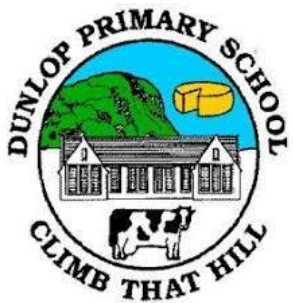




Standards and Quality Report

2023-24

Dunlop Primary School and ECC



Establishment Context

Dunlop Primary School and ECC



Dunlop Primary School & ECC is situated in the village of Dunlop and also serves Lugton and surrounding areas. Dunlop is a historic village situated in East Ayrshire, approximately 9 miles from Kilmarnock and 25 miles south west of Glasgow. Facilities in Dunlop compliment village life with fantastic outdoor spaces for young people to safely play and explore, including a small community village green, park and community gardens.

Dunlop Primary School and ECC is situated in a picturesque building, built in 1931, in the heart of the rural community of Dunlop. Dunlop is steeped in history and our school badge incorporates our local history including Dunlop Hill, Clerkland Cheese Dairy and our farming heritage. Our school houses of Clerkland, Glazert, and Lugton were named after local areas to the village.

Dunlop Primary & ECC is a small, rural, non-denominational school and accommodates pupils from Early Years to P7 with a roll of 145 pupils in the primary school. A number of children that attend the school live in the outskirts of the village and outlying farms and travel to school by bus. The school comprises of 8 classrooms and an Early Childhood Centre, which provides term-time 1140 full time hours with a maximum capacity for 32 children. We are currently awaiting the opening of our new, purpose built, ECC – The Bridge which is off campus further along Lugton Road, leaving Dunlop.

We have a strong partnership with our families and local community supported by parents, carers and our Parent Council. Our Parent Council provides an excellent link between the school and the wider parent forum and are fully involved in the life of the school. The Parent Council are supportive of the school and are actively engaged in fundraising to help drive forward key priorities on the School Improvement Plan.

School Profile Session 2023-24 (at Census)

145 Pupils (School) and 32 Children (ECC)

Our SIMD profile has 96% of our pupils at SIMD6+.

16% of our pupils are receiving support for Additional Support Needs.

5% of our pupils are in receipt of Free Meals.

HMIe Inspection Findings

Particular strengths of the school identified through self-evaluation & HMIe (Nov 2019):

- The positive and caring ethos in both the school and Early Childhood Centre. This is supporting children to be highly motivated and actively engaged in their learning. Children are proud of their school.
- Led by the Management Team, the strong sense of teamwork and drive of all staff in continuing to improve the quality of learning and teaching. Effective approaches to planning learning and assessment and monitoring children's progress in supporting this well.
- The high levels of attainment in literacy and English.

Self-evaluation with stakeholders (June 2024):

Parents/Carers Feedback:

When asked regarding our progress to our four priorities for session 2023/24, parents/carers were asked to rate us as Achieved, Partially Achieved, Not Achieved or Unsure. Only 10% of our families (12 out of 114 families) responded to this survey however, responses were as follows:

- **Priority 1 - Raising Attainment, particularly in literacy and numeracy.**
Aim - Priority 1 - Improving outcomes in literacy, specifically writing and spelling.
62% rated us as Achieved, 31% rated us as Partially Achieved, 0% rated us as Not Achieved and 8% rated us as Unsure.
- **Priority 2 - Ensuring Health and Wellbeing of all Young People.**
Aim - Develop and implement a whole school approach to support equality, diversity and inclusion (EDI). Continue to embed a whole school approach to supporting wellbeing.
46% rated us as Achieved, 31% rated us as Partially Achieved, 15% rated us as Not Achieved and 8% rated us as Unsure.
- **Priority 3 - Closing the Poverty Related Attainment Gap**
Aim - consistent whole school approach to planning for learning, teaching and assessment and reduce cost of the school day for families.
46% rated us as Achieved, 15% rated us as Partially Achieved, 0% rated us as Not Achieved and 38% rated us as Unsure.
- **4 - Increased and Sustained Positive Destinations and Employability Skills**
Aim - to increase and enhance opportunities for skills based learning.
85% rated us as Achieved, 8% rated us as Partially Achieved, 0% rated us as Not Achieved and 8% rated us as Unsure.

Comments included:

'Great positive first steps, would be good to see homework continue and more spelling practice of basic words continue.'

'The learning journals have been excellent and my child was keen to share their learning with me and tell me to expect to see their learning on the site.'

'Good support with financial inclusion officer, food parcels, items at front door etc.'

'Great to see new more inclusive books and resources being purchased.'

'Science fair/project = outstanding. Our children enjoy the science part of the curriculum and outdoor learning.'

Pupil Feedback

87% of our pupils responded to our pupil evaluation of SIP priorities. Pupils were asked to respond using Yes, No or Unsure.

- **Are we providing opportunities for you to improve your spelling?**
91% responded Yes, 0% responded No and 9% responded Unsure
- **Are we providing opportunities for you to improve your writing?**
91% responded Yes, 1% responded No and 8% responded Unsure
- **Do you like sharing your learning on Learning Journals?**
66% responded Yes, 8% responded No and 26% responded Unsure
- **Do you think we are good at using a Rights Respecting School approach towards all children?**
92% responded Yes, 0% responded No and 8% responded Unsure
- **Thinking about Together Times, do you feel you are learning more about different religions, cultures and beliefs?**
83% responded Yes, 2% responded No and 15% responded Unsure
- **Do you feel there is someone available to talk to or check-in with if you feel it is needed either in school or playground?**
86% responded Yes, 3% responded No and 11% responded Unsure
- **Do you get the opportunity for outdoor learning?**
87% responded Yes, 1% responded No and 12% responded Unsure
- **Do you get the opportunity to use digital devices if need be i.e. Promethean Boards, iPads and laptops?**
89% responded Yes, 4% responded No and 7% responded Unsure
- **Do you feel you have your voice and opinions heard?**
76% responded Yes, 2% responded No and 22% responded Unsure
- **Have you enjoyed participating in Pupil Voice Groups (P4-7) and Skills Based Learning (P1-3)**
90% responded Yes, 2% responded No and 8% responded Unsure
- **Do you feel you are given enough information/feedback on how you are getting on in your learning?**
80% responded Yes, 1% responded No and 19% responded Unsure
- **Do you know what your next steps in learning are?**
56% responded Yes, 17% responded No and 28% responded Unsure
- **Do you feel safe at Dunlop Primary School?**
92% responded Yes, 1% responded No and 7% responded Unsure
- **Do you feel happy at Dunlop Primary School?**
91% responded Yes, 2% responded No and 7% responded Unsure

