



Dailly Primary School and Early Years Centre

Improvement Plan: 2026 – 2027



The Vision for South Ayrshire Council Educational Services

Our vision and ambition is :
‘South Ayrshire Education builds skills, confidence and character for life.’

The Vision and Values for Dailly Primary School and Early Years Centre

At Dailly Primary and Early Years Centre we want everyone to feel nurtured, included and proud. Everyone will achieve success, experience positive relationships and to help us to focus on our aspirational vision and aims for our school.

Kind Honest Fair Supportive

*Our Aim is for everyone to be : **ALL WE can BE!***

Aim High

Work Together

Be Kind and Include Everyone

Live Our Values

Enjoy Learning and Try Your Best

Everyone can be **ALL WE can BE!**

Look After Our School

Staff in Dailly Primary School and Early Years Centre are committed to improving the opportunities in and quality of education we provide. This is carried out by doing all we can to ensure that all learning experiences provided meet the needs and aspirations of the pupils, parents, staff and wider community of Dailly. 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.

The School and Early Years Centre improvement plan sets out the agreed aims that are at the heart of all of our working practices and planning for improvement.

At Dailly Primary and Early Years Centre we want everyone to feel **nurtured, included and proud.**

South Ayrshire Council Plan

- Spaces and Places
- Live, Work, Learn
- Civic and Community Pride

Children's Services Plan

- The Promise: Our commitment to Keeping the Promise
- Family: Promoting whole family wellbeing
- Included: Early help for children with diagnosed or undiagnosed additional support needs
- Healthy: Improving physical and mental health for children and young people
- Voice: Involving children and young people in local decision making
- People: Collaborative learning and reflection opportunities for the work force

Education Services Priorities

- Included, engaged and involved
- Delivering excellence in learning, teaching and assessment
- Transforming our curriculum
- Towards a self-improving education system

National Improvement Framework Priorities

- Placing the human rights 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 employability skills and sustained positive school leaver destinations for all young people
 - Improvement in attainment, particularly in literacy and numeracy
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South Ayrshire Service Plan Priority

Priority: Improving Our Curriculum



ALL SOUTH AYRSHIRE SCHOOLS 2025-2026

Aims	Actions	Intended Impact	Resources	Measures	Completion Date
To increase all teacher understanding of the purpose and relevance of the CIC and the rationale behind curriculum reform.	- The school will identify a curriculum lead to support the implementation of curriculum reform and act as a link with authority-wide developments. - The curriculum lead will participate in authority Train-the-Trainer professional learning to ensure consistent messaging and build internal capacity. - All staff will engage in planned CLPL to build understanding of curriculum reform during the two allocated twilight sessions using materials created by Curriculum PTs.	Staff are clear on the key terminology around curriculum and educational reform. Staff can clearly articulate why curriculum change is being made. All staff are clear on the national timeline for implementation of the CIC	Presentation created by Curriculum PTs	Staff survey (pre and post twilight sessions) Evaluation	August 2026 September 2026 January 2027
To provide clear and consistent communication for all staff and stakeholders in relation to Scotland's Curriculum	- Staff will access the authority's central digital hub for curriculum resources, exemplars and professional learning materials. - All staff will attend the relevant authority curriculum conference. - Content will be created centrally to raise awareness of the CIC and used by schools to engage wider school community. - The Curriculum PTs will offer support with parental engagement as requested. - School leadership team will receive regular CIC information via director's education update.	Staff will feel supported during the early stages of transition. Staff feel well informed and confident in discussing curriculum changes with colleagues, learners and families. Parents and stakeholders will better understand Scotland's curriculum and the future changes.	Central digital padlet Exemplars and professional learning materials Schools preferred media platforms	Analytics from shared online space (comments, resources, access to the toolkit and materials)	June 2027 May 2027 December 2026 June 2027

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	- All Head Teachers will attend two authority HT Curriculum Conferences.				
To establish an understanding of a concept-based curriculum and to introduce the Know-Do-Understand model.	- 'Curriculum of Hope' professional reading distributed during the 'Train-the-Trainer' session for key leads. - Values from the 'Curriculum of Hope' text shared with all staff during twilight sessions . - Key leads to gather staff feedback at the beginning of the first twilight. - Key leads to repeat the staff survey at the end of the second twilight to gauge progress.	<i>All staff understand the principles of a concept-based curriculum.</i> <i>All staff will have had opportunities to engage with the values and principles of 'A Curriculum of Hope'.</i>	'A Curriculum of Hope' professional reading Microsoft form for twilight	Pre/Post Survey Data	October 2026 February 2027

