



DUNDONALD PRIMARY AND EARLY YEARS CENTRE

STANDARDS AND QUALITY REPORT

.....
SESSION 2022-23



Purpose of the Standards and Quality Report

The purpose of this report is to provide you with clear evidence of how well our school and early years centre has performed in the academic year 2022-23. The report provides a variety of information about how well our pupils are attaining, the many successes we have had, the wide variety of learning experiences at Dundonald Primary and Early Years Centre and how the children benefit from these.

Context of the School and Early Years Centre



Dundonald Primary and Early Years Centre serves the village of Dundonald, which is located 5 miles outside of Troon in the Ayrshire countryside. Our village is perhaps most well-known for its 14th Century Castle and surrounding woodland.

Dundonald has a population of around 4,272; this accounts for approximately 4% of South Ayrshire's total population¹. 18% of the population in Dundonald is aged 0-15 years, which is slightly higher than the percentage aged 0-15 living in South Ayrshire, where it is 16%, and higher than Scotland where it is 17%¹. Twenty four percent of the population is aged 65 or over; this is slightly lower than that of South Ayrshire where 25% are aged 65 and over; and higher than Scotland where it is 19%¹.

In 2020, 7% of the working-age population of Dundonald¹ were employment deprived. This is lower than South Ayrshire as a whole, where the percentage employment deprived was 10% and lower than Scotland where the percentage was 9%. In the 25-39 age group, 3.4% were claiming out-of-work benefits in Dundonald¹. This compares to 4.9% claiming out-of-work benefits in South Ayrshire and 3.6% across Scotland as a whole. In 2020, eight percent of the total population in Dundonald¹ were income deprived, compared to 12% in South Ayrshire and 12% in Scotland.

Dundonald Primary is a non-denominational school and currently has a school roll of 177 pupils. Our Early Years Centre offers term-time, 9am-3pm, provision for children aged 2-5; we have capacity for 49 children in our EYC, with 4 of those places dedicated to children aged 2-3. Currently, we have 42 children in our Early Years Centre aged 3-5 and 4 children aged 2-3.

The majority of children – 78% - who attend Dundonald Primary and EYC live in SIMD deciles 5 and 6; 20% live in SIMD deciles 3 and 4; and 2% live in SIMD decile 2. All pupils in P1-5 are entitled to a free school meal; 29% of pupils in Dundonald Primary are registered for a free school meal; 37% are in receipt of Clothing Grants and 40% are eligible for the support of the Pupil Equity Fund.

In Dundonald Primary, average pupil attendance is 92.1%*, which is in-line with the average attendance in South Ayrshire of 92.0%*. Attendance at Dundonald Early Years Centre is also positive, with average attendance being 85.4%*; this is higher than the South Ayrshire average of 84.1%* (*March 2023 data). Average attendance in this session is lower across Dundonald Primary and Dundonald EYC than that of previous sessions. This is consistent with the local and national picture; improving attendance will continue to be a key focus of our work. In Session 2022-23, there were no exclusions.

The school is led by a Senior Leadership Team comprising of a Head Teacher and a Depute Head Teacher.

Our teaching and support staff have a range of experience. During session 2022/23 there has been the equivalent of 10.5 teaching staff; this includes a teacher in the Early Years Centre for 2 days. We have an additional support for learning teacher who is funded by South Ayrshire for 2 days per week. We also have the equivalent of 8.7 Early Years Practitioners, including one Senior Early Years Practitioner. In terms of support staff, we have the equivalent of 2.9 fulltime school assistants and 2 clerical assistants. This session, we funded an additional 0.4 FTE in teaching staff and 27.5 school assistant hours using our Pupil Equity Fund; we also benefitted from a 'Closing the Gap' teacher, 0.4 FTE. This additional staffing enabled us to provide targeted interventions to support learners in literacy and numeracy and to provide nurturing support across the school.

¹ Neighbourhood Profile for Report for Dundonald and Loans June 2020

Team-work is a key aspect of school life in Dundonald Primary and our shared vision and values underpins our work. Our relentless focus is on ensuring high quality learning and teaching and on improving outcomes for our pupils.

Dundonald Primary and Early Years Centre is embedded in the heart of the rural village of Dundonald.

Throughout the school year, our children benefit from learning in, learning with and learning about our local community.

✓ all pupils have participated in outdoor learning in Dundonald Woods, developing their skills across the curriculum.	✓ all classes, from Early Years to Primary 7, have participated in educational outings to Dundonald Castle.
✓ all children, from Early Years to P7, created art work for Dundonald Farmers' Society Agricultural Show, Dundonald Games Art Competition and for Troon Art Club's Rita Cotter Competition.	✓ learning experiences in Religious and Moral Education are enhanced by our close partnership working our school chaplain, Reverend Lynsey Brennan of Dundonald Parish Church. All children participated in outdoor Chaplaincy activities led by Rev. Brennan at Dundonald Woods.
✓ children in P5-7 learned how to play Indoor Bowls through participating in lessons led by Dundonald Bowling Club volunteers in Term 3. They then learned to play outdoor Bowls by visiting Dundonald Bowling Club in Term 4.	✓ our Christmas Service and End of Term Service take place in Dundonald Parish Church. We are joined by all families and local community for our Christmas and Summer Services - these are led by P7 House and Vice Captains, working in partnership with Rev. Brennan.

Nurturing our sense of community is important to the staff and pupils of Dundonald Primary School and Early Years Centre. We will continue to seek opportunities to learn from and with our local community and, in doing so, we will provide opportunities for our children to develop skills for learning, skills for work and skills for life.

Almost all children at Dundonald Primary move on to Marr College and we work closely with our cluster group of schools.

