



TROON PRIMARY SCHOOL & EARLY YEARS CENTRE

SCHOOL IMPROVEMENT PLAN

SESSION 2024-2025



TROON PRIMARY SCHOOL AND EYC



SUCCESS THROUGH EFFORT

SOUTH AYRSHIRE VISION

LOCAL AND NATIONAL OBJECTIVES

Our people and places make South Ayrshire and we have a clear and ambitious vision of what we want to achieve. In doing this, we can deliver the best outcomes for our people through, creating strong and successful thriving communities that make a real difference. We will tackle inequalities and injustice by making the best use of available resources and targeting these resources where they are needed most. Both local and national strategic priorities articulate what we hope to achieve for our children and young people.



STRATEGIC IMPROVEMENT OBJECTIVES

LOCAL AND NATIONAL DRIVERS	OBJECTIVE
South Ayrshire Council Plan	1a Spaces and Places 1b Live, Work, learn 1c Civic and Community Pride
Children's Services Plan	2a Outstanding universal provision 2b Tackling Inequalities 2c Love and support for our Care Experienced young people and young carers 2d Good physical and mental wellbeing 2e Promoting Children's Rights
Education Services Priorities	3a Equity, Wellbeing and Inclusion 3b Learning, Teaching and Assessment 3c Curriculum 3d Self-Evaluation for Self-Improvement
National Improvement Framework Priorities	4a Placing the human rights of every child and young person at the centre of education 4b Improvement in children and young people's health and wellbeing 4c Closing the attainment gap between the most and least disadvantaged children 4d Improvement in employability skills and sustained positive school leaver destinations for all young people 4e Improvement in attainment, particularly in literacy and numeracy



OUR VISION, VALUES AND AIMS

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

EXCELLENCE AND EQUITY

To provide an inspiring learning environment with high quality experiences to allow all our children to succeed.
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.

SCHOOL LEADERSHIP AND IMPROVEMENT

To ensure our children are equipped with the skills they need to become successful learners, confident individuals, effective contributors and responsible citizens.



STRATEGIC DRIVER DIAGRAM SESSION 2024-2025

RATIONALE FOR OUR SCHOOL IMPROVEMENT PRIORITIES

As we begin our new annual improvement plan, the priorities identified below continue to focus on ensuring continuing high standards of attainment and achievement whilst working to close identified gaps and address trends and patterns in attainment data. Through collegiate working and collaboration across our whole school community, we aspire to fulfil our school vision, values and aims and allow all children to see success and achieve their potential. Our areas of development are linked to identified local and national priorities and have been identified through self-evaluation and consultation with staff, pupils and parents, as well as through analysis of attainment and achievement data.

TROON PRIMARY SCHOOL STRETCH AIMS

LITERACY

- ✓ To achieve steady and consistent attainment across all levels of CFE; increased attainment in Session 2024-2025 from 86% to 88%
- ✓ To ensure all stages have over 88% of learners on target for CFE levels by June 2025 - current average 86%

NUMERACY

- ✓ To maintain high levels of numeracy and maths CFE attainment across all levels of CFE; increased attainment in Session 2023-2024 from 85% to 90%
- ✓ To ensure early and second level maintain existing high levels, and first level increase children on target for CFE levels to 90% by June 2025 - currently 95%, 85% and 91%

HEALTH AND WELLBEING

- ✓ Maintain high health and wellbeing attainment levels across all stages – current average 96%
- ✓ Maintain high attendance rates across all stages (over 90%): 95% TPS, 85% EYC

