

East  
Ayrshire  
Council  
Education  
Service  
Establishment:  
Dalrymple PS & ECC



Establishment  
Improvement  
Plan  
2025-26

Head Teacher/Head of Centre	Simon Leitch
Date Submitted	Submitted to Chief Education Officer on: 20 <sup>th</sup> August 2025

School / Centre Vision and Values	<p><b>Our Values:</b></p> <ul style="list-style-type: none"> <li>• <b>Community</b></li> <li>• <b>Trust</b></li> <li>• <b>Joy</b></li> <li>• <b>Ambition</b></li> </ul>
	<p><b>Our Vision:</b></p> <p>Today in Dalrymple Primary, our aim is simple. Its <b>community</b> at the heart of all we do – to make the very best use of the resources, places and people around us. To shape the journey, not only of our learners, but alongside the community which we serve.</p> <p>Today, it requires <b>trust</b>, with strong and lasting foundations. Building and sustaining partnerships – the mortar which holds together the building blocks of lifelong learning.</p> <p>Today it requires bringing <b>joy</b> to the classroom. This not only enables children to be informed, but to be inspired, inquiring and independent, ready to face the challenges of an ever-changing landscape.</p> <p>Today our <b>ambition</b> is again simple – we want excellence in all that we do, for all whom we serve. We don't want our learners to reach their potential. We want them to exceed it.</p> <p><a href="https://youtu.be/4DEThk2Tnw">https://youtu.be/4DEThk2Tnw</a></p>  <p><b>Our Aims:</b></p> <p><b>Working Together</b></p> <ul style="list-style-type: none"> <li>• Learning from each other</li> <li>• Sharing resources</li> <li>• Investing in others</li> </ul> <p><b>Focusing on the Value Added</b></p> <ul style="list-style-type: none"> <li>• Holding hope for every child</li> <li>• Every gain a victory</li> </ul> <p><b>Providing Excellence</b></p> <ul style="list-style-type: none"> <li>• Pushing the boundaries of achievement</li> <li>• World Class Raising Capability</li> <li>• Helping people learn</li> <li>• Laying foundations for later success</li> </ul> <p><b>A Hunger for Improvement</b></p> <ul style="list-style-type: none"> <li>• High hopes and expectations</li> </ul>

## Checklist

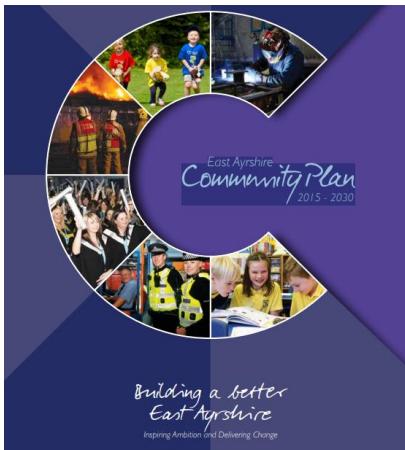
In line with the Standards in Scotland's Schools etc. Act 2000 (amended 2016), the following checklist is designed to assist Heads of establishment with whole school/centre improvement planning that fulfils statutory duties in accordance with the Act. This must be completed prior to submission.

<b>SIP Consultation included the following stakeholders:</b>	<b>Complete</b>	<b>Content of plan</b>	<b>Complete</b>
Children and Young People	✓	Takes account of strategic priorities outlined in the Education Service Improvement Plan. <a href="https://www.east-ayrshire.gov.uk/Resources/PDF/E/Education-Service-Improvement-Plan.pdf">https://www.east-ayrshire.gov.uk/Resources/PDF/E/Education-Service-Improvement-Plan.pdf</a>	✓
Parent Council and Forum	✓	HGIOS 4 and QIF (Early Years) are used as the frameworks to inform the content of SIPs. Where appropriate. <a href="https://education.gov.scot/media/v5sh3dqt/frwk2_hqios4.pdf">https://education.gov.scot/media/v5sh3dqt/frwk2_hqios4.pdf</a> <a href="https://education.gov.scot/inspection-and-review/inspection-frameworks/quality-improvement-framework-for-the-early-learning-and-childcare-sectors/">https://education.gov.scot/inspection-and-review/inspection-frameworks/quality-improvement-framework-for-the-early-learning-and-childcare-sectors/</a>	✓
Teachers, practitioners and ALL school/centre staff	✓	There is clear focus throughout the plan on measures to reduce of inequalities of outcome as a result of socio-economic disadvantage. PEF: <a href="https://www.gov.scot/publications/pupil-equity-funding-national-operational-guidance-2023/documents/">https://www.gov.scot/publications/pupil-equity-funding-national-operational-guidance-2023/documents/</a> CEF: <a href="https://www.gov.scot/publications/care-experienced-children-young-people-fund-operational-guidance-2023-24/documents/">https://www.gov.scot/publications/care-experienced-children-young-people-fund-operational-guidance-2023-24/documents/</a> SEF: <a href="https://www.gov.scot/publications/strategic-equity-funding-national-operational-guidance-2023/documents/">https://www.gov.scot/publications/strategic-equity-funding-national-operational-guidance-2023/documents/</a>	✓
Volunteers/ Community partners	✓	Appropriate cognisance has been made of the links between the plan and the working time agreement for teaching staff.	✓
<b>Head Teacher / Head of Centre Signature:</b>		An accessible summary of the SIP is available and contained in this document and will be provided to parents, children and young people.	✓

### **Pupil and parental strategic involvement**

<p>For session 2025-26, please describe below how children and young people will be involved in decisions relating to the operation of the school/centre</p>	<p>For session 2025-26, please describe below how parents will be involved in decisions relating to the operation of the school/centre</p>
<ul style="list-style-type: none"><li>• <b>Children's voice</b> – Class and ECC councils, learner conversations and pupil leadership groups shape our priorities; they identified further opportunities for outdoor learning and digital skills and asked for more say in planning learning</li></ul>	<ul style="list-style-type: none"><li>• <b>Parents/carers</b> – Termly workshops, surveys and coffee mornings gathered feedback on the curriculum, transitions and wellbeing. Parents highlighted the need for clearer communication on additional support needs (ASN) and requested more opportunities to engage in outdoor learning.</li><li>• <b>Partners</b> – we will continue to work with the digital learning team, community association and UWS (for meta-skills enquiry) to broaden experiences.</li></ul> <p>This engagement will inform the improvement priorities and will continue through participation in working groups, parental focus sessions and regular communication. Children and parents will take lead roles in working groups (e.g., digital learning champions, eco committee, STEM club) and will evaluate impact through surveys and focus groups.</p>

## Community Plan East Ayrshire 2015 - 2030



### Together, in achieving our Vision, Partners will demonstrate:

#### **Effective leadership**

We will provide clear leadership in Community Planning and engage effectively with our employees and communities

#### **Collective ownership**

We will take collective ownership for delivering on the Community Plan, the associated Single Outcome Agreement and the Community Plan Delivery Plans, and work hard to improve outcomes for local people and communities

#### **Good governance**

We will implement clear operating arrangements to support effective strategic direction, scrutiny and accountability

#### **Democratic accountability**

We will measure and report on the impact of our activities to demonstrate how effectively we are improving outcomes for local people and communities, and all partners will be held to account for their contribution.

Our Partnership will continue to work to meet the needs of the people who live in our communities. Our guiding principles will be reflected in all that we do and should be evident for all to see.

