



TROON PRIMARY SCHOOL, EYC & SLC

SCHOOL IMPROVEMENT PLAN

.....
SESSION 2026-2027



TROON PRIMARY SCHOOL
AND
SUPPORTED LEARNING CENTRE



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 1b 1c	Spaces and Places Live, Work, learn Civic and Community Pride
Children's Services Plan	2a 2b 2c 2d 2e 2f	The Promise: Our commitment to Keeping the Promise Family: Promoting whole family wellbeing Included: Early help for children with diagnosed or undiagnosed additional support needs Healthy: Improving physical and mental health for children and young people Voice: Involving children and young people in local decision making People: Collaborative learning and reflection opportunities for the work force
Education Services Priorities	3a 3b 3c 3d	Included, engaged and involved Delivering excellence in learning, teaching and assessment Transforming our curriculum Towards a self-improving education system
National Improvement Framework Priorities	4a 4b 4c 4d 4e	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



OUR VISION, VALUES AND AIMS



SUCCESS THROUGH EFFORT

Successful Learners

To engage in a wide range of learning experiences to develop our knowledge and skills and realise our full potential.

Effective Contributors

To work together, celebrating our achievements and making the most of every opportunity.



Confident Individuals

To develop confidence and belief in our abilities through effort, determination and creativity.

Responsible Citizens

To show respect for others, be responsible and inclusive in all that we do.

Respect Resilience Positivity Kindness

STRATEGIC DRIVER DIAGRAM SESSION 2026-2027



RATIONALE FOR OUR SCHOOL IMPROVEMENT PRIORITIES

As we begin our next annual improvement cycle, our priorities remain focused on sustaining high standards of attainment and achievement while continuing to close identified gaps and respond proactively to emerging trends within our data. Through effective leadership at all levels, strong collegiate working and collaboration across our school community, we will continue to realise our vision, values and aims, ensuring all children make the best possible progress and achieve their full potential.

Our priorities are informed by robust self-evaluation, drawing on a range of evidence including attainment, achievement and wellbeing data, alongside the views of staff, children and families. This ensures a clear focus on continuous improvement through reflective practice and collaboration. These improvement priorities are aligned with local and national guidance and demonstrate our commitment to delivering high-quality learning, teaching and assessment, with a clear emphasis on impact and positive outcomes for all learners.

LITERACY

- ✓ To achieve steady and consistent attainment across all levels of CFE; maintain high attainment from Session 2025-2026 at over 90% (currently 89% at P1, 4, 7 and SLC combined).

NUMERACY

- ✓ To maintain high levels of numeracy and maths CFE attainment across all levels of CFE (currently 93% at P1, 4, 7 and SLC combined).

HEALTH AND WELLBEING

- ✓ Maintain high health and wellbeing attainment levels across all stages (currently 96% in school and 97% on track in EYC).
- ✓ Maintain high attendance rates of over 95% across all school stages; currently 96% in school and 85% in EYC.

KEY DRIVERS: SCHOOL AS A LEARNING ORGANISATION

- ✓ 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 2026-2027: PHASE 3 SOUTH AYRSHIRE READS

Education Services Improvement Plan Priority 2: Delivering excellence in learning, teaching and assessment

Educational Services Improvement Plan 2023 - 2027

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 [South Ayrshire Reads Strategy Document](#)

