



Dalmilling Primary School



Standards and Quality Report 2023/2024

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.

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
- 4 Extended Learning Facility classes
- Accelerated Reading Library
- ICT suite
- Shared Gym hall and dining hall including stage area
- Meeting Room
- 2 Pupil Support Bases
- Nurture Room
- Sensory room and safe space
- Large outdoor space with tarmac and grass area

The school roll at the end of the session 2023/2024 was 337, including 30 pupils who attend our Extended Learning Facility (ELF) for young people with moderate to complex needs. Places within our Extended Learning Facility are given through a Central Admissions Group within the local authority. The majority of these children are working towards individual ASN milestones or at their own individual levels. 88% of our pupils live in deciles 1 or 2 and 48% 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 16 pupils who are care experienced, either currently or previously. In the academic year 2023/2024, our attendance was 89%, which is a 2% increase on last session. We had 14 half day exclusions relating to 2 pupils.

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 supportive. Almost all of our pupils are 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 mainly positive with high rankings by way of 'Strongly Agree' and 'Agree'.

We have a funded Breakfast Club, which provides healthy food from 8.30am-8.50am; between August 2023 and March 2024, an average of 65 pupils (20%) attended breakfast club daily.

Our Team

During the session 2023-2024 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.

Staffing	Core	Additionality through PEF
Leadership Team	HT, 2 x DHT's, 2 x PT's	
Teachers	18.9 FTE 8 FTE (ELF)	1.3 FTE
Pupil Support teacher	1.6 FTE	
School Assistants	326 hours (per week)	82.5 hours per week
Early Years Practitioners		1 Full time, 1 X 4 Days
Family Support Worker (Barnardos)		1 day per week
Senior Youth Worker		10 hours per week
Education Welfare Officer		3 days shared with Annbank
Experiential Learning	Swimming, Active Schools	Gymnastics, Drama, Dance

Our 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 provides additionality within our staffing. This helps us to support pupils to achieve their potential and allows us to 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, a Drawing and Talking intervention and Seasons for Growth.

In October 2023, there was a public consultation to move our Extended Learning Facility to Heathfield Primary School in August 2024. This is to create additional space for our projected increase in roll and to allow all children to be educated within the main building, and therefore the removal of temporary accommodation from our playground. A huge amount of planning and preparation has gone into this move to ensure smooth transitions for all pupils and staff members.

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, November 2019 and December 2022. 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?

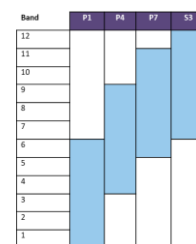
Literacy and English

Literacy and English Data Over Time

Primary 1																			
Session	17/18			18/19			19/20	20/21			21/22			22/23			23/24		
% Achieved Early	58			64				49			62			68			67		
Organisers Listening/Reading/Writing %	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	L 73	R 67	W 67
% ASN											36			40					
Primary 4																			
% Achieved 1 st	56			63				50			54			65			54		
Organisers Listening/Reading/Writing %	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	L 83	R 70	W 54
% ASN											47			41			36		
Primary 7																			
% Achieved 2 nd	50			70				62			57			69			67		
Organisers Listening/Reading/Writing %	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	L 92	R 81	W 69
% ASN											55			62%			45%		
% School Average	55			65				54			58			67			62		
% LA Average	78			80				68			68			71			79		

NSA Assessment Data Literacy

	P1 Literacy (Reading)					
P1 (28 pupils tested)	1	2	3	4	5	6
Percentage of pupils in this band	4%	14%	25%	29%	21%	7%



	P4 Literacy (Reading)						P4 Writing					
P4 (41 tested)	4	5	6	7	8	9	4	5	6	7	8	9
Percentage of pupils in this band	12%	10%	24%	22%	22%	10%	29%	20%	7%	24%	10%	10%

	P7 Literacy (Reading)						P7 Writing					
P7 (46 tested)	6	7	8	9	10	11	6	7	8	9	10	11
Percentage of pupils in this band	4%	2%	20%	50%	22%	2%	7%	17%	24%	24%	24%	4%

Primary 1

Despite achievement of milestones for pupils at the beginning of P1 being relatively low (46% of mainstream pupils achieving over 80% in literacy) the predicted levels of attainment across all areas improved from Term 1 to Term 3. Our pupils are making good progress in listening and talking, reading, and writing demonstrating impact of our play-based learning approaches and additional support through PEF funded Early Years Practitioner. Our NSA data supports our professional judgements in terms of pupil progress towards a level.

The year-on-year data shows a decrease in attainment in P1. Factors that have impacted this are a significantly smaller cohort, and last session we had no P1 pupils in the extended learning facility. This year we have five P1 pupils (15%) within the Extended Learning Facility and are working on Individual ASN Milestones.

