



Standards and Quality Report

Dailly Primary School and Early Years Centre
Session 2021-2022
(June 2022)



Context of the school/early years centre

At Dailly Primary School and Early Years Centre we set high standards with the view to giving our young people the best possible start in life – through active learning, teamwork, nurture and by making use of the picturesque setting in which we are lucky enough to learn and have fun in each day. We strive to do our best in all areas, with our core values, skills and aims at the heart of every activity we undertake within the centre. We understand the importance of effective communication in all its forms, the need to be supportive and most importantly, aim to be positive about all outcomes. Everyone at the school wants to play our part in making Dailly, and the wider world in general, a positive, more equitable and sustainable place to live, work and play. We value community in its truest sense.

The roll this session has been 79 pupils in the Primary School and 18 in the Early Years Centre. The working capacity of the school varies dependent upon the number of pupils at each stage and the way in which the classes are organised. This session we had the following classes : P1, P3/2, P5/4, P7/6. The FME (Free Meal Entitlement) is currently 39%, which is higher than the Local authority Average of 22%. We have a spread of children from SIMD (Scottish index of Multiple Deprivation) 3-6. Some of our families live in private rented accommodation which does not take full account of the poverty some of our families are facing. We had 51% of children on Staged intervention including children within our Early Years Centre which is a significant amount of children who require support.

Our staff team consists of the Head Teacher and Principal Teacher and 4 class teachers which includes 1 NQT. In addition to this we have had a COVID recovery teacher and a pupil support teacher for one day a week. We also have 4 FTE Early Years Practitioners and one part time EYP, 3 classroom assistants, 1 clerical assistant, 1 janitor, 2 catering assistants and 2 cleaners. Additionally, we have 2 days per week from the Cluster Pupil Support allocation. Our music specialist, (0.06) and our bagpipe instructor (0.04) deliver weekly input for P5-7 classes and individuals.

This session we received a total of £30,998 PEF (Pupil Equity Funding). This was used to run our breakfast club for targeted pupils with staff seeing positive changes in their readiness to learn from children attending the breakfast club. Two School Assistants were given additional hours to implement nurture sessions as well as providing targeted support through interventions including the 5 Min literacy and Numeracy boxes and Catch-up literacy and Numeracy. Overall this session, 23 children (58%) from those pupils eligible for PEF made expected progress which means 42% of pupils eligible for PEF, did not making expected progress and they are our focus for next session.

Due to the 'COVID', our children's education was disrupted from March to June 2020 with the first lockdown and then again during January/February 2021. During this time we carefully tracked the engagement of our learners in every class, particularly during the second lockdown. This year once again many of our families have been affected by COVID. This has meant that children have had a minimum of 10 days absence at a time from school due to government guidelines which has directly impacted on their learning. We have also had increased levels of staff absence this year, as a result of COVID, which has meant that it has been a challenge to ensure continuity of learning in some classes. Staff absence has meant that we have not been able to provide the high levels of additional support to our pupils who were identified as having additional support needs. Children have also not benefitted from consistent input from the COVID recovery teacher as she was used to cover whole classes during critical times and our Pupil Support Teacher was absent for over a third of the year. Staff absence and pupil absence has meant that some of the interventions have not been able to be delivered this year.

Almost all children at Dailly Primary School move on to either Girvan Academy or Carrick Academy with a few children each year transferring to Queen Margaret Academy. We are part of the Girvan Cluster and work closely with all of the schools associated with Girvan Academy. Although it is a large, widely dispersed cluster, it has developed an ethos of co-operation and collaboration and a number of opportunities have been initiated to allow cluster working.

We have a history of strong business links within the community, which enables the children from an early age to develop their knowledge and an appreciation of the World of Work. The school enjoys partnerships with many local businesses including Morrisons, Dailly Store, Nestle, Grants and We Hae Meat. The school plays a strong role in the community and participates in a number of local events including the Macmillan Cancer coffee morning and the Remembrance service. We strive to involve all parents and carers fully in the life of the school and their children's learning through assemblies, concerts, parental workshops, and whole school events. This has given parents and carers opportunities to see the learning that their children are involved in and has enabled us to build positive relationships with all of our families.

Our Vision and Values

At Dailly Primary and Early Years Centre we want everyone to feel nurtured, included and proud. Everyone will achieve success, experience positive relationships and develop self-esteem. **Our 6 Core values are : Honesty, Respect, Fairness, Teamwork, Achieving, Creativity**

The school and everyone associated with it are committed to working to provide education of the highest quality. We achieve this vision by creating a culture and ethos of achievement. Working alongside other schools from across South Ayrshire, we have re-defined a clear vision for the school, highlighting what excellent teaching and learning looks like and what people should expect to see, hear and feel while in Dailly Primary School. As we move through the recovery period of the COVID-19 pandemic, we hope to reinvigorate the school and strive to make the changes required to live in a post pandemic world. The following key message guides and underpins all activities carried out within the School, ELC and the wider school community:

Let's **communicate**, be **positive** and show **respect**.

Aims

At Dailly Primary School and Early Years Centre we aim to :

- Promote a positive happy ethos that promotes inclusion and equality in an atmosphere of purposeful learning.
- Provide an active, enjoyable and stimulating curriculum for all our pupils that will maximise their potential in all areas.
- Improve the standard of achievement and attainment within the school.
- Assist our pupil's personal and social development and to teach them the values and responsibilities of citizenship in a democratic society.
- Promote an effective partnership that links home, school and community.
- Develop an effective framework for learning.

