



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath



Stanley Primary School and Early Years Class



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.

Mrs S Inconato

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 402 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 about our key strengths:

'School and staff are outstanding and the choice of how children can learn different skills and developed their abilities at any level is endless.'

'The staff - anyone that I have had contact with have been so approachable, they always go the extra mile to help and they know the children so well.'

'Education is of high standard within Stanley Primary'

'Supportive community with a safe learning environment, excellent resources and learning experiences.'

'Very supportive and good communication.'

'Great opportunities offered for the children. Staff know the children really well. We are kept up to date with progress on a regular basis.'

'Great run school with children's best interests at heart'

'Have a variety of learning activities and events that all the children can get involved in. Help children grow in confidence.'

'My children are happy and safe in school. They are well challenged and supported and are given a huge variety of experiences both in and out with the classroom.

I love that Stanley encourages children to be responsible for their learning and themselves and doesn't wrap them up in bubble wrap but encourages them to take considered risks e.g during outdoor learning.'

'Teaching staff/support staff work together as a team and build good relationships with children'

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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..

Honesty

We tell the truth and take responsibility.



Ambition

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



Respect

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



Determination

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



Inclusion

We work together to meet everyone's needs.



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

- In P1 and P7 most learners are achieving the expected levels of attainment in Numeracy. In P4 the majority are. Data from P1, 4 and 7 demonstrates that attainment has improved for the last two years.
- Most learners in Primary 4 achieved expected levels of attainment in Literacy, as did the majority in P1 and P7. P1, 4 and 7 attainment was greater in Literacy than in the previous two years.
- In our Early Years Class our data evidences an improvement in the number of children achieving in almost all milestones compared to June 2023 data. In numeracy related milestones there was an improvement in all milestones with a success rate of 91% this year compared to 79% last year.

The average attendance rate remains at over 90% with 0% exclusions.

WIDER ACHIEVEMENT

During the session 2023-24 we have celebrated many achievements at Stanley Primary School and Early Years Class. The opportunities for wider achievement have been vast and children and staff have experienced lots of success since August. We have captured this 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 24.mp4 \(sharepoint.com\)](#)

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR ESTABLISHMENT?

Priority 1 : To continue improve learning, teaching and assessment by further developing our curriculum, pedagogy and assessment expectations

- Together we developed our Curriculum Rationale which sets the context for teaching and learning at Stanley. This can be viewed here: <https://blogs.glowscotland.org.uk/na/stanleyprimary/school-information/curriculum-rationale/>
- We have an Annual Assessment Overview for P1-4 and for P5-5 to support information gathering that will inform teacher professional judgement
- As a result of much of our digital hardware becoming obsolete we were unable to take forward our plans for digital technologies as we planned. All classes have

access to an Ipad, P1-3 classes can access I pads to support their learning while P4-7 have access to laptops

- The development of independent skills based learning at P5-7 is ongoing and will continue to be enhanced next session
- The quality and increased exposure to numeracy development activities in the Early Years Class(EYC) has supported a 12% increase in attainment of numeracy related milestones
- Family engagement in the EYC has been good with Peep and Book Bug consistently attended and all families partaking in 'Stanley the Adventure Bear'. Less than half of families engaged in Milestones Activities on Learning Journals.
- All learners from our Early Years Class to Primary 7 now have their learning profiled on Learning Journals which promotes ongoing parental engagement in their children's learning journey

Priority 2: To continue to support improvement in children's health and wellbeing by further developing or increased use of alternative learning environments, developing a shared Nurturing Positive Relationships Policy and supporting children's attendance at school/EYC

- We developed a new Positive Relationships Policy, which is based on national and local guidance and legislation, to support everyone in having a shared understanding of our approaches as well as offering practical advice for professionals. Our parental, staff and pupil evaluation of the new policy was very positive
- The provision of North Ayrshire Council's Nurture Programme and our provision of our Rainbow Room have supported almost all targeted pupils to make significant progress where they are either transitioning back to class or meeting the BOXALL targets
- The implementation of North Ayrshire Nurture Bricks Pilot helped raise all targeted children's self-esteem as evidenced in their responses in the Rosenberg Questionnaire
- The impact of LIAM training for children is excellent with all children who completed the training showing significant improvement in score that indicate anxiety and depression.
- In term 3 we were able to purchase and stock a shed with resources to support outdoor learning. Pupils in P1-4 took part in outdoor learning weekly
- Our opportunities for wider achievement via Arran ODEC, Forest Schools, Sailing and Skiing are still very well evaluated by parents and children
- Although our overall attendance figure remained consistent we have seen an increase in the number of children attaining 90% + attendance as a result of our

increased focus and improved use of 'ATTENDANCE IN NORTH AYRSHIRE EDUCATIONAL ESTABLISHMENTS: EVERY SCHOOL DAY MATTERS'

