



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath



Garnock Community Campus



Opening Doors to the Future

Kindness ■ Growth ■ Determination ■ Ambition

STANDARDS AND QUALITY REPORT

June 2025

This report will inform you of the Campus progress and achievements in the last session and let you know about our plans for 2025-2026.

I hope that you find it helpful and informative.

Alan MacDougall
Head Teacher

OUR CAMPUS

Garnock Community Campus is an inclusive 2–18 learning community located in the heart of North Ayrshire. Serving a diverse catchment area that includes the towns and villages of Barmill, Beith, Dalry, Gateside and Kilbirnie, the Campus brings together Early Years, Primary, and Secondary learners under one roof.

Our purpose-built facility fosters collaboration, continuity, and ambition across all stages of learning. We are proud to serve a community with a rich heritage, and we are committed to ensuring every young person has the support, challenge, and opportunities required to succeed.

The school roll currently includes:

- Early Years: 25 learners
- Primary (P1–P7): 164 learners
- Secondary (S1–S6): 942 learners

Our catchment includes a broad demographic mix, with a significant proportion of learners living in SIMD deciles 1–4. We are proud of our inclusive ethos and strong focus on community, wellbeing, and raising attainment for all. We pride ourselves on the relationships we form with our children and young people, within our staff team, with parents/carers and with partners across our wider community.

OUR VISION, VALUES AND AIMS

At Garnock Community Campus, our vision is simple and ambitious: ***Opening Doors to the Future***. This vision reflects our belief in the potential of every learner and our commitment to equipping them with the knowledge, skills, confidence, and character to succeed in life.

Our Vision, Values and Aims was agreed through extensive consultation in session 2023/24 and guide every aspect of life and learning on our Campus. These are:

- **Kindness:** Treating one another with respect, empathy, and compassion.
- **Growth:** Believing in progress for all - academically, personally, and professionally.
- **Determination:** Persevering in the face of challenge to overcome challenges/barriers.
- **Ambition:** Setting high expectations and encouraging every learner and staff member to strive for their best.

Garnock Community Campus is a place where everyone comes to learn: children, young people, staff, and parents/carers. Our learning-centred culture encourages both personal and professional growth by reflecting on our experiences and actions to continuously improve. The core purpose of leadership across the Campus is to develop the leadership of others, empowering all members of our community to contribute meaningfully to improvement.

Our professional actions and improvement agenda are driven by a shared ambition to create a coherent, innovative, and exciting 2–18 learning experience for every learner. Promoting positive relationships underpins all of our work. Through all of this, we aim to:

- Meet the needs of all learners;
- Support learning, wellbeing and achievement;
- Encourage ambition and drive continuous improvement;
- Welcome diverse viewpoints to challenge our thinking and inform our next steps.

Our learners are always at the centre of our decision-making. Garnock Community Campus is proud to be at the heart of our local community, and we actively seek partnerships with parents/carers, associated primaries, local businesses, and external agencies to enhance outcomes and broaden positive destinations. We understand our community, and we work to add value, within and far beyond the Campus gates.

ATTAINMENT & ACHIEVEMENT

Early Years Attainment

Our Early Years attainment continues to improve. Our data shows a positive trend over the last 4 years when reflecting on pupils achieving their milestones and their performance within the curricular areas of Literacy, Numeracy and Health and Wellbeing. This year we moved from a 50 weeks a year model to a term time model. However, attainment has remained consistent.

Primary Attainment

By the end of Primary 1:

- Most learners achieved Listening and Talking at Early Level.
- The majority of learners achieved Reading, Writing and Numeracy at Early Level.
- There is a need to ensure those pupils who have achieved their pre-school milestones in early years achieve Early Level at the end of P1. A stretch aims tracking meeting has been scheduled for August 2025 to support this work.

By the end of Primary 4:

- Most pupils achieved Listening and Talking, Reading, Writing and Numeracy at First Level.
- Within this cohort, attainment has remained consistently high in Listening and Talking and Numeracy. Targeted work has improved attainment in Reading and Writing.

