





**Establishment:**

**Dunlop Primary**

**Establishment**

**Improvement**

**Plan**

**2025-26**

**East**

**Ayrshire**

**Council**

**Education**

**Service**

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| **School Improvement Plan** | Dunlop Primary School |
| **Head Teacher** | Laura Kelly |
| **Date Submitted** | Submitted to Chief Education Officer on : 26th June 2025 |

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| **School / Centre**  **Vision and Values** | The school’s motto is: ‘Climb That Hill’   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:  **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 Vision  At Dunlop Primary we welcome everyone and we treat each other with kindness and honesty. We respect our differences and are creative in our learning adventures. Together, we build a strong and resilient community where everyone belongs and thrives! |

**Checklist**

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

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| **SIP Consultation included the following stakeholders:** | **Complete** |  | **Content of plan** | **Complete** |
| Children and Young People | ✓ |  | Takes account of strategic priorities outlined in the Education Service Improvement Plan. <https://www.east-ayrshire.gov.uk/Resources/PDF/E/Education-Service-Improvement-Plan.pdf> | ✓ |
| Parent Council and Forum | ✓ |  | HGIOS 4 and EYQF are used as the frameworks to inform the content of SIPs. Where appropriate.  <https://education.gov.scot/media/v5sh3dqt/frwk2_hgios4.pdf>  <https://education.gov.scot/inspection-and-review/inspection-frameworks/quality-improvement-framework-for-the-early-learning-and-childcare-sectors/> | ✓ |
| Teachers, practitioners and ALL school/centre staff | ✓ |  | There is clear focus throughout the plan on measures to reduce of inequalities of outcome as a result of socio-economic disadvantage.  PEF: <https://www.gov.scot/publications/pupil-equity-funding-national-operational-guidance-2023/documents/>  CEF: <https://www.gov.scot/publications/care-experienced-children-young-people-fund-operational-guidance-2023-24/documents/>  SEF: <https://www.gov.scot/publications/strategic-equity-funding-national-operational-guidance-2023/documents/> | ✓ |
| Volunteers/ Community partners | ✓ |  | Appropriate cognisance has been made of the links between the plan and the working time agreement for teaching staff. | ✓ |
| **Head Teacher Signature:** | |  | An accessible summary of the SIP is available and contained in this document and will be provided to parents, children and young people. | ✓ |

**Pupil and parental strategic involvement**

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| For session 2025-26, please describe below how children and young people will be involved in decisions relating to the operation of the school/centre | For session 2025-26, please describe below how parents will be involved in decisions relating to the operation of the school/centre |
| Pupil Voice is an important part of Dunlop Primary and ECC and pupils are consulted and involved in decision making through the following means:   * 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 * You Said, We Did – Pupil Council Feedback * Class suggestion boxes * Personal Achievement through Dunlop Dazzlers and Learning Journals | Parents and Carers will be actively involved in operational decision making by:   * Parent Council * Open evenings * Parent/Carer Feedback Questionnaires/e-forms * Self-Evaluation activities * Parent/Carer workshops * Sharing the learning events * Come Play with Us sessions * Parents Evening consultations |

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| **Community Plan East Ayrshire**  **2015 – 2030** | **Together, in achieving our Vision, Partners will demonstrate:**  **Effective leadership**  We will provide clear leadership in Community Planning and engage effectively with our employees and communities  **Collective ownership**  We will take collective ownership for delivering on the Community Plan, the associated Single Outcome Agreement and the Community Plan Delivery Plans, and work hard to improve outcomes for local people and communities  **Good governance**  We will implement clear operating arrangements to support effective strategic direction, scrutiny and accountability  **Democratic accountability**  We will measure and report on the impact of our activities to demonstrate how effectively we are improving outcomes for local people and communities, and all partners will be held to account for their contribution. | |
| Our Partnership will continue to work to meet the needs of the people who live in our communities. Our guiding principles will be reflected in all that we do and should be evident for all to see. | | **We will:**   * Promote lifelong learning. * Promote equality and tackle inequality; * Adopt a preventative approach; * Ensure effective community engagement in the planning and delivery of local services; * Utilise the strengths and resilience within communities; * Drive efficiency and performance improvement; |

