to us, including our local beaches, town centre amenities and Fullarton Woods. The children remain extremely proud of their local community.

Both the school and early years centre are non-denominational. Our school roll in June 2024 is 308 arranged across 13 classes from Primary 1 to Primary. Our Early Years Centre has a current roll of 57 children, attending mornings, afternoons or full day places at the start or 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 7.8%.

SCHOOL ROLL JUNE 2024								
EYC	P1	P2	P3	P4	P5	P6	P7	TOTAL
57	37	41	36	47	47	46	54	365

Our staff team are highly experienced and committed, this includes all teaching, support and clerical staff, as well as our Senior Leadership Team. The Senior Leadership Team has experience significant change this session with a new Acting Depute Head, Principal Teacher and Senior EYP. All staff prioritise career long professional learning and work collegiately, creating 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.

Within the local authority, Tron 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 (62%) live within deciles 7-10 with only 8% of children living in deciles 1 and 2.

Our accommodation comprises of closed classrooms, a music room, pupil support base, small and large gym hall/dining hall, school library and learning zones. Our outdoor spaces include our playground, trim trail and garden area which supports our eco-garden planting areas.

We are a Gold 'Rights Respecting School' and remain fully committed to working together to ensure everyone is supported to reach their full potential. We have high expectations and aspirations for all our learners; every child is championed to succeed and supported as an individual. We work in partnership with our families, our colleagues, and wider partners, using a collaborative approach to drive improvement, to enrich the curriculum and confirm our commitment to collaborative and partnership working.

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 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 values, alongside our vision and aims for the future, lie within this and were created in consultation and collaboration with our full school community – these will be refreshed next session to ensure continued alignment with current thinking, reflecting the ambition of our whole school community.

### OUR VISION

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

### OUR VALUES

**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, 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	School and ELC leadership Teacher and practitioner professionalism Parent and carer engagement and family learning Curriculum and assessment School and ELC improvement Performance information
NATIONAL IMPROVEMENT FRAMEWORK PRIORITIES			
Placing the human rights of every child and young person at the centre of education Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children Improvement in employability skills and sustained positive school leaver destinations for all young people Improvement in attainment, particularly in literacy and numeracy			

## ATTAINMENT DATA

### CURRICULUM FOR EXCELLENCE 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 attainment over time; most pupils have achieved levels either in line or higher than expected for their age, compared with other pupils nationally. Attainment data for 2023-2024 is detailed below and reflects the current tracking levels and progression in learning.

LITERACY CFE	2020-2021	2021-2022	2022-2023	2023-2024
Early	90%	85%	86%	92%
First	91%	89%	85%	81%
Second	85%	82%	84%	85%

NUMERACY CFE	2020-2021	2021-2022	2022-2023	2023-2024
Early	92%	88%	86%	95%
First	98%	96%	88%	89%
Second	83%	86%	86%	91%

In P1, almost all pupils are achieving expected levels in literacy, numeracy and HWB, surpassing our target aims for this session and securing a positive start across the curriculum. In P4 most children are achieving expected levels in learning; we continue to focus on increasing our attainment at first level to reach our 89% aim in all areas. In P7, almost all children are achieving second level numeracy, with most reaching expected literacy attainment levels. Clear gains have been made this session in P7 numeracy and maths, surpassing our target in this area.

HWB CFE	2020-2021	2021-2022	2022-2023	2023-2024
Early	95%	100%	95%	97%
First	98%	96%	96%	95%
Second	87%	85%	90%	97%

Almost all pupils in P1, P4 and P7 achieved HWB levels which were either in line with or higher than expected for their age, compared with other pupils nationally. HWB attainment remains high, with gains made at second level.

EYC Developmental Milestones Tracking	2022-2023	2023-2024	EYC children have made clear gains this session with almost all meeting each area of developmental milestones.
	8-10 milestones	8-10 milestones	
Health and Wellbeing	86%	97%	
Literacy	86%	92%	
Numeracy	89%	94%	

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 allowed for continued progression for all learners. School assistants and teaching staff worked collaboratively throughout the year to support learning in their identified stage, to action individual targets and support attainment. Additional teacher input has been provided at Early and First Level to support learners' needs, and ensure a proactive, early intervention approach towards securing positive outcomes. Three-year stretch aims have been set to support continued improvement and ambition.



