



Dalmilling Primary School



Standards and Quality Report 2022/2023

Our Standards and Quality Report

The purpose of this report is to give the reader a background to our area and context at Dalmilling Primary School. We aim to share a sense of the work carried out this year. It will identify strengths and ongoing development needs which will be a focus for our improvement planning for next session.

Our School Locality

Dalmilling Primary is a non-denominational school located in Ayr. Ayr is a vibrant town to live, work and visit, but is identified as having significant inequalities within the communities. Dalmilling is part of the Ayr North and Former Coalfield Community (ANFCC). According to the South Ayrshire locality data (2020):

- Of the 2018 population in Ayr North and Former Coalfield Communities, **59%** live in the most deprived SIMD, and **0%** live in the least deprived SIMD.
- Ayr North and Former Coalfield Communities has the highest proportion of out-of-work benefit claimants in South Ayrshire across all age categories, with 10.6% of 16-24 year olds in the area claiming out-of-work benefits followed closely by 25-49 year olds.
- Primary attainment in Ayr North is over 75% in each area, falling slightly below the South Ayrshire average of over 80%.

Our Vision, Core Value and Aims

Vision

Inspire, Engage and Succeed Together (June 2020)

Our Core Value

We Care (January 2021)

Aims

We aim to promote a high standard of learning experiences for pupils
We aim to match learning to individual pupils
We aim to enable pupils to reach their potential
We aim to provide a safe and caring environment
We aim to promote positive attitudes and high self-esteem
We aim to promote effective partnership with home, school and community

Our School

At Dalmilling Primary we have:

- 13 Mainstream classes
- 3 Extended Learning Facility classes
- Accelerated Reading Library
- ICT suite
- Shared Gym hall and dining hall including stage area
- Meeting Room
- 2 additional class spaces
- 2 Pupil Support Bases
- Nurture Room
- Hive Building (Old Cherry Tree Nursery Building) being developed for community use
- Sensory room and safe space

- Large outdoor space with tarmac and grass area – this space is not secured with a perimeter fence and the community have access as it forms part of a right of way.

The school roll at the end of 2022/2023 was 348, including 30 pupils who attend our Extended Learning Facility (ELF) for young people with moderate to complex needs; many of these children are working towards individual milestones. 86% of pupils live in deciles 1 or 2 and 51% of our pupils have an identified additional support need. Due to the demographics of our area many of our approaches are universal and any targeted approaches are by pupil need, not postcode. We have 29 pupils who are care experienced. In the academic year 2022/2023 our attendance was 87%, which was a 2% increase on last session. We had 1 half day exclusion; this is a significant reduction on last session, which was 12.

At Dalmilling Primary we pride ourselves on our relationships across an extremely proud and strong community. Many of our parents and grandparents attended the school or have lived within the area for a significant period. There are many extended families within the school and parents and carers are generally supportive. Our pupils are mostly proud to wear school uniform and we encourage this through offering a school uniform bank throughout the year. There is high attendance at parents' evenings and school events are well supported. Our parent survey this session was very positive with high rankings by way of 'Strongly Agree' and 'Agree' for example, 100% of respondents agreed, "My child receives the help they need to do well," and 100% of respondents also agreed, "Staff treat my child fairly and with respect."

We have a funded Breakfast Club, which provides healthy food from 8.30am-8.50am; between August 2022 and March 2023, an average of 65 pupils attended breakfast club daily.

Our Team

During the session 2022-2023, we received additional funding through Pupil Equity Funding and Scottish Attainment Challenge money, which has been used to support our work in raising attainment, which allows us to enhance our core staffing entitlement.

	Core	Additionality
Leadership Team	HT, 2 x DHT's, 2 x PT's	DHT (0.9FTE)
Teachers	26.2 FTE	1.2 FTE
Pupil Support teacher	2 FTE	
School Assistants	300 hours (per week)	82.5 hours per week
Early Years Practitioners		2 Full time 28 hours
Family Support Worker (Barnardos)		1 day per week
Senior Youth Worker		10 hours per week
Experiential Learning	Swimming, Active Schools	Gymnastics, Drama, Dance

Our Covid Journey

The ongoing impact of the pandemic has continued to be evident in terms of our attendance, attainment for some and general wellbeing. For some children poor attendance has resulted in insecure routines. Raising and maintaining attendance and targeting late comings is an on-going school priority across all stages. Our PEF funding is very much invested in staff to provide additionality across the school, to support pupils to achieve their potential and give the right support at the right time. In terms of wellbeing, we continue to approach improving wellbeing in a variety of ways promoting physical and mental health. We are developing our range of bespoke interventions to support pupils such as an in-house Family Support Worker, Nurture Room, Blether Boxes, Drawing and Talking intervention and Seasons for Growth.

