



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath



Dalry Primary School



STANDARDS AND QUALITY REPORT

June 2024

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2024-2025.

I hope that you find it helpful and informative.

Louise Syme

Head Teacher

OUR SCHOOL

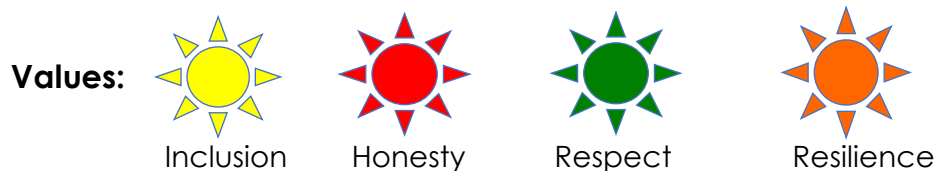
Dalry Primary is a non-denominational school with a roll of 284 pupils, split into 11 classes from P1 to P7.

The classroom areas are semi-open plan. The school building is 16 years old and has many facilities which offer excellent learning opportunities for all of our pupils, which develop creativity, digital literacy and promote an active lifestyle. There is a library, sensory room, gym hall, Art and Design room, fitness suite, dining hall and outdoor play areas. K.A. Leisure is part of the School Campus. The associated secondary school is Garnock Community Campus. We are proud of our relationships with children, parents, carers and families, as well as our links with the local community. We hope that you find our school a nurturing place where your child can reach their full potential.



OUR VISION, VALUES AND AIMS

Vision: Our Vision for Dalry Primary School is to create a community where everyone is inspired and motivated to reach their full potential as lifelong learners and global citizens within and beyond school.



Aims:

- We aim to enable our children to be ambitious learners with aspiration and passion to succeed.
- We aim to provide a broad and motivating curricular experience designed to promote challenge, enjoyment and collaboration.
- We aim to provide a safe and nurturing community where all children are supported to develop as respectful young people able to make positive choices.

ATTAINMENT & ACHIEVEMENT

- Most pupils continue to achieve the expected levels by the end of Primary 1, Primary 4 and Primary 7.
- The following details the percentage of pupils in P1, P4 and P7 who have achieved that National expectations within the Curriculum for Excellence for the session 23-24 and are therefore on track with their learning.

	Primary 1	Primary 4	Primary 7
Reading	92%	75%	88%
Writing	92%	73%	86%
Numeracy	92%	78%	84%

- Our Standardised Assessment data also showed us that at Primary 1 and 4 we performed higher than the National picture for Literacy and Numeracy and Primary 7 are in line with the National picture for our Primary 7 learners within Literacy and Numeracy.
- We are pleased with the progress our pupils are making each year. We are continuing to track and monitor the progress of all pupils and identify support needs in a timely manner.
- Our attendance has increased from an average of 90% to 93% for

most of our pupils. This will continue to be monitored on a 4 week cycle.

- We have also had no exclusions during session 2023-2024.

WIDER ACHIEVEMENT

Please use the QR code below to see an overview of our wider achievements over the past year, which we are very proud of.



This session we have continued to build our relationships within our local community and have created very valuable and successful links. We have had great community support and our pupils have been able to make great use of our local and surrounding areas this session. We have further built upon and developed our pupil leadership this session, as pupils take on committee roles and support the development of the school, while becoming Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR ESTABLISHMENT?

At the beginning of the session we had a successful School Review from the Local Authority. This was reassuring to know that our self-evaluation of the school was accurate in allowing us to identify key strengths as well as highlight our areas for development.

Priority 1

To enrich the quality of learning experiences and raise attainment through enhanced pedagogy and identified curricular areas (Literacy and Numeracy and IDL).

- *Staff have undertaken professional learning in play based learning, meta-skills, providing effective feedback, developing talking and listening skills across the curriculum and STEAM. All of which can be seen within the school curriculum, we will continue to undertake professional development to ensure these are embedded and consistent across the school.*
- *Support staff have all been part of Literacy and Numeracy development within the school so that they are upskilled and using the same language and teaching techniques as teaching staff, this will help ensure our support is effective in raising attainment.*
- *Staff undertook moderation in school and as part of the cluster, this helped to ensure that our professional judgements on pupil progress is accurate. Staff report they are much more confident in discussing pupil progress in relation to the national expectations within the Curriculum for Excellence.*

Priority 2

To promote the Wellbeing of all children and young people through Rights based learning.