Our Parent Council work extremely hard to support the school. They organise various events throughout the session for our children and wider community. Parent Council events have included a 'Dundonald Christmas Fayre'; an Easter Scavenger Hunt at Dundonald Castle and a "Leavers' Disco" for our Primary 7 pupils. All money raised by our Parent Council is used for the benefit of each and every learner, such as by funding:

- ✚ school ties for our new P1 children and our P7 leavers;
- ✚ buses for educational outings;
- ✚ games for our playground.

Our school building was officially opened in 2000. The main teaching area of the school is open plan and offers a flexible learning environment. Six class bays, for Primaries 3 to 7, are situated in this area along with learning spaces for art activities, smaller group work and an ICT hub. Following refurbishment in 2017, we further benefit from an additional teaching space with allows for three class bays, for Primaries 1 and 2.

There has been extensive work undertaken to the Early Years Centre over the last few years. This session, we worked in partnership with South Ayrshire Council to redecorate the indoor playrooms. The children in our EYC enjoy learning in a stimulating environment with access to an outdoor area which offers a range of play experiences.

Vision



At Dundonald Primary and Early Years Centre we want **everyone** to feel **nurtured** (Article 9), **included** (Article 23) and **involved** in all aspects of early years and school life. **Everyone** has the right to engage in **high-quality learning**, to **achieve success** (Article 29) and to experience **positive relationships** (Article 4 and 5).

We aspire to be a school of excellence where the children are at the heart of all that we do.

Values



Friendship, Respect, Honesty, Perseverance, Optimism and Inclusion are the 6 core values that permeate throughout Dundonald school community. These help us to focus on our aspirational vision and aims for our school and EYC. (Articles 1, 2, 15 and 28).

Aims



Our aims are founded on the shared values and ambitions of the school and its wider community.

At Dundonald Primary School and Early Years Centre we aim to:

- Provide a **safe** and **nurturing** environment **for all** (Article 19)
- Develop **all pupils'** self-esteem and confidence to allow them to reach their full potential (Article 28)
- Recognise and celebrate achievement for **all pupils** within and beyond school
- Encourage children to be actively involved within the school and their own community (Article 11)
- Provide everyone with challenging, motivating, positive and purposeful **learning experiences** (Article 29)

Our aim at Dundonald is to ensure **all pupils** fulfil their potential as **Successful Learners, Responsible Citizens, Effective Contributors and Confident Individuals** through engaging fully with school life and embedding our vision and values in our practice.

Our school vision, values and aims were reviewed, refreshed and shared with the school community in May 2023.

What key outcomes have we achieved?

School Priority 1:

To raise attainment in **Numeracy and Mathematics** for all whilst closing the attainment gap between our most and least disadvantaged.

NIF Priority:

- Improving attainment, particularly in literacy and numeracy.
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in employability skills and sustained, positive school leaver destinations for all young people.

Links to HGIOS 4 / HGIOELC:

1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 3.2, 3.3

Progress and Impact

Staff use a range of assessments which support professional judgement. Data from these assessments is used to inform learning and teaching to ensure appropriate pace, challenge and progress for all learners. This session, teachers have demonstrated commitment to prioritising learning in numeracy and maths, with a clear focus on supporting the children's recovery from the impact of COVID-19. Staff continue to make good use of South Ayrshire's Numeracy and Maths Framework, particularly when planning for learning, teaching and assessment. Use of the Framework helps to ensure progression in learning.

Staff continue to engage regularly in Pupil Progress Meetings where they discuss attainment and achievement of pupils in their class as well as sharing strategies which they can reflect on and transfer to their own practice in order to bring about improvements. Identification of the next steps in supporting children's learning is a crucial aspect of the Pupil Progress Meetings and has led to timely interventions and supports for learners. We will continue to develop the good practice already established through Pupil Progress Meetings next session in order to ensure a very clear focus on raising attainment and closing the poverty related attainment gap.

Where learners require additional support for Numeracy and Maths, good use is made of the Staged Intervention process to ensure that support is well planned. The additional supports and interventions provided by our Additional Support for Learning Teacher and School Assistants are focused on closing any gaps in children's learning. Next session, we will further refine our approach to planning for Additional Support for Learning with a particular focus on target setting and learning conversations. Staff will have opportunities to engage in professional learning and dialogue focused on the creation of targets with learners – this will help to ensure progress and clear next steps in learning.

Our focus on professional learning and investment in numeracy and maths resources continues to impact positively on learners' experiences. Next session, we aim to increase and improve the children's understanding of number, mental maths recall, mathematical thinking and mental calculation strategies through refreshing our approaches to Number Talks and Count on Us strategies. Professional learning opportunities focused on Number Talks and Count on Us strategies will include professional dialogue, sharing of practice and opportunities for team teaching – we will also provide workshops for families.

In Dundonald Primary, most pupils achieved Curriculum for Excellence levels in Numeracy in 2022-23 which were in line with or higher than levels expected for their age.

Next Steps

- Continue to raise attainment for all and close the attainment gap through refining our approach to Pupil Progress Meetings.
- Improve attainment more quickly for children who are most disadvantaged through implementing strategies to close the attainment gap by: continuing to improve the quality of learning and teaching; identifying needs of learners' early and implementing well planned interventions.
- Further refine our approach to planning for Additional Support for Learning with a particular focus on target setting and learning conversations. Staff will have opportunities to engage in professional learning and dialogue focused on the creation of targets with learners – this will help to ensure progress and clear next steps in learning.
- Professional learning for staff focused on improving the children's understanding of number, mental maths recall, mathematical thinking and mental calculation strategies.

School Priority 2:

To raise attainment in **Literacy and English, with a particular focus on Writing**, for all whilst closing the attainment gap for our most and least disadvantaged.

NIF Priority:

- Improving attainment, particularly in literacy and numeracy.
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in employability skills and sustained, positive school leaver destinations for all young people.

