



Dalmilling Primary School



Standards and Quality Report 2025/2026

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 Whitletts. 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 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 practice 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

Our school is currently undergoing a significant building programme, which includes the relocation of the main entrance and the addition of a new sports hall. These developments will enhance the school environment, improve access, and expand opportunities for physical education and wider activities. The project is scheduled for completion in early 2027. The school roll in the session 2025/2026 was 291. Within our school, 88% of our pupils live in deciles 1 or 2 and 166 are registered for Free School Meals and the Clothing Grant. 62% 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 12 pupils who are care experienced, either currently or previously. In the academic year 2025/2026, our attendance was 88.9%, which is a decrease on last session. We had no exclusions this session.

The school leadership team consists of a Head Teacher, two Depute Head Teachers and two Principal Teachers. Within our core staff we have 17.7 FTE teaching staff and an allocation of 161 school assistant hours. 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. 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 were validated as being Good within 2.3 Learning, Teaching and Assessment and 3.2 Raising Attainment and Achievement. Previous inspections were 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
English
Time

and
Data Over

Primary 1																			
Session	19/20	20/21			21/22			22/23			23/24			24/25			25/26		
% Achieved Early					62			68			65			67			71		
Organisers Listening/Reading/Writing %		L 8 8	R 6 7	W 4 9	L 8 4	R 7 3	W 6 2	L 92	R 74	W 70	L 73	R 67	W 67	L 81	R 77	W 70	L 87	R 71	W 71
% ASN								36			40			28			41		
Primary 4																			
% Achieved 1 st		50			54			64			54			60			64		
Organisers Listening/Reading/Writing %		L 7 6	R 6 5	W 5 4	L 7 6	R 6 3	W 5 4	L 76	R 67	W 64	L 7 6	R 63	W 54	L 77	R 68	W 60	L 77	R 68	W 64
% ASN											47			43			42		
Primary 7																			
% Achieved 2 nd		62			57			70			67			62			65		
Organisers Listening/Reading/Writing %		L 7 3	R 7 3	W 6 4	L 8 0	R 6 6	W 6 1	L 81	R 71	W 68	L 9 2	R 81	W 69	L 88	R 79	W 62	L 85	R 71	W 69
% ASN								55			62			51			57		
% P1,4,7 Literacy Combined		54			58			67			62			63			66		
% P1,P4, P7 LA Combined		68			68			71			79			79			80		

Primary 1

- 31% of our children achieved all developmental milestones in pre-school literacy which is 21% less than the intake last year. Most P1 children (87%) are achieving expected levels in Listening and Talking, with the majority making good progress in Reading (71%) and Writing (71%). This demonstrates that children are making good progress in P1 compared to prior levels of attainment.
- Year-on-year, literacy attainment in P1 has increased by 4% overall.

Primary 4

- Most P4 pupils are making good progress in Listening and Talking (77%) and the majority are making good progress in Reading (68%), and Writing (64%).
- ACEL data reflects a 4% increase in literacy attainment since last year, although there is a 4% decrease overall since P1 for this cohort.

Primary 7

- Most P7 pupils have made good progress in Listening and Talking (85%) and the majority of children in reading (71%) and writing (69%) achieved expected levels.
- ACEL data reflects a 3% increase in literacy compared to last year's P7 and an increase of 1% since P4 reflecting the good progress being made by this cohort.

Whole School Literacy (P1, P4, P7 Combined)

- Across P1, P4 and P7, the majority of pupils (65%) achieved expected levels in Literacy.
- This represents a 3% increase compared to session 2024/2025. This demonstrates gradual whole-school improvement and increasing consistency in attainment.
- The overall picture suggests that current approaches are having a positive impact, particularly in accelerating progress from lower baselines.