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| **National and Local Priorities** | | |
| **The Scottish Government’s vision for education in Scotland:**   * Excellence through raising attainment and improving outcomes * Achieving equity   [**Key priorities of the National Improvement Framework:**](https://www.gov.scot/binaries/content/documents/govscot/publications/strategy-plan/2022/12/achieving-excellence-equity-2023-national-improvement-framework-improvement-plan/documents/achieving-excellence-equity-2023-national-improvement-framework-improvement-plan/achieving-excellence-equity-2023-national-improvement-framework-improvement-plan/govscot%3Adocument/achieving-excellence-equity-2023-national-improvement-framework-improvement-plan.pdf)   * Placing the human rights and needs of every child and young person at the centre of education * Improvement in children and young people’s health and wellbeing * Closing the attainment gap between the most and least disadvantaged children and young people * Improvement in skills and sustained, positive   school-leaver destinations for all young people   * Improvement in attainment, particularly in literacy and numeracy | **NIF drivers of improvement in the outcomes achieved by children and young people are:**   1. School and ELC leadership 2. Teacher and practitioner professionalism 3. Parent/carer involvement and engagement 4. Curriculum and assessment 5. School and ELC improvement 6. page25image40264224Performance information | **Scottish Attainment Challenge (SAC)**  [Scottish Attainment Challenge: framework for recovery and accelerating progress](https://www.gov.scot/publications/scottish-attainment-challenge-framework-recovery-accelerating-progress/documents/)  [Scottish Attainment Challenge Logic Model](https://www.gov.scot/binaries/content/documents/govscot/publications/advice-and-guidance/2022/03/scottish-attainment-challenge-framework-recovery-accelerating-progress/documents/tackling-poverty-related-attainment-gap-theory-change-scottish-attainment-challenge-logic-model/tackling-poverty-related-attainment-gap-theory-change-scottish-attainment-challenge-logic-model/govscot%3Adocument/tackling-poverty-related-attainment-gap-theory-change-scottish-attainment-challenge-logic-model.pdf) – Tackling the Poverty-Related Attainment Gap – Our Theory of Change  **SAC organisers:**   * Learning and teaching * Leadership * Families and communities |

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| **East Ayrshire Plans** | | | |
| **Key Priorities** | **Education Service Improvement Plan:** | **Children’s Services Plan:** | **Community Learning and Development Plan:** |
| **1: Our Leadership** | We actively support, promote and enact leadership at all levels. Our young people are supported to be leaders on their learning in our centres, schools and wider life experiences. All staff have ready access to appropriate CLPL and experiences to promote leadership in every classroom and centre. | **Priorities for 2023-26:**   1. Our children and young people feel respected, listened to and influence change 2. We are working collaboratively, reducing the impact of social and economic poverty on our children and young people 3. Our children and young people feel safe 4. Our children and young people have the best start in life 5. Our children and young people’s mental health is improving | **Outcomes:**   * Growth * Wellbeing * Fairness * Sustainability   **Action areas**   1. Youth voice and participation 2. Lifelong learning and skills development 3. Empowering communities 4. Wellbeing and inclusion |
| **2: Teaching and Learning Together** | 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. |
| **3: Our Wellbeing and Belonging** | 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. |
| **4: Our Attainment, Destinations and Achievements** | We want the very best for all of our young people in East Ayrshire. We aim to ensure all young people secure a positive destination through excellent achievement and attainment at all levels. |