Links to HGIOS 4 / HGIOELC:

1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.2, 3.3

Progress and Impact

As with Numeracy and Maths, staff are using a range of assessments which support professional judgement of progress and attainment in Literacy and English. Data from these assessments is used to inform learning and teaching to ensure appropriate pace, challenge and progress for all learners. Analysis of these assessments also allows staff to identify children who would benefit from additional support. This is impacting positively in terms of ensuring pace and progression and in deploying support appropriately. This session, teachers have demonstrated commitment to prioritising learning in Literacy and English, with a clear focus on supporting the children's recovery from the impact of COVID-19.

Again, as discussed within the evaluation of Priority 1, staff continue to regularly engage in tracking and attainment meetings where they discuss attainment and achievement of pupils in their class as well as sharing strategies which they can reflect on and transfer to their own practice in order to bring about improvements. These meetings have provided a very clear focus on raising attainment and closing the attainment gap. We will continue to develop the good practice already established through Pupil Progress Meetings next session.

Where learners require additional support for Literacy and English, good use is made of the Staged Intervention process to ensure that this support is well planned. The additional supports and interventions provided by our Closing the Gap Teacher and School Assistants help to close any gaps in children's learning. Next session, we will further refine our approach to planning for Additional Support for Learning with a particular focus on target setting and learning conversations. Staff will have opportunities to engage in professional learning and dialogue focused on the creation of targets with learners – this will help to ensure progress and clear next steps in learning.

School staff – teachers, early years practitioners and school assistants - engaged very well with professional learning focused on improving attainment in Literacy and English during In-service days, this included exploration of the key features of high-quality Writing lessons. Our focus on Taught Writing has increased the consistency of approach across the school which has, in turn, improved learners' experiences. Early Years staff also engaged very well with professional learning focused on 'Supporting Children with Communication Barriers' led by Speech and Language Therapy and Educational Psychology.

In terms of Curriculum for Excellence attainment, most children achieved expected levels in Listening and Talking, most children achieved expected levels in Reading and most children achieved expected levels in Writing.

Our next steps will be to continue to develop and embed Active Literacy approaches to learning, teaching and assessment of reading, with a particular focus on non-fiction texts. We also aim to develop a reading culture and encourage everyone to read for pleasure through becoming a Scottish Book Trust Reading School. Professional learning will be focused on 'Taking a Closer Look at Reading for Information' and, to enrich learning and teaching, we will work in partnership with Scottish Book Trust Author, Martin Stewart.

Next Steps

- Continue to raise attainment for all and close the attainment gap through further refining our approach to Pupil Progress Meetings
- Improve attainment more quickly for children who are most disadvantaged through implementing strategies to close the attainment gap by continuing to improve the quality of learning and teaching (embedding Active Literacy approaches to ensure consistency and progression); through identifying needs of learners' early and by implementing well planned interventions.

- Professional learning will be focused on 'Taking a Closer Look at Reading for Information' and 'Becoming a Reading School'.
- Continue to develop approaches to learning and teaching in Literacy and English which promote creativity, digital literacy skills and which encourage the children to make links between learning and the world of work.

School Priority 3:

Our overall aim is to raise attainment in **Health and Wellbeing** for all whilst closing the attainment gap between our most and least disadvantaged.

NIF Priority:

- Improvement in children and young people's health and wellbeing.

Links to HGIOS 4 / HGIOELC:

1.1, 1.2, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1

Progress and Impact

We continue to make very good progress in terms of embedding nurture principles across the school and early years centre – the importance of nurture and positive relationships is high priority and a key feature at each In-Service day. Our implementation of the PATHS approach compliments and enhances our nurturing approach. Recently, we evaluated the impact of PATHS and found that children are now more able to identify feelings, emotions and how to manage these. The impact of embedding nurture principles and the PATHS approach is reflected in the very positive relationships throughout our school and early years centre; it is also evident within survey feedback from pupils, parents and staff.

Data shows that average attendance at Dundonald Primary School is in line with the local authority average and attendance at our Early Years Centre is higher than the South Ayrshire average. Dundonald Primary's average attendance is 92.1% compared to South Ayrshire average attendance of 92%*; Dundonald EYC's average attendance is 85.4% compared to South Ayrshire's average of 84.1%. Improving attendance will continue to be a key focus in Session 23-24.

Regular Parents in Early Education Partnership (PEEP) sessions for Early Years families take place within our School and Early Years Centre, indoors and outdoors. PEEP sessions were well attended and have been successful in promoting various aspects of health and wellbeing, including play and relaxation through storytelling, arts and crafts – parents evaluated the sessions very positively.

All classes engaged in 2 hours of PE each week, taking part in a range of sports, including: tennis, handball, athletics, basketball, rugby and football. Children have also had the opportunity to participate in Educational Outings this session and these visits enriched the children's learning. Our P7 classes successfully completed 4-day residential visits to Dolphin House Outdoor Education Centre; this provided a wealth of opportunities for personal achievement and all children evaluated the visit extremely positively.

In June 2018, we achieved our first Rights Respecting School Gold Accreditation. Staff continue to work hard to embed children's rights in everything that they do. In May 2021, we presented for our second Gold Accreditation – this reaccreditation visit took place virtually, via Teams, with the UNICEF. The UNICEF team highlighted many strengths following the virtual visit and we achieved our second Gold Accreditation.

The staged intervention approach is used well in Dundonald Primary and Early Years Centre to consider the needs of children and to identify appropriate interventions. As a result, children with identified additional needs are well supported and make good progress in their learning. Our Depute Head Teacher (and Pupil Support Coordinator) ensures a 'Team Around the Child' approach. Team Around the Child Meetings are held regularly throughout the year to ensure a coordinated approach to meeting learners' needs.

