



Dalmilling Primary School



Standards and Quality Report 2024/2025

Our Standards and Quality Report

This report provides an overview of the context and background of Dalmilling Primary School. It outlines the key work undertaken over the past year, highlighting our strengths as well as areas for continued development. These findings will inform our improvement priorities for the upcoming session.

Our School Locality

Dalmilling Primary School is situated in North Ayr, within the town of Ayr in South Ayrshire, southwest Scotland. The school serves the Dalmilling community, located near areas such as Lochside and Whitlets. The catchment area is ranked in the lower deciles of the Scottish Index of Multiple Deprivation (SIMD). Many families experience economic disadvantage, which can impact attendance, readiness to learn, and access to wider learning opportunities. A significant proportion of pupils receive Free School Meals (FSM) and clothing grants, reflecting levels of financial need. The school works closely with local agencies including social work, health visitors, Family Support Workers, and South Ayrshire Council services. We have strong links with our local early years settings and the associated secondary school, Ayr Academy, which helps to support effective transitions. We have good levels of parental engagement, but this can be impacted by external pressures, such as employment, housing, or health challenges. The school uses targeted initiatives to build relationships with families and increase home-school communication. Dalmilling Primary places a strong emphasis on nurture, wellbeing, and inclusive practices in response to these needs.

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:

- 12 Mainstream classes
- Accelerated Reading library
- ICT suite
- Shared gym hall and dining hall including stage area
- Meeting room
- Music/GP 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 2024/2025 was 304. Within our school, 87% of our pupils live in deciles 1 or 2, and 155 are registered for Free School Meals and the Clothing Grant. 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 13 pupils who are care experienced, either currently or previously. In the academic year 2024/2025, our attendance was 91%, which is a 2% increase on last session. We had 14 half day exclusions relating to 2 pupils.

The school leadership team consists of a Head Teacher, two Depute Head Teachers and two Principal Teachers. Within our core staff we have 12.7FTE in teaching staff; we also employ 6 full time and 3 part time school assistants. We use Pupil Equity Funding to enhance this staffing with some additional teacher hours, school assistant hours, early years practitioner hours and an education welfare officer. We have 3 part-time clerical staff, a janitor, cleaning staff and catering staff. Our staff are dedicated, caring and hard working. They work very effectively as part of a team to deliver positive experiences for our learners.

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 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 2024 and March 2025, an average of 65 pupils (20%) attended breakfast club daily.

Our Previous School Visits Sampling Pupils' Experiences

The school was inspected by His Majesty's Inspectorate in December 2024, and was validated as being Good within 2.3 – Learning, Teaching and Assessment, and in 3.2 – Raising Attainment and Achievement. Previous inspection was in January 2010 by Her Majesty's Inspectors of Education (HMIE).

The school was also 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?

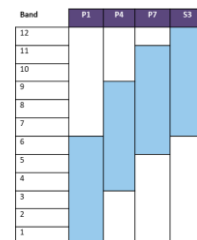
Literacy and English

Literacy and English Data Over Time

Primary 1																			
Session	18/19			19/20	20/21			21/22			22/23			23/24			24/25		
% Achieved Early	64				49			62			68			65			67		
Organisers Listening/Reading/Writing %	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	L 81	R 77	W 70
% ASN											36			40					
Primary 4																			
% Achieved 1 st	63				50			54			65			54			60		
Organisers Listening/Reading/Writing %	L 70	R 65	W 56		L 77	R 66	W 54	L 76	R 63	W 54	L 77	R 67	W 64	L 76	R 63	W 54	L 77	R 68	W 60
% ASN											47			41			36		
Primary 7																			
% Achieved 2 nd	70				62			57			69			67			62		
Organisers Listening/Reading/Writing %	L 70	R 68	W 50		L 73	R 73	W 64	L 80	R 66	W 61	L 81	R 71	W 68	L 92	R 81	W 69	L 88	R 79	W 62
% ASN											55			62%			51%		
% School Average	65				54			58			67			62			63		
% LA Average	80				68			68			71			79			78		

NSA Assessment Data Literacy

NSA results are reported on a 12-band scale, with *Band 1* being the lowest and *Band 12* the highest. Pupils move up the bands as they develop their skills and understanding.



	P1 Literacy (Reading)					
P1	1	2	3	4	5	6
2023/2024 Percentage of pupils in band (28 Pupils)	4%	14%	25%	29%	21%	7%
2024/2025 Percentage of pupils in band (38 Pupils)	2%	9%	16%	18%	34%	21%

	P4 Reading						P4 Writing					
	4	5	6	7	8	9	4	5	6	7	8	9
2023/2024 Percentage of pupils in band (41 Pupils)	12%	10%	24%	22%	22%	10%	29%	20%	7%	24%	10%	10%
2024/2025 Percentage of pupils in band (45 Pupils)	13%	11%	9%	22%	24%	21%	27%	4%	11%	27%	18%	13%

	P7 Reading						P7 Writing					
	6	7	8	9	10	11	6	7	8	9	10	11
2023/2024 Percentage of pupils in band (46 Pupils)	4%	2%	20%	50%	22%	2%	7%	17%	24%	24%	24%	4%
2024/2025 Percentage of pupils in band (38 Pupils)	8%	18%	24%	26%	18%	6%	15%	21%	26%	16%	11%	11%

Use of NSA Data within Literacy

NSA data continues to support our professional judgements as part of a broad range of assessment evidence used to track pupil progress towards achieving a level.