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| **Our Leadership: Increasing opportunities to lead aspects of learning for all.** | | | | | | | | | | | | | | | |
| **Rationale –** In Dunlop Primary School, we actively support, promote and enact leadership at all levels. Our young people are supported to be leaders of their learning in our school, community and wider life experiences. All staff have ready access to appropriate CLPL and experiences to promote leadership in every classroom and across the school. Through leadership, our learners and staff experience engagement and adaptability to ensure meaningful educational outcomes through: empowerment & ownership, personalised learning and growth, active participation whilst cultivating lifelong learning skills.  **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  **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**.** | | | | | | | | | | | | | | | |
| **NIF key drivers:** | **School & ELC leadership** | | | **Teacher & practitioner professionalism** | | | | | | | | | **School & ELC improvement** | | |
| **HGIOS4 QIs:** | **1.1** | | **1.2** | | **1.3** | | | | **2.3** | | **2.5** | | | | **2.6** |
| **ESIP key priorities:** | **Y Teaching & Learning** | | | | | **N Our Wellbeing** | | | | | | **Y Our attainment** | | | |
| **Outcomes for our Learners by June 2026** | | **Our Actions/Approaches/Interventions** | | | | | **PEF** | **Who** | | **Measures** | | | | **Review/milestones** | |
| All children will be able to express their views, feelings and wishes in matters affecting them in our school, and to have their views considered and taken seriously. (UNCRC Article 12) | | * Pupil Voice Groups * Involvement in HGIOurS?4 * Pupil Participatory Budgeting * Continuation of Gold RRSA journey and next steps from Gold assessment | | | | | ✓ | L Kelly | | * Annual pupil voice survey * Pupil focus groups * Staff observations * Tracking changes from pupil suggestions * ‘You Said, We Did’ Pupil Council evaluation | | | | Termly & Annually | |
| All children will experience high quality teaching and learning experiences from teachers who plan effectively to meet learners’ needs.  Children will receive effective feedback and understand of their next steps in learning. | | * Staff CLPL with a focus on enhance pedagogical approaches * Staff participation in Leaders of Learning Year 3 * Staff will align their PRD to School Improvement Priorities * Staff will work collaboratively during Curriculum Development time on priorities aligned with School Improvement Plan * Learners will document their next steps in learning to be reviewed termly – P1-P3 (Target Hot Air Balloons) P4-7 (Learning Journals) * Quality Assurance | | | | | ✓ | All staff  C Anderson  All Staff | | * Quality Assurance observations * PRD reviews * SIP review * Quality Assurance of Learning Journals and target trackers. * Improved learner outcomes * Increased parental understanding of own child’s next steps * Quality Assurance, incl. Pupil Voice Groups | | | | Termly  Termly & Annual Review | |
| Learners will have greater experience of leading their learning through project-based learning opportunities | | * CLPL on PB Learning strategies * Clearly defined skills-based objectives * Cross-curricular links * Real-world relevance * Pupil Voice * Collaborative learning groups * Feedback and next steps * Integration of digital technologies * Whole school showcase | | | | |  | All Staff | | * Success against intended outcomes * Pupil engagement and motivation * Assessment – formative & summative * Pupil & Parent feedback * Teacher evaluation * Transfer of knowledge to new contexts | | | | End of November | |
| Learners will experience the benefits of enhanced teaching and learning quality, consistency and attainment outcomes from collaboration within the Education Group for moderation. | | * Shared Education Group moderation of Modern Languages and STEM * Development of shared expectations * Aligned teacher judgement * Agreement of assessment tasks and outcomes * Documentation of evidence * Enhanced teacher collaboration | | | | |  | L Kelly | | * Consistency of assessment * Improved teacher confidence and collaboration * Ensuring alignment with curriculum standards * Accurate Teacher Judgement data * CLPL * Improved learner outcomes | | | | February 2026 | |