Next Steps

- Continue to focus on increasing pupil attendance across the school; increase the attendance of children who are most disadvantaged.
- Strengthen family learning opportunities through working in partnership with Active Schools; Community Learning and Development; Early Years Family Learning Team; Barnardo's Family support; Health Visitor and Thriving Communities.
- Promote opportunities for personal and wider achievement – encourage participation in clubs – promote equity of participation for our pupils who are facing challenges.
- Develop a consistent approach to tracking personal and wider achievement across the school.

Quality Indicator 1.3 Leadership of change

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

- Our head teacher and staff are committed to ensuring the highest standards for all the children and work hard to ensure that our aspirational vision, values and aims are embedded across the school.
- This session, we reviewed and refreshed our Curriculum Rationale, Vision, Values and Aims – this review was completed in partnership with all stakeholders. Our refreshed Curriculum Rationale, Vision, Values and Aims make clear our unswerving focus on high quality learning and teaching for all; the importance of positive relationships and inclusion; equity for learners and South Ayrshire's Vision for Learning – current educational thinking captured also.

Strategic planning for continuous improvement

- We have very good approaches to strategic planning which ensure continuous improvement and well-informed change. Approaches taken to identify priorities include:
 - Auditing progress using the QIs of HGIOS and HGIOELC
 - Parent and pupil surveys
 - Staff self-evaluations and development activities
 - Evaluations of pupils' learning
 - Performance information
- We look inwards to analyse our work and then look outwards to challenge our own thinking. When looking inwards, we ensure robust self-evaluation by triangulating the data and performance information available to us. We have analysed data related to attainment, pupil achievements, attendance and exclusion; and interpreted the findings of parent questionnaires and information gathered from professional dialogue with staff.
- All members of staff have a very good understanding of the context of the school and the local community and analyse a range of data effectively to make decisions in order to meet the needs of all learners, promoting equity.
- Collegiate and collaborative working time during staff meetings is carefully planned and well used to ensure staff can contribute productively to the school improvement plan.
- Our next step is to develop further our use of How Good is OUR School in order to improve learner participation in self-evaluation and school improvement. We will refresh our approach to self-evaluation and pupil focus groups, ensuring that children play a key role in contributing to improvements.
- Feedback from stakeholders is taken into account when planning for improvements. We work in close partnership with our Parent Council who are supportive of developments.
- Our self-evaluation informs the formulation of our school improvement plan.

Implementing improvement and change

- All staff are committed to improving the school and work hard to implement changes which impact positively on outcomes for learners.
- There is an effective professional review and development process within the school. It is clearly linked to the GTCs standards. There has been effective professional learning for support staff in both literacy and numeracy which has increased the school's capacity to close the attainment gap.
- Over the past two school years, we have worked collectively to define our rationale for learning visits and peer reviews, ensuring that it is clearly focused on collaborative and purposeful shared evaluations of learning and teaching. Peer observations will continue to be a key feature of our self-evaluation approach. Our next step is to enhance quality assurance work by including a 'GROWTH' coaching model approach: protected time will be built into the school year for staff to engage in one-to-one shared evaluations - with a Senior Leadership Mentor - at which times we will focus on planning, learning, teaching and assessment.

EVALUATION

From evidence we have shared and gathered, we evaluate our leadership of change as very good. We can identify key strengths and these strengths have a significantly positive impact on almost all children and young people.

Quality Indicator 2.3 Learning, teaching and assessment

Learning and Engagement

- Across the school, children benefit from learning in a caring environment in which all staff show clear commitment to their welfare and development. There is a warm and friendly atmosphere in the school and early years centre; children enjoy coming to school and feel safe.
- Our ethos and culture reflects a commitment to children's rights and to promoting positive relationships; this is underpinned by our six school values. We achieved our first Rights Respecting Schools Gold Accreditation Award in June 2018. In May 2021, we achieved our second Gold Accreditation.
- Children feel that they are treated with respect and that school helps them to understand and respect others. Children know that their views are sought and valued. This contributes to the positive and respectful environment evident in all classes.
- Most pupils eagerly engage in their learning and are motivated to achieve. Almost all learning experiences are relevant and most are appropriately challenging. Almost all children in the school and Early Years Centre are successful, confident and responsible. Next session, we will work collegiately to 'take a closer look at' learning conversations, feedback to learners and target setting.
- Our refreshed approach to planning in the Early Years Centre reflects the key messages from 'Realising the Ambition' and ensures a clear focus on interactions, experiences and our use of spaces. Next session, we will continue to develop the spaces for play and learning in our EYC, considering how they can be used to best effect to promote curiosity and creativity. This will be underpinned by professional learning and opportunities for staff to look outwards for interesting practice.

Quality of teaching

- Our self-evaluation work highlights the range of teaching styles and methodologies used to deliver a wide range of quality experiences at all stages. Teachers know the children very well and therefore cater for their individual needs.
- Children enjoy learning both within and beyond school. Staff make good use of outdoor spaces within the school and community, for example, Dundonald Woods, our EYC outdoor play area and our P1 and P2 outdoor classroom.
- Staff are enthusiastic about their vision to provide consistently high quality learning and all staff are committed to enhancing their pedagogy through engaging with professional learning and development.

Effective use of assessment

- Teachers use a variety of assessment strategies – formative and summative – to identify the progress children are making in their learning and how their work could improve.
- Teachers provide written feedback to children regarding the success of their learning in the majority of written work – verbal feedback is also shared. Children are developing skills in peer assessment. Peer assessment is particularly effective where Writing Assessment Sheets are used as a scaffold. As their confidence grows, children are beginning to share evaluative feedback. We will continue to refine our approaches to providing feedback to learners and time for teachers to share examples of effective written feedback will be included within the Improvement Plan; this will support greater consistency in the quality of feedback given to children about their work.
- We are using National Benchmarks with increased confidence and are becoming better at making professional judgements about when children have achieved a Curriculum for Excellence level.
- Pupil Progress Meetings take place regularly with the SLT and are a platform for discussing attainment and achievement but also to provide opportunities to share practice.