Numeracy Data Over Time

Primary 1							
Session	19/20	20/21	21/22	22/23	23/24	24/25	25/26
% Achieved Early		82	67	86	67	81	77
Primary 4							
% Achieved 1 st		67	70	67	65	68	68
Primary 7							
% Achieved 2 nd		64	61	70	67	76	73
School Average		74	70	64	70	75	72
% LA Average		84	77	80	83	84	85

Primary 1

- 56% of children achieved 10/10 in maths milestones at the end of their pre-school year. Most (77%) achieved Early Level in numeracy by the end of P1. This demonstrates that children make good progress in P1 compared to prior levels of attainment.
- Numeracy attainment in P1 has decreased by 4% compared to last year, however it had taken a significant increase between session 2023/2024 and 2024/2025 which meant that last year's attainment was above average.

Primary 4

- The majority (68%) of P4 pupils achieved expected levels in numeracy.
- Since P1, the cohort has experienced a significant change in composition, including a 10% reduction in pupil numbers and a 24% increase in pupils with ASN. These attainment levels reflect a more diverse range of learning needs than in P1.
- Overall Numeracy Attainment at P4 is the second highest it has been over a 7-year period.

Primary 7

- The majority of pupils (73%) achieved expected levels in numeracy and have made good progress.
- This cohort has shown a 5% improvement in attainment since P4.

Whole School Numeracy (P1, P4, P7 Combined)

- Across P1, P4 and P7, the whole school numeracy attainment has decreased by 3% compared to session 2024/2025

Our Priorities

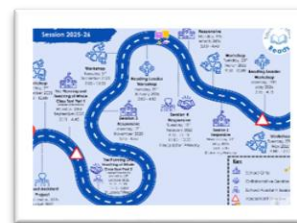
Priority 1: To raise attainment for all in literacy and close the attainment gap

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 3% compared to last session, indicating the positive impact that our approaches to literacy development is having on attainment in literacy.

- ✓ Over the past three years, we have embedded a consistent, whole-school approach to reading, underpinned by the Science of Reading which included a bespoke professional learning programme for all staff, which has supported improvements in staff confidence in delivering all phases of the approach, contributing to a more coherent and structured reading experience for learners.
- ✓ We have strengthened professional collaboration by engaging with schools across the local authority and sharing effective practice. This has supported the development of a shared understanding of self-evaluation (SAR) strategies and embedded research-informed pedagogy across our setting. As a result, staff confidence in teaching reading has increased, and greater consistency in practice is evident across stages.
- ✓ Planned peer visits within our collaborative schools trio have supported staff to observe SAR learning behaviours and engage in professional dialogue around phonics, which has resulted in improved staff confidence, consistency, and clarity in phonics instruction.
- ✓ Ongoing professional learning has been enhanced through staff meeting inputs and CLPL drop-in sessions, building capacity within the team and supporting continuous improvement in pedagogy and learner outcomes.
- ✓ Class observations and moderation activities evidence a shared understanding of high-quality literacy teaching, leading to improved consistency across the school. These developments demonstrate clear progress in building a strong foundation for reading, with improving consistency in delivery.
- ✓ Learners are demonstrating improved decoding skills, with increased accuracy evident in reading and spelling. Children have a more secure understanding of phonics and are applying these skills with greater independence. We have identified increased learner confidence, with children more able to talk about their learning using a shared language of literacy.
- ✓ Assessments have been developed to support next steps in learning and data is used effectively to track progress across stages, supporting informed teacher judgement within a level.
- ✓ Targeted interventions are more focused and responsive, informed by SAR pedagogy and assessment evidence.
- ✓ Our staff have engaged within the cluster on moderation of writing, which has supported professional judgement and improved consistency across the cluster.
- ✓ We have hosted a range of family engagement events, including I Read, You Read workshops, shared reading sessions, Bookbug/Read Write Count workshops, and Book Bistros, promoting a positive reading culture, strengthening home-school partnerships, and supporting families to develop confidence in engaging with their children's literacy learning.
- ✓ We have introduced new literacy initiatives to enrich the learning and address targeted needs. The introduction of these targeted literacy initiatives is already strengthening both engagement and attainment across the school. Collectively, these approaches are contributing to a more consistent, inclusive and evidence-informed literacy strategy, with clear progress in closing gaps, raising attainment and promoting a sustained love of reading across the school community. These initiatives have included:
 - A P4–7 six-week fluency sprint leading to improved reading pace, accuracy and confidence, with pupils demonstrating greater stamina and independence during reading tasks.
 - A Reading Buddies programme which is fostering positive reading relationships, enhancing motivation and nurturing a culture of reading for enjoyment and peer support across stages, including the nursery.
 - A ReadingWise Vocabulary pilot and case study has indicated measurable gains in pupils' understanding and use of vocabulary, particularly for those identified as requiring additional support. Staff are now better equipped to track and respond to individual literacy needs through ongoing assessment, enabling more precise interventions.
- ✓ Our second level staff have worked on a transition project with Ayr Academy, which has included a moderation activity and a writing project ensuring that P7s within the cluster are well-prepared for the expectations of S1 and experience consistency in standards and approaches to learning.
- ✓ We have continued to develop positive partnerships and our approaches within the context of Speech and Language, some of this work has included:
 - Achieving the Communication Friendly Environments Accreditation demonstrates that this is fully embedded, enhancing our inclusive practice and nurturing approaches.
 - 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 developed as a structured, play-based approach designed to help children to develop their social and communication skills through collaborative LEGO building.
 - 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 by being able to organise their writing and becoming more independent.
- ✓ Leadership development time has facilitated our Reading Leader time to:
 - Engage in the Developing and Sustaining Reading for Pleasure (Primary) course (Scottish Book Trust), including an ongoing practitioner enquiry into the use of audiobooks to support learners who are not yet confident decoders.
 - Contribute to the BGE Literacy Assessment Steering Group at authority level, supporting development work and providing feedback to inform school practice.
 - Work collaboratively with the HT and SAR PT to create opportunities for staff reflection and professional dialogue; developed whole-school phonics assessments and tracking systems aligned with SAR progression, supporting staff with implementation and monitoring learner progress; led planning and resourcing for Morphology Sprint; coordinated SAR assessments, including the DfE Phonics Screener and DIBELS ORF, and manage associated data collection.
 - Provide whole-school home learning opportunities through reading challenges to strengthen family engagement in literacy.



