



TROON PRIMARY SCHOOL & EARLY YEARS CENTRE

STANDARDS AND QUALITY REPORT

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SESSION 2025-2026



STANDARDS & QUALITY REPORT

INTRODUCTION

Troon Primary School sits at the heart of its local community and benefits from several distinctive features, especially its coastal setting and strong community connections. We actively make use of our surroundings, with regular visits to the nearby beaches, local town centre facilities, and Fullarton Woods. Our pupils are proud to be part of such a vibrant and supportive community.

Our school and Early Years Centre (EYC) are non-denominational. As of June 2026, the school roll is 313, with pupils organised across 13 classes from Primary 1 to Primary 7, and one Supported Learning Centre (SLC) class. Our EYC currently has 56 children enrolled, offering flexible attendance options including morning, afternoon, and full-day sessions. Free school meals are provided to all children from Primary 1 through to Primary 5. At present, 8% of pupils across the school are entitled to free meals and 8% of pupils live within deciles one or two.

SCHOOL ROLL JUNE 2025								
SLC	P1	P2	P3	P4	P5	P6	P7	TOTAL
7	36	44	39	46	40	51	50	313

At Troon Primary, our experienced and skilled staff team is deeply committed to supporting every child and includes early years practitioners, teachers, school assistants, clerical staff, and our Senior Leadership Team. Our newly expanded leadership structure consists of our Head Teacher, two Depute Head Teachers and two Principal Teachers alongside the Depute Manager in our EYC. Together, the leadership team provides clear direction and works effectively to support school improvement. This is further enhanced through distributive leadership opportunities for staff and pupils. Staff engage in career-long professional learning and work collaboratively to reflect on practice and improve outcomes. We foster a positive, inclusive and nurturing environment, with strong staffing levels supporting high-quality learning and teaching.

Troon Primary is part of the Marr Cluster of schools within South Ayrshire Council. The school serves a community that is largely weighted towards higher SIMD deciles, with 61% of pupils in deciles 7–10 and 8% in deciles 1–2. Within this context, we maintain a strong focus on equity and meeting the needs of all learners.

Our school building offers well-equipped learning spaces, including classrooms, a gym/dining hall, library, dedicated STEM, music and art areas. Breakout spaces support targeted learning, and our outdoor environment includes a playground, trim trail and garden. Our newly opened SLC provides high-quality provision for children with additional support needs.

We remain deeply committed to children's rights and are proud to sustain our Rights Respecting Schools Gold Award. Children's rights are embedded across the life and work of the school and underpin our values, relationships and approaches to learning and teaching. We maintain high expectations for all learners and support every child to reach their full potential.

This report outlines progress against our School Improvement Plan within the context of Curriculum for Excellence and the National Improvement Framework. It is informed by the quality indicators from How Good Is Our School? (4th Edition). It aligns with Education Scotland's expectations for high-quality learning and teaching and demonstrates our strong capacity for continuous improvement and positive change.

TROON PRIMARY SCHOOL & EARLY YEARS CENTRE

VISION, VALUES & AIMS

CONSULTATION

To ensure continued relevance and alignment with current thinking, our vision, values and aims were refreshed at the end of last session, ready to launch in August 2025. These are now well embedded across the life and work of the school and are increasingly shaping a shared sense of purpose and direction within our community.

Our Curriculum Rationale clearly articulates our shared goals, aspirations and long-term vision, and continues to underpin our ongoing School Improvement Plan cycle. It reflects our core values and the collective priorities of our school community.

Our vision, *Success Through Effort*, is evident in practice, with children showing motivation, resilience and pride in their learning. Our values—respect, resilience, positivity and kindness—are consistently promoted and are having a positive impact on relationships, behaviour and the overall ethos of the school.

Our aims are structured around the four capacities of Curriculum for Excellence, ensuring that all children are supported to develop as successful learners, confident individuals, responsible citizens and effective contributors. Inclusion remains a key priority; this has been further strengthened through the opening of our Supported Learning Centre (Stage 5 provision). This has enhanced our capacity to meet a wider range of needs and is contributing to improved outcomes for children requiring additional support.