An expanded version of our aims is available on request from the school and within the handbook.

What key outcomes have we achieved?

We have high expectations for all learners and promote achievement and attainment in its widest sense.

Next session, 2022/23, the Acting Principal Teacher will specifically target those children who are not achieving the expected CfE levels and/or are below average in standardised assessments. They will be given additional support with Literacy and Numeracy as well as support with HWB, particularly, mental health.

Reporting on Curriculum for Excellence Levels 2018-22

We are continually striving to increase levels of attainment and providing opportunities for all pupils to achieve.

The table below shows the percentage of pupils that are achieving Curriculum for Excellence levels expected or higher than expected for their age.

% achieving levels expected or higher than expected for their age

Dailly	P1 - % children secure at Early Level			P4 - % children secure at First Level			P7 - % children secure at Second Level		
	2018-19	2020-21	2021-22	2018-19	2020-21	2021-22	2018-19	2020-21	2021-22
Literacy	80%	60%	66.7%	82.4%	75%	60%	66.7%	22.2%	67.0%
<i>South Ayrshire</i>	82.5%	72.0%	75.0%	78.2%	67.0%	69.0%	78.5%	66.0%	70%
Numeracy	80%	80%	80%	82.4%	75%	60%	75%	33.3%	61%
<i>South Ayrshire</i>	89.7%	84.1%	84%	82.4%	75.7%	78%	80.6%	72.1%	78%

Definitions

Almost all Over 90%	Most 75% - 90%	The majority 50% - 74%	Less than half 15% - 49%	Few Up to 15%
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Language – The majority of pupils (72.4%) have achieved Curriculum for Excellence levels in Language which were in line with or higher than levels expected for their age.

Mathematics – The majority of pupils (67%) achieved Curriculum for Excellence levels in Mathematics which were in line with or higher than levels expected for their age.

Attainment analysis 2021-22

In P1 66.7% of children achieved expected levels in Literacy and 80% in Numeracy.

In Primary 1 there are 10 children (66.7%) who are eligible for PEF and *7 of them are achieving expected levels (70%)*

In P4 73% of children are achieving expected levels in literacy and 60% in numeracy.

In Primary 4 there are 6 children (60%) who are eligible for PEF and *4 of them (60%) are achieving expected levels in literacy and 3 (50%) in Numeracy.*

In P7 77.6% of children are achieving expected levels in Literacy and 61% in Numeracy.

In Primary 7 there are 9 children (50%) who are eligible for PEF and *5 of them (55%) are achieving expected levels in Literacy and 4 (44.44%) in Numeracy.*

School Improvement Priorities - Progress and Impact

Leadership and Management	Learning Provision	Success and Achievements	NIF Drivers
1.1 Self-evaluation for improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership and management of staff/practitioners 1.5 Management of resources to promote equity	2.1 Safeguarding and Child Protection 2.2 Curriculum 2.3 Learning, Teaching and assessment 2.4 Personalised Support 2.5 Family learning 2.6 Transitions 2.7 Partnerships	3.1 Improvement wellbeing, equality and inclusion 3.2 Raising attainment and achievement/ Securing children's progress 3.3 Increasing creativity and employability	Performance Information Assessment of Children's Progress Teacher Professionalism School Leadership School Improvement Parental Engagement
NATIONAL IMPROVEMENT FRAMEWORK PRIORITIES			
Improvement in attainment, particularly in Literacy and Numeracy Closing the attainment gap between the most and least disadvantaged children			

School Priority 1 : Raising Attainment In Literacy

To raise attainment in literacy for all children whilst closing the gap through collaborative dialogue around learning and teaching, data literacy and high quality professional development across the Girvan Cluster.

NIF Priority: 1 & 2

Links to HGIOS 4 / HGIOELC:

1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 3.2

Progress and Impact Statements

School -

- Very good progress in terms of implementing the fictional aspect of Talk for Writing P1-P7 and non-fiction approaches introduced within the Project Leads classes.
- The Project Leads have worked hard to pull together materials and resources, as well as provide support within classes and some in-house training.
- As part of the authority pilot group, Cohort C, we have engaged in whole staff training, regular meetings for Project Leads and accessed the sharing platform on Glow for resources and support.
- Seesaw has been used by classes to share their literacy journey.
- World Book Day celebrated with a wide range of activities and competitions throughout the week including challenges to encourage reading for enjoyment.
- P1-3 staff have attended play based learning and training as well as benefitting from visits from Nita Ferguson. These practices have been fully implemented within P.1 with P2 and 3 in the early stages of implementation.
- Consistent planners for literacy in use by all, in line with SA frameworks, ensuring a focus on teaching and learning.