- Maintain and update digital resources, including the Reading for Pleasure Resource Hub (eBooks, audiobooks, podcasts, CLPL, and reading challenges), Calendar ThingLinks (now integrated into SAR ThingLink), and Glow Team resources; sourced book donations to enhance class text collections.
- Liaise with the ReadingWise team to introduce Dandelion Reader-aligned Zip programmes in the lower school; developed a phonics games resource bank in response to staff consultation.
- Facilitate pupil leadership through The Page Turner Crew, enabling learners to contribute to and drive the Reading Schools Action Plan; planned and led whole-school events, including Book Week Scotland, Reading Schools Week, and World Book Day.
- Promote staff engagement with author events and signposted CLPL opportunities to support reading for enjoyment through monthly updates; collected and collated #DallyBookTok reviews and evidence to support the Reading Schools accreditation process.
- Engage with cluster Reading Schools leads to share good practice and support collaborative improvement.

PEF Funded Initiatives

- ✓ Increased School Assistant hours 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.
- ✓ Additional staffing support across P3 and P7 to provide pupil support. At times, this support has been targeted at pupils who require a high level of support with self-regulation to access learning. This can impact support of other children relying on class teachers to be skilled in adaptive learning and teaching approaches to meet learners' needs.
- ✓ Our Early Years Practitioners have supported pupils in the following ways:
 - Play-based learning approaches are established in P1 and P2, supporting our pupils to develop language and communication skills with significant improvements in attention, engagement with texts and retelling stories.
 - Targeted interventions have remained consistent in P1 due to stability of staffing. Talk Boost is delivered three times a week to develop speech, language, and communication skills, with Numeracy interventions on the remaining two days to ensure a balanced curriculum.
 - Outdoor learning to promote engagement, physical development, and applied literacy and numeracy. A broad range of purposeful activities—such as games, sports, exploratory play, and curriculum-linked hunts—has supported active learning and collaboration.
 - Participation in the RSPB Big Schools' Birdwatch strengthened environmental awareness through structured observation, inquiry, and recording. Planned developments, including a bird house, bug hotel, and planting, will further embed sustainability and experiential learning across the curriculum.
 - Story Dough sessions, delivered in partnership with Cherry Tree Nursery, have supported transition and have had a strong impact on language development for children involved in nursery transition. As sessions have progressed, children are using a wider range of vocabulary and engaging more confidently in storytelling and discussion, readiness for transition.
- ✓ Consistent use of ReadingWise has had a measurable and positive impact on pupils' reading progress across the school. During Period 1 to Period 2, almost half or more of pupils in each stage made accelerated progress in their STAR Reader assessments. Progress was strongest in the later stages, with 66% of P6 pupils achieving accelerated progress. Positive outcomes were also evident in P5 (52.5%) and P4 (49%), while nearly half of P7 pupils (48%) continued to make accelerated progress.
- ✓ Accelerated Reader has increased engagement and independence in literacy, with strong motivation and useful diagnostic data to support next steps.
- ✓ Sensory Circuits has been resourced (through Family First Cluster Fund) and developed by a school assistant for targeted children. Feedback was extremely positive from our educational psychologist as part of our Communication Friendly Environment Accreditation Visit.

Next Steps

- Embed consistent, high-quality literacy approaches across the school, with a particular focus on reading and writing, ensuring progression and continuity for all learners.