## ATTENDANCE DATA

### PUPIL ATTENDANCE

Attendance levels remain high across all year groups and targeted cohorts of children; PEF pupils' attendance is currently 93.19% in comparison to our overall attendance of 94.99%.

ATTENDANCE %	20/21	21/22	22/23	23/24
Early Years Centre	90.83%	81.38%	79.53%	85.45%
Primary 1	97.51%	95.63%	94.70%	95.61%
Primary 2	96.96%	95.57%	94.70%	96.32%
Primary 3	97.78%	94.36%	95.28%	94.55%
Primary 4	96.25%	95.44%	94.71%	96.17%
Primary 5	97.81%	94.85%	95.49%	94.52%
Primary 6	97.13%	95.42%	94.77%	94.70%
Primary 7	97.5%	93.61%	95.38%	93.50%
Whole School Average	96.47%	94.96%	95%	94.99%

Our average attendance, and stage by stage percentages, continue to reflect positively, remaining one of the highest within South Ayrshire Council for both girls and boys; gender does not appear to influence attendance patterns. All attendance below 90% has been tracked and monitored, with appropriate support provided where required, including detailed personal targets within Staged Intervention paperwork.

## 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; next session we will present for our third Gold Award.
- Digital Schools Award – this award recognises our commitment to enhancing learning through digital technologies and has been driven forward by our pupil Digital Champions and staff holding 'Microsoft Innovative Educator Expert status'.
- Fairtrade – we have 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, and will present for our fifth in Term 1 next session.
- We Make Music Bronze Award – this recognises and celebrates the rich variety of music-making activity taking place in our school, developing musicality and wider skills (pending).
- School Sport – Sport Scotland - this award put young people at the heart of decision making, planning and implementation of extra-curricular school sport. The award also encourages sporting links between schools and the communities around them.



## PRIORITY 1: LITERACY

### WHAT KEY OUTCOMES HAVE WE ACHIEVED?

#### LEADERSHIP AND MANAGEMENT: PROGRESS AND IMPACT STATEMENT

- ✓ Attainment data and professional dialogue meetings indicate that most children are achieving the expected levels in literacy, with some surpassing expectations.
- ✓ Professional judgments are increasingly consistent when assessing children's progress and achievement in CFE; collegiate working with cluster and SWEIC colleagues has allowed for high quality discussion on achievement of a level in writing.
- ✓ The use of assessment packages including Headstart, GL and NSA alongside moderation activities has reinforced teacher evaluations and provided strong evidence to support judgments; most children achieve at or above the national average in GL literacy assessments from Primary 3 to Primary 6.
- ✓ Learning, teaching, and assessment in literacy are collaboratively planned, this is helping ensure breadth, depth, and appropriate pacing.
- ✓ Staff professional learning has concentrated on an introduction to the 'Science of Reading' in preparation for developing South Ayrshire Reads next session and on embedding consistent, progressive writing approaches to boost engagement and improve attainment.
- ✓ All school assistants have completed 'Supporting Children with Reading' training.
- ✓ Pupil Equity Funding continues to be used to support pupils using evidence-based interventions and targeted supports; across SIMD 1 and 2, 83% of children are on track in their learning with only a 9% gap between the most and least deprived children's attainment (18% SAC gap).

## LEARNING PROVISION: PROGRESS AND IMPACT STATEMENT

- ✓ Staff are confident using planning pathways, experiences and outcomes to inform their learning and teaching, ensuring ongoing progression with appropriate pace and challenge.
- ✓ Teachers plan engaging lessons, with a wide variety of resources and teaching methods to engage all learners in literacy.
- ✓ A focus on reading for pleasure is helping inspire readers, ensuring accessible reading opportunities at all stages and promoting of love of reading through an investment in new novels, including graphic novels, wordless books, animation, alongside books to support wellbeing and inclusion.
- ✓ Targeted interventions continue to support children to increase their knowledge and skills; new decodable catch-up readers are making a positive impact on attainment.
- ✓ Pupil Equity Funding has funded school assistant hours to support identified pupils in literacy.
- ✓ Classes across the school have benefitted from author and library visits to support reading and writing development.
- ✓ Our Cluster Book Festival supported all Primary 6 children to collaborate and engage with writing and authors, highlighting the importance of writing for an audience and a purpose.
- ✓ Our Early Years 'Bath, Book and Bed', Bookbug and Peep workshops have helped support and promote early literacy development.

