



DUNDONALD PRIMARY SCHOOL AND EARLY YEARS CENTRE

SCHOOL IMPROVEMENT PLAN

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SESSION 2025-26



South Ayrshire Council Plan

- Spaces and Places
- Live, Work, Learn
- Civic and Community Pride

Children's Services Plan

- **The Promise:** Our commitment to Keeping the Promise
- **Family:** Promoting whole family wellbeing
- **Included:** Early help for children with diagnosed or undiagnosed additional support needs
- **Healthy:** Improving physical and mental health for children and young people
- **Voice:** Involving children and young people in local decision making
- **People:** Collaborative learning and reflection opportunities for the workforce

Education Services Priorities

- Engaged and Included
- Outstanding learning, teaching and assessment
- Developing our curriculum
- Self Improving Service

National Improvement Framework Priorities

- Placing the human rights of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in employability skills and sustained positive school leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy

DUNDONALD PRIMARY AND EARLY YEARS CENTRE

Dundonald Primary and Early Years Centre Improvement Plan 2025-26

In line with guidance from the '**National Improvement Framework 2025**' the key priorities for Dundonald Primary School and Early Years' Centre for session 2025-26 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;
- **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 and introducing the Treehouse resources 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 play;
- **Improvement in skills for learning, life and work**

The focus of our plan is improving Literacy, Numeracy and Health and Wellbeing outcomes for all learners in our school; high quality learning and teaching underpins our commitment to continual improvement in these areas. Increased collaboration and collegiality, sustained partnership working and leadership of learning at all levels will further support improvement in learning and teaching in Literacy, Numeracy and Health and Wellbeing.



Our Vision, Values and Aims

Vision

"Nurturing learning and achievement" is our vision in Dundonald Primary and Early Years Centre.

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

Respect, perseverance and kindness are the 3 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.



PRIORITY 1: RAISING ATTAINMENT IN LITERACY

HGIOS 4 Quality Indicators

- 1.1 Self Evaluation for Self-Improvement;
- 1.2 Leadership of Learning;
- 1.3 Leadership of Change;
- 2.2 Curriculum;
- 2.3 Learning, Teaching and Assessment;
- 2.4 Personalised Support;
- 2.5 Family Learning;
- 3.1 Ensuring Wellbeing; Equality & Inclusion
- 3.2 Raising attainment & achievement

NIF Priorities

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

Targets for Raising Attainment

- EYC Developmental Milestones: To increase the percentage of children achieving communication and language developmental milestones by 3%
- Raising attainment in Literacy: To achieve our stretch aims of 95% of children achieving national expectations in Listening and Talking; 88% of children achieving national expectations in Reading and 83% of children achieving national expectations in Writing (P1, P4 and P7 combined)

WHAT OUTCOMES DO WE WANT TO ACHIEVE?	HOW WILL WE ACHIEVE THIS?	PERSONNEL	TIMESCALES	HOW WILL WE MEASURE IMPACT?
EYC: Children will develop early reading skills and a love for reading through promotion of a reading culture within the EYC, both indoors and in the outdoor area.	<ul style="list-style-type: none"> *Continue to develop a literacy rich EY environment, creating and refreshing attractive and accessible reading areas which are motivating and engaging for children, both indoors and out. *Provide children with a greater variety of texts to explore throughout the year within the EYC, allowing them to lead their learning (stories, comics, child friendly newspapers, books which promote equality and diversity). * Engage in Professional Learning focused on embedding South Ayrshire Reads Early Years learning and teaching approaches (vocabulary, early writing, word awareness, syllables, alliteration, rhyme) * Increase opportunities for families to be involved in the promotion of reading (e.g. Bookbug family sessions; Stay and Play; Mobile Library and EYC lending library) 	<p>Led by K Macpherson, Senior EYP</p> <p>South Ayrshire Reads Early Years Team</p> <p>All EYC staff</p>	<p>August In-Service then Ongoing – see plan for EYC</p> <p>Collegiate Meetings on page</p>	<ul style="list-style-type: none"> *Assess in October using Literacy Developmental Milestones to establish a baseline. *Track progress in Literacy Developmental Milestones throughout the session. *Re-assess Literacy Developmental Milestones in June to show value added (at least 79% achieving 8 or more Developmental Milestones)
<p>SCHOOL:</p> <p>Children will become confident and skilled readers with a lifelong love of reading and the confidence to access all aspects of education, culture and society. (South Ayrshire Reads)</p> <p>To support and develop all education staff to implement best practice through a culture of shared knowledge, collaboration and enquiry (South Ayrshire Reads)</p> <p>Improvement in attainment, particularly in reading (achievement of stretch aims)</p>	<ul style="list-style-type: none"> * Promote further a culture of reading for enjoyment across the school through work of Reading Leadership Group. (Refresh of all class libraries in partnership with children; maintain 'Book Trust Reading School Silver Accreditation') * Continue to improve the quality of our learning and teaching through collaborative professional learning: 'Taking a Closer Look at . . . ' Prof. Learning Sessions focused on: <ul style="list-style-type: none"> 🚩 Raising attainment in Reading – South Ayrshire Reads *P1-P7 CLPL focus on embedding phonological awareness, phonics, fluency and vocabulary – implement P1-P7 plan Embed use of decodable texts (Dandelion Readers) for P1-P3 children. 🚩 Key features of a Taught Reading Session (Non-Fiction) 	<p>Led by Lorna Street, Class Teacher</p> <p>South Ayrshire Reads Team</p> <p>All Primary School Staff</p> <p>F Paterson</p>	<p>Please see staff meeting and in-service calendar on page</p>	<ul style="list-style-type: none"> *Gains made in attainment levels/data (please see impact measures in Appendix 1) *Progress towards securing CfE attainment targets will be informed by: <ul style="list-style-type: none"> ➤ Pupil Progress Meetings ➤ Learning Visits to classes including sampling pupils' work – South Ayrshire Reads approaches will be evident within classroom practice ➤ Sampling views – pupil views, staff views, and parent views (parent survey) ➤ Staff engagement in professional learning sessions and professional dialogue: learning from and with each other
<p>SCHOOL:</p> <p>Children's learning will be enhanced by reducing unnecessary cognitive load. Children will be better able to process, understand and retaining new information, supported by simplified instruction and effective modelling.</p> <p>Children's learning will be enhanced by increasing their understanding the purpose of their learning and what they need to do in order to be successful.</p>	<ul style="list-style-type: none"> * Continue to improve the quality of our learning and teaching through collaborative professional learning: 'Taking a Closer Look at . . . ' Prof. Learning Sessions focused on: <ul style="list-style-type: none"> 🚩 Cognitive Load 🚩 Learning intentions and success criteria (professional reading and reflection – Bruce Robertson, Power up Your Pedagogy) * Continue to develop approaches to assessment is for learning – embed Assessment Rationale and Pathway. 	<p>Head Teacher</p> <p>All Primary School Staff</p>	<p>Please see staff meeting and in-service calendar on page</p>	<ul style="list-style-type: none"> ➤ Staff engagement in professional learning sessions and professional dialogue: learning from and with each other ➤ Learning Visits to classes: learning and teaching approaches which reduce cognitive load will be evident in practice