- Improve attainment and achievement through targeted, data-informed interventions, using assessment evidence to identify needs and provide effective support and challenge.
- Strengthen partnerships with parents, families and the wider community to enhance engagement in learning, literacy development and school improvement priorities.
- Enhance learning, teaching and assessment through collaborative practice, ensuring consistency between class teachers and support staff, effective use of digital technologies, and ongoing curriculum evaluation.
- Increase challenge and depth in learning for all pupils, including highly able learners, by providing opportunities for higher-order thinking, independent application of skills and greater learner ownership.

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 combined P1, P4 and P7 data decreased by 3% compared to last session. However, this follows a significant 5% increase in the previous year.
- ✓ Consistent whole-school approaches to numeracy have been established through the use of the White Rose Maths pathway, ensuring clear progression and continuity across all stages.
- ✓ Concrete, Pictorial, Abstract (CPA) approaches are increasingly embedded, supporting learners' conceptual understanding of mathematical concepts.
- ✓ Cluster transition project and planned moderation activities have improved transition from P7 to S1 and strengthened teacher confidence in professional judgement and supported greater consistency in standards across the school and cluster, including: ChrisMaths project, team teaching, maths charter, Big Breakfast and protected time for professional dialogue between primary and secondary staff.
- ✓ Developing a shared language of learning is becoming more evident across classrooms, contributing to increased consistency in teaching approaches and learner understanding.
- ✓ Sumdog has increased engagement and independence in numeracy, with strong motivation and useful diagnostic data to support next steps in learning.

PEF Funded Initiatives

- ✓ Our EYP supported pupils with:
 - Improved confidence in maths by consolidation of ongoing learning and teaching and exploring concepts.
 - Numeracy interventions have resulted in noticeable improvements in number formation, counting, and ordering within 10. Children show increased confidence and accuracy in these skills, providing a strong foundation for continued consolidation and progression towards numbers to 20.
- ✓ Our Numeracy Champion has had leadership development time out of class to support our numeracy improvement plan:
 - Led a targeted numeracy boost group for identified learners, monitoring progress closely and adapting approaches in response to assessment, resulting in improved confidence, engagement, and number sense within the intervention group.
 - Researched evidence-informed intervention approaches and sourced appropriate resources to support targeted learners, strengthening the effectiveness of interventions and increasing access to high-quality support materials.
 - Purchased and introduced maths resources tailored to learner needs to enhance engagement, leading to increased motivation and participation and supporting improved outcomes in numeracy.
 - Developed and shared 5E model lesson planning templates to support high-quality teaching across the school, improving consistency in lesson structure, reducing staff planning time, and supporting the delivery of well-sequenced learning experiences.
 - Shared resources to support the explicit teaching of mathematical vocabulary in preparation for the Curriculum Improvement Cycle and to enhance a communication-friendly environment, strengthening learners' understanding and use of mathematical language.
 - Supported staff in setting up and effectively using Sumdog, including troubleshooting, creating classes and challenges, and identifying ways to reinforce and assess learning, which increased staff confidence in digital tools and enhanced opportunities for learners to consolidate and demonstrate understanding.