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Education Services Improvement Plan Priority 2: Outstanding Learning, Teaching and Assessment [Education Improvement Plan 2023-2026](#)

SAR Strategic Plan Priority: To raise attainment in literacy and to significantly reduce the reading attainment gap between the most and least disadvantaged children and young people in South Ayrshire [SAR Strategy 2023-202](#)

**PHASE 3 SOUTH AYRSHIRE SCHOOLS
2026-2027**

SAR Strategic Aim	Actions	Intended Impact	Resources	SAR Lead	Completion Date
To develop confident and skilled readers in South Ayrshire with a lifelong love of reading and the confidence to access all aspects of education, culture and society	By June 2026 , ALL schools will have reviewed the role of their reading leader and, in collaboration with the South Ayrshire Reads team, planned how this role will be used to support reading development over the coming year.	The aims of South Ayrshire Reads are beginning to embed across Phase 3 School Communities The values, vision and aims of South Ayrshire Reads is consistent and clear to	- Role of reading leader reviewed at planning meeting. - Reading Leader meeting dates shared and agreed. - Reading leader workshop dates agreed. - RL MS TEAM accessed for updates, relevant information and collaboration.	SAR PTs	June 2026
	By June 2027 , ALL Phase 3 schools will have participated in at least two Reading Leader-led workshops within their own setting, with Reading Leaders taking full responsibility for identifying workshop needs, planning these sessions and leading them to support the ongoing embedding of reading practice.		- All Reading Leaders may attend four sessions (September 2026, November 2026, February 2027, and April 2027) focused on building capacity and providing the knowledge and skills needed to lead impactful change. - All Reading Leaders will plan, create and deliver reading workshops within their own schools - both with staff and with parents -as part of a wider drive to raise attainment in reading.	LW Reading Leader	June 2027
To support and develop all education staff in South Ayrshire to implement best practice through a culture of shared knowledge, collaboration and enquiry	By June 2027 , ALL Phase 3 schools will have had the opportunity to engage in collaborative activity - whether through partnership CLPL, as part of the Phase 3 cohort, or via peer school visits -to strengthen collective efficacy and support an outward-looking approach to improvement.		- Bespoke partnership CLPL responsively planned and reviewed in line with contextual needs. - Meeting & discussion with SLT around peer school visits - Peer visit pre-workshops/discussion/observation guides	SAR PTs	June 2027
	By August 2026 Phase 3 schools will work with the SAR Team to identify new or returning staff requiring catch-up support, plan how to close gaps drawing on in-school knowledge, and will have the opportunity to: Send staff to 'Fast Track' sessions ensuring all staff are equipped with the knowledge and skills to support reading development effectively.		- Meeting & Discussion with Phase 3 schools to identify new/returning members of staff and their stages - Existing members of staff in Phase 3 schools to support, through coaching, modelling and collaborative discussions - Fast Track sessions agreed & planned by SAR Team	SAR PTs	August 2026
	By June 2027 ALL Phase 3 education staff will have had the opportunity to engage in bespoke high-quality CLPL.		All CLPL will be based on the Science of Reading and will:	SAR PTs	June 2027

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teaching for children with additional support needs To gather, use and analyse data effectively to drive change and improvement in children's reading skills, reading confidence and reading attainment		all stakeholders	- Deepen existing work on word recognition by adding morphology, positioning phonology, structure and meaning as one connected system - Move on to language comprehension with an initial focus on the background knowledge and vocabulary strands.		
	By June 2027 ALL Phase 3 education staff will have had the opportunity to engage in additional high-quality CLPL in an area of interest.		- Additional online sessions planned, created and delivered by SAR Team in response to need - Additional sessions will be advertised through the monthly CLPL Bulletin and Reading Leader channel on MS Teams.	SAR Team	June 2027
	By June 2027 ALL Phase 3 education staff will have had the opportunity to develop their practice in collaboration with the SAR team.		Collaboration activities including workshops and professional discussions as requested	SAR Team	June 2027
	By June 2027 ALL Phase 3 schools will have had the opportunity to engage with assessment implementation, data analysis and self-evaluation, using HGior (How Good is Our Reading) to drive teaching and learning.		- Reading Leader- Led Workshops focused on the interpretation, analysis, and evaluation of learner attainment to measure impact and inform next steps. - Reading Leader-Led Workshops using HGior as a self-evaluation tool.		June 2027
	By June 2027 ALL Phase 3 schools will have had the opportunity to engage with and access support to implement and embed additional related SAR priorities.		- Reading Schools Accreditation - Communication Friendly Environments - Developing Writing through SAR - Giglets - Lending Library		June 2027
	By June 2027 ALL parents will have had further opportunity to engage with workshops and learning sessions based on supporting their child's reading development.		Support for RL, as required, from SAR team for workshop and parent events	Reading Leaders	

