

Dalmellington Primary School and Early Childhood Centre
Ayr Road,
Dalmellington,
KA6 7SJ

Telephone No: 01292 550364

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Email:

eadalmellington.ps@eastayrshire.org.uk

School blog

<https://blogs.glowscotland.org.uk/ea/dalmellingtonpsecc/main2017/>

School App: Available on appropriate mobile devices

Safer Schools Scotland app

Denominational Status (if any):

The school is non-denominational and co-educational and provides a 3-12 education within the Early Childhood Centre and Primary School.

Role:

School: 88 ECC: 10

Further information:

www.east-ayrshire.gov.uk/schoolhandbooks

SECTION 1

Welcome to Dalmellington Primary School & Early Childhood Centre

It gives me great pleasure to welcome you to Dalmellington Primary School & Early Childhood Centre. We are proud to serve our community and to provide a nurturing, inclusive, and stimulating environment where every child is encouraged to learn, grow, and achieve their full potential.

At Dalmellington PS & ECC, our aims are clear. We strive to:

- Provide high-quality learning experiences that inspire curiosity, confidence, and independence.
- Promote a caring, respectful ethos where every child feels valued and supported.
- Encourage all learners to develop the skills they need for learning, life, and work.
- Celebrate achievement and foster aspiration for all.
- Create a safe, welcoming environment where wellbeing is at the heart of all we do.

We are committed to working in strong partnership with all stakeholders – children, families, staff, and our wider community. By working together, we can ensure that every child receives the best possible start and has the opportunities they need to flourish.

I look forward to building positive relationships with you and supporting each child on their learning journey.

Laura Clapperton
Head Teacher

Our school vision and values

At our school, our shared vision is clear and powerful:

“Soaring to success together.”

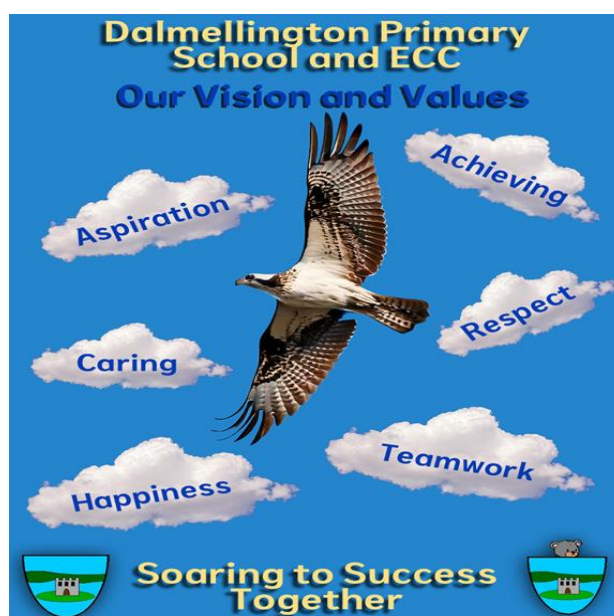
Inspired by the osprey – a strong and resilient bird that is deeply valued within the Doon Valley community – our vision reflects our commitment to growing, learning and achieving as one school family. Just like the osprey, we aim high, support one another, and rise to challenges with confidence and determination.

We believe that education is not just about academic success – it’s about helping children grow into kind, confident, resilient individuals who care about themselves, each other, and the world around them.

Our core values guide us every day:

- ✓ **Happiness** – We create a positive, joyful environment where children feel safe, included and excited to learn.
- ✓ **Aspiration** – We encourage everyone to aim high, dream big and believe in themselves.
- ✓ **Caring** – We look after each other with kindness, empathy and understanding.
- ✓ **Teamwork** – We work together, support one another and celebrate our shared successes.
- ✓ **Achievement** – We recognise and celebrate progress, effort and success in all its forms.
- ✓ **Respect** – We treat everyone with fairness, dignity and consideration.

Our vision and values are more than just words – they shape our learning, our relationships and the spirit of our school every single day. Together, we’re building a bright future, one child at a time.



Communication

- Our main method of communication is our school app, which we use to share information, links to useful websites, photographs and recordings.
- We share learning through Online Learning Journals across both the school and the Early Childhood Centre (ECC).
- In addition, our school blog is used to celebrate and share pupils' achievements, including wider achievements beyond the classroom.
- The school SEEMIS messaging system holds one main contact and will send attendance notifications to the main contact only. It is not possible to generate the automated message necessary to inform all parents/carers. However, should a parent/carer have a significant concern that the main contact is not sharing key information regarding attendance, they should contact Dal discuss possible alternative solutions.

