

Establishment Context

Dalmellington Primary School & Early Childhood Centre share a campus with Doon Academy, located in the Doon Valley. Dalmellington is a small rural village with a history of weaving and mining. Our roll for session 2021-22 was 93 pupils. 59% of pupils in SIMD 1&2 and 41% in SIMD 3&4. 23% of pupils were in receipt of free school meals and 31% of pupils were recorded on our ASN log, including three pupils who are in Kinship care and one pupil who is Looked After and Accommodated. Most of our parents/carers work or are in training/further education.

Our Early Childhood Centre provided 1400 hours childcare for 3- & 4-year-olds, with a working capacity of 25. 25 children were registered in session 2020-2021. An additional full-time and an additional part-time Early Learning and Childcare Practitioner have been appointed on a temporary basis throughout session 2021-22

A new class teacher appointment was made at the start of the session. A part time teacher was retained and funded through PEF to support Education Recovery. A full-time teacher retired and was replaced by 2 part time members of staff. One of our classroom assistants left during term 3 and was replaced in term 4. A 0.6 Education Recovery teacher was appointed but they left this post and there were no applicants to fill the post. An ELCP was appointed to work with P1 until June 2022.

We have continued with PATHs (Promoting Alternative Thinking Strategies). This has been supported by Barnardo's, who delivered training and coaching support throughout the session. There has been an increased focus on incorporating this across the whole school community. In February we returned to having dinner in the dinner hall. After Easter we returned to whole school assemblies. In June we were able to have some parent events, working within our risk assessment.

Our improvement priorities demonstrate our commitment to raise attainment and ensure every child reaches their potential, regardless of social circumstances or additional needs.

Priorities for session 2020/21

- To improve planning, teaching and learning and assessment in literacy and numeracy across the levels.
- To increase pupil engagement with literacy tasks and numeracy tasks.
- To increase attainment in literacy.
- To increase attainment in numeracy
- To improve the social and emotional wellbeing of pupils and staff.
- All pupils are nurtured, respected and included.
- To reduce the attainment gap of pupils living in SIMD 1&2 in literacy at P1, P4 & P7 and numeracy at P4 and P7.
- To improve parent confidence, knowledge and understanding in supporting their child's learning.
- To enhance target setting across the school and ECC community.

- To develop a progressive programme of skills development based within the local community

Establishment Vision, Values and Aims

Our local area attracts many visitors who visit Loch Doon, the Roundhouse attraction to view Osprey's and the Dark Sky Observatory. When refreshing our school vision and values (Aug 2018) with staff, pupils and stakeholders we were also given the opportunity to name an Osprey chick. Pupils were inspired by the Osprey's and their Determination. We aim for all in our community to have the determination to succeed and develop the skills to be successful learners, confident individuals, responsible citizens and effective contributors.

Soaring to Success



TOGETHER

Dalmellington Primary School and Early Childhood Centre

Soaring to Success



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Our Aims:

- To provide engaging and motivating learning experiences which challenge our learners.

- To take pride in our school and ECC.
- To value our community.
- To build positive and respectful relationships to help our learners reach their potential.

<p>Improvement Priority <i>(Expressed as outcomes for learners)</i></p>	<p>To increase attainment in literacy: To improve the quality of teaching and learning in literacy and numeracy across the levels. To increase pupil engagement with literacy tasks and numeracy tasks. To increase attainment in literacy: 85% of P1, P4 and P7 will demonstrate an increase in attainment in reading, writing and listening and talking To increase attainment in reading to 85% in P1, 83% in P4 and 80% in P7 To increase attainment in numeracy: to 85% in P1, 80% in P4 and 75% in P7.</p>	<p>Rationale for improvement priority based on evidence</p> <p>Based on ongoing self-evaluation and attainment data from session 2020/21. TJS data from June 2019 reviewed with comparator schools and at local and national level. Scrutiny of EAC Attainment Tracker Tool data'. We saw increased attainment in writing last session through the professional development and moderation activities that were undertaken. We would aim to replicate this in reading. Progress has been made in the development of number talks and the Raising attainment in maths pedagogy, developed through the Linda Keith training.</p>
<p>NIF Priorities Improvement in attainment, particularly in literacy and numeracy</p>	<p>NIF Driver Assessment of children's progress</p>	<p>HGIOS/ HGIOSELCC QI's for self-evaluation 1.1 1.2 1.3 2.2 2.3 2.6 PEF 2.4 3.2</p>
<p>Progress and Impact</p>	<p><i>TJS data was submitted in June.</i></p> <p>P1 Reading 79%</p> <p>P4 Reading 75%</p> <p>P7 Reading 75%</p> <p>P1 Writing 71%</p> <p>P4 Writing 75%</p> <p>P7 Writing 75%</p>	