Comments included:

'I think our school is wonderful but I would like bean bags in the school playground please'

'nope our school is perfect'

'I feall very happy whith the school the way it is'

'at school I am happy but right now I am in the process of making new friends which is a bit tricky'

'school is fun because of PE.'

'I feel safe at Dunlop'

Priorities for Next Session

1. Our Leadership

Primary School – developing our school Vision and Curriculum Rationale. Ensuring leadership opportunities for staff and pupils through Leaders of Learning and Pupil Voice Groups including continuing our journey towards Gold RRSA.

ECC – Continue to develop approaches to care and learning throughout pedagogical practice and theory using the new Care Inspectorate standards. Create and develop a new staff team in the new build ECC 'The Bridge'.

2. Learning Together

Primary School – development of the Inter-Disciplinary Learning curriculum model across all stages incorporating Ayrshire Growth Deal. Developing high quality learning linked to digital learning and teaching through the Incubator program.

ECC – Embed effective transitions between antepre, ECC and Primary School. Develop high quality play and learning and family engagement within the new EC 'The Bridge' environment.

3. Our wellbeing and belonging

Ensuring the health and wellbeing of all young people

Primary School – Continue to develop work on Equality, Diversity and Inclusion across the curriculum, school resources and school community including revising our Respect for All policy to reflect protected characteristics. Ensure 'Cost of the School Day' is considered in operational and strategic planning.

ECC – Maintain links with the Primary School paying particular attention on ensuring a 'one team' approach between Dunlop Primary School and The Bridge ECC. Develop staff knowledge of neuro-divergence in line with Education Scotland professional learning.

4. Our Attainment, Destinations and Achievements

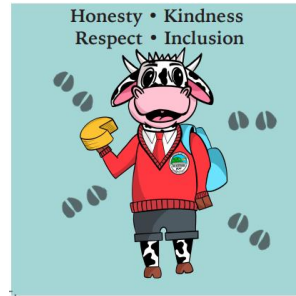
Primary School – embed the consistent whole school approach to writing and spelling across all stages. Develop play-based pedagogy within Primary 1 including creating a suitable environment conducive to play.

ECC – Develop a Communication Friendly environment in the new 'The Bridge' ECC. Develop the new play space incorporating the mezzanine and outdoor area into free-flow access.

Establishment Vision, Values and Aims

The school's motto is:

'Climb That Hill'



At Dunlop Early Childhood Centre and Primary School our vision is to provide an inclusive learning and teaching environment which promotes citizenship and responsibility developing positive and respectful attitudes towards lifelong learning allowing our children to flourish.

In session 2022-23, our Pupil Council consulted with pupils, parents, staff, and stakeholders to agree 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:

Kindness Respect Honesty Inclusion

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.

Our aim is to provide in partnership with parents/carers, a well-balanced curriculum that will enable each child to reach their full potential and develop their talents. We hope to create in all children a positive attitude to learning, the ability to co-operate with others, to make reasonable moral judgements and to have a caring attitude to the community as well as fostering an appreciation of the world in which we live. We intend to support our children and young people gain the knowledge, skills, attributes and capabilities they will need to be successful in life in the 21st century, including developing skills for learning, life and work.

<p>Improvement Priority <i>(Expressed as outcomes for learners)</i></p>	<p>Raising Attainment, particularly in Literacy and Numeracy Primary School - Improved outcomes in Literacy, specifically writing and spelling for all pupils. ECC – Improved outcomes in Literacy and Numeracy. <i>UNCRC – Article 28 (right to education) You have the right to education.</i></p>	<p>Rationale for improvement priority based on evidence:</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 been below 80% for three out of the last four ACEL collection years.</p> <p>Session 2021/22 showing 79% of pupils achieving Early Level at P1, 77% of pupils achieving First Level at P4 and 74% of pupils achieving Second Level at P7.</p> <p>Attainment Target for 2023/24 >85% for P1, P4 & P7</p> <p>Internal data analysis showed 60% of pupils are achieving spelling at their desired national level for P3-7.</p> <p>Attainment Target for 2023/24 >70% for P3-7</p>
<p>NIF Priorities</p> <p>Improvement in attainment, particularly in literacy and numeracy</p>	<p>NIF Driver</p> <p>Teacher and Practitioner Professionalism Curriculum and Assessment School and ELC Improvement Parental Engagement</p>	<p>HGIOS/ HGIOSELCC QIs for self-evaluation</p> <p>1.1, 1.2, 1.3, 1.5 2.2, 2.3, 2.4, 2.5, 3.2</p>
<p>Progress and Impact</p>		
<p>There has been noticeable improvement in our literacy priority this year across almost all stages in the school with both improved attainment levels and increased teacher confidence in the delivery of spelling and writing. Significant staff CLPL and collegiate working has increased the capacity of staff in these areas. Investment in time, resources and digital supports to ensure a whole school approach have enhanced the delivery of literacy across all stages. Impact on literacy – specifically writing and spelling has been as follows:</p> <ul style="list-style-type: none"> • Combined P1, P4 and P7 writing is 85% achievement based on 23/24 ACEL collection data • P3-7 spelling is 65% based on internal data analysis, this has not achieved the target of 70% however, there has been a 13% increase since August 2023. 		

