

Troon Primary School & EYC

Raising Attainment Strategy



Success Through Effort

Article 28 (right to education)

Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this.

Article 29 (goals of education)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment

Raising Attainment Strategy

At Troon Primary School we aim to develop every child to achieve 'Success Through Effort' by providing high quality learning and teaching throughout a broad and relevant curriculum. We believe the development of the whole child to be vital. Our Vision, Values and Aims are:



Rationale

At Troon, we understand the importance that recognising achievement and raising attainment has on the future opportunities of our children as they move into the world of work. We tailor our curriculum to support each child to reach their full potential. We monitor and track pupil progress regularly and act to ensure we meet the needs of all learners, working in partnership with parents and external partners to achieve this.

Local and National Guidance

South Ayrshire Council

South Ayrshire Council's strategies for raising attainment focus on key priorities, particularly improving literacy, numeracy, and overall educational outcomes while narrowing the attainment gap through:

- Quality Learning and Teaching
- Early Intervention
- Targeted Support
- Closing the Attainment Gap
- Health and Wellbeing

The National Improvement Framework focuses on key outcomes for children:

“Excellence through raising achievement and improving outcomes: ensuring that every child and young person achieves the highest standards in literacy and numeracy, as well as the values, attitudes, knowledge and skills necessary to shape a sustainable future as successful learners, confident individuals, responsible citizens, and effective contributors.

Achieving equity: ensuring every child and young person has the same opportunity to succeed, no matter their background or shared protected characteristics, with a particular focus on closing the poverty related attainment gap.”



The National Improvement Framework details key drivers for improvement and describes responsibilities at school level and Early Years. Evidence from self-evaluation against these drivers will inform the standards and quality reporting and the improvement priorities. This policy is structured around the key drivers for improvement within the National

Improvement Framework. At Troon Primary and EYC we have a clear strategy of how we will ensure all children fulfil their greatest potential, achieving excellence through raising achievement and improving outcomes for all.

Our Priorities

At Troon, we have a clear school improvement plan that drives forward continuous improvement. Our priorities this session are focused on raising attainment South Ayrshire Reads, Transforming our Curriculum, and High-Quality Learning and Teaching:



In Troon Primary we recognise leadership at all levels. The Senior Leadership Team works in partnership with staff, children and parents to develop a shared vision for change and improvement. There is a clear strategic School Improvement Plan which is informed by effective self-evaluation and agreed collegiately with staff.

Staff at all levels are encouraged to embrace leadership opportunities, fostering a culture where everyone contributes towards raising attainment and improved outcomes for all. Children are actively supported in taking on leadership roles, including responsibility for their own learning. All staff participate in self-evaluation activities, ensuring a shared understanding of the school's progress and clear next steps for continued improvement. The professional review and development (PRD) process engages all staff, driving positive changes in the school and EYC. Leadership is evident across all areas, with staff effectively leading initiatives within the school. These efforts are strongly supported by the Senior Leadership Team, who encourage staff to take the lead in various projects and priorities.

At Troon Primary we have developed a shared vision for success with robust procedures for self-evaluation which involve pupils, staff, parents and other stakeholders – this ensures that new developments are meaningful and based upon the needs of the learners and staff in our school. We develop leadership capacity at all levels by using and building on the existing skills and expertise of pupils and staff whilst finding opportunities to extend their knowledge and develop new interests by taking ownership of whole school improvements through pupil voice groups. We ensure that learners have a strong voice through these meetings, focus groups, assemblies, and leadership opportunities; is empowering our pupils, increasing their engagement with and participation in making decisions which affect their learning.