Primary 1

- 52% of our pupils achieved all the developmental milestones in pre-school nursery. Most P1 pupils (81%) are achieving expected levels in Listening and Talking, with the most children making good progress in Reading (77%) and the majority of children making good progress in Writing (70%). This demonstrates that children make good progress in P1, compared to prior levels of attainment.
- NSA results show a 16% increase in the number of pupils scoring in Band 4 or above, highlighting the positive impact of our play-based learning approaches and the targeted support of our PEF-funded Early Years Practitioner.
- Year-on-year, literacy attainment in P1 has increased by 2% overall.

Primary 4

- Most of our P4 pupils are making good progress in Listening and Talking (77%), and the majority of children are making good progress in Reading (68%), and Writing (60%).
- NSA data shows a 13% increase in pupils scoring Band 7 or above in Reading, and a 14% increase in Writing.
- ACEL data reflects a 6% increase in literacy attainment since last year, although there is a 2% decrease overall since P1 for this cohort.

Primary 7

- Most P7 pupils have made good progress in Listening and Talking (88%) and Reading (79%), with the majority achieving expected levels in Writing (62%).
- NSA data shows a decrease in pupils scoring Band 8 or above, compared to last year, with a 20% decrease in Reading and 12% decrease in Writing.
- Year-on-year data for this group shows a 5% decrease overall in literacy compared to last year's P7's. However, from P4 to P7, this cohort shows an 8% improvement in overall literacy attainment, reflecting the good progress being made.

Whole School Literacy (P1, P4, P7 Combined)

- Across P1, P4 and P7, the majority of pupils (63%) achieved expected levels in Literacy.
- This represents a 1% increase compared to session 2023/2024.

Numeracy Data Over Time

Primary 1							
Session	18/19	19/20	20/21	21/22	22/23	23/24	24/25
% Achieved Early	81		82	67	86	67	81
					ASN 36%	ASN 40%	
Primary 4							
% Achieved 1 st	67		67	70	67	65	68
					ASN 47%	ASN 41%	ASN 36%
Primary 7							
% Achieved 2 nd	74		64	61	70	67	76
					ASN 55%	ASN 62%	ASN 45%
School Average	73	74		70	64	70	75
% LA Average	85	84		77	80	83	84

NSA Assessment Data Numeracy

P1 Numeracy (28 pupils tested)						
Band	1	2	3	4	5	6
Percentage of pupils in this band (28 Pupils)	0%	4%	25%	39%	25%	7%
Percentage of pupils in this band (39 Pupils)	0%	0%	23%	23%	26%	28%

P4 Numeracy						
Band	4	5	6	7	8	9
Percentage of pupils in this band (41 Pupils)	15%	20%	22%	24%	7%	12%
Percentage of pupils in this band (45 Pupils)	17%	13%	36%	16%	11%	7%

P7 Numeracy						
Band	6	7	8	9	10	11
Percentage of pupils in this band (46 Pupils)	2%	35%	15%	26%	12%	10%
Percentage of pupils in this band (38 Pupils)	8%	16%	29%	21%	21%	5%

Use of NSA Data within Numeracy

NSA data continues to support our professional judgements as part of a broad range of assessment evidence used to track pupil progress towards achieving a level.

Primary 1

- 58% of our pupils achieved over 80% in numeracy milestones at the end of their pre-school year. Most (81%) achieved Early Level in numeracy by the end of P1. This demonstrates that children make good progress in P1.
- NSA data shows a 6% increase in pupils scoring Band 4 or above.
- Numeracy attainment in P1 has increased by 14% compared to last year, highlighting the impact of early intervention and targeted support.

Primary 4

- The majority (68%) of P4 pupils achieved expected levels in numeracy.
- This represents a 1% increase in attainment from their P1 levels.
- NSA results show a 5% increase in pupils scoring Band 6 or above, and overall numeracy levels have improved by 3% compared to last session.

Primary 7

- Most pupils (76%) achieved expected levels in numeracy and have made good progress.
- NSA results show a 13% increase in pupils scoring Band 8 or above.
- This cohort has shown a 5% improvement in attainment since P4 and a 9% increase in progress compared to last year.

Whole School Numeracy (P1, P4, P7 Combined)

- Across P1, P4 and P7, the whole school numeracy attainment has increased by 5% compared to session 2023/24.