SOUTH AYRSHIRE READS IMPROVEMENT PLAN FOR PHASE 2 SCHOOLS

Education Services Improvement Plan Priority 2: Outstanding Learning, Teaching and Assessment [Educational Services Improvement Plan 2023 - 2026](#)

SAR Strategic Plan Priority: To raise attainment in literacy and to significantly reduce the reading attainment gap between the most and least disadvantaged children and young people in South Ayrshire [South Ayrshire Reads Strategy Document](#)

PHASE 2 SOUTH AYRSHIRE SCHOOLS 2025-2026

SAR Strategic Aim	Actions	Intended Impact	Resources	SAR Lead	Completion Date
<p>To develop confident and skilled readers in South Ayrshire with a lifelong love of reading and the confidence to access all aspects of education, culture and society</p> <p>To support and develop all education staff in South Ayrshire to implement best practice through a culture of shared knowledge, collaboration and enquiry</p> <p>To promote the implementation of an excellent reading curriculum which prioritises best practice, challenge and adapted teaching for children</p>	By June 2025 , ALL Phase 2 schools will have reviewed the role of their reading leader and, in collaboration with the South Ayrshire Reads team, planned how this role will be used to support reading development over the coming year.	<p>The aims of South Ayrshire Reads are beginning to embed across Phase 2 School Communities</p> <p>The values, vision and aims of South Ayrshire Reads is consistent and clear to</p>	<ul style="list-style-type: none"> Role of reading leader discussed at planning meeting. Reading leader workshop dates agreed. Reading Leader meeting dates shared and agreed. RL MS TEAM accessed for updates, relevant information and collaboration. 	SAR PTs	June 2025
	By June 2026 , ALL Phase 2 schools will have participated in at least two reading leader-led workshops within their own setting, supporting the ongoing development of reading practice.		<ul style="list-style-type: none"> All Reading Leaders may attend four half-day sessions (September 2025, November 2025, January 2026, and April 2026) focused on building capacity and providing the knowledge and skills needed to lead impactful reading workshops within their own schools—both with staff and with parents—as part of a wider drive to raise attainment in reading. 	LW	June 2026
	By June 2026 , ALL Phase 2 schools will have had the opportunity to engage in collaborative activity—whether through partnership CLPL, as part of the Phase 2 cohort, or via peer school visits—to strengthen collective efficacy and support an outward-looking approach to improvement.		<ul style="list-style-type: none"> Phase 2 collaborative launch – August in-service May 2025 Bespoke partnership CLPL responsively planned and reviewed in line with contextual needs. Meeting & discussion with SLT around peer school visits Peer visit pre-workshops/discussion/observation guides 	SAR PT's	June 2026
	By August 2025 Phase 2 schools will identify new or returning staff who require catch-up sessions and will have the opportunity to develop a clear plan, in collaboration with the SAR Team, ensuring all staff have the necessary knowledge and skills to support reading development effectively.		<ul style="list-style-type: none"> Phase 2 schools will complete a simple MS Form, identifying new/returning members of staff and their stages Catch-up sessions agreed & planned by SAR Team Phase 2 schools to identify existing members of staff to support this through coaching/modelling 	SAR PT's	August 2025
	By June 2026 ALL Phase 2 education staff will have had the opportunity to engage in bespoke high-quality CLPL.		<ul style="list-style-type: none"> All CLPL based on Science of Reading, with particular focus on language comprehension whilst embedding previous work on phonics & fluency. 	SAR PT's	June 2026
	By June 2026 ALL Phase 2 education staff will have had the opportunity to engage in		<ul style="list-style-type: none"> Additional sessions—such as Critical Literacy, Disciplinary Literacy, Play-based Literacy, and Debating—will be planned, created, and 	SAR Team	June 2026