- Develop 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)**

Significant investment has been made into developing our whole school approach to writing and spelling consistently across all stages resulting in a consistent high quality approach to teaching both spelling and writing. Actions this year have included:

- ~ All staff have engaged in staff development and moderated spelling and writing across all stages.*
- ~ Spelling homework was reintroduced in February 2024 with rationale and Parent/Carer support issued to ensure home/school links.*
- ~ In P4-7, Sumdog was used to assess EAC Active Literacy Common words to inform learners' needs and ascertain a starting point for teaching.*
- ~ Staff have engaged in monthly working parties for both spelling and writing to share good practice and adjust where necessary.*
- ~ Classroom Assistants engaged in CLPL with CA Coach in supporting writing and spelling with identified groups and individuals.*

- Engage with and develop the use of a whole school writing approach and progression pathway across all stages. Linking to SAC Writing: A Whole School Approach in East Ayrshire improvement priority document. **(PEF)**

All staff have participated in collegiate working to develop a whole school approach to writing, focusing on key areas of taught writing at each stage to ensure consistency across the levels. Big writing Impact lessons were introduced at the start of the session with baseline and assessed pieces at the start and end of the intervention. Staff confidence has increased and whole school moderation activity proved beneficial with staff sharing expertise at key stages.

Tracking of writing shows that:

Class	P1		P2		P3		P4		P5		P6		P7	
Progression Aug 23 – Jun 24	65%	94%	100%	100%	85%	95%	77%	81%	88%	88%	75%	78%	81%	81%

In June 2024, 88% of children are on track or exceeding national expectations compared to 81% in August 2023. These results show that almost all children, are achieving in line with National targets. In P4-P7, digital supports are being used to support with writing targets.

- Engage with and develop the use of a whole school spelling approach and progression pathway across P3-7. **(PEF)**

Following identifying a significant gap in spelling through assessment, staff worked together to develop and pilot a whole-school spelling programme this session. It was recognised that in order to fully embed the practice, the pace of learning required to be adjusted and re-set and consistent explicit teaching of spelling had to be given protected and dedicated time each week. It was agreed that support at home would also be required, so spelling homework has been reintroduced at all stages. At P1-6 there is 100% of engagement and 77% at Primary 7 in homework activities.

GL Assessment - NGST carried out in May have shown increased confidence in spelling at almost all stages. Following identification at QUEST testing specific interventions from EAST were required for P3 – Children working through PAT spelling have now moved onto AL Stage 2).

Tracking of spelling across P3-7 has shown that:

Class	P3		P4		P5		P6		P7	
Progression Aug 23 – Jun 24	38%	48%	77%	80%	56%	83%	60%	44%	56%	70%

Although not all stages have met the 80% target there is a clear improvement of spelling results at most stages.

Teachers have noticed that children are beginning to transfer spelling strategies into their daily writing work. Ongoing class assessments also show a marked improvement at all stages. Teachers are ensuring appropriate pace and challenge for learners within their class.

- All staff to access & engage with professional learning and support to implement East Ayrshire Literacy approaches to phonics, spelling and taught writing – supported through SAC OCTOPUS, SAC COW and Spelling Shed. **(PEF)**

Through working parties, development sessions and personal CLPL staff have engaged in developing their understanding and confidence of using SAC resources. Sumdog has been used to track children's common word levels providing data to ensure staff are continually monitoring progress and identifying interventions when required. Spelling Shed was not purchased due to PECOS requirements however a similar format was created in-house to ensure a clear and consistent approach to delivery of spelling and taught writing; the Literacy Policy was amended in November 2023 to reflect the new literacy developments.

- 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?

Due to previous high focus on reading, teacher's follow up task boards are now more reflective of all aspects of literacy, including a focus on written tasks ensuring appropriate pace and challenge.

Outdoor learning has not been consistent in weekly literacy lessons, however staff do utilise the outdoor areas.

- Roll out the use of Learning Journals across all stages to communicate examples of learning to parents/carers and provide optional opportunities to further consolidate learning at home. **(PEF)**

All children have Learning Journal accounts with 91% of families engaging with the platform enhancing both communication and engagement with parents. Staff are confident at posting regular updates to parents and carers including evidence of learner conversations. All staff received Learning Journal CLPL at the start of the session and are confident in its use. Pupils from P4-7 are actively encouraged to independently post updates on their Learning Journal for parents and this is supported in P1-3 – further development required here.

- 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.

Primary 3 teacher has engaged in Upstart Scotland CLPL and P1 and P3 teacher engaged in Playful Maths training with Robert McCallum. More work is required to develop and embed play across the infant department, especially P1.