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| **Teaching and Learning Together: Developing Dunlop’s Curriculum and delivering high quality planning for learning, teaching & assessment** | | | | | | | | | | | | | | | |
| **Rationale –** Our young people should experience a well-developed curriculum where high quality teaching, learning and assessment are fundamental to meet their needs, and help all learners achieve their full potential. 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. This approach ensures coherence and progression, promotes equity and inclusion, supports high standards and achievement and sustained improvement across our school community.  **UNCRC:**  **Article 28 – Access to Education**  Every child has the right to an education. Primary education should be free.  **Article 29 – Aims of Education.**  Children’s education should help them fully develop their personalities, talents and abilities | | | | | | | | | | | | | | | |
| **NIF key drivers:** | **Teacher & practitioner professionalism** | | | **Curriculum & assessment** | | | | | **School & ELC improvement** | | | | **Performance information** | | |
| **HGIOS4 QIs:** | **1.1** | | **2.2** | | | | **2.3** | | | | **2.4** | | | | **3.2** |
| **ESIP key priorities:** | **Y Our Leadership** | | | | **N Our Wellbeing** | | | | | | | **Y Our attainment** | | | |
| **Outcomes for our learners by June 2026** | | **Our Actions/Approaches/Interventions** | | | | **PEF** | | **Who** | | **Measures** | | | | **Review/milestones** | |
| To maintain and improve (where possible) children’s attainment in writing at:  P1 (stretch aim: 80%)  P2 from 88% to 88%  P3 from 82% to 82%  P4 from 88% to 88%  P5 from 95% to 95%  P6 from 78% to 82%  P7 from 88% to 88%  (Any gaps are from children who are on ASN Log with Child Plans or ILP) | | * Participation in collaborative professional learning and dialogue: [Incorporating National Improving Writing Approaches](https://glowscotland.sharepoint.com/:f:/r/sites/EastAyrshire/eaglowcentralsitemain2019/easacglowcentralmain2019/easacactivelitresourcesmain2019/Shared%20Documents/EA%20Writing%20-%20A%20Whole%20School%20Approach/National%20Improving%20Writing%20Tools/Incorporating%20elements%20of%20National%20Improving%20Writing%20beyond%20P4?csf=1&web=1&e=ETgPpn)  ([webinar/ presentation](https://glowscotland.sharepoint.com/:f:/r/sites/EastAyrshire/eaglowcentralsitemain2019/easacglowcentralmain2019/easacactivelitresourcesmain2019/Shared%20Documents/EA%20Writing%20-%20A%20Whole%20School%20Approach/National%20Improving%20Writing%20Tools/Incorporating%20elements%20of%20National%20Improving%20Writing%20beyond%20P4?csf=1&web=1&e=h5nzG9)) * Staff to plan a greater focus on teaching individual [Tools for Writing whilst still providing time to teach Genre-focused writing](https://glowscotland.sharepoint.com/:w:/r/sites/EastAyrshire/eaglowcentralsitemain2019/easacglowcentralmain2019/easacactivelitresourcesmain2019/Shared%20Documents/EA%20Writing%20-%20A%20Whole%20School%20Approach/National%20Improving%20Writing%20Tools/Tools%20for%20Writing%20plus%20genres-%20Overview.docx?d=w35c3d032ce9748d89b515af851e4215a&csf=1&web=1&e=jZ7q9B) over a term/session. * Implement Quality Improvement knowledge to understand and apply tools that have been rigorously tested and work. * Develop and implement self and peer assessment approaches to provide learners with the knowledge and skills to identify improvements in their own/others’ writing - with a particular focus on Tools for Writing and vocabulary * Collect data regularly on children’s progress with a clear focus on improving one aspect of writing at a time. * Moderation of planning, learning, teaching and assessment improving shared understanding of writing to inform teacher judgements and to identify strengths and next steps for learners | | | | ✓ | | E White  N Nouillan (P1) | | * Baseline assessments at the beginning of the session * Staff CLPL * Targets clearly identified and lessons tailored to the needs of the class * Close monitoring of data – run charts completed * In-house moderation to ensure consistency * Quality assurance of writing lessons * Termly writing assessments to ensure progression * Analysis of data – termly tracking meetings * ACEL data | | | | Termly | |
| To maintain and improve (where possible) children’s attainment in spelling:  P1 (stretch aim: 80%)  P2 from 44% to 70%  P3 from 72% to 80%  P4 from 88% to 88%  P5 from 91% to 91%  P6 from 92% to 92%  P7 from 76% to 80% | | * Development of consistent pedagogical approach to teaching spelling * Explicit instruction of phonics, spelling patterns & rules and high frequency/tricky word instruction across all year groups * Multi-sensory approaches * Using EAC Active Literacy pedagogy * Regular assessment including peer & self-assessment * Targeted intervention if required | | | | ✓ | | E White  N Nouillan (P1) | | * Quality assurance of learning and teaching * Consistent use of spelling progressions at all stages * Common word assessments – completed termly * Individualised spelling programmes used where appropriate | | | | Weekly & Termly | |
| To maintain and improve (where possible) children’s attainment in numeracy at:  P1 (stretch aim: 80%)  P2 from 100% to 100%  P3 from 88% to 88%  P4 from 100% to 100%  P5 from 86% to 86%  P6 from 74% to 80%  P7 from 76% to 80%  Improve engagement and confidence of children within numeracy and mathematics experiences | | * Core SEF Pedagogies Programme   Develop our core pedagogies relating to numeracy and mathematics using the [East Ayrshire Raising Attainment in Numeracy Professional Learning Professional Learning Webinars](https://blogs.glowscotland.org.uk/ea/numeracyandmathematics/category/2-raising-attainment-in-numeracy-programme-2023-24/) and associated resources with a focus on XXXXX  [Early Level](https://blogs.glowscotland.org.uk/ea/numeracyandmathematics/category/2a-early-level-training/)  [First Level](https://blogs.glowscotland.org.uk/ea/numeracyandmathematics/category/2b-first-level-training/)  [Second Level](https://blogs.glowscotland.org.uk/ea/numeracyandmathematics/category/2c-second-level-training/).  Additional info on accessing this PL is in Appendix 1.   * Develop our use of concrete manipulatives and visual representations to develop number sense and key concepts in numeracy   [‘How to…’ Videos](https://blogs.glowscotland.org.uk/ea/numeracyandmathematics/category/4-how-to-videos-2/)  [An Introduction to Numicon](https://blogs.glowscotland.org.uk/ea/numeracyandmathematics/2020/07/08/key-concepts-in-numeracy-and-using-manipulatives-in-a-cpa-approach/)   * Develop a shared understanding of our assessment model within numeracy and mathematics to inform robust teacher judgements.   [Assessment in Numeracy and Mathematics Paper](https://glowscotland.sharepoint.com/sites/EastAyrshire/eaglowcentralsitemain2019/easacglowcentralmain2019/eanummathsresourcessitemain2019/Shared%20Documents/Assessment%20in%20Numeracy%20and%20Maths.docx?d=w5f83aa44fd6946c5a2fc3c6158ccb1e6)  [Embedding Assessment PowerPoint](https://glowscotland.sharepoint.com/sites/EastAyrshire/eastayrshirenumhub2017/eanummathshiblyndaktrainingmain2018/Shared%20Documents/HT%20Sessions/HT%20Handouts/HT%20Meeting%20Assessment.pptx?d=w4a32f3ba4a024e5e9693b89c2e1eae2d) | | | |  | | C Anderson | | * Quality Assurance processes - Observations of classroom practice, tracking conversations and collegiate self-evaluation activity, pupil and parent voice * PRD targets and review * Feedback and reflections from teachers engaging in numeracy and maths focussed CLPL and Teacher Learning Communities (TLCs) * Assessment Data and Evidence * Analysis of ACEL data in tracking tool ( Progress to Stretch Aim) * AiFL approaches demonstrate on-going assessment and provide feedback to learners. * Pupils’ ability to talk about their progress / next steps Assessment Data and Evidence | | | | Termly | |
| Learners in P1-3 will demonstrate increased creativity, collaboration, and problem-solving skills by engaging in adult-led/directed and free play- learning experiences, leading to improved engagement, motivation, confidence and holistic development. | | * Develop Play Learning Room for rich play-based experiences with particular focus on Literacy and Numeracy * Incorporate both adult-led and free play activities * Align play experiences to consolidate class based learning in literacy and numeracy * Encourage language & collaboration through play * Begin to introduce play to other curricular areas * CLPL for staff – with a focus on Realising the Ambition * Provide opportunities for parental engagement through family learning in the Play Learning Room. | | | | ✓ | | N Nouillan | | * Quality Assurance processes: * Weekly Planning for Play, including adult led/directed with a focus on Literacy and Numeracy * Observation & Feedback: Environment and Provision * Pupil Voice Groups * Quality Assurance: Forward Plans * Staff completion of Realising the Ambition CLPL * Collegiate meetings with DHT * Come Play with Us sessions * Parent Feedback | | | | Termly | |
| Learners experience high quality learning and teaching in a first additional language (French), which will be delivered consistently across our Education Group, and P5-P7 will begin to have experiences of an agreed third language. | | * Delivery of weekly language sessions through NCCT * Use of EAC French Progression Frameworks * Incorporating songs, rhymes and interactive games * Creating a language-rich environment * Use of digital programs to enhance learning * Regular assessment using EAC French Assessment resources | | | |  | | K Sullivan | | * Learners can understand/recognise simple spoken vocabulary/words/phrases linked to the appropriate stage in EAC Framework * Learners can pronounce words linked to the appropriate stage in EAC Framework * Learners can read and understand basic words and phrases linked to the appropriate stage in EAC Framework * Learners can write familiar words and simple sentences linked to the appropriate stage in EAC Framework * Learners actively participate in lessons * Learners show some cultural awareness of French culture and customs * Regular assessment linked to the appropriate stage in EAC Framework | | | | Termly | |