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Daily PS Improvement Planning 2026-2027 - Adaptive Teaching

South Ayrshire Service Plan Priority 2: Outstanding Learning, Teaching and Assessment					
Priority: To improve our approaches to differentiation/adaptive teaching in our classrooms ensuring we meet the needs of ALL our learners.					
Aims	Actions	Intended Impact	Resources	Measures	Completion Date 
Aims By June 2027, learning and teaching at Dailly Primary School will demonstrate consistent adaptive practice, where: <i>The physical environment is inclusive for all learners supporting all learners to move forward in their learning with confidence and independence.</i> <i>Learners are not labelled and are grouped flexibly.</i> <i>Teachers anticipate the barriers learners may face and put appropriate scaffolds in place to support not just those learners but all learners.</i> <i>All learners are working towards the same ambitious learning goals and are supported and challenged appropriately.</i> <i>All teachers confidently use formative assessment strategies to respond to the needs of learners in the moment during a lesson.</i>	August In-service Day 2026/27 All staff are introduced to The Dailly Way to ensure that all expectations for high quality learning, teaching and assessment are clear from the start of the term (including the adaptive teaching environment expectations). These expectations link naturally with the work that has been done on Adaptive Teaching and will continue to be a focus this year.	Plan effectively to meet learners' needs: Identify the potential barriers to learning and plan differentiated and appropriately challenging learning experiences to ensure learning is accessible for every learner.	The Adaptive Teacher Thinglink WEE HGIOS Learner discussion templates. The Adaptive Teacher Self-Evaluation of Classroom – Checklist. Interactive Scaffolding Posters. The Adaptive Teacher Thinglink: Module 2: Scaffolding. Highly Able Learners WEE HGIOS Digital Champion Digital Team SAC WEE HGIOS Microsoft Forms	Staff survey Learner Survey WEE HGIOS Classroom observation notes, feedback (peers, SLT, DO). Staff professional development and review process. Staff planning and evaluation documents. Analytics from shared teams space (comments, resources, access to the tool kit and materials). Tracking data on learner progress. Assessment data – summative and formative including teacher professional judgement.	Inservice Day August 2026
	August – Input 1 Focus: Same Learning, Different Routes - Recap and Reinforce 'The Dailly Way.' - Task: Establish the Key focus of the session through a 'hook' to reintroduce the concept of Scaffolding. - Recap 'What is scaffolding?' and establish the difference between differentiation and scaffolding. - Reintroduce the 4 Scaffolding Posters and the Adaptive Teaching Toolkit. - Introduce and discuss the 4 step Approach to Adaptive Teaching and how it can be used in planning. - Task: Identify 'go to' scaffolds and the scaffolds they 'wish to try.' - Task: Read and discuss a number of scenarios (covering different curricular areas) and select appropriate scaffolds to address the barriers within the class. - Task: Plan a lesson, anticipate the barriers within individual classes and identify appropriate scaffolds to prepare for any learner to access. - Gap Task: Carry out the lesson planned and try some of the 'wish to try' scaffolds.				Aug-Sept 2026
	September – Input 2 Focus: Same Learning, Different Routes (continued) Support and Challenge each other - All staff bring evidence of scaffolding along to the session (Gap Tasks from Input 1). - All staff are given the opportunity to share, discuss, support and challenge each other. - All staff participate and contribute to professional dialogue around professional reading and challenge questions.				Sept -Oct 2026 (ongoing)
	November - Input 3 Focus: See it, Hear it, Act on it - Develop an understanding of how to elicit high-quality evidence of learning.				Nov 2026-Feb 2027

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	- Design classroom routines that make formative assessment continuous and embedded. - Explore a range of practical, evidence-informed strategies that can be used to elicit meaningful learning evidence and respond in real time. - Task: Identify ‘go to’ assessment strategies and the strategies they ‘wish to try.’ - Focus on using questioning to check understanding and ensure all learners participate. - Task: Create questions to check for understanding. - Task: Plan a lesson and create hinge point questions that they will use to check learner understanding during the lesson. - Gap Task: Carry out the lesson, assess learners during the lesson using pre-planned questions and try some of the ‘wish to try’ assessment strategies.				
	February – Input 4 Focus: See it, Hear it, Act on it (continued) Support and Challenge each other - All staff bring evidence of how they have used assessment to elicit evidence of learning during lessons to the session (Gap Tasks from Input 3). - All staff are given the opportunity to share, discuss, support and challenge each other. - All staff participate and contribute to professional dialogue around professional reading and challenge questions.				Feb -March 2027
	Friday – Drop in Sessions Focus: Support staff - Professional dialogue with staff. - Support individual class teachers. - Share/model good practice.				August 2026 -March 2027

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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 through partnership working.