Primary 4

Pupils in Primary 4 made good progress in listening and talking, with an increase of 7% compared to last session. There is also an increase of 3% in reading. Within writing our data at P4 has a decreased on last year by 11% which impacts our overall literacy attainment at P4. Looking at P4 data over time, reading has increased by 3% and writing has increased by 6%. Our NSA data has supported our professional judgements in terms of pupil progress towards a level as part of a range of assessment evidence.

Within Primary 4 we have 5 pupils (11%) who are within our Extended Learning Facility and are working on Individual ASN milestones or at their own individual level.

Primary 7

Pupils in Primary 7 have made good progress in all aspects of literacy. Within listening and talking there is an increase of 11% on last session, as well as an increase of 10% in reading and a 1% progress in writing. Literacy data over time for this cohort of pupils, from P4 to P7, there is an improvement of 17% which is evidence that we have raised attainment, overcome significant barriers and gained some of the lost learning through the pandemic. Our NSA data has supported our professional judgements in terms of pupil progress towards a level as part of a range of assessment evidence.

Within Primary 7 we have 2 pupils (4%) who are within our Extended Learning Facility and are working on Individual ASN milestones or significantly behind their peers.

School Average in Literacy Combined (P1, P4 and P7)

In terms of whole school average in Literacy, we have a dip of 5% on last year's literacy attainment, but we are still 4% ahead of overall literacy from the previous session 2021/2022. If we look at data over time in the year 2021/2022, when the current P4's and P7's were in P1 and P4, our overall literacy data has increased by 8%.

Year on year there is a fluctuation in terms of local authority averages, but their trends are increasing. Last session, the gap in literacy was reduced significantly to 4%, but this session it has increased to 12%. The average gap since session 2017/18 is 14% and this session our gap is 12%, which is less than the average gap.

Numeracy Data Over Time

Primary 1							
Session	17/18	18/19	19/20	20/21	21/22	22/23	23/24
% Achieved Early	81	81		82	67	86	67
					ASN 36%	ASN 40%	
Primary 4							
% Achieved 1 st	63	67		67	70	67	65
					ASN 47%	ASN 41%	ASN 36%
Primary 7							
% Achieved 2 nd	68	74		64	61	69	67
					ASN 55%	ASN 62%	ASN 45%
School Average	73	74		70	64	70	66
% LA Average	85	84		77	80	83	85

NSA Assessment Data Numeracy

P1 Numeracy (28 pupils tested)						
Band	1	2	3	4	5	6
Percentage of pupils in this band	0%	4%	25%	39%	25%	7%

P4 Numeracy (41 pupils tested)						
Band	4	5	6	7	8	9
Percentage of pupils in this band	15%	20%	22%	24%	7%	12%

P7 Numeracy (46 pupils tested)						
Band	6	7	8	9	10	11
Percentage of pupils in this band	2%	35%	15%	26%	12%	10%

Primary 1

Despite achievement of milestones for pupils at the beginning of P1 being relatively low (46% of mainstream pupils achieving over 80% in numeracy milestones at the end of anti-pre) 67% of our P1 pupils achieved early level in numeracy. The attainment in numeracy in P1 has fallen compared to last session. This year there was a smaller intake at Primary 1 where we had 34 pupils compared to 48 pupils the year before. Five of our Primary 1 pupils (15%) are within the Extended Learning Facility and are working on Individual ASN Milestones.

Primary 4

In P4 the year-on-year progress in numeracy has decreased by 2%. Looking at this cohort over time there is a drop in attainment levels by 17% compared to their P1 levels. This year group's education was impacted significantly by COVID-19; in addition, 36% of learners in this year group are on staged intervention because of gaps in learning or progress not being made at an appropriate pace. Within the

last 16 weeks of the school year, we discussed the attainment of this cohort with our Numeracy Development Officer, who then worked alongside teaching staff and support assistants to upskill staff in the teaching and support of numeracy. We are optimistic that moving forwards, school improvements in numeracy and assessment development will support the raising of attainment with this cohort of pupils.

Within Primary 4 we have 5 pupils (11%) who are within our Extended Learning Facility and are working on Individual ASN milestones or at their own individual level.

Primary 7

Progress in numeracy has decreased on last year by 2%. Looking at this cohort over time we have sustained the levels of attainment at 67% from when they were in P4. There are high levels of additional support needs within this year group, and they have been heavily supported by our Pupil Support Teacher; individuals have used dyslexia friendly strategies to support their learning.

Within Primary 7 we have 2 pupils (4%) who are within our Extended Learning Facility and are working on Individual ASN milestones or significantly behind their peers.

School Average in Numeracy Combined (P1, P4 and P7)

In terms of whole school average in Numeracy, we have a 4% decrease compared to last session's level, but we are still 2% ahead of the previous year. There has been a heavy focus on changing pedagogy in literacy this year and the positive impact of this is evident in overall literacy progress. We are optimistic that, moving forward, improvements in numeracy and assessment development will support the raising of attainment within numeracy. There will be plans to moderate within numeracy next session. Our NSA data has supported our professional judgements in terms of pupil progress towards a level as part of a range of assessment evidence.