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| **Our Wellbeing and Belonging: Ensuring all learners are present, participating, supported and achieving.** | | | | | | | | | | | | | | | |
| **Rationale –** In Dunlop Primary School, we believe wellbeing enables learning.We want all of our young people to feel safe, valued and supported by people who know them well so as they are able to thrive to ensure full participation, increased attendance, meaningful engagement and improved attainment. Our staff need to be supported in a whole school culture that promotes collaborative practice, positive morale and professional fulfilment.  **UNCRC:**  **Article 1 – Definition of a Child**  Everyone under 18 has all these rights.  **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.  **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.  **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. | | | | | | | | | | | | | | | | |
| **NIF key drivers:** | **Teacher & practitioner professionalism** | | | **Parent/carer involvement & engagement** | | | | | | | | **School & ELC improvement** | | | | |
| **HGIOS4 QIs:** | **1.5** | | **2.1** | | **2.4** | | | | **2.5** | | **2.7** | | | | **3.1** | |
| **ESIP key priorities:** | **N Our Leadership** | | | | | **Y Teaching & Learning** | | | | | | | **Y Our attainment** | | | |
| **Outcomes for our learners by June 2026** | | **Our actions/Approaches/Interventions** | | | | | **PEF** | **Who** | | **Measures** | | | | **Review/milestones** | | |
| Improve the inclusion and support of our groups of children most likely not to be present, participating, supported & achieving and increasing the emotional and physical safety of all.  Learners will be able to understand and use a range of basic BSL signs to communicate simple information in relation to themselves and common everyday phrases. | | * Engage in CLPL relating to the EAC Relationship Framework particularly in relation to nurture, trauma and neuro-diversity * Participate in Education Scotland ‘Relationships Matter’ CLPL in collegiate curriculum development sessions * Identify and monitor vulnerable pupils * Provide targeted support/intervention * Provide H&WB Check-ins form H&WB Lead * Use of EAC H&WB progressive frameworks * Embedded use of Emotion Works across all stages * Embed trauma-informed and nurture-based approaches * Promote an inclusive classroom culture using The Circle Framework across all classes * Review Respect for All policy and Anti-Bullying statement * Implementation of The Promise if required * CLPL for all staff in BSL * Develop Together Time assemblies with the focus on Protected Characteristics * Provide Team With the Family meetings and strengthen home-school links ensuring pupil voice * Engage with external agencies including Educational Psychologist, School Nurse, CAMHS, NEST, The Exchange Counselling, Woman’s Aid, Social Work * Develop a whole school programme of BSL through Pupil Voice Group, Singing and Signing Club * Signs of the Month and BSL feature at Assemblies/Together Times. * BSL will be shared at whole school parent/carer and family events, with a performance of a BSL song.  This includes Choir, Nativity and Prizegiving. * Staff BSL CLPL | | | | | ✓  ✓ | L Kelly & N Nouillan | | * Regulation Tracker * Wellbeing Tracker * Attendance tracking * Circle Framework Checklist * Emotion Works language used * Pupil pre/post interventions wellbeing surveys * Completion of the Keeping The Promise Award (L3) and evidence collated * Staff confidence in using BSL * Pupil voice and parent/carer feedback in TWtF meetings * Appropriate RfA to supporting agencies * Increased stakeholder understanding of the Equality Act and the Protected Characteristics   The Protected Characteristics will be actively promoted in school through:   * Our school ethos, our values and our Respectful Relationships policy. * Our conscious role modelling by all adults in the school community and in our active engagement and communication with parents and carers * Our teaching and learning through the curriculum and our whole school Assemblies and Together Times. * Understanding and using basic signs * Cultural awareness of the Deaf community * Developing confidence and engagement in using BSL | | | | Monthly  Termly  Termly | | |
| Ensure no child is disadvantaged by Cost of the School Day expenses and families can access help when they need it. | | * Our participation at the Scotland Cost of School Day Summit (Oct 25) * Subsidised school trips and activities * Uniform support through H.E.A.R.T facility in school foyer * Provision of toast in the morning and fruit throughout the day * Provision of school resources and tools for learning * Home-school link with 1-2-1 digital devices * Provision of free afterschool clubs * Parent Council £750 Bid for Participatory Budget purchase of P5-P7 Sport Tracksuits * Minimise fundraising requests * Signposting family support available * Develop meaningful engagement with children and families when considering school expenditure. | | | | | ✓ | N Nouillan | | * Next steps in COSD identified from summit and action plan created. * School Representatives will document day and share with whole school on return. * All children and families able to access supports required when they need it * Participation Tracker * All children attending sporting events will be uniformed to ensure equitable experiences * Monitor parent/carer/family requests through COSD Tracker * Pupil Focus Groups * Parent Feedback via Parent Council * Parent Feedback via MS Forms | | | | Monthly and End of Year | |

