



Standards, Quality and Improvement Plan

Summary for Parents and Carers August 2025

Each year we evaluate the work of our school and plan for the year ahead. In session 2024/25 our identified areas of development were broad and covered the following aims:

To raise attainment and improve achievement for all learners, particularly in literacy and numeracy.

To identify and work towards closing the attainment and achievement gap between the most and least disadvantaged children.

To improve children's health and well-being.

To improve employability and creativity skills in our young people.

To Raise Attainment, we:

- Continued to focus on clearly defined staff leadership roles and associated Career Long Professional Learning (CLPL) as part of the annual conversation/PRD process to link closely to the 2024-2025 Improvement Plan and lead to further school improvement.
- Developed the use of Metacognition and learning language to support our high population of EAL and bilingual learners to articulate and explain their learning, with a focus on developing more effective lesson plenaries.
- Used Intended Learning and home learning SWAYs to increase pupil engagement across all stages and support parents to engage positively with their children's learning at home (and in their home languages)
- Developed approaches for reading for pleasure across the school and achieved formal accreditation as a 'Reading School'.
- Engaged with a new citywide tracking system to ensure that all pupils are tracked throughout P1 to P7 in literacy and numeracy.
- Built staff confidence and skills using Sumdog Maths, Grammar, and Spelling to raise attainment.

Next session we plan to:

- Realign our leadership roles and responsibilities in line with the reduction in school roll from 11 classes to 8 classes to ensure high standards are maintained.
- Continue to develop approaches for reading for pleasure across the school and work towards Silver Reading School Accreditation.
- Focus on the data analysis tool and information within the Pupil Tracking Tool and NSA reports to support class teachers understanding and use of data, to plan effective teaching to address gaps in learning.
- Moderate literacy and numeracy benchmarks across all stages to ensure the children achieving a level out with the usual reporting stages are well supported and accurately tracked over time.

To Reduce the Gap, we:

- Continued to develop and evaluate the impact of the interventions that we offer in Literacy and Health and Well-being.
- Continued the work of the school Senior Development Officer to support pupils and families through strong partnership working.

Next session we plan to:

- Continue to prioritise interventions which are planned through the effective use of assessment information, attainment meetings and all available data in line with new eight class organisation.
- Continue the work of the school Senior Development Officer to support pupils and families through strong partnership working.

To improve children's Health and Well-being we:

- Continued to develop staff, pupils and parents' understanding of the health and wellbeing curriculum, including relationships and sexual health.
- Reviewed and adapted the Building Resilience Year 2 Programme to increase pupil participation and engagement across all stages.

Next session we plan to:

- Continue to involve, inform and support families and pupils to understand SHANARRI language and the content of the RSHP, including the use of termly class SWAYs to support this.
- Continue to review and adapt year 3 of the Building Resilience Programme and complete a review of the three-year programme with all stakeholders.

To improve children's employability and creativity skills we:

- Revisited curriculum bundles across all levels to include sustainability links and plot out year group opportunities to support the work of the ECO committee.
- Engaged in a whole school Climate Action Week in September based on pupil voice and choice.
- Linked learning in all classes to the Sustainable Global Goals, including a P6 assembly presenting their learning on the Global Goals as part of the assembly programme.
- Achieved our school green ECO Flag award
- Revisited IDL planning to develop greater consistency across all classes and to include planning for sustainability.

Next session we plan to:

- Develop our Partnership with the Capital Theatre Group to include all pupils at second level to become involved in The King's Theatre Heritage Engagement Project.
- Continue with the work of the ECO Group to improve sustainable practices across the school and to maintain our green ECO flag status.
- Develop staff, pupil and parent knowledge, use and understanding of the Four Capacities and Four Contexts for Learning.
- Include information on IDLs in termly class SWAYs to increase parental involvement and expertise.

Our Vision for continuous improvement is linked with our improvement plan priorities and continually reviewed throughout the year when we evidence the impact on children's learning. We ask staff, pupils, parents and our partners across a variety of services for feedback. We value our partnership with parents and would like to work together to improve outcomes for children.

Mrs Elaine Honeyman

Head Teacher

You can also see the full Standards and Quality report and School Improvement Plan on our school website:

<https://dalryprimaryschool.com>