<p>with additional support needs</p> <p>To gather, use and analyse data effectively to drive change and improvement in children's reading skills, reading confidence and reading attainment</p>	additional high-quality CLPL in an area of interest.	all stakeholders	delivered by the SAR Team to build on and enhance existing knowledge and practice.		
	By June 2026 ALL Phase 2 education staff will have had the opportunity to develop their practice in collaboration with the SAR team.		<ul style="list-style-type: none"> o Collaborative activities include workshops, professional discussions, coaching sessions, and model video analysis. 	SAR PT's	June 2026
	By June 2026 ALL Phase 2 schools will have had the opportunity to engage with assessment implementation and data analysis		<ul style="list-style-type: none"> o Access to CLPL sessions focused on the interpretation, analysis, and evaluation of learner attainment to measure impact and inform next steps. o Opportunity to attend workshops and drop-in sessions focused on data literacy. 	HMcb	June 2026
	By June 2026 ALL Phase 2 schools will have had the opportunity to engage with and access support to implement and embed additional related SAR priorities		<ul style="list-style-type: none"> o Reading Schools and Reading for Enjoyment CLPL opportunities o Communication Friendly Environments o Developing Writing through SAR 	JM HMcb SL	June 2026
	By June 2026 ALL parents will have had further opportunity to engage with workshops and learning sessions based on supporting their child's reading development.		<ul style="list-style-type: none"> o Reading Leader will attend SAR led session prior to delivery of Parent Engagement Workshop Notification o Support for RL from SAR team for workshop and parent events o Access to authority SAR family engagement session / resources 	Reading Leaders & SAR PT's SL	June 2026

PRIORITY 2: RAISING ATTAINMENT IN NUMERACY

HGIOS 4 Quality Indicators

- 1.1 Self Evaluation for Self-Improvement;
- 1.2 Leadership of Learning;
- 1.3 Leadership of Change;
- 2.2 Curriculum;
- 2.3 Learning, Teaching and Assessment;
- 2.4 Personalised Support;
- 2.5 Family Learning;
- 3.1 Ensuring Wellbeing; Equality & Inclusion
- 3.2 Raising attainment & achievement

NIF Priorities

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

Targets for Raising Attainment

- EYC Developmental Milestones: To increase the percentage of children achieving numeracy and maths developmental milestones by 3%
- Raising attainment in Numeracy: To achieve our stretch aims of 96% of children achieving national expectations in Numeracy (P1, P4 and P7 combined).

WHAT OUTCOMES DO WE WANT TO ACHIEVE?	HOW WILL WE ACHIEVE THIS?	PERSONNEL	TIMESCALES	HOW WILL WE MEASURE IMPACT?
<p>EYC: Children will develop early numeracy and mathematics skills through playing and learning in a numeracy rich environment within the EYC, both indoors and in the outdoor area.</p> <p>Children will develop increased creativity, problem-solving and co-operative play through daily access to rich and varied block play.</p>	<p>*Continue to develop a numeracy rich Early Years environment, creating and refreshing numeracy and maths areas and provocations for learning which are motivating and engaging for children, both indoors and out.</p> <p>* Invest in new story books that support numeracy</p> <p>* Refresh our block play resources and approaches, led by early years staff with enhanced training in block play approaches</p> <p>* Enhance numeracy and maths through professional learning focused on:</p> <ul style="list-style-type: none"> ✚ Progression in Early Numeracy and Maths Skills – use of Highland Maths Early Level as a guide <p>* Increase opportunities for families to be involved in the promotion of numeracy and maths skills through play (e.g. PEEP family sessions; Stay and Play; Tuesday Toddlers)</p>	<p>Led by K Macpherson, Senior EYP</p> <p>Paris Bertschy Lynsey Milligan</p> <p>All EYC staff</p>	<p>August In-Service then Ongoing – see plan for EYC Collegiate Meetings on page</p>	<p>*Assess in October using Numeracy Developmental Milestones to establish a baseline.</p> <p>*Track progress in Numeracy Developmental Milestones throughout the session.</p> <p>*Re-assess Numeracy Developmental Milestones in June to show value added (at least 89% achieving 8 or more)</p>
<p>SCHOOL: Children's learning in numeracy and maths will be enhanced through increased use of manipulatives, think boards, real-life connections and regular practice of number processes.</p> <p>Improvement in attainment, particularly in numeracy (achievement of stretch aims).</p> <p>Close the attainment gap in numeracy between the most and least disadvantaged.</p>	<p>* Continue to improve the quality of our learning and teaching through collaborative professional learning: 'Taking a Closer Look at . . . ' Prof. Learning Sessions focused on:</p> <ul style="list-style-type: none"> ✚ Improving Children's Understanding of Numeracy and Maths – Use of Manipulatives and Think Boards ✚ Key features of a Numeracy and Maths lesson <p>* Implementation of Think Boards (together with manipulatives) to support children's conceptual understanding</p> <p>* Refresh our numeracy and maths resources</p>	<p>Head Teacher</p> <p>All Primary School staff</p>	<p>Please see staff meeting and in-service calendar on page</p>	<p>*Gains made in attainment levels/data (please see impact measures in Appendix 1)</p> <p>*Progress towards securing CfE attainment targets will be informed by:</p> <ul style="list-style-type: none"> ➤ Pupil Progress Meetings ➤ Learning Visits to classes including sampling pupils' work – manipulatives and think boards will be evident within classroom practice ➤ Sampling views – pupil views, staff views, and parent views (parent survey) ➤ Staff engagement in professional learning sessions and professional dialogue: learning from and with each other
<p>SCHOOL: Children's learning will be enhanced by reducing unnecessary cognitive load. Children will be better able to process, understand and retaining new information, supported by simplified instruction and effective modelling.</p> <p>Children's learning will be enhanced by increasing their understanding the purpose of their learning and what they need to do in order to be successful.</p>	<p>* Continue to improve the quality of our learning and teaching through collaborative professional learning: 'Taking a Closer Look at . . . ' Prof. Learning Sessions focused on:</p> <ul style="list-style-type: none"> ✚ Cognitive Load ✚ Learning intentions and success criteria (professional reading and reflection – Bruce Robertson, Power up Your Pedagogy) <p>* Continue to develop approaches to assessment is for learning – embed Assessment Rationale and Pathway.</p>	<p>Head Teacher</p> <p>All Primary School Staff</p>	<p>Please see staff meeting and in-service calendar on page</p>	<ul style="list-style-type: none"> ➤ Staff engagement in professional learning sessions and professional dialogue: learning from and with each other ➤ Learning Visits to classes: learning and teaching approaches which reduce cognitive load will be evident in practice