Our Previous School Visits Sampling Pupils' Experiences

The school was inspected in January 2010 by Her Majesty's Inspectors of Education (HMIE). The school was subsequently inspected by Quality Improvement staff from South Ayrshire Council in January 2012, March 2014, April 2016 and November 2019. Feedback was positive from the school visits, including strengths in having a committed staff, positive relationships, warm ethos, pupil voice evident and strong community links.

What key outcomes have we achieved?

Literacy and English Literacy and English Data Over Time

Primary 1																			
Session	16/17			17/18			18/19			19/20	20/21			21/22			22/23		
% Achieved Early	57			58			64				49			62			68		
Organisers Listening/Reading/Writing %	L 78	R 71	W 57	L 82	R 80	W 68	L 77	R 72	W 70		L 88	R 67	W 49	L 84	R 73	W 62	L 92	R 74	W 70
% ASN														ASN 36%			ASN 40%		
Primary 4																			
% Achieved 1 st	51			56			63				50			54			65		
Organisers Listening/Reading/Writing %	L 66	R 72	W 62	L 70	R 65	W 56	L 75	R 67	W 63		L 76	R 65	W 54	L 76	R 63	W 54	L 76	R 67	W 64
% ASN														ASN 47%			ASN 41%		
Primary 7																			
% Achieved 2 nd	49			50			70				62			57			70		
Organisers Listening/Reading/Writing %	L 75	R 60	W 58	L 70	R 68	W 50	L 81	R 77	W 72		L 73	R 73	W 64	L 80	R 66	W 61	L 81	R 71	W 68
% ASN														ASN 55%			ASN 62%		
% School Average	52%			55%			65				54			58			67		
% LA Average				78			80				68			71			77		

Primary 1

Progress in listening and talking, reading and writing is good, which is evidence that our play-based learning approaches and additional support through PEF funded staff makes a difference for our pupils. This year we had no Primary 1 pupils in the Extended Learning Facility, which impacts the data levels. We have made year on year progress and have met our stretch aim of achieving pre-covid levels. Within Literacy in P1 we are 4% above our pre-covid level.

Primary 4

Progress in listening and talking has dipped by 1% on last year. There is an increase of 3% in reading and we were 1% off our stretch aim for reading in terms of our pre-covid levels. We have made year on year increases in writing and in P4 we have met our stretch aim of pre-covid levels. Within Literacy in P4 we are 2% above our pre-covid level. We do not have ACEL data for this year group due to no data set being recorded, due to the pandemic in 19/20 to establish data over time.

Primary 7

Progress in listening and talking has dipped by 5% on last year. There is an increase of 7% in reading and we were 4% off our stretch aim for reading in reaching pre-covid levels. We have made progress in writing in P7 and we were 2% from our stretch aim of pre-covid levels. Within Literacy in P7 we are 1% adrift of our pre-covid level. We do not have ACEL data for this year group in P4 due to no data set being recorded due to the pandemic. However, looking at the data in literacy in P1 compared to P7 there is improvement of 12% which is evidence that we made significant progress towards closing the attainment gap and overcome significant barriers and some of the lost learning through the pandemic.

School Average in Literacy

In terms of whole school average in Literacy, we have made steady year on year progress and are 2% above our stretch aim of our pre-covid level.

Numeracy Data Over Time

Primary 1							
Session	16/17	17/18	18/19	19/20	20/21	21/22	22/23
% Achieved Early	71	81	81		82	67	86
						ASN 36%	ASN 40%
Primary 4							
% Achieved 1 st	74	63	67		67	70	67
						ASN 47%	ASN 41%
Primary 7							
% Achieved 2 nd	64	68	74		64	61	70
						ASN 55%	ASN 62%
School Average	69	73	74		70	64	70
% LA Average		85	84		77	80	83

Primary 1

Progress in P1 has been good and we are 5% above our pre-covid level and our stretch aim. This year we had no P1 pupils in the Extended Learning Facility which impacts the data.

Primary 4

Progress in numeracy in Primary 4 had dipped on last year by 3% however, remains at our stretch aim of pre-covid levels. We do not have ACEL P1 data for this year group to establish data over time due to no data being recorded due to the pandemic in 19/20.

Primary 7

Progress in numeracy has increased on last year by 8% but is 5% below our stretch aim. We do not have ACEL data for this year group in P4 due to no data set being recorded due to the pandemic however, looking at their overall data in numeracy in P1 compared to P7, there is a 2% dip. This is evidence that we have ensured the majority of pupils remain on track to achieve a level despite lost learning through the pandemic.

School Average in Literacy

In terms of whole school average in Numeracy, we have made steady progress this year with an increase of 6% on last session but overall, we are 4% below our stretch aim of our pre-covid level.

