

# **Ardler Primary School**

## **School Improvement Report Session 2024-2025**



Ardler Primary School

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This document shares and celebrates the improvements in our School and embraces all ages and stages. It is based upon our School Improvement Plan for session 2024 – 2025.

### School Aims:

As **Successful Learners**, we are motivated to achieve our full potential.

As **Confident Individuals**, we are nurtured within a positive ethos to aspire to become respected members of the community.

As **Responsible Citizens**, we make responsible and informed choices respecting all beliefs and cultures.

As **Effective Contributors**, we develop lifelong skills through creative and innovative partnership within the school and wider community.

### Context of the School:

Ardler Primary School is in the regenerated Ardler Village in Dundee. It is part of the Strathmartine Ward and within the Baldrigon Academy catchment area. Most children transfer to Baldrigon Academy for secondary school.

The school roll is currently 106 pupils in Primary 1-7 and 56 places in our 3-5-year-old Nursery Class along with 15 places in the 2-year-old Nursery Class. We offer 1140 hours to our Nursery children.

Most of our pupils come to school eager and ready to learn and enjoy the wealth of experiences we have on offer. All our children come to school to be loved and safe. We strive to live our values of **safe**, **ready** and **respectful** every day. The profile of the school is such that around 61% of the learners in our primary classes live in SIMD (Scottish Index of Multiple Deprivation) 1 & 2. Just under 40% of our learners receive school clothing grant.

Our staff team comprises of 5 class teachers, one Support for Learners teacher, Reduced Class Contact Teacher and Senior Leadership Team. We benefit from one Learning and Care Assistant (LCA), two days of senior LCA and two class based Primary and Early Years Support Assistants (PEYSAs) Our Nursery team consists of two Senior Early Year Practitioners, nine Early Year Educators and four Early Year Support Assistants.

With 50% of our children with an additional support need, we have created our Learning Zone to support children across the school. The Learning Zone offers alternative curriculum activities in a nurturing environment with a higher staff ratio. Children are supported with their emotional regulation and living our school values to access an appropriate curriculum.

Our attendance for session 2024/25 was 93.1%. Our attendance dropped year on year between 2019/20 and 2022/23 but during 2023/24 we improved attendance to 91.2% through awareness raising and targeted approaches. This session our focus has been on whole school attendance with targeted support as required resulting in further improved attendance.

We have strong links with our local community, including Craigowl Church, Downfield Mains Church, Ardler Compex and Ardler Village Trust. Strathmartine is an area of deprivation and approximately 67% of our pupils in Primary 4-7 are entitled to free school meals. The school has a breakfast club, and several pupils attend an After-School Club, Happy Days, situated at Craigowl Primary School.

We enjoy strong support from our Parent Council and families throughout the year. Our parents support events within the school, and we always have great attendance at Parent Contact, Stay and Share events, class assemblies and shows.

The National Improvement Framework, Dundee City Council priorities and our own Self Evaluation processes influence our School Improvement Plan, which includes consultation with staff, pupils, and parents. There is a strong focus on Literacy, Numeracy and Health and Wellbeing across our school.

Our children benefit from the many visitors and trips they experience. This session children have experienced a huge variety of sporting activities such as yoga, rugby, swimming, ice skating, tennis, dancing for Primary 1-3, and Bikability for Primary 6 and Primary 7. Mr Mcconnachie has provided football coaching, and the children have played in many football matches over the course of the session. Dundee West is a supportive partner of our school, through football and curriculum activities.

Primary 1-6 had a very enjoyable trip to Active Kids and demonstrated our school values while many classes have benefitted from trips to Cineworld and the cinema at Ardler Complex. We always try to ensure our selected film links with learning. P6 Girls Group have visited Turriff House regularly, building our intergenerational links. We have many focus learning days such as Fit Fridays, Outdoor Classroom Day and 1 Plus 2 Day. The children develop skills from these opportunities and from the knowledge and experience of our visitors.

Primary 7 had an amazing three days of activities, where children were provided with many challenging activities. Our children showed great teamwork, resilience and perseverance and demonstrated our values of **Safe. Ready and Respectful**.