PRIORITY 3: IMPROVING CHILDREN'S HEALTH AND WELLBEING

HGIOS 4 Quality Indicators

- 1.1 Self Evaluation for Self-Improvement;
- 1.2 Leadership of Learning;
- 1.3 Leadership of Change;
- 2.2 Curriculum;
- 2.3 Learning, Teaching and Assessment;
- 2.4 Personalised Support;
- 2.5 Family Learning;
- 3.1 Ensuring Wellbeing; Equality & Inclusion
- 3.2 Raising attainment & achievement

NIF Priorities

- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school-leaver destinations for all young people

Targets for Raising Attainment

- EYC Developmental Milestones: To increase the percentage of children achieving health and wellbeing developmental milestones by 3%
- Average school attendance is 92%; increase to 95%
- Early Years attendance is 88%; increase to 93%

WHAT OUTCOMES DO WE WANT TO ACHIEVE?	HOW WILL WE ACHIEVE THIS?	PERSONNEL	TIMESCALE	HOW WILL WE MEASURE IMPACT?
EYC: Children's participation in planning and reviewing learning will be enhanced and increased through refreshing our use of Talking and Thinking Floor-books to capture children's voice.	* Enhance and develop further our use of Talking and Thinking Floor-books to capture children's views about learning. Professional learning sessions and protected time for professional dialogue will be planned.	Led by K Macpherson, Senior EYP All EYC staff	August In-Service then Ongoing – see plan for EYC Collegiate Meetings on page	Learning Visits Sampling views – children, staff, and parents Sampling Floor Books Professional dialogue: learning from and with each other – Feedback at EYC Collegiate Meetings
EYC: Children will experience a supportive learning environment which aids and develops their skills in communication. Dundonald to achieve 'Supportive Learning' badge.	*Engage in professional learning led by South Ayrshire's Communication Friendly Environments Team (1 hour session – Mon 20 th October) *Self-Evaluate our practice using the Communication Friendly Environments toolkit to identify strengths and next steps *Staff to continue to implement supportive learning approaches.	Led by K Mapherson, and Karen Gaw	October In-Service then Ongoing	Learning visits to the EYC: children will experience a supportive learning environment. Self-evaluation feedback. Achievement of supportive learning badge.
EYC: Children will develop their understanding of wellbeing through engaging story-based and play-based activities.	* Support children to develop their understanding of wellbeing through providing play-based experiences based on the story, 'There's a Spider in my Hair (GIRFEC Resource – Improving Children's Wellbeing)	EYC Staff	Term 1	Health and wellbeing developmental milestones – percentage of children achieving at least 8 HWB dev. milestones to increase by 5%
SCHOOL: Our School community has a shared understanding of wellbeing - including emotional wellbeing - and what each of us can do to promote this.	* Engage children in discussion and activities focused on exploration of the wellbeing indicators throughout Wellbeing Focus month (August to September). Create a whole school display illustrating and sharing our understanding of wellbeing. * Revisit and refresh our Health and Wellbeing programme to ensure an in-depth focus on each of the wellbeing indicators: PATHS; Article of the Fortnight; Tree of Knowledge Treehouse resources; partnership working with Campus Police Officer, health services. * Share information and resources with families about children's wellbeing and what each of us can do to promote this.	Julia Kerr (DHT)	Term 1	Children will be able to identify what we each need for our wellbeing (whole school display). Children will feel safe, responsible, included, responsible, respected, healthy and active (survey results).
SCHOOL: Improvement in children's health and wellbeing through increased opportunities for outdoor active play. Children will develop further their skills in social interaction, running, jumping, throwing and catching. Children will demonstrate increased physical literacy by building their competence, confidence and motivation through playing more and being more physical active.	*Staff to engage in Professional Learning focused on outdoor active play which will increase our understanding of and confidence in planning for and leading outdoor active play (CLPL led by Actify). *Implementation of Actify Active Play approaches (use of resources, toolkits and videos) during HWB lessons. *Opportunities for children to choose to engage in Actify Active Play games and activities led by school assistants and playground buddies at morning break and lunchtime.	Julia Kerr (DHT) & Judith Graham (Actify) All Primary Staff	October In-Service Day (CLPL) then ongoing	All staff engage in outdoor active play CLPL to enhance their own knowledge and skills in this area. Baseline pupil survey focused on active outdoor play in October (Actify) which is revisited at the end of session shows a positive increase children's engagement with quality active play and physical literacy skills.

PRIORITY 3: IMPROVING CHILDREN'S HEALTH AND WELLBEING (CONTINUED)