Last session, the gap in numeracy was reduced to 9%, but this session our P1, P4 and P7 data dipped by 8% and the local authority data has gone up by 3%, giving an increased overall gap compared to last session. Whilst there is scope for improvement in numeracy with the local authority data increasing at 2% (or 3% annually over the last few years) it is an ongoing challenge to close this gap. This challenge is due to a huge range of factors relating to poverty, cohorts of children, attendance and additional support needs, of which we work hard to overcome.

**Our Priorities
Progress, Impact and Next Steps**



Target: To raise attainment for all in literacy and close the attainment gap

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

Progress and Impact

Science of Reading

- ✓ Development of whole school reading approach, including an intensive bespoke program of professional learning in relation to the Science of Reading. This includes Local Authority events, individual school events and one to one staff coaching sessions. This has resulted in the upskilling of staff in improving pedagogical approaches and has improved consistency and staff confidence in teaching reading.
- ✓ Our 'Literacy Lounge' has been created to give a centralised location for literacy resources that are easily accessible for staff, including new progressive fully and partially decodable reading books and associated resources to support learning and teaching.
- ✓ Implementation of a whole school systematic scoping sequence for the teaching of phonics, to ensure progression and consistency of approach with teaching phonics.
- ✓ Whole school reading tracker and planning document created to include the new reading books, to ensure a coherent progression across the school to support learning and teaching and transition.
- ✓ Improvement in assessment of literacy by way of phonics and fluency, supporting staff with the planning of learning and teaching.
- ✓ Literacy policy developed to ensure clear expectations of learning and teaching, including expectations by way of pace with phonics lessons four times a week as a minimum, decoding and encoding (oral then written) and an expectation of 2 sounds a week. This allows us to map pace of learning across the school.
- ✓ All classrooms have an alphabetic chart poster distributed and displayed in all classrooms, offering consistency in language and approaches.

- ✓ Quality Assurance visits have had a focus on literacy. Improvements have been evident across the school in terms of consistent approaches to learning and teaching, including the non-negotiables and expectation in terms of literacy.
- ✓ School literacy leads have participated in additional professional learning sessions. This includes Reading Leaders events and Talk for Writing development with national representatives, resulting in further development of a whole school planner and resourcing to support learning and teaching.
- ✓ Improvements have been made in terms of our whole school reading culture, working towards our Reading Schools Accreditation. This has included participation in national events such as World Book Day and the Literature Scotland Event (Kilts), monthly library visits, buddy reading, pupil groups (The Page Turner Crew), Strive for 5 initiative, Readingwise and book swaps and a staff book group.
- ✓ Most parents have attended a parental engagement event throughout the year, including 'Supporting your Child with Learning to Read', 'Read, Write, Count Parent Sessions', 'Catch up club (P1-P3)', 'Time with me Sessions' and 'Sharing the Learning'.
- ✓ Readingwise and Zip Phonics are embedded in most classes and there are more pupils using iPads to access interventions in class, which avoids extraction of pupils from class and is building sustainability of the intervention.
- ✓ Achievement of the Inclusive Practice Award driven by our Pupil Support Teacher and DHT. Recognising the use of class toolkits, staff training on dyslexia and neurodiversity. This has also supported 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.
- ✓ Engagement of all teaching staff in the Speech and Language Communication Friendly Environments training, working towards accreditation. This has resulted in classroom environments improving, with children mainly engaged in learning.
- ✓ Regular self-evaluation visits were made throughout the year within the context of Speech and Language Communication Learning Environments (November, February, April and June). Classrooms were monitored, evidence of good practice was discussed, including areas for improvement.
 - Initially it was commented that classrooms were calm environments and all pupils appeared engaged in learning during the initial whole school walk round. Some classrooms had made very good use of space and had created different zones in their rooms, allowing for calm zones and reading areas. A continued focus highlighted was improving the consistency of visuals and use of boardmaker.
 - Further improvements were noted during a visit in April. It was noted all classrooms displayed a visual timetable with almost all using boardmaker for this. Most learning resources were labelled and easily accessible for pupils. The majority of displays evidenced pupil voice.
 - Huge improvements in learning environments were noted in June. It was highlighted that boardmaker was used in all classrooms, with almost all using this as their visual timetable. Labels had visuals and most resources were well labelled and accessible for pupils. Zones of the classroom were clearly labelled and almost all classrooms had created a calm, well organised learning environment. All staff have boardmaker symbols on their lanyards to support communication. Zones of regulation are used consistently across the school.
- ✓ All staff have participated in the Adaptative Learning and Teaching pilot by Education Scotland. In June 2023, 95% of our teaching staff had completed some CLPL within the last two years on differentiation. This is now 100% of all teaching staff.
- ✓ Teaching staff confidence has improved as a result of the pilot evidenced by the pre project and post project staff confidence surveys.
 - Surveys within the following areas were conducted in June 2023 and again in June 2024, indicating staff confidence improved:
 - Planning for differentiation
 - Differentiating during a lesson
 - Ability to challenge pupils
 - Supporting children with additional support needs
- ✓ All teaching staff read an extract from 'Adaptability: An Important capacity for effective teachers' by Collie, R.J., & Martin, A.J. (2016). Most teaching staff then went on to read 'The Inclusive Classroom' by Daniel Sobel and Sara Alston during a Professional Reading Book Group. Staff made changes to their practice through advice from this text along with learning from the Adaptive Learning and Teaching sessions led by Education Scotland.
- ✓ All teaching staff, in September 2023, evaluated what they were already doing well in relation to the three areas of an adaptive learning environment (Physical environment, social environment, structures and routines in the environment). All teaching staff then considered what further adaptation they could make. Examples included flexible seating, visual timetables, stuck boards, noise management tools, consistent labelling, zones of regulation use and much more. All were in place by December 2023 and many of these adaptations were highlighted as good practice during our South Ayrshire Communication Friendly visits. During a walk round from our attainment advisor in October 2023, she also noted that most staff had implemented more than one adaptation in their classrooms. She noted that most staff could talk confidently about their adaptations, and it was clearly evident that it had been implemented in their classrooms. Additionally, some learners were able to talk confidently about their learning environment and the changes made.