Our Priorities

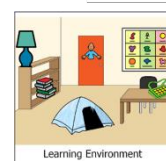
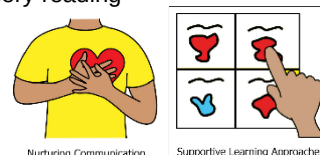
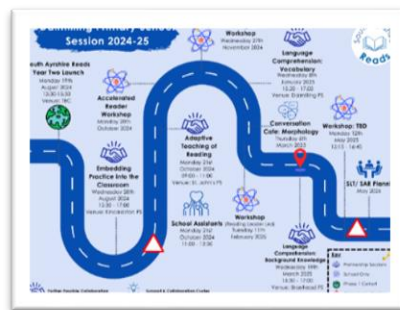
Progress, Impact and Next Steps

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

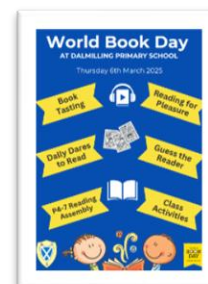
- ✓ Our combined P1, P4 and P7 data increased by 1% compared to last session. This session, we have exceeded our stretch aim targets within reading at P1, P4 and P7, indicating the positive impact that our approaches to reading pedagogy is having on attainment in literacy.
- ✓ Adaptive learning and teaching approaches are evident across the school, identified through self-evaluation and professional dialogue at staff meetings. This is having a positive impact on pupil progress across the school.
- ✓ Most staff have engaged with our professional reading group, Closing the Vocabulary Gap by Alex Quigley, to enhance understanding of research and effective practice relating to rich and cumulative vocabulary instruction.
- ✓ All staff have participated in the Adaptative Learning and Teaching professional reading book group with the text, 'The Inclusive Classroom' by Daniel Sobel and Sara Alston. This involved staff engaging with self-evaluation toolkits to reflect on their practice and make changes to improve.
- ✓ Our staff has engaged with cluster moderation of writing; this has supported professional judgements and to support improved consistency.
- ✓ We have completed Year 2 of embedding whole-school reading approaches; we have delivered a bespoke professional learning programme for all staff. This has strengthened pedagogical practice, improved consistency, and increased staff confidence in teaching reading. This year, the focus has been on embedding phonics and fluency, while beginning to build vocabulary and background knowledge. Staff have also engaged with partner schools to share and develop their practice.
- ✓ The South Ayrshire Reads (SAR) team has provided school-based support, which has strengthened staff confidence in teaching phonics and fluency through collaboration with a literacy specialist. Support included model lessons and co-teaching, with a strong focus on adaptive teaching, responsive planning, and ensuring pace and progression. This approach has helped staff deliver high-impact phonics and fluency instruction tailored to meet the needs of all learners.
- ✓ Peer visits using SAR learning behaviours has enhanced observation and professional dialogue around phonics, which has resulted in improved staff confidence, consistency, and clarity in phonics instruction.
- ✓ Our Reading Leader has participated in collaborative sessions to exchange knowledge across schools, develop a shared understanding of SAR strategy and research-informed pedagogy, and ensure continuous improvement through providing support and the sharing of practice.
- ✓ We have continued to embed our whole-school phonics progression, now extended with the addition of morphology in P4–7 to support deeper word knowledge and reading accuracy.
- ✓ We have introduced new literacy initiatives to enrich the learning environment, address targeted needs, and monitor progress, including a P4–7 6-week fluency sprint, the refreshing of whole school and nursery reading buddies and a P6 ReadingWise Vocabulary pilot and case study.
- ✓ We continue to review and adapt targeted interventions identified through pupil observations, data analysis, and discussions within Team with the Family meetings and pupil progress meetings. This is helping to ensure that all children are supported to make the appropriate progress.
- ✓ We have continued to develop positive partnerships and our approaches within the context of Speech and Language. Some of this work has included:
- Whole school achievement of 3 badges within SACFE. This has resulted in classroom environments improving, with children mainly engaged in learning.
 - The introduction of Buddy Training for P6 cohort to support their work with nursery children as they transition to P1 (focus on communication, language development and play).
 - LEGO Therapy has been introduced as a structured, play-based approach designed to help children to develop their social and communication skills through collaborative LEGO building.
-
-
-



- The Listening and Attention intervention has supported the development of listening and expressive language skills in children, as well as children's understanding of spoken language, following instructions, or expressing themselves clearly.
- Colourful Semantics has been introduced within our P3 class and has supported a more structured approach to teaching sentence construction. Some children have improved sentence structure and are able to organise their writing more independently.
- Our Speech and Language therapist has been working with a P1 group who require support in recalling sounds. Children within the group made improvements in recall of sounds.
- Our Principal Teacher has delivered the Narrative Pack with a small group from P2. The intervention explores question words through various activities and stories. The intervention has supported the understanding of conversation as well as stories and what is going on around them.