**Attainment Data**  
(percentages)

Reading	2021-22	2022-23	2023-24	2024-25	Writing	2021-22	2022-23	2023-24	2024-25
P 1 Early Level	61%	70%	73%	85%	P 1 Early Level	61%	80%	73%	69%
P4 1 <sup>st</sup>	71%	63%	71%	70%	P 4 1 <sup>st</sup>	64%	56%	64%	75%
P 7 2 <sup>nd</sup>	55%	52%	78%	79%	P 7 2 <sup>nd</sup>	50%	57%	72%	64%
Combined	62%	62%	75%	78%	Combined	58%	64%	70%	69%
Listening and Talking	2021-22	2022-23	2023-24	2024-25	Numeracy	2021-22	2022-23	2023-24	2024-25
P 1 Early Level	89%	90%	82%	85%	P 1 Early Level	72%	75%	82%	85%
P4 1 <sup>st</sup>	71%	75%	86%	85%	P 4 1 <sup>st</sup>	71%	56%	64%	75%
P 7 2 <sup>nd</sup>	73%	61%	83%	86%	P 7 2 <sup>nd</sup>	59%	70%	78%	71%
Combined	78%	72%	84%	85%	Combined	67%	67%	75%	77%

## Review of Improvement Progress for Session 2024-2025

### School Improvement Priority 1: PROGRESS

Improved Attainment in Writing – Introduce pedagogy of National Improving Writing Programme

#### Progress and Impact:

Through engagement with the Children and Young People Improvement Collaboration (CYPIC) National Improving Writing Programme we have improved writing attainment in identified Primary 4 class. Our target for attainment in writing was 80% of P4 to achieve first level by June 2025. This was an ambitious target, and 75% of the Primary 4 cohort achieved 1<sup>st</sup> level in writing, an **11% increase** from the previous session.

Writing data shows an improvement of those on track to achieve expected CFE level within the early years. Our Primary 2/3 cohort engaged in the CYPIC programme and although overall attainment data does not reflect a huge gain, marginal gains demonstrate a significant reduction in the number of children who require support to get started on writing tasks and support through scribing, as well as some learners predicted to achieve first level ahead of track.

We used Achievement of Curriculum for Excellence Levels (ACEL) and Unlikely, Likely, Track and Ahead (ULTA) data to identify targeted groups for intervention. We completed National Standardised Assessment (NSA) for P4 in November to use the data more effectively when planning for the intervention.

The Class Teacher and Supporting Learners Teacher were supported by CYPIC, Dundee Pedagogy Team and the Depute Head Teacher to make changes to their practice to fully implement the Writing Change theory. Throughout the in-person sessions and twilights our teachers were coached in Quality Improvement and guided in best practice pedagogy so that they were equipped to continue improving in their classroom

- Teacher judgement demonstrated improved levels of attainment from previous session
- Assessments showed improvements pre and post intervention
- Learner jotters demonstrated learners were achieving individualised targets, set on a weekly basis
- Scottish criterion scale trackers for assessed pieces of writing demonstrated accelerated progress

The National Improving Writing Programme has achieved high quality learning and teaching in writing in the classes using the programme. Assessment data is more robust with the targeted classes. We now have higher levels of pupil participation in assessing writing, setting targets, and increased focussed writing time. Using the quality improvement methodology has ensured we are collecting and analysing improvement data to inform practice.

Overall, **most** children make good progress in their learning as evidenced in jotters, assessments and National Standardised Assessments. Achievement of a level data in P1, P4 and P7 shows overall attainment in Numeracy and Literacy is **good**.

**Most** children in **Primary 1** are achieving appropriate CFE levels in all curricular areas.

**Most** children in **Primary 4** are achieving appropriate CFE levels in Numeracy, Writing and Listening and Talking. The **majority** are achieving appropriate CFE levels in Reading.

**Most** children in Primary 7 are achieving appropriate CFE levels in Reading and Listening and Talking. The **majority** are achieving appropriate CFE levels in Writing and Numeracy.

**Next Steps:**

- Additional teachers to engage with CYPIC Writing Programme
- Good practice in writing to continue
- Quality improvement model to be used in improving attainment in Numeracy
- Quality Improvement methodology to be an integral part of all school improvements activity

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## School Improvement Priority 2: PRESENCE

### Improved Attendance for All

#### Progress and Impact:

Since 2019/2020, attendance has been on a steady decline but with a focus on targeted children and families there was an **increase of 1.2%** from June 2023 to June 2024. The focus for session 2024/25 was to target whole school attendance whilst also target support for families where required. As of end of June 2025 attendance is **93.1%** demonstrating **1.9% increase**.

This session we have continued to be rigorous in the way we track and monitor pupils' attendance. We know that poor attendance is a barrier to achievement and attainment. We have used the data to identify trends and periods where absence is particularly concerning. December trends showed attendance averaged 85.2% over the previous four years so a catalogue of events were planned for December to promote better attendance.

- Christmas Arts and Crafts with parents and carers
- Dress rehearsal and Nativity performance
- Fun Day on last full day of term
- Christmas party the last day of term
- Christmas gifts for those who attended on last day of term

Attendance for December 2024 was an amazing **92.2%**. Also, previous last day of term 2 attendance averaged at 68.4% for the last four years. This session our last day in December was **84.9%**, quite an achievement of a **16.5% increase**.