## Our Vision

*"East Ayrshire is a place with strong, safe and vibrant communities where everyone has a good quality of life and access to opportunities, choices and high quality services which are sustainable, accessible and meet people's needs."*

#### **We will:**

- Promote lifelong learning;
- Promote equality and tackle inequality;
- Adopt a preventative approach;
- Ensure effective community engagement in the planning and delivery of local services;
- Utilise the strengths and resilience within communities;
- Drive efficiency and performance improvement;

## National and Local Priorities

<p><b>The Scottish Government's vision for education in Scotland:</b></p> <ul style="list-style-type: none"> <li>• Excellence through raising attainment and improving outcomes</li> <li>• Achieving equity</li> <li>• Placing the human rights and needs of every child and young person at the centre of education</li> <li>• Improvement in children and young people's health and wellbeing</li> <li>• Closing the attainment gap between the most and least disadvantaged children and young people</li> <li>• Improvement in skills and sustained, positive school-leaver destinations for all young people</li> <li>• Improvement in attainment, particularly in literacy and numeracy</li> </ul>	<p><b>NIF drivers of improvement in the outcomes achieved by children and young people are:</b></p> <ol style="list-style-type: none"> <li>1. School and ELC leadership</li> <li>2. Teacher and practitioner professionalism</li> <li>3. Parent/carer involvement and engagement</li> <li>4. Curriculum and assessment</li> <li>5. School and ELC improvement</li> <li>6. Performance information</li> </ol> 	<p><b>Scottish Attainment Challenge (SAC)</b></p> <p><a href="#">Scottish Attainment Challenge: framework for recovery and accelerating progress</a></p> <p><a href="#">Scottish Attainment Challenge Logic Model – Tackling the Poverty-Related Attainment Gap – Our Theory of Change</a></p> <p><b>SAC organisers:</b></p> <ul style="list-style-type: none"> <li>• Learning and teaching</li> <li>• Leadership</li> <li>• Families and communities</li> </ul>
--	--	--

## East Ayrshire Plans

Key Priorities	Education Service Improvement Plan:	Children's Services Plan:	Community Learning and Development Plan:
<b>1: Our Leadership</b>	We actively support, promote and enact leadership at all levels. Our young people are supported to be leaders on their learning in our centres, schools and wider life experiences. All staff have ready access to appropriate CLPL and experiences to promote leadership in every classroom and centre.	<b>Priorities for 2023-26:</b> <ol style="list-style-type: none"> <li>1. Our children and young people feel respected, listened to and influence change</li> </ol>	<b>Outcomes:</b> <ul style="list-style-type: none"> <li>• Growth</li> <li>• Wellbeing</li> <li>• Fairness</li> <li>• Sustainability</li> </ul>
<b>2: Teaching and Learning Together</b>	Our young people should experience a teaching, learning and curriculum offer that meets their needs, and those of our local and national context. All staff should be supported to deliver in new and innovative ways by accessing CLPL relevant to their needs and those of our young people.	<ol style="list-style-type: none"> <li>2. We are working collaboratively, reducing the impact of social and economic poverty on our children and young people</li> </ol>	<b>Action areas</b> <ol style="list-style-type: none"> <li>1. Youth voice and participation</li> </ol>
<b>3: Our Wellbeing and Belonging</b>	We want all of our young people to feel supported by people who know them well, and feel included in all of our schools and centres. Our staff need to be supported in their working with our young people, especially in times of adversity. As a key universal service, it is our vision that all young people attend our establishments on a full-time and regular basis to support them in their development at all stages.	<ol style="list-style-type: none"> <li>3. Our children and young people feel safe</li> <li>4. Our children and young people have the best start in life</li> <li>5. Our children and young people's mental health is improving</li> </ol>	<ol style="list-style-type: none"> <li>2. Lifelong learning and skills development</li> <li>3. Empowering communities</li> <li>4. Wellbeing and inclusion</li> </ol>
<b>4: Our Attainment, Destinations and Achievements</b>	We want the very best for all of our young people in East Ayrshire. We aim to ensure all young people secure a positive destination through excellent achievement and attainment at all levels.		

**Our Leadership: We shall embed strong, distributed leadership across the school and ECC by clarifying roles, empowering staff and pupils to lead learning, and providing professional learning so that strategic direction and quality assurance drive continuous improvement.**

**Rationale**

Building strong strategic and distributed leadership is essential to drive improvement, develop a shared vision and empower staff and pupils. A focused leadership structure will ensure that learning, teaching, assessment and curriculum development are prioritised and that the “Excellent Lesson” framework becomes embedded in practice. By cultivating leadership at all levels, Dalrymple PS & ECC can harness the strengths of its community and engage effectively with partners, including the University of the West of Scotland.

**Barriers and gaps**

The learning visit reported that the joint headship arrangement placed excessive organisational demands on senior leaders and that the leadership team was only at the early stages of developing policies and procedures. Chronologies in the ECC often lacked recorded actions and staff meetings did not consistently lead to follow-up. These gaps highlight weak quality-assurance processes and unclear roles. Staff access to professional learning and leadership opportunities has been limited, and there is a need to strengthen distributed leadership so that improvement priorities are shared by all.

**Evidence informing the priority**

- The learning visit recommended prioritising learning, teaching, assessment and curriculum development and re-establishing senior leadership roles.
- Inspectors noted that the joint headship and limited senior capacity meant policies and procedures to support improvement were at a very early stage.
- The early-years audit highlighted chronologies/pastoral notes require to have clear notifications when actioned.
- The Education Service Improvement Plan states that leadership should be promoted and enacted at all levels with access to appropriate professional learning.

**Contextual factors**

Dalrymple PS & ECC serves a rural community where relationships between pupils, staff and families are strong and the school enjoys a positive ethos. The school comprises both a primary and an early years centre, each requiring distinct leadership while maintaining coherence across the establishment. A partnership with the University of the West of Scotland offers opportunities for collaborative research and innovation. The establishment's size and rural setting mean that leadership roles must be flexible yet clearly defined to ensure accountability and support continuous improvement.

NIF key drivers:	School & ELC leadership		School & ELC improvement		Performance information		Parent/carer involvement & engagement			
QIF ELC:	Learning, teaching and assessment ES	Leadership of continuous improvement ES	Children's progress ES		Leadership and management of staff and resources CI	Staff skills, knowledge, values and deployment CI	Leadership of continuous improvement ES			
ESIP key priorities:	N Teaching & Learning				N	Our Wellbeing	N	Our attainment		
Outcomes for our learners		Our actions/Approaches/Interventions			PEF	Who	Measures			

<b>Consistent leadership and coherent planning across the school and ECC ensures learners experience high-quality support and teaching.</b>	<b>Clarify leadership remits and roles.</b> <ul style="list-style-type: none"> <li>Establish a permanent senior leadership structure for the school and ECC;</li> <li>define distributed leadership roles (e.g. curriculum, wellbeing, digital) linked to quality indicators;</li> <li>ensure planning for composite classes is coordinated across stages.</li> </ul>		Head Teacher (HT), Senior Leadership Team (SLT).	Documentation of leadership remits staff feedback on clarity of roles number of distributed leadership roles assigned evidence that planning across the ECC and primary is coherent and addresses composite classes.	Leadership structure finalised by Sept 2025; roles and planning reviewed mid-year (Jan 2026) end-of-year (Jun 2026) through QA calendar.
<b>Teaching practice is continuously improved through robust quality-assurance and self-evaluation processes.</b>	<b>Implement a quality-assurance calendar.</b> <ul style="list-style-type: none"> <li>Co-create and implement an annual QA calendar including lesson observations, learning walks, jotter monitoring, planning moderation and pupil/parent voice.</li> <li>Provide professional learning on data analysis and self-evaluation so that all staff understand how to use evidence to improve practice.</li> <li>Use QA findings to adjust composite class planning.</li> </ul>	✓	HT & SLT	Completion of QA activities as per calendar  number of staff participating in professional learning  qualitative improvements noted in observation feedback  evidence of QA findings informing improvement planning.	QA calendar launched Aug 2025;  Termly reviews in Oct 2025, Jan 2026 and Apr 2026;  QA outcomes evaluated with staff at SLT meetings;  overall impact reviewed Jun 2026.
<b>Learners experience consistently excellent lessons that include differentiation, assessment for learning, digital skills and meta-skills development.</b>	<b>Develop the “Excellent Lesson” framework.</b> <ul style="list-style-type: none"> <li>Work with staff and pupils to co-create a child-friendly definition of an “Excellent Lesson” incorporating differentiation, digital learning, meta-skills development and principles suited to composite classes.</li> <li>Provide training for staff and pupils to use the framework for self-evaluation and peer feedback.</li> </ul>	✓	SLT & Teacher Leadership Team; Pupil leadership groups.	Completion of the child friendly “Excellent Lesson” framework;  number of staff and pupils trained  evidence from lesson observations and pupil voice that the framework is being used;  pupil feedback on lesson quality.	Framework co-created Sep-Dec 2025;  pilot implemented Jan 2026;  feedback collected and framework refined by Apr 2026;  full adoption across classes by May 2026.
<b>Learners develop leadership skills,</b>	<b>Strengthen pupil leadership and community engagement.</b>		Pupil Leader	Number of pupil leadership groups established	Leadership groups launched Oct 2025