The **Senior Leadership Team** (SLT) plays a vital role in raising attainment within schools by providing strategic direction, fostering a culture of high expectations, and empowering staff and students to achieve their full potential through:

- setting clear vision for improvement that is in line with National and Local objectives and policies.
- set measurable goals for literacy, numeracy, and overall achievement while focusing on closing the attainment gap.
- setting school stretch aims and interrogating data to understand strengths, next steps and development needs.
- tracking and monitoring attainment across the whole school and engaging staff in planning and tracking meetings.
- rigorous self-evaluation processes, ensuring that staff and stakeholders understand the school's progress and areas for development.
- SLT fostering professional growth by providing staff with access to high-quality professional learning opportunities.
- empowering teachers to take on leadership roles and innovative teaching practices, which can directly impact on attainment.
- analysing attainment data, to identify trends and interventions to address gaps.
- parental engagement strategies to promote and support pupil achievement.
- effective use of the Pupil Equity Fund, to implement targeted programmes for children with a focus on equity.
- modelling high standards of leadership and teaching, the SLT cultivates a school culture that values excellence, resilience, and continuous improvement.

Teacher Professionalism

All staff in Troon Primary School and EYC take part in Professional Review and Development, setting clear targets for themselves on an annual basis. All teachers and practitioners record and evaluate their professional learning as part of the requirements for GTCS Professional Update and as part of their requirements for the SSSC. All staff take part in professional learning opportunities that help drive forward personal development and school improvement.

Role of Staff

Teachers are instrumental in driving improvements for children, reducing the attainment gap, and fostering a culture of lifelong learning. They play a central role in raising attainment in schools by directly impacting student learning, fostering an inclusive environment, and supporting the overall educational goals of the school through;

- Delivering high-quality teaching
- Building positive relationships with all children in their class and know them as individuals.
- Using evidence-based practices and differentiated instruction to differentiate for diverse learning needs.
- Effective planning, assessment and providing engaging pedagogy to provide all children opportunities to fulfil their full potential.
- Setting high expectations for all learners regardless of their background or starting point.
- Using data to inform teaching and next steps to monitor children's progress, identify learning gaps, and adjust teaching strategies, targeting children's gaps in learning.
- Teachers identify children who need additional help and implement tailored interventions.
- Encouraging children to take responsibility for their own learning helps develop critical thinking and problem-solving skills, empowering them to achieve higher attainment.
- Challenging children at all levels.
- Involving families in their children's education to support learning and wellbeing at home and at school.
- Engaging in professional learning to ensure they stay updated with best practices, new technologies, and curriculum changes.
- Supporting children's social and emotional development, a secure, happy learner is more likely to achieve academically.
- Collaborate with colleagues, senior leadership, and external agencies to ensure a multiagency approach to raising attainment and sharing best practices

Parental Engagement

Parents and carers have a key role in supporting their child's learning and development in Troon Primary and EYC. Parents are provided with clear information in relation to their child's progress – sharing of Online Learning Journals with parents in EYC and SLC, sharing Snapshot Jotters twice per year, formal parent appointments, end of year reports, curriculum afternoons and information events. All parents can engage with the Parent Council, who meet regularly with SLT. Parents and Carers engage in Team with the Family meetings where there are opportunities to work with a range of agencies which is a crucial element in Getting it Right for Every Child.

Role of Parents and Carers

Parents and carers play an important role in raising attainment in schools by creating a supportive learning environment, maintaining active communication with schools, and fostering positive attitudes towards education through;

- supporting learning at home through reading together and completing home learning tasks
- setting realistic but ambitious expectations for their children which motivates them to achieve academically.
- engaging in school events/initiatives, parent-teacher meetings, and volunteering.
- fostering a strong partnership between school and home.
- encouraging good attendance patterns.
- supporting children's emotional and physical wellbeing.
- celebrating achievement

Assessment of Children's Progress

At Troon Primary we have a clear Learning, Teaching and Assessment policy in line with Curriculum for Excellence.

The following key elements are in place:

- purpose and principles of assessment
- links between learning, teaching and assessment
- formative assessment
- range of assessment methods
- summative or standardised methods
- arrangements for moderation
- arrangements for tracking and improving children's progress
- reporting and recognising achievement.