Our Priorities, Progress, Impact and Next Steps

School Priority 1 : Literacy and English

NIF Drivers: School Improvement, School Leadership, Teacher Professionalism, Assessment of Children's progress, Performance information

Progress and Impact

- Read Woke project has provided access to a range of texts promoting equality and diversity to support staff and pupils.
- Quality assurance in Term 1 had a literacy focus which supported discussion around what makes a good literacy lesson. Staff identified individual next steps based on the discussion.
- Readingwise and Zip Phonics embedded and more pupils using Ipads to access interventions in class.
- Audit of Active Literacy resources and professional learning needs across the school to support areas for improvement and consistency of approach in this area.
- Active Literacy resources purchased to support delivery across the school.
- HT worked collegiately with other Head Teachers and the Literacy Development Officer to support development of South Ayrshire Reads Programme.
- Play-based learning approaches are established in P1 and P2 and are supported by EYPs resulting in improved engagement of pupils and improved language and communication skills.
- Pupil Support Teacher and DHT leading school towards the Inclusive Practice Award including use of class toolkits, staff training on dyslexia and neurodiversity. Our Pupil Support Teacher has been involved in an

accreditation visit in another school and able to share good practice. This will support staff in becoming more inclusive and confident in adapting learning and teaching to meet the needs of all learners.

- Pupils are engaging with daily whole class texts through a Whole school Snack and Story time. Children are enhancing their attention listening skills, developing an enjoyment of literature and contributing to rich discussions in response to text.
- Pupils have engaged with authors and poets as part of live on-line events. This has enhanced children's understanding of text, and helped children to understand the how and why of story writing.
- Teaching staff have engaged with the Science of Reading. Teachers have reflected on how reading is taught at Dalmilling PS and the reading and subsequent discussions have impacted on how reading is assessed and taught. A few teachers have trialed new ways of introducing spelling and vocabulary. This will continue to inform improvements in the delivery of the teaching of reading in session 2023/24.
- Parents and carers were invited into school for a successful "Read with Me at Quarter to Three" event resulting in parents being able to experience reading for enjoyment with their child.
- The Accelerated Reading Library reward scheme "Starbooks" was launched. Children's motivation to borrow and read books has increased as they receive rewards for reading. Children's intrinsic motivation to read is supported as they access a wider and more varied range of texts.
- A Talk for Writing progression was developed across the school to support staff confidence with planning within this context and allow more time to be spent assessing pupil work.
- The literacy school improvement group looked outwards and visited other schools to observe what is working well on attainment in reading which lead to dialogue about our own areas for improvement.
- The literacy group audited and resourced a new guided reading scheme with a view to launching next session. This will work towards a consistent approach in delivering aspects of reading.
- Literacy Development Officer delivered a series of professional learning sessions for staff improving confidence in aspects of teaching and the assessment of literacy.

Next Steps

- Launch of our new guided reading resources, providing clear expectations and support for staff within the delivery of daily sessions.
- Update the Dalmilling Way with our approaches to Literacy to ensure consistency across the school.
- Planned professional learning for staff within the context of reading to include opportunities to engage with the South Ayrshire Reads Programme.
- Planned professional learning sessions with our Education Scotland Attainment adviser to develop approaches and consistency to adaptive learning and teaching (differentiation).
- Cluster working on how to develop play-based learning within P1 and P2 incorporating outdoor learning.
- Talk for Writing progression across the school to be shared with staff to support the delivery and improve consistency across the school.
- Ensure data driven interventions with early identification of predicted attainment levels and target groups.
- Continue to work towards Inclusive Practice Award.
- An online survey to be created and distributed for completion to all staff to measure the impact of current assessment tools (Schonell)
- Reading wise intervention/accelerated reader delivered as part of daily reading provision
- Enhance links between Extended learning facility classes and mainstream classes with pupils attending ELF to be afforded opportunity to link with mainstream classes for reading.
- Continue our Reading Schools journey to include improved parental engagement, local library links, celebrations of success and dedicated reading spaces to improve reading cultures.

School Priority 2 : Numeracy and Maths

NIF Driver: School Improvement, School Leadership, Teacher Professionalism, Assessment of Children's progress, Performance information

Progress and Impact

- ✓ New staff and NQTs have received training in the following; Mathematical mindset and meeting learners' needs, Teaching for understanding: Addition & Subtraction, Teaching for understanding: Multiplication & Division, Teaching for understanding: FDRP. This has increased staff confidence in delivery of mathematical concepts. Maths lessons are of a higher quality contributing to an increase in achievement of expected levels.