<p><b>confidence and wider achievements through meaningful participation and community engagement.</b></p>	<ul style="list-style-type: none"> <li>Establish pupil leadership groups Junior Road Safety Officers, track wider achievements and implement a digital badge system.</li> <li>Plan a <b>World of Work Events</b> inviting local employers/parents/carers and other partners to broaden aspirations – relate to Ayrshire Growth Deal/Employment Fair</li> <li>Add <b>WoW</b> to planning and feedback discussions</li> <li>Pupils co-create individual targets and share progress.</li> </ul>		<p>ship Coordinator; Partnership Lead.</p>	<p>participation rates records of wider achievements and digital badges feedback from World of Work Week pupil self-assessment of leadership skills.</p>	<p>World of Work Week scheduled for Mar 2026 progress and participation reviewed after each event overall evaluation Jun 2026.</p>
<p><b>Learners benefit from empowered and reflective practitioners who lead change.</b></p> <p><b>By June 2026, all staff will engage in collaborative professional enquiry, leading to improved pedagogy.</b></p>	<p><b>Develop distributive leadership and meta-skills</b></p> <ul style="list-style-type: none"> <li>participate in the ASPE/UWS <i>Collaborative Enquiry</i> project to build teacher capacity in peer observation, feedback and meta-skills progression across the curriculum.</li> </ul>	<input checked="" type="checkbox"/>	<p>HT/PT &amp; UWS lead</p>	<p>Evidence of practitioner enquiry projects staff self-evaluation shows increased confidence; improvements in targeted pedagogy observed 100 % of teaching staff participate in a professional enquiry by June 2026</p>	<p>October 2025: baseline staff survey on leadership confidence; agree enquiry themes; secure UWS support.</p> <p>October –December 2025: staff engage in enquiry cycles and peer observations; monthly check-ins with HT.</p> <p>January 2026: mid-year reflection meeting to share findings; adjust focus of enquiries.</p> <p>Feb 2026: second cycle of peer observations; gather evidence of impact.</p>

					June 2026: final showcase of enquiry projects; evaluate staff survey data; report outcomes to stakeholders.
<b>Children in the ECC experience safe, high-quality care and continuity with the primary school, supporting wellbeing and readiness to learn.</b>	<p><b>Early-years leadership and governance.</b></p> <ul style="list-style-type: none"> <li>Reinstate leadership roles within the ECC by, a STEM champion and a language &amp; communication (Chatting Together) champion.</li> <li>Develop a leadership calendar that includes tracking &amp; monitoring meetings for learning journals, implementation of the observation rubric and planning for composite class structures.</li> <li>Provide CLPL for early-years staff on the new quality-improvement framework, observation practices, STEM pedagogy and the Chatting Together project.</li> <li>Re-establish team-meeting agendas and minutes with follow-up actions to ensure training impacts practice.</li> </ul>	.	Early-Years Manager; Early Years Lead Practitioner; STEM Champion; Language & Communication Champion; HT.	Completion of the ECC leadership structure and assigned roles existence of a tracking & monitoring calendar evidence of observation rubric implementation and improved quality of learning journals staff training records meeting minutes showing actions and follow-up feedback from parents on communication and transitions.	Notification submitted by Aug 2025 leadership roles reinstated by Sep 2025 leadership calendar created by Sep 2025 CLPL delivered Sep–Nov 2025 observation rubric in use by Jan 2026 leadership effectiveness reviewed termly (Oct 2025, Feb 2026, May 2026) final evaluation Jun 2026.
<b>Parents understand leadership priorities and can contribute meaningfully.</b>	<p><b>Communication charter &amp; progress frameworks.</b></p> <ul style="list-style-type: none"> <li>Create a communication charter outlining response times and preferred channels (email, app, social media)</li> <li>Publish monthly digital newsletters/blogs with updates on leadership initiatives and improvement progress</li> </ul>	.	HT, Parent Council Leadership & Community Engagement	Communication charter approved by Parent Council by Oct 2025. Monthly newsletters published (100% on schedule). Progress guides uploaded on website by Jan 2026.	Charter drafted Aug 2025 and launched nov 2025. Newsletters monthly Sept 2025–Jun 2026. Open evenings Nov 2025, Feb 2026,

	<ul style="list-style-type: none"> <li>• Co-design “What does being on track look like?” guides for each level</li> <li>• Host termly open evenings/webinars to explain improvements and gather questions</li> </ul>		<p>group and Commu nication s Officer.</p>	<p>At least 70% of parents attend or view termly open evening recordings.</p> <p>Parent survey shows ≥85% satisfaction with communication.</p>	<p>May 2026 with evaluations.</p>
--	--	--	--	--	-----------------------------------

**Teaching and Learning Together: Improvement Priority: We shall co-design and deliver a motivating, inclusive curriculum that ensures every learner experiences appropriate pace and challenge, underpinned by effective moderation, assessment and digital practices, so that teaching meets learners' needs and reflects the local context.**

**Rationale**

To raise attainment and meet the diverse needs of learners, Dalrymple requires a curriculum that reflects its rural context and provides high-quality learning, teaching and assessment. A coherent learning offer – underpinned by moderation, assessment for learning, digital literacy, meta-skills and inclusive practices such as the CIRCLE framework – will motivate pupils, develop essential skills and prepare them for future stages. Meta-skills are timeless, higher-order skills that help learners become adaptable and successful; Skills Development Scotland groups them into three categories – self-management (focusing, integrity, adapting, initiative), social intelligence (communicating, feeling, collaborating, leading) and innovation (curiosity, creativity, sense-making, critical thinking). Integrating these meta-skills across the curriculum will develop pupils' resilience, adaptability and problem-solving abilities and equip them for future learning and work. By involving pupils, staff, families and partners in curriculum design, the school can create engaging, relevant learning experiences and build professional capacity.

**Barriers and gaps**

The learning visit highlighted that not all children experience appropriate pace, differentiation and challenge; moderation of planning across stages is underdeveloped; and digital and assessment approaches require refreshment. QA1 reported that while curriculum review work has begun, staff still need support to use data effectively and embed moderation. In the ECC, planning records are not always complete and next steps are not consistently threaded through the planning cycle. Staff confidence in digital pedagogy and data literacy varies, leading to inconsistent formative assessment and feedback. There is not yet a systematic approach to teaching and tracking meta-skills across the school; staff need training on the SDS meta-skills framework and guidance on how to assess pupils' progress in these higher-order skills. Planning across the ECC and primary does not yet fully take account of the increasing number of composite classes, making it challenging to balance experiences and outcomes across multiple stages and maintain progression. These gaps hinder the school's ability to deliver a coherent learning experience and to track progress accurately.