Parental Engagement

Within the Early Childhood Centre (ECC), we offer regular Stay and Play and Book Bug sessions, providing parents and carers with opportunities to engage in their children's learning. We also organise community walks, to which parents are invited to join us.

Once each term, we hold a parents' open afternoon to ensure families are informed about current learning and teaching approaches and the experiences their children are engaged in.

In addition, each class delivers a Sharing the Learning assembly, allowing pupils to celebrate, showcase and perform learning for parents and carers.

Parent Council

We have a very active Parent Council who warmly welcome new members to support the school community. The Parent Council are involved in a wide range of activities, including fundraising, supporting the school's improvement priorities, and providing support at school events.

SECTION 2

Transitions

Throughout the session, we provide a range of informal and formal transition opportunities to support children moving between stages. This includes transitions from pre-school to Primary 1, between stages within the primary school, and from Primary 7 to Secondary 1.

Early Years to Primary 1

Children transition to Primary 1 from Dalmellington ECC and Bellsbank Family Centre. Transition arrangements include:

- Building relationships during the pre-school year, with trained P6 buddies using communication-friendly strategies to support younger children from January to Easter, alongside school support staff.
- Weekly visits to the Primary 1 classroom during the summer term to help pre-school children become familiar with the school environment.
- Early transition meetings for pre-school children with Additional Support Needs (ASN).
- Induction events for all families and children joining Primary 1, including a summer term event with a school tour and opportunities to ask questions, followed by an early autumn session focused on the Primary 1 curriculum.

Primary School Transitions

- *Move-Up Day* events are held for all children moving stage within the primary school, including new pupils joining the school.

Primary 7 to Secondary 1

- Early transition meetings for Primary 6 pupils with ASN, involving staff from the secondary school.
- A programme of P7–S1 transition events in partnership with our associated secondary school, Doon Academy, which is located on our school campus.
- Joint activities with other primary schools within our Education Group throughout the session, including STEM transition days in the spring term and formal *Bump-Up Days* in the summer term.
- Enhanced transition events for P7 pupils with ASN during the summer term.

Associated Secondary School

Doon Academy

Head Teacher: Martin Robertson

Address: Ayr Road, Dalmellington, KA6 7RW

Telephone: 01292 550521

Email: martin.robertson@eastayrshire.org.uk

Support for Children and Young People and Parents/Carers

Key Contacts

Laura Clapperton – Head Teacher

Email: laura.clapperton@eastayrshire.org.uk

Telephone: 01292 550364

Claire Stevenson – Depute Head Teacher

Email: claire.stevenson@eastayrshire.org.uk

Telephone: 01292 550364

Parents and carers are encouraged to contact the Head Teacher or Depute Head Teacher if they have any concerns. The Head Teacher is the Child Protection Officer for the establishment, and any concerns regarding a child's wellbeing should be shared immediately.

Support for Children

The *Children and Young People (Scotland) Act 2014* promotes a joined-up approach for all services working together to meet children's needs. At Dalmellington Primary School and Early Childhood Centre, we follow this approach alongside the *GIRFEC Practice Model*, which places the child at the centre and focuses on individual strengths and needs.

Every child under the age of 18 is entitled to a Named Person who is available to help, support and promote their wellbeing.

- The Head Teacher, Mrs Clapperton, is the Named Person for all children attending the Primary School.
- The Health Visitor is the Named Person for all children attending the Early Childhood Centre.

Additional Support Needs (ASN)

Our approach to Additional Support Needs is underpinned by *Getting It Right for Every Child (GIRFEC)*, the *Education (Additional Support for Learning) (Scotland) Act 2009*, and *Curriculum for Excellence*.

All children and young people may require additional support at some stage of their education to help them reach their full potential. Most children's needs are met within their own class, with class teachers using appropriate strategies and supports.

Where a child requires additional support beyond universal classroom provision, we adopt a staged intervention approach. This involves assessing the child holistically to identify appropriate supports, which may include in-class support, whole-school support, or specialist input from services such as Psychological Services, Speech and Language Therapy, or Occupational Therapy.

A **Child's Plan** is developed for any child who requires extra support to meet their needs. Plans are created in partnership with the pupil, their parents/carers, and any services involved. In most cases, the plan is written and regularly reviewed by the class teacher.

Progress is monitored through regular **Team With the Family** meetings. In line with the UNCRC, the views of children and their parents/carers are actively sought and incorporated to ensure their voices are heard and valued.

Where more targeted or individualised support is required to enable a pupil to access the curriculum, an **Individual Learning Plan (ILP)** will be created and included as part of the Child's Plan.