- ✓ Number talks assessments have been contextualised in line with the maths strategies. Pupils are becoming increasingly confident in demonstrating their understanding through applying numeracy strategies in a variety of known contexts.
- ✓ CLPL opportunities have been sought and delivered. The Ayr Cluster Mathstermind padlet provides a wide range of learning development resources. This has ensured teachers have access to White Rose Maths CLPL, maths through stories resources, and maths progression tools. Teachers are providing children with engaging, contextualised maths learning in realistic contexts.
- ✓ Maths resources have been organised for ease of access. Teachers are confident in resourcing lessons appropriately and ensuring children have access to concrete materials to achieve successfully in their daily learning opportunities.
- ✓ Dalmilling Maths Champion has mentored and supported new teachers including the NQT through providing coaching and mentoring sessions, observing and providing constructive feedback on lesson planning and delivery by modelling very good maths lessons. This contributes to a consistent high standard of maths teaching across the school.
- ✓ A resource detailing What A Good One Looks Like (WAGOLL) was developed by the numeracy working party and shared with all teaching staff, this ensures that there is a shared understanding of the key features of a very good maths lesson and contributes to consistent high standards of teaching and learning across the school.

Next Steps

- Family learning opportunities to be planned; families will participate in a lesson with their child.
- Ensure interventions are assigned to pupils with early identification of predicted attainment levels and target groups.
- Further professional dialogue opportunities to be created through continuation of peer assessment (across schools).
- Our Maths Champion will continue to support staff (5 new teachers joining 23/34) using coaching, mentoring and team-teaching approaches.

School Priority 3 : Health and Wellbeing

NIF Driver: School Improvement, School Leadership, Teacher Professionalism, Assessment of Children's progress, Performance information

Progress and Impact

- ✓ The Mental health and Wellbeing policies finalised, including separate policies for staff wellbeing and pupil wellbeing this will ensure consistency across the school.
- ✓ Pupil Equity Funded Barnardo's worker supported pupils with bespoke support depending on need enabling early intervention and support to improve attendance and engagement.
- ✓ Youth Worker supported P6 and P7 pupils with therapeutic approaches to wellbeing through art resulting in improved pupil behavior and concentration.
- ✓ All staff offered termly pastoral check-ins with member of the Leadership Team. This was taken up by 25% of the staff who found the time to be supportive and useful.
- ✓ P1 pupils engage in the balance bike and pedal bike programme which gave them more time outdoors, improved balance and engagement on return to class.
- ✓ Health and Wellbeing Group Funding for snack time fruit for pupils in P1-3. Children enjoy a healthy snack and are building healthy habits for the future.
- ✓ Daily Mile is a feature in most classes. Children's fitness is improved with daily exercise.
- ✓ Nurture Groups for a range of pupils have been established. This has expanded the number of children supported by the nurture teacher impacting on identified children's wellbeing, readiness to learn and behaviour as they develop regulation skills in a small group environment.
- ✓ The resilience alphabet was launched through our assemblies giving pupils and staff tools and techniques to support building resilience and wellbeing.
- ✓ Our nurture teachers and school assistants have been supported by the central nurture team with resources and training. This has ensured a high quality and consistent nurture experience for identified P1 pupils.
- ✓ All support staff have received CLPL to enhance their understanding of the impact of attachment styles and trauma on children's relationships. This has resulted in all staff sharing a more consistent nurturing approach to meeting children's wellbeing needs and managing distressed behaviour.

- ✓ After school club offering has improved with a range of sporting activities, music, arts and crafts and knitting which has promoted children's mental wellbeing and given the children opportunity to develop their skills within the context of their interests.
- ✓ Every class has accessed gymnastics at a local Gymnastics Centre. All P4-7 classes have participated in tennis at Prestwick tennis club. Children have benefitted from learning more about sport in a professional environment. Some children have gone forward to clubs to continue to develop their skills.
- ✓ A successful mental health week ran in January with children engaging in a range of activities designed to support their knowledge of and the development of good mental wellbeing.
- ✓ Significant investment in outdoor learning has seen Dalmilling school grounds enhanced for pupils learning and wellbeing. Bio-diversity has increased through the planting of trees and wildflowers and through the hanging of pupil made bird feeders, offering pupils opportunity to learn and enjoy nature. Pupils have taken part in the construction of a new shed, a water wall, work benches and an outdoor science lab giving pupils the opportunity to work with real tools and equipment. This has taught pupils team work, how to be risk aware, and developed the importance of trusting, respectful relationships with staff and each other.
- ✓ A member of the teaching staff has completed CLPL on "Building Racial Literacy" and in the next session will deliver CLPL for all staff and will share access to resources. This will enable staff to be confident in discussing race with pupils and support them in having difficult conversations.

