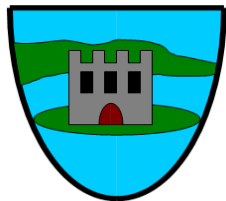
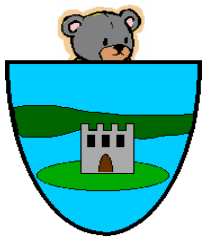
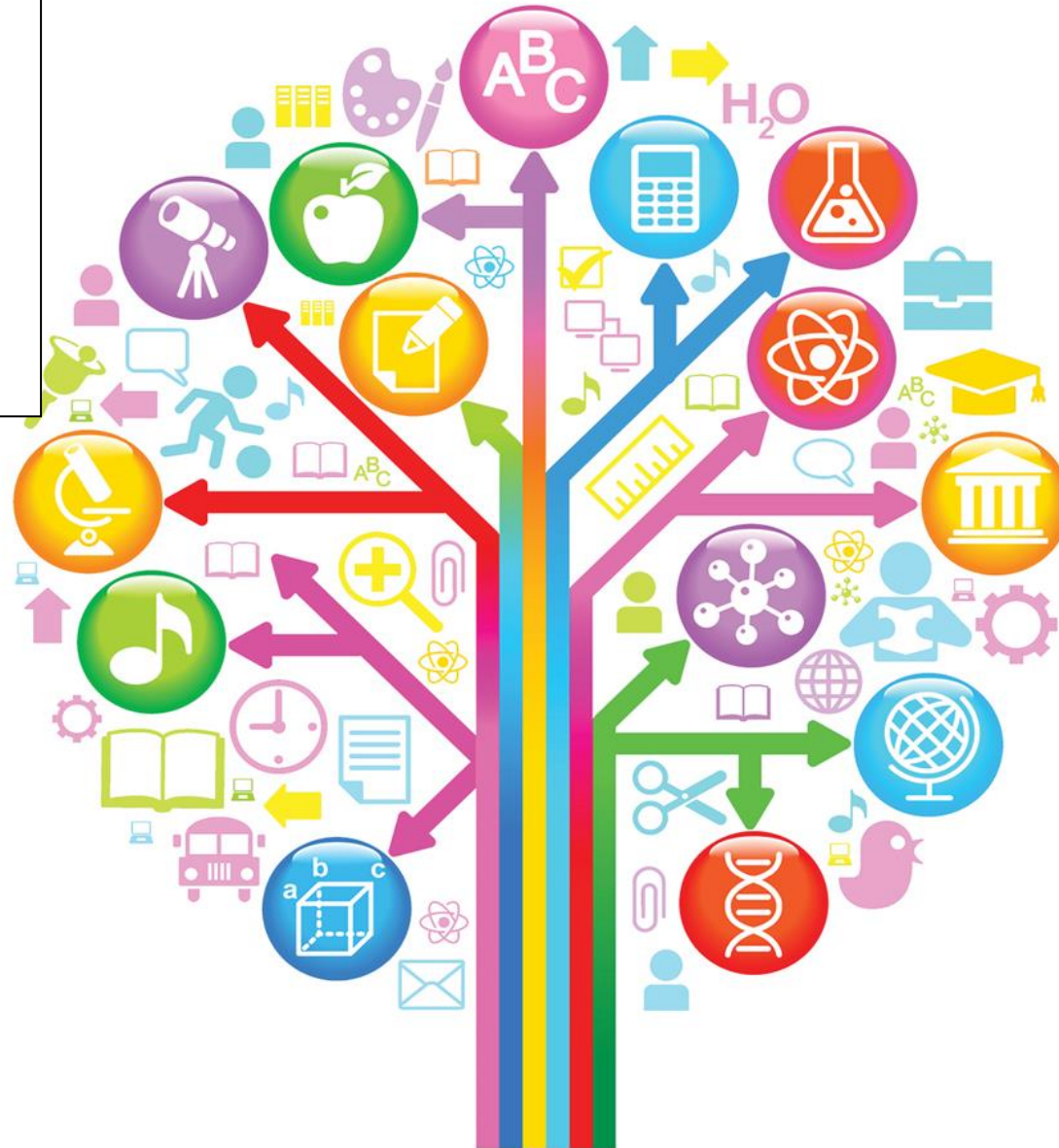




Standards and Quality Report  
2022-2023

Dalmellington Primary School  
& Early Childhood Centre



## 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 2022-23 was 95 pupils – 56 boys and 44 girls. 63% of pupils in SIMD 1&2 and 37% in SIMD 3&4. 32% of pupils were in receipt of free school meals and 44% of pupils were recorded on our ASN log. There are 4 looked after children, three pupils who are in Kinship care and one pupil who is in a long-term foster placement. 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. 21 children were registered in session 2022-2023. 3 full time staff members and 1 part time staff member have been employed during session 2022-2023. As part of the implementation of 1140 hours, a modular building has been constructed, which is located on part of the wider campus grounds but separate to the school building. We moved into this new building in April 2023.