Next Steps:

- *Individual Word Walls will be introduced in August, based on Sumdog Assessments linked to EAC Active Literacy which will be carried out in the first term.*
- *Continue to begin the school year with BIG Impact lessons.*
- *Continue to provide protected time to dedicated spelling lessons across all stages on a weekly basis.*
- *Develop links with IDL, Digital and Outdoor Learning*
- *Develop independent use of Learning Journals across P4-7.*
- *Develop and embed play within P1-3 with particular focus on P1 for session 2024/25.*

<p>Improvement Priority <i>(Expressed as outcomes for learners)</i></p>	<p>Ensuring the health and wellbeing of all young people</p> <p>Primary School - Implement a whole school approach to support Equality, Diversity and Inclusion. Continue to embed a whole school approach to supporting wellbeing.</p> <p>ECC - Supporting Wellbeing</p> <p><i>UNCRC - Article 1 Everyone under 18 has all these rights. UNCRC - Article 24 You have a right to the best health possible and to medical care and to information that will help you to stay well. UNCRC - Article 14 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. UNCRC - Article 30 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.</i></p>	<p>Rationale for improvement priority based on evidence</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>16% of pupils in session 2022/23 have participated in regular well-being check-ins or have been referred on to partner agencies for well-being support.</p>
<p>NIF Priorities</p> <p>Improvement in children and young people's health and wellbeing</p>	<p>NIF Driver</p> <p>School and ELC Leadership Teacher and Practitioner Professionalism School and ELC Improvement</p>	<p>HGIOS/HGIOSELCC QIs for self-evaluation</p> <p>1.1, 1.2, 1.3, 1.4 2.1, 2.2, 2.3, 2.4, 2.5, 2.7 3.1</p>
<p>Progress and Impact</p>		
<ul style="list-style-type: none"> 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 all practices and ensure children are at the heart of strategic decision making. Begin work towards Gold Accreditation of Rights Respecting Schools Award. Develop links to Global Goals, Climate Change, Sustainability and Global Economy. <p><i>RRSA group is working towards Gold Award and continuing to embed the rights across the school. All classes have a class charter and the school charter is displayed throughout the school for all to see. Our school values and charter are shared at each assembly and almost all children can discuss their meaning and relevance to our school. P6 and P7 have worked on developing the Sustainable Global Goals and have completed a variety of challenges which link to SDGs and local community. Primary 3 have completed an IDL on local community and linked this to the SDGs and sustainability. Together Times and Assemblies have a rights focus, with follow up lessons in classes. Bletcher cards have been shared via Learning Journals with families to encourage discussion about rights at home.</i></p>		

- 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; provide staff training to increase staff confidence & knowledge.
- Further develop Equality, Diversity & Inclusion 'Together Time' programme and follow up class activities including introducing a BSL 'Sign of the Week', further developing EDI resources in classes. **(PEF)**

To begin, we created a year calendar for Together Time with focus on EDI, including LGBTQ and religion looking at festivals and celebrations – SWAYS of learning were prepared and shared with children & class teachers for additional follow up work in class – age and stage appropriate and the calendar was shared with the parent body. Class library resources were enhanced (£800 spent) to ensure libraries are reflective of our community whilst also developing class libraries. £150 donation from Book Nook which supported further literature on neuro-divergence. Parent steering group started. We started our academic session with all classes participating in an EDI term 1 topic. EDI LearnPro module was completed by all staff and staff reflected on their individual practice. A staff EDI audit was conducted to ascertain staff confidence and knowledge levels with EDI to help identify next steps. Our DHT and lead for EDI was successful in her application for attending the Education Scotland Building Racial Literacy CLPL and has attended all sessions DHT attended launch of 'My Family, Your Family' to network. Our Health Week was revisited and adjusted to ensure a broad range of activities were more inclusive including some para-sports lead by the school Active Schools Coordinator.

- Continue the Well-Being 'Check-in' programme for identified groups and individual pupils. Embed approaches to tracking and monitoring children's progress in H&WB to ensure needs are being met and making progress to assist with whole school, class and individual targeted supports. **(PEF)**

All children from P1-7 complete a Health and Wellbeing Check-in at the beginning and end of the session. The end of session form was amended after pupil voice shared that they were unable to give more details in their answers, therefore a box was added for children who answered an amber/red to give reasons. Our clerical/classroom assistant supporting H&WB continues to work with a small group of children who require 1:1 support, this equates to 8% of the school. This is a reduction on children requiring support in comparison to last year. We currently have engaged with a variety of partners to support children this year including – The Exchange, CAMHS, Barnardos, Women's Aid as well as the school nurse, Educational Psychologist and EAST.

- Ensure Dunlop Primary & ECC are considering 'Cost of the School Day' and working towards ensuring poverty proofing. **(PEF)**

£2000 of PEF was set aside this year to cover cost of the school day for families who require support and to reduce the financial burden some school activities may bring for all families across the school. A HEART station was established in foyer to provide families with toiletries and school uniform. We provide a school uniform, Halloween costume and Christmas Jumper swap shop for families to take advantage of. A HEART poster was also created in conjunction with the schools in the Education Group to share with families the supports available to them in each of our schools. This is displayed in the Doctor Surgery and within Stewarton, Dunlop and Kilmaurs. Parent Council funded a whole school Panto. Toast is provided for children and families from both school and ECC in the morning and fruit and snacks are provided at breaks for any child – these are placed in class 'Sharing Baskets' which are replenished daily. All staff completed Cost of School course and are more aware and mindful at the importance of all aspects of poverty proofing for our families. School events take into account the cost to families, ie World Book Day was adapted to eliminate the need for costumes.

Please click on the below links for examples of evidence of progress to SIP priorities via SWAYS of Learning:

[Anti-Bullying Week](#)

[Health Week](#)



[P7 Residential to Inverclyde](#)

HEART Education Group Poster displayed within the community:

H.E.A.R.T in Stewarton Education Group

Needing help or support?

Did you know? There are some local supports available via your local Primary School and Stewarton Academy, which will be handled in the strictest of confidence underpinned with respect and dignity.