- ✓ Adaptive learning environment principles now linked to classroom observation templates as part of the non-negotiables.
- ✓ All staff have engaged in training to scaffold learners in Literacy, led by Laura McGinlay, Education officer. They evaluated their understanding of the term 'scaffolding' prior to the session and their confidence in different scaffolding strategies, such as writing frames, pre-teaching vocabulary, use of ICT, Learning Intentions and Success Criteria. For all teachers, their understanding and confidence in different strategies increased by the end of the session.
- ✓ One of our adaptive Learning and Teaching key leads created a policy which included capturing the views of Primary 7 pupils. This supports staff in planning to make adaptations within their class.
- ✓ All staff participated in training by George Milliken, from the digital team. He shared some of the existing digital tools available to help support learners who may struggle with tasks. The majority of staff have since used some of these digital tools to support learners in their class.

PEF Funded Initiatives

- ✓ Increased School Assistant hours has enabled some classes to be supported by an additional adult during literacy sessions. This support has helped pupils with literacy targets to support pupil progress.
- ✓ Play-based learning approaches are established in P1 and P2 and are supported by EYP's supporting our pupils to develop language and communication skills.
- ✓ Our EYP supported pupils with significant improvements in attention, engagement with texts and retelling stories.

Next Steps

- ✓ Planned professional learning alongside South Ayrshire Reads to include opportunities to engage with partner schools within the local authority.
- ✓ Planned professional learning sessions to further develop adaptive learning and teaching based on self-evaluation from Year 1.
- ✓ Ensure data driven interventions with early identification of predicted attainment levels and target groups.
- ✓ Planned collegiate time to focus on improving writing across the school.
- ✓ Planned opportunities to use GL and NSA to support learning and teaching.
- ✓ Continue our Reading Schools journey to include improved parental engagement, local library links, celebrations of success and school library development.
- ✓ Increase the use of visuals and consistency. Ensure timetable is displayed in same area in each classroom in same orientation and that visuals used to represent zones of regulation remain consistent.
- ✓ Continue to develop parental engagement events to encourage family participation and learning.
- ✓ Monitor the amount of information displayed in classrooms and the height this is displayed at. Be aware of too much visual noise (displays with too much information causing visual over stimulation).
- ✓ Accreditation Learning Environment Badge visit booked for Tuesday 17th September 2024.
- ✓ Ensure quality conversations are held between staff and learners around the learning environment and how it can be improved with use of the Wee HGIOS discussion templates as required.
- ✓ Complete sensory audit in all classrooms as auditors highlighted temperature and lighting as an area for improvement in classrooms.
- ✓ Share Adaptive Learning and Teaching policy with all staff and discuss how to use this alongside the resources provided from Education Scotland through the thinglink.
- ✓ Continue to improve the use of digital tools to support learners.
- ✓ Consider how we challenge learners, including highly able learners. Ensure learning is allowing pupils to extend their learning further e.g.
 - Depth – applying the new learning in a different level of thinking e.g. Blooms tasks
 - Challenge – attempting work with less support, fewer scaffolds, or multi-step
 - Application – opportunity to apply the learned skill in a new or unfamiliar context

Target: To raise attainment for all in numeracy and close the attainment gap

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

Progress and Impact

- Our school Maths Champion has supported staff (5 new teachers joined 23/34) using coaching, mentoring and team-teaching approaches. This has raised confidence of new staff in delivery of CPA approaches through use of concrete materials.
- Our local authority Numeracy Development Officer supported staff within P3 and P4 with Concrete, Pictorial and Abstract approaches in numeracy, as well as intervention-based support approach. Staff gained confidence in supporting learners to overcome difficulties and improve mathematical mindset in numeracy and maths.
- Outdoor learning maths opportunities have been created and delivered to all pupils; ensuring sustainable resources and lessons have been created for all levels. This has supported teachers in planning progressive numeracy lessons outdoors.