Planning, tracking and monitoring

- Medium-term planning takes good account of Curriculum for Excellence and includes a focus on the Four Contexts for Learning; Planned Assessments and Children's Rights.
- We monitor pupil progress through learning visits, CfE data, attendance data, Staged Intervention information and through professional dialogue. This information gives us clear indication of attainment across all curricular areas at all stages. The progress of learners who are in need of most support is carefully tracked and monitored. We ensure a Team Around the Child approach to supporting learners – we have established positive relationships with parents our focus is very much on working together to meet the needs of individual learners.
- The school has comprehensive plans for the ongoing use of its Pupil Equity Funding (PEF). Senior leaders, and staff are able to demonstrate how PEF-related initiatives have a positive impact on children's learning and engagement.

Overall, the quality of learning teaching and assessment is good.

Quality Indicator 3.1 Ensuring wellbeing, equality and inclusion

Wellbeing

- There is a shared understanding of wellbeing, inclusion and the importance of improving outcomes for children amongst almost all staff; this is evident through our nurturing and inclusive approaches.
- We support our children in order that they feel safe, healthy, achieving, nurtured, active, respected, responsible and included. Pupils tell us that the key strengths of Dundonald Primary are: our nurturing approaches, friendly atmosphere and supportive staff – this is evident from 'Pupil Voice' discussions and our Pupil Wellbeing Survey. Parents and carers also highlight positive relationships, the care and nurture provided by school staff as our key strengths.
- The wellbeing of children is a priority for staff and staff work in very close partnership with the school's Pupil Support Coordinator to respond to any wellbeing concerns. Good use is made of the Team Around the Child and the Staged Intervention approach to ensure a child centred approach to meeting learners' needs. All staff proactively promote a positive ethos and work closely with parents, particularly when children need specific support.
- Our implementation of the PATHS (Positive Alternative Thinking Strategies) Health and Wellbeing lessons compliments and enhances our nurturing approach. Recently, we evaluated the impact of PATHS and found that children are now more able to identify feelings, emotions and how to manage these. In our Early Years Centre, our next step is for children to use the 'Colour Monster' approach to better understand and talk about their emotions to improve their health and wellbeing.
- We are a Rights Respecting School and achieved our first Gold Accreditation in May 2018 and our second one in May 2021.
- The school is viewed as an important part of the village community. This session, we have participated in a range of local and national competitions and opportunities for learning. Children from the EYC to Primary 7 have: created art work for Dundonald Agricultural Show; participated in visits to Dundonald Woods for outdoor learning; contributed to Troon's "Rita Cotter" art exhibition; participated in Bowling lessons at Dundonald Bowling Club and created art work for Dundonald Highland Games.

Fulfilment of statutory rights

- We fully comply and engage with all statute including the provision of Physical Education, statute in relation to Additional Support Needs and staff registration (SSSC and GTCS), meeting all requirements.
- Staff in our Early Years Centre make good use of care plans to ensure the wellbeing of all children.
- All teaching staff collaborate effectively with their children to create class charters, ensuring that Children's Rights permeate our work.
- All staff engage in Child Protection training and fulfil their duties in keeping children safe.

Inclusion and equality

- Inclusion was selected by our pupils as one of our core values and is therefore at the centre of our practice.
- Rights of the Child are embedded in our school ethos, vision, values and aims; staff have demonstrated clearly a commitment to these.
- We promote a culture of respect towards all.
- The staged intervention approach is used well to consider the needs of children and identify appropriate interventions. Individual support plans have clear targets and outcomes both in short and long term circumstances. Interventions are evidence based and include a focus on nurture, phonics, understanding of number and communication.

EVALUATION

Overall, we evaluate our approaches to wellbeing, equity and inclusion as very good.

Quality Indicator 3.2 Raising attainment and achievement

Attainment in Literacy, Numeracy and Health and Wellbeing: Session 2022-23

Dundonald Early Years Centre – Developmental Milestones (Preschool Children)

In our Early Years Centre, almost all children (95%) achieved Communication and Language developmental milestones; almost all children (95%) achieved Numeracy developmental milestones and most children (84%) achieved Health and Wellbeing developmental milestones.

Dundonald Primary School: Curriculum for Excellence Attainment

Numeracy

Curriculum for Excellence: Percentage of Pupils Achieving Expected Levels at P1, P4 and P7 in Numeracy					
	2017-18	2018-19	2020-21	2021-22	2022-23
P1 Early Level	100%	88%	100%	95%	85%
P4 First Level	87%	78%	88%	81%	100%
P7 Second Level	78%	81%	75%	77%	79%
% achieving expected levels at appropriate stage	88%	82%	86%	82%	86%

In P1, most pupils achieved Curriculum for Excellence levels in Numeracy which were in line with or higher than levels expected for their age.

In P4, all pupils achieved Curriculum for Excellence levels in Numeracy which were in line with or higher than levels expected for their age.

In P7, most pupils achieved Curriculum for Excellence levels in Numeracy which were in line with or higher than levels expected for their age.

In Dundonald Primary, most pupils achieved Curriculum for Excellence levels in Numeracy which were in line with or higher than levels expected for their age (P1, P4 and P7 combined).

In session 2022-23, 32% of pupils at P1, P4 and P7 had additional support needs and were supported at Stage 1B (or above) of the Staged Intervention process. In session 2021-22, 22% of pupils at P1, P4 and P7 had additional support needs (supported at Stage 1B or above).

