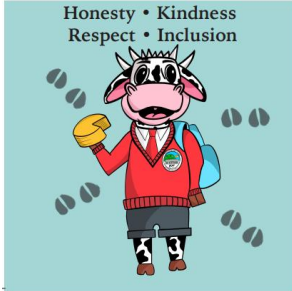




Dunlop Primary School Establishment Improvement Plan 2024/25



School Improvement Plan	Dunlop Primary School
Head Teacher	Laura Kelly
Date Submitted	Submitted to Chief Education Officer on : 12 th July 2024

<p>School/ Centre Vision and Values</p>	<p>The school's motto is:</p> <p>'Climb That Hill'</p>  <p>Following consultation, our Pupil Council engaged with pupils, parents, staff, and stakeholders to discuss our school values. It was agreed, the four most important values for the children and pupils of Dunlop Primary School & ECC are, for us to value:</p> <p>Kindness Respect Honesty Inclusion</p> <p>Our school values play an important role within our school; staff and pupils alike strive to demonstrate these each day through our learning and practice.</p>
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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.

Consultation on improvement plan includes the following stakeholders:	Completed
Children and Young People	Yes
Parent Council and Forum	Yes
Teachers, practitioners and ALL school/centre staff	Yes
Volunteers/ Community partners	Yes
Local bodies representing teachers, staff, volunteers and any parent bodies further associated to the school/centre.	Yes

Content of plan	Completed
Takes account of strategic priorities outlined in the education authority's Annual Plan.	Yes
Takes account of the strategy for parental involvement under section 2 (4A)	Yes
An audience-friendly summary of the SIP is available and contained in this document and will be provided to parents, children and young people.	Yes
Appropriate cognisance has been made of the links between the plan and the working time agreement for teaching staff	Yes
Scottish Government Tackling Bureaucracy working group recommendations have been considered when planning for improvement and in the improvement activities specified	Yes
HGIOS 4 and HGIOELC are used as the frameworks to inform the content of SIPs	Yes
There is clear focus throughout the plan on measures to reduce of inequalities of outcome as a result of socio-economic disadvantage.	Yes

Head Teacher / Head of Centre Signature:



Pupil and parental strategic involvement

<p><i>For session 2024-25, please describe below how children and young people will be involved in decisions relating to the operation of the school/centre</i></p>	<p><i>For session 2024-25, please describe below how parents will be involved in decisions relating to the operation of the school/centre</i></p>
<p>Pupil Voice is an important part of Dunlop Primary and ECC and pupils are consulted and involved in decision making through the following means:</p> <ul style="list-style-type: none"> • Whole school assemblies • Pupil Voice Leadership Groups • Pupil Council • House Captains and Vice Captains • Class Buddies • Personalisation and choice i.e.IDL • Self-Evaluation opportunities • Questionnaires/e-forms • Pupil Focus Groups – HGIOurS?4 	<p>Parents and Carers will be actively involved in operational decision making by:</p> <ul style="list-style-type: none"> • Parent Council • Open evenings • Parent/Carer Feedback Questionnaires/e-forms • Self-Evaluation activities • Parent/Carer workshops • Sharing the learning events • Stay and Play sessions • Parents Evening consultations