<p>Financial Inclusion Officer</p> <p>Scott can provide advice regarding:</p> <ul style="list-style-type: none"> • Free School Meals/Clothing Grants • Education Maintenance Allowance • Best Start Grants • Scottish Child Payment • Wider benefit entitlement in general • Support and representation to challenge benefit decisions • Support with Debts <p>Scott can check your entitlement with you and support you to make claims or check on claims that you may be having problems with. Scott can also support you to access help with multiple debts or advice on fuel provision and energy savings. This service is confidential between you and Scott and you can contact Scott directly by calling 07407115841 or emailing: scott.finnie@east-ayrshire.gov.uk</p> 	<p>Uniforms</p> <p>All five of our Education Group schools have items of uniforms and uniform essentials available in each of our schools to take when required.</p> <p>Toast and Fruit (Primary Schools Only)</p> <p>Each school provides toast and fruit for children either before school or at break time.</p> <p>Foodbanks</p> <p>Our schools all proactively work alongside local foodbanks</p> <p>Food Hampers</p> <p>Our schools have access to food hampers for families in need which are organised by local organisations.</p>	<p>Rapid Relief Team-Food Boxes</p> <p>RRT designed the Food Box to act as an emergency food bank for people and families in need. The RRT Food Box contains a variety of non-perishable, long-life food. We have boxes available in the school which can be collected at any time.</p> <p>Please contact the school in the strictest confidence on behalf of yourself or someone you know in need.</p> <p>Dunlop Primary- 01560 484098 Lainshaw Primary- 01560 4836523 Nether Robertland Primary- 01560 482035 Kilmaurs Primary- 01563 538388 Stewarton Academy- 01560 482342</p> 
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Next Steps

- 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 all practices and ensure children are at the heart of strategic decision making.
- Continue to develop Equality, Diversity and Inclusion within the school and embed within the class curriculum.
- Further develop the EDI Parent Steering Group
- Ensure Dunlop Primary & ECC are considering 'Cost of the School Day' and working towards ensuring poverty proofing.

<p>Improvement Priority</p> <p><i>(Expressed as outcomes for learners)</i></p>	<p align="center">Closing the poverty related attainment gap</p> <p>Primary School - Consistent whole school approach to planning for learning, teaching and assessment and robust data analysis to identify intervention needs.</p> <p>Whole school approach to supporting poverty proofing and providing cost of the school day support.</p> <p>ECC - Planning for Learning, Teaching and Assessment</p> <p><i>UNCRC - Article 18 Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must support parents by creating support services for children and giving parents the help they need to raise their children.</i></p> <p><i>UNCRC - Article 27 (adequate standard of living) Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development. Governments must help families who cannot afford to provide this.</i></p> <p><i>Article 28 (right to education) Every child has the right to an education. Primary education must be free.</i></p>	<p>Rationale for improvement priority based on evidence:</p> <p>Although we only have 1% of our pupils as FSM, 40% of our pupils are within the six priority family types are all identified as being at a higher risk of poverty.</p> <p>Of our 40% of pupils who are within the priority family types, 25% of these pupils are off track with their learning.</p> <p>Our rationale for improvement is to ensure:</p> <ul style="list-style-type: none"> • pupils are receiving high quality learning experiences at all times • teachers have a robust knowledge of gathering and analysing assessment data • early interventions are made <p>appropriate support, pace and challenge are provided.</p>
<p>NIF Priorities</p> <p>Closing the attainment gap between the most and least disadvantaged children</p>	<p>NIF Driver</p> <p>School & ELC Improvement Teacher and Practitioner Professionalism Curriculum and assessment Performance Information School and ELC Leadership</p>	<p>HGIOS/ HGIOSELCC QI's for self-evaluation</p> <p>1.1, 1.2, 1.3, 1.4, 1.5 2.2, 2.3, 2.4, 3.1, 3.2,</p>
<p>Progress and Impact</p>		
<p><i>Staff had identified a need for further development of the school's approach to the planning for Learning, Teaching & Assessment cycle to provide both consistency across the school but also, a clear understanding of expectations. A huge amount of work has been undertaken this session to develop this priority and to review our school vision and curriculum rationale. This progress has stalled due to HT illness but will be completed in the new session. All staff have engaged fully in developing the school approach to planning for learning, teaching and assessment, analysing data and their knowledge of the tracking and monitoring system is more developed. Our work in the Education Group leading the collaboration for moderation has been a huge success and will be developed for IDL next session.</i></p> <ul style="list-style-type: none"> • Further develop, at all levels, staff knowledge, understanding and engagement with how to interrogate and analyse data to identify areas of strength and areas for early intervention. Data includes robust calendar of ongoing assessments, SNSA, GL Assessment (PEF) 		

Almost all staff confidently analyse baseline data and transition information alongside GL data, at the start and end of term, to identify and support learners who require additional support or challenge. Boost groups are identified and CA support is given where needed including interventions such as Reading Recovery, 5 Minute Box, Spelling Extra and Working Memory. Staff use data to inform tracking and monitoring and are aware that this information should come from a variety of assessment materials, both summative and formative, this has been built into an annual assessment calendar. This session, the school have taken part in the Leaders of Learning pilot delivered by EAC - this has been interrupted due to staff absence however LoL sessions in house have continued.

- All staff to engage with and 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.

Assessment planning has been embedded this session in literacy and numeracy to show assessment at the planning stage. This was also moderated across the Education Group at each in-service day to ensure consistency of approach across each of the schools. IDL planning includes high quality assessment, again to reflect assessment at the planning stage and to incorporate the 7 principles of design. Staff have engaged in curriculum development to build a new Curriculum Rationale and this is ongoing due to HT absence.

- All staff to engage with East Ayrshire Council pilot 'Leaders of Learning' Professional Learning.

All staff have engaged in Leader of Learning sessions. Due to staff absence PT was unable to attend the last session, however follow up school sessions have been delivered as part of curriculum development sessions throughout the academic session with follow up tasks being completed by all staff across all stages.

- All staff to be actively engaged in ongoing Quality Assurance including self –evaluation, forward planning, tracking & monitoring, learning observations and Education Group Moderation. 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 have engaged in moderation activities, both in-house and within the wider Education Group. The moderation process has been amended this session at regular Education Group meetings, with all staff using consistent paperwork and sharing good practise at In-service days. All staff, within Dunlop, have engaged with this process and have worked closely as a staff team to ensure all staff are confident with the new evidence for planning for learning, teaching and assessment moderation.

