



North Ayrshire Council  
Comhairle Siorrachd Àir a Tuath



## Stanley Primary School and Early Years Class



# STANDARDS AND QUALITY REPORT

**June 2023**

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2023-2024.

I hope that you find it helpful and informative.

Stephanie Hart

Head Teacher

## OUR SCHOOL

Stanley Primary and EYC is a non-denominational school and Early Years Class serving the town of Ardrossan. The school currently has a roll of 422 pupils and the EYC has a roll of 40/40 . The school is held in high regard by its service users and staff with almost all respondents to evaluation activities throughout the session indicating a very high level of satisfaction in the areas surveyed.

We currently have 16 classes primary classes, housed across our main school building and in our well designed overflow classroom known as 'The Cabin'. Almost all classrooms are open plan and have adjacent open areas to support play pedagogy and independent learning. The Early Years Centre is self-contained and has its own free-flow outdoor area.

All children have access to our communal facilities including gym hall, lunch hall, library, outdoor classroom, astro-turf pitch and outdoor gyms.

Here is a taste of what our parents and carers said in our annual survey:

'Very positive environment where children come first. Lots of activities to get everyone involved. '

'Staff have great relationships with children and they have a wide variety of opportunities throughout the year.'" Stanley provide wider opportunities for learning and development through activities, clubs and outdoors. Stanley have supported our child to increase confidence in maths, English, science, arts and well-being. Amazing teachers who are nurturing and adaptable.'

'In my experience the children are put at the heart of the school at all times, they are treated with respect and their views are always taken into account. The experiences they are offered often exceed expectations'



## Our Vision

We work together to deliver high quality experiences that encourage everyone to be the best they can be and be proud of our school.

### We achieve our vision by living our values..

## Inclusion

We work together to meet everyone's needs.



## Respect

We respect everyone's personality, opinion and our environment.



## Ambition

We all work hard to be the best we can be.



## Determination

We never give up! We are proud of our effort.



## Honesty

We tell the truth and take responsibility.



### Aims

- To create a happy, safe and inclusive community that promotes wellbeing and respect
- To provide an appropriate stimulating, challenging and accessible curriculum to empower all children to achieve their potential
- To develop knowledge, skills and attitudes that enable children to become positive contributors to society
- To build a learning community that promotes and fosters teamwork and leadership at all levels
- To encourage commitment to partnerships with parents, agencies and communities

## ATTAINMENT & ACHIEVEMENT

The majority of learners in Primary 7 achieved the expected levels of attainment in Numeracy and all aspects of Literacy.

Most learners in Primary 4 achieved expected levels of attainment in Reading and the majority in Listening and Talking, Writing and Numeracy.

In Primary 1 the majority of learners achieved the expected level of attainment in all aspects of Literacy and in Numeracy

The attendance rate remains at over 90% and there have been no exclusions during this session.

## WIDER ACHIEVEMENT

During the session 2022-23 we have celebrated many achievements at Stanley Primary School and Early Years Class. It is amazing to reflect on our journey since August. Our journey has been encapsulated in an iMovie for all of our partners to enjoy. Please follow this link to join us in celebrating our achievements which we feel reflect our vision to provide high quality experiences that encourage everyone to be their best and be proud of our school.

 [Achievements.mp4](#)

## HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR ESTABLISHMENT?

Priority 1 : \* Continue to improve attainment in Literacy by identifying gaps in learning and focusing support to close the attainment gap

- All teachers continued to engage in career long professional development to enhance teaching and learning in writing through the use of PM writing. All staff found the training sessions worthwhile to improve their confidence and skills in teaching writing and believe it has had a positive impact on children's attainment and achievement

- Monitoring and self-evaluation activities throughout the 2022/23 session evidence an improvement in the quality of writing children are able to achieve during writing sessions
- The percentage of learners achieving expected levels of attainment in Writing increased at Primary 1 and Primary 4
- The percentage of learners achieving expected levels in Reading increased at Primary 1 and Primary 4
- The percentage of learners achieving expected levels in Listening and Talking increased at Primary 4