- Contextualised number talks assessments have been effective in demonstrating progress made in using number at P1 and P2.
- CLPL opportunities have been sought by staff through the Ayr cluster mastermind padlet. Feedback from this has been positive. This ensures that teachers are providing children with engaging, contextualised maths learning.
- An assessment working party established the need for further assessment in numeracy and maths. We met with other schools and agreed to trial Headstart Maths assessments to support assessment and planning for next steps in numeracy and maths.
- Some staff have engaged in training to scaffold learners in Numeracy, led by Nanette Brotherwood, Education Officer.

PEF Funded Initiatives

- Our EYP supported pupils with: Improved confidence in maths by consolidation of ongoing learning and teaching and exploring concepts.
- Our local authority Numeracy Development Officer has supported 2 school assistants to support boost groups with a numeracy focus in P3 and P4.

Next Steps

- Learning visits next session will be peer learning visits and have a focus on numeracy to ensure consistency of teaching approaches across the school.
- Further increase opportunities for outdoor learning.
- Planning creative family learning opportunities to increase confidence in our families when supporting their child's learning.
- Ensure data driven interventions with early identification of predicted attainment levels and target groups.
- Further professional dialogue opportunities to be created through continuation of peer assessment (across schools).
- Implementing further assessment of numeracy and maths to support learning and teaching.
- Planned opportunities to use GL and NSA to support learning and teaching.
- Our Maths Champion will continue to support staff using coaching, mentoring and team teaching approaches.
- Effectively plan/timetable outdoor maths learning areas and ensure equity of opportunity for all pupils.

School Priority 3 :

To develop Children's Rights Agenda across the cluster

To continue to improve children and young people's HWB

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

Progress and Impact

- ✓ Pupils recognise our value of 'We Care' and this is celebrated throughout the school e.g. assembly and classroom discussions.
- ✓ Our EYPs have supported pupils' outdoor learning where play was used to focus on developing gross and fine motor skills. This included: chalk drawing, painting, necklace making, den building, obstacle courses and many other craft activities.
- ✓ All staff offered termly pastoral check-ins with member of the Leadership Team to create space and time to talk.
- ✓ 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.
- ✓ Our assemblies have been developed to include: Rights Respecting Schools, The Resilience Alphabet, Makaton Sign of the Week, Wellbeing Indicators and Wider Achievements providing pupils and staff with whole school learning opportunities as well as tools and techniques to support building resilience and wellbeing. Pupils have an increased knowledge of their rights, recognise the rights of others and can exercise these rights.
- ✓ Our after-school club offering has improved with a range of sporting activities, music, arts and crafts, which have promoted children's mental wellbeing and given the children opportunity to develop their skills within the context of their interests.
- ✓ All Primary 5 pupils participated in the FEVA programme whereby they completed environmental audits to plan improvements for their community.
- ✓ A successful mental health week ran in February with children engaging in a range of activities designed to support their knowledge of and the development of good mental wellbeing. This year's theme was My Voice Matters and was about empowering children and young people by providing them with the tools they need to express themselves.



- ✓ Our Outdoor Learning experiences have 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.
- ✓ Throughout Term 3, tracking and monitoring meetings and analysis of our achievement tracker has enabled us to evaluate engagement and participation across the school and discuss the impact of these activities.
- ✓ Working closely with our partners through our monthly Team Around Dalmilling project to ensure that we provide pupils with the experience of the activity before attending local authority events. PEF supported participation at events.
- ✓ Together our young people and the school community learn about children’s rights and articles regularly in class and assemblies.
- ✓ Pupils have an increased involvement in school activities and in the wider life of the school through the use of WEE HGIOS and pupil groups.
- ✓ Our anti-racism group has developed an awareness raising short film alongside a local film company. This is in the process of being edited for release in September 2024.
- ✓ Staff have participated in training to ensure a full understanding of the UNCRC and associated articles.