Next steps:

- HWB curriculum being reviewed next session and adapted – resources to be audited and shared.
- SIG members to train as Mental Health First Aiders and engage in LIAM training.
- Increase Menopause awareness and support for staff.
- Staff wellbeing survey – undertaken twice yearly – collate results and change planning accordingly.
- Makaton sign of the week to be resumed. The sign will be shared at assembly and teachers will use in class.
- Outdoor Learning – Timetabled created to support staff fully utilising outdoor learning spaces.
- Staff CLPL opportunities to be sought.
- Playground to be painted up with bike track and games marked out.
- Racially Awareness work to continue.
- Staff wellbeing policy to be shared.
- Mental Health Champions training for key members of staff.
- Develop Helping Hands Boxes to include resources to help pupils relax focus and regulate.

School Priority 4: Curriculum

NIF Driver: School Improvement, School Leadership, Teacher Professionalism, Assessment of Children's progress and Performance information

Progress and Impact

- ✓ Our Take One Picture competition entry from last session was selected as a winner and is to be displayed as part of the exhibition at the National Gallery in London.
- ✓ Whole school participation within this year's Take One Picture competition developing and enhancing children's understanding of key skills in art. This resulted in a showcase for parents where pupils were able to share their creative responses with their families.
- ✓ P3-P7 engaged in a Harry Potter Topic promoting learning progression, reading for enjoyment and improved engagement.
- ✓ A variety of professional learning opportunities for staff such as Micro:bits and how to access the digital lending library allowing staff to explore ways to use technology to improve pupil experience.
- ✓ Teachers participated in ICT input. Children then had opportunity to learn coding using code-pillars and i-pads are being more efficiently in classrooms.
- ✓ TAPS science lessons have been trialed by some teachers.
- ✓ Edina Trust bid submitted for new STEM resources to support resourcing of our curriculum allowing us to offer a more practical science curriculum.
- ✓ P2-P6 classes participated and engaged in an 'Introduction to Drama' workshops with a local Theatre Company. The evidence shows that there was a significant increase in pupils' knowledge and understanding of drama combined with an increase in confidence and self-esteem from participating in the weekly drama activities.

- ✓ P7 pupils participated and engaged in a 'Show in a Week' whereby they underwent an intensive week of team building, drama, singing, dancing and staging resulting in a high quality performance attended by their families.
- ✓ Junior Dukes embedded as our core wider achievement offer with a whole school event to celebrate success. All pupils participated and engaged in skills-based learning activities, developing their independence and resulting in achievement of the award.

Next steps:

- Access Digital Schools Award self-evaluation tool to support development in ICT.
- Add 'Take one picture' week to annual calendar and share planning with staff
- Document of suggested IDL themes to be created.
- Science resources and skills progression planner are to be organised.

Our Self-Evaluation Summary

Quality Indicator: 1.3 Leadership of Change

Developing a shared vision, values and aims relevant to the school and its community

At Dalmilling we have developed an ambitious vision of 'Inspire, Engage and Succeed Together'. Within our context we have a strong will and understanding of the importance of raising aspirations, displaying nurturing and relational approaches as well as positive enriching experiences. We have developed a values-based approach, with our core value being 'We Care' which links to all we do. We have worked hard to make our vision and values more tangible by using the language of them at assembly, within classes and around the school. We shall continue to examine our vision and how we encourage ownership and realising the potential within it. Through self-evaluation we have identified specific areas for improvement in terms of consistency across the school. We worked collegiately with the staff team to agree clear expectations at Dalmilling. We then facilitated time to explore these in more depth with each member of the leadership team providing professional learning and collaborative sessions to support. Through this process we have observed improvements in consistency across the school and our staff have shown commitment to improvement.

Strategic planning for continuous improvement

Our leadership team have clear remits that are drawn from the strengths and skills of the team. We recognise that our staff are our best resource and to continue our school improvement journey post covid, we are committed to continuing to improve in terms of standards and expectations across the school. We have protected time to invest in the professional development of our staff to promote consistent approaches to learning, teaching and assessment. This has been through professional reading, collegiate working and responding to self-evaluation evidence. We are continuing to improve our links between our self-evaluation, professional learning and school improvement planning and this has developed through our PRD process. We have developed a 'Team Around' approach which provides regular opportunities for planning and review with our staff, partners and community. We have clear strategic plans in terms of Pupil Equity Funding and this links to our School Improvement Plan detailing our rationale, aims, outcomes and measures.