A part time teacher was employed four days a week and funded through Core/ Education Recovery and PEF to support Education Recovery. There were 2 significant periods of absence during this session but priority was put on ensuring staffing was available to ensure the 'boost' groups would take place.

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. We have been able to deliver Parent Workshops about PATHs and other curricular areas. We have been able to return to in person parents' evenings and open afternoons. Every class has had the opportunity to present a class assembly, which their parents have been invited to and the whole school and ECC prepared a Christmas Show for parents. P7 prepared and delivered a Burns Supper to parents and guests. In the ECC, we have had parent consultation sessions to gather parent voice and there have been 4 PEEP sessions, which have focused on children's communication.

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 2022/23

- 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:
  - 85% of P1, 80% of P4 and P7 will demonstrate an increase in attainment in reading, writing and listening and talking
- To increase attainment in numeracy:
  - To 85% in P1, 80% in P4 and 75% in P7.

- 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. We aim for all in our community to have aspirational goals to succeed and develop the skills to be successful learners, confident individuals, responsible citizens and effective contributors.



Dalmellington PS and ECC

Our Values

Teamwork



Respect



Aspiration



Soaring to Success



TOGETHER



Achievement

Caring



Happiness



- We **aspire** to do our best
- We are **caring**
- We try to make ourselves and each other **happy**
- We are **achieving**
- We show **respect** to ourselves and other people
- We work as **Team Dalmellington**




**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><b>Improvement Priority</b></p>	<p>To improve planning, teaching and learning and assessment in literacy and numeracy across the levels.</p> <p>To increase pupil engagement with literacy tasks and numeracy tasks.</p> <p>To increase attainment in literacy:</p> <p>85% of P1, 80% of P4 and P7 will demonstrate an increase in attainment in reading, writing and listening and talking</p> <p>To increase attainment in numeracy:</p> <p>to 85% in P1, 80% in P4 and 75% in P7.</p>	<p><b>Rationale for improvement priority based on evidence</b></p> <p>Based on ongoing self-evaluation and attainment data from session 2021/22. TJS data from June 2022 reviewed with comparator schools and at local and national level. Scrutiny of EAC Attainment Tracker Tool data.</p> <p>There was an increase in attainment in P7 in literacy and numeracy.</p> <p>Analysing the data in P1 and P4 shows us that there is a need to strengthen our approach to Early years planning, teaching and assessment from Early Years into P1 and P2.</p> <p>The assessment data collected at class level can vary. We want to make this more consistent to identify early intervention needs.</p>
<p><b>NIF Priorities</b> Improvement in attainment, particularly in literacy and numeracy</p>	<p><b>NIF Driver</b></p> <p>Assessment of Children’s Progress</p>	<p><b>HGIOS/ HGIOSELCC QI’s for self-evaluation</b></p> <p>1.1 1.2 1.3 1.5</p> <p>2.2 2.3 2.6 PEF 2.4</p> <p>3.2</p>
<p><b>Progress and Impact</b></p>	<p><i>TJS data was submitted in June.</i></p> <p><i>P1 Reading 79% this stayed the same as the previous session</i></p> <p><i>P4 Reading 88% this increased by 9% and met the target set at the beginning of the session</i></p> <p><i>P7 Reading 76% this increased by 1%</i></p>	

***P1 Writing 79% increased by 8%***

***P4 Writing 88% increased by 13% target met***

***P7 Writing 71% this stayed the same as session 2021-2022***

***P1 L&T 93% increase of 14% target met***

***P4 L&T 100% stayed the same***

***P7 L&T 88% decreased by 12% but within the 85% target set***

***P1 Numeracy 71% decreased by 8%***

***P4 Numeracy 67% stayed the same***

***P7 Numeracy 71% stayed the same***

- As part of our Communication Friendly Schools journey, all teachers and ELCPs had training about Blanks Questioning. All teachers created reading lessons based on Blanks Questions and completed peer lesson observations to see other teachers using them. Most teachers commented that this had allowed them to differentiate the lesson effectively. All teachers commented that they had seen Blanks questions being used in the lesson they observed. ELCPs planned Blanks questions as part of a PATHs lesson.
- A variety of feedback strategies have been evidenced in pupil work. All teachers make use of verbal feedback and in most classes feedback is linked to the learning intention. Almost all children commented that they get feedback in their jotters and the majority said that they get the chance to self-assess. Almost all children say they feel more confident self-assessing which has helped with the target setting process. All children target set in their writing jotters in ways that are age and stage appropriate. A group of teacher's have completed an enquiry around target setting. They reflected that they had a greater understanding of the link between target setting and raising attainment. They identified next steps would be to make links to Developing the Young Workforce.