Priority 3: To further improve attainment through developing our approaches to tracking, moderation and transitions

- All teachers participated in Tracking Meetings with either the Head Teacher or Depute Head Teachers and were supported in analysing data for their class so that they could plan accordingly to help improve attainment for specific learners or groups of learners
- All teaching staff took part in Cluster Collegiate sessions to support the development of learning pathways that would eliminate repetition and support continuous progression from P5 to S3
- We have established a working party to steer the developments of literacy and spelling
- In P1 and P7 most learners are achieving the expected levels of attainment in Numeracy. In P4 the majority are. Data from P1, 4 and 7 demonstrates that attainment has improved for the last two years.
- Most learners in Primary 4 achieved expected levels of attainment in Literacy, as did the majority in P1 and P7. P1, 4 and 7 attainment was greater in Literacy than in the previous two years.
- The Pupil Equity Funded attainment teacher worked with 25 children to support their phonological development and almost all demonstrated improved levels of success in saying, reading and writing word appropriate to their stage of development.
- Our Equity and Excellence Lead in the EYC has worked closely with staff to identify trends in milestones data that can inform planning of play experiences. She has also established the use of milestones as an ongoing part of the planning process and this has resulted in an improvement in the number of children achieving almost all milestones.

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. The impact of these is that children at Stanley are given very good opportunities to achieve across the four contexts for learning. Senior leaders have continued to provide support and guidance and maintain strategic overviews of the areas

of their remits very well. Almost all respondents to our Annual Parental Survey agreed the school was well led and managed.

We are very good at supporting career development for staff which positively impacts on the leadership of change as we grow staff capacity and capability for Stanley and beyond! During session 2023/24 one Depute Head Teacher (DHT) secured a Head Teacher (HT) post, an existing Principal Teacher (PT) became acting DHT and 2 class teachers became acting PT. The substantive DHT also had an opportunity to be acting HT. In addition another class teacher secured a PT post in another North Ayrshire school. One member of staff is completing their Into Headship Award and another successfully completed their Middle Leadership Award.

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. We have supported other schools in their development of play pedagogy through good practice visits. We continue to improve opportunities for independent pupil led learning from P5 to 7. In the Early Years Class play opportunities are good and the number of opportunities for numeracy development has increased. The wider achievement opportunities provided to the children of Stanley through provision of Forest School, Sailing, Skiing and Arran Outdoor Education Centre residential trip are thought to be very good by almost all stakeholders. 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. Senior school leaders 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 parents agree their children are progressing well. Our data shows attainment across P1, 4 and 7 is good. In P1 and P7 most learners are achieving the expected levels of attainment in Numeracy. In P4 the majority are. Most learners in Primary 4 achieved expected levels of attainment in Literacy, as did the majority in P1 and P7. Data from P1,

4 and 7 in both Numeracy and Literacy demonstrates that attainment has improved for the last two years.

In our Early Years Class our data evidences an improvement in the number of children achieving in almost all milestones compared to June 2023 data. In numeracy related milestones there was an improvement in all milestones with a success rate of 91% this year compared to 79% last year.

We have good 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 via the use of a tracking tool.

PUPIL EQUITY FUNDING

- Our parent/carer survey helped us to identify which aspects of our PEF were most effective, with all agreeing 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 and increased their opportunities for personal achievement
- 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 and were pleased that this was extended to P5 to P7
- Investment in staff development in the teaching of spelling, through PM and Stephen Graham, been well received by staff who have established a working group to further develop our practice from their learning

IMPROVEMENT PLAN PRIORITIES 2024-2025

Priority 1

To build staff capacity across the early years and school to successfully deliver phonics and spelling to all children ensuring they can fully engage with the literacy curriculum.

Priority 2

To develop consistency and staff capacity in relation to embedding a whole school nurture culture and experience for children

Priority 3

To ensure data is used effectively to drive our ambition to close the poverty related attainment gap, drive interventions and support teacher professional judgement

EYC Priorities

Develop and implement child led planning through introduction of talking and thinking floorbook planning.

Introduce Target Time for all children to raise attainment in literacy, numeracy and promote health and wellbeing.