PEF Funded Initiatives

- ✓ Pupil Equity Funded Barnardo’s worker supported targeted pupils and families with bespoke support depending on need.
- ✓ Our Education Welfare Officer has built strong relationships within our community supporting attendance at school, signposting to welfare services and developing a community food and household items bank.
- ✓ Our attendance for the session 2023-2024 increased by 2% increase equating to an increase of over 1356 school days for our children attending school.
- ✓ 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.
- ✓ Our EYP’s have developed the use of our outdoor space allowing our P1 and P2 pupils to engage in a range of activity such as the balance bike and pedal bike programme and loose parts play.
- ✓ Our outdoor area had been developed through painted playground games encouraging activity and permanent basketball net resulting in improved behaviour in the playground as engagement and participation in games have improved.
- ✓ All classes have accessed gymnastics at a local Gymnastics Club for the 4th year in a row. 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.
- ✓ Youth Worker supported P4 to P7 pupils with therapeutic approaches to wellbeing through art resulting in improved pupil behaviour and concentration.
- ✓ Through adapting learning environments and adapting teaching, almost all pupils work within their classroom environment and engage in learning most of the time. We have reduced the number of children who require an alternative learning environment to their classroom from 10 pupils to 3 pupils.
- ✓ Majority of staff have some training in Makaton, with some completing their level 1 Makaton training. This allows staff to communicate more effectively with all learners.
- ✓ Primary 7 pupils participated in a pilot programme, led by UWS in partnership with the local authority and Ayr United, with the aim of using sport and activities to address challenges that pupils face at school.
- ✓ 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:

- ✓ HWB curriculum being reviewed next session and adapted using Treetop Resource.
- ✓ Continue to offer a range of provisions to promote health and wellbeing through PEF and Team Around Dalmilling projects
- ✓ Development of nurture through Local Authority fidelity model.
- ✓ Develop Helping Hands Boxes to include resources to help pupils relax, focus and regulate.

- ✓ Continue to foster and increase a positive culture within the school where there is continued mutual respect and our value of 'We Care' is transparent.
- ✓ Pupils and families will fully uphold the right in having an education; attendance will increase as well as pupil engagement and having a sense of belonging to Dalmilling.
- ✓ Increased education on global citizenship to facilitate children believing they can change the world for the better whilst empowering our pupils to make changes.
- ✓ Use of the Lundy Model of Participation to evaluate good practice for Gold evaluation in October/November.

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 are working towards achieving high standards by strategically agreeing expectations and working towards these. 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. We worked collegiately with the staff team to agree our minimum expectations at Dalmilling and have made very good progress in achieving consistency across the school.

Strategic planning for continuous improvement

Our leadership team has clear remits that are drawn from the strengths and skills of the team. We recognise that staff are our best resource and to continue on our school improvement journey we are committed to continuing to improvements 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 Wee How Good is Our School toolkit. Improvements have been made and shared at assembly. We protect staff meeting time for a range of high quality activities and professional learning, 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, RRS, 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 whereby 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. All teaching staff have been involved in a cluster practitioner enquiry and were able to present on the impact the changes had on their pupils.

Quality Indicator: 2.3 Learning, teaching and assessment

Learning and engagement

Our core value of 'We Care' permeates our school and this underpins our positive ethos and nurturing culture of inclusion. This compliments our commitment to developing the use of Children's Rights. As a school, we understand the difference between equality and equity. We recognise the diverse needs and complexity of our learning community. Our committed and experienced staff have a very good knowledge of individual children, their strengths, learning needs and social and emotional needs. Positive relationships and nurturing approaches are fundamental to us experiencing success within our school community. Our children respond positively to calm and consistent approaches which are supported by our positive relationships policy. Many of our children recognise school as a safe place due to the nurturing and inclusive nature of the school. Most children are well behaved, polite and take pride in their school. A few children have individual wellbeing plans to support their social and emotional development. Almost all children are motivated and engage with learning. Smaller class sizes are helping to ensure children are motivated and interacting positively with peers and staff. Our work in relation to the Communication Friendly Environment Accreditation has supported pupil learning and engagement through development of consistent methods for communication and improvements in creating calm, nurturing and engaging classrooms. Our children are given opportunities to engage with the wider life of the school through extra-curricular activity, pupil voice and wider achievement. Creative approaches are used for pupils to learn beyond the school day. Our teachers use a range of learning and teaching strategies as well as planned activities and experiences to provide enjoyment and support engagement and learning. Creative use of learning spaces both within and out with classrooms have allowed our staff to use our environment

more effectively to support pupil need and allow pupils to think, talk, play, learn and keep calm. Planning and systems are in place to ensure that we work to close the experiences gap whilst being mindful of the cost of the school day.

Quality of Teaching

All teaching staff engage with our Dalmilling Way Guidance which details our 'non-negotiables'. This approach has improved consistency across the school in learning and teaching. It details minimum expectations and is used as a focus for learning visits and self-evaluation. In all classes staff share learning intentions, success criteria and understand the purpose of their learning. Staff use questioning effectively to develop pupil understanding. In almost all classes children experience engaging starters, shared success criteria and effective questioning and a plenary. Staff plan to ensure that children have opportunities to experience success in learning through adaptive learning approaches. Children experience pace and challenge in the majority of classes. Staff are becoming more confident in how to improve pupil attainment through their own skills and expertise which has resulted in improvements within pace of learning. Teaching staff are deployed taking account of their strengths, skills, and experience. All teaching staff use digital technologies regularly to support learning and for delivery of the curriculum. All teaching staff are involved in the adaptive learning and teaching programme and are becoming more confident in implementing approaches and articulating how they have adapted their teaching to support learning and teaching. All staff have experienced a high-quality programme of professional learning which has had a positive impact on staff development and approaches within reading. This has resulted in improved consistency in the teaching of reading. Staff working in P1 and P2 have embedded play based learning approaches. Children respond well to the planned experiences supported by our PEF funded EYP's. To allow collegiate working, time is provided for staff to plan together and respond to pupil need. Verbal feedback is given through lessons as part of learning and teaching to support children to be successful in their learning and understand their next steps. Our pupils have an array of opportunities for pupil voice and choice in their learning which supports them to become more independent. Additionality in staffing through PEF allows us to plan to support pupils who may require additional explicit teaching or scaffolding of learning to be successful and make progress towards their expected level. We have a good range of digital technology within classes and an ICT suite. This is used to support learning and teaching across the curriculum.