- The majority of second level pupils are using learning journals independently to target set and reflect on progress. The majority of early and first level pupils have their targets shared by the teacher on Learning Journals on a termly basis.
- We identified pupils who were off track at the beginning of the session so that we targeted support in these areas. This was reviewed in December and March and groups were adjusted accordingly. Of the children identified as being off track in reading 70% are now on track, with 63% increasing their attainment by 2 sub levels. In writing, 67% are now on track, with 63% achieving more than 2 sub levels. In numeracy, 60 % are now on track with 67% increasing their attainment by more than 2 sublevels. 93% of children identified are now on track in HWB with 33% increasing their attainment by more than 2 sub levels.
- All teachers are using the Active Literacy Programme across the school to improve teaching, learning and assessment in all aspects of literacy. During professional discussions all teachers have shared that they are using the SAC resources to teach spelling, phonics, reading and writing. This is evidenced in pupils' work and in termly assessments. During learner conversations, all focus pupils talk confidently about the Active Literacy strategies they use e.g. metalingustics, visualisation. They can explain how they help them develop their reading.
- All classes are displaying the key mental maths strategies. Few children have been able to share what the 5 key mental maths strategies are, although most children can articulate what number talks is and many of the strategies they use for this. Progress has been made in implementing the mental maths ninja activities for P3-7 with a focus on developing times table fluency. The 5 key mental maths strategies aren't appropriate for the learning in the Early Childhood Centre so haven't been used. The ECC have started engaging with the Early Level of the Lynda Keith training to develop number understanding and fluency. All teachers commented they display the 5 key mental maths strategies and use them in mental maths activities. The majority stated that children sometimes use the language of the 5 key mental maths strategies during Number Talks activities but this is an area to be further developed. Some teachers commented on the need to develop pictorial representations of these mental maths strategies to ensure they are accessible for all. All staff commented that they are using a variety of teaching methods and resources when developing mental maths agility and fluency. Examples include Number Talks, Maths Ninja quick recall activities, concrete materials and ICT resources.
- All ELCP/P1 staff have completed training to develop understanding and awareness of phonological awareness. Robust assessment of learners' phonological awareness has been developed to allow identification of relevant, suitably challenging yet achievable learner targets in this area to support learner progress/attainment in literacy. We have

	<p>worked closely with the SALT team to again increase staff understanding of the support they can provide in terms of supporting attention and listening. The Communication Champion in the ECC is using ICAN trackers to track the language development of key children.</p> <ul style="list-style-type: none"> <li>• Staff self-evaluation and reflections of current practice in phonological awareness, vocabulary, listening and development of writing to make positive changes for future learners. This has been evident during professional discussions between teachers and SLT. This has been evidenced through completion of ICAN trackers in the ECC.</li> <li>• The PT and P1 have been collaborating with an authority group developing approaches to P1 writing, sharing good practice.</li> <li>• P1 teacher has visited various schools across different authorities to learn about different ways of integrating play into the curriculum. The PT undertook an enquiry around Early Years Maths in the Outdoors. This will form the basis of an ECC/P1 project next session.</li> </ul> <p>As there were discussions about the 4 stages of assessment and a move to the 3 stages of assessment, this wasn't discussed until the decision had been finalised and materials prepared to share with staff. All teachers have seen the presentation prepared by the SAC team about the 3 stages of assessment. An assessment calendar has been prepared for the new session to allow consistent approaches to assessment to align with tracking and monitoring periods. Approaches to numeracy and maths assessment have been developed, with the creation of question banks from early through to third level. This will combine active approaches to assessment as well as more traditional methods depending on age and stage of development. 2 cycles of moderation of numeracy have taken place with the Doon Education Group; 1 cycle of moderation of literacy has taken place across Early to Second level within the ECC and School. The school have also moderated reporting to parents</p>
<p><b>Next Steps</b></p>	<ul style="list-style-type: none"> <li>• <b><i>Implement coherent approaches to literacy and numeracy which is going to allow for consistent assessment judgements to be made.</i></b></li> <li>• <b><i>Disseminate the enquiry finding about learner target setting leading to moderation of learner target setting and questioning. The impact of feedback approaches will be monitored through pupils' work. This will be completed in a collegiate way rather than only HT.</i></b></li> </ul>



- |  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>• <i>Make discreet links between 5 key mental maths strategies and number talks; develop an addition/subtraction number fluency to be used in Early/First level and develop early level numeracy experiences in the ECC.</i></li><li>• <i>Further collaboration and opportunities for joint moderation activities with a focus on assessment observations and floor books across the curriculum between ECC and school staff. More focus on Realising the Ambition: Being Me into Early Primary</i></li><li>• <i>Continue to develop teacher and practitioner skills using the Data Driven Dialogue template.</i></li><li>• <i>Implement the annual calendar for assessment</i></li><li>• <i>Annual calendar for moderation to be completed throughout the session, building teacher confidence in their judgements using the 3 stages of assessment</i></li></ul> |
|--|--|