Literacy: Percentage of Pupils Achieving Expected Levels at the Appropriate Stage (P1, P4 and P7)

Curriculum for Excellence: Percentage of Pupils Achieving Expected Levels at P1, P4 and P7 in Literacy					
	2017-18	2018-19	2020-21	2021-22	2022-23
P1 Early Level	82%	78%	92%	77%	74%
P4 First Level	65%	78%	88%	78%	76.5%
P7 Second Level	61%	84%	72%	69%	72%
% achieving expected levels at appropriate stage	68%	80%	82%	74%	74%

In P1, the majority of pupils achieved Curriculum for Excellence levels in Literacy which were in line with or higher than levels expected for their age.

In P4, most pupils achieved Curriculum for Excellence levels in Literacy which were in line with or higher than levels expected for their age.

In P7, the majority of pupils achieved Curriculum for Excellence levels in Literacy which were in line with or higher than levels expected for their age.

In Dundonald Primary, the majority of pupils achieved Curriculum for Excellence levels in Literacy which were in line with or higher than levels expected for their age (P1, P4 and P7 combined).

In session 2022-23, 32% of pupils at P1, P4 and P7 had additional support needs and were supported at Stage 1B (or above) of the Staged Intervention process. In session 2021-22, 22% of pupils at P1, P4 and P7 had additional support needs (supported at Stage 1B or above).

Literacy and English: Reading, Writing, Listening and Talking at P1, P4 and P7

Curriculum for Excellence: Percentage of Pupils Achieving Expected Levels at P1, P4 and P7												
	READING				WRITING				LISTENING AND TALKING			
	2018-19	2020-21	2021-22	2022-23	2018-19	2020-21	2021-22	2022-23	2018-19	2020-21	2021-22	2022-23
P1 Early Level	84%	92%	82%	70%	81%	100%	77%	74%	94%	100%	91%	85%
P4 First Level	78%	88%	86%	82%	78%	88%	78%	76.5%	78%	88%	94%	100%
P7 Second Level	86%	78%	79%	72%	84%	72%	69%	72%	95%	78%	85%	83%
% achieving expected levels at appropriate stage	83%	85%	82%	74%	81%	85%	74%	74%	89%	88%	90%	89%

Reading

In P1, the majority of pupils achieved Curriculum for Excellence levels in Reading which were in line with or higher than levels expected for their age.

In P4, most pupils achieved Curriculum for Excellence levels in Reading which were in line with or higher than levels expected for their age.

In P7, the majority of pupils achieved Curriculum for Excellence levels in Reading which were in line with or higher than levels expected for their age.

In Dundonald Primary, the majority of pupils achieved Curriculum for Excellence levels in Reading which were in line with or higher than levels expected for their age.

Writing

In P1, the majority of pupils achieved Curriculum for Excellence levels in Writing which were in line with or higher than levels expected for their age.

In P4, most pupils achieved Curriculum for Excellence levels in Writing which were in line with or higher than levels expected for their age.

In P7, the majority of pupils achieved Curriculum for Excellence levels in Writing which were in line with or higher than levels expected for their age.

In Dundonald Primary, the majority of pupils achieved Curriculum for Excellence levels in Writing which were in line with or higher than levels expected for their age.

Listening and Talking

In P1, most pupils achieved Curriculum for Excellence levels in Listening and Talking which were in line with or higher than levels expected for their age.

In P4, most pupils achieved Curriculum for Excellence levels in Listening and Talking which were in line with or higher than levels expected for their age.

In P7, most pupils achieved Curriculum for Excellence levels in Listening and Talking which were in line with or higher than levels expected for their age.

In Dundonald Primary, most pupils achieved Curriculum for Excellence levels in Listening and Talking which were in line with or higher than levels expected for their age.

In session 2022-23, 32% of pupils at P1, P4 and P7 had additional support needs and were supported at Stage 1B (or above) of the Staged Intervention process. In session 2021-22, 22% of pupils at P1, P4 and P7 had additional support needs (supported at Stage 1B or above).

Attendance and Exclusions

Attendance – Dundonald Primary School (P1-7)							
Attendance	2016/17 (Term 3)	2017/18 (Term 3)	2018/19 (Term 3)	2019/20 (Term 3 – as of 20 th March 2020)	2020/21 (Term 3 – March 2021 data)	2021/22 (Term 3 – March 2022 data)	2021/22 (Term 3 – March 2023 data)
Dundonald PS	96%	95%	94.5%	95.2%	96%	93.5%	92.1%
Authority	95%	95%	94.7%	93.9%	95.6%	91.7%	92%

Attendance – Dundonald Early Years Centre				
Attendance	2019/20 (Term 3 – as of 20 th March 2020)	2020/21 (Term 3 – March 2021 data)	2021/22 (Term 3 – March 2022 data)	2022/23
Dundonald EYC	92.3%	92.6%	86.4%	85.4%
Authority EYC	87%	91.8%	85.1%	84.1%

The data shows that average attendance at Dundonald Primary School is currently in-line with South Ayrshire average attendance. The data also shows that attendance at Dundonald Early Years Centre is higher than the South Ayrshire average. Attendance at both Dundonald Primary and Dundonald Early Years Centre has declined; this decline could perhaps be attributed to the impact of COVID-19. Next session, improving attendance will continue to be a key focus.

In Session 2022-23, there were no exclusions.

Attainment over time

Staff make good use of an increasing range of data to guide and support the children's progress. This currently includes progress through CfE levels; SIMD data; Staged Intervention data; attendance figures, free meal registration and clothing grant data. All data is used well to support and challenge professional judgement and as a focus for professional dialogue.

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

- Assessment of progress within Curriculum for Excellence levels;
- Analysis of Standardised Assessment data: GL Progress Test in English and GL Progress Test in Maths
- Tracking the progress of different cohorts e.g. pupils supported through the Staged Intervention Process; children who are care experienced; children eligible for the support of PEF
- Through the approaches in place to monitor those children on Staged Intervention;
- In the early years through a focus on South Ayrshire's Developmental Milestones, Early Level Skills Assessment Sheets and Personal Learning and Care Plans;
- Analysis and comparison of Local Authority data and Cluster schools' data to support and challenge the progress of children at Dundonald;
- Annual written reports to parents;
- Transition meetings at the end of the school session.