## SUCCESS AND ACHIEVEMENTS: PROGRESS AND IMPACT STATEMENT

- ✓ Almost all children in P1 (92%) have achieved attainment levels either in line or higher than those expected for their age, with most children in P4 (81%) and P7 (85%) reaching expected levels; this is above both the local and national average.
- ✓ Overall attainment for both girls and boys is almost equally, gender does not impact or influence attainment in literacy; 85% of boys and 86% of girls are on track.
- ✓ Significant gains have been made through targeted interventions with improvements and value added in reading and comprehension ages for most pupils receiving support; interventions are working well to support learners, increase attainment and confidence.
- ✓ Initial universal CLPL sessions on the Science of Reading have helped establish a clear path forward within next session's School Improvement Plan.

## NEXT STEPS

- ✓ Begin our journey as a Phase Two South Ayrshire Reads school to create skilled, confident readers and promote reading for pleasure with an overall aim to impact positively on literacy skills and engagement.
- ✓ Implement decodable readers in Primary 1 and 2 to support early success in reading.
- ✓ Further develop partnership working opportunities in literacy and family learning as part of our focus on South Ayrshire Reads; deliver a family learning workshop and engage in six planned collegiate meetings covering wider aspects of reading including encoding and decoding, syllabification, fluency and assessment procedures.
- ✓ Review spelling, phonics and grammar pathways in line with SAR and decodable readers.
- ✓ Monitor and track attainment and gains made through baselines assessments, professional dialogue and collaborative working with cluster colleagues.
- ✓ Additional support prioritised at Early and First level to increase attainment and ensure an early intervention approach to achievement and attainment.
- ✓ Continue to close the attainment gap between our most and least deprived children and ensure a clear focus on raising attainments at First Level to increase this to over 90%.



# PRIORITY 2: NUMERACY

## WHAT KEY OUTCOMES HAVE WE ACHIEVED?

### LEADERSHIP AND MANAGEMENT: PROGRESS AND IMPACT STATEMENT

- ✓ Staff use a range of assessments which support professional judgement; data from these assessments is used to inform learning and teaching to ensure appropriate pace, challenge and progress for all learners as well as identifying areas for development and next steps.
- ✓ South Ayrshire Council skills frameworks are informing planning across all stages to ensure consistency and progression; overall, almost all children (91%) are on track in their learning.
- ✓ Collaborative working and strong partnerships with stage and level colleagues is helping to ensure consistency of approach and clear progression through each level.
- ✓ Pupil Equity Funding is used to support identified pupils requiring support in numeracy and mathematics; 83% of children in SIMD1/2 and 72% of ASN children 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 and increase mathematical fluency.
- ✓ Staff use assessment information well to identify and address any gaps in learning.
- ✓ Maths toolkits and individual mental maths packs have been used 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.
- ✓ Our Early Years staff leads for Numeracy and Block Play have engaged in significant professional learning, considering mathematical mindset, language and creativity and developing this in practice with our youngest children.

### SUCCESS AND ACHIEVEMENTS: PROGRESS AND IMPACT STATEMENT

- ✓ Attainment levels remain high; almost all pupils are on track at Early (95%) and Second Level (91%), with most pupils on track at First Level (89%).
- ✓ Boys and girls attain almost equally; 94% of boys are on track in comparison to 89% of girls, this is above both SAC average attainment levels of 87% and 84%.
- ✓ Clear planning, tracking and professional dialogue meetings are helping ensure appropriate pace, progression, support and challenge is in place; Identification of next steps in children's learning during Professional Dialogue meetings is helping secure timely interventions to impact positively on attainment and engagement.
- ✓ Where learners require additional support for Numeracy and Maths, good use is made of Staged Intervention processes to help close identified gaps in children's learning.

### NEXT STEPS

- ✓ Continue to work with the SAC Numeracy & Maths Development Officer and staff lead to support numeracy and maths from early level onwards.
- ✓ Increase and improve children's understanding of number, mental maths recall, mathematical thinking and mental calculation strategies through refreshing our approaches.
- ✓ Increase opportunities for pupils to lead their learning and set increasingly personalised targets.
- ✓ Continue to develop the good practice already established through Professional Dialogue Meetings next session in order to ensure a very clear focus on raising attainment, particularly at first level, increasing attainment to over 90% in line with P1 and P7.