<p><b>Improvement Priority</b></p> <p><i>(Expressed as outcomes for learners)</i></p>	<p>To improve the social and emotional wellbeing of pupils.</p> <p>All pupils are nurtured, respected and included.</p>	<p><b>Rationale for improvement priority based on evidence</b></p> <p>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. Engaging with Barnardos Supervision Spaces have highlighted the need to support staff wellbeing.</p>
<p><b>NIF Priorities</b></p> <p>Improvement in children and young people’s health and wellbeing</p>	<p><b>NIF Driver</b></p> <p>Teacher and practitioner professionalism School and ELC leadership</p>	<p><b>HGIOS/HGIOSELCC QI’s for self-evaluation</b></p> <p>1.2 2.2, 2.4, 2.5, 2.7 3.1</p>
<p><b>Progress and Impact</b></p>	<ul style="list-style-type: none"> <li>• Feedback from the PATHS coach has been that all teachers are teaching PATHs lessons and this is incorporated into teacher’s planning. This is not being included in the ECC floor books yet. A plan for assemblies has been created where PATHS strategies have been linked to SHANARRI. During Learner Conversations, all school pupils can explain what they are learning in PATHs and how this helps them. Pupil of the Day has been introduced in the ECC and children are encouraged to share their emotions on a daily basis. Bespoke training has taken place for all ELCPs and follow up training has taken place for generalisation. Parent workshops have taken place for parents and carers. Evidence gathered from the PATHs programme in 2022/2023 show 83% of children are being taught a PATHs lesson. There is 89% adherence to the programme. P3-7 pupils completed a questionnaire about their views. There has been a 61% improvement in decreased anti-social behaviour; 61% improved concentration and 55% improvement in increased emotional competence. In terms of the impact of Social and Emotional Learning the questionnaires showed:</li> <li>• Working with the Educational Psychologist, a questionnaire was administered to all teaching staff, ELCPs and classroom assistants. The majority indicated that they felt their current role was having an impact on their health and wellbeing. Feedback from staff showed that they wanted more opportunity to consult with the Educational Psychologist, have more regular check-ins with SLT and have the opportunity to have some protected time for peer support. As a result, I</li> </ul>	

have completed at least monthly check-ins with staff, focusing on pace and challenge with learners but also in the development of GTCS/SSSC targets.

- All pupils have completed the Glasgow Motivational and Wellbeing Scale. Results from Point A to point B have varied. There is roughly a halfway split between children who scored higher and children who scored lower. Analysing the results, show that children who have been experiencing difficulties at home have scored lower but this is not the case for all children. Due to the class and assembly activities, children have a greater understanding of the four areas they are evaluating themselves on. Further work will need to be done to analyse whether this has had an impact.
- Work has been completed with the PATHs coach to develop our relationship policy. This will be shared with all stakeholders at the beginning of session 2023/2024.
- Building on the work of our hierarchy of health and wellbeing interventions, a needs analysis was carried out with the support of the Educational Psychologist. The outcome of this has been a plan to develop Wellbeing Groups with selected pupils.
- In May 2023, Dalmellington ECC and Primary School were successful in the Silver Rights Respecting Schools Accreditation: Rights Aware. This was achieved through the following steps:
  - Regular meetings with a RRS Pupil Steering Group 'RRS Squad' were held throughout the session, which has supported the development of articles of the UNCRC across the whole school.
  - All pupils are active members of a Pupil Group, enabling pupils to work across stages, sharing their views to improve areas in the school. This has supported more involvement and engagement from pupils within areas of development.
  - 'Right of the Fortnight' led by the RRS Squad at assemblies and provides a focus on relevant articles linked to National events. This provides a relevant context for our pupils and supports consistency in knowledge of articles among staff and pupils.
  - Feedback from the Parent Questionnaire highlighted that most parents and carers are aware of RRS at Dalmellington ECC and Primary and that their child discusses this with them, demonstrating pupils' knowledge of articles.
  - Staff Questionnaire demonstrated that most staff feel there is strong emphasis on mutual support and collaboration, and they are respected by others. Most staff state that rights respecting behaviours are modelled by others and adequate time is given to listening to and acting on pupil's views.