- ✓ We have successfully developed our library as a result of an application to the Scottish Book Trust Reading Schools Fund, leading to the purchase of non-fiction texts, graphic novels and devices to access audiobooks to enhance accessibility, quality and interest-level of texts available.
- ✓ Our reading leader created a Reading for Pleasure Resource Hub (including online library/ebook collection access, audiobooks/podcasts, CLPL opportunities, read-alouds, reading challenges, etc.) and Calendar ThingLinks; monthly Reading for Pleasure staff emails; and SAR resource hub on Teams/SAR ThingLink. This has supported our staff in building a reading culture across the school. Almost all children are enjoying engaging with reading for pleasure.
- ✓ Monthly mobile library visits for some classes have supported the development of reading for pleasure and improved our whole school reading culture.
- ✓ We have had improved engagement with families through events including; I Read, You Read workshop and shared reading, Bookbug/Read Write Count workshops, P1 Read With Me weekly adult and child sessions; home learning opportunities including monthly grid for all year groups containing high yield decoding and encoding tasks, reading for pleasure and reading challenges.
- ✓ Our evidence gathering in reading for pleasure has allowed an application to be submitted for Core Reading Schools Accreditation. This has included pupil leadership (The Page Turner Crew) providing role modelling, ideas and driving action plan, whole-school reading assemblies, regular opportunities to read for pleasure (daily whole-class Snack and Story time, ERIC, transition time reading), engagement with online author events, lunchtime reading club, school-wide events (e.g. National Poetry Day Guinness World Record, Book Week Scotland, World Book Day), interdisciplinary book projects, increased book talk (including #DallyBookTok reviews being shared in newsletters and at assemblies).
- ✓ Our 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.
- ✓ The majority of parents have attended a parental engagement event throughout the year, including 'Supporting your Child with Learning to Read', 'Read, Write, Count Parent Sessions', 'Time with me Sessions' and 'Sharing the Learning'.
- ✓ Pupils are engaging with daily whole class texts through a Whole school Snack and Story time. Children are enhancing their attention and listening skills, developing an enjoyment of literature and contributing to rich discussions in response to text.
- ✓ Improved guidance and expectations around daily writing inputs which is positively impacting on children's writing.



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.
- ✓ We have supported our reading leader by facilitating weekly time out of class to support our literacy improvement plan.
- ✓ 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.
- ✓ Local theatre company performing classic tales within the school giving children different contexts for learning and contributing to the building of cultural capital with our pupils.

Next Steps

- Move into Year 3 of planned professional learning alongside South Ayrshire Reads to include opportunities to engage with partner schools within the local authority.
- Continue to develop approaches to raising attainment in writing.
- Ensure data driven interventions with early identification of predicted attainment levels and target groups.

- Planned collegiate time to focus on improving writing and assessment across the school.
- Continue our Reading Schools journey to include improved parental engagement, local library links, celebrations of success and school library development.
- Continue to develop parental engagement events to encourage family participation and learning.
- Continue in SACFE journey.
- Continue to improve the use of digital tools to support learners.
- Continue to work alongside SLT to develop appropriate and timely language and communication intervention.
- Develop the use of pupil support additionality to strengthen pupil targets and progress of children with an additional support needs.
- 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 eg. 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

- ✓ We achieved our stretch aim for numeracy for our P7 cohort. Overall, our numeracy attainment has increased by 9% compared to last session.
- ✓ School Maths Champion is supporting those new to the school through coaching and mentoring in CPA approaches and continues to support all staff to raise confidence in pedagogy.
- ✓ A model lesson using the 5E Model (an inquiry-based approach) has been shared (alongside resources) with teaching staff.
- ✓ The maths champion has attended CLPL in specific mathematics vocabulary.
- ✓ Teachers have had opportunities to work with the authority Numeracy Development Officer in team teaching and observations to enhance practice in the 5E model and CPA approaches.
- ✓ Almost all classes have an appropriate progression of resources to support all learners in classrooms.
- ✓ The school has purchased Sumdog to engage learners to become confident, fluent learners.
- ✓ Tracking and monitoring is robust with respect to gathering evidence from class work, assessment data and professional judgement.
- ✓ A cluster group has been set up to enhance transition, improve consistency across the cluster and share expectations of secondary maths teachers to ultimately raise attainment.



PEF Funded Initiatives

- ✓ Our EYP supported pupils with improved confidence in maths by consolidation of ongoing learning and teaching and exploring concepts.
- ✓ Our literacy lead has had weekly time out of class to support our literacy improvement plan.
- ✓ Our local authority Numeracy Development Officer has supported 3 teachers and 2 school assistants with a numeracy focus in P3 and P7.

Next Steps

- ✓ Learning visits next session will have a focus on numeracy to ensure consistency of teaching approaches across the school.
- ✓ Deliver CLPL to staff to develop consistent approaches in mathematics vocabulary.
- ✓ Develop a calculations policy/progression.
- ✓ Continue to develop approaches to termly assessments and tracking.
- ✓ Develop and deliver Building Thinking Classrooms lessons.
- ✓ Work in partnership with Ayr Academy maths department to co-design transition activities and ensure continuity of learning from P7 into S1.
- ✓ Increase learner voice opportunities — gather more feedback on pupil experiences of numeracy learning through surveys and focus groups.
- ✓ Extend parental engagement in numeracy through workshops and home learning opportunities (P1 initially).
- ✓ Engagement with Education Scotland Toolkit to support and scaffold learners in Numeracy, led by Nanette Brotherwood, Education Officer.

- ✓ Develop the use of pupil support additionality to strengthen pupil targets and progress of children with an additional support need.
- ✓ Ensure data driven interventions with early identification of predicted attainment levels and target groups.
- ✓ 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.