HGIOS 4 / HGIOELC Q.Is1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 3.2 / SAC P1,2/ CSP 1,2 / ESP 2, 3, 4 / NIF 1, 2

How Will We Achieve This? (Intervention Strategies)	How Will We Achieve This? (Intervention Strategies)	Start and Finish Dates	How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)
SCHOOL PRIORITIES : Literacy Leads – Louise Morrison and Suzanne Parker			
To provide children with opportunities to develop their talking and listening skills through real life contexts.	➤ To further develop the Talk for Writing approaches from P1-7 which will enable them to re-tell stories and recount information on texts in a logical sequence. ➤ Re-visit the Making Thinking Visible Strategies and incorporate these into all curricular areas – <i>Contacted Jackie Blair for support</i> ➤ To focus on developing debating skills across P4-7 as part of IDL. This will include researching key topics and working with others to deliver presentations to their class as well as presenting arguments. ➤ To further develop higher order thinking and questioning skills further at all levels.	August 2026 to June 2027	Target: - Increase the number of children achieving expected levels in Talking and Listening, by 8% from CfE results in June 2026, with a particular focus on P4,5 and P6 May 2026 P1-7, 58 children 82% are on track in listening and talking May '25 P1-7, 62 children 84% are on track in listening and talking May '24 P1-7, 58 children 83% are on track in listening and talking compared to 81% in June 2023.
Pre-school children and children within P1-3 will develop their literacy skills through play based and experiential learning Lead:- Eilidh and PT	➤ P1-3 and early years staff to incorporate play based and experiential learning approaches into their everyday making use of the Adaptive Teaching strategies in order to support children who require additional support and challenge. ➤ Early Years Practitioners to support the learning during Literacy sessions in order to develop literacy skills with a focus on CfE outcomes as well as the milestones with Preschool and P1. ➤ To develop the use of small world play approaches across P1-3 in order to improve their story telling, creativity and vocabulary.	August 2026 to June 2027	Target: - Increase by 10% the number of children in P1-3 achieving expected levels in literacy, particularly in reading and writing from their CfE results in June 2026 with a particular focus on P2, P4. May 2026 • In P1, 50% achieved expected levels in Literacy compared to 78% in May 2025 • In P2, 82% achieved expected levels in Literacy compared to 64% in May 2025

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			- In P3, 58% achieved expected levels in Literacy compared to 75% in May 205 May '25 - In P1, 78% achieved expected levels in Literacy compared to 67% in May 2024 - In P2, 64% achieved expected levels in Literacy compared to 50% in May 2024 - In P3, 75% achieved expected levels in Literacy compared to 72% in May 2024
To improve reading skills for all children throughout the school.	➤ To develop phonological awareness - encoding and decoding, fluency and advanced phonics through engagement with South Ayrshire Reads. ➤ To implement the decoding assessments for P1-3 and Fluency assessments for P4-7 three times a year to provide data on progress with sight reading and fluency. ➤ To focus on the teaching of reading and the development of reading skills being used across the school including the resources available : Need to purchase lower level books for accelerated reader to cater for younger interest levels. ➤ All classes to continue to engage in whole class reading using the reading spine texts for their stage as part of the 'Talk for Writing' approach to support their development of vocabulary and story telling patterns. ➤ To engage as a whole staff in the evaluation of Dyslexia and Inclusive Practice in order to support many of our children who have been assessed as Dyslexic as part of the DIPA. ➤ To form a Literacy group with parents, children and staff to support the development of literacy in the school.	August 2026 to June 2027	Target: - Increase by 7% the number of children in P1-7 achieving expected levels in reading from their CfE results in June 2026 <i>with a particular focus on P2, P5, and P6</i> May 2026 P1-7, 52 children (73%) are on track in Reading which stays the same from May '25 at 73%. May 2025 P1-7, 54 children (73%) are on track in Reading compared to 71% in May 2024. Increase the number of children in P4-7 who are achieving an average or above score in the SWRT by at least 7% May 2026 – See Suzanne The average score for P4-7 was 93 May 2025 The average score for P4-6 was 93 (P7 did not complete the test in June 2025) May 2024 The average score for P3-7 was 92