	<ul style="list-style-type: none"> <li>· RRS Policy developed and refreshed through collegiate sessions with all staff across our establishment. This resulted in a shared understanding in developing RRS within their classrooms.</li> <li>· A range of Charters have been created with pupils in every class and the Pupil Council created a Playground Charter. This has supported a safe place for all where our school values are evident, and pupils take responsibility for looking after each other and playground equipment.</li> <li>· Pupil View Questionnaire highlighted that most pupils feel safe all the time whilst at school which demonstrates the impact of work around GMWP, PATHs and Rights.</li> <li>• · Pupils have been involved in ‘Circle Assemblies’ with a focus on school evaluation and improvement planning. These sessions provide pupils with the ownership of decisions to gather data from pupils’ perspectives, sharing ideas and feeling valued. The impact has been that all pupils are actively contributing to decision making on a regular basis, including use of 5% of our PEF allocation.</li> </ul>
<p><b>Next Steps</b></p>	<ul style="list-style-type: none"> <li>• <b><i>Create a model within school to ensure the sustainability of PATHS.</i></b></li> <li>• <b><i>Develop PATHs in a way that permeates the Early Years curriculum.</i></b></li> <li>• <b><i>Develop Supervision Spaces programme for peer support and SLT facilitate protected time for this</i></b></li> <li>• <b><i>Introduce consultation time for Educational Psychologist visits.</i></b></li> <li>• <b><i>Analyse next set of GMWP results for anomalies.</i></b></li> <li>• <b><i>Create a planning tool to allow the development of understanding of these areas for children.</i></b></li> <li>• <b><i>Start our journey to Gold Rights Respecting Schools accreditation</i></b></li> <li>• <b><i>Implement and monitor the new Relationships and Wellbeing policy</i></b></li> <li>• <b><i>Implement Wellbeing groups for identified pupils.</i></b></li> <li>• <b><i>Participation in Rights Respecting Schools programme – working towards ‘Gold: Rights Respecting’ accreditation with a view to achievement in session 2024/25. This will be achieved through:</i></b> <ul style="list-style-type: none"> <li>· <b><i>Continuing to develop links with parents/carers and wider community, raising their awareness of the CRC with a RRS Steering Group.</i></b></li> <li>· <b><i>Developing awareness with staff, pupils and families that all rights are inherent, inalienable, indivisible, universal and unconditional through engagement with the ‘ABCDE of Rights.’</i></b></li> </ul> </li> </ul>

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>· <b><i>Ensuring pupils are knowledgeable about the responsibilities of ‘duty bearers’ should uphold and facilitate their rights.</i></b></li><li>· <b><i>Exploring concepts of fairness, equity and dignity and how Dalmellington ECC and PS promote these.</i></b></li><li>· <b><i>Developing staff and pupil knowledge of children’s rights locally and globally. For example, through Global Goals, Unicef’s UK Outright Campaign and Unicef’s Youth Advocacy Toolkit.</i></b></li></ul> |
|--|--|

<p><b>Improvement Priority</b></p> <p><i>(Expressed as outcomes for learners)</i></p>	<p>To reduce the attainment gap of pupils living in SIMD 1&amp;2 in literacy at P1, P4 &amp; P7 and numeracy at P4 and P7.</p> <p>To improve parent confidence, knowledge and understanding in supporting their child’s learning.</p>	<p><b>Rationale for improvement priority based on evidence</b></p> <ul style="list-style-type: none"> <li>• TJS Results Attainment Gap Analysis. Narrow attainment gap in P1 writing, P4 and P7 reading, writing and numeracy</li> <li>• Numbers of children in the primary school requiring Speech and Language Therapy input has increased from 2 to 6 this session</li> <li>• ☒ Restrictions on having parents/carers in school for parents’ meetings, workshops and open afternoons have prevented full parental engagement.</li> </ul>
<p><b>NIF Priorities</b></p> <p>Closing the attainment gap between the most and least disadvantaged children</p>	<p><b>NIF Driver</b></p> <p>Parental/carer involvement and engagement</p> <p>School and ELC improvement</p>	<p><b>HGIOS/HGIOSELCC QI’s for self-evaluation</b></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><b>Progress and Impact</b></p>	<ul style="list-style-type: none"> <li>• A Communication Friendly Schools audit was carried out by the working party and the results indicated that we were ready to start our Communication Friendly Schools Accreditation journey. From the audit, we identified our starting point to develop was <b>Foundation One: A learning environment that actively supports the speech, language and communication development of all children and young people</b>. Our Speech and Language mentor has visited all the classes to advise on making classrooms more Communication Friendly. All classrooms have visual timetables. Key staff have been trained to use Boardmaker to create labels, which have been used to ensure the environment is labelled appropriately. Displays have been audited and children consulted about the displays they find most helpful.</li> </ul>	