Attendance management is everyone's responsibility, and all staff, children, parents and carers have a part to play in improving attendance. Attendance is spoken about regularly in class and at assembly with the School and Family Development Worker having a pivotal role to track, monitor and support families to improve attendance. We have kept attendance information high profile for children, staff and parents/carers. Attendance is shared at parents' evenings, through Seesaw and weekly Newsletters. We have kept sharing the message of the importance of good attendance.

Raising awareness with all children, staff and families has been beneficial for all. Everyone is aware of the potential impact of poor attendance for outcomes in and beyond school. The importance of good attendance was shared with our new P1 intake parents and carers. Parents and carers are consistently 'challenged' over absence, with School and Family Development Worker using the same script for all parents which details the current percentage attendance. This has made communication with parents more focussed.

Stage	P1	P2	P3	P4	P5	P6	P7
% Attendance	94.3	91.8	94	92.4	92.3	93.0	94.0

#### Next Steps:

- Identify target groups in Nursery and Primary 1-7 for session 2025/26
- Further rigour in monthly attendance meetings

- Whole school initiatives to promote attendance up to and including the last day of term

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### School Improvement Priority 3: PARTICIPATION

Curriculum - Embed a curriculum rationale related to self-evaluation, monitoring and tracking of attainment and achievement

#### Progress and Impact:

This session, we have reviewed our Curriculum Rationale in line with current local and national guidance and to ensure that our curriculum reflects the learners in our school. Within collegiate working, staff have engaged with professional learning and reading regarding Curriculum Innovation and Design and have involved learners in reviewing aspects of the curriculum to ensure that school experiences encourage attendance and positive engagement which will impact on progress in learning.

Staff report improved understanding of the core principles of curriculum design alongside the Refreshed Narrative and worked together to consider the context of the school and how that can influence the curriculum within our setting. Pupil voice has been reflected in our curriculum rationale, with pupil voice being captured within leading learning groups, class and pupil surveys.

This session we have provided professional learning to build leadership, confidence and capacity in all staff to effectively plan and deliver the literacy curriculum. Our Literacy Lead (Nikki Snee) led CLPL at Inset focussing on Reading Moderation. Mrs Snee is our School Quality Assurance and Moderation Support (QAMSO) and works with teachers across the school and city. With a particular focus on reading, the moderation toolkit was used to access pedagogy team resources available to support development in our school. During collegiate working, staff reflected upon the learning, teaching and assessment cycle and how we can use this as a tool to inform our learning and teaching, with a particular focus on gathering evidence to support professional judgement of achievement and attainment. We looked at what types of evidence we collect, what that information tells us and how we use this to inform next steps in learning and teaching.

This session we continued to engage with Dundee West, one of our community partners. **Pupil Equity Funding** provided children with the opportunity to engage with Dundee West within the playground through lunchtime clubs, within curriculum learning and within our 'Fit Friday' health and wellbeing whole school focus days, with a particular emphasis on achievement through physical activity while working on improving listening skills. Recently, we have engaged Dundee West in a new transition project, supporting our Primary 6 girls in making a positive transition into Primary 7 and beyond. Another transition opportunity this session involved Community Learning and Development Workers at Ardler Complex who supported groups and individuals from Primary 7 who are moving onto Secondary School.

Every member of staff and every learner is involved in our Leading Learning Groups. As part of the Collaborative Improvement Visit the APS Pupil Press was described as 'Phenomenal.' and the practice to be emulated across the school. Personalisation and choice are evident as each learner selects their leading learning group. These groups are central to involving all staff and learners as leaders in their learning.

This session we continued our investment in our Learning Zone which was funded through the **Pupil Equity Fund**. We had an additional teacher for three days each week ensuring we provided an inclusive learning environment for all. **Pupil Equity funding** also allowed engagement with Dundee West, Braes Riding for the Disabled, providing alternative curriculum activities.

**Next Steps:**

- Continue to build on transition projects reflecting on Metaskills Development as a measurement tool
- Review how parent voices and those from the wider community are captured and reflected within our Curriculum Rationale
- Collate our curriculum rational into a brief written statement to share with our wider school community

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## School Improvement Priority 4: PARTICIPATION

The Inclusive Classroom - A new approach to differentiation to improve academic and social outcomes for all learners

### Progress and Impact:

This session, we have provided professional learning to reflect self-evaluation using the audit tool for Supporting the Dundee Standard for Inclusive Practice to ensure the needs and rights of all children in our school are considered. In Dundee, every learner matters, and by improving our learning contexts, we ensure that every learner feels welcomed, valued and is supported to make progress through a suitably differentiated curriculum.

