East Ayrshire Council

# Standards and Quality Report

# 2023-24

## Dalmellington PS and ECC

**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 2023-24 was 81 pupils – 53 boys and 47 girls. 61% of pupils in SIMD 1&2 and 39% in SIMD 3&4. 31% of pupils were in receipt of free school meals and 47% 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. Core teaching staff remained from the previous session with a probationer working in P3/4 to provide additionality in teaching support. Classroom assistant support remained at the same levels as the previous session.

Our Early Childhood Centre provided 1400 hours childcare for 3- & 4-year-olds, with a working capacity of 25. 23 children were registered in session 2022-2023. 2 full time ELCPs, 1 part time ELCP, a part time support assistant and a SLELCP were in post at the start of session 2022-2023. At Christmas, the part time ELCP and support assistant left. An additional ELCP was employed until May 2024. The ECC is located in a modular building 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.

In June 2023, the ECC was inspected by the Care Inspectorate.
The outcome was

- 1.1 Nurturing care and support – 5
- 1.3 Play and learning – 5
- 2.2 Children experience high quality facilities - 5
- 3.1 Quality assurance and improvement are led well – 5
- 4.3 Staff deployment - 5

In October 2023, the school received an authority learning visit. Strengths identified were :

- The relationships throughout the school, in particular between staff, are strong, respectful and caring.
- There are significant strengths in the health and wellbeing, equity and inclusion which are benefitting the school and the local community

Required actions were:

- The school has significant strengths in relation to the development and quality assurance of health and wellbeing, equity and inclusion. The same rigour now needs to be applied to the development and quality assurance of planning, teaching and learning and assessment across the school.

- The Senior Leadership Team now needs to actively engage with partner establishments within and out with their Education Group to progress the quality assurance of planning, teaching and learning and assessment.

The school and ECC have continued to have relentless focus on our relationships, health and wellbeing, inclusion and equity with our focus on establishing nurture groups, developing pupil voice, ensuring supervision spaces for staff and engaging with the Circle Framework. Our focus on curriculum, pedagogy and assessment will continue to be developed over the coming session. We have started this work already in curriculum by completing self-evaluation against Learning for Sustainability; we have devised a Lesson Evaluation Toolkit and reviewed our approaches to marking and the quality assurance of children's written work and we have been developing our approaches to high quality assessments.
Moving forward we will be accessing CLPL through East Ayrshire's Relationships and Behaviour Framework; building approaches to maximise parental engagement; ensuring all pupils receive their entitlement to Learning for Sustainability through access to Outdoor Learning, Climate Change Education and Global Goals Education; we will continue develop our approaches to high quality learning and teaching by seeking out good practice within our Education group and across the authority.
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. A Parents' Committee in the ECC was established and monthly meetings have taken place. Our Parent Council have continued to support the school through fundraising and events.

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 2024-2025

- All learners will develop their knowledge and skills through a creative and innovative curriculum which develops children's understanding of local and global issues.
- All learners will participate in high quality learning experiences across the totality of the curriculum.
- All children's attainment beyond literacy and numeracy will be tracked and monitored for progress in their learning.
- All children's achievements in developing skills for life, learning and work will be recognised
- Almost all children will have attendance over 90% and engage in learning in a nurturing, supportive environment.
- To support children's well-being and progress, family learning opportunities will be offered regularly to maximise parental engagement
- To ensure children's wellbeing and progress are maximised, staff will be empowered and supported through consultation and supervision.
- All children's attainment in literacy and numeracy in P1, P4 and P7 2024/2025 will increase by at least one pupil for each measure of Literacy and Numeracy for each stage P1/P4/P7.
- Improve children's attainment in writing at P4 from 71% to 79% by June 2025

**Establishment Vision, Values and Aims**

Our local area attracts many visitors who visit Loch Doon to view Ospreys. 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 Ospreys. Our Vision, Values and Aims were refreshed again in June 2021. The school community were keen to keep the link with the Ospreys. 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.

**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.

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| **Improvement Priority**<br><br>*(Expressed as outcomes for learners)* | To increase pupil attainment through improved planning, teaching and learning and assessment in literacy and numeracy across the levels.<br>To increase pupil engagement with literacy tasks and numeracy tasks.<br>To increase attainment in literacy:<br>85% of P1, P4 and P7 will demonstrate an increase in attainment in reading, writing and listening and talking<br>To increase attainment in numeracy:<br>to 85% P1, P4 and P7. | **Rationale for improvement priority based on evidence**<br><br>Based on ongoing self-evaluation and attainment data from session 2022/23. TJS data from June 2023 reviewed with comparator schools and at local and national level. Scrutiny of EAC Attainment Tracker Tool data, in particular cohort data<br>There was an increase in attainment in P4 and P7 in reading – P1 remained static; an increase in P1 and P4 writing – P7 remained static. P1 numeracy decreased and P4 and P7 numeracy stayed the same.<br>Analysing the data shows that we need robust approaches to learning, teaching and assessment of numeracy and maths in all stages to ensure children reach their potential.<br>Improving approaches to planning, learning and assessment in the ECC will help children's progress through Early Level.<br>Developing approaches to measure pupil engagement will enhance our self-evaluation approaches |
| **NIF Priorities**<br><br>Improvement in attainment, particularly in literacy and numeracy | **NIF Driver**<br><br>Performance information | **HGIOS/ HGIOSELCC QI's for self-evaluation**<br><br>**1.1 1.2 1.3**<br>**2.2 2.3 2.6 PEF 2.4**<br>**3.1 3.2** |
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| **Progress and Impact** | In P1, 100% achieved early level in reading, writing, listening and talking and numeracy.<br>In P4, 100% achieved first level in reading and listening and talking; 91% achieved first level in writing and numeracy<br>In P7, 93% achieved second level in reading, 87% achieved second level in writing and numeracy and 100% achieved second level in listening and talking.<br><br>All measures at P1, 4 and 7 showed an increase on last year's results.<br><br>Our PB PEF project was to deliver baking lessons. These were linked to literacy and numeracy skills. From the pre and post assessment, pupils indicated that 100% of pupils were confident reading recipes and writing their own compared to 55% at the start of the project. In Numeracy, children felt their ability to measure ingredients accurately had started confidently with 100% saying they could do this before the start of the project and this stayed the same at the end of the project. The other numeracy skill they developed was to use ratio and proportion to adapt recipes, 91% pupils indicated they felt their ability to do this had improved from 30% at the beginning of the project. | |