WHAT OUTCOMES DO WE WANT TO ACHIEVE?	HOW WILL WE ACHIEVE THIS?	PERSONNEL	TIMESCALES	HOW WILL WE MEASURE IMPACT?
<p>EYC and SCHOOL: Children will develop increased confidence and skills in co-operation, perseverance and communication as their individual efforts and personal achievements are consistently recognised and celebrated.</p> <p>Foster a strong sense of belonging through promotion of our refreshed values: respect, kindness and perseverance.</p> <p>Our EYC and School community has a shared understanding of the importance of positive relationships. This understanding will be underpinned by our refreshed Relationships and Behaviour Policy.</p>	<p>* Develop a consistent tracking systems across the Early Years Centre and Primary School for children's personal achievements</p> <p>* Create interactive displays in the EYC and Primary School which recognise personal achievements</p> <p>* Highlight the school and early years centre values through: making them visible in all classrooms and communal areas; celebrating achievements which reflect our values through weekly Dundonald Achievement Awards (shared by class teachers and key workers); linking values to Assembly Calendar.</p> <p>* Engage in Professional Learning focused on NVR which will increase our understanding of the importance of positive relationships, child development and behaviour (South Ayrshire Twilight)</p> <p>* Refresh our Relationships Policy to reflect Education Scotland's 'Relationships and Behaviour Policy' Guidance. Refreshed policy to be concise, child friendly and developed in partnership with staff, children and families.</p>	<p>Kirsten Macpherson: EYC tracking</p> <p>Fiona Paterson: School tracking</p> <p>Teaching Staff</p> <p>Fiona Paterson - Policy</p> <p>All staff</p>	<p>Tracking system in place for September</p> <p>Pupil Progress Meetings</p> <p>Authority Twilight</p> <p>Relationships Policy revised by March 2026</p>	<p>Tracking system implemented and analysed at Pupil Progress Meetings to identify children who would benefit from additional support.</p> <p>Children can talk about our school values during assembly – their work towards the values is recognised through achievement awards.</p> <p>Staff and young people will feel that they are respected and valued members of the school community (survey results)</p> <p>Positive and nurturing relationships evident within class learning visits</p>
<p>EYC AND SCHOOL: Our EYC and School community has a shared understanding of the importance of good attendance.</p> <p>Increase overall attendance at Early Years and Primary School.</p> <p>Raise attendance levels particularly for targeted groups of children.</p>	<p>Increase attendance at Dundonald Primary School and Early Years Centre:</p> <ul style="list-style-type: none"> ✓ Raise awareness of impact of attendance with families - including term time holidays – promote South Ayrshire's 'Every Child Every Day' campaign with children and families ✓ Create and share an Attendance Policy to share with all families ✓ Identify factors impacting on attendance ✓ Work in partnership with our families who are facing challenges to build relationships and trust and strengthen communication <p>Work in partnership with local agencies and services to reduce barriers to attendance</p>	<p>Fiona Paterson</p> <p>Julia Kerr</p> <p>Kirsten Macpherson</p> <p>Clerical Staff</p>	<p>Attendance Policy shared in August 2025 then ongoing</p>	<p>Attendance Guide for Families created and shared</p> <p>Daily attendance monitoring by clerical staff. Daily phone calls with families where children require additional support for positive attendance</p> <p>Monthly analysis of attendance data</p>

Marr Cluster Improvement Priorities 2025-26



Cluster Improvement Priority		Rationale for Improvement Priority based on evidence			
<p>To further embed cluster improvements in literacy and numeracy through effective moderation practices and shared professional learning.</p> <p>Our staff team has a shared understanding of The Promise and what we each can do to support our Care Experienced children and young people.</p>		<p>Our cluster approaches to improving practice in assessment and teaching of literacy has led to strong cluster working and shared professional learning to improve literacy outcomes. This model should be replicated with a focus on improving numeracy. Data (GL and professional judgement) highlights a need to improve young people's mental agility, mathematical reasoning and understanding of number. To face the challenges of the 21st century, each young person needs to have confidence in using mathematical skills, and Scotland needs both specialist mathematicians and a highly numerate population (Principles and Practice in Numeracy and Maths).</p> <p>The Promise is a national and local drive to improve the educational outcomes of care experienced children and young. Delivering The Promise award programme will help to address the key priorities of the Promise – to reduce the stigma that many care experienced people feel by promoting consistency of messaging around The Promise and the use of non-stigmatised language.</p>			
SAC Priority	NIF Priority	NIF Driver		HGIOS? 4	
Closing the attainment gap between the most and least disadvantaged children Improvement in achievement, particularly in literacy and numeracy	1, 2, 4, 5	School and ELC Leadership Teacher and practitioner professionalism Curriculum and assessment School and ELC Improvement		1.1, 1.2, 1.3, 1.4, 1.5, 2.3, 2.6, 2.7, 3.1, 3.2, 3.3	
What actions are required to reach desired outcome?		Who	When	Resources	Outcome Measures
Promote the Marr Cluster vision across the school and wider community to ensure unity of approach and develop approaches to celebrating success underpinned by values and rights.		All	August 2025	Marr Vision for Learning SAC Vision for Learning Promotional Posters RRS Resources	All children and young people feel a sense of belonging to the Marr cluster. Their success and achievements are celebrated through our values and commitment to children's rights.
<p>Cluster literacy group to develop resources to exemplify early, first and second level writing.</p> <p>Marr English staff to lead reading lessons within P7 classes focused on the Locate, Translate approach to improve understanding and evaluating. Teachers will deliver these in 4 week blocks each Wednesday afternoon.</p> <p>Muirhead Primary to lead pilot in model schools in reading.</p>		<p>G Sargent Cluster PTs</p> <p>South Ayrshire Reads link</p> <p>C Mair</p>	<p>Aug - May</p> <p>Aug - June</p>	<p>2 Development Days</p> <p>Timetabled sessions</p>	<p>Students will be able to identify key vocabulary or phrases within a text ("locate") and accurately explain their meaning in context using their own words ("translate").</p> <p>This will support deeper understanding of the text, improve vocabulary acquisition, and enhance their ability to infer meaning from context. By practicing this strategy, students will develop stronger independent reading comprehension skills and become more confident in tackling unfamiliar or complex texts.</p>
Engage with parents and carers to explore themes for family learning sessions. Identify preferred formats. Use feedback to plan school and cluster family learning events.		L Clark G Hobson	End September	MS Forms Development time	Parents and carers are supported to identify themes to enhance their child's learning at home, leading to improvements in literacy, numeracy and health and wellbeing.
<p>Further develop our use of adaptive teaching strategies (including manipulatives) to support conceptual understanding within numeracy across the curriculum.</p> <p>Evaluate and enhance the Science transition project (pilot May 2025). Focus on Learning for Sustainability theme and Problem Solving (meta skill).</p>		<p>P Crossan Cluster Numeracy Leads</p> <p>A McIntyre</p>	<p>September to November 2025</p> <p>Feb – May 26</p>	<p>Development time</p> <p>R&A Funding</p>	Children and young people are benefitting from increased knowledge, confidence and skills in the use of manipulatives.