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| **Our Attainment, Destinations and Achievements: Improved learning experiences and attainment progression for all.** | | | | | | | | | | | | | | | |
| **Rationale –** We want the very best for all of our young people in Dunlop Primary School. It is our school’s mission to enable every young person to realise their full potential. We aim to ensure that all young people are prepared for successful futures in learning, life and work through excellent achievement and attainment at all levels.  **UNCRC:**  **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.  **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. | | | | | | | | | | | | | | | |
| **NIF key drivers:** | **School & ELC leadership** | | | **Teacher & practitioner professionalism** | | | | | **Curriculum & assessment** | | | | **School & ELC improvement** | | |
| **HGIOS4 QIs:** | **2.2** | | **2.3** | | | | **2.6** | | | | **3.2** | | | | **3.3** |
| **ESIP key priorities:** | **Y Our Leadership** | | | | **Y Teaching & Learning** | | | | | | | **N Our Wellbeing** | | | |
| **Outcomes for our learners by June 2026** | | **Our actions/Approaches/Interventions** | | | | **PEF** | | **Who** | | **Measures** | | | | **Review/milestones** | |
| All learners will receive quality and consistency of approaches to using digital technology to support learning across the curriculum | | * Learners in P5-P7 will engage in the RAF Coding for Success Program. * P1-7 to participate in Lego League; Discover P1-2, Explore P3-4 and Challenge P5-7 * Staff will engage in CLPL to build confidence in teaching coding and robotics * Staff will engage in the Microsoft Incubator Programme to support innovative, digital practice. * Learners in P4 to P7 will have one-to-one access to digital technology to enhance teaching and learning. | | | | ✓ | | E White & All Staff | | * Children who participate in Lego coding lessons will be able to showcase creativity and problem solving * Planning will reflect “future ready skills” – collaboration, problem solving, critical thinking, communication * Staff will engage in CLPL & pre/post confidence will increase * Learning Journals will record pupil learning * Completion of Lego League Divisions | | | | * Termly planning * Staff Curriculum Development session across terms | |
| All learners across our Education Group will experience opportunities to develop their learning in STEM areas, and will develop an understanding of STEM employment opportunities | | * Learners in P4 to P7 will use Learning Journals to document their skills, interests, strengths, and achievements, helping them to understand their own potential and explore future career paths. * Learners P5-P7 will further develop their knowledge of Meta Skills and the associated language. | | | |  | | All Staff | | * Learner engagement in STEM activities * Pupil voice regarding STEM experiences * Increased knowledge of Meta-Skills language * Skills development in problem solving, teamwork, creativity, applying scientific thinking * Success in relation to STEM activity outcomes | | | | Termly | |
| Learners will experience improved learning and progress, equitable access to high quality learning, teaching and assessment.  Raising attainment strategies will close the poverty related attainment gap through robust Quality Assurance activities and annual calendar. | | * Develop Assessment folders for all classes P1-7 * Further develop robust calendar of assessment for P1-7 * Implementation of EAC PfLTA Guidance * Implementation of renewed Dunlop Dazzling Lesson and Dunlop’s Excellent Learning Experience proforma for learning walks & observations * Robust jotter monitoring * Continue to embed robust tracking and monitoring system and data analysis * Cohort tracking of data * Incorporating pupil voice to Quality Assurance processes | | | |  | | L Kelly | | * Completion of Quality Assurance activities * Compliance with Dunlop Dazzling Lesson * Completion of Excellent Learning Experience tracker * Termly jotter monitoring * Staff tracking and monitoring meetings * Pupil focus groups | | | | Termly | |