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To improve writing skills for all children.	➤ To work with the Talk for Writing Consultants, Sue Cove and Yvonne Daubney to develop the children's early experiences of re-telling stories and introducing strategies including innovation to develop their early writing skills with Pre-school children and P1. ➤ Head Teacher and Principal Teacher to teach alongside class teachers, at least once a week to support the development of writing skills in every class and address the underachievement in writing. ➤ To develop consistent standards of writing across the curriculum through Science, Social Subjects and Health and Well-being. ➤ Children to be able to articulate what their targets are in Literacy through the use of their target setting folders and to share their achievements on their learning profile on Learning journals. ➤ Promote Reading and Writing approaches with parents, through attending workshops and Class open days to encourage them to be more confident in supporting their child's literacy.	August 2026 to June 2027	Target: - Increase by at least 10% the number of children achieving expected CfE levels in Writing at all stages from results in June 2026 with a particular focus on P2, P4, P5 and P6. <i>Teachers will evaluate the impact of TFW through moderation and tracking of 6 children from each class each term – look at this as part of collegiate time.</i> May 2026 P1-7, 48 children (68%) are on track in Writing compared to 69% in May 2025. May 25 P1-7, 51 children (69%) are on track in Writing compared to 56% in May 2024.
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EYC PRIORITIES - Lead : Suzanne Parker (Principal and EYC Teacher) and EYPS			
To develop children's early communication and language skills.	• To develop phonological awareness, vocabulary and early writing skills through engagement with South Ayrshire Reads. • Staff to engage in training on the new 'Quality improvement framework for early learning and childcare sectors'. • Pre-school children to participate in Literacy sessions alongside P1 twice a week to ensure there is a focus on CfE and Developmental milestones. • Children who are still at risk of not being on track to achieve milestones will be further targeted using small group and one to one work. This is also recorded in STINT paperwork including the Pre-school and new P1s. • Engage with the CfE benchmarks for Literacy at Early level, through discussion with colleagues when assessing children's progress and setting targets and as part of tracking meetings with HT and PT. • Early Years Staff will undertake training for Talk for Writing in order to develop their understanding of approaches to take to develop early writing skills through talking, listening and play.	August 2026 to June 2027	Target: - To ensure that at least 80% of children in their Pre-school year will achieve between 8-10 milestones in Literacy, by ensuring quality experiences for all children. <i>Staff will monitor progress and attainment and have termly tracking meetings, focusing on progress with the milestones (Oct / Jan / May)</i> Session 2025-26 38% of children achieved 8 or more milestones in Literacy compared to 80% in May '25.

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	• The lending library extended to include recipe books etc for parents and children who are not currently accessing lending library to be targeted. • Home link activities to be further developed by using online platforms and providing activities and resources that parents can access to support their child to achieve the milestones and benchmarks as parents /carers have been reluctant to engage. • Parental partnerships developed through linking with the Community Development officer and providing parent workshops to support their children's skills development at home as well as drop-in sessions for parents to engage with key services for advice on health and financial matters.		<i>Session 2024-25</i> <i>80% of children achieved 8 or more milestones in Literacy compared to 100% in May '24.</i>
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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 Girvan and Carrick Cluster through partnership working.

HGIOS 4 / HGIOELC Q.Is1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 3.2 / SACP 1,2/ CSP 1,2 / ESP 2, 3, 4 / NIF 1, 2

What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Start and Finish Dates	How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)
SCHOOL PRIORITIES : Numeracy Leads – Suzanne Parker and Louise Baillie			
Children will use a range of strategies to successfully tackle mental calculations.	➤ Daily interactive maths sessions further developed in all classes using bar modelling and number talks strategies and incorporating key resources including the Numeracy Blueprint boards and IWB software. ➤ Planned opportunities at all stages to link the mathematics curriculum to skills for learning, life and work. ➤ Provide children with daily practice to become more fluent in mental calculations.	August 2026 to June 2027	Target: - Increase the average score in the South Ayrshire Maths Assessments from Term 1 to Term 4 ensuring value added and targeting the areas of Maths where children have scored low. (To be tested each term) GL results for Fluency in facts and procedures y : May '26 P3 - 75% P5 - 58% P6 - 69% May '25 P3 - 69% P5 - 54% P6 - 54%
Pre-school and Children within P1-3 will develop their numeracy skills through play based learning Leads:- Eilidh and PT	➤ P1-3 and early years staff to develop their skills and confidence in developing numeracy skills through play based and experiential learning approaches making use of the Adaptive Teaching strategies in order to support children who require additional support and challenge. ➤ Preschool children to participate in Numeracy sessions alongside P1 twice a week to ensure there is a focus on CfE and Developmental milestones. ➤ To further develop the use of concrete materials and practical resources to support the children across P1-3 to explore mathematical concepts through play and experiential learning in order to develop a deeper understanding.	August 2026 to June 2027	Target: - Increase by at least 10% the number of children in P1-3, achieving expected levels in numeracy from CfE results in June 2026 with a particular focus on P2. May 2026 • In P1-3 79% of children are achieving expected levels in Numeracy compared to 96% in May '25.