KEY DRIVERS OF CHANGE

KEY DRIVERS: HGIOS LINKS, EDUCATION SERVICES AND NIF

Leadership and Management	Learning Provision	Success and Achievements	Education Services Priorities
1.1 Self-evaluation for improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership and management of staff/practitioners 1.5 Management of resources to promote equity	2.1 Safeguarding and Child Protection 2.2 Curriculum 2.3 Learning, Teaching and assessment 2.4 Personalised Support 2.5 Family learning 2.6 Transitions 2.7 Partnerships	3.1 Improvement wellbeing, equality and inclusion 3.2 Raising attainment and achievement/ Securing children's progress 3.3 Increasing creativity and employability	1. Included, engaged and involved 2. Delivering excellence in learning, teaching and assessment 3. Transforming our curriculum 4. Towards a self-improving education system
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

Attainment in literacy remains consistently strong across the school, with most learners at P1 and P4, and almost all learners at P7, achieving expected CfE levels. Almost all learners meet expected levels in numeracy. Data shows sustained high levels of attainment over time, reflecting the positive impact of targeted interventions and consistent approaches to teaching, learning, and assessment. The inclusion of pupils within the Supported Learning Centre is well managed, with overall attainment remaining high.

In literacy, listening and talking remains a key strength across all stages, with particularly strong outcomes at all levels. Reading attainment is stable and shows continued improvement, while writing has improved very well at First Level. A slight dip in writing and overall literacy at Second Level will be monitored to ensure progress is maintained, however cohort tracking shows positive gains were made. In numeracy, attainment remains very strong at Early and First Levels, with most learners achieving expected levels. Although there has been a small decrease at Second Level, attainment remains high overall, and growth is visible for the P7 cohort over time.

LITERACY CFE	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Early	85%	86%	92%	90%	89% (inc. SLC)
First	89%	85%	81%	87%	89% (inc. SLC)
Second	82%	84%	85%	94%	90%

LISTENING AND TALKING	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Early	94%	93%	97%	98%	92% (inc. SLC)
First	91%	90%	96%	97%	96% (inc. SLC)
Second	88%	92%	95%	96%	98%

READING	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Early	88%	82%	92%	91%	92% (inc. SLC)
First	91%	85%	85%	87%	89% (inc. SLC)
Second	82%	86%	93%	94%	94%

WRITING	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Early	85%	86%	92%	91%	92% (inc. SLC)
First	89%	88%	81%	87%	93% (inc. SLC)
Second	82%	84%	89%	96%	90%

NUMERACY CFE	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Early	88%	86%	95%	98%	97% (inc. SLC)
First	96%	88%	89%	92%	93% (inc. SLC)
Second	86%	86%	91%	94%	90%

Attainment in 2025–2026 compares very well with the school's stretch aims, with mainstream pupils meeting or exceeding targets set for literacy and numeracy. Tracking of cohorts over time indicates that most learners make good progress through CfE levels, with evidence of progress where targeted interventions have been applied, particularly in First Level writing. Ongoing analysis of cohort performance has identified the need to maintain a clear focus on consistency of progress to ensure attainment is sustained and improved for all groups of learners. Moving forward, the school will continue to focus on sustaining high attainment while addressing identified dips, ensuring continued progress for all learners.

HWB CFE	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Early	100%	95%	97%	95%	98% (inc. SLC)
First	96%	96%	95%	95%	98% (inc. SLC)
Second	85%	90%	97%	98%	94%

Almost all pupils in P1, P4 and P7 achieved HWB levels in line with national expectations. HWB attainment remains consistently high with gains at early and first level this session.

EYC Developmental Milestones Tracking	2023-2024	2024-2025	2025-2026
	8-10 milestones	8-10 milestones	8-10 milestones
Health and Wellbeing	97%	100%	97%
Literacy	92%	95%	91%
Numeracy	94%	95%	97%

Children in the EYC consistently achieve high levels across all milestones, with almost all meeting expectations. HWB remains a key strength, numeracy is improving, and literacy—though strong—requires continued focus.

Across the EYC and school, we maintain a clear focus on improving core skills in literacy, numeracy and health and wellbeing. Robust assessment approaches, including teacher professional judgement and standardised assessments, are used effectively to monitor progress and attainment, supporting a strong understanding of learners' achievement.

Targeted support is well planned and responsive, with teachers and support staff working collaboratively to deliver interventions, support individual targets and promote equity. The effective use of additional staffing through Pupil Equity Funding and the Pupil Support PT post has strengthened early intervention, ensuring needs are identified and addressed promptly, leading to improved outcomes for learners in relation to Quality Indicator 3.1 and 3.2.

Ambitious stretch aims are in place and increasingly inform strategic planning. We are continually refining our use of data to track progress across cohorts over time, strengthening our ability to sustain improvements in attainment and drive forward continuous improvement.