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

- ✓ 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.
- ✓ Our P7's participated in a pantomime project, working with the Gaiety Theatre and Thriving Communities to perform a pantomime at the Cutty Sark venue in Ayr. This positively impacted our pupils in terms of building confidence and resilience.
- ✓ Our new nurture classroom, supported by updated resources and partnerships with the Nurture Network and central team, is improving pupil wellbeing, positive behaviour, and readiness to learn by developing regulation skills in a small group setting.
- ✓ Our assemblies have been developed to include: Rights Respecting Schools, 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.
- ✓ Our extra-curricular activity has improved to include a wide 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.
- ✓ We have developed our tracking of participation and achievements to identify opportunities and plan for children who are at risk of missing out.
- ✓ All Primary 5 pupils participated in the FEVA programme, in which they completed environmental audits to plan improvements for their community.
- ✓ We ran a successful mental health week 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 'Know Yourself, Grow Yourself' and encouraged children to be empowered to learn about their own mental health and strategies to improve this.
- ✓ Our Outdoor Learning days 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 an Education Scotland course on "Building Racial Literacy" and has supported staff to be confident in discussing race with pupils and support them in having difficult conversations.
- ✓ We have continued to work closely with our partners through our monthly Team Around Dalmling project, to ensure that we provide pupils a range of experiences and support a range of needs. Pupil equity funding has supported participation at events both locally and nationally.
- ✓ We have increased pupil voice in school improvement and in the wider life of the school through the use of WEE HGIOS and pupil groups.
- ✓ Our anti-racism group film was launched during a film premiere, where there were 400 pupils in attendance. Our staff have also provided discussion questions to be used alongside the film. 'The Lesson' has received a variety of awards throughout the year, including a Youth Award and an award from Show Racism the Red Card.
- ✓ All staff have undertaken professional learning within the context of 'The Promise' resulting in the school achieving the Promise Award. Staff now have an increased awareness of improving outcomes for care-experienced children.
- ✓ Seasons for Growth is a small group intervention to educate and support young people who have experienced significant loss (including bereavement, divorce, separation, house move etc). Two small groups were run, supporting a total of 13 children. Across P4-P7. Informal feedback from children has been largely positive, with most children saying they feel supported and more able to talk about their loss.



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 2024-2025 increased by almost 2%, equating to an increase of over 1356 school days for our children attending school.
- ✓ P1 and P2 pupils participated and engaged in a Christmas Nativity, undertaking 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 activities, such as the balance bike and pedal bike programmes, and loose parts play.
- ✓ Our P1 and P2 outdoor area has been developed through the installation of fixed playground equipment, resulting in improved positive play as engagement and participation in games have improved.
- ✓ All classes have accessed gymnastics at a local Gymnastics Club for the 5th 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.
- ✓ 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.
- ✓ Primary 7 pupils participated in Year 2 of a wellbeing 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.
- ✓ Staff have begun to use the Treetop resource which has contributed to an improved health and wellbeing curriculum.
- ✓ Reducing the cost of the school day policy has positively impacted on our children through all classes having a school trip.
- ✓ Junior Dukes continues to positively impact children by providing opportunities for wider achievement for all. It is in its 4th year as a 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:

- ✓ Continue to promote health and wellbeing and readiness to learn initiatives through PEF and Team Around Dalmilling projects including P7 Wellbeing Project, Gymnastics, Seasons for Growth, Circle of Friends, Barnardos and Aberlour inputs.
- ✓ Continue to develop of nurture through the Local Authority fidelity model.
- ✓ Attendance will increase and late comings to reduce.
- ✓ Continue to work towards the Gold Rights Respecting Schools Accreditation.
- ✓ Develop the use of pupil target setting and pupil profiling through the use of SEESAW.
- ✓ Develop the use of meta skills throughout the school.

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'. Staff at all levels are committed to making sure our young people achieve and are successful, confident, responsible and make meaningful contributions to their school. The Senior Leadership team provides clear strategic direction and vision for our school. Staff are committed to achieving the highest possible outcomes and are ambitious for our young people. Our school vision and values are explicitly taught, modelled, and reinforced throughout the school. These are underpinned by the Rights of the Child and our Positive Relationships policy. Our school value promotes a positive culture within the school, with pupils feeling valued and a key part of their community. The quality work we undertake with partners in the community reflects our vision and values. This has resulted in positive partnerships and strong outcomes for pupils and their families. Our Parent Council is well established and provides significant support to the school and community. Informal opportunities have been developed to involve parents in contributing to the school's improvement journey. All stakeholders have regular opportunities to lead and contribute to a wide range of learning contexts that the school offers. Staff work collegiately and plan collaboratively. They are given leadership opportunities which empowers them to drive forward school improvement. Our staff know our children and context of our school community very well. They have a clear understanding of the social, economic, and cultural context in which our children and families live.

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 improve in terms of standards and expectations across the school. Almost all staff feel confident to initiate well-informed change. There is a strong culture of self-evaluation for improvement and all stakeholders work collaboratively, showing their commitment to their role and

the process of change. We drive forward leadership at all levels. Almost all staff are knowledgeable about HGIOS 4. Staff evaluate against the Quality Indicators and can evidence their judgements. They can consider next steps and action these in strategic planning. All teaching staff regularly reflect on, and show commitment to, the shared values as embedded in the GTCS standards. All stakeholders are involved and consulted in the planning of PEF spending. The school and community work together to improve learning and outcomes for our children. All staff contributed to the SIP and the evaluation of the previous actions. All staff have engaged in further professional learning related to our School Improvement Plan. Time is protected for professional dialogue, collegiate learning, and self-evaluation. HGIOS 4 is used to support this.