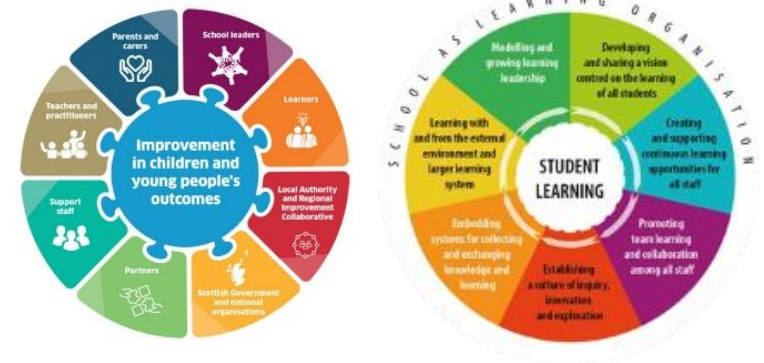
KEY DRIVERS: NIF PRIORITIES & SCHOOL AS A LEARNING ORGANISATION DIMENSIONS (SALO)

NIF

- ✓ Improvement in attainment, particularly in literacy and numeracy
- ✓ Closing the attainment gap between the most and least disadvantaged children
- ✓ Improvement in children and young people's health and wellbeing

SALO

- ✓ Developing and sharing a vision centred on the learning of all students
- ✓ Creating and supporting continuous learning opportunities for all staff
- ✓ Promoting team learning and collaboration among staff
- ✓ Establishing a culture of inquiry, innovation and exploration
- ✓ Establishing embedded systems for collecting and exchanging knowledge and learning
- ✓ Learning with and from the external environment and larger learning system;
- ✓ Modelling and growing learning leadership



IMPROVEMENT PLANNING 2024-2025, PHASE 2 – TROON PRIMARY SCHOOL

Education Services Improvement Plan Priority 2: Outstanding Learning, Teaching and Assessment (Education Improvement Plan 2023-2026)					
SAR Strategic Plan Priority: To raise attainment in literacy and to significantly reduce the reading attainment gap between the most and least disadvantaged children and young people in South Ayrshire SAR Strategy 2023-2026					
ALL SOUTH AYRSHIRE SCHOOLS - 2024-2025					
Strategic Aim	Actions	Intended Impact	Resources	SAR Lead	Completion Date
<p>To develop confident and skilled readers in South Ayrshire with a lifelong love of reading and the confidence to access all aspects of education, culture and society</p> <p>To support and develop all education staff in South Ayrshire to implement best practice through a culture of shared knowledge, collaboration and enquiry</p>	By June 2024 ALL Phase 2 schools will have an identified Reading Leader with responsibility for facilitating and leading reading development within their setting.	<p>The values, vision and aims of South Ayrshire Reads is consistent and clear to all stakeholders within Phase 2 Schools</p>	All reading leaders can attend 3 half day sessions (<i>September 2024, November 2024, January 2025</i>) focusing on driving change to raise attainment in reading.	LW KMc/NS	June 2024
	By June 2024 ALL Phase 2 schools will have a collaborative partnership to ensure collective efficacy and an established approach to looking outwards.		Bespoke partnership CLPL responsively planned and reviewed in line with contextual needs. Meeting and session dates agreed. Bespoke roadmaps created.	JW SLT	
	By June 2024 ALL P4 and P7 practitioners in Phase 2 schools will have had the opportunity to evaluate pupil readiness for learning and reading for pleasure.		Phase 1 schools will complete simple MS Form asking for number of children at key transition points who are able to access curriculum at next stage in learning and those who regularly read for pleasure.	SL SLT	
	By September 2024 ALL Phase 2 practitioners will have had the opportunity to take part in a SAR collaborative launch.		August Inservice Day SAR Launch Access to SAR Professional Learning MS Team Link to SAR update video to be shared with school community	SL All staff	September 2024
	By April 2025 ALL Phase 2 education staff will have had the opportunity to re-engage with Universal CLPL sessions.		Catch-up CLPL in Phonological Awareness; Phonics and Fluency – multiple dates available.	LW/HM All staff	April 2025
	By June 2025 ALL Phase 2 education staff will have had the opportunity to engage in bespoke high-quality CLPL.		All CLPL based on Science of Reading with particular focus on <i>embedding</i> phonological awareness, phonics, fluence and vocabulary.	HM	June 2025
	By June 2025 ALL Phase 2 education staff will have had the opportunity to develop their practice in collaboration with the SAR team.		Collaboration activities include workshops; modelled lessons; professional discussions; coaching sessions	JW	
	By June 2025 ALL Phase 2 establishments will have had the opportunity to engage with assessment implementation and data analysis from their setting.		Access to CLPL sessions focussed on interpretation, analysis and evaluation of their pupils' phonics and/or fluency attainment to measure impact and inform next steps.	LW All staff	
	By June 2025 ALL Phase 2 school will have had the opportunity to engage with and access support to implement and embed additional related SAR priorities		Reading Schools Accreditation Communication Friendly Environments Developing writing through SAR	SL/KM/NS LC SL	
	By June 2025 ALL parents will have had opportunity to engage with workshops and learning sessions based on supporting their child's reading development.		Reading Leader will attend SAR led session prior to delivery of Parent Engagement Workshop Notification of and access to authority SAR family engagement session / resources	LW KMc/NS	