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			- In P1, 67% children are achieving expected levels compared to 100% in May '25. - In P2, 82% children are achieving expected levels compared to 91% in May '25. - In P3, 83% of children are achieving expected levels compared to 100% in May '25. May '25 - In P1-3 96% of children are achieving expected levels in Numeracy compared to 77% in May '24. - In P1, 100% children are achieving expected levels compared to 92% in May '24. - In P2, 91% children are achieving expected levels compared to 67% in May '24. - In P3, 100% children are achieving expected levels compared to 71% in May '24.
To improve children's skills in numeracy and maths and their ability to apply their skills to a range of everyday problems in a range of real-life contexts, using concrete pictorial abstract approach as a foundation for learning. <i>(Miss Baillie to lead on this)</i>	➤ Boost groups will be implemented in P2,3,4 and 6 to target key individuals to develop their mathematical confidence and competency. Maths screener will be used 3 times a year to identify gaps in learning and measure improvements. ➤ All classes to test children using the South Ayrshire Maths Assessments, at appropriate level, for baseline and final assessments at the beginning and the end of the year – appropriate assessments for Maths) ➤ All classes to use new Headstart maths assessments – Miss Baillie to collate and track data across the school.	August 2026 to June 2027	Target:- Increase by at least 10% the number of children achieving expected CfE levels in Maths with a particular focus on P6. May 2026 In P4,7, 76% of children are achieving expected levels in Maths compared to 74% in May'25.
	➤ A whole school focus on improving the Maths Mindset of pupils, parents and staff and adopting a Growth Mindset towards maths. ➤ To further develop the agreed structure across the school for maths lessons, ensuring a consistent approaches to mathematical skills development. ➤ All classes to increase the use of digital technology to develop children's mathematical and problem solving skills. Miss Baillie to support staff in accessing the digital library. ➤ Organise open afternoons 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 Digital resources which can be used for home learning as part of Maths week. ➤ Focus on developing the children's mathematical reasoning and problem solving through real life contexts – to look at purchasing some new problem solving resources. (Miss Baillie)	August 2026 to June 2027	May '25 In P4,7, 74% of children are achieving expected levels in Maths compared to 68% in May'24. To show an improvement in the number of children achieving expected levels in Reasoning and Problem Solving from the Assessment results in term 1 to term 4. GL results for Problem Solving and Mathematical Reasoning : May '26 P3 – 58% P5 - 36%

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			P6 – 69% May '25 P3 – 76% P5 – 50% P6 – 44%
EARLY YEARS CENTRE - Lead : Suzanne Parker (Principal Teacher) and Suzanne Maxwell /Robyn Nimmo (EYPs)			
To improve children's involvement and enjoyment in Maths and Numeracy through play, number talks and numeracy home link activities.	➤ Children who are still at risk of not being on track to achieve milestones will be further targeted using small group and one to one work. This is also recorded in STINT paperwork including the Pre-school and new P1s. ➤ Engage with the CfE benchmarks for Numeracy at Early level, through discussion with colleagues when assessing children's progress and setting targets and as part of tracking meetings with HT and PT. ➤ To re-visit the Realising the Ambition document to have a clear understanding of child development and pedagogy to be led by Gillian Maguire.	Sep 2026 to May 2027	Target: - To ensure that at least 90% of children in their Pre-school year will achieve between 8-10 milestones in Numeracy, by ensuring quality experiences for all children. <i>Session 2025-26</i> 87% of children achieved 8 or more milestones in Numeracy. <i>Session 2024-25</i> 100% of children achieved 8 or more milestones in Numeracy.
	➤ Staff to prepare and share with parents home learning activities and resources for children to engage in through online platforms in order to develop their mathematical learning targets and parental engagement. ➤ To develop 'Maths through Stories' approaches within the EYC, similar to that across the school. This will link with the development of the 'Three Read approach' and providing a context for their learning in maths.	Sep 2026 to May 2027	Staff will monitor progress and attainment and have termly tracking meetings, focusing on progress with the milestones (Oct / Jan / May). EYC staff will assess impact through observations of play and child consultations.
	➤ Staff to engage in training on the new 'Quality improvement framework for early learning and childcare sectors'. ➤ To implement training and staff learning around developing the environment/continuous provision, play provocations and interactions to promote learning in maths. Room evaluations to be completed throughout the year and staff meetings to address this. ➤ Staff to make use of the resources in the digital learning library to enhance the learning experiences in Numeracy.	Sep 2026 to May 2027	HT and EYC will monitor progress termly and will observe strategies in use during termly learning visits.