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| | We planned a block of learning around the skills of reading into writing which we moderated with schools from our Education Group. This work was completed in October. In May, samples of writing were gathered and moderated with teachers from 2 other schools in the Education Group. The actions we have taken to develop our approaches to moderation are:-<br><br>• Staff collegiate update on 3 stages of assessment.<br>• Staff regularly have Tracking and Monitoring meetings and Professional Discussions with HT in line with 3 stages of assessment.<br>• SLT observations.<br>• Learning Visit feedback and conversations with visiting team.<br>• Regular opportunities for staff to plan together to ensure moderation at the planning and the planning for assessment stages of the moderation cycle.<br>• Regular opportunities for staff to meet to moderate pieces of learner work to ensure consistency in judgements within own establishment – supportive ethos between staff.<br>• Periodic Education Group moderation events have allowed sharing of standards across establishments, including ECC and secondary, whilst also developing critical friend relationships with colleagues.<br>• NQT participation in in house support meetings and at authority level – 3 stages of assessment and also assessment within SAC literacy resources.<br>• Staff collegiate sessions around pupil memory and retrieval and the impact of low stake/high ceiling assessments as a means of diagnostic assessment of pupils.<br><br>The impact of the above has been:-<br>• Robust teacher judgements which accurately inform next steps in each pupil's learning journey.<br>• Accurate attainment data on record.<br>• Standards shared across establishment and Education Group.<br>• Ethos in school that is supportive allowing staff to query assessment of formative assessments with a colleague without judgement.<br>• Further development of peer relationships between colleagues across education group as critical friends.<br><br>The assessment calendar is being used by all teachers this session to ensure regular, ongoing assessment. Numeracy assessments have been used as well as listening and talking assessments. Numeracy assessments have been created for all levels within a level and for all numeracy and mathematics topics. We undertook some professional learning around numeracy assessments. Robert McCallum, the Education Manager responsible for Numeracy and Mathematics led this professional learning. We explored the different types of assessment and how they could be used to develop a picture of the young person's understanding. We learned about high quality assessments and created high quality assessments for use in the classroom. The listening and talking assessment tool was trialled and will be developed more fully to ensure assessment of paired and group discussion is given as much weight as solo talks and presentations. |

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| | All numeracy and maths assessments have now been developed in line with current EAC progression frameworks. This session, class teachers have trailed these across all stages and evaluated through collegiate sessions, along with supported sessions with Robert McCallum. These have been used to assess specific areas of learning in numeracy and maths. We found that some assessment areas are shorter, with a low possible score. This could significantly distort the data. Agreement to pull bank of questions together with a minimum possible total score of 20, to provide more accurate attainment data. The majority of class teachers have started to use as a diagnostic tool prior to a block of learning, which is effective to gather information on prior knowledge and build in next steps for individuals. The majority of teachers are using as morning starters to consolidate learning.<br><br>L&T – The majority of classes have been assessed using the Teaching Children to Listen Toolkit this session.<br><br>We developed a new approach to self-evaluation this session. We had 3 self-evaluation periods: Aug-Nov; Dec – Feb; Mar-May. Each of these self-evaluation periods linked to an area of the Improvement Plan. Aug – Nov we evaluated our Relationships policy and our approached to wellbeing, equity and inclusion. Dec –Feb we evaluated Communication Friendly Schools with a focus on closing the poverty related attainment gap and Mar-May we evaluated our Numeracy Assessments, focusing on Attainment and Achievement. Although there was a key QI for each self-evaluation period, we evaluated other linked QIs. Learning, Teaching and Assessment was part of them all. We planned our self-evaluation by selecting self-evaluation questions from HGIOS4 and HGIOELC to ensure we were focused on what we had achieved and what our next steps were. This self-evaluation data has been very helpful in writing this report. The Head Teacher attended some online sessions about the new Shared Framework for Early Years but this hasn't been progressed at this time.<br><br>A teacher from the school has attended the Leaders of Learning Sessions and led sessions about differentiation and assessment and another session around data has been planned. These sessions have enhanced the collegiate work we have been doing around learning, teaching and assessment. Most children say they feel that their learning is at the right level for them.<br><br>Using the text "The Art and Science of Teaching Reading" by Christopher Such, teachers identified areas of reading they wanted to investigate further. One group selected teaching reading fluency and the other group selected reading for enjoyment. The reading fluency group wanted to investigate the effectiveness of teaching reading fluency using traditional 'human' methods against 'hardware' i.e. a feature on Assignments in Teams. They discovered that for some children 'human' methods were more effective and for others the ICT was more beneficial. Conversations also took place about whether the age and stage of the children would make a difference. Teachers in the upper stages are planning to try out both methods to see if there is a difference for older learners.<br><br>The second enquiry was about the impact of discreet vocabulary teaching on the enjoyment of reading. Using the Leuven Scale, it was clear to see that this did help the enjoyment of reading. |