Early Years Centre :

- Talk Boost has been successful including the use of home link books. Children have developed talking and listening skills, attention and general language skills.
- Staff have been working collaboratively with SLT to provide parents with extra support. This has included creating display boards and sharing on Seesaw, providing up to date contact details for SLT, top tips for home learning e.g. rhyme of the week.
- Pre-school and p1 participated in literacy focus groups and outdoor learning sessions and as a result all pupils are on track to achieve nearly all of their literacy milestones (98%).
- Introduced a lending library for parents and children which is being used on a daily basis.
- Peep sessions have been very successful with 61% engagement.
- Home link activities were provided in response to parent consultation. Parents requested activities to be provided through SEESAW. These activities linked to the current planning within the EYC.
- Milestone data gathered in October led to focused planning for learning and assessment using the relevant experiences and outcomes.
- Analysis of baseline Developmental Milestone tracking data took place in October and May showing good progress with the milestones with 98% of children achieved all 10 milestones in Literacy.
- Staff are implementing, 'Realising the Ambition' within their planning, HGIOELC and HSCS used to self-evaluate.
- 2-3yr Milestones assessed and recorded 28 days after children start and 28 days before they move onto the 3-5 milestones.
- Mark making activities are available every day, with 2-3 staff focusing on sensory experiences to develop early mark making.

Next Steps :

School :

- To provide children with opportunities to develop their talking and listening skills through real life contexts.
- To continue to develop the Talk for Writing approaches to improve writing attainment at all stages.
- All classes to engage in whole class reading using the reading spine texts for their stage as part of the 'Talk for Writing' approach.
- Promote Talk for writing approaches with parents, who can also attend online workshops to encourage them to be more confident in supporting their child's literacy.
- To develop and embed play based learning approaches within P2 and 3.
- To improve reading skills for all children throughout the school.
- To engage in evaluation of Dyslexia and Inclusive Practice in order to support many of our children. Submit the paperwork as part of the DIPA.
- Work with colleagues within levels to create, implement and moderate holistic assessments in Literacy.
- To develop higher order thinking skills further at all levels and embed 'Making thinking visible strategies'.
- Adopt the 'Word Aware' pedagogy and strategies from P1-P7.
- To submit paperwork for the Dyslexia and Inclusive Practice Award.

Early Years Centre :

- To develop children's early communication and language skills through the continuation of Talk Boost.
- Continue to develop approaches to Makaton, Makaton training for staff.
- To embed the Three read approach within the Early Years Centre.
- Develop the Talk for Writing approaches for Early Level led by the Literacy Lead / HT.
- EYC teacher to plan and enhance the literacy opportunities across the curriculum with a focus on any developmental milestones that groups or individuals are not achieving.
- Ensure that all areas, including outdoors have writing materials for the children to access.
- Continue Bookbug training to be undertaken by staff.
- Peep training for staff to work alongside the Early Years Family Learning Team to increase number of parents and families engaging.
- Engage with the CfE benchmarks for Literacy at Early level, through discussion with colleagues when assessing children's progress and setting targets to be reviewed within agreed timescales.
- To ensure that at least 90% of children in their Pre-school year will achieve all between 8-10 milestones in Literacy, by ensuring quality experiences for all children.
- Develop further home-link activities to support the acquisition of the key developmental milestones.
- To develop and promote the lending library to promote links with home and to support learning.
- To further develop the transition activities between Pre-school and P1 with a focus on literacy through Outdoor Learning.
- During Team meetings, focus on aspects of 'Realising the Ambition' and self-evaluation through HGIOELC.
- To focus on 2-3 Literacy developmental milestones.

School Priority 2 : Raising Attainment In Numeracy

To raise attainment in numeracy for all children whilst closing the gap through collaborative dialogue around learning and teaching, data literacy and high quality professional development across the Cluster.

NIF Priority: 1 & 2

Links to HGIOS 4 / HGIOELC:

1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 3.2

Progress and Impact Statements :

School :

- All teaching staff have participated in training with Scott Morrow and are in the early stages of adopting CPA methods within their daily teaching.
- PT has attended training as the Maths Lead for the school and has supported staff across the school by modelling teaching and learning approaches in all classes.
- GL assessments have been completed across the school at the beginning and end of the year and pupils who required targeted support were identified and support plans put in place with specific interventions delivered where necessary.
- New resources have been introduced and are being used across the school to implement shifts in maths pedagogy.
- New numeracy scheme embedded with a greater focus on concrete pictorial abstract maths/bar modelling and the development of number sense.
- There is an improved consistency of approach across all levels in the teaching of mental mathematics which we hope will have a positive impact on attainment across the school next session.
- Staff engage in tracking and attainment meetings where they discuss attainment of pupils in their class as well as reflect on their own practice in order to bring about improvements.

Early Years Centre :

- Pre-school and P1 participated in numeracy focus groups and as a result all pupils are on track to achieve nearly all of their numeracy milestones (96%).
- Maths home link activities have been designed to reinforce learning as part of EYC activities/planning.
- Outdoor learning activities have included a numeracy focus e.g. a scavenger hunt, shape walk, number hunt, visit to local shop to buy things.
- The children have had the experience of being involved in ordering food for snack through the Tesco online shop.
- All EYC staff took part in six sessions of Alice Sharp maths training.
- PT participated in effective maths foundations course to support with the analysis of data and focusing on examples of effective maths in the early years.
- New P2P Count Up maths resource used to develop maths and numeracy skills with a specific focus on targeting pre-school pupils and use of resource for free play.
- Pupils have been using ICT to develop maths knowledge and understanding and are now more independent.
- Pupils are now more independent with playing games/using resources including the use of jigsaws, table top games, ten frames, large dice, numicon etc on a daily basis.

