



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 2026

This report will inform you of the Campus progress and achievements in the last session and let you know about our plans for 2026-2027.

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 serving the towns and villages of Barmill, Beith, Dalry, Gateside and Kilbirnie. The Campus provides an all-through learning experience for children attending our Early Years and Primary provision, while also welcoming all young people from our associated primary schools into S1 as the comprehensive secondary school for the Garnock Valley.

This unique structure creates one learning community with multiple points of entry. Whether learners begin their journey in our Early Years, join our Primary School or transition from one of our associated primary schools into S1, every child and young person becomes part of a shared Campus community. This places a strong emphasis on collaboration, high-quality transitions and a collective responsibility for ensuring every learner is supported to achieve success.

Our purpose-built Campus provides significant opportunities for staff to work across sectors, developing coherent approaches to learning, teaching, wellbeing and support. While each sector retains its own identity, we continue to strengthen our shared vision and commitment to improving outcomes for all children and young people across the Campus.

During session 2025/26, our school roll comprised:

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

Our learners represent a diverse community, with a significant proportion living within SIMD deciles 1–4. We are committed to ensuring equity, inclusion and high expectations for all, recognising that every learner should have access to the support, challenge and opportunities they need to thrive.

Positive relationships remain at the heart of our Campus. Working in partnership with learners, families, staff and a wide range of community partners, we continue to build a culture where kindness, ambition and continuous improvement enable every child and young person to flourish.

OUR VISION, VALUES AND AIMS

At Garnock Community Campus, our vision remains **Opening Doors to the Future**. This reflects our commitment to ensuring every child and young person develops the knowledge, skills, attributes and confidence required to succeed in learning, life and work.

Our Vision, Values and Aims continue to provide a clear strategic direction for the Campus. Throughout session 2025/26, they have increasingly informed decision-making, improvement planning and daily practice across Early Years, Primary and Secondary. As a result, they are becoming more consistently reflected in the experiences of learners and the professional actions of staff.

Our shared values remain central to everything we do:

- **Kindness** – fostering positive relationships built on respect, empathy and inclusion.
- **Growth** – promoting continuous improvement for learners and staff through learning, reflection and collaboration.
- **Determination** – encouraging resilience and perseverance when facing challenge.
- **Ambition** – maintaining high expectations and supporting every learner to realise their potential.

As a learning community, we believe that improvement is everyone's responsibility. Professional collaboration, learner participation, family engagement and partnership working continue to strengthen our collective capacity to improve outcomes for children and young people.

During this session, our Vision, Values and Aims have provided the foundation for key developments across the Campus, including improvements to learning and teaching, professional learning, curriculum design, learner participation and wellbeing. This has supported a more coherent approach to improvement and strengthened our shared identity as one Campus community.

ATTAINMENT & ACHIEVEMENT

Early Years Attainment

Tracking information demonstrates that children are making positive progress across Literacy, Numeracy and Health and Wellbeing. Most children who are assessed against National Expectations are on track by the end of the session, with Health and Wellbeing continuing to be a particular strength. Robust tracking arrangements enable staff to identify children requiring additional support at an early stage, ensuring learning experiences are responsive to individual needs.

Evaluation of attainment data indicates that Numeracy remains an area for continued improvement. This will be a focus during session 2026/27 as staff continue to strengthen children's early mathematical understanding alongside sustained improvements in Literacy and Health and Wellbeing.

Primary Attainment

Attainment across the Primary School continues to demonstrate many strengths. Careful analysis of attainment over time highlights variation between individual cohorts, providing valuable evidence to inform targeted interventions and support continued improvement.

By the end of Primary 1, attainment improved across Reading, Writing and Numeracy compared to the previous session, with Reading and Writing increasing by 15 percentage points and Numeracy by 10 percentage points. Listening and Talking remains a strength and will continue to be monitored alongside sustained improvements in literacy and numeracy.

By the end of Primary 4, most learners achieved First Level in Listening and Talking, with the majority achieving First Level in Reading, Writing and Numeracy. While attainment is lower than that of the previous cohort across all curricular areas, evaluation indicates this reflects the attainment profile of the current cohort rather than a decline in standards. This cohort has been identified through our tracking and monitoring processes for continued targeted support to maximise progress.