# 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 are highly collaborative in our approach across the cluster schools, working collegiately to develop pedagogy and practice. Our Curriculum Rationale sets out the purpose and direction for our whole school community. These will be refreshed in 2024-2025 to ensure they remain current and meaningful.
- ✓ We foster a welcoming, positive, and supportive environment in Troon EYC and PS. Together, we strive to enhance learning opportunities for our children. We take pride in our school and actively promote children's rights and global citizenship within our school and community.
- ✓ Our skilled, dedicated, and committed staff are invested in ensuring that all our children reach their full potential. Pupil Equity Funding has been directed towards increasing staff to effectively support the specific needs of identified pupils.

### LEADERSHIP AND MANAGEMENT: PROGRESS AND IMPACT STATEMENT

- ✓ We continue to make very good progress embedding a nurturing approach and Boxall profiling across the school and Early Years Centre – the importance of nurture and positive relationships is high priority to support all our learners and those with identified needs.
- ✓ Staged Intervention procedures are in place for identified children and Care Plans embed a SHANARRI approach within the EYC; pupil/parent voice are valued, and regular Team with the Family meetings ensure a coordinated approach to meeting learners' needs.
- ✓ LIAM and Seasons for Growth interventions are helping support identified children and compliments our nurturing approach, feedback has shown positive results. An additional two members of staff have been trained this session.
- ✓ Attendance data shows that average attendance at Troon is 94.99%, this continues to be above the SAC average and one of the highest in the authority. Wellbeing web data shows a whole school average rating of 9 out of 10.
- ✓ Regular EYC PEEP workshops, P1 family learning and workshops with wider partners including SAMH and our cluster wellbeing event have been well attended and supported wellbeing.

### LEARNING PROVISION: PROGRESS AND IMPACT STATEMENT

- ✓ 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.
- ✓ Profiling and target setting have been reviewed to effectively share learning between home and school, these will continue to embed and develop next session to ensure consistency of approach.
- ✓ All classes engage in two hours of PE and have had the opportunity to participate in a range of sports and competitions including handball, basketball, tennis and rugby. Children at all stages have also benefitted from a range of educational outings to enrich their learning.
- ✓ Primary 7 classes have completed residential visits to Dolphin House, participating in a wide range of activities to support personal achievement and work towards their John Muir Award.
- ✓ We continue to work with Active Schools to engage all children in activities to promote physical wellbeing and have linked with Thriving Communities to develop our local walking group and promote outdoor learning using our garden, beaches and woods.

## SUCCESSSES AND ACHIEVEMENTS: PROGRESS AND IMPACT STATEMENT

- ✓ Child Protection training for all staff and ongoing Coast training opportunities to ensure consistently high levels of professional knowledge.
- ✓ In November 2022, we achieved our second Rights Respecting School Gold Accreditation. Staff continue to embed children's rights in everything that they do; children continue to show their understanding of rights and support the rights of others.
- ✓ Staged intervention is used well across the school and EYC to consider the needs of children and identify appropriate interventions. As a result, children with identified additional needs are well supported and making progress in their learning.
- ✓ Our Global Impactors Group, House Captains and Pupil Leadership Groups are beginning to make positive changes, impacting on learning and teaching as well as involvement.

## NEXT STEPS:

- ✓ Consult all stakeholders to refresh and review Vision, Values and Aims, ensuring they are relevant and meaningful to our context; update our Curriculum Rationale alongside this.
- ✓ Continue to focus on maintaining existing high levels of pupil attendance across the school in line with SAC priorities and targets to ensure no loss of learning for any pupil.
- ✓ Continue to develop consistent approaches to health and wellbeing by implement 'Happy Healthy You' and 'Treehouse' wellbeing resources across all levels.
- ✓ Continue to drive forward our Rights Respecting Schools work within the cluster and work collaboratively to support schools nationally on their Digital Schools journey.
- ✓ Further integrate pupil voice groups and leadership opportunities across all age stages, building on the success of our Global Impactors group and House Captains.
- ✓ Continue to enhance partnership working opportunities with parents and community partners; promote opportunities for personal and wider achievement for all children and develop a consistent approach to tracking personal and wider achievement and celebrating success.