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<p>Improvement Priorities (Expressed as outcomes for learners)</p> <p>Key Areas for Improvement:</p> <ul style="list-style-type: none"> • Leadership • Quality Assurance • Education Group Collaboration <p>Rationale for Improvement:</p> <p><i>The Professional Standards place all teachers as leaders of and for learning. They lead learning for, and with, all learners and they work with and support the development of colleagues and other partners.</i></p> <p><i>"Upholding the professional values of social justice, trust and respect and integrity requires a commitment to leadership that inspires confidence and encourages aspiration. This commitment underpins leadership of learning in all contexts and change for improvement. It values the contribution of others, challenges biases and assumptions and applies critical thinking to make effective decisions, in the interests of maintaining and improving the quality of education and leading to improved outcomes for all children and young people in Scotland."</i></p> <p><i>Professional Standards for Teachers</i></p>	<p>Education Service Improvement Plan 1: Our Leadership</p> <p>We actively support, promote and enact leadership at all levels. Our young people are supported to be leaders of 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, playroom and centre.</p> <p>UNCRC: Article 12 – Respect for children’s views. Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously</p> <p>Article 13 – Sharing thoughts freely. Children have the right to share freely with others what they learn, think and feel, by talking, drawing, writing or in any other way unless it harms other people.</p>
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What actions are required to reach the desired outcome?	Who	When
<p><u>Leadership</u></p> <ul style="list-style-type: none"> • Continue to engage in the PRD process and develop professional learning opportunities and support of leadership development and pedagogical practice to improve experiences and outcomes for young people and in line with school priorities. • Continue to engage with EAC Leaders of Learning Programme (Year 2). • Review and develop Dunlop’s Curriculum Rationale • Embed Pupil Voice Groups P4-7 and Skills-Based Learning P1-3 e.g. Pupil Council, RRSA. Eco Committee, Digital Leaders, Sports Scotland and Health & Wellbeing. • Continue to embed UNCRC and Rights Respecting School approach to promote and realise children’s rights and the values of respect, dignity and non-discrimination in both policy and practice. Continue to work towards Gold Accreditation of Rights Respecting Schools Award, developing links to Global Goals, Climate Change, Sustainability and Global Economy. 	<p>All staff</p> <p>Lead E White Lead L Kelly All staff</p> <p>Lead JA Bryce</p>	<p>Aug-Sep 25</p> <p>Aug-Jun 25 Aug-Dec 24 Aug-Jun 25</p> <p>Aug-Jun 25</p>

<ul style="list-style-type: none"> Ensure children are at the heart of strategic decision making and further develop meaningful ways to include children in self-evaluation and school improvement. 	Lead L Kelly	Aug-Jun 25
<u>Quality Assurance</u>		
<ul style="list-style-type: none"> Continue to develop a robust calendar of Quality Assurance: <ul style="list-style-type: none"> Review and update current Quality Assurance Calendar Review and update current Calendar of Commitments Further embed a robust programme and evaluation of self-evaluation using HGIOS?4 and HGIOurS?4 to ensure all stakeholders are actively involved in strategic decision making and self-evaluation. All staff to continue to be actively engaged in ongoing Quality Assurance including self –evaluation, forward planning, tracking & monitoring, learning observations and Education Group Moderation. Update the ‘Excellent Lesson’ and through Quality Assurance, ensure this is consistently delivered across all stages. 	Lead L Kelly	Aug-Oct 24
	All staff	Aug-Jun 25
	Lead L Kelly	Aug-Oct 24
<u>Education Group Collaboration</u>		
<ul style="list-style-type: none"> Continue to develop our Planning, Learning, Teaching and Assessment networks across our Education Group. (PEF) Staff will continue to build their confidence in sharing PLTA across our Education group network and will make more robust teacher judgements on achievement of a level. (PEF) 	Lead L Kelly & E White	Aug-Jun 25

PEF - What actions are required to reach the desired outcome?	Desired outcome and impact data / evidence that will be collected to track impact	Who	When
PT For Raising Attainment: <ul style="list-style-type: none"> All staff to have a clear understanding of the planning for learning, teaching and assessment cycle and make consistent teacher judgement on achievement of a level. 	<ul style="list-style-type: none"> Consistent judgement of achievement of a level across the Education Group 	Emma White	June 2025

<p>Evidence of Impact against outcomes for learners.</p> <ul style="list-style-type: none"> Increased consistency of high quality learning and teaching where staff and learners have shared expectations and high standards. Through effective collegiate and collaborative working, good practice will be identified and shared resulting in improved pedagogy across all stages. Learner’s experiences will have appropriate challenge, pace and support to meet the needs of all learners. Leaders of Learning approaches will be embedded consistently evidenced through Quality Assurance and discussions with pupils. Pupils will lead aspects of improvements and decision making via Pupil Voice Groups. Attainment data of our young people across our Education Group will be judged upon shared and consistent standards.