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| **2024-25 baseline** | | | | | | **2025-26 targets** | | | | | | **2025-26 actual** | | | | | |
|  | Reading | Writing | L&T | Literacy | Numeracy |  | Reading | Writing | L&T | Literacy | Numeracy |  | Reading | Writing | L&T | Literacy | Numeracy |
| P1 | **100** | **88** | **100** | **96** | **100** | P1 | **80** | **80** | **80** | **80** | **80** | P1 |  |  |  |  |  |
| P2 | **100** | **82** | **100** | **94** | **88** | P2 | **100** | **88** | **100** | **96** | **100** | P2 |  |  |  |  |  |
| P3 | **100** | **88** | **100** | **96** | **100** | P3 | **100** | **82** | **100** | **94** | **88** | P3 |  |  |  |  |  |
| P4 | **95** | **95** | **90** | **94** | **86** | P4 | **100** | **88** | **100** | **96** | **100** | P4 |  |  |  |  |  |
| P5 | **83** | **78** | **96** | **86** | **74** | P5 | **95** | **95** | **90** | **94** | **86** | P5 |  |  |  |  |  |
| P6 | **92** | **88** | **96** | **92** | **76** | P6 | **87** | **82** | **96** | **88** | **80** | P6 |  |  |  |  |  |
| P7 | **97** | **73** | **97** | **89** | **80** | P7 | **92** | **88** | **96** | **92** | **80** | P7 |  |  |  |  |  |