By the end of Primary 7, attainment demonstrates a positive picture, with improvements in Reading and Numeracy and consistently strong attainment in Listening and Talking. Writing has remained stable, reflecting sustained performance over time. Overall, learners continue to make positive progress through the Primary phase, with robust tracking and monitoring enabling staff to identify and respond to cohort-specific needs.

Secondary Attainment

Broad General Education (S3)

Attainment by the end of S3 continues to demonstrate significant strengths, particularly in Literacy. Almost all learners achieved Third Level in Listening and Talking, Reading and Writing, with attainment continuing to improve across all literacy organisers over time.

Attainment at Fourth Level has also improved across Literacy and Numeracy compared to the previous session. In particular, Fourth Level Numeracy increased by over 10 percentage points, demonstrating continued progress in learners achieving the highest levels within the Broad General Education.

While attainment at Third Level in Numeracy has reduced slightly compared to the previous session, robust tracking and analysis of learner progress continue to inform targeted interventions and support. Overall, attainment data demonstrates positive progress across the Broad General Education, with an increasing proportion of learners achieving Fourth Level by the end of S3.

Senior Phase

Attainment across the Senior Phase continues to demonstrate many strengths, with outcomes in literacy and numeracy comparing favourably with similar schools across most SCQF levels. Almost all leavers achieve SCQF Levels 3 and 4 in literacy, while most achieve SCQF Level 5. In numeracy, attainment remains consistently strong at SCQF Levels 3 to 5, with performance generally in line with, or above, comparable schools.

Analysis of attainment demonstrates that young people enter the Senior Phase with a strong National 5 attainment profile. **Whilst many young people continue to achieve success at Higher and Advanced Higher, increasing the proportion attaining at SCQF Levels 6 and 7 remains a key improvement priority.** Robust tracking, targeted interventions and strengthened learner pathways will continue to support improved outcomes for all learners.

Reducing exclusions has been a key priority throughout session 2025/26. Through a continued focus on positive relationships, early intervention and targeted support for learners, the Campus has reduced exclusions by over 65% compared to the previous session. This reflects our commitment to ensuring that young people remain engaged in learning wherever possible, with exclusion used only when necessary to maintain the safety and wellbeing of our Campus community.

WIDER ACHIEVEMENT

Wider achievement continues to be a key strength of Garnock Community Campus and reflects our commitment to developing confident, successful and ambitious young people. Through an extensive range of experiences, learners continue to develop the skills, attributes and confidence required for learning, life and work.

Our inclusive approach to wider achievement ensures that all learners are encouraged to participate and succeed. This was exemplified through our Inclusive School Show, which celebrated the talents of children and young people from across the Campus and demonstrated our commitment to ensuring every learner has the opportunity to shine.

Learners continue to achieve highly across a wide range of sporting, cultural and creative activities. This session, pupils enjoyed considerable success in athletics, while Jake Kenny was recognised nationally as runner-up in Scotland's Young Musician of the Year competition, reflecting the high standards achieved by our learners both within and beyond the classroom.

Developing leadership, employability and community contribution remains a key strength. More than 100 senior pupils successfully completed work experience placements, strengthening their understanding of the world of work and supporting informed post-school pathways. Senior pupils also achieved football coaching qualifications, enabling them to lead coaching sessions for younger learners and contribute positively to the wider community. Through volunteering, pupil leadership groups and ambassador roles, learners continue to make a valuable contribution to Campus life while developing confidence, responsibility and leadership skills.

Learners also benefited from a wide range of enrichment opportunities, including educational visits, outdoor learning, residential experiences and our newly introduced Activities Week. Designed to strengthen relationships across the Campus, Activities Week provided opportunities for learners to connect with one another, develop new skills and experience activities beyond the classroom, including paddleboarding, climbing and visits across Scotland. Together, these experiences have helped to foster a stronger sense of community and belonging while developing confidence, resilience, teamwork and independence.

Evaluation demonstrates that wider achievement continues to play a significant role in developing learners' confidence, sense of belonging and readiness for future learning, employment and life beyond school.

The breadth of wider achievement opportunities available across our 2–18 Campus continues to strengthen relationships, raise aspirations and ensure that every learner has opportunities to succeed, contribute and flourish.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR ESTABLISHMENT?

Our Learning Practices: Learning and Teaching and Promoting Positive Relationships.