**Evidence informing the priority**

- The learning visit emphasised the need for appropriate pace, differentiation and challenge, stage-wide moderation of forward planning, effective formative assessment and refreshed digital approaches
- QA1 noted progress in curriculum review and work on the "Excellent Lesson" but highlighted that staff required further support in data analysis and moderation
- The early-years audit found planning and learning journals generally strong but advised completing records, threading next steps through the planning cycle and using consistent evaluative language.
- The ESIP states that the learning and curriculum offer should meet learners' needs and that staff should access relevant professional learning
- Skills Development Scotland identifies twelve meta-skills, grouped into self-management, social intelligence and innovation categories
- SQA's meta-skills development guidance requires learners to self-assess their meta-skills baseline, create a plan to develop their skills, carry out activities to demonstrate them, and use reflective practice to monitor progress. Baseline self-assessment helps set goals and plan actions, and evidence requirements emphasise setting and monitoring goals across the three categories.

• The CIRCLE framework outlines four factors – environment, routines & structures, motivation and skills – that support inclusion and recommends using audits of the physical and social environment to design inclusive classrooms.

NIF key drivers: Select driver Select driver Select driver Select driver Select driver						
QIF ELC:	Select QI	Select QI	Select QI	Select QI	Select QI	Select QI
ESIP key priorities:	N Our Leadership	N Our Wellbeing	N Our attainment			
Outcomes for our learners	Our actions/Approaches/Interventions		PEF	Who	Measures	
Curriculum reflects local context and engages learners. Pupils experience lessons that incorporate outdoor learning, sustainability and digital creativity, fostering relevance and motivation.	<p><b>Design an innovative curriculum reflecting context.</b></p> <ul style="list-style-type: none"> <li>Co-design curriculum maps with staff, pupils and partners that reflect Dalrymple's rural setting and incorporate outdoor learning, sustainability and digital creativity</li> <li>ensure planning accounts for composite classes and local heritage.</li> </ul>		Curriculum Development Team	<p>Completed curriculum maps</p> <p>stakeholder feedback on relevance and engagement</p> <p>number of outdoor learning experiences.</p>		<p>Co-design sessions held Aug–Dec 2025</p> <p>draft curriculum maps shared Jan 2026</p> <p>finalised by Feb 2026</p> <p>reviewed each term and evaluated Jun 2026.</p>
Learners benefit from consistent, high-quality teaching across the school and ECC. They experience coherent, inclusive lessons with clear expectations and support.	<p><b>Embed quality-assurance processes.</b></p> <ul style="list-style-type: none"> <li>Implement peer observations, learning walks and jotter monitoring; establish a QA calendar</li> <li>gather pupil and parent voice; use findings to inform professional learning and adjust teaching.</li> </ul>		SLT	<p>Completion of QA activities</p> <p>observation feedback</p> <p>evidence of improvements to learning and teaching</p> <p>pupil and parent feedback.</p>		<p>QA calendar launched Aug 2025</p> <p>ECC peer observations every six weeks</p> <p>learning walks and jotter monitoring each term</p> <p>outcomes reviewed at termly SLT meetings</p> <p>summary report Jun 2026.</p>

<p><b>Pupils experience consistent standards and effective assessment. They understand their next steps and are supported to achieve through a robust assessment system.</b></p>	<p><b>Moderation and assessment.</b></p> <ul style="list-style-type: none"> <li>• Conduct in-school and cluster-wide moderation with Littlemill PS</li> <li>• refresh Assessment is for Learning strategies</li> <li>• review Planning, Learning, Teaching and Assessment policies</li> <li>• implement a pupil target-setting system</li> </ul>		<p>Assessment Coordinators &amp; Class Teachers</p>	<p>Moderation records adoption of policy number of classes using pupil target-setting staff and pupil feedback on assessment practices.</p>	<p>Moderation sessions held monthly Sep 2025 – May 2026 PLTA policy drafted by Dec 2025 and adopted Feb 2026 target-setting system piloted Feb–Mar 2026 evaluation May 2026.</p>
<p><b>Learners access digital tools confidently and benefit from teaching that uses data to adapt learning.</b></p>	<p><b>Digital and data literacy.</b></p> <ul style="list-style-type: none"> <li>• Provide CLPL on digital technologies (Chromebooks, online learning journals) and data literacy</li> <li>• introduce formative assessment tools</li> <li>• align digital practices to the “Excellent Lesson” framework</li> <li>• support staff to adapt teaching based on data.</li> </ul>		<p>Digital Champion &amp; HT</p>	<p>Number of staff trained evidence of digital tool usage improvements in assessment accuracy teacher confidence surveys.</p>	<p>CLPL sessions delivered Oct 2025 and Jan 2026 formative assessment tools piloted Nov 2025 digital practices reviewed in QA meetings final evaluation Jun 2026.</p>
<p><b>ECC children benefit from coherent planning that highlights significant learning and next steps.</b></p>	<p><b>Early-years planning improvements.</b></p> <ul style="list-style-type: none"> <li>• Ensure all ECC planning records are complete</li> <li>• thread next steps through the planning cycle</li> <li>• use evaluative language consistently</li> <li>• highlight focused Experiences &amp; Outcomes in the Forest Room; capture significant learning</li> <li>• align planning with composite class structures.</li> </ul>		<p>Early-Years Manager &amp; Room Leads</p>	<p>Audits of planning records completeness and quality of records evidence of evaluative language staff feedback.</p>	<p>Planning audits each term evaluative language workshops Sep 2025 Forest Room planning reviewed Nov 2025 overall evaluation Jun 2026.</p>

<b>Inclusive environments support participation, motivation and skills for all learners.</b>	<b>Promote inclusive practice through CIRCLE.</b> <ul style="list-style-type: none"> <li>Train staff on the CIRCLE framework</li> <li>conduct audits of physical and social environments; adapt routines and structures to promote participation and motivation</li> <li>ensure inclusive practice across ECC and primary.</li> </ul>	<input checked="" type="checkbox"/>	<b>Inclusion Lead &amp; CIRCLE Champions</b>	Completion of CIRCLE audits action plans from audits evidence of changes to environments and routines pupil and staff feedback.	Training delivered Oct 2025 audits completed Dec 2025 action plans implemented Jan–May 2026 evaluation Jun 2026.
<b>Pupils in composite classes experience breadth, progression and develop meta-skills.</b>	<b>Revise planning for composite classes and meta-skills integration.</b> <ul style="list-style-type: none"> <li>Develop a planning framework that accounts for multi-stage classes</li> <li>integrate SDS meta-skills (self-management, social-intelligence, innovation) into medium- and short-term planning; provide staff training.</li> </ul>		Curriculum Development Team & Class Teachers	Completed planning framework; evidence of meta-skills integrated into plans  teacher confidence surveys  pupil ability to articulate meta-skills.	Framework drafted Sep 2025  staff training Oct–Nov 2025  implementation Jan 2026  review at termly QA meetings  evaluation Jun 2026
<b>Learners track and reflect on their development of meta-skills.</b> They become more self-aware and improve self-management, social intelligence and innovation skills.	<b>Meta-skills tracking and feedback system.</b> <ul style="list-style-type: none"> <li>Provide CLPL on teaching and assessing meta-skills</li> <li>implement a school-wide meta-skills profile for each pupil with baseline assessments, goals and progress records</li> <li>use reflective practice and teacher/pupil feedback to guide development</li> </ul>		Meta-skills Coordinator & Class Teachers	Baseline meta-skills assessments number of goals set and reviewed  progress records  pupil and parent feedback  evidence of reflective practice.	CLPL delivered Sep 2025  baseline assessments Oct 2025  profiles reviewed termly  progress reports shared with pupils and parents in Nov 2025, Feb 2026 and May 2026