N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session

<p>Improvement Priorities <i>(Expressed as outcomes for learners)</i></p> <p>Key Areas for Improvement:</p> <ul style="list-style-type: none">• Effective pedagogies and practice• Dunlop’s Curriculum Model• Tracking and Monitoring <p>Rationale for Improvement:</p> <p>The EA Literacy Programme (EALP) contains clear methodology and strategies for teachers and pupils to support consistency in learning and teaching and increased attainment.</p> <p>ACEL Data has shown attainment in writing for combined P1, P4 & P7 has averaged at 81% out of the last four ACEL collection years compared to a reading average of 88% over the same timeframe. Attainment target for session 2024/25 85% for P1, P4 & P7.</p> <p>Despite a 13% increase in session 2023/24, internal data analysis showed 65% of pupils achieved spelling at their desired national level for P3-7. Attainment Target for 2024/25 >70% for P3-7</p> <p>In developing Dunlop’s Curriculum Design and Learner Pathways, we are focusing on ensuring our Curriculum Rationale is renewed and we deliver education which will be needed by our young people for the future, now. Ensuring we deliver a curriculum which is relevant to our learners in the context in which they live and learn, building on local communities and partnerships.</p> <p>Through ensuring a consistent and coherent approach to planning for learning teaching and assessment and ensuring robust tracking and monitoring of progress, we will ensure an innovative curriculum which will ensure all young people thrive in our environment.</p>	<p>Education Service Improvement Plan Priority 2: Teaching and Learning Together</p> <p>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.</p> <p>UNCRC: Article 28 – Access to Education Every child has the right to an education. Primary education should be free.</p> <p>Article 29 – Aims of Education. Children’s education should help them fully develop their personalities, talents and abilities</p>
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What actions are required to reach the desired outcome?	Who	When
<p><u>Effective Pedagogies and Practice</u></p> <ul style="list-style-type: none"> • Continue with the development and embed the East Ayrshire Literacy pedagogy and ensure consistent approach to writing and spelling strategies for the delivery and progression of literacy to increase attainment outcomes across all stages. (PEF) • Continue to develop and embed the use of a whole school writing approach and progression pathway across all stages. Staff to continue to access & engage with professional learning and support to implement East Ayrshire Literacy approaches to taught writing. (PEF) • Continue to develop and embed the whole school spelling approach and progression pathway across P3-7. Staff to continue to access & engage with professional learning and support to implement East Ayrshire Literacy approaches to spelling. (PEF) • Introduce and develop P1-3 use of play based pedagogy across literacy, numeracy and IDL. Primary 1 in particular becoming more familiar and embedding Realising the Ambition: Being Me. • Develop and establish a suitable environment for play based pedagogy using the former ECC space. (PEF) • Continue to pilot the use of 1-2-1 devices in P7 class and P6. Increase the uptake of pupils working on Chromebooks both in class and home. Pupil, parent, staff self-evaluation. (PEF) • Review and update Dunlop's 'Excellent Lesson' in line with Dunlop's updated Curriculum Rationale. 	<p>Lead E White All staff</p> <p>Lead N Nouillan & G Cochrane</p> <p>E White & K Sullivan Lead L Kelly</p>	<p>Aug-Jun 25</p> <p>Aug 24</p> <p>Aug-Jun 25</p> <p>Aug-Oct 24</p>
<p><u>Dunlop's Curriculum Model</u></p> <ul style="list-style-type: none"> • Develop an innovative and inspiring curriculum model, in particular, reviewing Inter-Disciplinary Learning across all stages to reflect the needs of our learners. • Enrich our curriculum model involving stakeholders and community partnerships, in particular with the context of Ayrshire Growth Deal. • Through engaging with partners at our planned STEM/Robotics event, young people will be provided with access to high quality learning experiences using innovative digital resources. • Through engaging with partners at our planned STEM/Robotics event and continuing to develop links with EAC Education IT team, staff will be provided with access to high quality CLPL experiences using innovative digital resources and will build confidence in using these within their learning environments. • Further develop relationships with partners to provide opportunities for pupils to enhance their knowledge of career options – Career Fayre, Skills Development Scotland. 	<p>Lead L Kelly</p> <p>All staff</p> <p>EAC J McKee</p> <p>E White & K Sullivan</p>	<p>Aug-Dec 24</p> <p>Aug-Dec 24</p> <p>Oct-Nov 24</p> <p>Apr-Jun 25</p>

Tracking and Monitoring		
<ul style="list-style-type: none"> Continue to embed East Ayrshire Council Planning for Learning, Teaching & Assessment in daily practice and forward planning. Ensure a continued and contextual focus on pedagogy to improve learning, teaching & assessment and increase attainment outcomes. (PEF) 	All staff	Aug-Jun 25
<ul style="list-style-type: none"> Continue to develop, at all levels, staff consistent approach to tracking and monitoring, ensuring high quality and robust information and data for all learners including tracked learners and evidence Closing the Poverty Related Attainment Gap through PEF Cohort pupils. (PEF) 	Lead E White	Aug-Jun 25
<ul style="list-style-type: none"> Develop a system of effective feedback, across all stages, to ensure all learners are aware of their next steps in learning. 	All staff	Aug-Oct 25
<ul style="list-style-type: none"> Primary and secondary colleagues, across the Education Group will align the P7 and BGE curricula, and share expertise in their specialist area, to reduce duplication and gaps in learning. 	E White & B McBain	Aug-Jun 25
<ul style="list-style-type: none"> Particular focus in ensuring the continuation of robust transitions between ECC 'The Bridge' and P1. 	Lead N Nouillan G Cochrane	Aug-Jun 25