Individual children and groups of learners are supported using effective planning using ABLe (Addressing Barriers to Learning) framework for assessment and intervention. Staff liaise and collaborate with partner agencies such as Educational Psychology and Accessibility and Inclusion Service to identify areas for consideration for improvement and to implement planning.

Staff have reflected and the physical environment within classrooms has improved to allow every learner to access the curriculum. Within each classroom, there are resources available to support self-regulation for learning, and for emotional and social skills. During inset in November, staff worked together to review delivery of the Health and Wellbeing Curriculum to meet the needs of all learners within the classroom and playground. We reestablished the Bounce Back! whole school education programme to explicitly teach life skills to enhance wellbeing and improve academic achievement. Circle time has also been reintroduced this session to support pupil voice and support relationships and wellbeing. Children are very positive about Circle time and the opportunity to discuss their views and feelings on matters that are important to them to improve their mental health.

The learner voice is gathered using the GMWP (Glasgow Motivation and Wellbeing Profile), leaderships groups, Circle Time and restorative conversations (supported by the Fix It folders). Using information from GMWP, staff engaged in solution circle discussions when completing the relationships section of the audit tool. Senior Leadership team also used the audit tool within quality assurance procedures such as Professional Support Visits and Learning Walks.

In February 2025, we also had a Collaborative Improvement Visit from our Education Officer, Education Psychology, Attainment Advisor and Head Teachers from our School Improvement Partnership who focused on inclusion, through lesson observation and scrutiny of data analysis and planning. They reported that there has been an increased focus on our Vision, Values and Aims and that pupils and staff have a shared language around this. The school is very welcoming and good relationships amongst staff and between staff and pupils were observed with everyone making them feel at home.

During the visit, purposeful learning environments were evident with almost all children well behaved and engaged in their learning. Strengths highlighted, included that staff and the Senior Leadership team clearly understand the needs of their children and work hard to ensure that barriers to learning do not prevent participation and achievement, with investment being clear through data analysis, supporting learners and interventions including **PEF** spend being considered.

Improving consistency within classroom routines and structures, pupils are clearer about the lesson intention and success criteria. The Collaborative Improvement Visit verified these were

used consistently and children were able to discuss their progress and articulate their next steps in learning.

Universal support in Ardler has reached a **good** standard across classrooms with some classes having **very good** examples of universal support in place. There is evidence of targeted support for individuals with ASN in mainstream classes. Some class teachers have considered the learner voice when setting up the classroom. The voice of children with targeted support is evident, including direct feedback and where learners communicate through their behaviour.

**Next Steps:**

- Review our school's curriculum links to the life experiences of the learners to reflect the work undertaken within the review of our curriculum rationale and design
- Revisit audit tool and review the work undertaken in 2024-25: Physical Environment, Resources, Relationships, Routines and Structures, and Teaching Input
- Engage with remaining sections of Dundee Standard of Inclusive Practice Audit tool: Relevance, Developing Independence, Demonstrating and Applying Learning and Supporting Long-term planning

## Improvement Priorities for Session 2025-2026

### 1. Improved Attendance for all Learners Across the Nursery and Primary School

- Identify target groups in Nursery and Primary 1-7 for session 2025/26
- Further rigour in monthly attendance meetings
- Whole school initiatives to promote attendance up to and including the last day of term

### 2. Dundee Standard for Inclusive Practice

- Review our school's curriculum links to the life experiences of the learners to reflect the work undertaken within the review of our curriculum rationale and design
- Revisit audit tool and review the work undertaken in 2024-25: Physical Environment, Resources, Relationships, Routines and Structures, and Teaching Input
- Engage with remaining sections of Dundee Standard of Inclusive Practice Audit tool: Relevance, Developing Independence, Demonstrating and Applying Learning and Supporting Long-term planning

### 3. Writing

- Additional teachers to engage with CYPIC Writing Programme
- Good practice in writing to continue
- Quality Improvement methodology to be an integral part of all school improvements activity

### 4. Numeracy

- Improve Numeracy attainment for target groups
- Quality improvement model to be used in improving attainment in Numeracy
- Engagement with pedagogy team to improve numeracy attainment

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<https://parentzone.org.uk/>

**Further Information can be found at:**



National  
Improvement  
Framework

<http://www.gov.scot/Publications/2016/01/8314>

HGIOS 4 Self-  
evaluation

[https://education.gov.scot/improvement/Documents/Frameworks\\_SelfEvaluation/FRWK2\\_NIHeditHGIOS/FRWK2\\_HGIOS4.pdf](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf)

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