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| | The third enquiry was based on how the modelling of reading could improve children's enjoyment. We arranged monthly library van visits, parents/carer reading events and ensured reading for enjoyment by the teacher was part of the children's experiences. The results were varied. We didn't see reluctant readers start to enjoy reading more although children who enjoy reading said they were reading more regularly. There is perhaps more work for us to do with parents. Sharing the results of the children's questionnaire may encourage parents to read aloud with children even in later stages of primary school.<br><br>The ECC have undertaken training in the planning, learning teaching and assessment approaches being developed by East Ayrshire and implement these approaches in line with the ECC Quality Assurance calendar. These approaches are being reviewed by East Ayrshire and we will continue to work on them. Within the ECC, we have been developing approaches to monitoring and tracking which may be more manageable within timescales and useful for transition purposes.<br><br>We developed approaches to measure children's engagement in learning through varied approaches to observation in the ECC and the School. This was led by the ECC who led professional learning around how they carry out observations. The children had asked for more outdoor learning. Teachers all undertook a block of Outdoor Learning to trial these approaches to assessing through observation. All teachers have reported that they found this a useful tool to assess children outwith a traditional classroom setting. The Leuven Scale was used to measure pupil engagement in these lessons. The majority of children indicate that they enjoy their learning.<br><br>· Early Level staff (ELCP/P1 teacher) have undertaken a Practitioner Enquiry into developing Numeracy in the Outdoors focusing on the text 'Playful Maths'. The question was "Does teaching vocabulary improve numeracy attainment at early level?' They focused on teaching the vocabulary of position and movement. High quality assessments were used to evaluate improvements. All children made significant progress in their learning. |
| **Next Steps** | • Continue process of moderation in school and across the Education Group to continue to share standards and have opportunities to plan and assess together – could be further developed to include learning across other curricular areas.<br><br>• Develop consistency in approaches of using the numeracy bank of questions – diagnostic, through morning starters as consolidation, as well as personalised assessments if appropriate.<br>• L&T – ensure all classes are using Teaching Children to Listen toolkit as per assessment calendar. Include the Dalmellington Listening and Talking assessment within the calendar to ensure this is used.<br>• Visit data gathered this session to evaluate and learn from trends – with a particular focus on P4 writing (EAC stretch aim). |

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| **Improvement Priority**<br><br>*(Expressed as outcomes for learners)* | To improve the social and emotional wellbeing of pupils and staff.<br>All pupils are nurtured, respected and included | **Rationale for improvement priority based on evidence**<br><br>Self-evaluation data from assessment tools used to measure pupils' HWB have shown that there have been improvements in the universal HWB support provided in school as well as individual supports. After carrying out a Needs Analysis there is scope for developing an additional layer of support in our hierarchy of HWB supports which lies between universal support and individual supports.<br>· A Health and Wellbeing Questionnaire completed by staff indicated that there are times staff wellbeing is impacted by their role In school. We consulted on how support processes could be developed.<br>· In school, 5 instances of bullying/cyberbullying have been recorded on Seemis this session. A whole school approach to understanding the causes and mitigating the impact of bullying is required. |
| **NIF Priorities**<br><br>Improvement in children and young people's health and wellbeing | **NIF Driver**<br><br>School Leadership | **HGIOS/ HGIOSELCC QI's for self-evaluation**<br><br>1.1 1.2 1.3 1.4 1.5<br>2.1 2.2 2.3 2.4 2.5 2.6 2.7<br>3.1 3.2 |
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| **Progress and Impact** | Monthly Supervision Spaces have been planned for all staff. These sessions have been protected time with a peer to discuss some reflection questions around some of the issues staff face in the classroom. The majority of staff felt that these sessions have been helpful. The majority of staff would like to see this support continued.<br><br>Staff consultation sessions with the Educational Psychologist for queries around support for young people have been made available to staff twice this session. This was planned around the time Plans and targets were being reviewed. All teaching staff felt these sessions were beneficial and would like them to continue. This will be planned within the Educational Psychologist's programme of visits. Almost all staff indicated they would want this to be a case related discussion.<br><br>Following DHT CLPL using Respect Me online modules and supporting resources, stakeholders including staff, pupils and families were consulted through collegiate sessions, assemblies and Microsoft Forms.<br><br>Dalmellington Context section from policy: Dalmellington ECC and Primary School and ECC have core values of aspiration, caring, happiness, achievement, respect and teamwork. We understand that bullying is never acceptable and that children and young people have the right to learn in a safe, secure environment. | |

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| | Dalmellington ECC and Primary School and ECC have developed policy and procedures in consultation with staff, families and pupils. All stakeholders consulted agree with the definition of bullying as outlined within the National Context. Our Respect Me links directly to approaches embedded across our establishment and includes Rights Respecting School, Restorative conversations, Communication Friendly approaches and Nurture.<br><br>Our Respect Me Policy also forms part of our Relationships Policy and Rights Respecting School and ECC Policy, where there are natural links between our approaches.<br><br>Consultation section from policy: Children's views on anti-bullying and Respect Me have been considered throughout the development of our policy. Pupils were asked to agree or disagree with a set of statements. The majority of pupils agreed with the following statements:<br><br>· Bullying makes people feel sad, scared and if they don't have power or control.<br><br>· Sometimes people who are bullying need help too.<br><br>· Adults should take bullying seriously.<br><br>· Adults should try and give you choices about what to do if you are being bullied.<br><br>Parents and carers have shared their definition of bullying and demonstrate awareness that bullying can happen face to face and online, and the impact this can have on our young people. Parents and carers would like our procedures to highlight the importance of building positive relationships, where everyone is listened to and where education around bullying is key.<br><br>MS Forms – Parent/Questionnaire - @ Parents Night – March 24<br><br>"Bullying is both behaviour and impact; the impact is on a person's capacity to feel in control of themselves. This is what we term as their sense of 'agency'. Bullying takes place in the context of relationships; it is behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour happens face to face and online." (respect me, 2015)<br><br>What do you think should be included in our 'Respect me' policy that would help everyone feel supported?<br><br>The ECC have continued to develop PATHs using a play based pedagogy. Provocations have been created in the playroom to develop children's social and emotional literacy and problems solving skills. All children engage with the provocations when they appear in the playroom and these are shared with parents through learning journals and through school models of communication to keep parents informed about the learning that is taking place. Some themes that have been explored have been sharing, looking after ECC resources and being a good friend. |