Next Steps :

School :

- Children will use a range of strategies to successfully tackle mental calculations including the use of a concrete pictorial abstract approach to teaching maths and core number skills.
- Daily interactive maths sessions using bar modelling and number talks strategies as part of Maths lesson using the Numeracy Blueprint boards and IWB.
- Programme of CLPL to support staff in using 'Bar modelling' techniques across all classes.
- All classes to implement at least one Problem Solving session a week where the children are systematically taught the Problem Solving Strategies.
- Work with colleagues to create, implement and moderate holistic assessments in Maths and Numeracy with specific attention to assessing and measuring progress using the benchmarks within agreed timescales.
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- Children within P1-3 will develop their numeracy skills through play based learning.
- P1-3 and early years staff to participate in play based learning CLPL.
- Work with play based learning development officers.
- Further opportunities at all stages to be developed to link the mathematics curriculum to skills for learning, life and work.
- Organise training sessions for Parents/Carers to familiarise them with resources and techniques being used within the school including Mental Maths strategies, Blue print boards, bar modelling and ICT resources which can be used for home learning.

EYC

- To improve children's involvement and enjoyment in Maths and Numeracy through play, number talks and numeracy home link activities.
- Engage with the CfE benchmarks for Maths at Early level, through discussion with colleagues when assessing children's progress and setting targets to be reviewed within agreed timescales.
- Focus on Numeracy developmental milestones targets in the fortnightly planning cycle and use the tracking sheet to chart progress of each child throughout the year.
- EYC teacher to plan and enhance the numeracy opportunities across the curriculum with a focus on developmental milestones that many children are not achieving i.e. shape and dot pattern.
- Continue with outdoor day maths focus
- To develop planning and implement guidance in 'Realising the Ambition'.
- During Team meetings, focus on aspects of 'Realising the Ambition' and self-evaluation through HGIOELC.
- Organise training sessions for Parents/Carers to familiarise them with resources and techniques being used within the EYC which parents can use to support their children at home.

School Priority 3 : Wellbeing, inclusion and equality for all

To improve children, staff and families (Local Community) HWB

NIF Priority: 1 & 2**Links to HGIOS 4 / HGIOELC**

1.1, 1.2, 1.3, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 3.1, 3.2, 3.3

Progress and Impact**School :**

- A whole school approach has been implemented, 'Zones of Regulation' in order to promote positive relations and mental health. All staff have engaged in training with Educational Psychological services and key staff are also implementing nurturing approaches across the school. [This](#) has had a positive impact on whole school ethos, behaviour and individual readiness to learn.
- Whole class soft starts has increased the opportunity for pupils to 'check-in' around mood as part of the 'Zones of Regulation' approaches.
- Targeted groups engaged in a programme of work in the 'Hive'. Pupils involved improved their ability to express themselves and share feelings, in a way that was more targeted to their individual needs and based around mental wellbeing themes.
- Well-being webs, Strengths and Difficulties questionnaires and Boxall profiling has been used to assess and support children's mental well-being.
- All staff aware of statutory obligations including named person, LAC and child protection.
- All classes have made greater use of outdoor spaces to promote a healthier lifestyle and the culture of lifelong learning.
- There is strong multi-agency working with a range of partners and specialist services e.g. Social Services, Doonfoot Outreach, Home Link, Children and Adolescent Mental Health Service providing universal and targeted supports.
- Staff have increased confidence using SMART targets to make Staged Intervention Action plans more specific to individual learner needs; parents are actively involved in the planning and reviewing process.
- Active Schools have worked with classes to support the delivery of PE and outdoor learning each week as well as working with P7 to develop their skills in being young leaders. They have then been able to support the younger children in delivering games.

Early Years Centre :

- PATHS programme ran for 9 sessions with pre-schoolers and some targeted pupils from Primary 1. Children are now able to talk about and manage their feelings and this will be built on next year.
- Play on Pedals ran for 8 weeks with one session per week for the Primary 1 pupils and 2 sessions per week for Pre-school.
- New outdoor resources and equipment have been ordered and are beginning to be implemented in the outdoor area.
- Outdoor learning sessions have been implemented as part of the transition programme for the EYC and P1 children.
- Weekly outdoor sessions, 'Welly Wednesday' has made good use of the the local wooded area as well as regular outings to Culzean Castle and Girvan Beach.
- All 3-5 years olds had the chance to participate in a 4 week block of swimming lessons leading to increased confidence and enjoyment in the water.
- Rainbow promises had a positive impact on children's HWB and they were able to talk about their feelings and how to look after each other which then led to improved behaviour within the EYC.

Next Steps :

School :

- To provide enjoyable learning experiences with appropriate support and challenge, for all learners, addressing the principles of GIRFEC.
- GL Pass Assessments to be carried out with all Pupil Support children at September and May to measure impact of support.
- Develop a whole school focus on children's mental health and wellbeing including Growth Mindset and Zones of Regulation.
- To develop the HWB programme to ensure that the CfE experiences and Outcomes are mapped out for each level, to ensure progression across all stages and depth of learning through HWB topics.
- To develop physical skills and promote an active lifestyle through providing a range of enjoyable learning experiences with a particular focus on outdoor learning.
- Active Schools in school each week to develop programme of PE, outdoor learning, lunch clubs and afterschool clubs.
- Active schools to develop sports council and support Gold Award application
- Participation in level 1 and 2 Bikeability sessions for P5-7.
- HWB development group to identify further opportunities for physical activity and outdoor learning and organise a whole school health week.
- Develop whole school nurture approach by leading staff in self-evaluation of the Nurturing approaches 'How Nurturing a School are we?' and improve communication and transition between nurture/pupil support and class.
- All staff to complete the COAST module on Nurture online.
- Provide family learning opportunities to promote healthy eating in school.