PRIORITY 1: PHASE 3 SOUTH AYRSHIRE SCHOOLS 2026-2027

SAR Strategic Aim	Actions	Intended Impact	Resources	SAR Lead	Completion Date
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 To support and develop all education staff in South Ayrshire to implement best practice through a culture of shared knowledge, collaboration and enquiry To promote the implementation of an excellent reading curriculum which prioritises best practice, challenge and adapted teaching for children	By June 2026 , ALL Phase 2 schools will have reviewed the role of their reading leader and, in collaboration with the South Ayrshire Reads team, planned how this role will be used to support reading development over the coming year.	The aims of South Ayrshire Reads continue to be embedded across Phase 2 School Communities focussing on building capacity and sustainability.	- Role of reading leader reviewed at planning meeting. - Reading Leader meeting dates shared and agreed. - Reading leader workshop dates agreed. - RL MS TEAM accessed for updates, relevant information and collaboration.	SAR PTs	June 2026
	By June 2027 , ALL Phase 2 schools will have participated in at least two Reading Leader-led workshops within their own setting, with Reading Leaders taking full responsibility for identifying workshop needs, planning these sessions and leading them to support the ongoing embedding of reading practice.		- All Reading Leaders may attend four sessions (September 2026, November 2026, February 2027, and April 2027) focused on building capacity and providing the knowledge and skills needed to lead impactful change. - All Reading Leaders will plan, create and deliver reading workshops within their own schools - both with staff and with parents -as part of a wider drive to raise attainment in reading.	LW Reading Leader	June 2027
	By June 2027 , ALL Phase 2 schools will have had the opportunity to engage in collaborative activity, selecting the approaches that best suit their context, through: - Partnership CLPL - Stage-Specific 'Spotlight' sessions 'Learning Live' sessions - Peer school visits strengthening collective efficacy, promoting an outward-looking approach to improvement and embedding practice.		- Bespoke partnership CLPL responsively planned and reviewed in line with contextual needs. - Meeting & discussion with SLT around peer school visits - Peer visit pre-workshops/discussion/observation guides - Term 3 Stage-Specific 'Spotlight' sessions 'Learning Live' offerings.	SAR PTs	June 2027

with additional support needs To gather, use and analyse data effectively to drive change and improvement in children's reading skills, reading confidence and reading attainment	By August 2026, ALL Phase 2 schools will work with the SAR Team to identify new or returning staff requiring catch-up support, plan how to close gaps drawing on in-school knowledge, and will have the opportunity to: • Send staff to 'Fast Track' sessions • Access additional CLPL at peer schools ensuring all staff are equipped with the knowledge and skills to support reading development effectively.	The values, vision and aims of South Ayrshire Reads is consistent and clear to all stakeholders	- o Meeting & Discussion with Phase 2 schools to identify new/returning members of staff and their stages - o Existing members of staff in Phase 2 schools to support, through coaching, modelling and collaborative discussions - o Fast Track sessions agreed & planned by SAR Team - o Additional CLPL sessions identified at peer schools	SAR PTs	August 2026
	By June 2027 ALL Phase 2 education staff will have had the opportunity to engage in additional high-quality CLPL in an area of interest.		- o Additional online sessions planned, created and delivered by SAR Team in response to need - o Additional sessions will be advertised through the monthly CLPL Bulletin and Reading Leader channel on MS Teams.	SAR Team	June 2027
	By June 2027 ALL Phase 2 education staff will have had the opportunity to engage in bespoke high-quality CLPL.		o All CLPL will be grounded in the Science of Reading, with a particular focus on language comprehension and its connection to other areas of literacy development, while continuing to embed previous work on word recognition (phonics and morphology) and fluency.	SAR PTs	June 2027
	By June 2027, ALL Phase 2 education staff will have had the opportunity to further develop their practice in collaboration with the SAR Team.		o Collaboration activities, including workshops and professional discussions as requested	SAR PTs	June 2027
	By June 2027 ALL Phase 2 schools will have had the opportunity to engage with assessment implementation, data analysis and self-evaluation, using HGIOR (How Good is Our Reading) to drive teaching and learning.		- o Reading Leader- Led Workshops focused on the interpretation, analysis, and evaluation of learner attainment to measure impact and inform next steps. - o Reading Leader-Led Workshops using HGIOR as a self-evaluation tool.	HMcb JW Reading Leaders	June 2027
	By June 2027 ALL Phase 2 schools will have had the opportunity to engage with and access support to implement and embed additional related SAR priorities.		- o Reading Schools Accreditation - o Communication Friendly Environments - o Developing Writing through SAR - o Giglets - o Lending Library	JM HMcb SL	June 2027
	By June 2027 ALL parents will have had further opportunity to engage with workshops and learning sessions based on supporting their child's reading development.		o Support for RL, as required, from SAR team for workshop and parent events	Reading Leaders SAR PTs	June 2027

IMPROVEMENT PLANNING 2026-2027: TRANSFORMING OUR CURRICULUM



Education Services Improvement Plan Priority 2&3: Delivering excellence in learning, teaching and assessment & Transforming our Curriculum
Educational Services Improvement Plan 2023 - 2027