Next Steps

- Develop and implement a clear, progressive whole-school numeracy pathway (including a calculations policy and progression) aligned with current pedagogy.
- Strengthen assessment and data-informed practice and use of GL and NSA data, to support professional judgement, early identification of targeted learners, and timely, impactful interventions.
- Target key cohorts (P1, P4 and P7) and extend intervention approaches (including Maths Boost Groups) to address gaps in learning.
- Build staff confidence, consistency, and subject knowledge through targeted CLPL (including mathematics vocabulary and pedagogy), supported by coaching and mentoring, team teaching, and learning visits focused on numeracy.
- Improve transition processes across stages and into secondary through closer partnership working with Ayr Academy, including co-designed learning experiences and continued development of the cluster transition project.
- Enhance learner and family engagement by increasing opportunities for pupil voice (surveys and focus groups) and extending parental involvement through workshops and home learning.
- Continue engagement with the Curriculum Improvement Cycle and Education Scotland Toolkit.

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

- ✓ Consistent use of class charters, assemblies and shared language, alongside staff engagement in Rights Respecting Schools, has strengthened ethos and inclusion, leading to clearer expectations, improved relationships and increased pupil confidence in using and applying rights-based language across learning and wider school life.
- ✓ The ongoing work of the Anti-Racism Group, alongside success in key accreditations, has strengthened inclusive practice, raised awareness of diversity and equality, and reinforced a whole-school commitment to equity and social justice.
- ✓ Clear and explicit class and playground charters, embedded within a rights-based approach, have improved consistency in expectations, resulting in more positive behaviour, stronger relationships and a more inclusive and respectful learning environment.
- ✓ Targeted interventions such as Seasons for Growth have enhanced wellbeing and inclusion by supporting children experiencing loss or change; feedback shows learners feel more confident, supported and able to communicate their emotions.
- ✓ Wider achievement opportunities, including the P7 pantomime project and Primary 5 FEVA programme, are developing confidence, resilience and skills for learning, life and work, while strengthening community links and promoting learner participation in real-life contexts.
- ✓ Enhanced transition processes at key stages, including P1 and secondary, are supporting smoother progression, improved continuity and increased learner confidence, ensuring children feel safe, supported and ready to learn.
- ✓ Outdoor learning and play-based approaches, supported by EYPs, are promoting engagement, wellbeing and inclusion while developing physical skills, teamwork, creativity and risk awareness, alongside fostering positive relationships.
- ✓ The use of Seesaw to support communication and profiling has strengthened partnerships with families, learning to improved parental engagement, greater understanding of learning and enhanced home-school links.
- ✓ Effective partnership working through Team Around Dalmilling and the use of Pupil Equity Funding has improved inclusion and equity by enabling access to a wider range of experiences and targeted support, meeting diverse learner needs.
- ✓ Stronger partnership working with the Parent Council and a focus on pupil voice have ensured that children's views influence decision-making, leading to real improvements, such as playground developments and increased engagement, participation and sense of belonging across the school community.