Early Years Centre :

- Analysis of baseline Developmental Milestone tracking data gathered in October, January and May and track progress throughout the year.
- Engage with the CfE benchmarks for HWB at Early level, through discussion with colleagues when assessing children's progress and setting targets to be reviewed within agreed timescales.
- To develop focused circle time sessions using Jenny Mosley approaches.
- All staff to complete the COAST module on Nurture online.
- Work with Primary 1 Class Teacher to develop PATHS across early level and as part of transition activities.
- Explore opportunities for PATHS to be used across the school.
- Play on Pedals to be continued next year with 3 sessions per week for each group.
- Establish a child friendly check in (Colour Monster, SHANARRI, Zones of Regulation) and use of the colour monster story and resources to identify and manage feelings.
- To develop, 'My World Outdoors' within the EYC.
- EYC children participating in outdoor learning sessions including weekly Forest /Beach Schools with outings to Culzean and Girvan beach.
- Children to benefit from swimming lessons at Girvan pool.
- During Team meetings, focus on aspects of 'Realising the Ambition' and self-evaluation through HGIOELC.
- To develop planning and implement guidance in 'Realising the Ambition'.

School Priority 4 : Science Framework (Cluster Priority)

To focus on improving confidence and competence of Staff to effectively teach STEM education and provide learners with STEM skills and knowledge that they require throughout their lives.

NIF Priority: 1 & 2**Links to HGIOS 4 / HGIOELC**

1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 3.2

Progress and Impact :**Cluster :**

- Cluster Science Steering group, consisting of school mentors for Science lead the Science development within each school.
- Grant money was secured from the Edina Trust which has enabled us to purchase a wide range of resources to enhance the delivery of the Science programme across the school.
- Whole school Science planner is being developed by the Science mentors, linked to benchmarks and Es and Os to ensure consistency is being achieved.
- Science Mentors have shared with staff, STEM based activities which can be used in their classrooms leading to a more consistent approach using TAPS resources and supplementary resources from Primary Science Teaching Trust (PSTT) and Explorify.
- Children and young people are experiencing quality learning and teaching in science due to increased levels of confidence and expertise in staff.
- Science Mentors carried out a showcase of their work across the Cluster and invited Carrick Cluster HTs. The work was commented on positively and showed a large body of evidence of the work that had been carried out.
- Early Years staff have been promoting science opportunities all session, making children more aware when they are taking part in science activities.

- To provide training and time for staff to become familiar with the new Science resources purchased with the grants.
- STEM leadership programme (upper school)
- Development of STEM assessments which staff will start to implement these across the school.
- Practitioners to share and moderate planning and assessments at each level for the agreed topics.
- To develop and implement a range of Science workshops as part of CLPL.
- To organise a STEM week to promote Science and external links to support the delivery of Science.

Next Steps :

- Cluster Science group to continue to work together to support the delivery of Science across the Cluster through monthly meetings to discuss progress, feedback and amend plans.
- Plan learning, teaching and assessment, collegiately using the experiences, outcomes and benchmark statement to meet learners' needs
- Gather a wide range of appropriate evidence to demonstrate breadth, challenge and application of science skills, use the standards within the Experiences, outcomes and benchmarks to evaluate and monitor learners' progress
- Primary/Secondary links will be established to create a programme of study to ensure a seamless transition of skills, approaches, knowledge and understanding from Early level to third/fourth level within science enquiry.
- Mentors within schools will use the TAPS Pyramid to support a whole school approach to developing and embedding science within individual schools
- Mentors will collect a range of evidence from across stages within their schools based on the TAPS Pyramid, bringing this evidence together in a showcase to moderate expectations in science.
- Science Mentors to support the development of Science across the Carrick Cluster schools.
- Implement more STEM based activities in classrooms and more varied approaches to learning and teaching.
- All staff to implement the revised whole school Science planner which is linked to benchmarks and Es and Os to ensure progression, depth and challenge across all stages.
- Early Years staff will undertake Fostering Curiosity in Early Years science CLPL and develop a consistent understanding of enquiry skills and approaches throughout the cluster.
- Pupils will have the opportunity to take part in a larger variation of science opportunities over the year, and cover topics that have previously been skimmed over.