					evaluation Jun 2026.
<b>Children's progress in the ECC is systematically monitored and shared.</b> Parents are informed and early interventions are planned effectively.	<b>Tracking &amp; monitoring meetings for learning journals.</b> <ul style="list-style-type: none"> <li>Establish termly progress meetings with room leads and parents to review learning journal entries, discuss progress and agree next steps</li> <li>create a progress-tracking calendar to ensure timely updates</li> <li>use tracking data to inform planning and transitions.</li> </ul>	.	Early-Years Manager, Room Leads & Tracking Coordinator	Number of meetings held presence of tracking calendar quality and frequency of learning journal updates parent and staff satisfaction evidence of early interventions.	Calendar created by Oct 2025 progress meetings held each term (Nov 2025, Feb 2026, May 2026) tracking data reviewed after each meeting; evaluation Jun 2026
<b>High-quality observations support personalised learning and inform planning.</b> Children's learning is documented and shared effectively.	<b>Early-years observation rubric</b> <ul style="list-style-type: none"> <li>Develop and implement a rubric aligned to Early Level Portal guidance</li> <li>train staff to record observations across play, routines and interactions using clear, unbiased language and evaluative descriptors</li> <li>analyse observations to identify next steps share with parents; moderate regularly.</li> </ul>		Early-Years Manager & Observation Champion	Existence of observation rubric number of staff trained quality of recorded observations moderation records parent feedback on learning journal entries.	Rubric developed Sep 2025 staff training Oct 2025 rubric implemented Nov 2025 moderation meetings each term evaluation Jun 2026.
<b>Continuous improvement in ECC quality through self-evaluation.</b> Practitioners use rights-based quality indicators to identify strengths and areas for development.	<b>New quality improvement framework in ELC.</b> <ul style="list-style-type: none"> <li>Train staff on the rights-based quality improvement framework for early learning and childcare</li> <li>use its quality indicators (leadership, quality spaces, play &amp; learning, support to achieve) for self-evaluation</li> </ul>		Early-Years Manager & Quality Improvement Lead	Completion of training number of self-evaluation cycles conducted documented improvement actions evidence of impact in ECC practice.	Training delivered Oct 2025 first self-evaluation cycle Nov 2025–Jan 2026 second cycle Mar 2026–May 2026

	<ul style="list-style-type: none"> <li>integrate findings into planning and improvement cycles.</li> </ul>				outcomes integrated into improvement plan and reviewed Jun 2026.
<b>Children develop strong language and communication skills and feel connected.</b> Families are empowered to support language development.	<p><b>Chatting Together project.</b></p> <ul style="list-style-type: none"> <li>Share the four key Chatting Together messages with parents – tune in, talk together, turn off distractions, use the home language</li> <li>provide training for staff on responsive interactions</li> <li>integrate these principles into daily routines and home learning</li> <li>monitor children's language development and support families, particularly in areas of deprivation.</li> </ul>	.	Language & Communication Champion & Early -Years Manager	<p>Number of staff trained; parent engagement levels</p> <p>evidence of Chatting Together activities in the setting and at home</p> <p>improvements in children's language assessments.</p>	<p>Parent and staff training sessions Sep–Oct 2025</p> <p>Chatting Together activities integrated from Oct 2025</p> <p>progress reviews each term</p> <p>evaluation Jun 2026.</p>
<b>Children experience rich STEM learning that builds curiosity and problem-solving skills.</b>	<p><b>Develop STEM across the ECC.</b></p> <ul style="list-style-type: none"> <li>Audit current provision</li> <li>design and implement a STEM plan that integrates STEM into the environment, planned experiences and family-learning programmes</li> <li>provide CLPL on delivering STEM through block play, engineering challenges, loose parts and outdoor learning</li> <li>partner with UWS and community organisations to deliver events and track engagement.</li> </ul>		STEM Champion & Early -Years Senior	<p>Audit and planning documents; number of STEM sessions and events</p> <p>staff training records</p> <p>children's participation and evidence of problem-solving skills.</p>	<p>Audit completed by Dec 2025</p> <p>CLPL delivered Jan–Feb 2026</p> <p>STEM plan implemented Mar–Jun 2026</p> <p>events hosted with UWS and community partners Apr–May 2026</p> <p>evaluation Jun 2026.</p>
<b>Parents understand learning expectations and can support their children effectively.</b>	<p><b>Digital learning portfolios &amp; progression rubrics.</b></p> <ul style="list-style-type: none"> <li>Introduce online learning portfolios enabling parents to view work, targets and reflections</li> </ul>	.	PT (Curriculum), IT co-ordi	<p>Digital portfolios implemented for 100% of pupils by Feb 2026.</p> <p>90% of parents access portfolios at least monthly</p>	<p>Platform selected Sept 2025.</p> <p>Pilot Oct 2025.</p>

	<ul style="list-style-type: none"> <li>• share simplified “I can...” statements and meta-skills progression charts to show what being on track looks like</li> <li>• hold learning showcases and parent workshops on digital tools and meta-skills</li> </ul>		<p>nator and Parent Council Curricul um &amp; Meta-S kills group.</p>	<p>“I can” statements distributed to all families by Nov 2025.</p> <p>Two learning showcases and two parent workshops held with ≥50% attendance.</p>	<p>Rollout Jan–Feb 2026. Showcases Dec 2025 and Apr 2026.</p>
--	---	--	---	--	---

**Our Wellbeing and Belonging: Improvement priority: We shall create and sustain a safe, nurturing environment where every child feels known and valued by strengthening safeguarding, risk management, personal planning and inclusive practices like the CIRCLE framework to support wellbeing and belonging.**

**Rationale**

A culture of wellbeing and belonging ensures that pupils feel safe, supported and ready to learn. Dalrymple already benefits from positive relationships, a strong community ethos and nurturing classroom. Building on these strengths, the school aims to develop a whole-school approach to wellbeing that includes robust safeguarding, consistent personal planning, inclusive environments and proactive tracking of motivation and attendance. Embedding the CIRCLE framework will help staff design classroom environments that promote participation, resilience and inclusion.

**Barriers and gaps**

Inspectors questioned how quality-assurance and self-evaluation could better ensure that every child's needs are met. Staff need further training to use data effectively and self-evaluation remains at an early stage. The early-years audit identified several gaps: chronologies often lacked recorded actions; risk assessments for outdoor areas were incomplete; medication paperwork and accident reporting procedures were inconsistent; personal plans did not always outline how needs would be met; mealtimes required improvement; and infection control audits and monitoring processes needed reinstated. These issues highlight weaknesses in systems that underpin wellbeing and safety.

**Evidence informing the priority**

- The learning visit praised positive relationships but urged the school to focus quality assurance and self-evaluation on meeting every child's needs.
- QA1 noted that self-evaluation processes were at an early stage and that staff required training in data analysis to use assessment information effectively.
- The early-years audit listed multiple safety and wellbeing actions, including updating chronologies, expanding risk assessments, improving medication records, telephoning parents after head bumps, strengthening personal plans and improving mealtimes and planning.
- The ESIP priority on wellbeing and belonging stresses that young people should feel supported by people who know them well and attend establishments on a full-time basis.
- The CIRCLE framework emphasises four elements (environment, routines & structures, motivation and skills) as the basis for inclusion and recommends using these tools to develop inclusive classrooms.

**Contextual Factors**

Dalrymple PS & ECC maintains high attendance and has strong parental support. The school's rural setting provides a large outdoor environment and opportunities for outdoor learning, but it also introduces risks (forest, ladders, greenhouse) that require thorough risk assessment and management. The ECC caters for two-year-old and three- to five-year-old children in separate rooms, with differing routines and environments. The community's commitment to sustainability and the positive ethos provide a strong foundation for wellbeing initiatives.