PEF Funded Initiatives

- ✓ Leadership development time has facilitated our RRS Champion to:
 - Support more consistent implementation of children's rights across classes; as a result, staff confidence, learner participation and a culture of respect, empowerment and inclusion continue to grow, with pupils able to articulate and evidence their rights in meaningful contexts.
 - Protected time for planning, coordination and evaluation has strengthened leadership of improvement, ensuring that initiatives are coherent, progressive and aligned to school priorities, leading to sustained improvement and readiness for Gold Rights Respecting Schools accreditation.
- ✓ Digital tools including Seesaw, Sumdog and Accelerated Reader have had a positive impact on pupil engagement, learning and communication. Seesaw has strengthened home-school links by enabling regular sharing of learning and updates.
- ✓ All classes have accessed gymnastics at a local Gymnastics Club for the 6th year in a row. Some children have gone forward to clubs to continue to develop their skills. Participation in gymnastics sessions has had a very positive impact on children's physical development, confidence, resilience and wellbeing. Pupils are highly engaged and motivated, with clear improvements in confidence, determination and pride in achievement.
- ✓ Our Education Welfare Officer has strengthened early identification and intervention through consistent attendance monitoring and sustained family engagement. High levels of contact with parents/carers, targeted pupil support, and practical interventions such as transport assistance have addressed key poverty-related barriers to attendance and offered one-to-one wellbeing support and welfare interventions.
- ✓ In session 2025–2026, Dalmilling's average attendance is recorded at 88.9%, which is a 1.2% decrease. South Ayrshire average has decreased by 0.3%, indicating a year-on-year reduction in attendance across both the school and the wider authority. This contextualises the school's data within a broader local authority trend rather than an isolated decline. While the attendance gap remains, sustained improvements are evident for targeted children and families including increased family engagement, welfare support, and early response to UNA and SEL.
- ✓ We have made measurable progress in improving punctuality across the school. The number of pupils with more than 10 late comings has reduced from 79 in Session 2024/2025 to 64 in 2025/2026, representing a reduction of 15 pupils (approximately 19%). This demonstrates a positive impact of our targeted approaches to promoting attendance and punctuality, with more pupils starting the school day on time and ready to learn.
- ✓ Targeted support from a school-based Barnardo's worker, providing bespoke support responsive to need.

Next Steps

- Achieve Gold Rights Respecting Schools accreditation and sustain a strong, consistent rights-respecting culture by embedding the use of rights language and UNCRC articles across all contexts, including assemblies and playgrounds, while strengthening collaboration between the RRS and Anti-Racism Group to ensure a coherent and aligned whole-school approach.
- Continue to develop the use of SEESAW for communication and for pupil target setting.
- Continue to develop pupil voice and leadership opportunities across the school including Young Leaders of Learning.
- Continue to offer a range of provisions to promote health and wellbeing through PEF and Team Around Dalmilling projects.
- Continue to develop approaches to improving attendance and late comings.

Our Self-Evaluation Summary

Quality Indicator: 1.3 Leadership of Change

Self Evaluation : Very Good

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

At Dalmilling, we have established a clear and ambitious vision: Inspire, Engage and Succeed Together. Across the school, staff at all levels demonstrate a strong commitment to ensuring that our young people are successful, confident, and responsible individuals who make meaningful contributions to their school community. The leadership team provides clear strategic direction, ensuring that the school's vision and priorities are well understood and consistently implemented. Staff are highly motivated and share a collective ambition to achieve the best possible outcomes for all learners. Our vision and values are explicitly taught, consistently modelled and embedded across all aspects of school life. These are firmly underpinned by the United Nations Convention on the Rights of the Child (UNCRC) and our Positive Relationships Policy. As a result, we have fostered a positive and inclusive school culture where pupils feel valued and recognise their important role within the community. We work closely with a wide range of partners, and this collaborative approach reflects our values in action. These partnerships have strengthened outcomes for pupils and their families. Our Parent Council is well established and plays a significant role in supporting the school and wider community. In addition, we have created informal opportunities for parents and carers to contribute meaningfully to the school's ongoing improvement journey. Leadership opportunities are distributed effectively, empowering staff to drive forward improvement priorities. Staff have a strong understanding of our pupils and the wider school community. They are fully aware of the social, economic, and cultural context in which our children and families live, enabling them to respond effectively to individual needs and ensure equity and inclusion for all.