## PUPIL EQUITY FUND

### NEXT STEPS

Our Pupil Equity Fund proposal for next session include an additional 32 school assistant hours and 0.1fte teaching time. This will be used to enhance our existing provision, and support both learning and wellbeing for identified children.

This additionality will allow us to deliver targeted literacy and numeracy interventions to maintain high attainment, and further close identified gaps; currently 9% between most and least deprived and 2% between most deprived and all other learners in literacy, and 20% between most and least deprived and 16% between most deprived and all other learners in numeracy. Our PEF cohort Wellbeing Webs have an average rating of 9/10 across the SHANARRI indicators.

A core focus on reading and writing, mental agility and number fluency within our SIP will support the National Improvement Plan aims to tackle inequity and raise attainment for all; Let's Introduce Anxiety Management (LIAM) and Seasons for Growth wellbeing interventions will also be delivered. These approaches continue our previous PEF proposal, with a highly skilled staff team supporting children's learning and wellbeing to secure positive outcomes.

# LIFE AT TROON 2023-2024

SESSION 2023-2024; SUCCESS THROUGH EFFORT



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# EVALUATION

## SCHOOL SELF-EVALUATION – HGIOS 4 SUMMARY

### QI 1.3: LEADERSHIP OF CHANGE

#### DEVELOPING A SHARED VISION, VALUES AND AIMS

- ✓ Our headteacher and staff are dedicated to maintaining the highest standards for all our students and work diligently to ensure that our Vision, Values, and Aims are embedded and promoted throughout the school; following initial consultation with all stakeholders, these will be reviewed and refreshed next session.
- ✓ Our School Improvement Plan and Rationale continue to provide direction and establish key priorities for next session in alignment with our self-evaluation to ensure high-quality learning and teaching.
- ✓ Our skilled staff team are fully committed to working collaboratively to ensure equity and excellence for all and turn our shared vision into a sustainable reality; our HT has achieved Standard for Headship and our Acting DHT has completed SAC Leadership Development Programme 1, and along with other staff members, has achieved Microsoft Innovative Educator Expert status and holds professional recognition in Making Thinking Visible.

#### STRATEGIC PLANNING FOR CONTINUOUS IMPROVEMENT

- ✓ We have effective strategic planning approaches that ensure continuous improvement; priorities are identified through examination of all available data, and are linked to local and national drivers. We are fully committed to reducing the attainment gap, supporting and challenging all learners.
- ✓ Staff feedback on pupil progress self-evaluations and Professional Dialogue meetings, evaluations of learning experiences and analysis of performance information; this is an area we continue to prioritise.
- ✓ We look inwards using HGIOS4, HIOGELC and pupil voice evaluations and triangulate our evidence to create actionable information; looking outwards to our cluster, authority and SWEIC colleagues has helped us to challenge our thinking and learn from good practice.
- ✓ Our staff have high expectations and are responsive to the needs of our children and families, they know the children and local context well and use data alongside pastoral information to make informed decisions that meet the needs of learners, promoting equity.
- ✓ Professional learning for strategic improvement was well supported with the SAC Learning Conference, and has also focused on the Science of Reading, neurodiversity, The Promise and Rights Respecting Schools.

#### IMPLEMENTING IMPROVEMENT FOR CHANGE

- ✓ Time is allocated appropriately within the working time agreement to allow SIP priorities to be actioned; we protect time for professional dialogue, collegiate working and self-evaluation which supports the management of workload and bureaucracy
- ✓ The Senior Leadership Team are mindful of the pace of change and ensure strategic direction is in line with identified priorities.
- ✓ CLPL and PRD meetings are used effectively to promote staff development; we utilise the expertise and talents of all our staff to support children and families. Most recently staff training has focused on Nurture, LIAM, Seasons for Growth, Mathematical Mindsets, Beach and Forest Schools, Play and Block Play.
- ✓ This session we have made increasing use of the talents of our parents to support wider achievement opportunities, our pupils have also increased their leadership role within the school.
- ✓ In-service days and collegiate meetings focus on Curriculum for Excellence and SIP priorities to ensure all staff are involved in curriculum design and development.
- ✓ 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.