ATTENDANCE DATA

PUPIL ATTENDANCE

Overall attendance across the primary stages has remained consistently strong and above 94% over the five-year period, with a clear upward trend in the most recent years. After a slight dip in 2022/23, attendance has steadily improved, reaching 95.9% in 2025/26, the highest level recorded in this period. Most year groups show stable or improving patterns, particularly Primary 1, 3, 6 and 7, which demonstrate notable gains in the latest year. Early Years Centre attendance is more variable and remains lower than the rest of the school, fluctuating between 79% and 85%, indicating an area for continued focus.

Overall, the data reflects sustained high levels of pupil attendance across the school, with positive recent improvements and increasing consistency across stages.

ATTENDANCE %	21/22	22/23	23/24	24/25	25/26
EYC	81.38%	79.53%	85.45%	82.72%	84.7%
Primary 1	95.63%	94.70%	95.61%	94.88%	96.8%
Primary 2	95.57%	94.70%	96.32%	95.08%	95.6%
Primary 3	94.36%	95.28%	94.55%	96.57%	96%
Primary 4	95.44%	94.71%	96.17%	96.16%	94.9%
Primary 5	94.85%	95.49%	94.52%	95.48%	95.9%
Primary 6	95.42%	94.77%	94.70%	95.64%	96.5%
Primary 7	93.61%	95.38%	93.50%	94.91%	95.7%
P1-7 Average	96.47%	94.96%	95%	95.51%	95.9%



SUCCESSES AND ACHIEVEMENTS

2025-2026

We are delighted to have achieved the following successes and accreditations:

- **Rights Respecting Gold Award:** this is the highest accolade in the programme; we were delighted to receive our third Gold Award in November 2024 and will apply for our fourth Gold Award in 2027.
- **School Sport – Sport Scotland 2025:** 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.
- **Keeping the Promise Award:** staff professional learning has raised 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. Staff understand the needs of children and young people and what we can do to support them.



PUPIL ACHIEVEMENTS

Our children have been highly successful across many different disciplines this session. A selection of our successes include:

- Rotary Quiz – Second in the cluster, second in local area and qualified for the national final
- Cross Country – medal winners
- P7 Handball – runners up at SAC competition and 3rd at the National Competition
- Ayrshire Swimming Competition – Medal Winners
- P6/7 Fitness Fusion – Cluster winners and qualified for SAC Competition
- P6/7 Rugby – Fullarton Cup Winners
- P6/7 Sportshall Athletics – 1st in the cluster, 3rd in SAC, Qualified for the pan Ayrshire Tournament
- P6/7 SuperTeams Athletics – 1st place girls
- P4/5 Athletics – 1st in Cluster, 1st in SAC
- Skiing – P1-4 1st place, P4-7 3rd place
- Football – Active Schools Cup Winners at Somerset Cup
- EuroQuiz – 4th place in SAC
- STEM Award – several children received recognition within the age 3-19 national competition "If You Were An Engineer, What Would You Do?".

PRIORITY 1: LITERACY

WHAT KEY OUTCOMES HAVE WE ACHIEVED?

PROGRESS AND IMPACT STATEMENT

- ✓ Implementation of South Ayrshire Reads (Year 2) has further strengthened staff confidence and consistency in teaching reading, with a clear focus on comprehension, fluency and engagement. Previously introduced approaches to decoding, encoding, syllabification and assessment are now embedding, resulting in more consistent practice and improved learner progress in early reading skills. Our spelling and phonics pathways continue to be refined in line with the South Ayrshire Reads programme.
- ✓ A strong focus on reading for enjoyment and further investment in the school library/class libraries has increased engagement and motivation, with children showing a growing interest in reading, especially in relation to graphic novels which are helping engage even our most reluctant readers.
- ✓ Whole-school approaches to writing, including regular writing opportunities, teacher modelling and celebration of success, have improved consistency and quality of writing across stages.
- ✓ Targeted, evidence-informed interventions are embedded, leading to improved attainment and progress for identified learners. Our school assistant team have worked collaboratively to implement Phonics Play to further support learning; 67% of children with additional special needs are on track in literacy.
- ✓ Identified lead members of staff have worked closely with Speech and Language to deliver personalised support for individuals and small groups.
- ✓ Data shows almost all mainstream learners are on track in all areas of literacy – attainment remains consistently high and cohort tracking shows progress for our current P4 and P7 pupils from earlier stages of progress.
- ✓ Across P1, 4, and 7 combined, 100% of children living in decile 1 and 2 (9 children) are on track in literacy, this is 9% higher than children living in the most affluent areas (48 children). 94% of girls are on track in literacy in comparison to 85% of boys. 89% of children are on track in literacy overall (SLC-P7).