P1 L&T 79%

P4 L&T 100%

P7 L&T 100%

P1 Numeracy 79%

P4 Numeracy 67%

P7 Numeracy 67%

- *In P1-3, we have been focusing on integrating Read, Write Inc. into the Active Literacy Programme to ensure appropriate pace and challenge for pupils. The P1 teacher engaged with the Building Blocks of Literacy Programme. The learning from this along with the work done with Read, Write, Inc and Active Literacy is allowing us to build a comprehensive programme which is based on skills development rather than a resource. The P1 teacher worked closely with the Communication Champion in the ECC to support the planning, teaching and assessment of phonological awareness.*
- *We focused on Feedback through the Tapestry programme this session. This featured in ongoing moderation activities within the school. In term 2 we planned a block of numeracy learning which we moderated with a focus on feedback. This was repeated in term 3/4 with literacy. We also engaged in online moderation with another Education Group school which allowed us to focus on all aspects of the moderation cycle.*
- *Additional teacher hours funded through PEF, released staff to deliver Education Recovery sessions to identified pupils in their class. Children were identified through assessment and blocks of learning were planned over a 6-week block to allow impact measurements to be taken. Teachers were able to identify where gaps in learning had been addressed. Our 6-week block timescale wasn't always possible to adhere to due to staff absence with COVID.*
- *The SAC team worked with the P3/4 teacher to embed Active Literacy strategies throughout the literacy curriculum. This was modelled and supported to help us understand how to bring the different elements of our literacy programme together. All staff attended SAC DEER training at the beginning of the session and have been using this to teach reading comprehension skills.*
- *During Scottish Maths Week we had a focus on financial education, and we were successful in gaining a grant to buy resources to support these lessons. We worked with KPMG to provide virtual workshops for our children. We continued to embed the Raising Attainment in Numeracy Programme and Numeracy was our area of focus for our Education Group moderation.*
- *P1 teacher/PT PEF Transitions worked closely with the ECC team to develop approaches to the numeracy curriculum and approaches to tracking the Early Years curriculum. This will support progression and increased confidence in assessment from ECC into P1.*

	<ul style="list-style-type: none"> • <i>Play resources were bought to support the development of Play based pedagogy. An ELCP was employed in P1 to help embed play throughout the P1 curriculum. The ELCPs in the ECC supported this work and through ECC/P1 transition activities, ECC and school staff have been able to share practice across the sectors.</i> • <i>All ECC and school staff engaged with a range of data using the Data Driven Dialogue template as part of our work to evaluate our progress this session and to identify priorities for next session.</i> • <i>A quality assurance calendar for the ECC has been created to align with the Care Inspectorate Quality Improvement Framework. The framework has been used to frame conversations around observations of practitioners, the quality of care plans and floorbooks.</i>
Next Steps	<ul style="list-style-type: none"> • <i>Develop coherent approaches to literacy and numeracy which is going to allow for consistent assessment judgements to be made.</i> • <i>Moderation activities which will focus on learner target setting and questioning. The impact of feedback approaches will be monitored through pupils' work.</i> • <i>Focus on developing the 5 Key Mental Maths strategies alongside Number Talks.</i> • <i>Further collaboration and opportunities for joint moderation activities with a focus on assessment observations and floorbooks across the curriculum between ECC and school staff. More focus on Realising the Ambition: Being Me into Early Primary</i> • <i>Continue to develop teacher and practitioner skills and confidence using the Data Driven Dialogue template.</i> • <i>Annual calendar for moderation to be completed throughout the session, with a focus on the SWEIC 4 stages of assessment</i> • <i>Develop consistency in online planning</i>