Implementing improvement and change

Our pupils are becoming more involved in their school with the use of the "How Good is OUR School" (2018) toolkit. Improvements have been made and shared at assembly so pupils know that their views are listened to and have an impact on how the school runs. We protected staff meeting time for school improvement groups and as a result we have observed improvements across our key priority areas. Our staff are knowledgeable and clear about our local context and how to remove barriers to attainment and achievement. Staff have demonstrated leadership across the school by leading a range of initiatives such as Wider Achievement Awards, Youth Project Work, Read Woke Project, Rights Respecting Schools, British Racial Literacy, Active Literacy and Equalities. One of our teachers is a Local Authority Maths Champion and supports professional learning within the school and beyond. We have monthly parent council meetings, we engage in school improvement with our parent body, this has included work on our grounds and engaging with colleagues to support funding. We have implemented 'Team Around' approaches including Team Around the School, Team Around the Class and more robust Team around the Child.

Quality Indicator: 2.3 Learning, teaching and assessment

Learning and engagement

Our core value of 'We Care' permeates our school and this translates to our strong positive and nurturing ethos of inclusion. Relationships are hugely important to us including with our pupils, staff, families and partners. We have a welcoming ethos and our staff have a good knowledge of individual children and their strengths and needs. Staff work together to promote inclusion and provide nurturing approaches. Ongoing development of approaches in literacy and numeracy are supporting pupil understanding and promoting engagement. These approaches included Talk for Writing, Play Based Learning and Concrete, Pictorial and Abstract approaches in Numeracy and Maths. Play based learning is embedded across Primary 1 and Primary 2 which supports language and communication development, readiness for learning and creativity. ICT is used across the school to support learning and teaching and promote pupil engagement. Our staff are becoming more confident in matching activities to their pupils needs and interests.

Most pupils are eager to learn and engage. A few pupils have bespoke plans to support them to develop, learn and engage in learning. We have developed the use of Wee HGIOS during assembly to allow pupils time to suggest improvements to improve their school. We have successfully developed whole school initiatives to close the experiences gap, promote engagement and achievement, such as, Junior Dukes, outdoor learning projects, gymnastics and whole school topics.

Quality of teaching

We have improved our quality of teaching this year by revisiting our expectations of staff by way of learning and teaching. We focused on improving consistency by ensuring that our non-negotiables are clear and embedded. We have created a framework to support staff in ensuring that there is clear understanding of what good learning and teaching looks like with exemplars to support. By the end of the session almost all classes had engaging starters, shared success criteria and effective questioning. Most classes have good evidence of the sharing of learning intentions, challenge and an appropriate plenary. Most classes showed evidence of differentiation. The range of adaptive learning and teaching approaches will be a focus next session. Pace of learning will also be a focus in session 2023-24. As we move forward, we continue to look at pedagogy across literacy, numeracy and play based learning to ensure that our staff are well equipped and knowledgeable as to how to improve learning and teaching and therefore support our learners to achieve and attain. We have developed our planning to ensure that it is purposeful, child centered and efficient in terms of time. We have a good range of digital technology within classes and an ICT suite. This is used to support learning and teaching across the full breadth of the curriculum.

Effective use of assessment

Our staff know our pupils well. We have clear links between our planning, assessing and reporting. Our teachers use a range of assessments to support teacher judgements. We are making improvements to our assessments to support staff in identifying next steps in learning. Assessment data is captured in our tracking system to support the triangulation of the evidence that we gather. Focused assessments are planned in advance for all curricular areas and staff are becoming more confident at ensuring these assessments are differentiated. Staff are confident in the use of our assessments and can discuss interventions and support with the leadership team. We are developing our assessment strategy in Literacy to ensure that we have a good understanding of our learners developing on shared staff reading of the book *The Art and Science of Reading* by Such.

Staged Intervention paperwork is evaluated twice per year as well as an annual evaluation and is used as a working document throughout the year. ELF STINT paperwork is evaluated three times per year. Children have the opportunity to contribute to their plan. Feedback is provided by supporting teachers, pupil support assistants and support for learning teachers to inform and support staged intervention plans. Parents/carers contribute to plans and outside agencies share targets and communicate progress. This ensures that planning is robust and that all children engage in learning that is challenging and well matched to their developmental and learning needs.

Planning, tracking and monitoring

We have made improvements to curriculum planning, including a termly overview, which details Experiences, Outcomes and Context. Staff have short term planning in the format of weekly or daily plans and a tracking of outcomes sheet which supports transition. South Ayrshire Frameworks are used as a toolkit to support planning and progression. We developed a robust Attainment Tracker which is now used across the authority. Our tracking system supports effective data analysis and allows us to monitor cohorts of pupils e.g. care experienced children and measure the effectiveness of interventions as well track attainment at individual, class and stage.

We have termly tracking and monitoring meetings to allow professional dialogue to discuss assessment evidence and pupil progress. This year we have engaged in moderation in relation to literacy. We are planning more opportunities to work together with colleagues within the cluster to support our moderation process. Our leadership team have shared responsibility in tracking and monitoring dialogue meetings to analyse progress. We identify

pupils who require support at the earliest stage and plans are put in place to provide targeted support. We have embedded Team Around the Class meetings to discuss progress and impact and these are led by the class teacher.