Our School Staff

Senior Leadership Team

Head Teacher – Mrs Laura Clapperton

Depute Head Teacher – Mrs Claire Stevenson

Senior Lead Early Years Practitioner – Mrs Claire Taylor

Teaching staff

Primary 1/2 – Miss Tracy Wallace

Primary 2/3 – Mrs Lauren Donnelly

Primary 4/5 – Miss Dayna Kelly

Primary 5/6 – Miss Rachel Findlay

Primary 6/7 – Mrs Kathleen Wilson

Non Class Contact Teacher – Miss Alison McCann

Support for Learning Teacher – Miss Morgan Allan

EAST Support – Mrs Tracy Shepherd

School Support Staff

Classroom Assistant – Mrs Gaynor Richards

Classroom Assistant – Miss Kim Mulholland

Classroom Assistant – Mrs Serena Dunn

Clerical Staff

Senior Clerical – Miss Tricia Paterson

Early Childhood Staff

Miss Paige McMahon

Miss Mary Gracie

Janitorial

Janitor – Mrs Eileen Boyd

SECTION 3

School Day

Primary School

9:00 – 10:30

Morning Interval: 10:30 – 10:45

10:45 – 11:55

Lunch: 11:55 – 12:40

12:40 – 3:00

Early Childhood Centre (ECC)

8:45 – 2:45

All children must be signed in and out by a parent or carer.

School Holidays and In-Service Days

School holidays and in-service days follow the East Ayrshire Council school holiday calendar (2025–2026).

<http://www.east-ayrshire.gov.uk/EducationAndLearning/SchoolHolidays.aspx>

Attendance and Timekeeping

Under Section 30 of the *Education (Scotland) Act 1980*, parents have a duty to ensure that their child receives an efficient education suitable to their age, ability and aptitude. Most parents meet this duty by enrolling their child in a local authority school and ensuring regular attendance.

At Dalmellington Primary School, attendance is closely monitored. Unauthorised or persistent absences are followed up and, where necessary, other agencies may be involved. Regular and punctual attendance is closely linked to attainment and achievement, and we work in partnership with parents and carers to support children to reach their full potential.

Parents and carers are asked to inform the school if their child is absent for any reason. Absences are recorded as:

- **Authorised**, for example illness or medical appointments where the school has been informed
- **Unauthorised**, where no explanation has been provided

If a child will be absent, parents/carers should telephone the school by **9:15am on the first day of absence**, stating the reason. If no contact is made, a text message will be issued, followed by a telephone call if required.

Behaviour and Anti-Bullying

We are committed to providing a safe, inclusive and nurturing learning environment and follow East Ayrshire Council's *Respectful Relationships Policy*.

Bullying is hurtful and never acceptable. Everyone has the right to be treated with respect and to live free from bullying and harassment. Bullying is defined as **repeated, intentional behaviour that causes physical or emotional harm**, resulting in a person feeling scared, upset or vulnerable. This differs from one-off disagreements or conflicts between peers.

All incidents are taken seriously. We investigate concerns fully, support all children involved, consult with parents/carers and record incidents using appropriate systems. Children who display bullying behaviour may also require support.

The Leadership Team have completed training with *RespectMe*, Scotland's Anti-Bullying Service. Our Relationships Policy and RespectMe Policy are available on the school website.

Dress Code

Our school uniform consists of:

- Grey or black trousers or skirt
- Yellow polo shirt
- Blue school jumper or cardigan

School uniform can be purchased from www.myclothing.com or Donsport, Cumnock

Security and Visitors

All visitors must report to the main office on arrival, show identification and sign in. The school has two secure entry doors. Visitors will be issued with a badge, which must be worn at all times and returned when signing out.

Homework and Study

We encourage children to take increasing responsibility for their learning. In line with *Curriculum for Excellence*, homework is designed to be purposeful, manageable and engaging. Homework supports consolidation of learning, promotes independence and provides opportunities for families to see the learning taking place in school.

Online platforms such as **Sumdog** (numeracy) and **Giglets** (literacy) are used to support learning. Homework information is shared with parents and carers through Online Learning Journals.

School Meals

The *Schools (Health Promotion and Nutrition) (Scotland) Act 2007* sets national nutritional standards for school meals. East Ayrshire school meals provide balanced, nutritious options daily.

- All children in **P1–P7** are entitled to free school meals.
- Lunches should be ordered via ParentPay.

Complaints Handling

We encourage parents and carers to raise concerns directly with the Head Teacher in the first instance. We aim to resolve issues promptly at school level.

If concerns remain unresolved, a formal complaint can be made to East Ayrshire Council in line with their complaints procedure.

Emergency Procedures and Medical Matters

Robust procedures are in place to manage emergencies. Parents and carers will be informed through:

- Group text messages
- Updates on the East Ayrshire Council website and social media channels
- Local radio stations

Parents/carers should ensure the school holds up-to-date contact details. During emergencies, phone lines may need to remain clear for emergency services; families are therefore encouraged to check official online updates and the school app before contacting the school.