<p>Improvement Priority <i>(Expressed as outcomes for learners)</i></p>	<p>To improve the social and emotional wellbeing of pupils. All pupils are nurtured, respected and included.</p>	<p>Rationale for improvement priority based on evidence</p> <ul style="list-style-type: none"> Self-evaluation and data from HWB tools have highlighted the need to improve pupils' social and emotional skills. A Rights Based Curriculum with a focus on SHANARRI will support pupils to realise their full potential. Responding to pupils' needs in response to the pandemic has shown that a range of health and wellbeing supports are required to provide the appropriate support for young people.
<p>NIF Priorities Improvement in children and young people's health and wellbeing</p>	<p>NIF Driver Teacher Professionalism</p>	<p>HGIOS/HGIOSELCC QI's for self-evaluation 1.2 2.2, 2.4, 2.5, 2.7 3.1</p>
<p>Progress and Impact</p>	<ul style="list-style-type: none"> <i>PATHs has continued to be implemented in classes. All teaching staff have been involved in a cycle of modelling, coaching and support from the Barnardo's coach</i> <i>PATHs has started to be generalised across the school with coaching sessions for Classroom Assistants and posters displayed in the playground for reference during unstructured school times.</i> <i>The Barnardo's coach alongside a key member of staff has deliver Bs Buddies training to P5 and P6 volunteers. The key member of staff has established a rota in the playground for B's buddies to support younger pupils.</i> <i>With the restrictions on having parents in school for workshops about PATHs, we made a whole school video to share the key elements of PATHs with parents.</i> <i>Rights Respecting Schools has been a focus for our school assemblies but will need a greater focus next session. All classes have a class charter. We will revisit the accreditation paperwork</i> <i>We were successful in being awarded our Silver Inclusive Schools award in December 2021. We worked with the pupils to develop a pupil friendly dyslexia policy. Our main point of action was to create a homework policy. This was done with pupils, parents and staff and will be implemented from August 2022.</i> <i>All P5-7 participated in the Health and Wellbeing Champions training which allowed lots of conversations with pupils incorporating PATHs discussions and supported the learners to talk about ways they could support their own health and wellbeing and support each other. They created a problem suggestion box and this was a focus for our assemblies.</i> <i>A range of health and wellbeing interventions have been used this session to support different children. This has allowed us to respond to some of the concerns there have been as children have returned from lockdown. A hierarchy of</i> 	

	<p><i>responses have been developed. Regular check-ins for children as they require them have been used. LIAM coaching sessions have been used for children over 8 years old as they require them. Exchange referrals have been completed for children as they require them, and this was extended to 5–10-year-olds at Easter time.</i></p> <ul style="list-style-type: none"> • <i>A health and wellbeing policy has been created incorporating the relationships framework, the East Ayrshire Health and Wellbeing Programme, PATHS, RRS and our hierarchy of interventions.</i>
<p>Next Steps</p>	<ul style="list-style-type: none"> • <i>Deliver PATHS workshops face to face to parents/carers – restrictions permitting</i> • <i>Develop PATHS in a way that permeates the curriculum</i> • <i>Bespoke training for all Early Years staff</i> • <i>Focus on Silver Rights Respecting Schools accreditation</i> • <i>Implement new Homework policy</i> • <i>Continue the Problem Suggestion box as part of our face-to-face assemblies</i> • <i>Develop Seasons for Growth as an additional health and wellbeing intervention</i> • <i>Expand PATHS to the staff team to support their wellbeing</i> • <i>Develop school guidelines for health and wellbeing based on the East Ayrshire Relationships Framework which brings East Ayrshire Health and Wellbeing Programme, PATHS, RRS and specific interventions together.</i>