Develop a consistent approach to tracking (data profiling) children's learning between P7 and S1.	G Sargent D Alford	June – Sept25 Nov 25 Jan Twilight	Development time	Clear, shared processes in place for the transfer of information about all children and young people's attainment and journeys of progress in they key areas of literacy and numeracy between P7 and S1.
Continue to embed the Family First model. Cluster strategic planning to use additional budget (£30,000) and additional staffing (0.5fte) to support Family First interventions. Explore enhanced transition models. (to support ongoing improvements in attendance and engagement and to support effective transition)	G Hobson Cluster HTs F Young D Alford Primary PEF Leads L McCartney	August 2025 – June 2026	Educational Psychologist Welfare Officer Support and Development Worker Cluster Resources Learning and Inclusion Teacher, Support and Development worker, TwF Meetings	To target and improve attendance and engagement of children and young people with attendance below 80%. Reduction in referrals and exclusions.
Update on Progress				
Key Dates			Additional Inputs	
Digital Strategy (SAC Twilight)	Monday 15 th September		Sports Transition	
New S1 Family Learning Week	Monday 15 th September		Basketball (March)	
P7 Walk about	Friday 24 th October		Football (April)	
Cluster P7 Debate	Friday 7 th November 9.30 – 11.30am		Netball (January)	
Non-Violent Resistance (SAC Twilight)	Tuesday 11 th November		Athletics (November)	
P7 Parent Welcome Evening	Tuesday 18 th November		Rugby (May)	
Cluster Priorities (SAC Twilight)	Wednesday 14 th January			
P7 Rotary Quiz	Friday 6 th March 9.15am on Teams		STEM Leaders	
P7 Maths/Science Challenge	Friday 1 st May			
P7 Information Evening	Tuesday 12 th May			
P6 DYW and Modern Languages Transition Day	Tuesday 19 th May 9.30 – 2.00pm			
P7 to S1 Transition Days	Tuesday 9 th & Wednesday 10 th June			
P6 Socceraid	Friday 19 th June			
P6 / S2 Book Festival	TBC			

ONGOING SCHOOL AND EYC IMPROVEMENT WORK MOVED TO MAINTENANCE AGENDA

Improvement Action / Activity	Staff Lead
Track and monitor pupil progress in Literacy and English: Regular Pupil Progress Meetings – refine approaches so that next steps in relation to attainment data, support and challenge for learners, attendance and achievement are identified clearly.	Fiona Paterson (HT) and Julia Kerr (DHT)
Refine our approach to capturing and sharing Children's Learning Profiles in our EYC using My Learning Journals (online profiles) – sharing of learning to be child led, child friendly and linked to the EYC developmental milestones	Kirsten Macpherson (Senior EYP)
Raising attainment in Listening and Talking at Early Level – Early Talk Boost EYC staff to embed Talk Boost approaches	Karen Gaw (EYP)
Raising attainment in Writing through contextualized learning (implementation of the Taught Writing Cycle): Teaching staff to embed taught writing approached (HT to provide training for new members of teaching staff)	Fiona Paterson (HT)
Continue to invest in staff leadership of learning through Lead Learner roles in the EYC and Primary School. Lead Learners will engage in professional learning in relation to an area of their choosing (including: Reading, Phonics, Scottish Book Trust Reading Schools and Book Bug Lead Learners; HWB – PATHS; Rights Respecting Schools and Pupil Council Lead Learner) and will then lead/share practice	South Ayrshire Reads: Catherine Muir (P1 teacher); Reading Schools: Lorna Street (P3 teacher); Rights Respecting Pupil Council (Catherine McDowall, P2 teacher)
Refine how we set targets with children to ensure they are aware their next steps in learning – discussion of 'Our Learning Targets' to be embedded within lessons and highlighted within staff Bulletin – consistent use of "we are learning to" language throughout EYC and Primary School	Fiona Paterson (HT)
Provide opportunities for families to engage in their children's learning in relation to Literacy and English in a variety of ways: <ul style="list-style-type: none"> ✓ School and EYC Learning Together Calendar to include 'Bookbug' focus at Early Level (EYC and P1) PEEP sessions (four over the course of the year) ✓ EYC 'Stay and Play' (four over the year) ✓ Establish a calendar of regular visits from the South Ayrshire Mobile Library to the school car park (at end-of-school day pick-up times to allow families easy access) ✓ Promote 'Dundonald Loves Reading' activities through Newsletters and messages to families ✓ P1 Family Reading Sessions 2.15-2.45pm led by class teacher (four over the year) ✓ South Ayrshire Reads Family Engagement Sessions: Share and promote opportunities for families to participate in South Ayrshire Reads Family Engagement Sessions 	Fiona Paterson (HT) Kirsten Macpherson (Senior EYP) Catherine Muir (P1 teacher)
Maintain Rights Respecting Schools Gold Reaccreditation – Rights Respecting School	Catherine McDowall (P3 teacher)
<ul style="list-style-type: none"> ✓ Promote our refreshed vision, values and aims with staff, children and families (all stakeholders) to ensure we have shared understanding and ownership of these – refresh our Curriculum Rationale to reflect current thinking ✓ Highlight the school and early years centre values through: making them visible in all classrooms and communal areas; celebrating achievements which reflect our values through weekly Dundonald Achievement Awards (shared by class teachers and key workers); linking values to Assembly Calendar ✓ Promote our refreshed Curriculum Rationale with staff, pupils and families (all stakeholders) to ensure we have a shared understanding of what we are aiming to achieve through our curriculum and how we are going to achieve it 	Fiona Paterson (HT)
Provide opportunities for families to engage in their children's learning in relation to Numeracy and Maths in a variety of ways: School and EYC "Learning Together Calendar" to include: <ul style="list-style-type: none"> 📚 'Numeracy and Mathematics' focus at Early Years PEEP sessions (four over session 2025-26) 📚 EYC 'Stay and Play' (four over the year) 📚 EYC: Numeracy Rhyme of the Week to continue to be shared with families via 'EYC – We are Learning to...' fortnightly newsletters (shared via My Learning Journal online platform) 	Julia Kerr (DHT) Kirsten Macpherson (Senior EYP)
<ul style="list-style-type: none"> ✓ Enrich learning in Literacy across the curriculum through seeking opportunities for children to work with partners from the world of work (for example, visits from History Alive, visiting specialists from Museums/Dundonald Castle/STEM) 	Fiona Paterson (HT), Julia Kerr (DHT)