NEXT STEPS

- ✓ Continue to work alongside the South Ayrshire Reads Team to review and strengthen our approach to reading, ensuring it meets the needs of all learners.
- ✓ Within the SLC, further develop our Communication Friendly Environments.
- ✓ Foster confident, skilled readers at all stages to support the development of a lifelong love of reading and the ability to engage fully in education, culture, and society.
- ✓ Support staff to keep developing their practice by learning from each other, working together, and reflecting on what works well.
- ✓ Continue to build a strong reading curriculum that offers the right level of challenge and supports all children, including those with additional needs.
- ✓ Use data in a clear and meaningful way to help us improve reading skills, confidence, and progress for all children.
- ✓ Continue to monitor and track attainment in relation to cohorts over time and stretch aim targets through baselines assessments, national assessments and professional dialogue.
- ✓ Smaller class sizes implemented across P6-7 to support a focused approach focused on raising attainment and achievement second level.
- ✓ Continue to focus on narrowing attainment gaps between our most and least deprived children and ensure a clear focus on raising attainment at First Level.

PRIORITY 2: NUMERACY

WHAT KEY OUTCOMES HAVE WE ACHIEVED?

PROGRESS AND IMPACT STATEMENT

- ✓ A consistent focus on developing numeracy across all stages is leading to engaging learning environments, with rich provocations and STEM opportunities increasing motivation and participation.
- ✓ Investment in numeracy-focused texts and resources, such as Stories for Maths in Primary 1, has supported children to better understand and use mathematical language and concepts.
- ✓ A whole-school focus on number fluency and mathematical thinking has improved the quality and consistency of teaching, supporting stronger learner confidence and accuracy in number.
- ✓ Agreed progression pathways, lesson structures and assessment approaches are consistently used, resulting in clearer progression and improved pace of learning across stages.
- ✓ Sharing good practice together as part of peer evaluations has helped strengthen staff confidence in delivering high-quality numeracy experiences and provided refreshed teaching ideas.
- ✓ A range of adaptive approaches, interventions and targeted supports are in place, leading to improved engagement, attainment and achievement for identified learners; 79% of children with additional special needs are achieving expected levels in numeracy and maths.
- ✓ Primary 1 family workshops have helped increase understanding of early numeracy approaches and improved confidence in supporting learning at home.
- ✓ Attainment in numeracy and mathematics is high across all stages with almost all children on track at P1, 4 and 7. Overall attainment in numeracy and mathematics is 93%, this is 8% above the average for South Ayrshire Council.
- ✓ 100% of children in deciles 1 and 2 (9 children) are on track in their learning in comparison to 92% of our least deprived learners are on track (49 children). When considering gender, 90% of boys and 97% of girls at P1, 4 and 7 are on track in learning.

NEXT STEPS

- ✓ Maintain and further embed rich provocations and numeracy-rich learning environments to support high-quality engagement in learning indoors and outdoors.
- ✓ Continue to use targeted support and boost groups for identified pupils from Primary 2 to Primary 7 to support increased attainment and confidence; this will be teacher led, focusing on securing basic number skills and the foundations of maths.
- ✓ Maintain a strong focus on sustaining and further improving high levels of attainment for all learners in numeracy and maths.

PRIORITY 3: HIGH-QUALITY LEARNING & TEACHING

WHAT KEY OUTCOMES HAVE WE ACHIEVED?