<p>Improvement Priority</p> <p><i>(Expressed as outcomes for learners)</i></p>	<p>To reduce the attainment gap of pupils living in SIMD 1&2 in literacy at P1 & P7 and numeracy at P4 and P7. To improve parent confidence, knowledge and understanding in supporting their child's learning.</p>	<p>Rationale for improvement priority based on evidence</p> <ul style="list-style-type: none"> • School attendance rates are lower for pupils living in SIMD 1&2 compared with SIMD 3&4. • TJS Results Attainment Gap Analysis. • During school closures levels of engagement were lower for pupils living in SIMD 1&2. • Restrictions on having parents/carers in school for parents meetings, workshops and open afternoons.
<p>NIF Priorities</p> <p>Closing the attainment gap between the most and least disadvantaged children</p>	<p>NIF Driver</p> <p>Parental engagement</p>	<p>HGIOS/HGIOSELCC QI's for self-evaluation</p> <p>1.1, 1.3, 1.4, 1.5</p> <p>2.1, 2.3, 2.4 2.5 2.6 2.7</p> <p>3.1 3.2 3.3</p>
<p>Progress and Impact</p>	<ul style="list-style-type: none"> • <i>ECC Communication Champion completed training throughout the session developing skills in Speech and Language interventions and ASD training.</i> • <i>ECC Communication champion collaborated with the P1 teacher to design activities and interventions which would develop children's communication skills.</i> • <i>P1 teacher and classroom assistant worked closely with Speech and Language Therapist to develop in class interventions to promote ongoing speech and language support out with designated sessions.</i> • <i>Classes continued to develop vocabulary through Active Literacy programmes</i> • <i>P1 and P2/3 implemented learning journals to share learning experiences, information and homework with parents. Parents used this as a mean of communication with teacher.</i> • <i>Following requests from parents, we started using paper-based homework fliers as well as sharing on Teams and Learning Journals. A focus group was held with parents to create a new homework policy which would give a consistent approach to homework. This is ready to be implemented. The whole school using Learning Journals will help consistency.</i> • <i>A quality assurance calendar was shared in August 2021 and implemented throughout the session. This takes account of HGIOS4, HGIOELC, HGIOURS and the Care Inspectorate Quality Improvement Framework. Challenge questions were answered through evaluations and parents' questionnaires on a monthly basis.</i> 	

	<ul style="list-style-type: none"> • <i>Termly overviews were written and shared on our school blog and app every term. These took account of the 4 contexts of learning and allowed parents to see the focus for learning in their children's classes.</i> • <i>Some work was completed on the new eportfolio but further work needs to happen to provide a consistent approach.</i> • <i>ECC staff have used care plans and floorbooks to gather evidence of children's progress. They have moderated these documents to create an action plan for a consistent approach. They use the transition report to record key information for passing on to school.</i> • <i>1140 hours has been implemented. We are not yet in the purpose-built space to support this implementation, but we created 2 areas for the children to access that allowed for play, activity and social time to take place.</i>
<p>Next Steps</p>	<ul style="list-style-type: none"> • <i>Carry out the Communication Friendly audit</i> • <i>Develop a progressive approach to vocabulary development using age and stage appropriate resources and link this to communication skills</i> • <i>Implement learning journals across the whole ECC and school to share work and communicate with parents</i> • <i>Develop a consistent approach to gathering pupils' views on their progress towards learning targets</i> • <i>Implement Developing Skills for Life, Learning and Work Guidelines with a context of community learning, incorporating meta skills</i> • <i>Move to our new ECC setting</i> • <i>Continue to moderate the evidence of learning in the Early years and to moderate with early primary staff too</i> • <i>HWB programmes to raise self-esteem and build resilience.</i> • <i>Continue to follow up attendance issues promptly.</i> • <i>Development and consistency of Rights Respecting Schools across the curriculum</i>