APPENDIX 1: SCHOOL IMPROVEMENT PLAN: IMPACT MEASURES

RAISING ATTAINMENT IN LITERACY AND ENGLISH -STRETCH AIMS

CfE Attainment in Reading	
	Stretch aim: June 2026
P1 year group	87%
P4 year group	82%
P7 year group	94%
P1, P4 and P7 Combined	88%

CfE attainment in Writing	
	Stretch aim: June 2026
P1 year group	87%
P4 year group	82%
P7 year group	81%
P1, P4 and P7 Combined	83%

CfE attainment in Listening and Talking	
	Stretch aim: June 2026
P1 year group	90%
P4 year group	95%
P7 year group	100%
P1, P4 and P7 Combined	95%

RAISING ATTAINMENT IN NUMERACY

CfE attainment in Numeracy	
	Stretch aim: June 2026
P1 year group	95%
P4 year group	93%
P7 year group	100%
P1, P4 and P7 Combined	96%

EYC DEVELOPMENTAL MILESTONES

Stretch Aims	
	Stretch aim: June 2026
Communication and Language	79%
Numeracy and Mathematics	89%
Health and Wellbeing	79%

INCREASING ATTENDANCE

Stretch aim: June 2026	
Primary School P1-7 Attendance	95%
Early Years Centre Attendance	93%

APPENDIX 2: DUNDONALD PRIMARY TEACHING STAFF MEETING CALENDAR

TERM 1 – AUGUST 2025 UNTIL OCTOBER 2025			
Date	Meeting	Duration	Focus
Mon 18 Aug	In-Service	Full day	Child Protection; Fire Safety and Health and Safety Update (Including Anaphylaxis Refresh); Draft One of School and Early Years Centre "Learning Together" Calendar for 2025-2026; Planning for Learning Teaching and Assessment – Annual Overview based on Narrative for CfE (Early Years to P7); Review of Vision and Values; Personal Achievements – Tracking and Recognition; Class Learning Walls – Literacy, Numeracy, HWB, Charter, Values; Improving Learning through Reducing Cognitive Load – Part 1 (How learners learn; What learners need to know/be able to do); Our Learning Targets – Ongoing Focus Related to Class Learning; Staged Intervention Targets; Early Years Focus – Talking and Thinking Floorbooks (Mindstretchers Refresh);
Tues 19 Aug	In-Service	Full day	Teaching Staff: South Ayrshire Reads – Phonics, Fluency and Comprehension (9am-11am at Ayr United Suite); EYC – Planning for Learning and Organisation of Playroom/Outdoor Spaces; EYC – Literacy Rich Environment and Reading for Enjoyment
Wed 27 Aug	Staff Meeting: Collegiate 1	3.15-4.45pm	Collegiate Planning – Planning for Learning, Teaching and Assessment (A3 Medium Term Planners; Use of South Ayrshire Frameworks: Es & Os, Skills and Benchmarks – Prof. dialogue in levels) – Ready for Shared Evaluation of Plans with Fiona (EYC to P4)/Julia (P5-7) week beginning 8 th Sept – cover will be arranged
Wed 3 Sept	Learning Together Afternoon with Parents and Carers	2.15-2.45pm	'Learning Together' afternoon will include: time for parents/carers to meet and talk with their child's teacher/s about what children will be learning; sharing of 'Learning Together Calendar'
Wed 10 Sept	Staff Meeting: Collegiate 2	3.15-4.45pm	Pupil Voice Committees; Taking a Closer Look at Staged Intervention Planning and Target Setting (SMART Targets focus) linked to Es and Os and Benchmarks; Preparation for Pupil Progress Meetings
Mon 15 Sept	South Ayrshire Twilight	3.30-5.30pm	South Ayrshire Priorities: Digital Strategy
HOLIDAY WEEKEND FRI 20- MON 23 SEPTEMBER			
Tues 23, Wed 24 and Thurs 25 Sept	Staff Meeting 3 - Pupil Progress Meetings	3.30-5.00pm	Pupil Progress Meetings: P1 & P2 (Tues), P3 & P4 (Wed) P5, P6/7 & P7 (Thurs)
Wed 1 Oct	Staff Meeting: Collegiate 4	3.30-5.00pm	South Ayrshire Reads: Reading – Focus on Background Knowledge (at Struthers)
Thurs 9 Oct	Parents' Appointments		2 x 2.5 hour sessions (3.30-6.00pm; 6.30-9.00pm)
OCTOBER HOLIDAY – CLOSE ON FRI 10 OCT			
TERM 2			
Mon 20 Oct	In-service day (3)	Full day	<u>All:</u> Refresh Relationships Policy; <u>EYC:</u> Early Years: Numeracy – Improving Children's Numeracy and Number Sense; (CLPL focused on Education Scotland Guidance and Highland Numeracy Framework); Numeracy Rich Environment; 2-3pm: Communication Friendly Approaches (Supportive Learning) <u>Primary and School Assistants:</u> Improving Health and Wellbeing through Outdoor Play – led by Actify (9am-11.30am) <u>Teaching Staff:</u> 1pm-2.30pm South Ayrshire Reads – Focus on Vocabulary (Dundonald)
Wed 22 Oct	Staff Meeting: Collegiate 5	3.15-4.45pm	Collegiate Planning – Planning for Learning, Teaching and Assessment (Use of South Ayrshire Frameworks: Es & Os, Skills and Benchmarks – Prof. Dialogue in Levels) – Ready for Shared Evaluations Week Beginning 3rd Nov
Wed 29 Oct	Staff Meeting: Collegiate 6	3.15-4.45pm	Self-Evaluation – Professional Dialogue and Calendar for Session 25-26 – Learning Visits
Wed 5 Nov	Staff Meeting: Collegiate 7	3.15-4.45pm	South Ayrshire Reads – Interdisciplinary Reading @ Struthers
Tues 11 Nov	Authority Twilight	3.15-5.15pm	South Ayrshire Priorities: Supporting Children with ASN - Non-Violent Resistance Training
Wed 19 Nov	Staff Meeting: Collegiate 8	3.15-4.45pm	Planning for December; Professional Learning: Promoting Health and Wellbeing – Refresh of Tree of Knowledge Treehouse Resources; PATHS; Folens HWB Resource
Wed 26 Nov	Staff Meeting: Collegiate 9	3.15-4.45pm	Tracking of Attainment – Four Stages of Progress
CHRISTMAS HOLIDAY - CLOSE ON FRIDAY 19 DECEMBER 2025			