Strategic planning for continuous improvement

Our leadership team operates with clearly defined remits that reflect the individual strengths and expertise of its members. We recognise that our staff are our greatest resource, and we remain committed to sustaining improvement by raising standards and expectations across the school. Almost all staff feel empowered and confident to initiate well-informed change. There is a strong culture of self-evaluation for improvement, with all stakeholders working collaboratively and demonstrating a shared commitment to their roles and to the process of continuous improvement. Leadership is actively promoted at all levels across the school. Almost all staff have a strong understanding of How Good Is Our School? 4 (HGIOS4). They engage effectively with the Quality Indicators, confidently evaluating practice and providing evidence to support their professional judgements. Staff are able to identify next steps and translate these into meaningful actions within strategic improvement planning. All teaching staff regularly reflect on their practice and demonstrate a clear commitment to the shared values embedded within the GTCS Professional Standards. All stakeholders are actively involved in, and consulted on, the planning and allocation of Pupil Equity Funding (PEF), ensuring that resources are targeted effectively. There is a strong partnership between the school and the wider community, with a shared focus on improving learning experiences and outcomes for all children. All staff contribute to the development of the School Improvement Plan and are involved in evaluating the impact of previous priorities. Staff have also engaged in ongoing professional learning aligned to these priorities. Time is deliberately protected to facilitate high-quality professional dialogue, collegiate learning, and rigorous self-evaluation.

Implementing improvement and change

Our pupils are increasingly involved in shaping their school experience through various leadership roles and identifying improvements, which are shared and celebrated at assemblies. Staff meeting time is carefully protected and used effectively for high-quality professional learning and collaborative activities. All staff demonstrate a strong commitment to promoting equity and equality, with a clear focus on improving outcomes for all children and families. There is full engagement in the PRD/PDR process, with staff effectively looking inwards, outwards, and forwards. They are able to identify strengths in practice, highlight areas for development, and critically evaluate their work against professional standards. Through a nurturing and supportive ethos, staff are encouraged and empowered to take on leadership roles at school, cluster, and local authority levels. Staff play an active role in the creation of the School Improvement Plan and in evaluating the impact of PEF spending.

Quality Indicator: 2.3 Learning, teaching and assessment

Self-Evaluation: Good

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 demonstrated in daily interactions, contributing to a supportive and inclusive school atmosphere. Our staff have a good understanding of the distinction between equality and equity. 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 needs. This knowledge fosters a calm and purposeful learning environment, promoting a positive and nurturing ethos with a strong emphasis on positive relationships and nurturing approaches. 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 consistent approaches to learning and

teaching across the school, supported by clear shared expectations. Most children are motivated and enthusiastic within their learning. 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 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 have 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 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. Staff plan effectively to ensure all children have opportunities to experience success in their learning through the use of adaptive approaches. Teaching staff are deployed based on their strengths, skills and experience, to best meet the needs of children across the school. 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.

Effective use of Assessment

Clear links have been established between planning, assessment, and reporting. Teachers are effectively using a variety of assessments to support and validate professional judgments, which is something that has been developed this year. Focused assessments are planned 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. 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 the 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 the cluster, which is resulting in improved confidence and consistency in assessment. Transition planning is working well between the associated secondary school and our associated Early Years Centre. Well-coordinated transition strategies are in place to support children as they progress through our school. 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 centered. 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 each individual 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

Self-Evaluation; Very Good

Wellbeing

We prioritise the wellbeing of children and families through a nurturing ethos rooted in our core value: *We Care*. 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. Pupils regularly discuss wellbeing indicators with familiar adults, building emotional literacy and self-awareness. Staff apply GIRFEC principles consistently, ensuring child-centred support. 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 Rights Respecting School Gold status. Children with additional support needs are well supported through collaboration with staff and partners. 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 reduce anxiety.

Fulfilment of Statutory Duties

All staff are trained in Child Protection and understand their responsibilities clearly. This ensures pupil safety and confident safeguarding practice. 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; all school assistants are first aid trained. Attendance is closely monitored, and staff work proactively with families to address issues. 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 our Nurture Room, Rainbow Room and Sensory Room which supports vulnerable pupils. 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. 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 LT 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 supports 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: Good

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. Almost all children who benefit from additional support with their learning are making progress towards 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, a few 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 confident in making professional judgements about achievement of a level. The impact of 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.

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 to enhance pupil experiences and opportunities, 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

The overarching focus for our continuous improvement journey is to raise attainment and achievement for all. 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 2026-2027 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.

Overall School Evaluation Session 2025-2026

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