NIF key drivers:	School & ELC leadership		School & ELC improvement	Parent/carer involvement & engagement		Performance information	
QIF ELC:	Wellbeing, inclusion and equality ES	Nurturing care and support CI	Safeguarding and child protection CI & ES	Children's progress ES	Staff skills, knowledge, values and deployment CI		Leadership and management of staff and resources CI

ESIP key priorities:	N Our Leadership	N Teaching & Learning	N Our attainment		
Outcomes for our learners	Our actions/Approaches/Interventions	PEF	Who	Measures	Review/milestones
Children feel safe and protected; their wellbeing needs are met.	<b>Update and implement wellbeing and safeguarding policies.</b> <ul style="list-style-type: none"> <li>Review communication, ASN and safeguarding policies; ensure chronologies include recorded actions</li> <li>Bullying and Equalities reporting</li> </ul>		Head Teacher & Early -Years Manager	Updated policies and documentation completeness of chronologies staff understanding evidenced through QA compliance with safeguarding legislation.	Aug–Sep 2025 review at first term meeting mid-year check Jan 2026 final evaluation Jun 2026.
Pupils' wellbeing is tracked and improved; attendance increases.	<b>Implement wellbeing programmes and tracking.</b> <ul style="list-style-type: none"> <li>Roll out the Wellbeing Questionnaire (MS Forms) across all classes to monitor pupils' wellbeing</li> <li>aim to raise attendance by 2 % and maintain extremely low exclusions</li> </ul>	.	Wellbeing Lead	Wellbeing web scores attendance and exclusion statistics number of wellbeing interventions pupil and family feedback.	Sep 2025 – Jun 2026 wellbeing tracking each term mid-year review Jan 2026 final evaluation Jun 2026.
Inclusive environments support participation and resilience; cosy spaces foster comfort.	<b>Embed the CIRCLE framework</b> <ul style="list-style-type: none"> <li>Provide training for staff on the CIRCLE Inclusive Classroom and Participation Scales</li> <li>carry out audits of physical and social environments; adjust routines and structures to promote inclusion; develop cosy/nurture spaces and consider use of high-vis vests outdoors</li> </ul>		Inclusion Lead & CIRCLE Champions	Completion of CIRCLE training audit reports implementation of action plans pupil and staff feedback on environments evidence of improved participation and motivation.	Oct 2025 – Jun 2026 training Oct 2025 audits by Dec 2025 action plan implemented Jan–May 2026 evaluation Jun 2026.

<b>Children develop strong language and communication skills; families are empowered.</b>	<b>Chatting Together and responsive interactions</b> <ul style="list-style-type: none"> <li>Provide training for ECC staff and parents on the four key Chatting Together messages (tune in, talk together, turn off distractions, use the home language)</li> <li>integrate responsive interactions into daily routines and home learning; monitor children's language development; support families in areas of deprivation; collaborate with health visitors and speech therapists</li> </ul>	<input checked="" type="checkbox"/>	Language & Communication Champion & Early-Years Manager	Number of training sessions delivered parent engagement levels evidence of Chatting Together messages in practice improvements in children's language assessments parental feedback.	Sep 2025 – Jun 2026 training early in term language development monitored termly final evaluation Jun 2026.
<b>Staff understand and support neurodivergent children; families access appropriate support.</b>	<b>Neurodevelopmental empowerment &amp; strategy training.</b> <ul style="list-style-type: none"> <li>Provide professional learning for ECC and school staff delivered by the Neurodevelopmental Empowerment &amp; Strategy Team (NEST) from NHS Ayrshire &amp; Arran</li> <li>training covers understanding neurodevelopmental differences (autism, ADHD, FASD) and inclusive strategies; signpost families to support services and workshops</li> </ul>		Early-Years Manager & Inclusion Lead	Number of staff trained training evaluations evidence of inclusive strategies implemented referrals/signposting of families feedback from families.	Nov 2025 – Mar 2026 training sessions scheduled post-training evaluation Mar 2026 impact monitoring Apr–Jun 2026.
<b>Parents are empowered to engage with wellbeing and inclusion.</b>	<b>Wellbeing &amp; inclusion platform and feedback loops.</b> <ul style="list-style-type: none"> <li>Develop a secure online system where parents can view wellbeing scores, risk assessments and cosy space plans</li> <li>provide short videos on Chatting Together and NEST strategies</li> <li>use digital forms/QR codes to collect parent feedback about the</li> </ul>		Wellbeing Co-ordinator, IT co-ordinator, Parent Council Inclusive Environment	Platform live by Jan 2026. 80% of parents access wellbeing information at least termly. ≥50 parent feedback responses per term. 90% attendance at wellbeing meetings.	Platform design Sept–Dec 2025. Launch Jan 2026 Termly feedback and meetings (Feb 2026, May 2026).

	environment, routines and support; schedule termly wellbeing meetings with parents (face-to-face or virtual).	ment & Wellbeing group.	Parent satisfaction survey ≥85% on wellbeing communication.	
<b>Care-experienced children feel valued, included and supported within a stigma-free environment.</b>	<p><b>Deliver professional learning for all staff on The Promise.</b></p> <ul style="list-style-type: none"> <li>Facilitate two professional learning sessions covering national context, local data and responsibilities</li> <li>provide an e-learning module and summative quiz</li> <li>make this training part of induction for new staff and refresh every three years</li> </ul>	Promise Champion (nominated member of SLT), HT and Corporate Parenting team.	<p>100% of staff (teaching, support, office, catering, janitorial) complete the two sessions and e-learning module by Feb 2026</p> <p>Induction programme updated to include The Promise by Sept 2025</p> <p>Staff survey shows ≥90% feel confident in their responsibilities as corporate parents.</p>	<p>Training scheduled Sept 2025 &amp; Oct 2025.</p> <p>E-learning completion monitored termly.</p> <p>Induction update by Sept 2025.</p>
<b>Policies, language and culture reflect care-experienced children's rights and needs.</b>	<p><b>Review policies and practices to ensure non-stigmatising language and corporate parenting duties.</b></p> <ul style="list-style-type: none"> <li>Audit existing policies for compliance with Promise principles</li> <li>consult care-experienced learners</li> <li>co-produce a glossary of preferred language</li> <li>embed rights-respecting and trauma-informed approaches</li> <li>share updated policies with parents and pupils.</li> </ul>	Promise Champion, DHT (Wellbeing), Rights Respecting Schools lead, Parent Council representative.	<p>All relevant policies reviewed and updated by Jan 2026.</p> <p>Glossary of non-stigmatising language published by Dec 2025.</p> <p>Parent and pupil feedback shows ≥80% awareness of updated policies.</p> <p>School environment audit shows 100% of signage and communications use inclusive language.</p>	<p>Policy audit Sept 2025</p> <p>Consultation sessions Oct 2025</p> <p>Policies ratified Jan 2026</p> <p>Ongoing monitoring termly.</p>

<b>Attendance, engagement, attainment and wellbeing outcomes for care-experienced learners improve.</b>	<b>Monitor and analyse data on care-experienced learners.</b> <ul style="list-style-type: none"> <li>Set up a confidential tracking system for attendance, engagement, attainment, leavers destinations and exclusions</li> <li>meet termly to analyse trends; plan targeted supports</li> <li>liaise with Virtual Headteacher and other agencies</li> <li>share data (anonymised) with the Corporate Parenting group and Parent Council.</li> </ul>	.	Data Lead Teacher, Promise Champion, Virtual Headteacher (corporate parent role), DHT (Support for Learning).	<p>Tracking system operational by Oct 2025.</p> <p>Baseline data established for attendance, engagement and attainment.</p> <p>Termly meetings held (Dec 2025, Mar 2026, Jun 2026) to review data and plan interventions.</p> <p>Improved outcomes</p> <p>attendance for care-experienced learners rises to <math>\geq 95\%</math>, engagement surveys show <math>\geq 80\%</math> positive responses, attainment gaps reduce by 5% by Jun 2026, exclusions remain zero.</p>	<p>Develop system Aug–Sept 2025.</p> <p>Baseline established Oct 2025.</p> <p>Termly reviews and interventions Dec 2025, Mar 2026, Jun 2026.</p> <p>Annual report Jun 2026.</p>
---	--	---	---	--	---

**Our Attainment, Destinations and Achievements: We shall use data driven approaches and targeted interventions to raise attainment and achievement for all learners, close the poverty related attainment gap and ensure smooth transitions so that every child secures a positive destination**

**Rationale**

Ensuring that every child achieves their full potential and secures a positive destination is at the heart of Dalrymple's mission. A clear focus on attainment, achievements and destinations will help close the poverty-related attainment gap and sustain high levels of achievement. Robust data analysis, targeted interventions and strong transitions from early years to primary and from primary to secondary will support learners to succeed academically and develop the wider skills needed for life and work.