PROGRESS AND IMPACT STATEMENT

- ✓ Our refreshed Vision, Values and Aims are beginning to shape school life, with children and staff increasingly able to talk about what these look like in practice. This has supported a stronger shared sense of purpose across the school community.
- ✓ We also reviewed approaches to pupil voice, leading to more consistent opportunities for children to share their views and influence aspects of their learning. As a result, children are becoming more confident in expressing their ideas and taking ownership of their learning.
- ✓ This session, we reviewed our approaches towards interdisciplinary learning. Early signs show that learning is more connected and meaningful, with children increasingly involved in setting the direction of their learning which is leading to more cohesive learning experiences for children across stages.
- ✓ Our work on capturing learning through Learning Journals (EYC and SLC) and class floorbooks has improved how we record and celebrate progress. These approaches are supporting a more holistic picture of children's learning, particularly in the EYC and Supported Learning Centre, where individual achievements are visible and better understood by staff and families.
- ✓ We revisited target setting processes across P1–P7 this session, piloting a range of approaches. This has helped identify more consistent and manageable systems, with most children now more aware of their next steps and increasingly able to talk about their learning.
- ✓ The introduction of the 'Team Around the Class' approach has developed professional dialogue and increased collaboration between teaching staff and school assistants.
- ✓ Agreed expectations around classroom environments and displays are helping create more consistent, calm and purposeful spaces for learning across the school.
- ✓ In the EYC and Supported Learning Centre, a focus on Communication Friendly Environments has had a positive impact on children's ability to engage, express themselves and access learning, particularly for those with additional support needs.
- ✓ Staff are reflective in their practice and confident in using a range of strategies to meet learners' needs. This is beginning to lead to greater consistency in teaching approaches across the school, with a positive impact on engagement and learning experiences.

NEXT STEPS:

- ✓ Introduce and embed Young Leaders of Learning to further strengthen pupil voice, enabling children to take an active role in self-evaluation and contribute meaningfully to ongoing school improvement.
- ✓ Embed the *Included, Engaged and Involved* policy consistently across the school to further strengthen inclusive practice, improve learner participation and ensure all children feel supported, involved and able to achieve their full potential.
- ✓ 'How Good is our School' Floorbooks and Learning Lens groups used increasingly effectively to gather feedback and create next steps.
- ✓ Support all staff to use assessment data effectively to inform planning, enabling responsive teaching, targeted support, and appropriate challenge to improve outcomes.
- ✓ Ensure boost groups and additional teacher/school assistant support is implemented effectively to raise attainment and close identified gaps in attainment.

PUPIL EQUITY FUND

NEXT STEPS

Following consultation with staff and families, our Pupil Equity Funding (PEF) allocation this session provided an additional 32 hours of school assistant time and 0.1 FTE teaching time, enhancing provision to support the learning and wellbeing of identified children.

This additional capacity enabled targeted literacy and numeracy interventions, contributing to positive attainment and strong progress for PEF supported learners, particularly in early and middle stages. A gap remained at P7, most notably in writing and reading, linked to a high proportion of additional support needs within the cohort. Overall, the poverty-related attainment gap was more pronounced in literacy than numeracy, where equity was stronger.

Attendance for the PEF cohort remained positive at 93%. Targeted strategies, including structured check-ins and check-outs and the use of Maximising Attendance Packs, supported close monitoring, early identification of patterns, and timely intervention, leading to improved engagement and smoother transitions into the school week for identified pupils.

Wellbeing outcomes were strong, with pupils supported by PEF reporting levels in line with their peers. Targeted supports, including nurture, LIAM and Seasons for Growth, improved emotional regulation, confidence and readiness to learn, and reduced barriers to engagement.

Overall, PEF funding had a clear positive impact on attainment, attendance and wellbeing. Enhanced staffing and targeted interventions supported improved outcomes for identified learners, with a continued focus on closing remaining gaps in upper stages, particularly in writing.

After consultation, our funding next session will focus again on 32 school assistant hours and 14 days of teacher support. This will again allow us to focus on raising attainment and ensuring equity through targeted staffing. Interventions will prioritise literacy, numeracy and health and wellbeing, with targeted support such as catch-up programmes, nurture, LIAM and dyslexia support for identified learners. Resources will also be used to promote attendance, engagement and inclusion, support transitions, and remove barriers to engagement, learning and wellbeing.

PUPIL VOICE FEEDBACK

SESSION 2025-2026; SUCCESS THROUGH EFFORT

House Captains contributed their views this year on what they feel has been successful:

- ✓ School trips – residential to Dolphin House for P6 and P7, mud run and assault courses, Primary 7 end of term transition week activities, class educational outings, use of the local beaches (4-week blocks for P4 and P4/5; regular outing for other stages, beach school in EYC)
- ✓ House Captain role – opportunities to be involved in leading activities and speaking at whole school events, celebrating achievements of other pupils at assembly, leading the Primary 1 transition event for families, helping to lead Learning Lens feedback groups with SLT.
- ✓ Competitive sports – athletics, handball, netball, rugby, golf, dancing, gymnastics, Fitness Fusion, cross country.
- ✓ Whole school and class led events – Burns Supper, Leaver events, Scottish poetry competition, Day of Dance, Daffodil Tea for families, supporting in other classes, reading buddies and P1.