PEF - What actions are required to reach the desired outcome?	Desired outcome and impact data / evidence that will be collected to track impact	Who	When
<ul style="list-style-type: none"> Whole school approach to spelling and writing 	<ul style="list-style-type: none"> Increase spelling attainment levels to >70%. 	Lead E White	Jun 25
<ul style="list-style-type: none"> All staff to have a clear understanding of the planning for learning, teaching and assessment cycle and how to gather and analyse appropriate data for robust teacher judgement using EAC tracking and monitoring system. 	<ul style="list-style-type: none"> Increase writing attainment levels to >85%. 	Lead E White	Jun 25
<ul style="list-style-type: none"> Digital programs available across all stages to support access for all both in school and at home to support learning and teaching. 	<ul style="list-style-type: none"> >80% participation in home/school activities 	All staff	Aug-Jun 25
<ul style="list-style-type: none"> Resources to enhance the establishment provision of play based learning. 	<ul style="list-style-type: none"> Increased play based learning 	Lead N Nouillan	Aug 24

<p>Evidence of Impact against outcomes for learners.</p> <ul style="list-style-type: none"> improved pace of learning and levels of pupil engagement in learning in both sectors, as teaching colleagues will possess a better understanding of the work undertaken at primary and secondary level. High quality transitions between ECC and P1, P7 and S1. Pupils will have increased access to digital technology and be able to apply them across the curriculum and real life context. Consistently high quality approaches to the delivery of writing and spelling, high expectations and standards. Improved attainment and confidence in writing and spelling across all stages. Learner's experiences will have appropriate challenge, pace and support to meet the needs of all learners. Enhanced play based learning opportunities in P1-3 Evidence of learning conversations and target setting for pupils.

N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session.

<p>Improvement Priorities (Expressed as outcomes for learners)</p> <p>Key areas for Improvement:</p> <ul style="list-style-type: none"> • Inclusion • Health & Wellbeing Curriculum • Cost of the School Day <p>Rationale for Improvement:</p> <p>Scotland’s ‘needs led’ and rights based educational system is designed to be an inclusive one for all children and young people in Scottish schools. Children’s rights and entitlements are fundamental to Scotland’s approach to inclusive education supported by the legislative framework and key policy drivers. These include, Curriculum for Excellence, the Getting it right for every child (GIRFEC) approach and the Professional Standards for Scotland’s Teachers. These are underpinned by a set of values aligned to social justice and commitment to inclusive education. This inclusive approach not only allows children and young people to thrive in their community but also contributes to all children and young people’s understanding and appreciation of diversity and helps to build a more just society. <i>Education Scotland</i></p> <p>Within Dunlop Primary we have:</p> <ul style="list-style-type: none"> • 14% of pupils on our ASN log • 11% of pupil from Ethnic Minority backgrounds • 12% identified pupils in our PEF Cohort from the 6 family types • 16% of pupils receiving well-being check-ins 	<p align="center">Education Service Improvement Plan Priority 3: Our wellbeing and belonging</p> <p>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.</p> <p>UNCRC: Article 1 – Definition of a Child Everyone under 18 has all these rights.</p> <p>Article 14 – Freedom of Thought and Religion Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights.</p> <p>Article 24 – Health, Water, Food, Environment You have a right to the best health possible and to medical care and to information that will help you to stay well.</p> <p>Article 30 – Minority Culture, Language & Religion Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.</p>
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What actions are required to reach the desired outcome?	Who	When
<p><u>Inclusion</u></p> <ul style="list-style-type: none"> • Further develop Equality, Diversity and Inclusion within the school and curriculum: review policies and ensure they are reflective of protected characteristics; raise awareness in the school community through steering group; develop within curriculum and school resources; provide staff training to increase staff confidence & knowledge. (PEF) 	Lead N Nouillan	Aug-Jun 25