Pupil progress meetings take place regularly throughout the session to: monitor attainment; highlight children who require support or challenge in their learning; and to allow staff to share practice. Our Pupil Support Coordinator (DHT) is fully involved in these meetings and uses the information gathered to feed in to Staged Intervention plans. This allows us to reflect on deployment of support, give consideration to

resources and to highlight professional learning needs in order to continue to provide high quality experiences for all.

Overall quality of learners' achievement

We celebrate our children's achievements across the school and recognise the importance of the experiences children have outside school in shaping them as individuals.

We actively seek opportunities for children across the school to participate in wider contexts across for learning, such as:

- ✓ outdoor learning in Dundonald Woods.
- ✓ creation of art work for Dundonald Agricultural Show; Troon's Rita Cotter Art Competition and Dundonald Highland Games.
- ✓ participation in South Ayrshire Active Schools Competitive Sports Events including: P4-5 Basketball Bronze Level; P6-7 Basketball Bronze Level; P5-7 Girls' Football Competition; P5-7 Boys' Football Competition; Cross-Country Running.
- ✓ Musical performances for parents and carers including: EYC Concerts; P1-4 Nativity; P5-7 Musical Showcase; Youth Music Initiative activities for P6 and P7 led by Tracy Nelson.
- ✓ Leadership opportunities including: P7 House and Vice Captains (elected termly by pupils); Rights Respecting Pupil Council Group; P7 Buddies; Eco Volunteers
- ✓ Residential visit to Dolphin House Outdoor Education Centre.
- ✓ Lunchtime and after school clubs including: P1/2 Multi-Sport; P3/4 Multi-Sport; 5/6 Football; P5-7 Multi-Sport; Chess; P1/2 STEM Club; P7 STEM Club; P7-S1 Transition Sports Club
- ✓ Educational outings for classes to: Glasgow Science Centre; Culzean Castle and Country Park; Marr Playing Fields

Next session, we aim to refine our approaches to tracking children's achievements across the school. This will help us to ensure that our support is focused on those who are at risk of missing out.

Equity for all learners

There is a commitment to early identification of learning needs and to ensuring early intervention and support and we monitor with care the progress of children who are facing challenges, such as living in poverty.

Our Pupil Equity Fund (PEF) Proposal demonstrates and outlines our strong commitment to addressing the negative impact of poverty. Considerable investment has been made in order to identify and articulate the attainment gap through rigorous analysis of the data available to us. Through our PEF tracking, we have been able to track and evaluate the impact of the interventions in place to close the poverty related attainment gap.

In June 2023, our evaluation of the PEF data highlighted:

- ✓ **Curriculum for Excellence - Reading, Writing, Listening and Talking and Numeracy Attainment:** analysis of CfE attainment data shows that the majority of pupils eligible for PEF were secure (or better) at the appropriate stage (P1, P4, 7) in June 2023 in Reading, Writing, Listening and Talking, and Numeracy.
- ✓ **Attendance:** The average school attendance for pupils eligible for the support of the Pupil Equity Fund at the end of March 2023 was 87.5%. This compares with an average school attendance (for pupils eligible for PEF) of 91% in March 2022. Attendance for pupils eligible for PEF has therefore decreased. This decrease mirrors the national picture.

We work closely with families to support good attendance. We will continue to have a relentless focus on helping those who need it most – partnership working and positive relationships continue to be key.

At all stages of the school, staff understand the importance of identifying learners' needs through assessment – through careful observation and review of what the pupils say, write, make and do. Where there is agreement that a pupil would benefit from additional targeted support for learning, effective use is made of the Staged Intervention process in planning, implementing and reviewing this support making best use of the resources available.

Enhanced transition at all stages is key in supporting our children as they move through the school and on to secondary. We are successful in sharing relevant and appropriate information particularly at key transition points and support our children effectively.

EVALUATION

Based on the evidence we have gathered and analysed we feel we are making good progress with regards to raising attainment and achievement. As we continue to further embed some of the changes we have put in place this session and continue to ensure appropriate targeted support we are confident we will make further progress.

What are the key priorities for improvement in 2022-2023?

In line with guidance from the '**National Improvement Framework 2023**' the key priorities for Dundonald Primary School and Early Years' Centre for session 2023-24 are:

- **Raising attainment and improving skills in literacy and numeracy**
 - High quality learning experiences in literacy and numeracy will be prioritised across all four contexts for learning;
 - The Refreshed Narrative for Curriculum for Excellence will continue to shape our curriculum planning;
- **Closing the attainment gap between the most and least disadvantaged children**
 - High quality learning, teaching and assessment
 - Applying the principle of equity, additional support will be provided where it is most needed in order to maximise engagement with learning and continue the work to close the poverty related attainment gap;
- **Improvement in children and young people's health and wellbeing and placing the human rights and needs of every child at the centre of education**
 - Physical, mental and emotional wellbeing of children and young people will be prioritised – this will include embedding the PATHS Programme to support and promote the development of emotional awareness, self-control and interpersonal problem-solving skills;
 - Nurture principles and Children's Rights will underpin our curriculum;
 - Benefits of play and outdoor learning will be factored into learning plans - including opportunities for learners to be physically active, to enjoy learning about their natural environment, and to relax;
- **Improvement in skills for learning, life and work**

Our School Improvement Plan for Session 2023-24 clearly identifies how we will work towards achieving this.