<p>Improvement Priority</p> <p><i>(Expressed as outcomes for learners)</i></p>	<p>To adapt our curriculum rationale to reflect changing needs and circumstances.</p> <p>To develop digital literacy skills throughout the school community.</p>	<p>Rationale for improvement priority based on evidence</p> <ul style="list-style-type: none"> The impact of COVID-19 has resulted in a need to prioritise health & wellbeing and adapt ways of working to ensure ongoing improvements and effective collegiate working. During the period of school closures staff engaged in professional reading and training with a focus on health & Wellbeing and Outdoor learning. Self-evaluation and collegiate activity last session on the Refreshed Narrative identified an opportunity to further develop leadership of learning at all levels with a focus on skills and attributes.
<p>NIF Priorities</p> <p>Improvement in employability skills and sustained, positive school leaver destinations</p>	<p>NIF Driver</p> <p>School Leadership</p>	<p>HGIOS/ HGIOSELCC QI's for self-evaluation</p> <p>1.2 1.3 1.4 2.2 2.7 3.3</p>
<p>Progress and Impact</p>	<p><i>The school blog was updated and populated with important information for parents and carers. Each class was given a class blog which was linked to the main school blog. A Parent zone page was established to share important links and information about support. Also, a place for Parent Council information to be shared.</i></p> <p><i>The school blog was updated with How to Guides for Teams and Learning Journals in case of further school/class closures due to Covid.</i></p> <p><i>A key member of staff was identified to manage the IT equipment and to make it ready for any households who needed access to a device.</i></p> <p><i>Using PEF funding the key member of staff taught digital literacy lessons to all classes in preparation for any online learning. This was modelled to class teachers. A learning pack for each class was developed to build sustainability in our digital learning.</i></p> <p><i>SLT and class teacher remits were refreshed through the PRD process. This process was linked to our School Improvement Plan and the professional learning opportunities offered by the SAC Literacy, Numeracy and Health and Wellbeing teams and the EAST team.</i></p>	

	<p><i>The curriculum rationale has been refreshed in line with our vision and values. Parents, pupils and staff have been consulted on our key drivers for our curriculum. This will be used to develop our skills for life, learning and work and our outdoor contexts for learning.</i></p> <p><i>Pupils engaged with local participatory funding. They created projects to be voted on. They were successful in winning bids for an outdoor classroom, outdoor experiences and den building equipment. They are in the process of planning the outdoor classroom; all pupils had a trip either to the Farm Park or Dumfries house to complete some curricular activities.</i></p>
<p>Next Steps</p>	<ul style="list-style-type: none"> • <i>Continue with action plan towards Digital Schools Award.</i> • <i>Revisit the refreshed GTCS/SSSC standards as part of the review and development process</i> • <i>Use our curriculum rationale as the basis for a critical collaborative professional enquiry around community curriculum making which incorporates skills for life, learning and work and outdoor learning.</i>

Parent Council 2021-2022

Despite one of the most challenging school sessions we have experienced, the Parent Council continued to support the work of the school in the following ways:-

- Successful grant applications for local Participatory funding
- All children from P1-7 had a 6 week block of swimming lessons provided
- Christmas Selection boxes and Easter Eggs were bought for all the children in the Primary School and Early Childhood Centre
- Each class was provided with a budget of £100 to develop finance education to buy sustainable resources to enhance learning
- Leavers Hoodies were bought for the P7 pupils
- The P7 alternative residential was funded by the PB funding the Parent Council
- Funds for the ECC Teddy Bears' Picnic and the P7 Chinese Banquet were also secured
- Tea towels were sold to raise funds.
- A Fund Day was organised at the end of session for the children. It was very well attended and raised £1727.00 for Parent Council funds

Parent Council 2021-2022

Our Parent Council focus for session 2021/2022 will be to work in partnership with the school to create a welcoming school which is inclusive for all parents. We will promote partnership between the school, its pupils and all its parents to allow all voices to be heard through our representatives. We look forward to both creating and promoting fundraising activities for and with the school which will allow monies to be used solely for our kids.

Some of the activities planned for this session are:-

- Apply for funding from through the Participatory budgeting to provide enhanced experiences for the children.
- Fundraising by creating class calendars
- A sponsored walk linked to World Kindness Day. Working with the school to plan a Random Act of Kindness Week and demonstrate children's thoughts and ideas by tying blue ribbons to the school railings