- Established a clear, Campus-wide learning and teaching framework (**Connect, Learn, Check, Reflect**) which is improving consistency in classroom practice.
- Strengthened self-evaluation through Learning Together observations, learner and staff voice, and professional dialogue, leading to more evidence-informed improvement.
- Increased professional collaboration through TeachMeets, moderation, professional enquiry and collegiate learning, building staff confidence and consistency.
- Improved the quality of learning experiences through a stronger focus on formative assessment, effective questioning and responsive teaching strategies.
- Strengthened professional learning and PRD processes, reinforcing a culture where continuous improvement is the responsibility of all staff. Improvements in learning and teaching are contributing to stronger learner engagement and positive trends in attainment and achievement across the Campus.

Our Curriculum: Developing Pathways and Developing the Young Workforce.

- Continued to develop a curriculum that provides a broad range of academic, vocational and skills-based pathways, enabling learners to achieve success in ways that reflect their strengths and aspirations.
- Strengthened the development of skills for learning, life and work through increased opportunities for work experience, volunteering, leadership, outdoor learning and employer engagement.
- Expanded Developing the Young Workforce opportunities, supporting learners to build confidence, employability skills and informed career aspirations.
- Enhanced curriculum pathways through effective partnerships with colleges, employers and community organisations, widening progression opportunities for young people.

Meeting the Needs of all of Our learners

- Strengthened our inclusive ethos, ensuring wellbeing, equity and inclusion remain central to the life and work of the Campus.
- Improved the identification and support of learners through targeted interventions, enhanced tracking and a more coordinated multi-agency approach.
- Increased focus on safeguarding, relationships and wellbeing through a more consistent whole-Campus approach to universal and targeted support.
- Continued to reduce barriers to learning through equity-focused planning and targeted support, helping more learners engage, participate and achieve success.
- Achieved a significant reduction in exclusions, reflecting the positive impact of relationship-based approaches and inclusive practice across the Campus.

Leading a self-improving system

- Established a more robust and evidence-informed approach to self-evaluation, drawing on a wide range of quantitative and qualitative evidence to inform improvement priorities.
- Strengthened strategic planning through clearer alignment between self-evaluation, improvement priorities and measurable outcomes for learners.
- Embedded professional learning as a key driver for change, ensuring staff development is closely linked to Campus priorities and improvement planning.
- Strengthened pupil participation through an expanded range of leadership and voice opportunities, ensuring learners play an active role in shaping Campus improvement.
- Continued to develop a culture of continuous improvement where collaboration, reflection and shared leadership underpin sustainable change.

QUALITY INDICATORS

QI 1.3 Leadership of Change

Good

- **Established a strong culture of evidence-informed self-evaluation**, ensuring strategic planning, professional learning and improvement priorities are driven by robust analysis of attainment, wellbeing, participation and stakeholder feedback.
- **Strengthened distributed leadership and collaboration** across the Campus, with staff, learners, families and partners increasingly contributing to self-evaluation, improvement planning and leading change.
- **Embedded a shared vision and values** that underpin decision-making, strengthen the 2–18 learner journey and provide a coherent framework for continuous improvement across the Campus.

QI 2.3 Learning, Teaching & Assessment

Good

- **Learning and teaching is becoming increasingly consistent across the Campus**, with Connect–Learn–Check approaches, positive relationships, maximum participation strategies and cognitive science-informed practice now evident in most classrooms.
- **Professional learning is having a positive impact on classroom practice**, with Learning Together observations evidencing improvements in lesson structure, checking for understanding, retrieval practice and staff confidence in delivering high-quality learning experiences.
- **The next stage of improvement is to move from consistency to excellence**, by strengthening learner agency, higher-order questioning, responsive teaching, effective feedback and reflection so that every learner consistently experiences high-quality learning.

QI 3.1 Ensuring Wellbeing, Equality & Inclusion

Satisfactory

- **Relationships and inclusion are the foundation of our Campus.** Strong relationships, personalised support and a genuinely inclusive ethos mean that most learners feel known, safe and supported. The work of the Inclusion Support Team, pastoral teams, partners and targeted interventions is having a demonstrable positive impact on engagement, participation and wellbeing.
- **We are becoming increasingly evidence-informed in how we support wellbeing and equity.** The use of GMWP, CIRCLE, attendance, behaviour, transition and learner voice data is providing a much richer understanding of learner need. This is enabling support to become more targeted, responsive and preventative, with emerging evidence that data is informing both individual interventions and wider improvement planning.
- **Strengthened whole-Campus approaches to wellbeing and inclusion** through improved safeguarding, learner voice, targeted support and the use of evidence to inform practice.