By the end of Primary 7:

- Most pupils achieved Listening and Talking and Writing at Second Level.
- Majority of pupils achieved Reading and Numeracy at Second Level.

Secondary Attainment

By the end of **S3**:

- almost all learners achieved Third Level Literacy measures;
- the majority of learners achieved Third Level in Numeracy;
- almost all learners achieved Fourth Level Literacy measures;
- With less than half achieving Fourth Level in Numeracy.

Within the **Senior Phase (S4-S6)**, the following attainment was achieved:

- almost all **leavers** (trend since 2019) have achieved SCQF level 4 award in literacy with most achieving SCQF level 5, and the majority achieving level 6 in literacy.
- by the end of **S4**, the majority of pupils achieve SCQF level 5 in literacy and numeracy; an outcome that has been better than our comparators for the past five years.
- our SCQF level 6 attainment reflects positively when compared with our comparators.

Attendance: Attendance in both the primary and secondary departments of the Campus continues to be a focus for improvement with an 2% improvement in overall attendance in session 2024/25.

Exclusions: We have focused on reducing exclusions within our Campus Community and can report a positive reduction in exclusions by 23%.

WIDER ACHIEVEMENT

At Garnock Community Campus, we remain deeply committed to ensuring that all learners have access to meaningful opportunities for achievement beyond the classroom. Our approach is underpinned by our values of **Kindness, Growth, Determination and Ambition**, and aligned to our vision of *Opening Doors to the Future*. Throughout session 2024/25, learners across our 2–18 community engaged in a broad and inclusive range of experiences that developed their skills, confidence, and sense of belonging.

Leadership and Community Involvement

- Our S6 Leadership Team played a key role in shaping aspects of Campus life, including Prom planning, year group leadership, and mentoring initiatives.
- P7 and S6 buddies continued to support smooth transitions for P1 and S1 pupils.
- The Mentors in Violence Prevention (MVP) programme embedded this year, with trained ambassadors delivering sessions on positive behaviour and bystander intervention contributing to a reduction in poor behaviour choices within the Secondary department of our Campus.
- Volunteering remains a strength. Senior pupils achieved Saltire Awards for their contribution to reading support, classroom assistance, fitness sessions, and wider Campus activities.
- The Valley Café and P7 Wednesday Café, in collaboration with Home Economics, gave learners real-life experiences in hospitality, customer service, and enterprise opportunities.
- Our partnership with the Parent Council brought a successful Christmas Fayre and discos and bingo to life, showcasing Campus work and community collaboration.

Employability and Skills Development

- A strong focus on Developing the Young Workforce (DYW) remains embedded in our ethos.
- Learners across Early Years and Primary participated in the most successful year to date of careers learning, supported by parents, carers, and community volunteers.
- Work experience opportunities and a strengthened partnership with Ayrshire College further supported senior learners' pathways.
- Our innovative and learner-led Skills Development programme provides wider opportunities for learners. Pupils led professional learning for staff, sharing what they need to grow their own skills — a powerful and authentic leadership experience.
- Collaboration with MCR Pathways provided bespoke mentoring for identified learners, connecting them with caring adults from local industry and community.

Cultural, Expressive and Creative Opportunities

Our Music and Drama Faculty offered a wide range of experiences:

- Music concerts showcased talent across the school and NAC Instructor Service.
- The Next Generation Concert featured learners from our associated primaries and S1–S3 pupils, showcasing a wide variety of musical excellence.
- Our school show celebrated performance through a revue of two musicals, involving both junior and senior pupils.
- The London Arts & Theatre trip enriched learners' understanding of performance and the arts.
- In our primary, the newly formed Primary Glee Choir reached the finals of the Scottish Glee competition, performing in the Royal Concert Hall in Glasgow — membership has since doubled!
- Primary pupils performed with confidence and joy in this year's Primary Pantomime, supported by staff and families.

Health, Sport and Outdoor Learning

- An extensive extra-curricular PE offer across all stages ensured high participation, with many learners taking part in clubs, fixtures, and competitions.
- The S1 boys' football team reached the Schools League Cup Final — a fantastic achievement reflecting inclusive team ethos and peer leadership.
- Sports Leaders in S3 delivered Early Years Potted Sports, supported Primary Sports Days, and led structured social-time activities.
- Sports Days across the Campus promoted enjoyment, participation, and wellbeing.
- The Ski Trip to Italy and Sailing Experience with Ocean Youth Trust offered new challenges and skill development for learners, including care-experienced young people.