- All staff have participated in training designed to introduce the rationale behind Communication Friendly Schools. All staff have participated in Visuals training. They will be making use of this training when setting up their new classrooms.
- All ELCPs and CAs have been nurtured trained.
- In the ECC, the Communication Champion has completed ASD training as well as training relating to visuals, phonological awareness tracking and monitoring and attention and listening. An additional ELCP has completed the Learning Language and Loving It training and the SLELCP is trained in Teacher Talk as well as visuals, phonological awareness and listening and attention training.
- In the school, all teachers were trained in Blanks questioning. They used this as a focus for a reading lesson that was peer observed. All staff commented that they have seen Blanks Questioning used in literacy lessons. In the ECC, Blanks questioning training was given and used to create PATHs learning experiences which promote quality interactions with scope to deepen the learning for the children who are ready for it.
- The Teaching Children to Listen resource has been shared with staff but we haven't focused on this to a great extent.
- Word Aware training given to all staff. ELCPS and teachers planned approaches to teaching vocabulary that are age and stage appropriate. More development will be required to identify appropriate resources for age and stage.
- Training given to all teachers to review writing lessons and ensure a multi-step approach is being used to connect all aspects of literacy. This approach has been adopted by all staff as evidenced by lesson observations and discussed through professional discussions at pace and challenge meetings.
- Parents were consulted about the reporting format. A survey at parents' evening showed that there was an even split in preference between the old format and the new format. At a follow up focus group, parents shared that they liked the pupil voice section and the head teacher's comment from the old format. We adapted the new style report to include these elements. We took some of the questions from the GMWP as a focus for the pupil voice section. As a staff we moderated the pupil reports and we found that some of the language was quite specialised. We are going to work on using more straight forward language next session. We also reviewed Learning Journals. We created guidance for parents to share expectations on frequency of stories and observations. In the school, all staff share homework and 2 stories per week along with termly updates on learning targets. In the ECC all children have a learning observation

	<p>shared every 3 weeks with stories shared on the alternate 2 weeks. Systems have been developed to monitor the quality and frequency of learning journals.</p> <ul style="list-style-type: none"> <li>• The school held a Learning Festival to gather feedback from parents about the masterclasses they would like to attend. We are using this information to plan Maths Masterclasses which will involve parents attending with their children. A few parents have signed up to attend these sessions. PATHs workshops have been delivered by the PATHs coach and staff within the school.</li> <li>• A questionnaire was issued to staff to gauge interest in re-establishing breakfast club. A quarter of the school responded to the survey. A sixth of the school said that they would want to use breakfast club. 7% of the school's parents said they would help at breakfast club. It was felt that the parental support that would be required to run breakfast club wasn't sufficient to run it. East Ayrshire have ensured all children have access to fruit and toast in the morning so all children have access to breakfast free of charge.</li> </ul>
<p><b>Next Steps</b></p>	<ul style="list-style-type: none"> <li>• <b><i>Implement learning from visuals training and feedback from Communication Friendly Mentor to establish communication friendly classrooms in session 2023-2024</i></b></li> <li>• <b><i>All staff to complete Teacher Talk training</i></b></li> <li>• <b><i>Use the Teaching Children to Listen assessment resource as part of our assessment of children's progress in listening and talking.</i></b></li> <li>• <b><i>Continue to develop a progressive approach to vocabulary development using age and stage appropriate resources and link this to communication skills</i></b></li> <li>• <b><i>Develop a consistent approach to gathering pupils' views on their progress towards learning targets</i></b></li> <li>• <b><i>Develop experiences, spaces and interactions in our new ECC setting</i></b></li> <li>• <b><i>Continue to moderate the evidence of learning in the Early years and to moderate across ECC and School</i></b></li> </ul>



<p><b>Improvement Priority</b></p> <p><i>(Expressed as outcomes for learners)</i></p>	<p>To enhance target setting across the school and ECC community.</p> <p>To develop a progressive programme of skills development based within the local community.</p>	<p><b>Rationale for improvement priority based on evidence</b></p> <ul style="list-style-type: none"> <li>• To help raise attainment, we have identified strengthening our approach to target setting. Last session we developed remits across the school and engaging with the standards will allow us to reflect on the impact we have had with these remits.</li> <li>• COVID-19 has had an impact on the work we have been able to do with the community. The focus on ‘catching-up’ has narrowed the curriculum to the areas of responsibility for all. We will be rebuilding our community links to enhance our curriculum.</li> </ul>
<p><b>NIF Priorities</b></p> <p>Improvement in employability skills and sustained, positive school leaver destinations</p>	<p><b>NIF Driver</b></p> <p>School and ELC leadership</p>	<p><b>HGIOS/ HGIOSELCC QI’s for self-evaluation</b></p> <p>1.2 1.3 1.4 2.2 2.7 3.3</p>
<p><b>Progress and Impact</b></p>	<ul style="list-style-type: none"> <li>○ In line with our refreshed Curriculum Rationale, opportunities for learning in the community were identified by all classes. There was a focus on Community Learning as we supported the children to complete the Stakeholder Survey to identify how money from the windmills is to be spent in the community. To enhance this further all classes developed some learning based on the community which they shared with parents at an open afternoon. P1 learned about different buildings in the community; P2 learned about Dunaskin and the Railway; P3/4 learned about Loch Doon; P5/6 learned about Dalmellington Past, present and future and P6/7 learned about jobs in the local community.</li> <li>○ The Outdoor Classroom was developed with opportunities for Outdoors Learning and learning in the Outdoors. Parents worked with us to create this working space. P2 have been involved in the Green Gym initiative. This has involved a 10</li> </ul>	