Priority 2: To gain Gold status in the Rights Respecting School accreditation process

- We achieved accreditation of our Rights Respecting Schools Gold Award in June 2023, evidencing successful achievement of this priority

Priority 3: To develop the outdoor areas within the school grounds to promote cross curricular use of the outdoors

- All classes have undertaken outdoor learning regularly throughout the 2022/23 session
- All staff surveyed agreed their confidence with regards to outdoor learning had improved as a result of the leadership of the teachers responsible for this priority
- Teachers feel the increased use of the outdoors has removed barriers to learning and helped learners to be successful reflected in comments such as:

‘Outdoor learning has provided more inclusive opportunities for some learners, removing the language barrier fully allowed learners in P5 to embrace the outdoors and their learning something that can lack sometimes in class.’

‘Outdoor Learning caters as both a brain break for pupils and as a fresh environment in which to engage with their learning.’

- P1-4 have continued to successfully develop their outdoor classroom area to support cross-curricular learning and have hosted good practice visits for staff from other educational establishments
- The development of the P4-7 outdoor classroom area was unable to progress due to unforeseen gas works resulting in this area of the school grounds being out of use for the majority of the session however the wider school grounds were used to deliver meaningful opportunities for cross curricular learning in a more mobile fashion.

Priority 4: **Continue to improve all children’s health and wellbeing**

- Our provision of experiences to enhance children’s health and wellbeing beyond the traditional school environment is excellent
- The provision of Forest Schools for all children in P1 to P3 is excellent and is very positively evaluated by all stakeholders. Evaluative evidence demonstrates that children can identify how the experience benefits them in terms of their well-being indicators and their UNCRC Rights.
- All parents/carers in the evaluative focus group strongly agreed that the provision of Forest School contributed to an improvement in children’s health and

wellbeing. The focus group attended Forest School sessions to fully understand the provision and commented:

‘As well as improving children’s mental health and wellbeing, I feel there are many other benefits of outdoor learning. I believe that children who spend more time outside during the day have shown improved concentration, increased productivity, better behaviour and more positive relationships with their peer group. I 110% think it’s great.’

‘...The kids were learning new skills every week without even realising it. It raised kids self-esteem and made learning memorable...I have been telling everyone how great it was to be part of it.’

- All staff involved strongly agreed that Forest School was worthwhile, improved wellbeing, developed life skills and removed barriers to learning
- All learners in Primary 4 and Primary 5 benefitted from a 6 week block of Skiing. Focus groups of children and parents/carers who supported the visits evaluated this as excellent and identified how participation positively impacted on children’s health and wellbeing
- Primary 4 and 5 teachers and support staff reflected that Skiing helped to close the experience gap and raise self-esteem
- Primary 6 children each participated in one week of Sailing which motivated and challenged them according to the staff supporting this. All children enjoyed the experience and were excited to share their stories during the evaluative focus group
- Almost all Primary 7 children benefitted from a z, subsidised, week long residential outdoor learning experience on the Isle of Arran

**Priority 5: Improve learning and teaching of IT skills and home learning links through our use of digital technologies**

- Almost all classroom Promethean Boards were replaced ensuring children and staff have the latest technology to support teaching and learning in the classroom
- Our provision of hardware is good with a range of platforms available for use in classrooms including the addition of technologies to support the development of programming skills
- Our annual parental survey evidences that parents/carers think our use of Learning Journals from our Early Years Centre to Primary 4 is excellent. Monitoring of interactivity from home and teachers shows very high levels of engagement that have supported home learning links
- In P5-7 children use Glow Blogs to provide parents/carers with continuous updates on their learning and development and monitoring from senior leaders in this department evaluate the use and engagement levels of Glow Blogs to be good.