<ul style="list-style-type: none"> Enhance universal support to improve inclusion through: embedding the Circle Framework and Inclusive Classroom checklist to ensure an inclusive environment; timely identification and thorough investigation of additional support needs; consideration of how we better support care experienced young people in line with The Promise. Review current processes and procedures to support and promote attendance, in particular, late coming. 	Lead L Kelly & All Staff	Aug-Jun 25
<ul style="list-style-type: none"> Review current processes and procedures to support and promote attendance, in particular, late coming. 	Lead L Kelly	Aug-Jun 25
Health & Well-Being Curriculum		
<ul style="list-style-type: none"> Continue to embed EAC Planning for Learning, teaching and Assessment guidance and H&WB progression Frameworks. Review our Respect for All, Anti-Bullying statement and provision. Further develop EDI 'Together Time' programme and follow up class activities. (PEF) Further develop our H&WB tracking and Monitoring system and identification of pupils requiring check-in support. (PEF) 	All staff	Aug 24
	Lead L Kelly Lead N Nouillan Lead E White	Aug-Oct 24 Aug 24 Aug-Sep 24
Cost of the School Day		
<ul style="list-style-type: none"> Continue to consider Cost of the School Day during strategic planning and poverty proofing our establishment. (PEF) Develop meaningful engagement with children and families when considering school expenditure. Further develop 'HEART' area of school foyer for all families to access and utilise. 	Lead N Nouillan	Aug-Jun 25

PEF - What actions are required to reach the desired outcome?	Desired outcome and impact data / evidence that will be collected to track impact	Who	When
<ul style="list-style-type: none"> All pupils and staff to engage in developing EDI focus within the curriculum. Staff to engage in EDI CLPL opportunities. 	<ul style="list-style-type: none"> Pupil increased awareness of EDI and protected characteristics. Staff confidence levels gauged via Microsoft Forms before and after. 	Lead – N Nouillan	Aug-Jun 25
<ul style="list-style-type: none"> Identified pupils from initial well-being tracking to participate in well-being check-ins with PT and CA. No pupils disadvantaged attending a trip/activity or learning experience due to costs. Bus subsidies and more than 1 child discounts for trips/activities and experiences. 	<ul style="list-style-type: none"> Improved well-being tracking and monitoring & reduced check-in numbers. All pupils able to attend. 	Lead – E White Lead L Kelly	Aug-Sep 24 Aug-Jun 25

<p>Evidence of Impact against outcomes for learners:</p> <ul style="list-style-type: none"> Inclusive environment for all learners and needs identified promptly with appropriate support. Pupils will have opportunities to discuss their wellbeing and Identified pupils will be able to develop their strategies for improving resilience. A shared understanding of the importance of Equality, Diversity and Inclusion for pupils, staff and parents. Policies, curriculum and resources across all stages reflecting Equality, Diversity and Inclusion. Less 'lost learning time' with improved attendance and punctuality. No child 'missing out' on opportunities due to cost of the school day.
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<p>Improvement Priorities (Expressed as outcomes for learners)</p> <p>Priorities for Improvement:</p> <ul style="list-style-type: none"> • Skills for Life, Learning and Work • Partnerships • STEM <p>At Dunlop PS & ECC we are committed to supporting and ensuring our young people have every chance to secure a positive destination by supporting and preparing learners for their future pathways and the transition into the world of work. By contributing to the development of the BGE and broader skills development, pupils will experience opportunities to develop skills for learning, skills for life and skills for work. We have taken account of economic, technological and environmental changes and are developing skills pathways in collaboration with partners and stakeholders.</p>	<p>Education Service Improvement Plan Priority 4: Our Attainment, Destinations and Achievements</p> <p>We want the very best for all of our young people in East Ayrshire. We aim to ensure that all young people secure a positive destination through excellent achievement and attainment at all levels.</p> <p>UNCRC:</p> <p>Article 17 – Access to Information You have the right to collect information from the media – radios, newspapers, television, etc. – from all around the world. You should also be protected from information that could harm you.</p> <p>Article 29 - Aims of Education You have the right to education which tries to develop your personality and abilities as much as possible and encourages you to respect other people’s rights and values and to respect the environment.</p>
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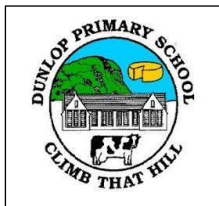
What actions are required to reach the desired outcome?	Who	When
<p><u>Skills for Life, Learning and Work</u></p> <ul style="list-style-type: none"> • Staff to engage in the Microsoft Incubator CLPL programme Year 1. • Further develop the independent use of Learning Journals to improve home-school links. (PEF) • Develop the language of Meta-Skills and establish a learning environment where; visibility of skills, meaningful discussion and reflection on skills, and the opportunity to profile skills experiences, will support young people with their ability to understand, recognise and articulate their skills development. • Evaluate our current system for recording and recognising wider achievements through Dunlop Dazzlers. 	<p>All staff All staff All staff</p> <p>Lead L Kelly</p>	<p>Aug-Jun 25 Aug-Jun 25 Aug-Jun 25</p> <p>Aug-Oct 24</p>
<p><u>Partnerships</u></p> <ul style="list-style-type: none"> • Evaluate current and develop new partnerships to ensure the needs of all children are met and supported: Educational Psychologist, Additional Support Needs Child Plans; Active Schools Coordinator and after-school programmes. • Further develop relationships with partners to provide opportunities for pupils to enhance their knowledge of career options – Career Fayre, Skills Development Scotland. 	<p>Lead L Kelly</p> <p>E White & K Sullivan</p>	<p>Aug-Jun 25</p> <p>Apr-Jun 25</p>