#### 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 with a welcoming ethos embedded; as a Gold RRS school we remain fully committed to promoting children's rights and will present for our third Gold accreditation next session.
- ✓ Children are beginning to lead learning across the school and contribute to the life of the school through a variety of groups and pupil committees; children are confident, responsible and contribute effectively in the school and wider learning community, their views are actively sought and acted upon – through our Global Impactors group, children are beginning to exercise choice and shape the curriculum.
- ✓ Planning continues to be completed collegiately, this allows for consistency of experience across stages and takes account of individual needs to motivate and engage all children in their learning; learning is appropriately challenging, matched to learners' needs, and increasingly to their interests.

### QUALITY OF TEACHING

- ✓ A wide range of teaching styles and methodology are used to engage and motivate children in their learning. Staff have high expectations of all and adapt their teaching to cater for differing needs; progression frameworks provide clear structure.
- ✓ Our children enjoy learning in and beyond our school, we make increasingly good use of our outdoor spaces and local community including the beach. Children are active in their learning, using play-based pedagogy across early level, considering experiences, spaces and interactions in line with 'Realising the Ambition'; observations are used to carefully inform next steps.
- ✓ In class, staff use higher order thinking skills to deepen and extend learning; feedback is used to reflect and support ongoing progress in learning and help children identify their next steps.
- ✓ Staff are committed to developing their pedagogy and practice through ongoing professional learning.

### EFFECTIVE USE OF ASSESSMENT

- ✓ We use a variety of ongoing assessment approaches – formative and summative - to identify pupil progress and plan next steps accordingly; baseline assessments allow us to track value added with clear links between planning and assessment.
- ✓ Within Early Years, staff use developmental milestones effectively to assess pupil progress and inform next steps in learning.
- ✓ We continue to work collegiately to moderate attainment across our stages, creating a shared understanding of expected standards; ongoing assessment remains an integral part of the learning and teaching cycle to ensure success and progression for all. Teachers are increasingly confident in making robust professional judgements regarding individual pupil attainment.
- ✓ Professional Dialogue, tracking and data meetings take place three times per year and are a platform for discussing attainment and achievement as well as sharing practice.
- ✓ In class, feedback is provided verbally and in written comments, children are becoming more confident in self and peer assessments. In writing, feedback sheets are used well to scaffold their thinking.

### PLANNING, TRACKING AND MONITORING

- ✓ Online planning procedures are manageable and clearly identify and track planned learning and assessment, a consistent approach is in place across all curricular areas.
- ✓ Tracking and monitoring information is being used increasingly well to evidence progress including vulnerable pupils, targeted interventions and whole class attainment/achievement.
- ✓ Our whole school tracking document is beginning to provide a clear indication of attainment, attendance and interventions over time for all our learners.
- ✓ Our Quality Assurance processes support ongoing tracking and monitoring through learning visits and walks, Professional Dialogue, analysis of CfE attainment data and Staged Intervention processes.
- ✓ Teaching and support staff enhance and enrich the quality of provision for the children and ensure their needs are met; staff track the impact of interventions using the desired outcomes and success criteria from each child's staged intervention to ensure a positive impact on learning and engagement.

### SCHOOL SELF-EVALUATION – VERY GOOD (4)

## QUALITY INDICATOR 3.1: ENSURING WELLBEING, EQUALITY AND INCLUSION

### WELLBEING

- ✓ The school has a clear focus on pupil wellbeing, equity and inclusion; pupil wellbeing is of paramount importance at Troon; within our school and local community we have an inclusive and nurturing ethos which continues to be prioritised and championed in all we do; this is underpinned by our school values and 'Ready, Respectful, Safe' culture - we support our children to feel Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included.
- ✓ Staff know the children extremely well and are proactive in ensuring individual needs are met and appropriate supports are in place; Boxall Profiles are used to identify individual needs and Wellbeing webs are embedded at all stages as part of our assessment toolkit and to guide personal learning conversations throughout the year; staff are sensitive and highly responsive to each pupil's needs.
- ✓ Within the EYC, Care Plans are used to support wellbeing along with supporting emotional development through 'Colour Monster' activities and PATHS (Positive Alternative Thinking Strategies).
- ✓ Our children's voice is valued and they are increasingly active participants in their learning; we continue to embed children's rights as part of our commitment the UNCRC as a Gold Rights Respecting School and are increasing opportunities for children to be involved in the strategic direction of the school through the Global Impactors group.
- ✓ Senior leaders ensure that all adults have a shared understanding of their role and responsibility for the wellbeing of all children – time continues to be prioritised towards this area.
- ✓ Our school is an important part of the local community and we are increasingly involved with local partners including partnership working with Thriving Communities, local Care Homes, Rita Cotter Art Competition, Troon Tennis Club, Tai Kwon Do, Rugby and Football, Rotary and the Energy Agency.
- ✓ All pupils have the opportunity to participate in a wide range of sports and activities; classes participate in two hours of PE, Bikeability, swimming and daily mile - where possible, we are extending opportunities to take learning outdoors, using our community and wider areas.