EVALUATION

SCHOOL SELF-EVALUATION – HGIOS 4 SUMMARY

QI 1.3: LEADERSHIP OF CHANGE

- ✓ Following extensive consultation with children, families, and staff, the refreshed Vision, Values and Aims were successfully launched in August 2025 and are now increasingly embedded, reflecting the school's current context and future direction. This has strengthened a shared sense of purpose across the school community and aligns with ongoing work to promote positive relationships, high expectations, and a culture of celebrating success.
- ✓ The School Improvement Plan continues to provide clear strategic direction, informed by robust self-evaluation and the effective use of data. The school has sustained a strong focus on raising attainment in literacy and numeracy, with well-developed tracking systems and targeted interventions ensuring that learners' needs are identified and supported early. This demonstrates continued commitment to equity, addressing identified gaps and challenging all learners appropriately.
- ✓ With a strong, skilled and motivated staff team already in place, leadership is increasingly shared across the school. Staff lead key areas of improvement including South Ayrshire Reads, numeracy and mathematics, Rights Respecting Schools and wider curriculum developments, supported by protected collegiate time and professional learning. This has enabled the successful embedding of SAR approaches across the school, resulting in improved consistency in learning and teaching.
- ✓ The school has further strengthened its culture of professional learning and collaboration, with CLPL and PRD processes continuing to support staff development and leadership capacity. Staff are increasingly confident in leading change, contributing to a cohesive and forward-thinking team.
- ✓ Staff know their children and context well, using data and professional judgement to make informed decisions and improve outcomes.
- ✓ Participation in self-evaluation has grown this year, with more opportunities for pupil voice through class floorbooks, Learning Lens and Pupil Voice Groups. This shows a clear shift to an approach that involves a wider range of voices. We have also strengthened links with parents through consultations, workshops and sharing learning, which is helping to support our improvement priorities.
- ✓ Senior leaders have been careful to keep the pace of change manageable, allowing time for approaches to become embedded. This can be seen in growing consistency across classes and the positive impact of targeted support and interventions.

SCHOOL SELF-EVALUATION – VERY GOOD (5)

QI 2.3: LEARNING, TEACHING AND TEACHING

- ✓ Learning environments from EYC to Primary 7 continue to be positive, nurturing and inclusive, with strong relationships between staff and children supporting engagement and wellbeing. Children report feeling well supported in their learning and confident in seeking help when required, reflecting a strong culture of care and equity.
- ✓ High expectations are evident across the school. Almost all learners are engaged in their learning. Most understand what they are learning and why and can talk about their progress and next steps. Learners are increasingly involved in shaping aspects of their learning, and are developing awareness of key metaskills such as collaboration, creativity and resilience.
- ✓ Differentiation and adaptive approaches are used to scaffold learning and meet learners' needs; a continued focus on meaningful feedback and target setting is helping to build confidence and independence.
- ✓ Our Supported Learning Centre is now fully operational and successfully integrated within the life and work of the school, with learners demonstrating measurable progress against their individual targets and developmental milestones.
- ✓ Early Level practice is a significant strength, with high-quality play-based pedagogy aligned to Realising the Ambition. Practitioners in the EYC use observations and developmental milestones effectively to support progression, as recognised in positive inspection evidence.
- ✓ As a Gold RRS school we continue to prioritise children's rights, actively seeking and responding to children's views. This session, learners have contributed through Pupil Voice committees, Learning Lens meetings and House Captain roles. Our children are confident, responsible individuals who make a positive contribution to the school and wider community.
- ✓ Collegiate planning is strong and supports consistency and progression across stages and levels. Termly planning ensures clear structure and breadth across the curriculum.
- ✓ Staff are committed to professional learning and regularly share practice, supporting increased consistency and improving the quality of learning experiences. This session, staff have engaged with Power Up Your Pedagogy and shared approaches to developing class floorbooks, which is beginning to lead to more purposeful learner dialogue, improved engagement and clearer evidence of learning.
- ✓ Staff have engaged with Phase 2 of the South Ayrshire Reads programme, focusing on vocabulary and reading comprehension. Building on their strong understanding of the science of reading, staff are increasingly applying these approaches in practice, resulting in more consistent teaching approaches, improved engagement with texts and a developing ability among pupils to discuss and understand what they read more deeply.
- ✓ Assessment is a natural part of learning and teaching. Staff use a range of evidence to support professional judgement, and learners have opportunities to demonstrate their understanding across different contexts. Data from key milestones is increasingly used effectively to set stretch aims and support high levels of attainment.
- ✓ A Team Around the Class approach to professional dialogue, tracking and data meetings, alongside pupil Learning Lens groups, supports ongoing reflection and improvement. Tracking systems are clear and used effectively to monitor progress and support learners.
- ✓ Staff use data effectively to identify needs and plan next steps. Targeted support is carefully planned and reviewed, with evidence of children's voice and positive impact. Digital technology is used to support learning and inclusion, with adaptive tools helping ensure all learners can access the curriculum and make progress. Evaluation and feedback are used to support ongoing improvement.