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| | We have continued to progress towards Gold, with the development of our Gold Action Plan. Staff training through collegiate sessions has enhanced knowledge of key vocabulary – duty bearers, inherent, inalienable, indivisible, universal and unconditional linking with the ABCDE of Rights. ABCDE of Rights are discussed during every assembly, where most children are confident in explaining the meaning rights have on themselves and others. Our assembly planner with incorporated RRS links has been implemented, and planned to ensure coverage of all articles which are then taught, age and stage appropriately, using adapted RRSA Assembly resources. Rights of the Fortnight are displayed around the school and shared with staff on our weekly What's On diary. Our recently developed Respect Me policy highlights the natural links between Respect Me and Rights. These policies work in conjunction with each other and our Relationships policy, which incorporates restorative approaches. Our young people have the opportunity to explore and celebrate diversity through health and wellbeing lessons, RME and whole school assemblies, utilising PATHS resources. Pupil views are sought through various approaches, including a range of pupil groups (Eco, JRSO, Pupil Council, Dexter's Learning Squad, Junior Librarians, Health and Wellbeing Committee and Digital Technology). Pupil views are gathered through Circle Assemblies, with a focus on HGIOURS and our child friendly version of the School Improvement Plan. This enables all pupils to share their thoughts and views in a safe and supportive environment.<br><br>In response to the Needs Analysis carried out last session, we established 3 Nurture groups. 2 groups P5-7 and 1 group P1-3. Our parameters for the children who would be part of these groups were Care experienced children, children with referrals to Social Work or previous Child Protection as well as children who were on the ASN with social, emotional or behavioural barriers to learning. In the course of the year, 2 children were deemed not to require the support moving forward. 2 children were added to groups to help support them through some difficulties they were experiencing. Groups met once a week. These were led by teachers who all completed CLPL in health and well-being interventions: the Resilience Toolkit; LIAM and Seasons for Growth. A nurture space was developed and 2 classroom assistants were timetabled to support with these sessions. They had been nurture trained. Post assessments showed Improvements within all 5 areas – self-limiting showed the biggest improvement. Next steps: focus more on the diagnostic profile and strategies for these incorporated into nurture planning. |
| **Next Steps** | Increased awareness of rights within our community – Journals, app, specific assembly for stakeholders, parent/carer focus group.<br><br>· Enhance knowledge of 'fairness', 'dignity' and 'equity' vocabulary among all stakeholders.<br><br>· Further enhance links to RRS within all pupil groups.<br><br>· Link RRS with Learning for Sustainability, Global Goals and Outright Campaigns. Use of resources shared through collegiate sessions. |

| **Improvement Priority**<br><br>*(Expressed as outcomes for learners)* | Closing the Poverty Related Attainment Gap<br>To reduce the attainment gap of pupils living in SIMD 1&2 in literacy at P1, P4 & P7 and numeracy at P1, P4 and P7.<br>To reduce the attainment gap of pupils who are entitled to Free School Meals.<br>To improve parent confidence, knowledge and understanding in supporting their child's learning | **Rationale for improvement priority based on evidence**<br><br>TJS Results Attainment Gap Analysis. Narrow attainment gap in P1 writing, P4 and P7 reading, writing and numeracy. We will focus on SIMD1/2 and pupils in receipt of FSM as the children in SIMD1/2 have higher levels of attainment than pupils in SIMD3/4 at present. We have learned there is a gap between children entitled to FSM and those not. So we will use this as a measure too to ensure we are narrowing the poverty related attainment gap.<br>· Feedback from parents indicate they would like opportunities to come to the school and ECC to learn about the learning and teaching approaches they use. Events provided this session haven't always been well attended, so there is an opportunity to review the format to make them as accessible as possible for parents.<br>· The outcome of the Participatory Funding event that was run by the Pupil Council have helped us form our priorities |
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| **NIF Priorities**<br><br>Closing the attainment gap between the most and least disadvantaged children | **NIF Driver**<br><br>Assessment of children's progress | **HGIOS/ HGIOSELCC QI's for self-evaluation**<br><br>1.1 1.2 1.3 1.4 1.5<br>2.2 2.3 2.4 2.5 2.7<br>3.1 3.2 3.3 |
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| **Progress and Impact** | The Action Plan for Communication Friendly Accreditation shared and self-evaluated by staff throughout the session.<br><br>Key points for action were observed by Communication Champion and SLT during learning walks and feedback given to staff.<br><br>Staff prepared for a mock accreditation visit and were given opportunities to seek feedback from this visit.<br><br>Communication Champion worked alongside a pupil leadership group to make adaptations to the wider school learning environments and to facilitate pupil feedback on class environments to staff from the perspective of the learner.<br><br>Successful Accreditation Visit – 31st January.<br><br>Impact:<br><br>• Clearly defined spaces that are clutter free<br>• Consistent symbolisation in all classes | |