Evaluation Summary

Quality Indicator	Comments
<p>1.3 Leadership of change</p> <p>Good</p>	<p>The vision of the school is ambitious and focuses on improvements in outcomes for all. The shared vision and values were created in partnership with all stakeholders. These are fundamental to our School Improvement Plan (SIP) and are visible throughout the school and are continually reinforced with the school community. All staff have consistently high expectations of the children in their class and throughout the school. This has enabled our school and wider community to develop, promote and sustain an aspirational vision which underpins our continuous improvement.</p> <p>School priorities are identified collegiality through self-evaluation of attainment data. All staff are involved in whole school self-evaluation based on a range of evidence. Staff and pupils need to make more use of HGIOS4 to self-evaluate our work and the impact it has on attainment and achievement. Next session we will look to reintroduce effective systems to monitor and evaluate the impact of changes and initiatives. We protect time for professional dialogue, collegiate learning and self-evaluation, so that all members of our school community can contribute to our plans for continuous improvement.</p> <p>Staff are committed to change and are provided with opportunities to be innovative and creative in order to bring about positive changes for the whole school community. We have effective strategies in place to monitor and evaluate the impact of changes on outcomes for our young people. Leadership is facilitated at all levels including Class Teachers and EYPs, leading curriculum development work in Literacy, Numeracy, Health and Well-being and Science. Time is prioritised to allow staff the opportunity to develop their leadership skills through curriculum development time and carefully planned professional learning. This has led to positive changes in the curriculum across the school.</p> <p>We did not audit all stakeholders' views throughout the session as much as we would have liked but have already planned to make greater use of questionnaires and focus groups to gauge the impact of the Improvement Plan and identify next steps. Our self-evaluation tools and stakeholders' questionnaires will form the basis for our evaluations and next steps.</p>
<p>2.3 Learning and teaching and Assessment</p>	<p>Overall children enjoy learning and are active participants who are motivated and apply themselves to all areas of the curriculum. The planned learning experiences are enjoyable and well matched to their needs and interests. The children exercise choice, understand the purpose and have opportunities to lead their learning, taking responsibility for their setting their own targets and reviewing their progress.</p> <p>All pupils are aware of their rights and are encouraged to contribute effectively to the life of the school. The children have had the opportunity to engage with the wider community including organising the MacMillan Coffee morning, Delivering Halloween parcels to the elderly, attending the Remembrance service and performing at the Jubilee Concert. Parents/Carers and the wider community once again have been invited into the school to enjoy the Easter Service at the Church, Jubilee Concert and family Fun day and Sports; Day.</p>

Good

Children in the Early Years Centre have very good opportunities to use real life and imaginary contexts to support learning and staff provide good opportunities for children to work collaboratively and problem solve. In the Early Years Centre pupils are motivated and enthusiastic to learn. They are able to lead their learning and make choices about what they want to learn and where they want to learn. Staff know their children well and respond to their needs through sensitive interventions.

Learning and engagement

Across all areas of the school there is a calm, purposeful and welcoming ethos and most children engage in their learning tasks. Children generally interact well with each other when working in pairs and small groups. There is a range of well-planned activities which enable children to contribute very effectively to the life of the school and the wider community. Pupil groups ensure that children know their views are sought and valued but greater opportunities can be explored yet further.

Learning across the curriculum is enriched and supported by the use of digital technologies. The majority of the staff are very skilled in using digital technologies and have used this to enhance the delivery of their lessons. All children are provided with feedback on their strengths and next steps and this is reflected in written work and pupil led self-evaluation exercises. As a school we continue to reflect on and develop the effectiveness of feedback to ensure consistency in our approaches.

Quality of Teaching

Overall the quality of teaching is good. Staff use a variety of learning and teaching approaches, and continue to develop a more balanced approach to teaching and learning with active lessons being used more often. Staff know the children very well and have achieved an inclusive and supportive learning environment founded on their values. Almost all teachers share the purpose of learning with children. In almost all classes children are well supported and there are high expectations from most staff, children and pupils. Teaching staff mostly make effective use of questioning to encourage children to think about prior learning and build on this. Distributed leadership roles across the school promote a positive learning environment for all children.

Effective use of assessment

A wide range of evidence is used to support assessment judgements and decisions about next steps for each individual. All teachers have been well supported in analysing and discussing a range of assessment data to enable them to plan the next steps and secure improvements for most children within their class. Each term staff meet with the HT to discuss tracking and assessment information to ensure that the targets set are being met and to identify development needs for individual learners and specific groups. Next session, the HT/PT will work with groups of children from each class, to assess their skills in literacy and numeracy against the benchmarks and set targets with agreed timescales with the clear aim of improving CfE attainment results for most children across the school.

A range of assessment techniques are used across the school to provide evidence of children's progress and are used to identify potential barriers to the children's learning. Teachers need to continue to develop their understanding of standards by using moderation activities in school, in the cluster and authority wide.

