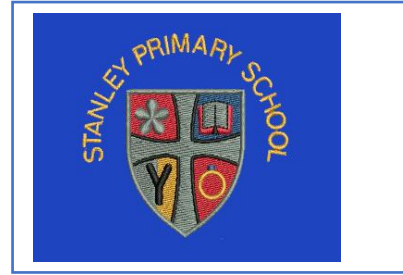




North Ayrshire Council
Comhairle Siorrachd Àir a Tuath



Stanley Primary School and Early Years Class



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 2025-2026.

I hope that you find it helpful and informative.

Mrs S Incoronato

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 376 pupils and the EYC has a roll of 36/36. The school is held in high regard by its service users and staff demonstrated in feedback to evaluation activities throughout the session. We currently have 14 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.

OUR VISION, VALUES AND AIMS



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...

We tell the truth and take responsibility.

Honesty

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

Ambition

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

Respect

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

Determination

We work together to meet everyone's needs.

Inclusion

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, most children achieved expected levels in all aspects of Literacy and in Numeracy.
- In P4, almost all children achieved the expected level Listening and Talking, the majority achieved in Reading and Writing and most achieved in Numeracy. Notably in all but Numeracy there were substantial improvements in achievement levels compared to the same cohort at the end of P3
- In P7, most learners achieved expected levels in Listening and Talking, as did the majority in Reading, Writing and Numeracy. Significantly there were substantial improvements in achievement of expected levels in all areas compared to the same cohort at the end of P6
- Across all stages in the Primary School almost all year groups had improved achievement of expected levels in all aspects of Literacy and Numeracy compared to the same cohort the previous year
- In our Early Years Class our data evidences that almost all children have made very good progress in achieving their milestones in most areas during this academic session

The average attendance rate is 90.6% and there have been a few exclusions.

WIDER ACHIEVEMENT

During the session 2025-26 we have celebrated many achievements. The opportunities for wider achievement have been vast, and children and staff have experienced lots of success since August. This year we are very particularly proud of the impact of our new Community Leadership Groups where children from P1-7 work together in an identified area to help our school grow and develop.

Here are some links to videos that celebrating our learners' wider achievements and some feedback from our families and carers:

[Clipchamp](#)

In addition to the moments we captured above:

- We were awarded UNICEF International AidOut Right certificate which recognises our commitment and passion in using our voices to raise awareness on the importance of children's rights
- Our House Leadership Group designed and created a new school mascot to promote continual school improvement in line with our school values
- We achieved the Reading Schools Award
- 6 children gained the RSPB wild Challenge Bronze Award
- 98 children across P4 and P5 achieved individual swimming progress awards
- 4 children represented the school at the Scottish Swimming Championships
- 39 P6 pupils achieved their iCycle Award

- All children in P4, 5 and 6 participated in Rugby coaching sessions provided by Ardrossan Accies Rugby Club
- 86% of P7 completed a 3 night/4-day residential Outdoor Learning experience
- 48 children participated in SYFA football coaching at Ardrossan Winton Rovers
- Champions for Change delivered informative sessions to P5-7 to support them in staying safe as they grow and develop
- P5 developed their music technology skills through sessions facilitated by Sonappa
- P1-3 thrived at Little Acorns Forest School throughout their 5 weekly sessions
- Across P5-7 13 pupils received music tuition in violin and brass

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR ESTABLISHMENT?

Priority 1: Further enhance our environment and planning to better meet the needs of all learners, specifically those with ASN

- All teaching staff completed training with Cluster and Educational Psychology colleagues in the effective use of the Circle Resource across to support them in developing a fully inclusive learning environment in their learning spaces
- Classroom observations, collegiate reflective exercises and class teacher feedback demonstrated that all teachers had made improvements to their learning space after using the evaluation tool
- Children benefit from calm, well organised learning and play spaces which are adapted to their specific needs, including the development of an adaptive classroom

Priority 2 : To improve Digital Literacy and use of digital tools across the school and EYC to enhance teaching and learning and develop learners' digital skills for life, work and learning

- All staff attended Digital Technologies workshops during an in-service day and evaluated this as very good. Consequently, classroom observations found that a wider range of Digital Technologies were being employed to support teaching and learning in the classrooms
- Data Protection complications stalled our ability to utilise Purple Mash as a resource and we had to adapt our plans
- We purchased additional hardware to support the development of coding from the EYC through to P7

Priority 3 : To continue to improve achievement and attainment in Literacy across the primary school and early years' class

- North Ayrshire Literacy Framework is now used for planning to ensure coherent and relevant progression from our Early Years to P7
- Attainment and tracking professional dialogue and teacher professional judgement demonstrates that this has had a positive impact on attainment in terms of those meeting national expectations. This is particularly notable in Talking and Listening