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| | • Clearly depicted routines in all classrooms<br>• Light levels are managed throughout the school<br>• Pupils are actively supported to solve their problems and disputes<br>• Targeted intervention to support speech, language and communication<br>• Generalisation of teaching social and emotional skills Encourage staff/families to use the SLT helpline.<br>• Chat'n'Play initiative with ECC parents.<br>• Set up of upper, lower and transition nurture groups<br>• All staff will undertake Communication Friendly CLPL<br>• Supportive Learning Approaches, Adult interaction Styles and Nurturing Approaches will be a key focus for SLT observations<br><br>Staff have undertaken Communication Friendly CLPL. This includes – Teacher Talk Training with SLT, 'Supervision Spaces' opportunities with Educational Psychologist, self-evaluation and reflection with a peer supporter and through school self-evaluation, personal reading as recommended on the staff CF working wall and further personal reading of their own choosing. In addition to this, Talking Mats training is currently ongoing.<br>The impact of this CLPL is: All staff are well informed and knowledgeable in CF approaches. This is evident in the learning environments and can be evidenced in staff peer observations using the Lesson Evaluation Toolkit and from SLT learning walks. Pupils are familiar with the consistent approaches throughout the school as provided by staff, underpinned by CLPL opportunities.<br><br>Following collegiate sessions throughout 2022/23, class teachers have been making using of the Circle Framework – The Inclusive Classroom Scale to focus thinking on the learning environment and evaluate areas which could be adapted to suit the needs of all learners. Following this, specific pupils were identified through assessment group meetings, professional discussions and Team with the Family meetings to utilise the Circle Participation Scale. Professional discussions with class teachers and SLT, to identify areas to focus on based on sound knowledge of the learners. Relevant areas identified and supporting materials enabled new approaches and strategies to support individuals. Use of the Participation Scale are reflected within My Plans and ILPs targets and strategies. Evaluation of these supports have been achieved in the majority of targets set, and identified as effective strategies to support learners as they progress through school.<br><br>·We developed Inclusive Learning and Collaborative Working in the ECC using the Circle Framework to understand children's stages of development, in relation to their environment, routines, motivation and skills. These questionnaires have been used to assess children's stage of development and help plan interventions to reduce barriers to learning.<br><br>Stay and Play sessions have been held throughout the session with a different focus each time. We had 2 community walks, an arts and crafts afternoon, den building and a Summer Trip with parents/carers invited too. Most children have had a parent/carer attend at least one session and these sessions have allowed for relationships to be built.<br><br>Maths Masterclasses were planned and delivered for Early, First and Second levels, focussing on number sense, and the 4 operations. Almost all children in attendance enjoyed sharing their learning and strategies with their parent/carer. All parents/carers shared that they did not learn the 4 operations and key strategies in the way we teach children today. |

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| | Attendance of these workshops varied dependent on the level on offer.<br><br>Second Level: Session 1 – 8 families, Session 2 – 1 family, Session 3 – 1 family.<br><br>First Level – Session 1 – 7 families, Session 2 – 6 families, Session 3 – 6 families.<br><br>Early Level – Session 1 – 2 families, Session 2 and 3 – 0 families.<br><br>Resources shared for families who could not attend, shared on our school blog.<br>https://blogs.glowscotland.org.uk/ea/dalmellingtonpseccmain2017/maths-masterclasses/<br><br>SLT and collegiate discussions to identify strategies to increase parental engagement took place, with a Share the Learning approach used, linked with PE, outdoor learning and topic based activities.<br><br>· Chat'n'Play information shared with parents at a parental engagement session; opportunities for parent volunteers to help deliver Chat'n'Play sessions.<br>3 parents from the ECC and 5 parents from P1-3 attended the information sessions about the importance of vocabulary and communication skills. 2 ECC parents supported Chat'n'Play Session for a term. This involved playing phonological games, sequencing and matching games and turn taking activities.<br><br>· Develop language used in reports to parents to ensure accessibility<br>Through moderation of reports staff identified that language used to report to parents may be a barrier to parents understanding their child's strengths and next steps.<br><br>A selection of parents from across all stages, including those where English is their second language, were invited to attend a Parent Focus Group. A selection of anonymised reports were given to parents to highlight words within the reports that they felt were difficult to understand (education jargon, etc.).<br><br>Focus Group participants highlighted a similar selection of words, although notably not education jargon where they commented that the parent workshops allowed them to have an understanding of terms such as subitising, metalinguistics, etc.<br><br>Staff were involved in consultation of new reporting format and information gained from the Parent Focus Group<br><br>The impact of this: Teacher's choice of language when reporting to parents adapted to reflect findings of Parent Focus Group.<br><br>During Parents' Evening discussions staff asked parents if there was anything they wished them to clarify – there were few occasions where this was around the understanding of the report itself. |

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| **Next Steps** | • Consider new build restrictions/adaptation to current building environmental changes/decant and implement changes now in preparation<br>• Revisit AifL strategies as a method of checking understanding and moving learning forward<br>• Literacy Masterclasses for families with a clear focus on the importance of listening and talking.<br>• Increase engagement in Chat'n'Play with early level families<br>• ECC to be accredited<br>• Communication Champion currently training in Talking Mats – sharing this learning with staff to take place next session.<br>• Continue to work with SLT to monitor existing practice and remain up-to-date with current CLPL opportunities available to staff.<br>• Develop Parental Engagement around practical activities<br>• Develop Outdoor Learning using the same model as the baking project<br><br>Continue to make use of the Inclusive Classroom Scale and Participation Scale, along with supporting resources to ensure the needs of all learners are met, with a focus on learning environment. Review supports in place for individual leaners as appropriate through ASN policy and procedures.<br><br>Further discussion and variety of approaches to parental engagement required. |