	<p>Teachers need to develop their confidence in using holistic assessment tasks to provide a more robust evidence base and increase the validity of assessment data.</p> <p>All learning is linked to planning and is assessed and reported on. We plan appropriately to meet the needs of all of our children, across all areas of the curriculum to ensure that we are taking account of their individual needs, including those facing additional challenges, (looked after children and those living with financial hardship). Teachers need to closely monitor and evaluate all children's progress and be clear on the impact and adjust the planned teaching and learning experiences accordingly. Through the use of the new tracker we will be able to monitor each child's attainment over time. We will use this data to evaluate the effectiveness of interventions designed to improve outcomes for all learners.</p>
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<p>3.1 Ensuring wellbeing, equity and inclusion</p> <p>Good</p>	<p><u>Wellbeing</u></p> <p>As a result of our approach to ensuring the wellbeing of all children and young people and their families, we are improving outcomes for children, young people and their families. The whole learning community has a shared understanding of wellbeing and children's rights. The right to play is evident within the Early Years setting and in P1-3. This has been further enhanced this session through the provision of high quality CLPL training and implementing the play based learning pedagogy.</p> <p>We know and can demonstrate that almost all of our children and young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included through each child completing a well-being web each term. Staff complete Boxall assessments for children in order to measure progress for those children involved in our Nurture Class.</p> <p>Our Promoting Positive Relations policy has been reviewed which included consultation with children and staff this year. It promotes a structured and coherent approach to positive behaviour and ensures fairness and equality. Overall the strategy is effective with almost all children feeling that they are treated with respect by staff and other pupils.</p> <p>Staff understand their responsibilities in relation to child protection and safeguarding, with annual refresher training, and the school also complies with its statutory requirements and codes of practice regarding additional support needs, wellbeing and inclusion. All staff have undertaken Child Protection and RRS training, but further inputs in Nurture and ACES training would be beneficial. staff have a responsibility for after school clubs which are sometimes well attended by pupils.</p> <p>Nurturing approaches are used to support children and we are aiming to have all staff using a nurturing approach and to further develop growth mindset. There are various opportunities for children to have leadership roles including the John Muir and Young Sports leader.</p> <p>The school meets its statutory obligations with regard to child protection. Annual child protection training and updates ensures that all staff are aware of appropriate approaches. Within the Early Years Centre all new children have a care plan in place within 28 days and are reviewed at least every six months. Staged intervention plans are in place for all children who have additional support needs.</p>
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	<p><u>Fulfilment of statutory duties</u></p> <p>We comply and actively engage with all statutory requirements and codes of practice such as GTC registration, 2 hours of high quality physical education, ASN legislation and Health and Safety. Our policies link clearly to RRS, GIRFEC and on-line safety advice and promote a positive approach to the values and ethos of the school. We use the South Ayrshire Staged Intervention process and the SEEMIS Wellbeing assessments to ensure that appropriate trackable targets are identified for children. Whole school staff receive training on Child Protection and Wellbeing at beginning of session.</p> <p><u>Inclusion and equality</u></p> <p>We are a highly inclusive school and we understand and celebrate diversity within our school and the communities that we serve.</p> <p>We have effective strategies in place to support children who are facing challenges. All staff have engaged in regular professional learning on COAST to ensure that they are fully up-to-date with local and national legislation affecting the rights, wellbeing and inclusion of all children and young people.</p>
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<p>3.2 Raising attainment and achievement</p> <p>Good</p>	<p>Our pupils benefit from the provision of high quality education. All staff have created an environment in their classrooms where our young people feel listened to and are secure in their ability to discuss personal and sensitive aspects of their lives because they feel respected and cared about.</p> <p>All primary pupils receive two hours of quality PE which is enhanced with partnership working with Carrick School of rugby for Primary 6 and 7 pupils and Dolphin House Outdoor Learning Centre. Our Active schools Co-ordinator, supports in the delivery of Young Sports Leader Award as well as input on a weekly basis.</p> <p>Staff are confident and have a clear understanding the barriers children and families face. Relevant learning experiences are provided and take into account multi-faith and equality issues. Support staff have clear remits which are focused on supporting children with additional support needs and outcomes of children are improving due to this. The School is making very good progress within this indicator.</p> <p>There are clear tracking and monitoring systems in place as well as well-developed plans for individuals and groups of children who require support with their learning. This allows us to monitor attainment for groups and individuals facing barriers to learning.</p> <p>All staff are familiar with the SIMD (Scottish Index of Multiple Deprivation) data and children who require additional support to close the attainment gap as a result of poverty. This forms part of termly discussions with the SLT through the use of the attainment trackers and STINT(Staged Intervention) paperwork. We ensure that there is an ethos and culture of inclusion, participation and positive relationships across the whole learning community.</p> <p>Attainment in literacy and numeracy</p> <p>The school data shows that majority of children at early level P1 are secure at the appropriate levels of attainment in reading, listening and talking, writing and numeracy. At first level, the majority of children are achieving appropriate CfE levels. At second level most children are achieving appropriate levels in literacy and the majority are achieving appropriate levels in numeracy. Children with additional support needs are making</p>
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very good progress towards their targets. Monitoring and tracking of attainment indicates that most children are making progress in levels of attainment in literacy and numeracy.

Analysis of the Developmental Milestone tracking data in May showed very good progress in Literacy, Numeracy and Health and Well-being with 80% of children achieving all 10 milestones and 100% of children achieving the target of 8-10 milestones.

Children have shown great improvements in their writing skills as a result of the implementation of the, 'Talk for Writing' project. The children are demonstrating higher levels of engagement and motivation for writing and are demonstrating appropriate skills in writing across the curriculum.

Attainment over time

Although the school has been tracking attainment and progress for a number of years, COVID-19 and a change of HT has meant that the information has not been maintained and the move to a new tracker will help us to focus on this.

Attainment levels in Literacy and Numeracy are a central feature of the school's priorities for improvement and in raising attainment. The SIP is focused on Reading, Writing, Listening and Talking as well as Maths and Numeracy. Targeted support is delivered through effective deployment of our School Assistants, Pupil Support Teacher and in working with agencies such as Speech and Language. Targets for individual children are clearly set out in Staged Intervention paperwork and parents are kept informed of supports and progress through regular communication and Team Around the Child meetings.

We have raised the attainment of most of our learners and in particular our most disadvantaged children and young people. The target was to increase the number of children within the identified group (PEF) by 5%. 64% of children in P1, P4 and P7 who are eligible for PEF this session have achieved expected CfE levels in Literacy and Numeracy.