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| Reading | P1 | P2 | P3 | P4 | P5 | P6 | P7 |  | Writing | P1 | P2 | P3 | P4 | P5 | P6 | P7 |  | L&T | P1 | P2 | P3 | P4 | P5 | P6 | P7 |  | Numeracy | P1 | P2 | P3 | P4 | P5 | P6 | P7 |
| P1 | 100 |  |  |  |  |  |  | P1 | 88 |  |  |  |  |  |  | P1 | 100 |  |  |  |  |  |  | P1 | 100 |  |  |  |  |  |  |
| P2 | 94 | 100 |  |  |  |  |  | P2 | 94 | 82 |  |  |  |  |  | P2 | 81 | 100 |  |  |  |  |  | P2 | 100 | 88 |  |  |  |  |  |
| P3 | 88 | 100 | 100 |  |  |  |  | P3 | 88 | 100 | 88 |  |  |  |  | P3 | 100 | 100 | 100 |  |  |  |  | P3 | 100 | 100 | 100 |  |  |  |  |
| P4 | 84 | 100 | 95 | 95 |  |  |  | P4 | 79 | 89 | 95 | 95 |  |  |  | P4 | 100 | 100 | 100 | 90 |  |  |  | P4 | 100 | 95 | 95 | 86 |  |  |  |
| P5 | 95 | - | 76 | 82 | 83 |  |  | P5 | 82 | - | 76 | 82 | 78 |  |  | P5 | 100 | - | 95 | 95 | 96 |  |  | P5 | 95 | -- | 76 | 77 | 74 |  |  |
| P6 |  |  |  | 95 | 96 | 92 |  | P6 |  |  |  | 91 | 88 | 88 |  | P6 |  |  |  | 100 | 96 | 96 |  | P6 |  |  |  | 86 | 80 | 76 |  |
| P7 | 87 |  |  | 83 | 83 | 86 | 97 | P7 | 87 |  |  | 83 | 83 | 86 | 73 | P7 | 94 |  |  | 97 | 100 | 100 | 97 | P7 | 94 |  |  | 73 | 86 | 86 | 80 |

**Summary of Improvement Plan directly linking to Education Service Improvement Plan**

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| **Our Leadership** | **Teaching and Learning Together** |
| * All children will be able to express their views, feelings and wishes in matters affecting them in our school, and to have their views considered and taken seriously. * All children will experience high quality teaching and learning experiences from teachers who plan effectively to meet learners’ needs. * Children will receive effective feedback and understand of their next steps in learning through target setting. * Learners will have greater experience of leading their learning through project-based learning opportunities | * To maintain and improve children’s attainment in writing, spelling and numeracy * Improve engagement and confidence of children within numeracy and mathematics experiences * Learners in P1-3 will demonstrate increased creativity, collaboration, and problem-solving skills by engaging in adult-led/directed and free play- learning experiences. * Learners experience high quality learning and teaching in a first additional language (French) |
| **Our wellbeing and belonging** | **Our Attainment, Destinations and Achievements** |
| * Improve the inclusion and support of our groups of children most likely not to be present, participating, supported & achieving and increasing the emotional and physical safety of all. * Learners will be able to understand and use a range of basic BSL signs to communicate simple information in relation to themselves and common everyday phrases. * Ensure no child is disadvantaged by Cost of the School Day expenses and families can access help when they need it. | * All learners will receive quality and consistency of approaches to using digital technology to support learning across the curriculum * All learners across our Education Group will experience opportunities to develop their learning in STEM areas, and will develop an understanding of STEM employment opportunities * Learners will experience improved learning and progress, equitable access to high quality learning, teaching and assessment. * Raising attainment strategies will close the poverty related attainment gap through robust Quality Assurance activities and annual calendar. |