PRIORITY: TRANSFORMING OUR CURRICULUM

PRIORITY 2: ALL SOUTH AYRSHIRE SCHOOLS SOUTH AYRSHIRE SCHOOLS 2026-2027

Aims	Actions	Intended Impact	Resources	Measures	Completion Date
To increase all teacher understanding of the purpose and relevance of the CIC and the rationale behind curriculum reform.	- The school will identify a curriculum lead to support the implementation of curriculum reform and act as a link with authority-wide developments. - The curriculum lead will participate in authority Train-the-Trainer professional learning to ensure consistent messaging and build internal capacity. All staff will engage in planned CLPL to build understanding of curriculum reform during the two allocated twilight sessions using materials created by Curriculum PTs.	Staff are clear on the key terminology around curriculum and educational reform. Staff can clearly articulate why curriculum change is being made. All staff are clear on the national timeline for implementation of the CIC	Presentation created by Curriculum PTs	Staff survey (pre and post twilight sessions) Evaluation	August 2026 September 2026 January 2027
To provide clear and consistent communication for all staff and stakeholders in relation to Scotland's Curriculum	- Staff will access the authority's central digital hub for curriculum resources, exemplars and professional learning materials. - All staff will attend the relevant authority curriculum conference. - Content will be created centrally to raise awareness of the CIC and used by schools to engage wider school community. - The Curriculum PTs will offer support with parental engagement as requested. - School leadership team will receive regular CIC information via director's education update. - All Head Teachers will attend two authority HT Curriculum Conferences.	Staff will feel supported during the early stages of transition. Staff feel well informed and confident in discussing curriculum changes with colleagues, learners and families. Parents and stakeholders will better understand Scotland's curriculum and the future changes.	Central digital Padlet Exemplars and professional learning materials Schools preferred media platforms	Analytics from shared online space (comments, resources, access to the toolkit and materials)	June 2027 May 2027 December 2026 June 2027
To establish an understanding of a concept-based curriculum and to introduce the Know-Do-Understand model .	'Curriculum of Hope' professional reading distributed during the 'Train-the-Trainer' session for key leads. Values from the 'Curriculum of Hope' text shared with all staff during twilight sessions. Key leads to gather staff feedback at the beginning of the first twilight. Key leads to repeat the staff survey at the end of the second twilight to gauge progress.	All staff understand the principles of a concept-based curriculum. All staff will have had opportunities to engage with the values and principles of 'A Curriculum of Hope'.	'A Curriculum of Hope' professional reading Microsoft form for twilight	Pre/Post Survey Data	October 2026 February 2027

