North Ayrshire Council
Comhairle Siorrachd Àir a Tuath

Dalry Primary School



STANDARDS AND QUALITY REPORT

June 2026

This report will inform you of the school's 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.

Louise Syme

Head Teacher

OUR SCHOOL

Dalry Primary is a non-denominational school with a roll of 277 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

Values: Ambition Kindness Resilience Respect

Vision: Our Vision for Dalry Primary school is to create an inclusive community learning environment where pupils feel safe, respected and nurtured. We will endeavour to motivate all pupils to achieve their full potential in all aspects of the curriculum and enhance life skills for their future ambitions.

Aims:

- We aim to provide a creative curriculum where learners will be inspired and motivated to develop skills for life, learning and work.
- We aim to encourage individuals to be ambitious, passionate and courageous throughout their learning journey.
- We aim to enable our learners to become effective contributors within their community and beyond.
- We aim to build a community which values the uniqueness of all and promotes kindness and empathy.



Our Path To Success – The path symbolises the journey of learning, it is vibrant and creative!

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 the National expectations within the Curriculum for Excellence for the session 24-25 and are therefore on track with their learning.

	Primary 1	Primary 4	Primary 7
Reading	79%	86%	85%
Writing	79%	81%	73%
Numeracy	77%	83%	73%

- Our Standardised Assessment data also showed us that at Primary 1 performed higher than the National average for Literacy and Numeracy. Primary 4 performed above National average for Numeracy and are in line with the National average for Reading and Writing. Primary 7 are in line with the National picture for our Primary 7 learners within Literacy however sitting slightly below the National average for Numeracy. This is an area identified within our School Improvement Plan.

- We are pleased with the progress our pupils are making each year across all curricular areas. There has been an increase in our Reading and Writing attainment across the school due to this being a focus in our School Improvement Plan. We are continuing to track and monitor the progress of all pupils and identify support needs in a timely manner.

- There continues to be a slight increase in our attendance from an average of 93% to 93.7%. This will continue to be monitored on a 4 week cycle and support and guidance offered to pupils who are finding attendance a challenge.

- We have had six exclusions during session 2025-2026. This is an increase compared to zero exclusions the previous year.

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 25-26, we have continued to build our relationships within our local community and have created very valuable and successful links. We continue to have great community support for the school and have had many visitors within the school to support our Learning and Teaching. We are very pleased with all the achievements of our pupils at Dalry Primary.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR ESTABLISHMENT?

Priority 1

- **To enrich the quality of learning experiences and raise attainment through enhanced pedagogy and identified curricular areas (Numeracy, Maths, meta-skills and Digital Technologies).**

  - Staff engaged in well planned professional learning in Numeracy and Digital Technologies and we have started to create a consistency guide for teaching Numeracy across the school including how to provide support and challenge.
  - Staff engaged in cluster moderation of Digital Technologies, this has developed staff confidence in the new North Ayrshire Framework and supported the inclusion of digital technologies across the curriculum.
  - Pupil Support Assistants engaged in professional learning for Literacy strategies and targeted interventions to ensure they all felt confident supporting our learners.
  - Staff took part in professional learning around Interdisciplinary Learning and Meta- Skills. A pilot to track meta skills was undertaken and we will develop this further next session.
  - Targeted interventions have been successful and allowed for an increase in our Numeracy attainment this session 25-26.

Priority 2

- **To promote positive mental, emotional, social and physical wellbeing for all pupils, ensuring that wellbeing is central to learning, attainment and school life.**

  - Promoting Positive Relationships and Behaviour policy was refreshed and introduced to parents and carers through a workshop and positive feedback was given.
  - A successful parent/carer workshop was held where Parents and Carers gained a greater understanding of how we promote positive relationships and support behaviour within the school .
  - Staff took part in well planned professional learning on We Were Expecting You and Emotion Coaching which was delivered by our Educational Psychologist. This knowledge assisted us in supporting pupils and meeting their needs as best we can.

- Our targeted support groups have been successful in supporting pupils to engage in more community based activities.

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 4 –Good
• *We use a large amount of Pupil Equity Fund to provide Health and Wellbeing support for children.* • *Feedback indicates that almost all members across our school community experience positive and supportive relationships.* • *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:

- An Area Inclusion Worker for 26 hours per week was directed to support identified pupils to develop their emotional literacy, social skills, self –esteem, confidence, peer relationships and to build a toolkit for supporting them with emotional regulation. Our Area Inclusion worker also worked to develop community links and to highlight supports within the community for our families.
- Class teacher to focus on targeted support to raise attainment specifically in Literacy within P2 -P4 - Reading and Writing.
- A Principal Teacher to specifically target our attainment in Reading and Writing and oversee the interventions. Our Principal Teacher supported Pupil Support Assistants to deliver the interventions and also provided Literacy and Numeracy training.

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

For Session 26-27 our PEF money will be allocated in the following way:

- Area Inclusion Worker 26 hours per week to continue our priorities from last session and to provide further support to a wider group of

pupils and families as well as offering Building Positive Relationships workshops for families. This is as a result of us identifying a need to provide further targeted Health and Wellbeing support.

- Principal Teacher enhancement – To run the targeted interventions for Literacy and Numeracy and to oversee the targeted interventions run by Pupil Support Assistants and report to the Senior Management Team.
- 1 full time and 2 part time (16.5 hours each) Pupils Support Assistant to provide additional support to identified pupils within the school with Literacy, Numeracy and Health and Wellbeing.

IMPROVEMENT PLAN PRIORITIES 2026-2027

Priority 1

- **To improve outcomes for all learners by embedding consistently high-quality pedagogy that promotes deep learning, raises attainment and ensures equity for all. (Writing, Numeracy, Maths and meta-skills)**

Priority 2

- **To strengthen relationships and positive behaviour and promote diversity, equity and inclusion.**

Priority 3

- **To strengthen leadership at all levels through a culture of collaborative self-evaluation, professional inquiry and continuous improvement, ensuring high-quality outcomes for all learners.**

We are confident that we will be able to achieve these priorities and aim to reduce the attainment gap.