	<p>week programme developing an understanding of wildlife, habitats and planting. RHET visited the school to support discussions about farming. Learning for Sustainability delivered workshops around Nocturnal animals, Flora and Fauna.</p> <ul style="list-style-type: none"> <li>○ We used school values, areas of learning and Meta skills to carry out Critical Collaborative Professional Enquiry. One group focused their enquiry on pupil target setting and identify their strengths. The other group asked the question whether ‘observation’ require to be taught explicitly. They focused on observing the concrete (science), visual (art and design) and abstract (health and wellbeing). The conclusions the group came to were that observation is an important skill that allows children to access the curriculum and should be taught explicitly. Another conclusion the group came to was the value of the process of enquiry and not just the end result.</li> <li>○ All staff have engaged with GTCS/SSC standards through the PRD process and FACE Time process. Opportunities to revisit the standards and discuss progress has been facilitated through monthly professional discussions.</li> <li>○ All pupils have had the opportunity to be part of a leadership group. Groups meet weekly and all staff lead a group. More opportunities have been created to develop skills for life, learning and work and Wider Achievement. We will need to review the guidelines to ensure they are in line with the work we have been doing and that there is progression in the skills being taught.</li> </ul>
<p><b>Next Steps</b></p>	<ul style="list-style-type: none"> <li>● <b><i>Continue with action plan towards Digital Schools Award.</i></b></li> <li>● <b><i>Create a progression framework for Community Learning, taking account of composite classes.</i></b></li> <li>● <b><i>Embed Skills for Life, Learning and Work and Wider Achievement guidelines into practice.</i></b></li> <li>● <b><i>Develop the projects voted for in the Participatory Budgeting event. Evaluate and measure impact of these projects</i></b></li> <li>● <b><i>Reading Schools Award submission</i></b></li> </ul>

### **Parent Council 2022-2023**

The Parent Council have had continued support from the parents and wider community this session which has allowed for us to support the school in many ways:

- All children from P1-P7 have completed a 6 week swimming block
- All children attended the Pantomime at no cost
- Christmas selection boxes and Easter eggs were supplied for all ECC and Primary pupils
- Leavers hoodies purchased for all P7 pupils
- All P7 pupils received £50 towards residential trip
- ECC teddy bears picnic and P7 banquet
- ECC-P6 transport to the Farm Park
- Halloween disco for all ECC and Primary pupils
- Fun Day was held in May which was a success raising over £800

•

### **Parent Council 2023-2024**

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 Tesco funding
- Hosting a Clairvoyant night in August
- Class calendars to raise funds
- Christmas fayre working with all pupils and the wider community
- Sponsored walk linking to HWB within the school

<b>Pupil Equity Fund: Aims and Impact</b>	
<b>10 hours classroom assistant to provide targeted interventions in literacy and numeracy, in particular homework support.</b>	<b>Progress shown in attainment for the majority pupils. 64% of identified children who receive homework support are on track to achieve for their stage. This is an increase from 21% of identified children being on track. Attendance continues to affect attainment</b>
<b>Acting PT with responsibility for well-being and inclusion to improve ECC to P1 transitions.</b>	<b>Collaborative planning between ECC and P1 that have enhanced transitions. Increased ECC ELLAT scores (average score of 18, increase from average of 16 session 2021-2022, and indicate the impact of the work done between the Acting PT (Transitions) and the Communication Champion. Joint training in Book bug became a focus for transition with Preschool and ECC children. Preschool children have been visiting the class since January so seem very comfortable in the school. Since starting our Communication Friendly Schools journey, classrooms are organised with open space and clearly defined areas with consistency in symbolisation. The impact of this is an environment that is conducive to children overcoming barriers to communication and language and reaching their full potential. Staff have all undertaken training in Speech, Language and Communication. We liaise and work in partnership with the SALT allowing us to keep up to date with the most current research. Through Communication Friendly Schools and PATHs, staff model the language of emotions and positive interactions underpinned by our Vision, Values and Aims. All staff have been trained in Word Aware.</b>
<b>PATHs Year 3 programme. Barnardos modelling and coaching programme</b>	<b>Relationships policy updated ready to be shared with all stakeholders in session 2023/2024 Impact of Social and Emotional Learning through the PATHs programme Self awareness – 79% of children report that PATHs has helped them understand</b>

	<p><i>their own emotions; 100% of teachers reported children are using a wide range of emotional vocabulary</i></p> <p><i>Self-management – 86% of teachers agree children can use calming down strategies with support; 75% of pupils stated that PATHs helped them manage uncomfortable feelings; 100% of SLT reported PATHs has had a positive impact on pupils’ behaviour. Social awareness- 90% of pupils said PATHs helped them understand other people’s emotions</i></p> <p><i>Relationship skills – 100% SLT reported that PATHs has had a positive impact on pupil relationships; 79% of pupils stated the PATHs programme has developed their friendship skills</i></p> <p><i>Responsible decision making – 86% of teachers agreed that problem solving is being modelled and used during the school day; 75% of pupils stated that PATHs has helped their problem solving skills.</i></p>
<p><b>0.4 teacher to support boost groups in literacy, numeracy and health and wellbeing.</b></p>	<p><i>Of the children identified as being off track in reading 70% are now on track, with 63% increasing their attainment by 2 sub levels. In writing, 67% are now on track, with 63% achieving more than 2 sub levels. In numeracy, 60 % are now on track with 67% increasing their attainment by more than 2 sublevels. 93% of children identified are now on track in HWB with 33% increasing their attainment by more than 2 sub levels.</i></p>