Overall quality of learners' achievement

Children appreciate the many opportunities they have to succeed in community events, sports and a wide variety of lunch and after school clubs. There are opportunities within the schools for children to develop the four capacities and to participate in the wider life of the school including, class assemblies, house captains. Achievements are celebrated at assembly, displayed within classes and corridors and shared on facebook. Children can achieve a range of awards. We continue to maintain the Sport Scotland silver award and will aim for Gold next session.

Children regularly get opportunities to develop their skills in being responsible citizens through the various pupil voice groups and charity work. We need to track their wider achievements more consistently. We support children who have particular interests and talents to enable them to develop their skills at clubs within their community and we offer financial support where required.

Equity for all learners

The school has received pupil equity funding (PEF) and is targeting the use of this money as identified by the Scottish Government to support in closing the poverty related attainment gap. While there are clear plans for using the Pupil Equity Fund based on accurate data, better tracking systems are required around the success of interventions and pupil wider achievements.

PEF funding has been used to provide targeted support in literacy and numeracy as well as providing nurture for a core group of children. Nurture sessions are having a positive impact on individual's attainment and nurture approaches are being embedded across the school.

Our breakfast club has ensured that children attending it have a healthy breakfast and that they are ready to learn when class starts. Using a wide range of data (SIMD, FME, CfE, LAC, attendance information) and knowledge of our children and families we are confident in identifying those who need support most and target this support to ensure equity. We liaise closely with other agencies (Health Visitors, Social Work, etc.) to ensure we work together in order to fully support our families and children and to ensure we are working together to achieve positive outcomes for all.

Overall attendance for the EYC this session was 88.9% and the school 92.8% this session has been which is above authority and national expectations (90%). There have not been any exclusions.

What are the key priorities for improvement in 2022/23?

Literacy and English

- To raise attainment in Literacy and English for all whilst closing the attainment gap between our most and least disadvantaged
- By June 2023, to increase by 5% the number of pupils achieving expected CfE levels in Reading, Writing, Listening and Talking at P1,4 and 7.
- 90% of children who receive ASL will improve their reading age to be closer to their chronological age.
- 90% of all EYC children will have met 8-10 Literacy and English developmental milestones by the time they begin Primary 1.
- Use Talk for Writing approaches across school.

Numeracy and Mathematics

- To raise attainment in Numeracy and Mathematics for all whilst closing the attainment gap between our most and least disadvantaged.
- By June 2021 to increase by 5% the number of pupils achieving expected CfE levels in Numeracy and Maths at P1,4 and 7 stages.
- 90% of children who receive ASL will improve their mathematical age to be closer to their chronological age.
- 90% of all EYC children will have met 8-10 Maths and Numeracy developmental milestones by the time they begin Primary 1
- Develop concrete, pictorial, abstract maths approach to support core number skills and sense, as well as make greater use of practical maths ideas and more holistic approaches.

Health and Wellbeing

- To provide enjoyable learning experiences with appropriate support and challenge, for all learners through addressing the principles of GIRFEC.

- To develop physical skills and promote an active lifestyle through providing a range of enjoyable learning experiences with a particular focus on outdoor learning
- Maintain whole school approach to emotional wellbeing through embedded Nurture approaches and the Zone of Regulation.
- Continue to develop partnership working to facilitate opportunities for families to learn together and for parents to access support through local agencies.
- Almost all children in receipt of Pupil Support will have improved scores in their GL PASS assessments from September to May 2022.
- 90% of all EYC children will have met 8-10 HWB developmental milestones by the time they begin Primary 1.

Science

- To focus on improving confidence and competence of Staff to effectively teach STEM education and provide learners with STEM skills and knowledge that they require throughout their lives.

What is the capacity for improvement?

We are confident that the evidence and evaluations to date indicate that overall improvements have been made to achieve key outcomes and to meet the needs of learners in Dailly Primary School and Early Years Centre. We are continually striving to improve the learning experiences for all children. All staff are dedicated to this and work collaboratively to support each other on this journey. We measure and evaluate through our monitoring process, including; tracking of attainment and achievement, professional dialogue and working groups. This information then links to our School Improvement Plan priorities.

Staff work collaboratively and continually to seek innovative, creative and motivating methods to engage pupils and parents with CfE. Our self-evaluation work continues to develop to become more accurate and the gathering of evidence more thorough. Staff work collaboratively showing respect, trust and team spirit. As the team deepen their knowledge and understanding, and develop their skill sets through collaborative working and high quality CLPL, they will continue to try out new ideas and take on leadership responsibilities, ensuring that we continue to progress on our journey to excellence.

We continually seek innovative, creative and motivating methods to engage all staff, pupils and parents with CfE. The Senior Leadership Team provide highly effective leadership and direction which brings about improvements.

Most children involved in nurture groups have demonstrated a positive impact on learning and wellbeing through floor books, well-being wheels, oral and written activities as well as through positive changes on Boxall profiles. Next session we will aim to develop our whole school approach further through embedding Nurture approaches in every class.

The hard work and commitment of all staff, pupils and parents has generated a strong school ethos and a desire to improve which permeates the school. We have a clear plan for improvement linked to NIF and HGIOS 4 / HGIOELC