IMPROVEMENT PLANNING 26-27: HIGH-QUALITY LEARNING & TEACHING

WHAT OUTCOMES DO WE WANT TO ACHIEVE?	HOW WILL WE ACHIEVE THIS?	PERSONNEL	TIMESCALES	HOW WILL WE MEASURE IMPACT?
PRIORITY 3: WHOLE SCHOOL IMPROVEMENT: HIGH QUALITY LEARNING & TEACHING				
Increase pupil participation in learning, evidenced through Young Leaders of Learning and improved learner voice in planning and evaluation Enhance inclusive practice and wellbeing, leading to improved engagement, attendance, and learner confidence Develop staff pedagogical practice and improve consistency in high-quality learning and teaching resulting in measurable improvements in learner experience and outcomes Strengthen use of assessment and professional dialogue to ensure appropriate pace, challenge, and progression for all learners	Involvement and Engagement ✓ Implement Young Leaders of Learning as a new pupil led improvement process, liaising with St Patrick's PS. ✓ Implement Included, Engaged and Involved (Part One) statutory national guidance around attendance, wellbeing, GIRFEC and children's rights. ✓ 'How Good is our School' Floorbooks and Learning Lens groups used increasingly effectively to gather feedback and create next steps. High-quality Learning, Teaching and Assessment ✓ All: Implement the South Ayrshire Reads Year 3 improvement pathway to create skilled, confident readers from EYC upwards; develop staff professional learning opportunities and partnership working focused on creating questions, narrative text, language and comprehension. ✓ All: bespoke support within SAR meetings to support effective implementation of the Giglets platform to enhance whole-class teaching focused on Storytelling/Identity (P1/SLC), Fluency/Vocabulary (P2-P7). ✓ Support all staff to use assessment data effectively to inform planning, enabling responsive teaching, targeted support, and appropriate challenge to improve outcomes in Literacy, Numeracy and Maths. ✓ All: boost groups and additional teacher/school assistant support in place for reading, writing, numeracy and maths to raise attainment and close identified gaps in attainment. Professional Learning ✓ Building on Year 1 progress, a focus on 'Power Up Your Pedagogy' will continue through staff meetings to ensure consistency and shared expectations for high-quality learning and teaching.	YLL Leader, staff, pupils SLT, staff, pupils, families SLT, staff, pupils All teaching staff, school assistants All teaching staff, school assistants SLT, all teaching staff, CPST, school assistants DHT, PT, teachers, school assistants All teaching staff	Aug 26 – June 27 Aug 26 – Dec 26 Aug 26 – Dec 26 Aug 26 – Dec 26 Aug 26 – Dec 26 Aug 26 – June 27 Aug 26 – Mar 27 Aug 26 – June 27 Aug 26-June 27	Attainment & Progress Improved attainment aligned to stretch aims, informed by robust data analysis and evaluated interventions (CFE, PEF, GL, baseline/class assessments) Quality Assurance Ongoing QA through learning visits, Learning Lens work sampling, and HGIOS-informed evaluation Professional Learning Regular professional dialogue and collaborative practice Self-Evaluation & Voice Systematic self-evaluation with pupil, parent, and partner feedback informing improvement Staff Development PRD processes with clear annual impact review
1a, 1b, 1c, 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d			LINKS TO KEY DRIVERS	

MARR CLUSTER PRIORITIES 2026-2027



Cluster Improvement Priority		Rationale for Improvement Priority based on evidence			
To continue our RRS journey as a cluster by fostering a strong sense of belonging, inclusion and community across our schools.		Through a collaborative community project, learners will explore, celebrate and share the diverse people, cultures, experience and contributions that shape our community. Through learning in Social Subjects and meaningful opportunities for participation, children and young people will develop their understanding of rights, citizenship, diversity and social responsibility while strengthening connections within and beyond the school community.			
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
Establish community project linked to RRS with curricular link between Social Subjects and Primaries (for example, project focused 'What my Local Area Means to Me' linked with Article 29 (right to an education which develops my personality, talents and abilities, respect for other people's human rights, respect for the environment and understanding our culture)). Work with community partners to celebrate our Marr community. Include intergenerational learning P6 pupils to share their learning through participating in a Marr Cluster Social Subjects Showcase (at Marr)		All schools Community partners March 27	Jan -Mar 27	Bids from local partners Sustainability funds Marr Trust	Children and families collaborate to create a vibrant, inclusive community expressive arts installation/showpiece that showcases what our local area means to us, raises awareness of children's rights and celebrates their voices. Through participation, children gain confidence to express their ideas, develop a clearer understanding of their rights, and feel a stronger sense of belonging within their community. The project fosters meaningful connections between children, adults, and local organisations, strengthening community cohesion and promoting respect, inclusion, and shared responsibility for upholding children's rights.

MARR CLUSTER PRIORITIES 2026-2027



Key Dates 2025-2026		Notes
P7 Walk about	Friday 23 rd October – staggered	TPS 9.15-10.15am
Cluster P7 Debate	Friday 6 th November 9.30am – 11.30am	
P7 Parent Welcome Evening	Tuesday 17 th November 5.00pm-6.30pm	
P7 Maths challenge	Wednesday 27 th January am.	
P7 Rotary Quiz	Friday 5 th March 9.15am on Teams	
P6 Social Subjects morning	Tuesday 23 rd March 9.30am-12noon	
P7 Science Challenge	Tuesday 11 th May 9.30am-12noon	
P6 DYW and Modern Languages Transition Day	Monday 24 th May 9.30 – 2.00pm	
P7 Information Evening	Wednesday 26 th May 4.00pm-5.30pm	
P7 to S1 Transition Days	Tuesday 8 th & Wednesday 9 th June	
P6 Socceraid	Friday 18 th June	
P6 / S2 Book Festival	Thursday 24 th June	