STRATEGIC DRIVER DIAGRAM SESSION 2024-2025

WHAT OUTCOMES DO WE WANT TO ACHIEVE?	HOW WILL WE ACHIEVE THIS?	PERSONNEL	TIMESCALES	HOW WILL WE MEASURE IMPACT?
PERFORMANCE INFORMATION				
To maintain and improve high attainment levels particularly in literacy, numeracy, health and wellbeing; attaining 88% achievement overall	<ul style="list-style-type: none"> ✓ Through deeper interrogation of data, ensure all staff have a clear understanding of gaps in learning in their class; work with SLT to identify appropriate targets and interventions with aspirational targets set to support ongoing improvements in attainment and achievement. ✓ 'How Good is OUR School?' used consistently to gather pupil views; Global Impactors and House Captains to lead. ✓ HGIOS and HGIOELC used to support self-evaluation and reflection leading to school improvement. ✓ Moderation of attainment continued across the cluster and with SWEIC family school to ensure consistency of staff judgement. 	<p>All Staff/SLT</p> <p>Pupil Leads/SLT</p> <p>All staff/SLT</p> <p>All staff/SLT</p>	<p>August 2024 - June 2025 (All targets)</p>	<p>School attainment data; gains made in attainment levels</p> <p>Quality Assurance evidence; professional dialogue meetings notes/actions and HGIOS4 evaluations</p>
CURRICULUM AND ASSESSMENT				
To close identified gaps between the most and least disadvantaged; assessment will inform learning and teaching and ensure appropriate pace & progression for all	<ul style="list-style-type: none"> ✓ Continue to monitor and track progression through quality assurance procedures and professional dialogue to ensure progression for all. ✓ Gather and analyse comparative data using CfE attainment, baselines and SAR tracking assessments; action identified gaps and trends. ✓ Maintain and improve existing high attendance levels from EYC upwards; work closely with identified families/partners to support. ✓ Further involve children in learning conversations to help identify and set increasingly personal learning targets. 	<p>All staff/SLT</p> <p>All staff/SLT</p> <p>SLT/Staff/Parents</p> <p>Pupils & Staff</p>	<p>August 2024 - June 2025 (All targets)</p>	<p>Gains made in attainment in line with school and SAC stretch aims</p> <p>Pupil Learning Conversations, Professional dialogue meetings, staff evaluations</p> <p>HGIOS 2.4, 3.2</p>
PROFESSIONALISM & LEADERSHIP				
A highly professional team are impacting positively and consistently towards raising standards for all and closing identified gaps	<ul style="list-style-type: none"> ✓ Collaborative working used to effectively support and promote professional dialogue, strategic thinking, build staff knowledge and skills. ✓ Continue to support the development of staff leadership opportunities and Professional Learning relating to SIP Priorities. ✓ Professional learning opportunities focused on SAR training with all staff. ✓ Pupil Voice and Leadership opportunities further strengthened. 	<p>All staff</p> <p>All staff</p> <p>SAR Lead SLT</p>	<p>August 2024 - June 2025 (All targets)</p>	<p>HGIOS4 Q11.1-1.5 Quality Assurance evidence PRD targets</p>
INVOLVEMENT AND ENGAGEMENT				
To work collaboratively with our wider school community to enhance and enrich experiences	<ul style="list-style-type: none"> ✓ Review and refresh our Vision, Values, Aims and Curriculum Rationale. ✓ Effective partnerships sustained and developed to support SIP priorities. ✓ Review and refresh opportunities for Parental Engagement/Involvement. ✓ Continue to promote and develop wider partnerships. 	<p>SLT/Staff</p> <p>PC/Parents</p> <p>Active Schools</p> <p>Wider partners</p>	<p>August 2024 - June 2025</p>	<p>Feedback from surveys/questionnaires</p> <p>HGIOS4 QI 2.4-2.7</p>
1a, 1b, 1c, 2a, 2b, 2e, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4e				LINKS TO KEY DRIVERS