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.

All staff demonstrate a strong culture of promoting equity and equality, improving outcomes for our children and families. All staff fully engage in the PRD/PDR process. Staff look inwards, outwards and forwards and can highlight effective practice and next steps. They critically self-evaluate against the standards. Through a nurturing and supportive environment set by Senior Leaders, staff are encouraged to take on leadership roles across the school, cluster, and authority. Through various self-evaluation activities, all staff have a good understanding of the school's strengths and development priorities. Staff contribute to our SIP and PEF evaluation. The majority of teaching staff engaged with a voluntary book group based around the inclusive classroom and adaptive learning and teaching approaches. They have used knowledge gained to implement and improve adaptive learning and teaching strategies. All teaching staff engaged with the Education Scotland Adaptive Learning and Teaching pilot. The positive impact of this was highlighted in teacher and pupil pre and post surveys.

Quality Indicator: 2.3 Learning, teaching and assessment

Learning and engagement

At Dalmilling, our ethos and culture reflect our commitment to fostering a calm and purposeful learning environment. We have a strong commitment to children's rights, supported by positive, nurturing relationships that form the basis of our school community. Our core value, 'We Care,' is evident in everything we do. Children and staff demonstrate this in their daily interactions, contributing to a supportive and inclusive school atmosphere. Our staff have a good understanding of the distinction between equality and equity. We have a strong awareness of the diverse needs and complexities within our learning community. We work collaboratively with all stakeholders to raise ambitions, aspirations, and expectations for all. Our committed and experienced staff have an in-depth understanding of each child's unique strengths, learning needs, and social and emotional development. This knowledge fosters a calm and purposeful learning environment, promoting a positive and nurturing ethos throughout the school. We place a strong emphasis on positive relationships and nurturing approaches. These principles underpin everything we do, creating a supportive and inclusive school community. Our work in relation to the Communication Friendly Environment has supported pupil learning and engagement through development of consistent methods for communication and significant improvements in our classroom environments, creating calm, nurturing, and engaging learning environments. We have improved consistency in learning and teaching across the school. Clear shared expectations guide teachers in adopting strategies and activities that offer support and challenge, encourage pupil choice and enjoyment, and foster greater engagement and enthusiasm for learning. Most children are motivated and enthusiastic within their learning. In P7, smaller class sizes support children to engage in learning and interact positively with peers. Throughout the year, almost all our children engage in the wider life of the school through activities and wider achievement opportunities beyond the formal school day, and opportunities within the local community. Creative approaches ensure all children can access these extended learning experiences. Children have an increased variety of opportunities to take on leadership roles, have choice and their voices heard and views listened to.

Quality of Teaching

Our teaching staff has actively engaged with our Dalmilling Way Guidance, which outlines our 'non-negotiables'. This approach has strengthened consistency in learning and teaching across the school, setting clear expectations that are used as a focus for learning visits and self-evaluation. In almost all classes, staff consistently share learning intentions, success criteria, and the purpose of learning, ensuring that children understand what they are working towards. Staff use questioning effectively to deepen pupil understanding and develop children's thinking skills. In almost all classes, children benefit from engaging starters and a plenary. Most staff plan effectively to ensure all children have opportunities to experience success in their learning through the use of adaptive approaches. All teaching staff are involved in a planned professional learning programme based on current research within the context of the teaching of reading and adaptive learning and teaching approaches. They are gaining confidence in implementing these approaches. Teaching staff are deployed based on their strength, skills, and experience, to best meet the needs of children across the school. A planned programme of professional learning has boosted staff confidence and understanding of pedagogy within literacy and numeracy. Most staff use digital technologies to support learning and teaching and provide a range of opportunities for children to use this to develop ICT skills across the curriculum. PEF has funded additional staffing to help us more effectively support cohorts who require additional support to make progress with learning. This has also had a positive impact on children's readiness to learn. Across P1 and P2, our play-based approaches are having a positive impact on children's engagement and progress in learning. CLPL has helped staff to embed this in classroom practice.

Effective use of Assessment

Clear links have been established between planning, assessment, and reporting with a consistent approach across the school. Teachers are effectively using a variety of assessments to support and validate professional judgments.

Focused assessments are planned in advance for all curricular areas, with growing staff confidence in adapting these to meet individual learner needs. Most teachers are successfully employing Assessment is for Learning (AIFL) strategies, providing feedback on learning and enabling adjustments to planning based on ongoing assessment.

The Dalmilling Way provides a clear and consistent framework for planning and assessment expectations.