- *We have successfully been awarded our Rights Respecting Schools Gold Award for the second time, which is a huge achievement for our school community and one we are very proud of.*
- *We ran successful parent/carer workshops on how we support the needs of all pupils within the school as well as parent/carer workshops on how to support your child's emotional wellbeing and regulation at home.*
- *Staff are now confident in using the new Staged Intervention Plans across the school and these have been shared with Parents and Carers of pupils who require them.*

Priority 3

To work with the school community to ensure that our Vision, Values, Aims and Curriculum Rationale are still relevant and are shaped by a clear understanding of the social economic and cultural context of our children and families.

- *We have successfully consulted all stake holders in the creation of the Vision, Values, Aims and Curriculum Rationale and this will be launched in the 24-25 session.*
- *We held a parent/carer workshop to detail our context and discuss what our pupils would require to be successful learners and effective contributors within society later in life.*

QUALITY INDICATORS

How Good is Our School

QI 1.3 Leadership of Change

Evaluation
4 - Good

- Staff have consistently high expectations of all Learners.
- Pupils, parents, partners and staff are all involved in the creation and ongoing review of the vision, aims and values of the school.
- All staff have a very clear understanding of the social, economic and cultural context of the local community of current educational policy. They use this knowledge well to shape the vision for the school.
- All staff are committed to change which results in improvements for learners.
- All staff are involved in the process of change and in evaluating the impact of improvements. This is supported by carefully planned individual and collective career-long professional learning.

QI 2.3 Learning, Teaching & Assessment

Evaluation
4 - Good

- The ethos and culture of our school reflects a commitment to children's rights and positive relationships.
- All pupils are part of school committee groups some of which link with the wider community.
- Pupil voice is sought and evident in planning for learning and teaching.
- Pupils can confidently talk about how their views are sought.
- We are using a wide variety of learning environments in particular the development of our Outdoor Learning.
- Our assessment evidence is valuable, reliable and confidently discussed and used to inform next steps in Learning and Teaching.

QI 3.1 Ensuring Wellbeing, Equality & Inclusion

Evaluation
5 – Very
Good

- We use a large amount of PEF to provide Health and Wellbeing support for children.
- Relationships across our school community are positive and supportive.
- We ensure through pupil voice that children are active participants in discussions which affect them.
- We strive to ensure that inclusion and equality leads to improved outcomes for all learners.

QI 3.2 Raising Attainment & Achievement

Evaluation
4 - Good

- *We are able to track attainment of our learners over time and most of our learners make good progress from their previous levels of learning.*
- *Attainment levels in Literacy and Numeracy continue to be a central feature of the school's priorities for improvement.*
- *Confident teacher judgements together with benchmarking and an appropriate range of assessments are leading to positive outcomes for pupils.*
- *Targeted interventions are implemented to identify and close the attainment gap for pupils.*

PUPIL EQUITY FUNDING

Last session we allocated our £95,000 PEF money to:

- A Youth Worker - Mrs Caig, who focussed on Health and Wellbeing. She supported children and families with mindfulness techniques, emotional regulation, anxiety management, positive body image and self-esteem as well as general pastoral support.
- Class teacher to focus on targeted support to raise attainment specifically in Literacy within P2, P3, P4 and P5 - Reading and Writing.
- A Principal Teacher to specifically target our attainment in Reading and Writing and oversee the interventions.

The results from the interventions were very positive showing that all pupils made progress from their prior levels of learning.

For Session 24-25 our PEF money will be allocated in the following way:

- Area Inclusion Worker (Part time) – To focus on P4-6 to ensure that pupils achieve at home, in the school and in the community.
- Class Teacher – To provide targeted interventions in Reading and Writing for P2-4 pupils.
- Principal Teacher enhancement – To oversee the targeted interventions and to provide targeted nurture support for small groups of pupils.

IMPROVEMENT PLAN PRIORITIES 2024-2025

Priority 1

- **To enrich the quality of learning experiences and raise attainment through enhanced pedagogy and identified curricular areas (Literacy, IDL and skills for learning, life and work).**

Priority 2

- **To promote the Wellbeing of all children and young people through Rights based learning and a Whole School Nurture approach.**

We are confident that we will be able to achieve these priorities and aim to reduce the attainment gap while placing the rights and needs of every child at the centre of the education we provide.