STRATEGIC DRIVER DIAGRAM SESSION 2024-2025



WHAT OUTCOMES DO WE WANT TO ACHIEVE?	HOW WILL WE ACHIEVE THIS?	PERSONNEL	TIMESCALES	HOW WILL WE MEASURE IMPACT?
SCHOOL AND ELC IMPROVEMENT - LITERACY				
<p>Improvement in attainment in literacy through a well-planned, progressive literacy programme</p> <p>Children will be aware of the importance of reading for enjoyment and display increased confidence in writing</p> <p>Close identified gaps and ensure appropriate pace & progression for all learners, especially at first level</p>	<ul style="list-style-type: none"> ✓ Implement the South Ayrshire Reads initiative to create skilled, confident readers from EYC upwards; develop staff professional learning opportunities and partnership working including decoding/encoding, syllabification, fluency and assessment processes to track progress ✓ Resources reviewed and updated with a focus on decodable readers, online Bug Club and literacy pathways along with grammar and spelling to ensure appropriate pace/challenge across all stages to support SAR ✓ Moderate writing across all stages from EYC to P7 to ensure consistency and progression with a clear focus on skills development ✓ Embed baseline assessment procedures to ensure consistency in professional judgement of attainment – provide opportunities to share practice, moderate achievement levels, analyse data and create actionable information ✓ Continue to embed evidence informed interventions with identified learners to improve outcomes and raise attainment ✓ Continue delivering Talk Boost at early level to support vocabulary growth 	<p>All staff, partners & Literacy Leads</p> <p>All staff</p> <p>All staff/SLT SWEIC Partners All staff/SLT</p> <p>DHT/CPST/SA</p> <p>EYC Staff</p>	<p>June 2025</p> <p>Dec 2024</p> <p>May 2025</p> <p>June 2025</p> <p>June 2025</p> <p>June 2025</p>	<p>Quality Assurance cycle and evaluations</p> <p>Planning and assessment data tracked/monitored</p> <p>Staff feedback: HGIOS & HGIOELC QI 1.2, 2.3, 2.4, 3.1; Pupil voice gathered and actioned using HGIOURS</p> <p>Analyse attainment data including CFE, EYC milestones, PEF tracking, SAR Baseline Assessments and GL data</p>
SCHOOL AND ELC IMPROVEMENT - NUMERACY				
<p>Improvement in attainment across numeracy and mathematics to ensure ongoing progression, increased mental agility and accuracy; achieve 90% overall on track</p> <p>Children will display increased confidence and recognise next steps.</p> <p>Close identified gaps, ensuring appropriate pace and progression</p>	<ul style="list-style-type: none"> ✓ Continue our whole school focus on improving attainment in numeracy/mathematics at all stages; review the structure of the week with a core focus on improving speed, fluency and accuracy in number skills ✓ In the EYC, continue to support staff to ensure provocations are rich, creative, meaningful, and support thinking processes ✓ Continue to improve the quality of learning and teaching through professional learning sessions focused on: Number Talks, Count on Us, Mathematical Thinking and Block Play to actively engage learners and improve understanding, number fluency and mental agility ✓ Numeracy and maths pathways used consistently to ensure appropriate pace/challenge across all stages and composite classes ✓ Baseline assessments used consistently to benchmark learning, analyse data and inform next steps ✓ Expand opportunities for all pupils from EYC to P7 to lead their own learning and learn through exploration and enquiry ✓ Liaise with Scott Morrow, SAC lead, to support staff CLPL & family learning 	<p>Class teachers & Numeracy leads</p> <p>EYC Staff</p> <p>All staff/cluster</p> <p>All staff/PT</p> <p>All staff/SLT</p> <p>All staff/pupils</p> <p>SAC Lead</p>	<p>June 2025</p> <p>June 2025</p> <p>June 2025</p> <p>October 2024</p> <p>June 2025</p> <p>June 2025</p> <p>June 2025</p>	<p>Quality Assurance cycle and evaluations; gains in attainment made</p> <p>Planning and assessment data tracked/monitored</p> <p>Staff feedback: HGIOS QI 1.2, 2.3, 2.4, 3.1</p> <p>Baseline data for CFE, EYC milestones, GL & PEF tracking</p> <p>Intervention data tracked and monitored</p>
1a, 1b, 1c, 2a, 2b, 3a, 3c, 3d, 4a, 4c, 4d, 4e			LINKS TO KEY DRIVERS	