- A whole-school wellbeing walk to Lochshore took place after the winter break, reflecting our commitment to promoting wellbeing across the community.
- We continue to support leadership development and transition for P7s learners through our residential experience at Arran Outdoors Centre.
- Nurture groups engaged in a leadership programme at Inverclyde Sports Centre, developing emotional literacy and self-regulation.

STEM, Enterprise and Recognition

- Learners engaged in robotics competitions, applying computing and problem-solving skills.
- Duke of Edinburgh participation grew significantly, with learners successfully completing expeditions and awards.
- First Aid qualifications were offered throughout the Campus, equipping primary and secondary learners with essential life skills.
- Lochshore environmental improvement work was carried out as a transition and community development activity involving associated primaries.
- Ongoing commitment to our World Challenge 2026 (Malaysia) has seen learners actively fundraising through discos, bake sales, and enterprise events, building resilience, teamwork and planning skills.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR ESTABLISHMENT?

Priority 1: Improving the quality of learning and teaching leading to improve outcomes for young people.

- We have devised and introduced a new Learning and Teaching Strategy: *Connect, Learn, Check, Reflect*, providing a shared framework to support lesson structure and learner engagement. This strategy has been rolled out across all sectors and is becoming embedded in classroom practice.
- In the Primary phase, we have developed a more consistent approach to pedagogy, closely aligned to our new strategy. This includes consistent routines, more use of formative assessment, clearer learning intentions, and more structured opportunities for learner voice.

Priority 2: Establish a collaborative culture where professional learning is a key mechanism to drive improvements in practice that impact on outcomes for learners.

- We continued to develop our Campus-wide approach to professional learning, with all staff participating in enquiry-based development. Staff identified an aspect of practice to explore, trialled changes, and reflected on impact. This has supported meaningful, practitioner-led improvement and strengthened collaboration.
- A wide range of professional learning opportunities were provided, aligned to both Campus improvement priorities and individual development needs identified through the PRD process. This ensured that staff learning was purposeful, relevant, and impactful.
- We ran two cohorts of our *Future Leaders* Programme, providing targeted development for aspiring leaders across sectors. Staff engaged in both theoretical and practical leadership experiences, including leading projects while supported by Coaches from within our staff team.

Priority 3: Develop a coherent Curriculum Rationale/Design and Pathways process which improves outcomes for all learners.

- We have established a Curriculum Rationale to provide clarity of the aims of our curriculum across the Campus. This will be reviewed on an ongoing basis.
- Pathways processes have been refined to support learner progression, fully involving parents and carers. There are now more effective pathways through the Campus leading to enhanced attainment which will continue to be refined to meet the needs of learners.

Priority 4: Expand current Developing the Young Workforce (DYW) provision across the whole Campus and integrate skills development and Career Education Standard into Curriculum Design.

- DYW is now more consistently embedded from Early Years through to the Senior Phase. Learners across sectors accessed a range of opportunities to engage with employers, understand career pathways, and connect classroom learning to the world of work.
- Skills development was strengthened through the rollout of our Skills Development programme from S1 learners. Feedback from learners has been exceptionally positive about this change. Learners played an active role in shaping this work and led a professional learning session for staff, sharing insights into the skills they value and need. This is a powerful example of pupil voice in action.
- Career education experiences in the Primary phase were significantly enhanced, with strong parental and community involvement. This collaborative approach made career learning meaningful and engaging for younger learners and created stronger links between sectors.
- Continued partnership with Ayrshire College, Lochshore, and local employers has ensured that more learners are accessing real-life experiences and qualifications that support their future pathways.

Priority 5: Establish a whole Campus approach to targeted support to improve outcomes for our children and young people.