SPORTS TRANSITION 2026-2027

Month	Date	Sport	Time	Venue	Stage	Term
October	7.10.26	Fitness	9:30-12:00pm	Troon	P6-7	1
November	18.11.26	Athletics	9:30-12:00pm	Struthers	P4-5	1
November	24.11.26	Athletics	9:30-12:00pm	Struthers	P6-7	1
January	20.01.27	Netball	1:00 -2:45pm	Barassie	P5-7	2
January	28.01.27	Volleyball	3:30-5:00pm	Marr College	P5-7	2
February	22.02.27	Handball	4:00-6:00pm	Marr College	P5-7	2
March	19.03.27	Tennis	9:30-11:00	Troon PS	P3-4	2
April	21.04.27	Basketball	3:30-5:00pm	Marr College	P5-7	3
April	28.04.27	Dev Football	3:30-5:30pm	Marr College	P5-7	3
May	20.05.27	Rugby	12:30-2:00pm	Marr College	P6-7	3
June	09.06.27	Beach Run	9:30-11:30pm	Troon Beach	P3-4	3
		Beach Run	12:30-2:45pm	Troon Beach	P5-6	3



BUDGET & RESOURCES SESSION 2026-2027

PUPIL EQUITY FUNDING - £34,560		
- School Assistant, 33 hours - £28,575 - Teacher x14 days across the year - £4,051	32 hours of school assistant allocation, 14 days teacher support and resource funding to support identified learners and impact on attainment, achievement, and inclusion.	Resource allocation £1,934
LITERACY	NUMERACY	OTHER AREAS
- Digital subscriptions renewed including online Bug Club whole school resource. - Focus on reading as a South Ayrshire Reads Phase 2 school including: - Reading training opportunities identified. - Library/class novel refresh as required.	- Website subscriptions and class resources maintained and extended as appropriate to support fluency and accuracy in numeracy skills. - Classroom resources purchased to support ongoing attainment and achievement. - Ongoing investment in class equipment, STEM and problem solving resources.	- Staff CLPL and development – professional reading resources and training using 'Power Up Your Pedagogy'. - Resources updated as required to support high quality learning and teaching. - Educational outings for all stages part-funded

RIGHTS RESPECTING SCHOOLS LINKS

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

DEVELOPMENT AREAS & STAFF LEAD 2026-2027



DISTRIBUTED LEADERSHIP

FOCUS AREA	STAFF LEAD
Rights Respecting Schools & Young Leaders of Learning (YLL)	Mr Sturdy
South Ayrshire Reads/Writing	Mrs McClymont, Mrs Law, Mr Robb, Miss Nelson
Communication Friendly Environments	Ms McLean, Mrs Thompson
Speech and Language	Mrs Jannetts
Modern Languages and 1+2 (including Gaelic)	Miss Travis
Numeracy and Maths	Mrs Stewart
Outdoor Learning	Mr Robb, Miss Nelson
Personal achievement, extra-curricular activities, community	Mr Robb, Active Schools
IDL Development	SLT, teaching staff
Digital Technology/STEM	Mr Robb, Ms Beaton
Pupil Voice	SLT and all staff
Curriculum Lead	Miss Nicoll
Self-evaluation	Mrs McGilp
Included, Engaged, Involved	Mrs Alcroft, Mrs McLean

LITERACY/CURRICULUM

STAFF LEAD – SAC LEADS

HGIOS QUESTION	QUALITY INDICATOR	NIF DRIVERS
- 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

HGIOS QUESTION	QUALITY INDICATOR	NIF DRIVERS
- How well are children and young people involved in planning and identifying opportunities for personalisation and choice? - 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 effective are we at ensuring an inward, outward and forward focus in our evaluation and improvement activities for all stakeholders? - How well is evidence from self-evaluation being used to drive forward change? - How do we know that our professional learning is improving outcomes for learners?	1.1 Self-evaluation for improvement 1.2 Leadership of Learning 1.3 Leadership of change 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 Improvement in children and young people's health and wellbeing

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