**Stanley EYC strategic priority: To improve the number of pre-school children achieving their developmental milestones**

- The percentage of learners in the EYC achieving increased across 65% of milestones in June 2023 compared to June 2022

## QUALITY INDICATORS

Provide your evaluation & brief summary statement for each of the 4 core QIs

QI 1.3 Leadership of Change

Evaluation Good

All staff have assumed leadership roles across the school which has increased the opportunities for children's voice, pupil leadership, extra-curricular activities and wider achievement. Senior leaders have continued to provide support and guidance and maintain strategic overviews of the areas of their remits very well. In addition, they have supported the new Head Teacher in her first year in post to ensure a seamless transition for stakeholders.

QI 2.3 Learning, Teaching & Assessment

Evaluation Good

Self-evaluation, using HGIOS 4 and HGIOURS, identified resulted in our grading of good overall in this area. However, monitoring activities have highlighted aspects of sector leading practice that should be noted such as the outstanding opportunities to learn through play pedagogy in Primary 1, which is also very good across Primary 2-4 and the wider achievement opportunities provided to the children of Stanley through provision of Forest School, Sailing, Skiing and Outdoor Learning Residential Trip. In addition, opportunities to perform in expressive arts and to participate in sporting opportunities are excellent.

QI 3.1 Ensuring Wellbeing, Equality & Inclusion

Evaluation Very good

We have very good procedures and processes which complement our inclusive and caring ethos to ensure the well-being of all children is prioritised. SLT work in cooperation with class teachers to effectively comply with Staged Intervention protocols and work cooperatively with a wide range of professional agencies and third sector organisations where the needs of the child extend beyond what we can provide independently as a school. Pupil Equity Funding is used creatively and successfully to support equity of opportunity for wider achievement, children, parent/carers and staff all value the innovative experiences of Forest Schools, Sailing, Skiing and Outdoor Education.

QI 3.2 Raising Attainment & Achievement

Evaluation Good

All staff agree that the career long professional development opportunity to develop the teaching of writing across the school has had a positive impact. In addition, they highly value the provision of Nurture and the extra support provided by our PEF funded teachers who work with targeted groups of children.

We have satisfactory processes and procedures in place to monitor pupil progress over time and are working to develop our approaches with regards to analysing data to inform planning, identify target groups and specifically monitor the impact of interventions on these groups.

Our opportunities for wider achievement are excellent and we have begun to further develop our tracking of wider achievement.

## **PUPIL EQUITY FUNDING**

- Our parent/carer survey helped us to identify which aspects of our PEF were most effective, with 90% of comments highlighting that parent/carers agree that PEF funding is used very effectively and they wish the current provision to continue
- All parents/carers, children and staff asked to evaluate Forest School, Skiing, Sailing and the residential experience at Arran Outdoor Education Centre agreed that these experiences, paid or subsidised by PEF funding, helped to improve children's health and wellbeing
- All stakeholders consulted noted that the additional human resources (2.0fte class teacher, 1.0fte Nurture Teacher, Principal Teacher Enhancement & 4 breakfast club assistants) have a very positive impact on the inclusion, progression, achievement and attainment of pupils affected by poverty
- Staff and parent/carers agree that the continuous feedback through the use of Learning Journals helps to keep parents involved in their children's learning
- Investment in staff development in the teaching of writing, through PM Writing, has had a positive impact on attainment in writing in the majority of stages
- PEF funded resources have supported the development of play pedagogy from P1 to P5 and outdoor learning, resulting in very good practice which has been shared with colleagues across North Ayrshire Council.

## **IMPROVEMENT PLAN PRIORITIES 2023-2024**

### **Priority 1**

- **To continue to improve learning, teaching and assessment by further developing our curriculum, pedagogy and assessment expectations**

### **Priority 2**

- **To continue to support improvement in children's health and wellbeing by further developing or increased use of alternative learning environments**

### **Priority 3**



- **To further improve attainment through developing our approaches to tracking, moderation and transitions**