Data is used effectively to rigorously analyse attainment to inform improvement. We have an effective tracking system to track the attainment and achievement of individual children with the appropriate intervention strategies in place to provide support. In Troon Primary School and EYC, we record the Curriculum for Excellence level achieved by individual pupils in Reading, Writing, Listening and Talking, Numeracy and Maths, Health and Wellbeing and track this through the Four Stages of Progress in line with local authority arrangements. There is also a process in place to track children's progress in Health and Wellbeing; staff track children through the Wellbeing Indicators each term.

We ensure that the tracking of children's progress is supported by effective intervention to assess, support and monitor children with additional support needs. This is in line with the Council's strategy to ensure the implementation of Getting it Right for Every Child (GIRFEC). There is a system in place to track children's wider achievement, and this includes intervention for those at risk of missing out. Relationships between adults and children are extremely positive and children are treated with equality, fairness and respect. There is a positive working ethos and a sense of fairness. Overall, there is a strong emphasis on the care and wellbeing of children.

Children's needs are very well met through an effective and well documented universal/additional/intensive staged intervention processes. Staff have a clear understanding of the various strategies that could be employed to provide universal support within a classroom through our Staged Intervention Process. Support for learning

is needs led and effectively co-ordinated. This helps ensure children experiencing barriers to learning are identified early and that they are well supported to access the curriculum and the wider life of the school and EYC. There are very effective transition arrangements for children with additional support needs. Staff know their children very well and information is shared appropriately and in advance of transitions.

Targeted Interventions to raise attainment:



Staff employ a range of teaching styles and strategies to engage children in their learning. Children have opportunities to work individually, in pairs or groups across the school in stimulating learning contexts. Teachers use questioning to elicit prior learning and to make explicit links with real life contexts. Formative assessment is used in class lessons and approaches are used to extend thinking and creativity. Teachers and children engage with learning intentions, co-construct success criteria and have opportunities to self and peer assess against these success criteria. Learners are motivated, engaged and encouraged to think about the skills they are developing. They demonstrate good levels of understanding and are given opportunities to develop skills for learning and life. Children are encouraged to reflect on feedback from prior learning experiences, identifying targets for themselves.

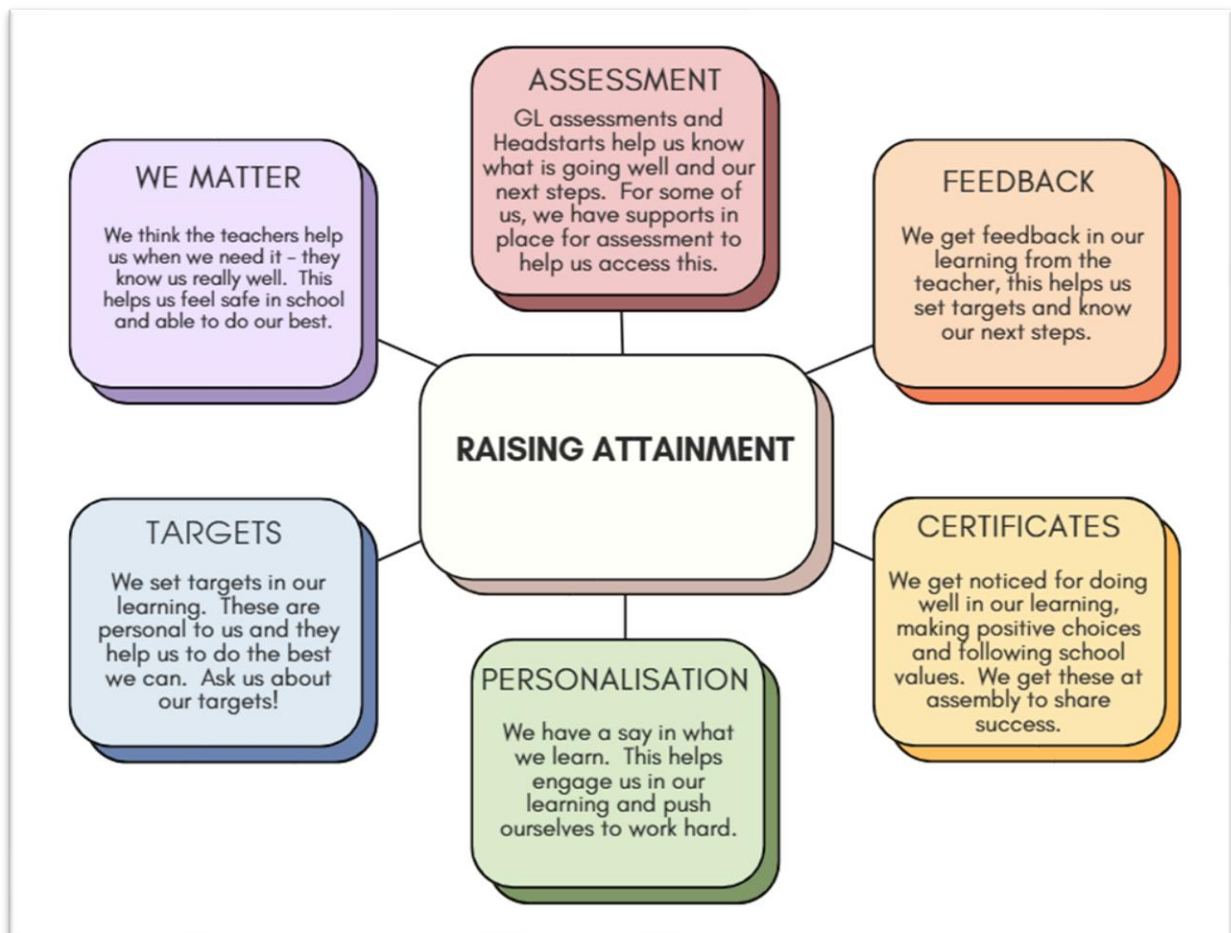
The EYC to Primary 1 transition programme includes effective links between staff. There is an effective transition programme in place with Marr College and visits are made by secondary staff to prepare P7 pupils for their move to secondary, including an enhanced transition programme to support identified children. A variety of assessment approaches are used to allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum. Our assessment evidence is used to report on children's progress.