- Our Integrated Support Team (IST) continues to improve outcomes for learners. Their work has supported learners to return to school after lengthy absences, improve attainment and support learners who struggle to access the curriculum.
- We have focused on centralising support across the Campus allowing staff across sectors to work together more effectively to identify and meet the needs of learners requiring additional support, whether academic, emotional, or social.
- Strengthened collaboration between teaching staff, support teams, and partners such as the Campus Police Officer, fire service, nursing service, Educational Psychology and MCR Pathways has supported improved engagement and wellbeing, including for those learners most at risk of disengagement.
- Our approach is increasingly data-informed, with a stronger focus on using wellbeing, attainment, and behaviour data to inform targeted interventions and measure impact. This approach supports all improvements as we move forward.

Priority 6: Improving the quality of parental engagement to enhance pupil outcomes.

- We have increased parental engagement opportunities across the Campus and evaluated the experiences. This has provided more opportunities for parents/carers to be involved in their child's learning.
- We have enhanced our website to include more information for parents/carers including a series of 'What to Expect...' documents which presents a more proactive approach in supporting parents/carers to understand the work and approaches within the Campus. The new Mobile Phone Policy for Session 2025 has been well considered, with parent/carer voice central to the approach, supported by carefully gathering and presentation of views and the new approach.

QUALITY INDICATORS

QI 1.3 Leadership of Change

Good

- Our refreshed Vision, Values and Aims have now been fully established and are becoming embedded across all areas of school life. They underpin strategic work such as the Learning and Teaching Strategy, Skills Development programmes, and curricular planning. Increasingly, their influence is evident at departmental and faculty level, guiding decision-making and improvement planning.
- **Professional learning** is now a central driver of change. All staff engage in meaningful learning opportunities, with enquiry-based approaches becoming a core feature of how we improve practice. This shift is supporting a culture of reflection, collaboration, and ongoing professional growth focused on enhancing learning and teaching.
- **Self-evaluation processes** have been strengthened across the Campus. There is greater use of evidence to inform actions, and systems are in place to support continuous review and improvement. A recent North Ayrshire Campus Review identified our approach to quality assurance and self-evaluation as a key strength, recognising its role in supporting strategic thinking and ongoing progress.

QI 2.3 Learning, Teaching & Assessment

Satisfactory

- The creation and introduction of our Learning and Teaching Strategy: Connect, Learn, Check, Reflect has been a key development this session. This shared framework has brought greater consistency to how lessons are structured across the Campus. While still at the early stages of implementation, there is growing awareness and adoption of the strategy, which is beginning to support a more coherent learning experience for our learners.
- The use of data to inform improvement is developing across the Campus. Some departments are using tracking and assessment information effectively to identify next steps and plan interventions. However, consistency of approach remains an area for improvement, and this will be a continued focus moving forward.
- Our Promoting Positive Relationships approaches are making progress in aligning more closely with our Vision, Values and Aims. Programmes such as Mentors in Violence Prevention (MVP), along with buddy systems and pupil leadership roles, are beginning to support more relational approaches. While still embedding, early signs show positive impact on behaviour, learner engagement, and overall ethos.

QI 3.1 Ensuring Wellbeing, Equality & Inclusion

Satisfactory

- A clearer, strategic approach to wellbeing has been developed this session, centred on four key strands for improvement. These strands are directly aligned with our Vision, Values and Aims, ensuring a coherent and values-driven approach to supporting the wellbeing of all learners. This framework provides a supportive and structured means of driving improvement as we move forward.
- One major area of work has been the extensive review of our mobile phone approach, recognising its impact on learner wellbeing, concentration, relationships, and behaviour. The development of our Mentors in Violence Prevention (MVP) programme continues to play a role in supporting relational practice and challenging behaviours that impact wellbeing. This sits alongside other initiatives such as buddy systems and leadership roles that contribute to a more inclusive and respectful Campus culture, where learners feel safe and valued.