| **Improvement Priority**<br><br>*(Expressed as outcomes for learners)* | To enhance target setting across the school and ECC community.<br>To develop a progressive programme of skills development based within the local community | **Rationale for improvement priority based on evidence**<br><br>Teaching staff carried out a critical collaborative professional enquiry into target setting. We want to use the findings of the enquiry to develop approaches to target setting across the school.<br>· Teaching staff carried out a professional enquiry into the discreet teaching of a Meta skill (observation). This allowed us to draw conclusions about how Meta skills can be taught across the curriculum. We want to take these findings and apply to Community Curriculum Making.<br>· Feedback from our Silver Rights Respecting School Accreditation visit advised developing approaches for learner participation for all pupils (aged 3-12) so that their voices are heard in meaningful ways. |
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| **NIF Priorities**<br><br>Improvement in employability skills and sustained, positive school leaver destinations | **NIF Driver**<br><br>School Leadership | **HGIOS/ HGIOSELCC QI's for self-evaluation**<br><br>1.1 **1.2 1.3**<br>**2.2 2.3 2.4 2.7**<br>**3.1 3.2 3.3** |
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| **Progress and Impact** | The school developed a new IDL planner which encouraged teachers to make links to the local community. The Eco Committee held a Climate Conference with guests invited from the local community. This helped them plan their next steps in their Action Plan. The P1-3 nurture worked with local councillors on a project to make poo bag dispensers to help keep Dalmellington clean and tidy. P1-2 and visited the local care home to do activities with the residents. In the ECC, the children have visited local businesses e.g. the fruit and veg shop, the hairdressers, the community centre.<br>We carried out self-evaluation around our approach to Learning for Sustainability. The Head Teacher took part in a coaching programme to plan our next steps in learning for sustainability. A Thinglink of resources to support teachers has been created. All children have participated in weekly Outdoor learning sessions. This has been supported by groups of parents who have participated along with us. The majority of pupils said they had been learning in their local community with almost all saying they had been learning in the outdoors.<br>The Participatory Budgeting vote resulted in pupils, parents and staff selecting Outdoor Resources as our focus for next session' Parental Engagement programme.<br><br>All children have been involved in target setting conversations this session, although we have reflected and amended our approaches accordingly. To ensure children are having weekly reflection on their targets, a grouped approach has been developed where the teacher suggests targets based on the planned learning for that week. This has allowed for more regular opportunities for target setting discussions. Further work needs to be done to help individualise the process for children. The pupil questionnaire showed that most children had opportunities to discuss their targets with children and the majority knew what their next steps were. We will focus to ensure all our children know what their next steps in learning are. | |

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| | We have continued to develop our approach to learner participation through pupil voice assemblies. These have taken place every month and discussion groups are led by our P7 pupils. Questions from HGIOURS and specific questions related to our improvement plan have been the focus for discussions. All pupils have been part of a pupil committee: Pupil Council led the PB funding ballot; Climate Change Champions have been working on their Clean Green Award Action Plan, Dexter's Learning Squad were involved in the Communication Friendly Accreditation award; Digital Leaders have continued to try out new approaches to digital technology; The Health and Wellbeing Champions organised a Santa Dash and an Easter Bunny Hop; The JRSO led road safety campaigns throughout the session.<br>Learner participation linked to Pupil Voice through capturing views in a range of contexts including learner conversations with HT, Circle Assemblies and through Pupil Groups. All pupils have selected a pupil group based on their interests and have the opportunity to lead and progress the work of the group, by sharing their thoughts. A recent learning walk focussed on learner participation, where the approaches used to capture the views are focussed on. The majority of children say they have a chance to share their views about how the school is improving.<br><br>In the ECC, children's voice and views have been captured in their learning journals and on their mindmaps which are displayed for parents and children to view and reflect on. |
| **Next Steps** | ***Learning for Sustainability***<br><br>***Approaches to target setting***<br><br>***Introduce Curriculum Frameworks alongside our IDL planning*** |

| **Pupil Equity Fund: Evaluation** | | |
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| *Approach/Intervention* | *Impact*<br>*Report on how you have improved outcomes for learners impacted by poverty* | What evidence do you have of positive impact?<br>Outline the data that supports your findings. |

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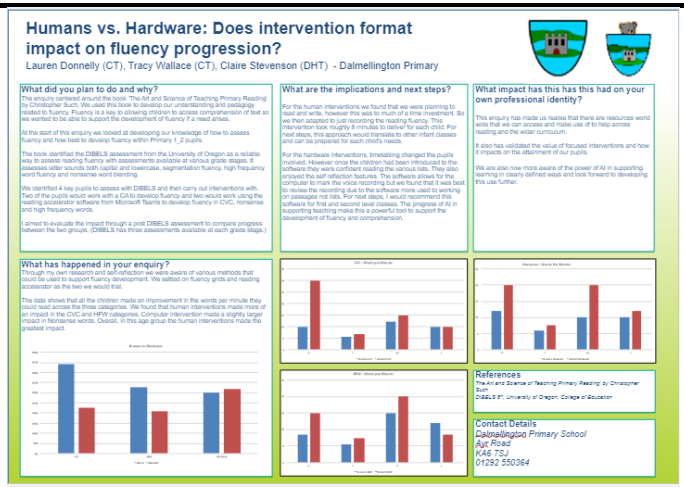
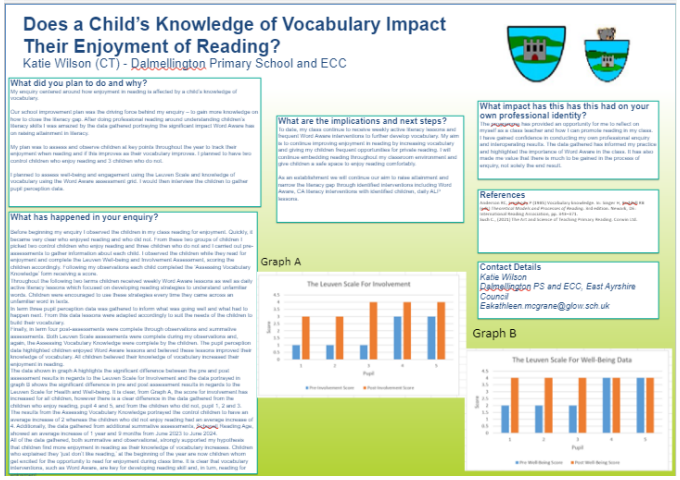
| Critical Collaborative Professional Enquiry into learning, teaching and assessment of reading | Using the text “The Art and Science of Teaching Reading” by Christopher Such, teachers identified areas of reading they wanted to investigate further. One group selected teaching reading fluency and the other group selected reading for enjoyment. The reading fluency group wanted to investigate the effectiveness of teaching reading fluency using traditional ‘human’ methods against ‘hardware’ i.e. a feature on Assignments in Teams. They discovered that for some children ‘human’ methods were more effective and for others the ICT was more beneficial. Conversations also took place about whether the age and stage of the children would make a difference. Teachers in the upper stages are aiming to try out both methods to see if there is a difference for older learners.<br><br>The second enquiry was about the impact of discreet vocabulary teaching on the enjoyment of reading. Using the Leuven Scale, it was clear to see that this did help the enjoyment of reading.<br><br>The third enquiry was based on how the modelling of reading could improve children’s enjoyment. We arranged monthly library van visits, parents/carer reading events and ensured reading for enjoyment by the teacher was part of the children’s experiences. The results were varied. We didn’t see reluctant readers start to enjoy reading more although children who enjoy reading said they were reading more regularly. There is perhaps more work for us to do with parents. Sharing the results of the children’s questionnaire may encourage parents to read aloud with children even in later stages of primary school. |  <br>  |