Effective use of Assessment

We have clear links between our planning, assessing and reporting. Our teachers use a range of assessments to support teacher judgements. 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 adapted to meet learner need. Most teaching staff are confident in the use of a range of assessment information to plan appropriate interventions and can discuss with the leadership team. STINT paperwork is used effectively to support the needs of learners and children have opportunities 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. Improvements have been made in terms of pupil target setting. Children are beginning to be aware of their individual targets. All staff share the purpose for lessons through learning intentions and success criteria. Staff have planned opportunities to engage in moderation activity within the staff team and also within our cluster of schools. Robust transition planning is in place both in terms of key transition stages and with movement through stages.

Planning, Tracking and Monitoring

Our curriculum planning includes a termly overview, which details Experiences, Outcomes and Context. We have developed our planning to ensure that it is purposeful, child centred and efficient in terms of time. Outcomes are tracked in terms of coverage across a level which also supports transitions. All staff have short term planning in the format of weekly or daily plans. South Ayrshire Frameworks are used as a toolkit to support longer term planning and progression. Our tracking system supports effective data analysis and allows us to monitor cohorts of pupils e.g. care experience. We can review the effectiveness of interventions as well as track attainment at individual, class and stage. Termly tracking and monitoring meetings allow professional dialogue to discuss assessments, predicted ACEL levels, attendance and pupil progress. We identify pupils who require support and plan targeted or group support where required. We have embedded Team Around the Class meetings to discuss progress and impact, and these are led by the class teacher. The schools clear PEF rationale ensures effective planning which provides highly effective interventions and supports for our young people and families.

Quality Indicator: 3.1 Ensuring wellbeing, equality and inclusion

Wellbeing

Positive relationships are key at Dalmilling. Almost all of our pupils behave well. We prioritise the wellbeing of our children and families and have a very welcoming and nurturing ethos demonstrating our core value of 'We Care'. Our whole school approach to nurture ensures that all children benefit from a caring, supportive ethos from staff across the school universally and targeted. 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. Staff feel valued and supported through a variety of methods; staff wellbeing events, 'Pastoral Check-ins' and 'Think Tanks'. Pupils have the opportunities to discuss wellbeing indicators with a familiar adult and are able to reflect discuss the indicators and relate to their own circumstances. Staff understand and apply the principles of GIRFEC wellbeing indicators. Children Rights are promoted across the school. They are aware of UNCRC and are able to talk about their rights and how these impact them at school, home and within the wider community whilst working towards the gold accreditation. Children with additional support needs are supported well within our school. The school team community and local authority partners work

very well together to provide an inclusive, safe and secure learning environment for all children. This year we have developed a stronger sense of pupil voice.

New families are supported very well as they join our school community. There is a wide range of ways in which the school sensitively engages and supports families. Pastoral care of children and families is very strong. Our free school breakfast club enables children to benefit from a nutritious meal to start the day and engage in positive social interaction both at the breakfast club and throughout the day. Effective, enhanced transitions are in place to support learners, continuity and progression from EYC to P1 and from P7-S1. Quality staged Intervention Action Plans are shared with children and parents/carers to ensure there is a shared understanding of progress and next steps. Within assemblies resilience alphabet shared, Pupil of the week, Wellbeing Indicators and Rights Respecting Information shared weekly.

Fulfilment of Statutory Duties

Robust supports are in place to ensure children feel safe and cared for in school and receive help when they need it. All staff across the school have received awareness training on Child Protection and are aware of their roles and responsibilities to protect the safety and wellbeing of our children. Information is provided for visitors, students and parent helps. All staff are aware and confident in duties relating to GIRFEC, GTCS Standards and Code of Conduct. Our rigorous systems ensure we monitor and track the progress of all learners. There is a clear focus on learners with ASN and those in receipt of FME, and Young Carers. We have stringent procedures in place for the administration of medicine in school. A number of strategies have been used to improve attendance. Staff consistently engage with parents to improve and promote good attendance. Overall this has had a positive impact. Attendance continues to be rigorously tracked and monitored weekly and appropriate action taken to ensure our learners access education. Educational Welfare Officer position created within the school to improve attendance and support families. Regular Team with the Family meetings we identify barriers to learning and discuss with parents.