SCHOOL SELF-EVALUATION – VERY GOOD (5)

QI 3.1: ENSURING WELLBEING, EQUALITY AND INCLUSION

- ✓ Wellbeing, equality and inclusion are central to our practice and are a key strength of our school. Staff create a nurturing, inclusive environment where children feel safe, respected and supported. Pupil survey results highlight very high levels; almost all children feel safe at school and that they are treated fairly and with respect.
- ✓ Staff work closely with parents, carers and partners to support wellbeing, with targeted programmes and regular assessment ensuring SHANARRI indicators are well understood and acted upon. In annual survey results, 92% of parents report the school knows their child well, that they receive the help they need to do well and make progress, and 93% trust the school supports their child's wellbeing.
- ✓ As a Gold Rights Respecting School, children's rights are embedded across the school, with most learners able to articulate their rights. Pupil voice is strong, with children contributing meaningfully through committees and leadership roles. Our Relationships Blueprint has been reviewed this session and embedded alongside our new vision, values and aims to promote positive relationships in class and beyond.
- ✓ Staff demonstrate a very good understanding of statutory duties. Safeguarding and child protection procedures are clearly understood and consistently applied, supported by regular training and updated policies.
- ✓ Our Supported Learning Centre is fully integrated within the life and work of the school, with support carefully tailored to meet the individual needs of children and families, leading to increased participation, improved wellbeing and positive progress in learning.
- ✓ Our new PT for Pupil Support has worked alongside the DHT to ensure relevant interventions and appropriate targets are in place for identified learners to support improved outcomes in relation to attainment and wellbeing. We track each cohort as they move through the school to ensure targets supports are in place as and when required. Our staff team are proactive and work alongside relevant agencies to ensure potential barriers are addressed.
- ✓ Inclusive practice is a key strength. Staff know learners and families well and use a range of data to plan targeted support. Staged Intervention and Team with the Family processes place wellbeing at the centre, with parents actively involved in planning and review. Strong partnerships with a range of agencies support improved outcomes for children.
- ✓ Attendance remains high in all stages and above the local and National average; we are committed to South Ayrshire's *Every Learner, Every Day* attendance campaign. Attendance is tracked and monitored each month, with supports in place to improve absence and lateness. New attendance packs are helping create a robust approach to identifying and addressing concerns.
- ✓ We are committed to minimising the cost of the school day and ensuring equitable opportunities for all learners.

Staged Intervention Information:

	EYC	P1	P2	P3	P4	P5	P6	P7	SLC	Total	% of school roll
Stage 1	5	4	0	2	2	4	9	7	0	33	9%
Stage 2	0	2	7	9	5	9	5	8	0	45	14%
Stage 3	4	1	3	3	3	2	1	3	0	20	5%
Stage 4	1	1	0	0	0	1	2	0	0	5	1%
Stage 5	0	0	0	0	0	0	0	0	7	7	2%
Total	10	8	10	14	10	16	17	18	7	110	32%

SCHOOL SELF-EVALUATION – VERY GOOD (5)