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

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

<b>Establishment Capacity for Improvement</b>
<p><b>GTCS/SSSC Standards</b></p> <p>Teachers and Early Learning and Childcare Practitioners have focused on evaluating themselves against the GTCS/SSSC standards. This self-evaluation has been used to create a staff training plan (in the ECC) and personal development plans in the school and ECC. Reflection on the GTCS/SSSC standards is part of monthly professional discussions and progress in the development plan is discussed and reviewed.</p> <p><b>Pupil Groups</b></p> <ul style="list-style-type: none"> <li>○ Pupil Groups have achieved the following:- <ul style="list-style-type: none"> <li>● Dexter's Learning Squad – refreshed the dyslexia boxes</li> <li>● Digital Group – preparing for Digital Schools Award next session</li> <li>● Eco Schools – submission to the Clean Green Awards and Eco Awards. We were nominated for an East Ayrshire Award for our approaches to sustainability. They ran a successful sustainability week and have been running the mission to the moon award to encourage active travel.</li> <li>● Rights Respecting Squad – have secured our Silver Award</li> <li>● Junior Librarians – ran a successful World Book Day; revamped our library; introduced Reader of the Week awards and are preparing our submission for Reading Schools accreditation</li> <li>● Health and Wellbeing Group – have recognised children in the playground and class demonstrating the school values</li> </ul> </li> </ul>

- Pupil Council – ran a participatory budgeting event to decide on allocation of 5% of PEF funds.

### **Moderation**

This session all staff have engaged in 2 cycles of numeracy moderation with the Education Group. This has involved having an initial planning session then bringing evidence of learning to a follow up meeting during the in-service day. Literacy moderation across levels took place between the school and ECC. In this instance we looked at achievement across levels Early to Second. This focused on listening and talking. The school staff have moderated the new reports to review and evaluate. In the ECC, regular opportunities to moderate Child's Plans and Care Plans are given. Next session, the Education Group will plan a moderation calendar and the school calendar will be slotted into this.

### **Data Driven Dialogue**

Data Driven Dialogue was introduced last session. The process needed more focus so we used our Improvement Plan priorities to focus the interaction with the school, demographic, performance and perception data. We used this to create actions for our Improvement Plan. We used Simon Brakespear's Clarifying Canvas tool to examine these actions in more detail.

### **Quality Assurance**

There is a quality assurance calendar to monitor our progress on a regular basis. Teachers meet monthly with SLT to discuss pupils' progress and to ensure appropriate pace and challenge. Regular feedback is given to teaching staff and ELCPs during these discussions. This is used in connection with self-evaluation (HGIOS4, HGIOSELC, HGIOURS and the Care Inspectorate Quality Improvement Framework). A separate Quality Assurance calendar has been created for the ECC. We have received 3 audits from East Ayrshire Quality Improvement Team. We have used the points from these action plans to support our Quality Improvement processes. In June 2023, we were inspected by the Care Inspectorate.

### **Working party**

Through the PRD/FACE Time process, teachers and ELCPs identified a working party they wanted to join. The DHT led the Numeracy working party, to develop approaches to mental maths fluency and assessment of numeracy and maths. The PT led the Communication Friendly Working Party. The audit was carried out and work has been ongoing to make the learning environment communication friendly.

### **Critical Collaborative Professional Enquiry**

To help develop Community Curriculum Making, we examined the meta skills list. We used this to identify key questions for our enquiry. One group designed their enquiry to look at the impact of children setting their own learning targets on literacy attainment. The other group decided to examine whether it was possible to teach observation skills. Both groups



spent 8 sessions following a process that started by focusing in on the issue; then interrupting their thinking before finally sense making. They reported back to each other and presented an academic poster outlining their findings.

### **Supervision Spaces**

One of our Improvement Priority Actions was to develop support for staff in the form of Supervision Spaces. In consultation with the Educational Psychologist, I asked staff to complete wellbeing questionnaire to understand what support they are looking for. There were 3 themes that emerged from this. Firstly that staff wanted monthly check-ins with SLT. This has already been put into place. They were looking for protected time for peer support and time to consult with the Educational Psychologist to seek advice about how best to support some of the children. Next session, staff will have a supervision trio. They will use a workbook to guide and start discussions. An hour from each Educational Psychologist visit will be set aside for teachers to get help and support regarding children with ASN.