**Barriers and gaps**

Although attainment is generally positive, the learning visit noted that data and assessment were not used effectively in tracking, monitoring and moderation conversations and that some pupils did not experience sufficient challenge and pace. QA1 highlighted that staff require further training in data analysis and the use of assessment information. The early-years audit indicated that while learning journals are used, personal plans do not always outline how needs will be met. In addition, transitions between ECC and P1, and between P6/P7 and secondary school, could be strengthened to ensure continuity of learning and support. Limited tracking of wider achievements means that pupils' broader skills and talents may not be fully recognised.

**Evidence informing the priority**

- The learning visit advised using data and assessment more effectively in tracking and moderation conversations and ensuring appropriate challenge and pace.
- QA1 reported strong progress in refocusing quality assurance but stated that staff training in data analysis should be prioritised to use assessment information effectively.
- Early-years audit findings emphasised the importance of tracking children's learning and ensuring personal plans describe how needs are met.
- The ESIP priority on attainment, achievements and destinations calls for ensuring that young people secure positive destinations through excellent achievement and attainment at all levels.

**Contextual Factors**

Dalrymple PS & ECC draws pupils from a range of socio-economic backgrounds, including children from the lowest quintiles who benefit from Pupil Equity Funding. The school's rural context means that pupils often travel to secondary schools in nearby towns. Early attainment is strong, but the small cohort sizes can lead to fluctuations in data and require careful interpretation. Many pupils achieve widely outside school through sports, music and community activities, and the school intends to capture and celebrate these achievements. The ECC's learning journals provide a rich baseline but must be linked to clear personal plans to support progress into P1.

NIF key drivers:	Performance information		School & ELC improvement	Teacher & practitioner professionalism	Curriculum & assessment	
QIF ELC:	Staff skills, knowledge, values and deployment CI	Learning, teaching and assessment ES	Leadership and management of staff and resources CI	Leadership of continuous improvement ES	Children's progress ES	Select QI

ESIP key priorities: N	Our Leadership	N Teaching & Learning	N	Our Wellbeing	
Outcomes for our learners	Our actions/Approaches/Interventions	PEF	Who	Measures	Review/milestones
<b>Learners receive teaching informed by accurate data and attainment improves.</b>	<b>Enhance data literacy and assessment.</b> <ul style="list-style-type: none"> <li>Provide CLPL on analysing standardised assessments (SNSAs), Benchmarking and school-based assessments</li> <li>Develop further regular tracking and monitoring meetings where teachers discuss progress, identify individual interventions and evaluate impact over time.</li> </ul>		Head Teacher	Number of CLPL sessions and staff attending teacher confidence in data analysis frequency and quality of tracking meetings evidence that data informs interventions improvements in attainment data.	Aug 2025 – Jun 2026 training delivered early in session tracking meetings each term mid-year review Jan 2026 final evaluation Jun 2026.
<b>Pupils at risk make accelerated progress and the attainment gap narrows.</b>	<b>Targeted interventions and closing the gap.</b> <ul style="list-style-type: none"> <li>Use assessment data to identify pupils at risk of not achieving</li> <li>plan targeted interventions (small-group tuition, phonics or numeracy support) with PEF-funded staff</li> <li>monitor the impact on SIMD quintile 1 pupils and those with additional support needs.</li> </ul>		Pupil Support Teachers & PEF-funded staff	Baseline and follow-up assessment data for targeted pupils number of interventions delivered evidence of progress gap analyses by SIMD quintile and ASN status.	Sep 2025 – Jun 2026; progress reviewed at each tracking meeting; final evaluation Jun 2026.
<b>Attainment in reading, writing and numeracy increases; staff lead improvements and share expertise.</b>	<b>Attainment targets and leadership roles</b> <ul style="list-style-type: none"> <li>Set ambitious targets to increase the percentage of pupils on track by 9 % in reading, 12 % in writing and 10 % in numeracy</li> <li>identify and support literacy/numeracy leads, dyslexia-friendly and digital leaders</li> </ul>	✓	Literacy/ Numeracy Leads & Head Teacher	Progress toward attainment targets record of CLPL sessions and staff participation number of leaders	Aug 2025 – Jun 2026; interim review Jan 2026; final evaluation Jun 2026.

<ul style="list-style-type: none"> <li>provide CLPL from external experts.</li> </ul>						evidence of leaders coaching colleagues staff feedback on impact.	
	Stage (2025-2026)	Reading	Writing	L&T	Numeracy	Targets June 2026	
	P1	–	–	–	–	95% across all areas	
	P2	100%	100%	100%	100%	Sustain 95 – 100%	
	P3	91.3%	91.3%	91.3%	78.26%	R 95%, W 95%, L&T 95%, N 85%	
	P4	81.25%	75%	93.75%	87.20%	R 90%, W 85%, L&T 95-100%, N 95-100%	
	P5	70%	70%	90%	70%	R 90%, W 90%, L&T 100%, N 90%	
	P6	80%	81%	100%	81.25%	R 90%, W 90%, L&T 100%, N 90%	
	P7	81.25%	81.25%	100%	81.25%	R 90%, W 90%, L&T 100%, N 90%	
	Average	83%	78%	95%	80%	R 92%, W 90%, L&T 100%, N 90%	
<b>Learners experience smooth transitions and secure positive destinations; parents and pupils feel prepared.</b>	<b>Transitions and destinations.</b> <ul style="list-style-type: none"> <li>Deliver enhanced transition programmes from ECC to Primary 1 and from P6/P7 to secondary, including extended visits, buddy systems and parental engagement</li> </ul>			Transitions Coordinator & Cluster Head	Number of transition activities delivered feedback from pupils, parents and receiving schools attainment data post-transition		Jan 2026 – Jun 2026 evaluation at end of transitions period (Jun 2026).

	<ul style="list-style-type: none"> <li>provide training for ECC staff on the new planning system</li> <li>run transition programmes for ECC children from January</li> </ul>		Teacher s		
<b>Pupils' wider achievements are recognised and participation in leadership and community activities increases.</b>	<p><b>Promote wider achievements and digital badges.</b></p> <ul style="list-style-type: none"> <li>Track and celebrate pupils' wider achievements (sports, arts, leadership) using a digital badge system</li> <li>encourage participation in national competitions and local events</li> <li>liaise with Vibrant Communities, UWS and community partners.</li> </ul>		Wider Achievement Coordinator	Number of digital badges issued participation rates in competitions and events feedback from pupils and community partners number of partnerships established.	Aug 2025 – Jun 2026 termly reviews final evaluation Jun 2026.
<b>Children in the ECC make a strong start to school; early learning gaps are addressed and high-quality experiences prepare them for Primary 1.</b>	<p><b>Early-years focus.</b></p> <ul style="list-style-type: none"> <li>Continue to track children's learning and progress through learning journals</li> <li>hold termly tracking and monitoring meetings and maintain a calendar for journal updates</li> <li>implement the early-years observation rubric to capture high-quality observations and plan next steps</li> <li>embed the new quality improvement framework through rights-based self-evaluation cycles</li> <li>integrate the Chatting Together project to nurture early language and communication</li> <li>develop STEM experiences through planned play, problem solving and outdoor learning</li> </ul>		Early-Years Senior; & Head Teacher	Quality and frequency of learning journal updates outcomes of tracking meetings quality of observation rubric data results of self-evaluation cycles improvements in language and communication skills number and quality of STEM sessions progress in early literacy and numeracy parent feedback.	Aug 2025 – Jun 2026 termly reviews of learning journals and observations self-evaluation cycles conducted twice yearly final evaluation Jun 2026.