Staff engage in monthly self-evaluation discussions, led by PT, using the CfE Machine. These discussions have led to positive change in teaching and learning, i.e. the development of the whole school spelling and writing approach. These discussions have also improved staff judgement of progress using the QI and six point scale.

Learning observations were carried out in term 1, however due to staff absence the learning observations for spelling did not take place. Through staff working parties in Curriculum Development sessions and analysis of data show clear improvements have been made.

- Staff to further develop Dunlop's planning to ensure coverage of outcomes across each level – reviewing IDL coverage of E's & O's.

Staff meet termly with HT/DHT to discuss forward planning and tracking and monitoring – these professional dialogue sessions allow for a robust understanding of coverage of learning throughout the term and pupils progress with their attainment. Staff have been provided with an ES and O overview to provide breadth of coverage. This document will follow each class through their school journey to ensure the breadth of each E and O.

Next Steps	<ul style="list-style-type: none">• Staff to continue to ensure a variety of both summative and formative assessments are completed throughout the year to ensure robust teacher judgement.• Leaders of Learning programme to continue next session.• Planning of high quality assessment in IDL to be focus for schools and education group collaboration next session.
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<p>Improvement Priority <i>(Expressed as outcomes for learners)</i></p>	<p>Increased in sustained positive destinations and employability skills</p> <p>Primary School - To increase and enhance opportunities for skills based learning.</p> <p>ECC - To increase and enhance opportunities for learning.</p> <p><i>UNCRC - Article 12 You have the right to an opinion and for it to be listened to and taken seriously.</i></p> <p><i>UNCRC - Article 17 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.</i></p> <p><i>UNCRC - Article 29 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.</i></p>	<p>Rationale for improvement priority based on evidence</p> <p>At Dunlop PS & ECC we are Developing the Young Workforce (DYW) to support and prepare 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>NIF Priorities</p> <p>Improvement in employability skills and sustained, positive school leaver destinations</p>	<p>NIF Driver</p> <p>School Leadership and ELC Leadership Teacher and Practitioner Professionalism School and ELC improvement Parental Engagement</p>	<p>HGIOS/ HGIOSELCC QI’s for self-evaluation</p> <p>1.1, 1.2, 1.3, 1.5 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 3.1, 3.3</p>
<p>Progress and Impact</p>		
<p>School</p> <p>Following the success of our improvements last session in the opportunities for skills based learning across the school with outdoor learning, STEM and digital technologies, we have worked hard this year to embed these skills in our everyday practice and across the curriculum. We have had success with this in almost all areas set out as targets for this session.</p> <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. Creating a bank of outdoor lessons to support delivery including literacy, numeracy & IDL. Continue to develop teacher confidence and use of STEM activities. 		

LOST resources were sourced and all staff have engaged in CLPL to familiarise themselves with the resources. In term 3 some staff have become more confident in utilising the outdoor space, fire starting, den building and pond dipping however, there are further improvements required to ensure that outdoor space is used throughout the year and not only in the better weather. Outdoor lesson bank has still to be created and this could become a focus for a next session staff working parties.

- Continue to pilot the use of 1-2-1 devices in P7 class and extending to P6. Staff access the DigiLearn learning pathways for MSTEams, OneNote, MSForms and engage in ES Features of Highly Effective Digital Learning and Teaching and ClickView training. Pupils working on Chromebooks both in class and home. Pupil, parent, staff self-evaluation. **(PEF)**

Primary 6 and 7 continue to utilise Chromebooks as part of their daily teaching, predominantly using Microsoft Teams to share and deliver lessons. During NCCT time, digital has been a main focus across all stages from P1-P7 including coding, using Microsoft programmes and use of Glow, Teams and Learning Journals. All staff have completed ClickView training with all children being shown how to access this in school and at home. Staff have agreed to take on the Microsoft Incubator programme, to further uplevel their digital skills next session, this will also benefit all pupils within the school. All children on the ASN log have access to their own 1:1 device in P4 and 5 and all classes P1-5 have a ratio of 1:3 with digital devices.

- Continue to embed digital technologies to support digital skills development and effective pedagogy and equity of access for all. Embed cyber resilience and internet safety skills of all staff and young people. **(PEF)**

A digital a focus during NCCT, across all classes, has ensured consistent delivery at all stages. We are beginning to develop whole school progression for Computer Science. Digital Leaders, Pupil Voice have led and delivered internet safety lessons at all stages. Education Group Campus Cop delivered additional digital safety lessons at P6 and P7. Significant investment has been made to reduce pupil to device ratios which has been enhanced through the 1-2-1 devices pilot. All ASN pupils across the school have access to a digital devices to support their learning whenever required.

- Continue to embed Pupil Voice Groups P4-7 and Skills-Based Learning P1-3 e.g. Pupil Council, RRSA. Eco Committee, Property Patrol, Digital Leaders, Sports Scotland, Health and Play.

All pupils are members of a Pupil Voice Group. P1-3 are working towards the RSPB Award; P1 are working towards bronze award and P2-3 are working towards the silver award. All pupil groups have shared progress at Assemblies and have a display where they update their progress for all to see including minutes of meetings, photographs etc. The Eco School group is achieved their silver Clean Green Climate award. RRSA are working towards their Gold award, as this was to be completed over two years. Due to staff absence the groups have not met as regularly as planned however, this work will continue in the new academic session.

- Further develop relationships with partners to provide opportunities for pupils to enhance their knowledge of career options – Career Fayre, Skills Development Scotland.