Quality assurance procedures and regular tracking and monitoring meetings ensure that pupil progress is regularly evaluated. Assessment information is captured in our tracking system and supports triangulation of evidence we gather. Teaching staff are confidently using a range of assessment information to plan appropriate interventions and discuss plans and interventions with the leadership team. Almost all children are aware they have individual targets, and they can discuss their next steps in learning. STINT paperwork is used effectively to support the needs of children who require additional support in their learning. This ensures children are continuing to make good progress with their learning. Staff have planned opportunities to engage in moderation activities within the staff team and across our cluster schools which is resulting in improved confidence and consistency in assessing children's work across the school. Transition planning is working well between the associated secondary school and Dalmilling Primary. Transition with the associated Early Years Centre linked to Dalmilling Primary is continuing to improve. Well-coordinated transition strategies are in place to support children as they progress through our school. This is supported by our Team Around the Class approaches. Transition planning allows for both universal and targeted approaches.

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 responsive, purposeful and child centred. South Ayrshire Frameworks are used as a toolkit to support longer term planning and progression. All staff have short term planning in the format of weekly or daily plans. This supports consistency and progression in learning. Our termly focused assessments give us information on every child to allow us to plan for their next stage in learning. Our tracking system supports effective data analysis and allows us to track and monitor cohorts of pupils. Termly pupil progress meetings support robust professional dialogue to discuss assessments, predicted ACEL levels, attendance and general pupil progress. The schools clear PEF rationale ensures effective planning which provides highly effective interventions and supports for our young people and families. Our planning and tracking takes into account progress of specific cohorts e.g. Care experienced and Young Carers.

Quality Indicator: 3.1 Ensuring wellbeing, equality and inclusion

Wellbeing

We prioritise the wellbeing of children and families through a nurturing ethos rooted in our core value: *We Care*. This creates a safe, supportive environment where children feel valued. Most learners show positive behaviour and strong relationships with staff, fostering a happy, respectful school climate. Our Positive Relationships Policy promotes trust and cooperation across the school. A whole-school nurturing approach provides universal and targeted support, strengthening emotional security and engagement. Pupils regularly discuss wellbeing indicators with familiar adults, building emotional literacy and self-awareness. Staff apply GIRFEC principles consistently, ensuring child-centred support. They feel valued through wellbeing events, pastoral check-ins, and participation in Think Tanks, which enhance morale and collaboration. Children understand their rights under the UNCRC and can discuss their relevance at school, home, and in the community, promoting active citizenship as we work towards Gold Rights Respecting School status. Children with additional support needs are well supported through collaboration with staff and partners, creating an inclusive, safe environment. Individualised plans and staged interventions track progress and promote shared responsibility for learning. New families are welcomed and supported, easing transitions and building trust. Strong pastoral care from leadership and staff reflects a deep understanding of the community, enabling effective, targeted support. Our free breakfast club offers a nutritious start and social interaction, improving wellbeing and readiness to learn. Effective transitions from EYC to P1 and P7 to S1 ensure continuity and reduced anxiety. Weekly assemblies reinforce resilience, wellbeing indicators, and children's rights, while celebrating achievements, strengthening school identity and a culture of ambition.

Fulfilment of Statutory Duties

All staff are trained in Child Protection and understand their responsibilities clearly. This ensures pupil safety and confident safeguarding practices. Staff are confident in their duties under GIRFEC, GTCS Standards, and the Code of Conduct. This supports a professional, accountable school culture. Systems are in place to ensure children feel safe and supported and can access help when needed. This promotes wellbeing and trust in the school environment. We track and monitor all learners rigorously, with focused attention on ASN, FME, and Young Carers. This ensures equity and informed support for those who need it most. Strict procedures guide the administration of medication; most school assistants are paediatric first aid trained. This safeguards health and promotes parental confidence. Attendance is closely monitored, and staff work proactively with families to address issues. This has improved attendance and supports learner engagement. A dedicated Educational Welfare Officer works with families to improve attendance. This targeted support reduces barriers to learning. Regular 'Team Around the Family' meetings identify barriers and create multi-agency support plans. This strengthens collaboration and tailored support for families.

Inclusion and Equality

Staff consistently promote equity, diversity and inclusion, ensuring all children feel valued, respected, and involved in school life. The diversity of our pupils is celebrated, encouraging mutual respect and a strong sense of belonging. Children are also encouraged to be inclusive and supportive of one another. There is a strong understanding of children's individual needs across the school. Staff use ASN data, regular communication, and robust tracking tools to plan, monitor, and evaluate support. This ensures timely, targeted interventions and promotes meaningful inclusion. Almost all staff are clear on how to raise wellbeing concerns, ensuring children receive support at the earliest stage. Inclusive practice is strengthened through the use of safe, nurturing spaces such as *The Hive*, which supports vulnerable pupils and reduces anxiety. Consistent positive relationship strategies, including the Zones of Regulation, promote emotional wellbeing and a positive ethos. Staff work closely with partners to reduce exclusions, which remain low and are carefully managed, though numbers have increased slightly this year. Staff have a deep understanding of the school's socio-economic context and are committed to closing the poverty-related attainment gap. Pupil Equity Funding is used strategically to maximise impact, guided by data and reviewed regularly by SLT to ensure effective resource allocation. Interventions are closely monitored and evaluated for impact. Children's wider experiences are enriched through planned access to outdoor learning, educational visits, and sporting activities. A poverty-proofing strategy, supported by PEF and fundraising, ensures access to trips, a free school uniform bank, and a free breakfast club. A wide range of after-school and lunchtime clubs also support confidence, skills, and inclusion. Staff foster a growth mindset and encourage resilience by promoting the belief that mistakes are part of learning. Visual supports are widely used, and some staff are trained in BSL and Makaton to enhance communication. Our inclusive, supportive culture ensures that all learners, including the significant number with additional support needs, are enabled to succeed. We work closely with the Parent Council and wider parent body through solution-focused dialogue to improve outcomes for all learners.