Pupil Equity Fund: Aims and Impact	
<p><i>22.5 hours classroom assistant to provide targeted interventions in literacy, numeracy and health and wellbeing.</i></p> <p><i>0.3 teacher for 4 months to release class teachers to teach focused Education recovery groups</i></p>	<p><i>Progress shown in attainment for identified pupils. Improvement in phonological awareness identified through the Highland Literacy Phonological screener. Progress demonstrated through Active Literacy assessments and the East Ayrshire Literacy and Numeracy toolkits.</i></p> <p><i>Pupils who had required support for health and wellbeing demonstrated increased attainment.</i></p> <p><i>Attendance continues to affect attainment</i></p>
<p><i>Invest in resources to enhance Play Pedagogy as the ECC and Primary 1 embedded Realising the Ambition: Being Me in their practice. Collaboration, CLPL and co-op teaching.</i></p> <p><i>Acting PT with responsibility for transitions to improve the assessment process and ensure robust judgements.</i></p>	<p><i>Collaborative planning between ECC and P1 that have enhanced transitions. Increased ECC ELLAT scores indicate the impact of the work done between the Acting PT (Transitions) and the Communication Champion.</i></p> <p><i>Engagement in P1 learning increased and rate of improvement in attainment increased with the introduction of a play based approach.</i></p>
<p><i>PATHs Year 2 programme. Barnardos modelling and coaching programme</i></p>	<p><i>Progress reported in all aspects of fidelity to the programme and factors around sustainability.</i></p> <p><i>RAG self-evaluation improved during the session</i></p>
<p><i>0.2 teacher to release teacher to model the teaching of digital literacy lessons and to build a sustainable programme of lessons</i></p>	<p><i>Increased online engagement with learning journal and teams. More completion of tasks shared online. Digital literacy lessons created for each stage.</i></p>

Establishment Self Evaluation: How Good is Our Early Learning and Childcare? Quality Indicators	
Quality Indicator 1.3 Leadership of Change	4
Quality Indicator 2.3 Learning, Teaching and Assessment	4
Quality Indicator 3.1 Ensuring Wellbeing, Equality and Inclusion	4
Quality Indicator 3.2 Securing Children's Progress	4

Establishment Self Evaluation: How Good is Our School? 4 Quality Indicators	
Quality Indicator 1.3 Leadership of Change	4
Quality Indicator 2.3 Learning, Teaching and Assessment	4
Quality Indicator 3.1 Ensuring Wellbeing, Equality and Inclusion	4
Quality Indicator 3.2 Raising Attainment and Achievement	4

Establishment Capacity for Improvement
<p>Staff Remits</p> <p>Through the PRD process, SLT and teaching staff remits have been refreshed. Within the SLT, there is a literacy and numeracy champion who connects with East Ayrshire Literacy and Numeracy teams. Within the teaching team, teachers have taken on leadership roles of particular aspects of the curriculum eg. Health and wellbeing champion, digital champion (who has been accredited as a Promethean trainer), a nurture champion who has taken the role of 1+2 languages co-ordinator.</p> <p>Pupil Groups</p> <p>Through leading pupil groups, staff have taken on different leadership opportunities such as achieving our Silver Inclusive Schools accreditation and our Bronze EAC Clean Green Award. Our P5-7 participated in the Columba 1400 leadership programme, which they are starting to make use of as we can come back together as a whole school.</p> <p>Moderation</p> <p>There is a moderation calendar which consists of termly moderation events. We rotate the focus for moderation from numeracy and literacy. This involves planning together and then meeting to moderate our assessment judgements. One of our moderation sessions is carried out with another Education Group establishment. Next session we plan to expand the establishments we moderate with. We also plan to moderate health and wellbeing judgements.</p> <p>Data Driven Dialogue</p> <p>To build capacity across the whole school, all staff were involved in using the data driven dialogue template. This involved analysing performance, demographic, process and perception data. We used this template to evaluate our improvement plan and to plan our next steps.</p>

Curriculum Rationale

In order to develop and refresh our curriculum in light of Education Recovery, we revisited our curriculum rationale. We used self-evaluation to understand our strength and areas for development. As a staff we discussed what we want from our curriculum using our refreshed vision, values and aims to support these discussions.

Quality Assurance

There is a quality assurance calendar to monitor our progress on a regular basis. Teachers meet at least 3 times a session with SLT to discuss pupils' progress and to ensure appropriate pace and challenge. Regular feedback is given to teaching staff and ELCPs in the form of 2 stars and a wish to plan future actions. This is used in connection with self evaluation (HGIOS4, HGIOSELC, HGIOURS and the Care Inspectorate Quality Improvement Framework).

Working party/Collaborative Enquiry

Our collegiate sessions were on Teams for a good part of this session. This session, teachers will identify at their PRD a working party they want to participate in. There will be a numeracy assessment working group and a communication friendly working group. The whole staff will work together on a Critical Collaborative Professional Enquiry to examine how we take our curriculum forward in terms of skills for life, learning and work and Outdoor learning.