STRATEGIC DRIVER DIAGRAM SESSION 2024-2025



WHAT OUTCOMES DO WE WANT TO ACHIEVE?	HOW WILL WE ACHIEVE THIS?	PERSONNEL	TIMESCALES	HOW WILL WE MEASURE IMPACT?
SCHOOL AND ELC IMPROVEMENT – HEALTH AND WELLBEING				
<p>A positive, rights respecting approach is embedded throughout the school; children are aware of their rights and respect others</p> <p>Children and families will be supported to make positive changes to support and improve both learning and wellbeing</p> <p>Children are engaged in physical activity to improve their wellbeing</p>	<ul style="list-style-type: none"> ✓ Continue our work promoting Rights Respecting School through assembly, whole school initiatives and engagement with the wider community; work with all staff, pupils and partners to achieve our third Gold Accreditation ✓ Consistent profiling and target setting processes embedded to effectively share learning between home and school; Learning Journals (EYC) and Snapshots ✓ Nurturing approaches embedded in practice to support learners; Boxall profiling continues to be used consistently as required ✓ Continued focus on staff wellbeing throughout the session ✓ Continue to work with Active Schools to engage all children in activities to promote their physical wellbeing ✓ Outdoor learning prioritised using local areas and working with partners to enhance pupil wellbeing – EYC/SA leads developing beach/forest school approaches in line with our IDL development (see below) ✓ Professional learning sessions focused on new resources to support all aspects of HWB including 'Happy Healthy You' and 'TreeHouse' ✓ Child Protection training and ongoing LearnPro training modules completed to ensure consistently high levels of professionalism 	<p>All staff</p> <p>All staff</p> <p>All staff/SLT</p> <p>All staff/SLT PT & Active Sch.</p> <p>All staff/partners EYC/SA Leads</p> <p>All staff/SLT</p> <p>All staff/SLT</p>	<p>Dec 2024</p> <p>Dec 2024</p> <p>June 2025</p> <p>June 2025 June 2025</p> <p>June 2025</p> <p>June 2025</p> <p>June 2025</p>	<p>HWB data from CFE and wellbeing wheels will show gains made</p> <p>Quality Assurance evidence</p> <p>Professional Dialogue meetings, learning from and with each other</p> <p>Care Plans and Pupil Targets</p> <p>HGIOS4, HGIOELC and HGIOURS self-evaluation Q13.1, 3.2, 3.3</p> <p>Monitoring the impact of staged intervention tr</p>
SCHOOL AND ELC IMPROVEMENT – WIDER AREAS				
<p>Continue to review and enhance the curriculum to meet the needs of children, staff and families</p> <p>To establish a culture of improvement that impacts positively on all</p>	<ul style="list-style-type: none"> ✓ OUR UNIQUE CONTEXT: Work collaboratively with staff, pupils and partners to explore meaningful IDL topics, creating a new progression pathway linked to our local context and relevant global issues; embed effective use of our local beaches and woods within this. ✓ PLAY: Continue to embed play as a learning context across all ages and stages, with a focus on STEM, Block Play and outdoors contexts ✓ DIGITAL: time prioritised towards CLPL training on digital working and new online staff systems within GLOW ✓ PUPIL VOICE: Embed whole school pupil leadership through the Global Impactors group; further develop opportunities for pupils to lead learning and drive strategic change ✓ MTV: SAC Leads to deliver bespoke staff training and refresh skills 	<p>All staff and SLT Pupil Leaders Local partners</p>	<p>June 2025</p> <p>June 2025</p> <p>June 2025</p> <p>June 2025</p>	<p>Quality Assurance procedures, CFE and attainment data</p> <p>HGIOS and staff feedback</p> <p>Pupil Voice from HGIOURS feedback/Parent and partner feedback</p>
1a, 1b, 1c, 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d			LINKS TO KEY DRIVERS	