QI 3.2: RAISING ATTAINMENT AND ACHIEVEMENT

- ✓ Attainment in literacy and numeracy remains high across the school, with most learners achieving expected levels and many exceeding these. Tracking and professional dialogue indicate a continued positive trend in attainment over time. Our school continues to perform very well in comparison to local authority and national attainment levels. Where appropriate, targeted interventions are in place to secure progress for all learners.
- ✓ Whole-school approaches, including South Ayrshire Reads, are embedded across classes and are strengthening consistency in the teaching of literacy.
- ✓ Staff make effective use of a wide range of data, including CfE levels, NSA/GL, and baseline assessments to monitor progress and identify next steps. Robust tracking systems support a clear understanding of attainment over time for individuals and cohorts. Staff are increasingly skilled in analysing and interpreting data, including for specific groups of learners, enabling earlier identification of needs and more effective intervention. This is helping to secure ongoing progress and achievement of stretch aims.
- ✓ Staged Intervention processes are monitored and reviewed regularly, demonstrating clear progress against individual targets. Targeted support from teachers and support staff is well planned and timetabled, ensuring learners requiring additional support make consistent progress. New initiatives such as Phonics Play and Sensory Circuits are having a positive impact on outcomes for learners.
- ✓ Our learners benefit from a wide range of opportunities to achieve success both within and beyond the classroom. A strong programme of wider achievement includes residential experiences for Primary 6 and 7, sports events, community learning and school performances. Through the Family First Network, targeted outdoor learning sessions with Dolphin House have been highly successful in supporting a small group of identified learners to achieve success within mainstream classes, while horse riding for the disabled has had a very positive impact within the Supported Learning Centre.
- ✓ A wide range of clubs, activities and supports ensure all learners have equitable access to opportunities for achievement, developing skills for learning, life and work, including independence, teamwork and resilience. Learner's achievements are regularly recognised and celebrated within classes and at assemblies, which supports motivation, engagement and a strong sense of belonging.
- ✓ The school has a strong focus on equity and inclusion. Robust tracking systems, including a focus on PEF and identified groups, allow staff to closely monitor progress and plan targeted support. Interventions are well matched to need and regularly reviewed for impact.
- ✓ Staff have a very good understanding of the needs of learners and families, and work closely with a wide range of partners to support positive outcomes. Team Around the Class meetings ensure that children at risk of missing out are identified early and supported effectively.
- ✓ Attendance remains high and is closely monitored to support engagement and attainment.
- ✓ Our Pupil Equity Fund (PEF) allocation remains focused on mitigating the impact of poverty and supporting children to attain well through targeted interventions and support. Current data shows that pupils from the most deprived groups continue to attain well, particularly in numeracy where the attainment gap is relatively narrow. In literacy, while overall attainment remains strong, a more significant gap persists between the most and least deprived learners. Ongoing targeted interventions in literacy and numeracy are supporting progress, with a continued focus on reducing the poverty-related attainment gap, particularly in literacy.

SCHOOL SELF-EVALUATION – VERY GOOD (5)

PRIORITIES FOR IMPROVEMENT

WHAT ARE THE KEY PRIORITIES FOR IMPROVEMENT IN 2026-2027?

Our School Improvement Priorities for Session 2026–2027 focus on:

- ✓ **South Ayrshire Reads (Year 3):** Further develop our reading curriculum through focused professional learning sessions to strengthen practice and develop skilled, confident readers with a lifelong love of reading.
- ✓ **Transforming our Curriculum:** Increase teachers' understanding of the purpose and relevance of the Curriculum Improvement Cycle and the rationale behind curriculum reform, establishing an understanding of a concept-based curriculum and the Know-Do-Understand model.
- ✓ **High-quality learning and teaching:** Strengthen learner participation and engagement through the introduction of Young Leaders of Learning, implementation of Included, Engaged and Involved guidance, and increased use of pupil voice approaches. Continue to make effective use of assessment data, targeted interventions and ongoing professional learning to improve outcomes for all learners.

We will continue to work collaboratively with cluster colleagues to promote professional learning and share effective practice. A strong focus on evidence-based practice and research will continue to drive sustained improvement.

CONTINUOUS IMPROVEMENT

WHAT IS THE CAPACITY FOR IMPROVEMENT?

The school has a strong capacity for continuous improvement. A clear shared vision and positive, inclusive ethos underpin high expectations and strong relationships across the school community.

Success through effort

Working in partnership with our whole school community, we continue to prioritise improved outcomes for all learners, strengthening relationships, collegiality and leadership at all levels. Robust quality assurance and self-evaluation processes, including *How Good is Our School?* (4), alongside effective tracking, monitoring and professional dialogue, ensure we respond to learners' needs and sustain improvement.

Staff are committed to high-quality learning and teaching, supported by ongoing professional learning and a shared understanding of standards. Our continued focus on South Ayrshire Reads is strengthening consistency in literacy and supporting learners to apply and transfer their skills across the curriculum. This targeted, whole-school approach is driving improvement in attainment and achievement.

Overall, the school is well placed to continue to improve and achieve positive outcomes for all learners. A copy of the School Improvement Plan is available on our school website.

Troon Primary School and Early Years Centre



Standards and Quality Report

2025-2026

Success Through Effort