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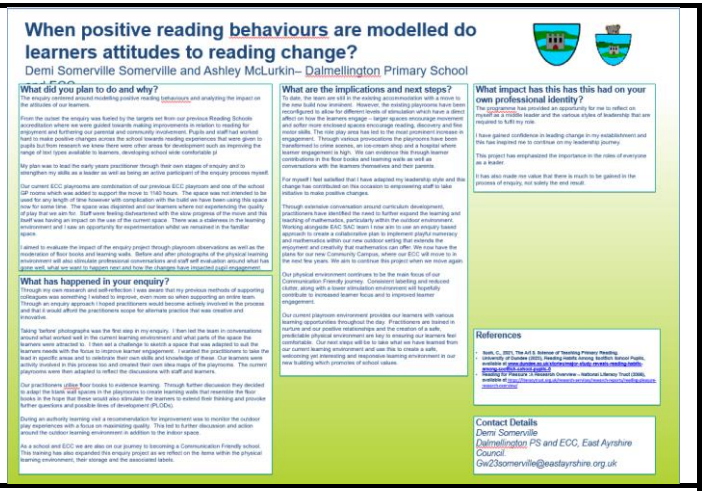
| | |  |
| Monthly Pace and Challenge meetings with all teachers and ELCPs to monitor pupil's progress and maximise opportunities to raise attainment | We have been able to put early intervention in place as a result of our regular discussions around pupils' progress. As a result our attainment data for SIMD 1 and 2 children in P1, P4 and P7 is<br>P1 Literacy : Reading 100%, Writing 100%, Listening and Talking 100%, Numeracy 100%<br>P4 Literacy : Reading 100%, Writing 100%, Listening and Talking 100%, Numeracy 100%<br>P7 Literacy : Reading 93%, Writing 87%, Listening and Talking 100%, Numeracy 87% | Tracking and monitoring documentation highlight the children who may need additional help. There is a focus on children in SIMD 1 and 2 to review the supports they have and to discuss if they are on track or not.<br><br>As part of our ongoing programme to support staff. I asked the question "<br>In the school, we have aimed to meet every 6 weeks to discuss learning and teaching, curriculum as well as PRD progress. In the ECC, we have regular team meetings to raise any issues. How helpful have these sessions been? 0 not very, 5 very helpful" The response given was 3.57 out of 5 |
| Plan and implement Intergenerational Cooking Classes in blocks for ECC and School making links to Literacy and Numeracy and the World of Work | Parental Engagement was increased as a result of this project.<br>P1/2 – 3 parents/carers<br>P3/4 – 8 parents/carers<br>P5/6 – 2 parents/carers<br>P6/7 – 8 parents carers<br><br>Children not only improved their food technology skills, they also made improvements in their literacy and numeracy skills linked to this project. | Parent sign in sheets<br><br>Pre and post questionnaires |

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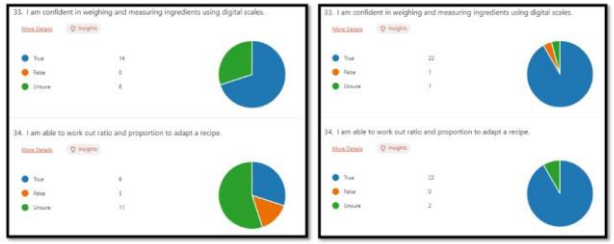
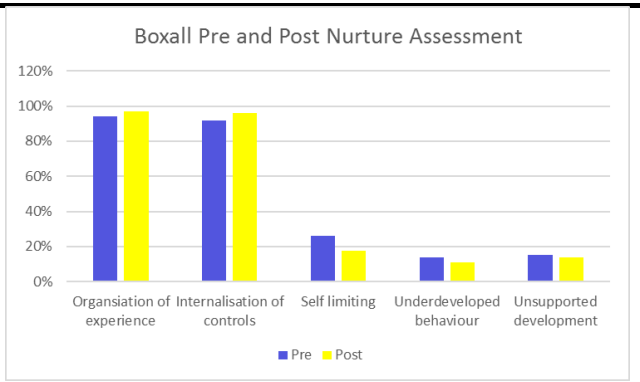
| | | The Baking Project – P6/7 (2023/2024 Term 3)<br>Literacy Impact<br> <br>Before After<br>The Baking Project – P6/7 (2023/2024 Term 3)<br>Numeracy Impact<br>  <br>Before After |
| Introduce Nurture groups for key children. | Developmental Strands - Organisation of experience and internalisation of controls – aim 100%<br><br>Diagnostic Profile - Self-limiting, underdeveloped behaviour, unsupported development – aim 0%<br><br>Improvements within all 5 areas – self-limiting biggest improvement.<br><br>Next steps: Nurture - focus more on the diagnostic profile and strategies for these incorporated into nurture planning. |  <br>Boxall assessments |