Interventions and progress are tracked and monitored through our Attainment Tracker, Team around the Class meetings and Tracking and Monitoring meetings. Regular meetings ensure that staff have a good understanding of the needs of learners across the school, allowing for targeted interventions to be delivered in a timely and appropriate manner. We have improved the format of our tracking and monitoring meetings, ensuring we discuss the attainment of all pupils. Progress and predicted levels are discussed using a RAG (Red, Amber, Green) status to annotate where children are in terms of achieving the appropriate level for their age and stage. This is reviewed 3 times a year.

B-Squared is used for tracking progress of pupils within our Extended Learning Facility. This enables us to effectively track small steps in learning for children with complex needs.

Quality Indicator: 3.1 Ensuring wellbeing, equality and inclusion

Wellbeing

Positive relationships are key at Dalmilling. Almost all of our pupils engage in their learning and manage their emotions and behaviour well. We have a few pupils with support plans and risk assessments with appropriate measures in place for the individuals who require a bespoke approach. Our pupil survey said that almost all (93%) our pupils feel safe in class and in our corridors. Our Positive Relationships Policy is embedded and promotes consistency, nurturing principles and the Zones of Regulation. Staff have a good understanding of wellbeing and the importance of providing their classroom as a safe base. Another highlight of the survey was that almost all pupils felt that their school supports their mental health (93%). Our pupils have a strong sense of pupil voice and this year we have sought out more opportunities for pupils to make choices and this will be something we develop into next session. We have achieved our Silver Rights Respecting Schools Award in the last year.

A weekly assembly focuses on the children's rights, school values or the wellbeing indicators. Dalmilling Primary has a strong sense of community and we have close links with the church, local care homes and local businesses. We work in close partnership with agencies, such as Community Learning and Development, Barnardo's, Social Work, Educational Psychology and CAMHS to identify barriers, and make plans to overcome these. We deliver targeted interventions to support wellbeing such as Seasons for Growth and Sleep Therapy. We have considered sustainability of these interventions by supporting professional learning for staff to deliver these interventions.

Fulfilment of statutory duties

Our staff are fully aware and up to date with local and national legislation that affect the rights, wellbeing and inclusion of all. All staff engage in Child Protection training and fulfil their duties in keeping children safe. There are systems in place for the recording of essential information for our children, which can form part of a chronology. Pupils who have an identified additional support need have an appropriate plan in place that is shared at Pupil Progress meetings with parents. Our DHT updates our Safeguarding Policy with relevant information. The Health and Safety team have termly meetings to discuss concerns and make plans to address them. Our First Aid is overseen by our Principal Teacher, who reviews systems and professional learning for staff.

Inclusion and equality

All learners are included and involved in the life of the school. Our pupils from the Extended Learning Facility join their peers in mainstream for curriculum subjects and experiences where appropriate. We plan throughout the year to ensure that pupils have exposure to experiences such as outdoor learning, visits to sporting facilities and educational trips. We have a poverty proofing strategy whereby we fundraise and use Pupil Equity Fund to support school trips and additional experiences. We also have access to a free school uniform bank and a free breakfast club and we link with local partners to provide food bags for families. We work alongside our parent council and our parent body to have solution focused and responsive conversations to improve outcomes for our pupils. Some staff are trained in BSL and Makaton to support communication. Our staff use visuals to support a range of learners. We have a staff member who has been trained in equality, and is working on developing an action plan, to allow us to take positive steps in becoming more inclusive.

We foster a growth mindset and encourage the belief that it is okay to make a mistake and learn from it. We have a significant number of children with an identified additional support need (51%) and therefore are on staged intervention. We feel that we support our learners well.

Quality Indicator: 3.2 Raising attainment and achievement

Self-Evaluation:

Attainment in Literacy and Numeracy:

Attainment is tracked and monitored rigorously in a variety of ways, including:

- Pupil Progress meetings termly with leadership team member, class teacher and pupil support teacher.
- Interventions delivered to support pupils' progress.
- Attainment tracker - further developed to support data analysis and now being rolled out across the authority.
- Assessment of progress within Curriculum for Excellence levels.
- Tracking progress of different cohorts e.g. Pupils on staged intervention, Care Experienced, children living in SIMD Quintile 1, and children with FME.
- Parents' nights and end of year report for parents showing progress within a Curriculum for Excellence level.
- Transition meetings and virtual bump-up events across all stages.

Our Curriculum for Excellence Levels are inclusive of our pupils who attend our Extended Learning Facility. Pupils who have not achieved a level have a support plan in place with individual targets which track their attainment and achievement and ensure they are challenged and supported in key areas.