Data Protection

East Ayrshire Council collects and processes personal data in accordance with data protection legislation. Information is stored securely and used to support education,

wellbeing and safeguarding. Information may be shared where legally required or appropriate, including with other schools, the Scottish Qualifications Authority or the Scottish Government. Parents and carers may request access to personal data through a **Subject Access Request** by contacting the Council's Freedom of Information Officer.

SECTION 4

Dalmellington's Curriculum

Curriculum for Excellence (CfE) is the national education framework in Scotland. It aims to ensure that all children and young people develop the skills, knowledge and attributes they need for learning, life and work.

The curriculum is designed around seven principles, which underpin all learning, teaching and planning at Dalmellington Primary School and Early Childhood Centre:

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance

Learning experiences are planned across the following curricular areas:

- Literacy (including English and Modern Languages)
- Mathematics
- Health and Wellbeing (including Physical Education)
- Sciences
- Social Studies
- Expressive Arts
- Religious and Moral Education
- Technologies

All staff have a shared responsibility for the development of Literacy, Numeracy and Health and Wellbeing, which are embedded across all areas of the curriculum.

When planning learning experiences, staff use the East Ayrshire Progression Frameworks to ensure appropriate breadth, depth, challenge and progression for all learners. Our curriculum planning is guided by our Curriculum Rationale, which promotes:

- The development of the four capacities: *successful learners, confident individuals, responsible citizens and effective contributors*
- The development of skills for learning, life and work

Parents and carers will be informed in advance about learning which may include sensitive aspects such as sexual health, relationships, parenthood and drugs awareness. The school will provide information on arrangements for religious instruction and observance. Parents who wish to exercise their right to withdraw their child from aspects of learning, in line with national guidance (at both primary and secondary stages), will be supported through agreed arrangements with the school.

SECTION 5

Achievement and Improvement

At Dalmellington Primary School and Early Childhood Centre, achievement is celebrated as an integral part of our school community. Our school blog showcases the wide range of successes our learners experience across academic, personal and wider achievement areas. Through regular updates, families can see how pupils engage with learning, contribute to school life and demonstrate our core values of kindness, respect and ambition in action.

Our pupils achieve both within and beyond the classroom. Examples shared on the blog include leadership roles such as House Captains and pupil committees, participation in sporting events, personal achievements celebrated by staff and families, and collaborative learning activities that build confidence and skills. These achievements reflect our commitment to nurturing the whole child and aligning learning experiences to the four capacities of Curriculum for Excellence.

Improvement is a key focus across the school. Each session we engage in reflective self-evaluation to identify areas for development and to strengthen outcomes for all learners. Our School Improvement Plan for session 2025–26 outlines strategic priorities that support raised attainment, enhanced learning and teaching, and improved wellbeing for every pupil. This plan is available on our school GLOW blog and provides detailed actions, expected impacts and links to wider school-wide priorities, ensuring transparency and shared ownership of our improvement journey.

To view this session's School Improvement Plan, please visit our school blog: **School Improvement Plan 2025/26** – available via the *School Information* section on the blog. (blogs.glowscotland.org.uk)

SECTION 6

Assessment and Reporting

Teachers use a wide range of formative and summative assessment approaches to monitor children's progress and inform professional judgement about achievement. Assessment is an integral part of learning and teaching and is used to plan next steps and ensure appropriate support and challenge for all learners.

Children participate in Scottish National Standardised Assessments (SNSAs) at Primary 1, Primary 4 and Primary 7. In addition, staff use the East Ayrshire Assessment Toolkit in literacy and numeracy, particularly at Primary 4 and Primary 7, alongside newly developed reading assessments and agreed writing criteria to support consistent and reliable assessment.

At Dalmellington Primary School, we have developed a clear Assessment Framework, which outlines expectations for when specific assessments should be carried out throughout the school session. This supports consistency, moderation and progression across stages.

Within the Early Childhood Centre (ECC), a range of age-appropriate assessment approaches are used to monitor children's progress and development, ensuring learning experiences are responsive to individual needs.

Reporting to Parents and Carers

Written reports are issued to parents and carers annually. Formal parents' meetings are held in October and March, providing opportunities to discuss progress, achievements and next steps with class teachers.

We also share learning and achievements through our school app, school blog, online learning journals, open afternoons and class assemblies. Where appropriate, additional meetings are arranged to ensure parents and carers are fully informed and involved in supporting their child's progress.

Further information

I hope the content of this handbook has been helpful and informative. If you require any further information please either visit the school or contact us on 01292 550364