### FULFILMENT OF STATUTORY DUTIES

- ✓ All staff engage in professional learning to ensure they are up to date with local and national legislation and Codes of Practice, including Child Protection, GIRFEC, RRS and ASN training; they remain proactive in their approach and committed to meeting all requirements.
- ✓ Additional support needs are addressed very well through the leadership of the DHT, CPST and support team; Care Plans are used effectively to support wellbeing in the EYC.
- ✓ Multi-agency working continues to impact positively; Team with the Family meetings support the discussion of strengths and next steps to secure positive outcomes for all learners, including those facing significant barriers to their learning and wellbeing.
- ✓ All staff work collaboratively with their class to create class charters, ensuring Children's Rights permeate in our work and through each class.

### 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.
- ✓ We track attainment and analyse this in relation to stage, gender and SIMD; together we discuss and address identified trends using appropriate interventions, adaptive teaching and strategies.
- ✓ Our curriculum offers all children the opportunity to explore and learn about equality and inclusion through the lens of Children's Rights.
- ✓ Staged Intervention processes and partnership working is used well to consider the needs of children and families. Individual support plans have clear targets, outcomes and strategies to remove barriers – staff are confident and have a clear understanding of barriers to learning. Interventions are evidence based and focus on phonics, reading, understanding number and supporting wellbeing.

### 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 94% achieving over eight milestones, increased from last session.
- ✓ In P1, 4 and 7 combined, almost all children are achieving expected levels of attainment in numeracy (91%) with most achieving appropriate levels in overall literacy (86%).
- ✓ Comparative data from SAC provides evidence that our high attaining pupils continue to perform above both the local authority and the national average.
- ✓ Some children continue to exceed expected levels in both literacy and numeracy and effective intervention strategies are allowing all children to experience success and challenge as required.
- ✓ Assessment data is used to support teacher judgement in attainment in literacy and numeracy; this remains a priority within our SIP next session to increase teacher's ownership of data analysis and interrogation, creating actionable information from assessment statistics.
- ✓ Salford and Basic Number Screener are used effectively to provide baseline and value-added impact results for our children who are on STINT; new baseline assessments have been completed prior to implementing South Ayrshire Reads approaches next session to allow us to track progress.

### ATTAINMENT OVER TIME

- ✓ An upward trend is evident in our combined P1, 4 and 7 attainment data this session, with most gains made in P1 and P7 where almost all children are on track and attaining, with most on track in P4.
- ✓ Through effective support, teaching and learning opportunities, we continue to focus on maintaining and improving our existing high levels of attainment through our School Improvement Plan priorities and newly implemented stretch aims which set clear expectations for continued growth and improvement; we remain committed to aiming high.
- ✓ Staff make good use of an increasing range of data to plan for, and support, children's ongoing, continual progression in learning. Baseline assessments are embedding and used increasingly well to plan learning and teaching; correlation of findings, professional dialogue, moderation and collaborative working is increasing confidence and validity of teacher judgement through a shared understanding of standards.
- ✓ Local Authority data packs and trackers are used alongside school data to support and challenge the attainment and progress of all our learners.
- ✓ 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, with information gathered linking into Staged Intervention plans to ensure every child is supported to succeed.