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Priority 3: WELLBEING, EQUALITY & INCLUSION FOR ALL

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

HGIOS 4 / HGIOELC Q.Is 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

SAC P1, 3,6/ CSP 1,2, 3, 4, 5 / ESP 2, 3, 5 / NIF 1, 2, 3

What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Start and Finish Dates	How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)
SCHOOL PRIORITIES - Lead Louise Morrison / Suzanne Parker			
To support children's social, emotional and mental-well-being through addressing the principles of GIRFEC : Safe Healthy Active Nurtured Achieve Respect Responsibility included	- To further develop our whole school focus on children's mental health and wellbeing including Nurture / HWB Seasons for Growth, Growth Mindset and Zones of Regulation and Counselling. - To further develop the Seasons for growth programme children who have experienced loss in order to support them to deal with their emotions and feeling. - To work with staff, children and parents through focused committees to begin our journey towards Gold Rights Respecting Schools Award. - To continue to work alongside Claire Flanagan to ensure they are able to take advantage of opportunities including free leisure passes and attending special events to be able to meet other Young Carers. - Mrs Kirkwood to continue to support Young Carers as the Young Carers Champion and to coordinate the support required and take advantage of the opportunities available to them.	Sep 2026 to May 2027	Target: Increase by at least % the number of children achieving expected CfE levels in HWB with a particular focus on P2, P4 and P6 Children involved in HWB sessions to show an improvement with their well-being targets September to May. - Wellbeing web - SD questionnaire - Boxall profiling - Pupil and Staff evaluations May 2026 In P1-7, 57 children (80%) are on track in health and being compared to 85% in May 2025. May '25 In P1-7, 63 children (85%) are on track in health and being compared to 83% in May 2024.
To support learners with experience of care and to provide improved wellbeing and in turn work towards improved educational outcomes.	- To support our care experienced and other children to access counselling services as well as being part of Health and Well-being Groups to provide support and encourage them to talk about any concerns. - To work closely with other professionals and foster parents to ensure the best outcomes for the young people.	Aug '26 to June 27	All care experienced children will : ➤ Make progress with their well-being targets, September to May. - Wellbeing web - SD questionnaire - Boxall profiling - Pupil evaluations - Staff evaluations

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To develop physical skills and promote an active lifestyle through providing a range of enjoyable learning experiences with a particular focus on outdoor learning	➤ To further develop the planning, assessment and tracking of skills development for the outdoor learning programme through the use of the progressive lessons and pathways on GLOW and linking it to Meta skills. All Classes will cover the key outcomes focusing on : Independence, Communication, Risk Assessment and Resilience (See SA Outdoor Learning Grid and lesson plans). ➤ Staff will engage with the information online for Skills Development Scotland to develop the metaskills across the curriculum. (Eilidh to lead) ➤ Staff to engage with the 'Building your curriculum outdoors' document during staff meetings in order to build confidence and to support them in planning appropriate experiences and delivering outdoor learning incorporating Science outcomes where possible. (Eilidh to lead) ➤ To continue to organise training for bikeability level 1 and 2 to enable children in P4-7 to develop their skills and awareness of safety on their bikes, particularly when they progress to on the road. (Louise B and Jan to lead) ➤ Staff to complete the personal achievement tracker-termly and support children who do not have many opportunities for achievement including identifying LAC children to develop out of school hobbies/interests. ➤ To organise a whole school health week with children, staff and parents to identify further opportunities for physical activity and outdoor learning, Nurturing approaches and Rights Respecting School.	Sep 2025 to May 2026	Target:- ➤ All classes engage with a structured programme of outdoor learning. ➤ P4-7 will benefit from developing a range of skills through engaging in outdoor pursuits delivered by ACE. ➤ Almost all P5-7 children achieving the Bikeability awards. Data on numbers needed from last session
EARLY YEARS CENTRE - Lead : Suzanne Parker (Principal Teacher and EYC Teacher) and All EYPs			
To provide enjoyable play experiences with support and challenge for children within and out with the EYC. To develop a foundation of self-control, emotional awareness and interpersonal problem-solving skills in the early years.	➤ Engage with the CfE benchmarks for HWB at Early level, through discussion with colleagues when assessing children's progress and setting targets and as part of tracking meetings with HT and PT. ➤ Staff to engage in training on the new 'Quality improvement framework for early learning and childcare sectors' and use this document for self-evaluation. ➤ Looking outwards through engaging with colleagues from other establishments and arranging visits to share good practice. ➤ To develop our approaches to engaging with families and being able to gather their opinions on the service that we provide. This will enable us to reflect on their comments and implement appropriate changes - Gillian Macguire to engage with parents ➤ Staff to post several times a week for each child in order to share with parents the learning activities using 'Learning Journals' .	August 2025 to August 2026	Target:- To ensure that at least 90% of children in their Pre-school year will achieve between 8-10 milestones in HWB by ensuring quality experiences for all children. May '26 100% of children achieved 8 or more milestones in HWB.