<table>
<tr><td></td><td></td><td>Resilience toolkit assessments<br>Children's Plans</td></tr>
<tr><td>Analyse Glasgow Motivational and Wellbeing Profile data and develop planning approaches to reflect information gathered</td><td>We have used the GMWP data to help plan whole school and class interventions to help us focus our health and wellbeing work</td><td>GMWP class plans<br><br>We have not seen big differences between assessment A and assessment B so we are finding this tool isn't showing us what impact our health and wellbeing work is having on pupils</td></tr>
<tr><td>ECC/P1 Practitioner Enquiry Numeracy in the Outdoors</td><td>Our practitioner enquiry demonstrated the impact of teaching vocabulary discreetly to develop the concept of position and movement</td><td>DOES USING WORD AWARE IMPROVE NUMERACY ATTAINMENT AT EARLY LEVEL?<br><br>We assessed 4 children. 2 P1's and 2 Pre-schoolers using My Numeracy and Mathematics and Next Steps in Early Level.<br><br>
<table>
<tr><th>Pupil</th><th>Pre Assessment Result</th></tr>
<tr><td>Pupil A</td><td>20%</td></tr>
<tr><td>Pupil B</td><td>10%</td></tr>
<tr><td>Pupil C</td><td>0%</td></tr>
<tr><td>Pupil D</td><td>0%</td></tr>
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<table>
<tr><th>Pupil</th><th>Post Assessment Results</th></tr>
<tr><td>Pupil A</td><td>100%</td></tr>
<tr><td>Pupil B</td><td>100%</td></tr>
<tr><td>Pupil C</td><td>40%</td></tr>
<tr><td>Pupil D</td><td>60%</td></tr>
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| Establishment Self Evaluation: How Good is Our School? 4 Quality Indicators | |
|---|---|
| Quality Indicator 1.3 Leadership of Change | ***5*** |
| Quality Indicator 2.3 Learning, Teaching and Assessment | ***4*** |
| Quality Indicator 3.1 Ensuring Wellbeing, Equality and Inclusion | ***5*** |
| Quality Indicator 3.2 Raising Attainment and Achievement | ***4*** |

**Establishment Capacity for Improvement**

**GTCS/SSSC Standards**

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. As part of monthly professional discussions, actions are identified for continued improvement in the classroom and the playroom.

**PRD/ FACE Time reviews**

Annual staff reviews take place through PRD/FACE time. Targets are discussed and actions are identified. During monthly professional discussions, staff are ask to reflect on PRD/FACE time progress and further actions identified. This session, staff have shared an element of their professional learning throughout our collegiate calendar. Staff will be encouraged to identify what they would like to share with their colleagues during the initial PRD meeting and ongoing reviews.

**Pupil Groups**

- Pupil Groups have achieved the following:-
  - Dexter's Learning Squad – helped work towards and achieve Communication Friendly Accreditation
  - Digital Group – preparing for Digital Schools Award next session
  - Eco Schools – submission to the Clean Green Awards and Eco Awards. We received Bronze Highly Commended for our approaches to sustainability. They ran a Community Climate Conference
  - Rights Respecting Squad have been disbanded and are threaded through all other groups
  - Junior Librarians – achieved Silver Reading Schools Award
  - Health and Wellbeing Group – have organised a Santa Dash and an Easter Hop
  - 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 for reading into writing then bringing evidence of learning to a follow up meeting during the in-service day. Prior to gathering teacher judgements, teachers met to look at evidence of writing to moderate evidence. Teachers created a new marking policy, which they used to peer assess jotter work in numeracy and literacy. Teacher have also undertaken some peer observations 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 2 sessions ago. 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. This has allowed us to modify our priorities, develop our rationale for these priorities and develop our actions.

**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 received an authority learning visit in October 2023. This has given us some actions to develop. As part of monitoring and tracking we have a proforma which identifies children requiring more support. It allows us to focus on children within SIMD 1 and 2 and FSM to ensure their attainment is a focus. We developed a lesson evaluation toolkit which has provided us with a tool to discuss observed lessons.

**Critical Collaborative Professional Enquiry**

To help develop Reading attainment, we examined focused on the text 'The Art and Science of Teaching Reading'. We used this to identify key questions for our enquiry. One group designed their enquiry to look at the impact of children reading for enjoyment on literacy attainment. The other group decided to examine whether teaching reading fluency through technology could improve fluency. 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. Staff have peer supervision sessions once a month. There are reflection questions to help start the sessions but these are protected sessions for staff.

**Educational Psychologist**

Staff have had 2 opportunities over the session to consult with the Educational Psychologist to discuss pupils in their class. Feedback has been very good. SLT have worked on a needs analysis which we have worked with the Educational Psychologist to ensure we are maximising the resources we have to support children.

**Assembly Circles**

Pupil views and opinions are gathered in line with UNCRC Article 12 at Pupil Voice Assemblies. P7 children lead discussion groups with pupils from the rest of the school to plan and evaluate improvements.