

LEADERSHIP

Our School Improvement Planning which reflects our shared vision and sets challenging but achievable targets has focused on observations, evaluation activities and comments from children and parents. This enables us to secure a strong sense of common purpose throughout our school community. Self-evaluation is central to the leadership and direction of learning and teaching in our school. It is an ongoing feature of school life. Our school has a good capacity for continuous improvement.

By June 2025, we will see an increase between 5-15% of P5-7 learners having a clearer understanding of their progress and next steps in learning in numeracy.

We evaluate our progress in our Leadership of Learning as good.

Almost all of our learners can explain our core values and recognise these qualities in themselves and others. This is demonstrated in discussions and through sharing information at Get Together. Most learners are clear about what they are learning and how to evaluate it against success criteria when sharing their learning. Most learners are aware of their targets, are able to set their own targets and recognise when they have achieved them in Literacy and Numeracy.

Our learners exercise responsibility and contribute to the life of the school as global citizens through participating in learning activities which focus on ECO, RRS and SDG priorities. This has enabled learners to make informed choices about the impact they can make at school level, within the community and worldwide. Almost all learners participated in a litter pick either in school grounds or the community.

PRIORITIES FOR 2025-2026

- Raising attainment and achievement in Literacy and Numeracy
- Levels of engagement, pace and challenge in learning
- Assessment and moderation of Literacy & Numeracy
- Introduction of the Nurturing Relationship Programme

Stanley Primary School

STANDARDS AND QUALITY REPORT 2024-25

Mission Statement

Our school is committed to providing an ethos which motivates and develops all learners to become successful, confident, responsible and effective in development of their skills for Learning, Life and Work. We value and encourage an active partnership between our ELC/school, home and the wider community.

We continue to embed our core values and have worked together this session to ensure we know and understand what the words mean and how we can demonstrate them. Our core values as agreed by learners, staff and parents are:

Welcoming
Inclusive
Safe
Achieving
Respectful



ACHIEVEMENT

By June 2025, attainment in reading will be sustained or improved by 3-5% across the school with most learners improving their comprehension skills.

Progress against this outcome is good.

SNSA results across P1, 4 & 7 shows that most children in P1, P4 and P7 have good comprehension skills and can show understanding of inference in reading.

Class assessments show that most children in P1, P4 and P7 use the skills of prediction, retelling/summarising and comprehension to identify information in a text.

Attainment in reading has improved from 79% to 83% across the school. Infant classes make regular visits to our school library to select new books to read in class/at home.

Librarians support all classes to visit the mobile library bus on a monthly basis to exchange books.

Librarians organised activities for World Book Day to promote reading, celebrating different authors and illustrators as well as the joy of reading.

Throughout the year teachers read class novels/storybooks to promote the enjoyment and skills of reading.

As good ambassadors for Stanley Primary, groups of children have participated in a range of sporting events exemplifying our core values – WISAR.

Across the year most children across the school have accessed a school club.

ATTAINMENT

Our overall attainment data for the whole school in June 2025 indicates that most learners in Primary 1- 7 have made good progress, against prior levels of attainment across Literacy, Numeracy and Health and Wellbeing.

Our progress in relation to Raising Attainment and Achievement is good.

Our school data for learners indicates that - in P1 most pupils are making good progress in Listening and Talking, Reading, Writing and Numeracy and Mathematics. in P4 most are making good progress in Reading, Writing and Numeracy and Mathematics, with all making good progress in Listening and Talking.

in P7 most pupils are making good progress in Listening and Talking with the majority of pupils making good progress in Reading, Writing and Numeracy and Mathematics.

Most of our learners have very good attendance. Our attendance is 94%. We have had no exclusions.

Pupil Equity Funding (PEF)

PEF funding this session has been targeted to:

- improve attainment in Literacy and Numeracy through purchase of additional materials and focused individual/small group teaching
- support the cost of the school day by enabling learners to participate in daily and wider school activities e.g. PE kits, school uniform, swimming, school activities and trips.
- contribute towards the cost of additional resources to support in school learning e.g. online programmes & reading books.

LEARNING

By June 2025, most P4-7 children will be able to use digital technology to collect, organise, retrieve and share information.

We have evaluated our progress as very good.

All learners have experienced opportunities to collect, organise, retrieve and share information in relation to their learning through the introduction of the online platform Just2Easy.

We have introduced Digital Leaders who support younger children to share above information.

Across P4-7 learners can open and save files in an organised way, explain the potential dangers online and through completion of school activities demonstrate the rights and responsibilities of a digital citizen. Numeracy learning is a visible feature across our school environment including in communication with parents.

All learners, P1-7, evaluated their learning in Literacy, Numeracy and Health and Well-being and set their next steps in learning with some attending Reporting to Parent meetings and participating in discussions.

Emotion Works continues to be embedded across N-7 with all learners learning about the coloured cogs and what they represent.