Role of the Children

Children play an important role in raising attainment in school by actively engaging in their learning, taking responsibility for their progress, and contributing positively to the school environment by:

- actively taking part in learning by always giving of their best.
- setting personal targets and working on these during target time, completing homework, and seeking help when needed.
- maintaining a growth mindset, showing resilience and being open to feedback to enable students to improve and overcome challenges.
- working effectively in groups, supporting each other in collaborative tasks.
- self-evaluating their own learning.
- having a voice within their own class and school.
- taking on board leadership roles within their class and school.
- embracing the school values.
- communicating openly with school staff.
- engaging with the wellbeing indicators as a measure of their health and wellbeing.

Pupil Voice (P4/5, P5, P7B):



School Improvement

In Troon Primary School and EYC the key to raising attainment and achievement lies in the successful implementation of Curriculum for Excellence.

This requires the three elements to be linked and informed by robust self-evaluation:

- curriculum
- assessment
- learning and teaching

We have a clear curriculum framework with the following in place:

- Curriculum Rationale
- South Ayrshire curricular frameworks to support planning
- School Improvement Plan to regularly develop and refresh curriculum areas
- Strategic Planning to ensure progression in learning

Over the last 6 years we have refreshed and refined our online planning formats and use a skills-based approach. We use a wide range of data to inform approaches used to raise attainment including:

- information from monitoring and tracking systems
- on-going formative assessment and periodic summative assessment
- Standardised Assessment – GL (P3, P6), NSA (P1, 4, 7)
- Targeted Standardised Assessments – Salford Single Word Reading Test, Basic Number Screener, GL Dyslexia and Dyscalculia

This data is analysed as part of self-evaluation to inform improvement at class and school level.

Conclusion

This strategy aligns with national frameworks, Scotland's Curriculum for Excellence and the National Improvement Framework, ensuring a consistent and impactful approach to raising attainment. We review this to ensure we are constantly meeting children's needs and are striving to achieve more for them.

Completion date: September 2025: Reviewed September 2026

Review date: September 2027