	<ul style="list-style-type: none"> <li>provide targeted literacy and numeracy interventions to support school readiness and close early gaps.</li> </ul>				
<b>Parents understand attainment expectations and can engage with data and transitions.</b>	<p><b>Progress dashboards, data literacy sessions &amp; transition blogs.</b></p> <ul style="list-style-type: none"> <li>Create simple visual dashboards showing class and individual progress using traffic lights or bar charts</li> <li>host data literacy sessions explaining assessments and expectations</li> <li>develop blogs or video guides for transitions</li> <li>implement digital badges with real-time parent notifications</li> <li>expand parent-teacher-pupil planning meetings to include data discussion and next steps</li> </ul>	Attainment Champions, IT co-ordinator and Parent Council Achievement & Transition group.	<p>Dashboards available to 100% of parents by Jan 2026.</p> <p>At least 2 data literacy sessions delivered with ≥40 parents attending</p> <p>Transition blogs/guides produced and accessed by 90% of parents</p> <p>Parent-teacher-pupil planning meetings held twice yearly with full participation</p> <p>Parent survey shows ≥85% understanding of attainment expectations.</p>	<p>Dashboard design Sept-Dec 2025</p> <p>Data sessions Jan 2026 &amp; Apr 2026</p> <p>Blogs/guides published Oct 2025 &amp; Mar 2026</p> <p>PTP planning meetings Nov 2025, Feb 2026 and May 2026.</p>	

Summary of Improvement Plan directly linking to Education Service Improvement Plan	
<p><b>Our Leadership - strong leadership and clear communication</b></p> <p>We are working to make sure that every adult and learner in Dalrymple PS &amp; ECC knows who is responsible for what and what great learning looks like. This includes:</p> <ul style="list-style-type: none"> <li>• <b>Clear roles:</b> staff and pupil leadership roles will be clearly defined so everyone knows who to speak to and who is leading each initiative.</li> <li>• <b>Quality checks:</b> we will have a calendar of classroom visits and feedback, so teachers can learn from one another and ensure lessons are consistently excellent.</li> <li>• <b>“Excellent lessons” and pupil leadership:</b> together with pupils we will agree what an excellent lesson looks like, and we will create more opportunities for pupils to lead groups such as JRSO, Clean Green and Digital Leaders.</li> <li>• <b>Better communication:</b> we will publish a simple communication charter, send regular digital newsletters and host open evenings/webinars to share progress and gather your feedback.</li> </ul> <p>These actions mean your child will be taught by confident, well-supported staff and will have more chances to lead and influence their school</p>	<p><b>Teaching and Learning Together - motivating curriculum and meta-skills</b></p> <p>We want learning at Dalrymple to be challenging, interesting and relevant to our pupils. Our plans include:</p> <ul style="list-style-type: none"> <li>• <b>Curriculum review:</b> teachers, pupils and parents will help design a new curriculum that reflects our community and ensures the right pace and challenge, especially in composite classes.</li> <li>• <b>Learning quality:</b> teachers will moderate and share good practice regularly, using data and feedback to support every child. Digital skills training and simple data dashboards will help staff plan the best next steps.</li> <li>• <b>Meta-skills:</b> we will teach meta-skills like focusing, collaborating, curiosity and creativity in every class and help children track their progress through personal journals and targets.</li> <li>• <b>Early years quality:</b> in the ECC we will hold tracking meetings for Learning Journals, use an observation rubric to improve assessments, adopt a new quality framework for early years, deliver the Chatting Together language project and increase STEM activities like loose-parts play and problem-solving.</li> <li>• <b>Family involvement:</b> parents will get access to online portfolios, simplified “I can ...” statements and workshops to understand what being on track looks like and how to support learning at home.</li> </ul> <p>This priority ensures your child experiences exciting lessons, learns important life skills and benefits from high-quality assessment and planning from nursery to P7</p>
<p><b>Our wellbeing and belonging – safe, nurturing and inclusive school</b></p>	<p><b>Our Attainment, Destinations and Achievements – raising attainment and celebrating success</b></p>

Your child's wellbeing is at the heart of our work. We want every child to feel safe, included and able to thrive. We will:

- **Strengthen safeguarding:** update our child protection policy, chronologies and risk assessments, and make sure medication and accident procedures are followed every time.
- **Support additional needs:** review personal plans regularly and involve parents in discussions so that children with additional support needs receive the right help quickly.
- **Improve routines:** make mealtimes sociable and healthy; expand our breakfast club; and ensure children have calm, cosy spaces to rest and play.
- **Track wellbeing:** introduce a wellbeing programme and collect data each term so we can spot and respond to any concerns.
- **Inclusive environments:** audit classrooms and playrooms using the CIRCLE framework and create nurturing, cosy spaces with sensory resources, while embedding the Chatting Together programme to develop language.
- **Professional learning:** provide training for staff on neurodevelopmental differences (NEST) so they can support children with autism, ADHD and FASD.
- **Parent partnership:** develop a secure platform where parents can see wellbeing scores and plans; share short videos and prompts; and invite families to wellbeing meetings to co-plan support.
- **Keeping the Promise Award** is a special programme to make sure we are doing everything we can for our care-experienced children and young people. Here's what it means for families:
- **Raising awareness:** All adults in school, including office and support staff, will complete training on *The Promise* so they understand what it means to be a corporate parent and how to support care-experienced children
- **Stigma-free language:** We will review policies and everyday language to ensure we use non-stigmatising, inclusive language, and we'll involve care-experienced pupils in creating a glossary
- **Better data, better support:** We will track attendance, engagement, attainment and wellbeing for our care-experienced learners and meet termly to plan extra help. Our aim is to see improvements in attendance and achievement.

We aim for every child to achieve their best in literacy, numeracy and beyond, and to feel proud of their achievements. Key actions are:

- **Data-driven improvement:** we will train staff to use assessment data effectively, develop simple data dashboards and set clear class and individual attainment targets shared with families.
- **Targeted support:** children who need extra help will receive evidence-based interventions quickly, and we will work closely with parents to support learning at home.
- **Ambitious targets:** we will agree challenging but achievable targets for each class and child and celebrate progress widely.
- **Smooth transitions:** we will provide enhanced transition programmes from nursery to P1 and P7 to secondary school, with visits, buddy systems and information sessions to ensure children and parents feel prepared.
- **Wider achievements:** our new digital badge system will recognise and celebrate achievements in sports, arts, leadership and citizenship; we will encourage participation in clubs and share achievements in newsletters and displays.
- **Early years focus:** targeted literacy and numeracy sessions in the ECC, along with family learning events, will help close gaps early.
- **Clear communication:** parents will receive easy-to-read progress dashboards and have opportunities to attend data literacy sessions, transition blogs and parent-teacher-pupil planning meetings.

This priority will raise attainment for all learners, close gaps, ensure smooth transitions and celebrate the many ways our children succeed.

By focusing on wellbeing and belonging, we will create an environment where your child feels safe, respected and able to learn and play happily.