MARR CLUSTER PRIORITIES 2024-2025



Cluster Improvement Priority		Rationale for Improvement Priority based on evidence		
<p>To further embed cluster improvements in literacy and numeracy through effective moderation practices and shared professional learning.</p> <p>Our staff team has a shared understanding of The Promise and what we each can do to support our Care Experienced children and young people.</p>		<p>Our cluster approaches to improving practice in assessment and teaching of literacy has led to strong cluster working and shared professional learning to improve literacy outcomes. This model should be replicated with a focus on improving numeracy. Data (GL and professional judgement) highlights a need to improve young people's mental agility, mathematical reasoning and understanding of number. To face the challenges of the 21st century, each young person needs to have confidence in using mathematical skills, and Scotland needs both specialist mathematicians and a highly numerate population (Principles and Practice in Numeracy and Maths).</p> <p>The Promise is a national and local drive to improve the educational outcomes of care experienced children and young. Delivering The Promise award programme will help to address the key priorities of the Promise – to reduce the stigma that many care-experienced people feel by promoting consistency of messaging around The Promise and the use of non-stigmatised language.</p>		
SAC Priority	NIF Priority	NIF Driver	HGIOS? 4	
Closing the attainment gap between the most and least disadvantaged children Improvement in achievement, particularly in literacy and numeracy	1, 2, 4, 5	School and ELC Leadership Teacher and practitioner professionalism Curriculum and assessment School and ELC Improvement	1.1, 1.2, 1.3, 1.4, 1.5, 2.3, 2.6, 2.7, 3.1, 3.2, 3.3	
What actions are required to reach desired outcome?	Who	When	Resources	Outcome Measures
Promote the Marr Cluster vision across the school and wider community to ensure unity of approach and develop approaches to celebrating success underpinned by values and rights.	All	August 2025	Marr Vision for Learning SAC Vision for Learning Promotional Posters RRS Resources	All children and young people feel a sense of belonging to the Marr cluster. Their success and achievements are celebrated through our values and commitment to children's rights.
Raise awareness and understanding of The Promise (the commitment made by the Scottish Government to improving the experiences and outcomes for Scotland's care experienced children and young people) and our responsibilities as corporate parents. Help practitioners understand the needs of children and young people who are Care Experienced and what we can do to support them.	All staff led by SLT	2 x 1.5 Hour Professional Learning Sessions (Twilight/In-Service TBC)	Development time SAC Resources / online module	Young people will feel that they are respected and valued members of the school community (survey results). Staff will be able to identify the key principles of the Promise (training assessment results and staff views gathered through professional dialogue) Marr Cluster Schools will achieve 'The Promise Award' through engaging in professional learning focused on this.