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	➤ Staff will engage with the 'Building your curriculum outdoors' and 'My world Outdoors' documents during staff meetings in order to build confidence and to support them in planning appropriate experiences. Staff will lead this deliver outdoor learning incorporating Science outcomes where possible. ➤ To analyse feedback from children, parents and staff to reflect on the success of the Forest Fridays Swimming lessons and Play on Pedals. ➤ Ongoing consultation with staff, children and parents to ensure their views are represented. (Stay and Play feedback, Outdoor Learning, Family engagement, Values) ➤ To develop PATHS across early level and as part of transition activities. ➤ To continue to engage with the Rights padlet and the Rights in the Early Years self-evaluation document.		May '25 100% of children achieved 8 or more milestones in HWB. PATHS assessments (Set targets)
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Dailly Primary PEF allocation - £30, 625 (2026-27)

Summary of expenditure :-	
Type of staff	Cost £
Teaching staff	6,234
Support Staff	20,538
Non staff resources / intervention / CLPL	3,600
Total Costs	30,372
Balance of PEF not yet allocated	£253

The school roll for 2026/27 will be 68 children and this will include 24 children (35%) who will be entitled to the Free school meal allowance and clothing Grant. There are 9 additional children who are not in SIMD 1&2, not in receipt of school meals but are affected by factors including : employment, income, housing, health, access to services, education, crime and being one of the six priority family types as identified by the Scottish Government. They would benefit from our proposed interventions and are included in our PEF cohort. The total number of children affected by the poverty related attainment gap is 33 (49%).

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Intervention 1

The Principal Teacher will coordinate, deliver and monitor intensive and bespoke interventions for literacy and Numeracy, in order to raise attainment and to close the gap. There will be a focus on securing improvements in, CfE levels of literacy and numeracy for targeted groups.

This will be done through a focus on the use of concrete, pictorial and abstract strategies in maths as well as recovery programmes for literacy and numeracy to ensure identification and intervention for individual children in order to raise attainment for the Cohort and targeted group.

Pupils in receipt of FME, clothing Grants, LAC or previously LAC as well as those meeting one of the six 'Priority Family types' will be closely monitored and those not achieving the expected CfE levels and/or are below average in standardised assessments will receive additional input.

The PT and HT will focus on :

- Teaching aspects of literacy and numeracy
- Tracking progress of PEF pupils (Standardised Assessments, CfE data,)
- Supporting pupils who are performing below the expected level for their age.

Intervention 2

The School Assistant posts will provide support for pupils who have been identified as performing below the expected level for their age through a range of interventions. The aim will be for the school assistant to provide in class support as well as a targeted small group and individual interventions within Literacy and Numeracy including Catch-up Literacy and Numeracy, 5 minute Literacy and Numeracy boxes. The SAs will also monitor progress with programmes including Readingwise and liaise with PT and CT during weekly Assemblies.

We propose to pay for additional school assistant hours to supplement our allocation for the next session to work with pupils from SIMD 1&2, FME and LAC or previously LAC who are not achieving the expected CfE levels and/or below average in standardised assessments.

The SA and PT post will focus on :

- Individuals whose attainment has stagnated
- Promoting social skills and communication skills
- Developing emotional literacy skills
- Building self-confidence and resilience as part of a wider mental health support programme

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Intervention 3

We will be continuing to develop our HWB groups and provision through using our (School Assistants. The focus will be on developing social and communication skills, emotional literacy, building self-confidence and self-regulation.

The Cluster-based school counsellor will support the health and wellbeing of the young people and children within our school who have been identified as needing individual support.

The funding for the service will be split between the Government funding and PEF contributions from Girvan Academy, Girvan Primary and Dailly Primary. The counsellor will work at Dailly Primary School half a day a week.

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