This is part of two year programme and the career fayre will be run every two years as the focus group of children will be P6 and P7. This session, all children across P4-7 participated in a Science Fayre which was a huge success with a showcase of learning in the Village Hall for families and the community to view. Science week included invited guests and volunteers who gave an insight to the children across all stages from ECC-P7 of science based careers.

Staff have engaged in Meta Skills training and are keen to continue to develop their understanding of this and integrate within IDL planning – this will be further explored during staff working parties. Working alongside Skills Development Scotland and Ayrshire Growth deal, all staff participated in CLPL which will allow for a whole school IDL next session in relation to the Ayrshire Growth Deal.

Please click on the below links for examples of evidence of progress to SIP priorities via SWAYS of Learning:

[Dunlop PS Science Fair](#)

[Glasgow Science Centre comes to Dunlop PS](#)

[John Muir Award - P5](#)

[RRSA Pupil Voice Group Event](#)

[Eco Pupil Voice Group Event](#)

[Outdoor Learning Day May 24](#)

Next Steps

- Embed the use of the outdoors across all stages throughout the year.
- Create a bank of outdoor learning lessons and ideas across all stages.
- All staff to engage and participate in the Incubator Training program.
- Continue to develop a whole school progression for Computer Science.
- Continue to embed the Pupil Voice Groups across all stages.
- Ayrshire Growth Deal whole school IDL with aren't/carers showcase.
- Develop the identification of meta-skills during learning across the curriculum.

Pupil Equity Fund: Evaluation		
<i>Approach/Intervention</i>	<i>Impact Report on how you have improved outcomes for learners impacted by poverty</i>	What evidence do you have of positive impact? Outline the data that supports your findings.
PEF Funded Principal Teacher for Raising Attainment & Health and Wellbeing	<ul style="list-style-type: none"> • Whole school approach to spelling through SAC OCTOPUS for P1-3 and Spelling Shed for P4-7. • Whole school writing approach from P1-7 beginning with 'Big Impact' lessons at the start of term to focus on tools for writing. Staff working party for long term genre planning to ensure coverage of writing E'S and O's across levels. • Digital programs available across all stages to support access for all both in school and at home to support learning and teaching. • Identified pupils from initial well-being tracking to participate in well-being check-ins with PT and CA. • 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. 	<ul style="list-style-type: none"> • By June 2024, we had aimed to increase spelling attainment levels to 70%. Internal data has shown our spelling intervention has increased spelling attainment from 57% to 65% across P3-7. • By June 2024, we aimed to increase writing attainment levels from below 80% to >85%. Collected via baseline writing assessment and termly assessments, writing attainment across combined P1, P4 and P7 was 85% • Digital interventions to support 'off track' children – monitored via PEF Cohort tracking shows improvements in reading from 55% to 67%, writing 33% to 61% and numeracy from 55% to 67%. • Improved well-being tracking and monitoring & reduced check-in numbers to 8% - a reduction on last year. • Robust teacher judgement – early identification of intervention needs. All staff have increased confidence in interrogating and analysing data including GL Assessments.
Developing Equality, Diversity and Inclusion across the curriculum and poverty proofing/reducing cost of the school day for families.	<ul style="list-style-type: none"> • All pupils and staff to engage in fortnightly Together Time EDI focus and follow up work. Staff to engage in EDI CLPL opportunities. • 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"> • Pupil increased awareness of EDI and protected characteristics. Almost all staff have increased confidence levels in delivering EDI within their classroom curriculum. • All pupils were able to attend.

Establishment Self Evaluation: How Good is Our School? 4 Quality Indicators	
Quality Indicator 1.3 Leadership of Change	4
Quality Indicator 2.3 Learning, Teaching and Assessment	4
Quality Indicator 3.1 Ensuring Wellbeing, Equality and Inclusion	5
Quality Indicator 3.2 Raising Attainment and Achievement	4

Establishment Capacity for Improvement
<p><u>Quality Indicator 1.3 Leadership of Change</u></p> <ul style="list-style-type: none"> <p><i>Developing a shared vision, values and aims relevant to the school and its community:</i> Staff are committed to ensuring we achieve the highest possible standards for our children and have recognised, through self-evaluation and reflection, further work is required to ensure this continues to improve, particularly in the areas of IDL, spelling and writing. Staff are committed to our school values and GTCS professional standards which are discussed and referred to at collegiate sessions and annual PRD reviews. Our Values were reviewed last session, this session staff have worked on our school vision and renewed Curriculum Rationale. Due to staff illness, this progress has not been completed and will be this coming session. Almost all staff are volunteering for more leadership opportunities both leading staff working parties and pupil voice groups.</p> <p><i>Strategic Planning for Continuous Improvement:</i> The Senior Leadership Team have worked towards staff at all levels feeling confident to initiate change and increasing their commitment to collective responsibility of change. Senior Leaders worked closely with all stakeholders to review and evaluate school improvement priorities and future PEF spend. Collegiate learning, Self-Evaluation, Quality Assurance and professional dialogue continued to be prominent throughout the year and shared through the school's Calendar of Commitments.</p> <p><i>Implementing Improvement and Change:</i> All staff strive to promote equality and social justice across all aspects of their work. Senior Leaders actively encouraged and supported staff to use more innovative approaches, enhance creativity and participate in CLPL opportunities to lead to positive change. A clear vision of improvement priorities was shared with all staff and the school's Curriculum Rationale will be finalised in session 202/25. Staff reflected and evaluated their practice and the progress of the school in line with the School Improvement Plan. We will continue to develop our analysis of our self-evaluation and data/evidence to ensure the impact of change is analysed and actioned upon where required in a timely manner.</p> <p><u>Quality Indicator 2.3 Learning, Teaching and Assessment</u></p> <ul style="list-style-type: none"> <p><i>Learning and Engagement:</i> Staff have continued to work hard this year to ensure our ethos and culture reflects Children's Rights and Positive Relationships. We have created a robust programme of Together Time assemblies with an EDI focus to ensure we are increasing both staff, pupil and families knowledge of EDI and this is continued in class with follow up work. We will now build on ensuring EDI is embedded across our classroom curriculum. Our RRSA pupil group have continued to share the message of children's rights throughout the school and both ECC and all stages P1-7 learned about the UNCRC on a weekly basis. We are now actively working towards Gold Award and this will continue in session 2023/24. Almost all of our pupils are eager to learn and participate actively during activities. Pupil voice is considered when planning learning activities and staff respond to the wants and needs of learners. Further work is required on ensuring appropriate pace and challenge is provided during lessons. Most children are given opportunities for choice in the learning and through our enhanced digital provision of 1-2-1 devices in P6 & P7, more teachers are using digital technology to encourage independence in their lessons. Staff have begun to introduce learning targets for their learners and learners are becoming more aware of their own personal targets and purpose of their learning however, this is still requiring further work to embed this across all stages is required.</p> <p><i>Quality of Teaching:</i> Our school values underpin our teaching. Our values were revisited last session with the launch of our new school values, school values song and school values mascot. Staff have</p>