QI 3.2 Raising Attainment & Achievement	Good
• 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
In session 2025/26, Pupil Equity Funding (PEF) was used strategically to support initiatives aligned with our Campus Improvement Plan, with a clear focus on reducing the poverty-related attainment gap through improved attainment, wellbeing, inclusion and wider achievement. ▪ Additional Pupil Support Assistants provided targeted support for learners experiencing barriers to learning, particularly within the Primary Department. This strengthened early intervention, improved learner engagement and contributed to increased progress in literacy through more strategic, data-informed deployment of support. ▪ Professional learning and leadership development strengthened the quality and consistency of learning and teaching across the Campus. Through professional enquiry, collaborative learning and distributed leadership, staff increased their capacity to improve outcomes for learners, with a growing focus on equity and evidence-informed practice. ▪ Skills Development, Developing the Young Workforce and wider achievement were enhanced through increased opportunities for work experience, vocational learning, leadership and employer engagement. These initiatives improved learner engagement, confidence and aspirations while strengthening pathways to positive destinations. ▪ The Campus Police Officer continued to strengthen our preventative and relationship-based approach, supporting vulnerable learners through early intervention, improved engagement, enhanced safeguarding and effective partnership working. ▪ PEF funding continued to remove barriers to participation by ensuring learners could access educational visits, wider achievement opportunities and curriculum enrichment regardless of financial circumstances, promoting equity, belonging and participation.

IMPROVEMENT PLAN PRIORITIES 2026-2027

AREA OF FOCUS: Leading Change: Our approaches to self-evaluation, strategic planning, professional learning and pupil participation.

OUTCOMES:

- Embed our refreshed Vision, Values and Aims across all aspects of Campus life, ensuring learners, staff, families and partners experience and contribute to a shared culture and sense of belonging.
 - Strengthen leadership at all levels through high-quality professional learning, coaching and leadership development, building capacity to lead sustainable improvement.
 - Enhance stakeholder participation by increasing opportunities for learners, families and partners to shape, influence and evaluate Campus improvement.
 - Further strengthen evidence-informed self-evaluation and departmental improvement, ensuring robust quality assurance, impact evaluation and strategic decision-making lead to improved outcomes for learners.
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AREA OF FOCUS: Our Learning Practices: Learning & Teaching and Promoting Positive Relationships.

OUTCOMES:

- Embed consistently high-quality learning and teaching across all sectors through evidence-informed pedagogy, learner agency and high-quality formative assessment.
 - Strengthen consistent approaches to positive relationships, behaviour and classroom routines, ensuring calm, inclusive and purposeful learning environments.
 - Improve the use of quality assurance, learner voice and attainment evidence to evaluate the impact of learning and teaching on learner progress.
 - Reduce variability in learner experience by strengthening middle leadership, coaching and collaborative professional learning.
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AREA OF FOCUS: Our Curriculum: Developing Pathways and Developing the Young Workforce.

OUTCOMES:

- Embed our refreshed Curriculum Rationale, ensuring a coherent 2–18 learning journey that reflects our Vision, Values and Aims.
 - Strengthen skills for learning, life and work through a progressive skills framework, enhanced curricular pathways and meaningful Developing the Young Workforce experiences.
 - Increase opportunities for interdisciplinary learning, employer engagement and wider achievement to prepare learners for positive destinations.
 - Strengthen curriculum planning, collaboration and moderation to ensure greater consistency, progression and improved learner outcomes across the Campus.
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AREA OF FOCUS: Meeting the Needs of all of Our Learners.

OUTCOMES:

- Develop a more consistent whole-Campus approach to wellbeing, safeguarding and inclusion, ensuring all learners experience high-quality universal and targeted support.
- Strengthen the use of data and an equity lens to identify learner need, target interventions and evaluate their impact on outcomes.
- Improve attendance, engagement and behaviour through preventative, relationship-based approaches and earlier intervention.
- Enhance partnership working with families and external agencies to reduce barriers to learning and improve outcomes for all learners, particularly those requiring additional support.

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



Opening Doors to the Future

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