MARR CLUSTER PRIORITIES 2024-2025



What actions are required to reach desired outcome?	Who	When	Resources	Outcome Measures
Engage with parents and carers to explore themes for family learning sessions. Identify preferred formats. Use feedback to plan school and cluster family learning events.	F Paterson G Hobson	End September	MS Forms Development time	Parents and carers are supported to identify themes to enhance their child's learning at home, leading to improvements in literacy, numeracy and health and wellbeing.
Embed our approaches to learning, teaching and assessment of children's writing. Moderate children's writing across early, first, second and the beginning of third level. Build on our approaches to shared professional learning across the cluster.	Fiona Paterson Gillian Sargent	Feb 25 - May 25 Moderation 27 th May	Development time Staff evaluation Data (GL, CfE, SNSA)	Children and young people are benefitting from staff's shared understanding of assessment and moderation.
Launch Numeracy common language document. Replicate cluster literacy model to lead improvements in moderation and assessment in numeracy. Plan and deliver cluster CLPL sessions on mental agility, word problems and mathematical reasoning.	P Crossan Cluster Numeracy Leads	September to November 2024	Development time	Children and young people are benefitting from staff's shared understanding of assessment and moderation in Numeracy. Teachers are improving their practice in developing children's mental agility and understanding of number.
<p>Continue to embed the Family First model and identify how we can use this support to reduce barriers to learning and attendance experienced across the cluster.</p> <p>Develop a Marr Cluster Attendance Policy and parent/carer attendance leaflet.</p> <p>Analyse attendance data for P5-P7 pupils and increase attendance by:</p> <ul style="list-style-type: none"> Identifying factors impacting on attendance Raising awareness of impact of attendance on our families – including term time holidays Working in partnership with our families who are facing challenges to build relationships and trust and strengthen communication Working in partnership with local agencies and services to reduce barriers to attendance 	G Hobson Cluster HTs F Young D Alford K Webster Primary PEF Leads J Scott	August 2024 – June 2025	Educational Psychologist Welfare Officer Support and Development Worker Cluster Resources Learning and Inclusion Teacher, Support and Development worker, TAC Meetings	<p>Reduction in learners with less than 80% attendance. Increase overall school attendance by 3%.</p> <p>Improved attendance and engagement. Reduction in referrals and exclusions.</p>

MARR CLUSTER PRIORITIES 2024-2025




Key Dates 2024-2025		Additional Inputs
Relationships, behaviour management and de-escalation	Monday 16 th September	
Marr Cluster Number Talks	Tuesday 12 th November	Football
Cluster P7 Debate	Friday 8 th November 9.30 – 11.30am	Basketball
P7 Walk about	Friday 13 th December	Netball
Supporting Neurodiverse Learners	Wednesday 15 th January	Athletics
P7 Rotary Quiz	Friday 7 th March 9.50am on Teams	Rugby
P7 Parent Welcome Evening	Tuesday 3rd December tbc ; poss November	
P7 Maths/STEM Challenge	Tuesday 11 th March 9.30 – 11.30am	STEM Leaders
Enhanced Transition	Friday 9 th May	Sport Leaders
P7 Information Evening	Tuesday 13 th May tbc	Health Sector
P6 DYW and Modern Languages Transition Day	Friday 16 th May 9.30 – 2.00pm	
P7 to S1 Transition Days	Tuesday 10 th & Wednesday 11 th June	
P6 Socceraid	Friday 13 th June	
New S1 parent / guidance staff meetings	W/C Monday 16 th June	
Book Festival	Friday 20 th June	