Quality Indicator: 3.2 Raising attainment and achievement

Self-Evaluation:

Attainment in Literacy and Numeracy

Our culture of ambition and high expectations are evident across the school. Raising attainment in Literacy and Numeracy is a key focus for school improvement. Our whole school approaches to supporting wellbeing and inclusion impact positively on attainment and achievement. Our consistent and rigorous approaches to monitoring and tracking attainment are having a positive impact on our children's progress. All staff demonstrate a clear understanding of children's circumstances and the potential barriers that may impact their learning and wellbeing. Pupil Equity Funding has played a vital role in supporting targeted strategies and interventions. These initiatives have enhanced learning experiences and supported children to make accelerated progress. The work on South Ayrshire Reads and Adaptive Teaching are ensuring that approaches to closing the gap and raising attainment are becoming more sustainable recognising the importance of upskilling our teachers as our biggest resource. Overall, our gap analysis reveals our children make good progress compared to their peers in similar demographics. This highlights the effectiveness of our strategies and interventions in improving attainment in reading, writing, and numeracy. Almost all children who benefit from additional support with their learning are making progress against their own targets. Careful planning and timetabling of support ensure frequent and high-quality learning in literacy and numeracy. The majority of children are making good progress from their prior levels of attainment in literacy and numeracy. Across the school, some children are working beyond minimum expected levels.

Attainment Over Time

Our analysis of data over time for each cohort is robust and allows us to determine patterns and trends in whole school progress within our transient cohorts. Our whole school tracker, which has been shared across the authority as good practice supports us to effectively track the progress of individual children, cohorts, and attainment over time. All teaching staff are given opportunities to moderate children's work with stage partners, across cluster schools and are becoming more confident in making professional judgements about achievement of a level. The impact of supports and interventions are monitored and evaluated to ensure continuous improvement. Staff work closely with partner agencies allowing for a collaborative and consistent approach to meeting learners' needs.

Overall quality of learners' achievement

Most children are confident, successful and engage enthusiastically in the wider life of the school. They are keen to be involved in improving their school and enthusiastically take on leadership opportunities. As a school, we work hard to provide rich experiences which develop a range of skills, helping children to be successful beyond the classroom and within the community. Careful tracking ensures almost all children are included, particularly those at risk of missing out. Through the opportunities we provide, children successfully participate in a range of activities and groups across the school. Our participation and achievement tracker supports dialogue and identification of children who require support and encouragement to participate. Our PEF planning and rationale supports the objective of providing enhanced experiences and opportunities for our children. This is further supported by our staff who recognise the value of sharing interests, skills, and expertise to provide a range of wider achievement experiences.

Equity for all learners

Our effective systems support us to promote equity and achievement for all our children, ensuring they have access to and benefit from appropriately timed supports and interventions. Our PEF plan has a strong focus on closing the poverty related attainment gap. In annual evaluations, there has been progress made for target groups such as children who require support with attendance, wellbeing support and interventions to support accelerated progress. Our Early Years Practitioners are having

a positive impact on literacy and numeracy attainment across our P1 and P2 classes, supporting pupil engagement, readiness for learning and targeted interventions. Our Family Support Worker is strengthening links between home and school whilst helping parents to build strong and healthy relationships with their children, which will in turn increase their educational attainment and life chances. Our Education Welfare Officer is helping to improve attendance and engagement through a range of creative and bespoke approaches. For all children who access our Nurture base, there is clear evidence to show there has been increased levels of engagement, resilience, and readiness for learning. Our Pupil Support Teacher has supported the achievement of the inclusive practice award. Our Team Around Dalmilling approaches create regular opportunities to plan alongside our partners to ensure equity and high quality interventions for our children. Our PEF allocation allows us to provide a range of experiential learning opportunities and experiences which, otherwise, children may not have access to.

Our Key priorities for improvement for 2025/2026

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

Following our recent inspection, in which the school was graded as *Good* across all key areas, we are confident in our strong capacity for continued improvement. The inspection highlighted our clear vision, effective leadership, and commitment to high standards in teaching, learning, and pupil wellbeing. We recognise that sustaining and building upon this success requires a continuous and reflective approach. While we celebrate the strengths identified—such as our inclusive ethos, effective curriculum planning, and strong safeguarding culture—we are also actively addressing areas for further development. These include enhancing pupil attainment in writing and further embedding consistency in assessment practices across all year groups.

Our leadership team, supported by a committed and skilled staff, is focused on using data and pupil feedback more strategically to inform planning and intervention. Professional learning opportunities are aligned to our school improvement priorities, and we foster a collaborative environment where innovation is encouraged and good practice is shared. With robust self-evaluation processes and a clear improvement plan in place, we are well-positioned to continue raising standards and delivering high-quality outcomes for all learners.

Overall School Evaluation Session 2024-2025

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