QUALITY INDICATORS

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

QI 1.3 Leadership of Change QIFELC Leadership	Evaluation	<u>5 Very Good</u>
Our Vision and Values are embedded; this session we further enhanced the visibility and commitment to these following a review and inception of our new school mascot. Senior leaders are strong and have continued to provide leadership which drives everyone to achieve the highest possible standards for our school community through a commitment for continuous improvement. Our Leadership team is highly effective. Clear whole school remit help to ensure consistency and continuity for learners and their families and has led to improvements in systems and procedures impacting positively on attainment and supporting needs. In our EYC the Manager, Senior Practitioner and Equity and Excellence Leads work very effectively to drive improvements and outcomes for the children. Our learners are actively involved in school leadership through our Community Leadership Groups where they contribute their views and take forward improvements in our school. Our staff deployment is every good and we embrace the skills and talents of the whole staff team to impact on change and continuously improve. Almost all staff know the strengths and development needs of our school and confidently contribute to our improvement agenda. 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. During session 2025-26 this was evident in our EYC with our previous Senior Practitioner being promoted to Nursery Manager and our Equity and Excellence Lead being promoted to Senior Practitioner.		
QI 2.3 Learning, Teaching & Assessment QIFELC Children Play and Learn	Evaluation	<u>4 Good</u>
Self-evaluation, using HGIOS 4, HGIOURS and the Quality Improvement Framework, resulted in our grading of good overall in this area. Quality Assurance visits from head teacher colleagues validated our self-evaluation. We know our strengths and areas for development well and have appropriate plans in place to support continued improvement. We are focussed on developing the breadth of the curriculum as well as children leading their own learning. The wider achievement opportunities provided to the children of Stanley through provision of Forest School, Swimming, 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 QIFELC Children Thrive and Develop in Quality Spaces	Evaluation	<u>5 Very Good</u>
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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. We engage in ongoing analysis of our school needs profile and adapt our provision accordingly. This has been well supported by our two targeted support teachers.

Pupil Equity Funding is used to support equity of opportunity for wider achievement and to support a soft and healthy start to the day for children through the provision of our very popular Breakfast Club.

QI 3.2 Raising Attainment & Achievement QIF ELC Children are Supported to Achieve	Evaluation	<u>4 Good</u>
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Verified data from 2024-25 shows most learners achieved expected levels in Literacy and Numeracy. Across all stages in the Primary School almost all year groups had improved achievement of expected levels in all aspects of Literacy and Numeracy compared to the same cohort in June 2024. All children have made progress in their learning.

Learners make very good progress from their prior levels of attainment. Our staff make effective use of assessments and their shared understanding of standards to make confident professional judgements about how well children and young people are learning and progressing. We have a robust tracking system to monitor pupil progress over time, identify target groups, and specifically monitor the impact of interventions on these groups.

The attainment of individuals and groups has improved consistently over time. Our opportunities for wider achievement are excellent and we track engagement and the impact of wider achievement for all primary school children via the use of a tracking tool.

PUPIL EQUITY FUNDING

All children in P1-3 accessed Forest Schools for a five-week block one day per week. The evaluations of this were very good from teachers, PSAs, children and parents. Particular impact was noted on how the opportunity supported learners who otherwise struggle to regulate during activities in school to be successful. All children in P4 took part in SYFA approved 4 football coaching and related activities provided by Ardrossan Winton Rovers. In addition, P4 participated in skiing and tubing lessons. Again, almost all pupils identified new skills. Learners' evaluations showed that almost all children enjoyed this experience and believed they had learned new skills. Class teachers and PSAs evaluated the sessions as very good. All children in Primary 5 & 6 participated in a six-week block of swimming lessons. Class teachers evaluated the sessions as excellent, citing the differentiated approach from coaches which helped non-swimmers to learn basic skills while challenging more able swimmers to strengthen their endurance. In P7 almost all children participated in a 4 day/3night heavily subsidised residential outdoor experience at Arran Outdoor Educational Centre. All participants rated the experience as excellent and were able to reflect on the skills they had developed through activities, gaining independence and inter-

relational opportunities with their peers, teachers and PSAs. Our parental/carer feedback in relation to all the above activities evidences that almost all believe the experiences to be valuable in promoting health and wellbeing, developing skills and inspiring ambition for their children. Our Breakfast Club supports attendance and reduces late coming. Class teachers also note the impact on children's readiness to learn following a soft start and nutritious breakfast. The PEF Funded class teacher has facilitated attainment support for literacy and numeracy for targeted groups and individuals which has had a positive impact on attainment.

IMPROVEMENT PLAN PRIORITIES 2026-2027

Priority 1

- During session 2026–27, our Early Years Centre and school will prioritise professional learning focused on the explicit, systematic teaching of phonics and the development of strong phonemic awareness. Grounded in the Science of Reading, this first year will ensure that all Early Years Practitioners / teachers develop a secure, shared understanding of how children learn to read, with a particular emphasis on the foundational role of phonemic awareness and phonics.
- Through high-quality professional learning and collaborative practice, EYPs / teachers and school staff will strengthen their ability to deliver consistent, evidence-informed phonics instruction and support children to hear, identify, and manipulate sounds as a critical precursor to reading and spelling.

Priority 2

- Ensure that teams have a clear and consistent approach to responding to children's behaviour. BPR recognises the importance of adult self-control, calm presence, and reflective practice in helping to de-escalate situations and maintain positive relationships across the school community.

Priority 3

- Broaden our curriculum to ensure that learners have rich, independent opportunities to apply technical language, oral communication, and mathematical modelling in real-world contexts