QI 3.2 Raising Attainment & Achievement	Satisfactory
<ul style="list-style-type: none"> • This session, we have strengthened our approach to tracking and monitoring, with a clearer focus on how data is used to inform improvement. More robust tracking meetings and professional discussions have supported both middle leaders in Secondary and Primary teachers to better understand attainment patterns, learner progress, and appropriate next steps. In the Secondary BGE, we are moving towards a more centralised and consistent approach to tracking, improving the quality and accuracy of the data used to inform planning. • Approaches and discussions around attainment are now more closely linked to plan actions for improvement, with clearer lines of accountability and a more meaningful use of evidence to support learner progress. • We have taken steps to strengthen our approach to interventions. Staff are beginning to engage more closely with the impact of their actions, and case studies have been developed to support shared understanding of what effective intervention looks like in practice. This work is helping to build a more reflective, responsive approach that prioritises early action and learner-centred solutions across the Campus. 	

PUPIL EQUITY FUNDING
<p>In session 2024/25, Pupil Equity Funding (PEF) was used to support initiatives aligned with our Campus Improvement Plan and Vision, Values and Aims. Our focus remained on reducing the poverty-related attainment gap through targeted interventions that improve outcomes for learners.</p> <ul style="list-style-type: none"> • Additional Pupil Support Assistants were employed to provide targeted support across the Campus, with a particular focus on the Primary phase. This has enabled us to better meet individual learner needs, support emotional regulation, and create more inclusive learning environments. • We created leadership opportunities for staff to drive forward key areas of improvement, including Skills Development, Developing the Young Workforce (DYW), Professional Learning, and Parental Engagement. These initiatives have contributed to a culture where learners are firmly at the centre of our work and continue to benefit from more coherent and future-focused experiences. • PEF funding was also used to remove barriers to participation by covering the cost of educational experiences for learners including those from disadvantaged backgrounds. This ensured equity of access to wider achievement opportunities that promote engagement, aspiration, and belonging.

IMPROVEMENT PLAN PRIORITIES 2024-2025

AREA OF FOCUS: Leading Change and improvement in self-evaluation, strategic planning, professional learning & pupil participation across the Campus.

OUTCOMES:

- Further embed our Vision, Values and Aims across all aspects of Campus life, ensuring they are clearly reflected in policies, practice, and decision-making at every level.
 - Develop a strategic approach to pupil participation, giving learners greater agency in shaping change and contributing meaningfully to Campus improvement.
 - Strengthen the role of professional learning and practitioner enquiry to build leadership at all levels and drive sustainable improvement.
 - Enhance our approach to self-evaluation and improvement planning, incorporating regular evidence reviews to ensure strategic priorities are informed, measured, and adjusted based on impact.
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AREA OF FOCUS: Our Learning Practices

OUTCOMES:

- Continue to improve the quality and consistency of learning and teaching across all sectors through the embedding of the Connect, Learn, Check, Reflect strategy.
 - Strengthen our approach to positive relationships within classrooms and across the Campus as a foundation for engagement, motivation, and success.
 - Use tracking, monitoring, and professional dialogue to ensure targeted support and interventions lead to improved attainment for all learners.
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AREA OF FOCUS: Our Curriculum

OUTCOMES:

- Ensure 100% of learners move on to positive destinations through the development of effective, relevant, and aspirational curricular pathways.
 - Embed Skills Development programme into S2 and the Primary phase, with all departments reviewing how they explicitly support skills progression in a meaningful way for learners.
 - Strengthen the profiling of achievements to ensure learners can recognise, articulate, and celebrate their skills and wider success.
 - Enhance Senior Phase pathways by expanding qualifications and accreditation opportunities, including within core subjects, to increase learner choice and readiness for life beyond school.
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AREA OF FOCUS: Meeting the Needs of all of our Learners

OUTCOMES:

- Continue to develop and embed a whole-Campus approach to targeted support, ensuring early identification and timely intervention for learners who require additional help.
- Remove barriers to learning by strengthening inclusive practices, supporting emotional regulation, and improving access to appropriate resources and experiences.
- Further align wellbeing strategies with our Vision, Values and Aims, promoting a culture where positive relationships, safety, and belonging underpin every learner's experience.
- Use data and professional judgement to deliver targeted wellbeing and attainment interventions that are monitored for impact and adapted to learner need.

For more information, please see our Campus Improvement Plan for session 2025/26 on our website.



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