BUDGET & RESOURCES SESSION 2024-2025

PUPIL EQUITY FUNDING - £34, 560		
<ul style="list-style-type: none"> School Assistant, 32 hours - £23, 607 Teaching staff, 0.1fte - £6, 645 	<ul style="list-style-type: none"> Focused on school assistant provision, 0.1fte teacher and resources to support identified learners and impact positively on attainment, achievement and inclusion. 	<ul style="list-style-type: none"> Resource allocation £4, 308
LITERACY	NUMERACY	OTHER AREAS
<ul style="list-style-type: none"> Digital subscriptions renewed including online Bug Club whole school resource. Focus on reading as a South Ayrshire Reads Phase 2 school including: <ul style="list-style-type: none"> Reading training opportunities identified. Refresh class novel studies as required. Further investment in decodable reading books across Primary 1-3 	<ul style="list-style-type: none"> Website subscriptions and class resources maintained and extended as appropriate. Times Table Rockstar implemented to support fluency and accuracy in multiplication skills. Classroom resources purchased to support ongoing attainment and achievement. CPA approach and resources funded to embed good practice. 	<ul style="list-style-type: none"> Staff development – professional reading resources and training £500. Resources updated as required to support learning and teaching. Educational outings for all stages part-funded Outdoor learning equipment to support use of our own spaces and local context.

RIGHTS RESPECTING SCHOOLS LINKS

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



DEVELOPMENT AREAS & STAFF LEAD 2024-2025

LITERACY & NUMERACY

STAFF LEAD – SAC LEADS

HGIOS QUESTION	QUALITY INDICATOR	NIF DRIVERS
<ul style="list-style-type: none"> How well is our focus on literacy and numeracy supporting increased attainment across the curriculum? How confident are we that all learners experience activities which are varied, differentiated, active, and provide effective support and challenge? To what extent do we critically engage with research, policy sources and developments in learning and teaching? How well are we removing barriers to learning and ensuring equity for all? 	2.2 Curriculum 2.3 Learning, teaching and assessment 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability	Closing the attainment gap between the most and least disadvantaged children Improvement in attainment, particularly in literacy and numeracy

HEALTH WELLBEING

STAFF LEAD – HT/DHT

HGIOS QUESTION	QUALITY INDICATOR	NIF
<ul style="list-style-type: none"> How well do all staff understand their role and responsibility in supporting learners' health and wellbeing? How well do children and young people show consideration for others and demonstrate positive behaviour and relationships? How well do we listen to and involve children and young people in making decisions about their wellbeing, their lives and their future? How well do we ensure that all staff undertake regular professional learning around legislation, statutory requirements and codes of practice? How well do we use our community and spaces to deliver high-quality outdoor learning? 	2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement	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 Improvement in employability skills and sustained positive school leaver destinations for all young people



DEVELOPMENT AREAS & STAFF LEAD 2024-2025

SOCIAL STUDIES & OUR UNIQUE CONTEXT

STAFF & PUPILS

HGIOS QUESTION	QUALITY INDICATOR	NIF DRIVERS
<ul style="list-style-type: none"> To what extent do we take account of all the factors that make our school unique? Does the curriculum experienced by our learners reflect our rationale? How do we know? How well are children and young people involved in planning and identifying opportunities for personalisation and choice? To what extent does our school team have a shared understanding of interdisciplinary learning and how to develop it as an important context for learning? 4 How effective is our whole school overview in ensuring children's knowledge and skills are built appropriately over time? 	2.2 Curriculum 2.3 Learning, teaching and assessment 2.5 Family Learning 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion 3.3 Increasing creativity and employability	Placing the human rights of every child and young person at the centre of education 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

LEADERSHIP OF LEARNING – PROFESSIONAL LEARNING, PUPIL VOICE & EVALUATION

STAFF & PUPILS

HGIOS QUESTION	QUALITY INDICATOR	NIF
<ul style="list-style-type: none"> How effectively do we create a learning culture within our school? To what extent do we support children and young people to take responsibility for their own learning and progress? How do we know that our professional learning is improving outcomes for learners? What strategies are we using to develop resilience and confidence in our learners to lead their own and others learning? How well do we involve all stakeholders in self-evaluation and planning for improvement? How effective are we at ensuring an inward, outward and forward focus in our evaluation and improvement activities? How well is evidence from self-evaluation being used to drive forward change? 	1.1 Self-evaluation for improvement 1.2 Leadership of Learning 1.3 Leadership of change	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

TROON PRIMARY SCHOOL & EARLY YEARS CENTRE



SUCCESS THROUGH EFFORT