### OVERALL QUALITY OF LEARNERS' ACHIEVEMENTS

- ✓ Overall, our learners are successful, confident, exercise responsibility and contribute to the life of the school, cluster and community as global citizens; they are proud of their achievements.
- ✓ Children participate in the wider life of the school and local community through planned events and activities with all stages offered opportunities to participate in a wide range of clubs and wider achievement activities; this has included a range of sporting events such as gymnastics, basketball, rugby, tennis, handball and swimming, alongside chess, STEM, coding club, the local Rotary and Euro Quiz.
- ✓ Pupils are encouraged to be leaders; our Global Impactors group brings together all our pupil voice group to begin implementing change at a local level in our school and community, as well as making small steps towards leading curricular change – children presented at our staff meetings, planning learning for the whole school during term 4 linked to their own context and interests.
- ✓ Musical success has enriched the curriculum for children this session through our planned learning across all stages, with music instructors and performances including our Christmas Concert, Nativity, Troon's Got Talent and our first school show 'Matilda Junior' held in Troon Concert Hall.
- ✓ Pupil success and achievements are shared in school through assembly and through our secure parent communication channels; children enjoy sharing their successes, families are invited regularly to school

to visit classes and enjoy children sharing the learning through event including P7 Burns Supper, school open days and EYC Stay and Play session.

- ✓ Outdoor learning for all stages, educational outings and residential trips for Primary 7 classes continue to support our children to develop a broad range of transferable skills and attributes, preparing them for their futures and bringing learning to life.

### **EQUITY FOR ALL LEARNERS**

- ✓ Attendance remains higher than the authority average at 95% across Primary 1 to 7 classes and 85% in the EYC, increased from previous EYC attendance; overall, pupils attend well and, as such, increase their opportunities to learn.
- ✓ There remains a commitment to early identification of needs and ensuring inclusive practice continues to be promoted with all pupils and families, including those living in poverty.
- ✓ Our Pupil Equity Fund proposal is clearly focused on addressing the negative impact of poverty and supporting children to attain well through targeted interventions and supports; children from our most deprived deciles are attaining well in literacy with 83% of children in SIMD 1 and 2 on track in comparison to 92% in SIMD 9/10, this gap narrows to only 2% in comparison to all other learners. In numeracy, 83% of SIMD 1 and 2 pupils are on track in learning in comparison to 95% of pupils from SIMD 9 and 10, this narrows to only 9% in comparison to all other learners.
- ✓ A well-planned cluster workshop provided families with significant information and supports from outside agencies and teaching staff provided further support and advice. Families are regularly signposted to external and SAC support. Most recently, in school we held an excellent SAMH family workshop to support mental health.

### **SCHOOL SELF-EVALUATION – GOOD (4)**



# PRIORITIES FOR IMPROVEMENT

## WHAT ARE THE KEY PRIORITIES FOR IMPROVEMENT IN 2024-2025?

In line with the National Improvement Framework, the areas for development in Session 2024-2025 continue to focus on improving Literacy, Numeracy and Health and Wellbeing outcomes for all learners in our school.

- ✓ Improvement in attainment, especially at First Level, and overall, in literacy and numeracy through our School Improvement Plan driver diagrams with a focus on: South Ayrshire Reads, embedding effective writing procedures, increasing mental agility and numeracy skills, and refreshing our IDL pathways linked to our local context.
- ✓ 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.

We will continue to support collaborative working with our cluster colleagues to support professional learning, share good practice, and ensure consistency in professional judgment. A clear focus on evidence based good practice and research will continue to drive our vision for change and improvement.

# CONTINUOUS IMPROVEMENT

## WHAT IS THE CAPACITY FOR IMPROVEMENT?

The school community has a clear strategic vision and our overarching focus for continuous improvement is to raise attainment and achievement for all, supporting every child to be the best they can be, 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 will continue to work together with our whole school community - staff, children, families, and partners - to promote and enhance learning for all our children, developing positive relationships, collegiality, and effective leadership at all levels.

We have effective strategies in place to monitor and evaluate the impact of changes through Quality Assurance procedures and 'How Good is our School 4' self-evaluation feedback. Tracking, monitoring and data interrogation will allow us to ensure we are effectively meeting the needs of all our children.

Staff are committed and focused on securing positive outcomes for all and will maintain and develop effective approaches to teaching and learning, moderation, and assessment. Staff have high expectations and ensure their own skills and knowledge are up to date through professional learning and annual review.

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

2023-2024

*Success Through Effort*