STEM		
<ul style="list-style-type: none"> • Embed all pupils P1-7 utilising their outdoor environment on a weekly basis to enhance delivery of curricular areas and learning for sustainability. • Create a bank of outdoor lessons to support delivery including literacy, numeracy & IDL. Continue to develop teacher confidence and use of STEM activities. • All staff to access & engage with professional learning and support to implement how to integrate all aspects of literacy across the week. What does this look like across a week - linking to Outdoor Learning, digital literacy, DYW and IDL work. 	All staff	Aug-Jun 25
	C Anderson	Aug-Jun 25
	All staff	Aug-Jun 25

PEF - What actions are required to reach the desired outcome?	Desired outcome and impact data / evidence that will be collected to track impact	Who	When
<ul style="list-style-type: none"> • All pupils from P1-7 to have access to Learning Journals with a focus on P3-7 utilising the platform independently. 	<ul style="list-style-type: none"> • Maintaining at least 90% parental engagement with platform. 	All staff	Aug-Jun 25

<p>Evidence of Impact against outcomes for learners</p> <ul style="list-style-type: none"> • Pupils will engage with their environment out with the school grounds. • Pupils will have an increased awareness of the world of work and will have opportunities to develop employability skills. • Pupils will participate in a variety of learning experiences and understand/identify the links to the skills they are experiencing. • Staff will have increased confidence in delivering high quality Outdoor Learning and STEM experiences. • Staff will enhance their knowledge and use of Microsoft through the Incubator programme. • Strong partnerships will ensure pupils receive suitable support and opportunities to enhance outcomes and learning experiences.

N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session.



Official

Dunlop Primary School Summary of Improvement Plan 2024/25



Our Leadership	Teaching and Learning Together
<p>Key areas for improvement:</p> <ul style="list-style-type: none"> • Developing leadership for both staff and young people through professional learning opportunities and Pupil Voice groups. • Further enhancing our Quality Assurance programme to ensure consistent and robust evaluation of our practice. • Maintain strong links in the Stewarton Education Group through collaboration with all establishments – ECC, Primary and Secondary. 	<p>Key areas for improvement:</p> <ul style="list-style-type: none"> • Further developing and embedding high quality and effective pedagogies and practice to improve outcomes for learners. • Develop and innovative and inspiring Dunlop Curriculum Model relevant to our learners in the context in which they live and learn, building on local communities and partnerships. • Embed a consistent approach to tracking and monitoring, ensuring high quality and robust information and data
Our wellbeing and belonging	Our Attainment, Destinations and Achievements
<p>Key areas for improvement:</p> <ul style="list-style-type: none"> • Further develop Equality, Diversity and Inclusion within the school and curriculum • Continue to embed our Health & Wellbeing Curriculum to meet the needs of all learners • Continue to make provision for eradicating Cost of the School Day and poverty proofing our establishment through strategic planning 	<p>Key areas for improvement:</p> <ul style="list-style-type: none"> • establish a learning environment where; visibility, meaningful discussion and reflection on skills, will support young people with their ability to understand, recognise and articulate their skills development for life, learning and work. • Develop robust relationships with partners and stakeholders to benefit outcomes and meet the needs of learners. • Embed STEM opportunities across all stages within the curriculum on a regular basis