Pupil Equity Funding

Our Pupil Equity Fund Proposal sets out our plans for making most effective use of the funding available and includes:

1. Promoting a high quality learning experience

"Providing high quality learning and teaching supports better outcomes for all children and young people but particularly for those from disadvantaged backgrounds. High quality feedback supported by quality dialogue helps learners develop an understanding of their learning and what they need to do to improve their progress." (Education Scotland, National Improvement Hub, [Interventions for Equity](#))

- I. **High quality feedback and dialogue focused on next steps in progress:** to provide teachers with the time required to engage in quality dialogue and to provide timely feedback to learners, particularly in relation to writing, [2 x 25 hour school assistant](#)
- II. **Assessment is for Learning:** professional learning sessions focused on taking a closer look at quality feedback will be provided throughout the school year.

High quality **Professional Learning and Leadership at all levels** will be integral to promoting a high quality learning experience.

2. Targeted approaches to literacy and numeracy

"Skills in literacy and numeracy are key to accessing all other learning, achievement and employment. Schools should have a focus on high quality pedagogy to improve attainment in these areas for the most vulnerable children." (Education Scotland, National Improvement Hub, [Interventions for Equity](#))

- i. **Reading Comprehension Strategies:** Continue to embed Active Literacy pedagogies which support the children to develop reading comprehension strategies. Appoint [2 x 25 hour school assistants](#) to provide support within classes, allowing teachers more time to work with small groups and individual learners. School assistants will be trained to work alongside class teachers to support the learners.
- ii. **Phonics:** Continue to embed Active Literacy pedagogies which support the children to develop their skills in phonics. Appoint [2 x 25 hour school assistants](#) to provide support within classes in the morning, allowing teachers more time to work with small groups and individual learners.
- iii. **Number Talks and use of Concrete Materials to Support Learning:** professional learning sessions which enable staff to take a closer look at number talks and concrete materials will be provided throughout the school year to increase the children's skills, confidence and understanding in numeracy and maths.

- iv. **Targeted Interventions – Readingwise Decoding, Toe by Toe, Phonics Cracker and Code Cracker, Power of 2:** Where pupils have been identified through assessment as having gaps in their learning within literacy or numeracy, school assistants will provide targeted support using an evidence based intervention identified by the child’s class teacher. Interventions will be on a 1:1 basis and will take place in the afternoons, at least 3 times per week. Appoint 2 x 25 hour school assistants who will provide targeted support to learners in the afternoons.
- v. **Engaging beyond the school:** As a school and early years centre, we will help parents and carers to support their children’s learning through:
 - + providing regular opportunities for family learning and home learning activities – activities will be focused on developing the children’s skills in literacy, numeracy and on improving health and wellbeing.
 - + well planned, regular opportunities for parents to engage in their children’s learning, including: 3 x parents’ afternoon/evenings; class assemblies; ‘Sharing our Learning’ afternoons.

High quality **Professional Learning and Leadership at all levels** will be integral to promoting a high quality learning experience.

We also plan to enrich our approach to teaching of reading and writing through developing a partnership work with a Literacy Patron – our Literacy Patron will be Martin Stewart, who is a published author (Writer in Residence Approach – Scottish Book Trust).

3. Social and Emotional Wellbeing, Promotion of Healthy Lifestyles and Partnership Working

“Social and emotional wellbeing is essential to ensure children and young people are included, engaged and involved. Promoting positive relationships and behaviour is essential in supporting children’s and young people’s health and wellbeing throughout their lives”

“Increasing levels of physical activity and healthy eating are important in tackling health inequalities. Those living in deprived communities have a higher risk of developing preventable ill-health.” (Education Scotland, National Improvement Hub: Interventions for Equity)

- i. **Nurture:** A nurturing approach has been embedded within our school and early years centre. Given changes in staff, we will revisit nurture training and refresh our understanding of nurture based approaches.
- ii. **Promotion of Healthy Lifestyles:** learning and teaching within health and wellbeing will be enriched through partnership working with South Ayrshire Active Schools and Community Learning and Development.
- iii. **Further embed PATHS (Positive Alternative Thinking Strategies) Approach** across the school

What is the capacity for improvement?

We are confident that the evidence and evaluations to date indicate that overall improvements have been made to achieve key outcomes and to meet the needs of learners in Dundonald Primary. In Dundonald, our strength is in our collective effort. Together, we continually strive to improve the learning experiences for all children and raise attainment and achievement for all. All staff are dedicated to this and work collaboratively to embed the vision of the National Improvement Framework and realising our own school vision:

At Dundonald Primary and Early Years Centre we want **everyone** to feel **nurtured** (Article 9), **included** (Article 23) and **involved** in all aspects of early years and school life.

Everyone has the right to engage in **high-quality learning**, to **achieve success** (Article 29) and to experience **positive relationships** (Article 4 and 5).

We aspire to be a school of excellence where the children are at the heart of all that we do.

Through rigorous self-evaluation we measure and evaluate our capacity for improvement. Quality Assurance evidence is carefully analysed alongside the NIF priorities and HGIOS 4 / HGIOELC self-evaluation and feedback.

Our capacity to improve has been clearly demonstrated through our actions and the priorities within our School Improvement Plan. At all times, our work remains focused on high quality learning and teaching, with learners at the heart of everything we do.

Our School Improvement Plan for Session 2023-24 sets a clear path for further improvements and developments.

In Dundonald Primary and Early Years Centre, we are very positive in our attitudes – we are enthusiastic and committed to securing positive changes for all. We work collaboratively, showing respect, trust and team spirit. We are confident that together we will work collectively to bring about many improvements next session which will impact positively on our school community, enabling our children to develop the knowledge, skills and attributes they need to adapt, think critically and flourish in today's world.

Dundonald Primary School and Early Years Centre: A Snapshot of 2022-23



Our School Vision: At Dundonald Primary and Early Years Centre we want **everyone** to feel **nurtured** (Article 9), **included** (Article 23) and **involved** in all aspects of early years and school life. **Everyone** has the right to engage in **high-quality learning**, to **achieve success** (Article 29) and to experience **positive relationships** (Article 4 and 5).