been developing their use of a wider variety of learning environments and are more confident in using more creative teaching approaches. We have enriched our learning by providing digital technologies and staff have upskilled themselves on the effective use of digital technologies to enhance learning experiences – further CLPL for session 24/25 has been agreed and all staff will be participating in the Microsoft Incubator training. Staff explanations and instructions are clear and are including higher order thinking skills across curricular areas. We are continuing to focus on the EAC 'Leaders of Learning' next session and further work is required on ensuring feedback to inform future learning is timely and with pupil voice.

- *Effective use of assessment:*

Almost all staff are confident in their use of data and assessment approaches to support robust and accurate teacher judgement. The use of GL assessments has been embedded this year and a calendar of assessment activities for staff to develop the reliability of their assessment evidence and knowledge of data. The Education Group curriculum development work for session 2023/24 focussed on ensuring a consistent approach across the Education Group to moderation in literacy and numeracy, in line with Education Group and EAC expectations of assessment, this will be further developed in session 2024/25 for IDL.

- *Planning, Tracking and Monitoring:*

Forward planning ensures the needs of learners across all stages are being met across all areas of the curriculum. Professional dialogue planning and tracking meetings occur termly on a formal basis and on a regular basis informally between staff and Senior Leaders. Staff continued to effectively utilise the tracking and monitoring systems and agreed expectations of attainment information are consistent across the school. Almost all staff are confident with the use of this system. A tracked cohort of learners based on the six family types has been identified to support children facing additional challenges and additional support needs are supported through EAST and classroom assistant interventions. Feedback from interventions is regularly shared with class teachers to inform their planning.

Quality Indicator 3.1 Ensuring Wellbeing, Equality and Inclusion

- *Wellbeing:*

We have continued to make excellent progress in supporting the wellbeing of all children and families in Dunlop Primary and ECC. All staff have a clear understanding of our shared vision of wellbeing and the dignity and worth of each person in our school community. In a recent survey, 92% of our pupils said they feel safe in school and we are continually striving to ensure staff and partners feel valued and supported. Staff are continually evaluating and reflecting on their practice to identify areas we can improve to ensure we deliver high quality education for all children and young people. Dunlop Primary and ECC have fostered positive relations across the school community with shared values and expectations. Parents/carers commented on this during self-evaluation activities.

- *Fulfilment of statutory duties:*

Dunlop Primary School and ECC comply with statutory requirements and codes of practice and staff, learners, parents/carers know what to expect to improve outcomes for children and young people. We welcomed our parents and carers into our school with a 'Show of Learning' following our whole school History topic and we provide parents/carers updates of learning through Learning Journals, the app, class showcases and through Sways of Learning.

- *Inclusion and Equity:*

We are continuing to develop our practice to ensure inclusion and equality leads to improved outcomes for all learners. 92% of our children feel we use a rights respecting approach to all children in our school. We strive to ensure we understand, value and celebrate diversity and challenge discrimination and protected characteristics are not barriers to participation and achievement. We identify and support any child or young person who is facing challenges through a variety of interventions from in-school support or support from universal services. Further work is required to ensure our curriculum and resources reflect equality and diversity and moving forward, we will review our policies to ensure they also meet this. A parent/carer steering group and school focus will continue as a priority in our improvement plan for session 2024/25.

Quality Indicator 3.2 Raising Attainment and Achievement

- *Attainment in literacy and numeracy:*

Learners continue to make progress from prior levels in literacy and numeracy. Identified pupils who are not making expected levels are supported through a variety of means such as in-class

support, boost groups, EAST and classroom assistant support as well as differentiated learning within the class. Writing and spelling will continue as areas requiring further improvement in session 24/25.

- *Attainment over time:*

Following a dip in some aspects of literacy and numeracy in recent years which has been identified and interventions put in place, improvements have been shown this year in both spelling and writing across most stages. Most learners have made steady progress from their prior levels of attainment. Staff have developed their effective use of data and assessment to make more robust teacher judgements about pupil progress. Termly tracking meetings identify where pupils are needing support or challenge and this information is shared when transitioning between stages in the school.

- *Overall quality of learners' achievements:*

Our learners are fully involved in the life of the school and wider community. Pupils are developing their personal skills and attributes through wider achievements which are celebrated with our 'Dunlop Dazzlers'. As children progress through the school, they are taking on more personal responsibility for their achievements and this is both supported and encouraged by all staff.

- *Equity for all learners:*

We are continuing to develop systems to ensure equity of success and attainment for all our pupils. We are striving to continue to raise the attainment of all learners through targeted interventions, personalised support, well-being check ins and support from external experts if required.