Inclusion and Equality

Staff promote diversity, equity and inclusion to ensure all children are included and involved in the life of the school. Children are encouraged to be inclusive and supportive of each other. There is a clear understanding of the needs of children in school. Staff use ASN data to plan learning experiences. Regular communication and the tracking of support needs and progress, ensures supports are targeted appropriately and children's needs are being met. Children respond well to our consistent approaches to promoting a positive ethos and behaviour strategy. Staff work very hard and engage with partners to mitigate against exclusions from school, although they have increased this year. Staff have a very good understanding of the socio-economic context of our school and the important focus of 'closing the gap'. Staff have committed to delivering a range of after school and lunch time activities to enrich children's wider achievement and skills and participate in wider life of school. Staff are clear about how they raise a wellbeing concern about a child. This ensures children receive the help and support they need at the earliest stages. Robust data on a variety of areas ensure is available to class teachers and help to ensure inclusion and equity. Effective supports and tracking are in place and interventions closely monitored and evaluated. The SLT regularly review the support needs across the school to ensure resources, including school assistants, are targeted to best meet the needs of children. A detailed and robust plan is in place to drive improvement using our pupil equity funding. Pupils within our Extended Learning Facility access mainstream to enhance their experiences where appropriate. Pupil Support Teacher and Pupil Support Assistants support targeted pupils. 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. 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 used visuals to support a range of learners. 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 needs and therefore are on staged intervention.

Quality Indicator: 3.2 Raising attainment and achievement

Self-Evaluation:

Attainment in Literacy and Numeracy:

Within Dalmilling we continue to work towards have high expectations of all our learners. Attainment levels in literacy and numeracy are below local authority and national averages. As attainment within the local authority improves in literacy and numeracy the gap has widened this year although there is evidence in previous years that the gap has been narrowed.

In literacy overall at P1, P4 and P7 combined the majority of pupils are on track and making appropriate progress. In Talking and Listening at P1, P4 and P7 combined most children have made good progress. Within reading and writing at P1, P4 and P7 combined, the majority of children have made good progress. In numeracy, the majority of pupils are on track and have made good progress. Overall, the majority of children are expected to achieve in line with national expectations. Children are benefitting from the clear focus on raising attainment in reading, writing and numeracy within the School Improvement Plan. Careful timetabling ensures frequent and high-quality learning in literacy and numeracy. Where children are not making the expected progress there are clear plans in place to support children.

We recognise there is scope to make further improvements within attainment in literacy and numeracy. Our school improvement journey has been focused on ensuring that staff are upskilled in understanding pedagogy to support the improvement of learning and teaching. Through the work we have undertaken with developing language and communication

our listening and talking is strong. 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 support them to achieve their potential.

Attendance levels are carefully tracked and monitored. General school attendance falls below the Authority and National average however we are making progress in closing this gap. There are clear strategies in place to address low attendance and enable engagement with parents at the earliest opportunity.

Attainment Over Time

A whole school overview of attainment has been developed which enables staff to understand the added value of children's progress. This work is impacting positively on children's levels of attainment in literacy, numeracy and health and wellbeing. There is evidence of children who are making very good progress from prior levels of attainment and the school is well-placed to raise attainment for all. 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 staff are becoming more 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:

Activity	Pupil Numbers
House Captain/Prefects	16
Superteams Event	8
Sportshall Athletics	24
Cross Country	26
Ayrshire Dance Competition	51
Dancemania Showcase	10
Football Events	50
Gymnastics Competition	10
Ayrshire Handball Competition	13
Ayrshire Netball Competition	9
Euroquiz	4
Ayrshire Music Festival	25
Livewire Show in A Week	45
Livewire Christmas Event	70
Playground Improvements	340 (all)
Gymnastics input	340 (all)
Junior Dukes Wider Achievement Award	340 (all)
Hi-5 Award – Drama Project	25
School Trips	100
Anti-racism Education	50
Allotment Group	15
Pupil Groups	30
Hot Chocolate Friday	17 (per week)
P4 Youth Club	25

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. Range of barriers. We work with partners to mitigate against these barriers as a result... Impact of PEF planning – outcomes – strategies – summarise high level messages – reducing barriers – promoting equalities.

Our Key priorities for improvement for 2024/2025

Priority 1:

Raising attainment in Literacy

Priority 2:

Raising attainment in Numeracy

Priority 3:

**Developing Children's Rights Agenda across the cluster
Reaching next level of Rights Respecting School Accreditation**

Improving children and young people's HWB

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 are moving through a period of change in terms of our Extended Learning Facility moving to Heathfield Primary School within which 10 staff members and 30 children are moving on. We are confident there will be many positives within this such as more flexibility of space within our building and potentially an increased school roll.

Overall School Evaluation Session 2023-2024

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