Attainment Over Time (see *What Key Outcomes have we Achieved?*)

Within Literacy, year on year, we have reduced the gap between our school average data for literacy against the local authority average. This year the gap being 9% and in the year 17/18 the gap was 23%.

Within Numeracy, we have reduced the gap between our average numeracy and the authority average numeracy by 3% but have not yet achieved our pre-covid level of 10% gap.

Our staff are confident in analysing data. We track attainment over time and can track year groups' attainment over their time at Dalmilling. There will be some changes in groups of pupils with some moving on and new pupils arriving.

Overall quality of learners' achievement

We celebrate our children's achievements across the school and recognise the importance of the experiences children have outside school in shaping them as individuals. We actively seek opportunities for children across the school to participate in wider contexts across learning, such as:

- House Captains and Vice-Captains
- P6 Buddy Training
- P4 and P5 Youth Club
- Arts and Crafts Club
- Sketch and chat club
- P7 Dolphin House residential
- Allotment Groups
- Dundonald Gymnastics
- Outdoor learning day
- P5 and P6 pupils accessing Rackets Cubed programme at Prestwick Tennis Centre
- Junior Dukes Award
- Ayr United Multi-Sports Club twice per week
- Class assemblies – sharing learning
- Community involvement – Feva Project P5
- Pupil Council Group
- Hot Chocolate Friday
- Supporting local day care centre
- John Muir Award
- Hi-5 Award

Equity for all learners

We have systems in place whereby we track interventions for all our pupils to support achieving equity for all learners. We work hard with our children to identify what they need to achieve their potential and put in place appropriate interventions to support this.

Our Key priorities for improvement for 2023/2024

<p><i>School Priority 1: To raise attainment for all in literacy and close the attainment gap by improving attainment</i></p> <p>Improve attainment in Literacy and close the gap between the most and least disadvantaged children</p> <p>Reading</p> <ul style="list-style-type: none"> ❖ To raise attainment in reading across the school. ❖ To ensure all pupils receive high quality, differentiated learning opportunities in reading through the development of consistent approaches to pedagogy and assessment. ❖ To develop reading across the school by engaging with the Universal South Ayrshire Reads programme as well as a more bespoke to Dalmilling reading programme. <p>Writing</p> <ul style="list-style-type: none"> ❖ To raise attainment in writing across the school. ❖ To ensure all pupils receive high quality, differentiated learning opportunities in writing through the development of consistent approaches to pedagogy and assessment. <p>Listening & Talking</p> <ul style="list-style-type: none"> ❖ To further develop good listening and talking skills across the school by adopting a consistent approach to pedagogy.
<p><i>School Priority 2: To raise attainment for all in numeracy and close the attainment gap by improving attainment</i></p> <p>Improve attainment in Numeracy and close the gap between the most and least disadvantaged children</p> <ul style="list-style-type: none"> ❖ To raise attainment in numeracy and maths across the school. ❖ To ensure all pupils receive high quality, differentiated learning opportunities in numeracy through the. ❖ Development of consistent approaches to pedagogy and assessment.
<p><i>School Priority 3: To develop the Children's Rights Agenda across the cluster. Dalmilling Primary to achieve the next level of Rights Respecting School Accreditation. Continue to improve children and young people's HWB</i></p> <p>Continue to improve children and young people's HWB; strengthen school's approaches to 3.1 and 2.4 to impact positively on pupil's HWB, attainment and achievement</p> <ul style="list-style-type: none"> ❖ Work collaboratively to develop the <i>Children's Rights Agenda</i> across the cluster and as a school, achieve the next level of accreditation. ❖ Redesign our HWB curriculum to ensure consistency, progression and innovative practice across school. ❖ Continue to promote high attendance and ensure pupils have the supports needed to foster good attendance habits. ❖ Support the inclusion of all learners within the school. ❖ Provide environments that are supportive and inclusive.

Capacity for improvement

The overarching focus for our continuous improvement journey is to raise attainment and achievement for all, embedding the vision of the National Improvement Framework within Dalmilling Primary School. Staff across the school are committed to developing their practice which has had a positive impact on outcomes for our learners across the school. Our School Improvement Priorities for Session 2023-2024 sets a clear path for future development. Our team is enthusiastic and committed to securing positive changes and improvements for all. Staff at all levels are encouraged to lead initiatives and share their learning with colleagues, pupils and parents. We will be welcoming 5 temporary teaching staff to the school next year and look forward to supporting them through induction and a well-planned professional learning programme.

Overall School Evaluation Session 2022-2023

Quality Indicator	School's Evaluation
1.2 Leadership of Change	Good
2.3 Learning, Teaching and Assessment	Good
3.1 Improving Wellbeing, Equality and Inclusion	Good
3.2 Raising Attainment and Achievement	Satisfactory