TERM 3 – REOPEN ON MONDAY 5 TH JANUARY 2026			
Date	Meeting	Duration	Focus
Wed 7 Jan	Staff Meeting: Collegiate 10	3.15-4.45pm	Collegiate Planning – Planning for Learning, Teaching and Assessment (Use of South Ayrshire Frameworks: Es & Os, Skills and Benchmarks – Prof Dialogue in Levels) – Ready for Shared Evaluations wk begin. 19 Jan
Wed 14 Jan	Authority Twilight	3.15-5.15pm	Cluster Priorities: Reading for Enjoyment and Refresh of Class Libraries; Maintaining Reading Schools Silver Accreditation; Taking a Closer Look at Reading (Non-Fiction)
Wed 21 Jan	Staff Meeting: Collegiate 11	3.15-4.45pm	Preparation for Pupil Progress Meetings; Staged Intervention Review and Target Setting
Wed 28 Jan	Staff Meeting: Collegiate 12	3.15-4.45pm	South Ayrshire Reads (in-house reading leader)
Wed 4 Feb	Parents' Appointments		2 x 2.5 hour sessions (3.30-6.00pm; 6.30-9.00pm)
HOLIDAY WEEKEND – CLOSED ON FRI 6 AND MON 9 FEB 2026			
Tues 10 Feb	In-Service (4)	Full day	Early Years: South Ayrshire Priorities – Learning Conference: Curriculum Primary School: Raising Attainment in Numeracy – Improving Children's Conceptual Understanding – Think Boards and Manipulatives; Improving Learning through Reducing Cognitive Load – Planning for Learning and Direct Teaching; Self-Evaluation of Learning, Teaching and Assessment; Prep for Collaborative Improvement Visit on Tuesday 17 th and Wednesday 18 th March; Reporting on Pupil Progress Guidance; Class Structure 2026-27
Wed 11 Feb and Thurs 12 Feb	Staff Meeting: Collegiate 13	3.15-4.45pm	Pupil Progress Meetings: P1-P4 (Wed) P5-7 (Thurs)
Wed 18 Feb	Staff Meeting: Collegiate 14	3.30-5.00pm	South Ayrshire Reads – Focus on Text Structure (CLPL for School Assistants 1.30-2.30pm) in Dundonald
EASTER HOLIDAY – CLOSE ON THURS 2 APRIL AND REOPEN ON MONDAY 20 APRIL 2026			
TERM 4 – REOPEN ON MONDAY 20 APRIL 2026			
Wed 23 April	Staff Meeting: Collegiate 15	3.15-4.45pm	Collegiate Planning – Planning for Learning, Teaching and Assessment (Use of South Ayrshire Frameworks: Es & Os, Skills and Benchmarks – Prof. Dialogue in Levels) - Ready for Shared Evaluations wk begin. 4 th May
MAY DAY HOLIDAY MONDAY 4 MAY			
Thurs 7 May	In-Service Day (5)	All day	Primary – Authority Conference (Curriculum) EYC - CLPL Sharing Practice in Literacy, Numeracy and Health and Wellbeing – Marr Cluster EY Network Meeting EYC – Self Evaluation
Fri 8 May	Pupil Reports to SLT		
Wed 13 May	Staff Meeting: Collegiate 16	3.15-4.45pm	South Ayrshire Reads: Dundonald PS – Data
Tues 19, Wed 20 and Thurs 21 May	Staff Meeting 18 - Pupil Progress Meetings	3.15-4.45pm	Pupil Progress Meetings – Tracking of Attainment: P1 and P2 (Tues); EYC with Fiona (Wed) P3 and P4 (Wed); P5-7 (Thurs)
HOLIDAY MONDAY 25 MAY			
Wed 27 May	Staff Meeting: Collegiate 19	3.15-4.45pm	Review of Attainment and Data Analysis CfE/SNSA; Prep for Transfer of Information; Standards and Quality Report and School Improvement Plan
Thurs 4 June	Parent Appointments		Reporting to Parents: Optional 3 rd Appointment for Parents
Wed 10 June	Staff Meeting: Collegiate 20	3.15-4.45pm	Working Time Agreement 2025-26

20 x 1.5 hour staff meetings = 30 hours; Authority Twilight = 6 hours; Transition = 1.5 hours; 2.5 hours of flexibility retained (Total = 40 hours)

APPENDIX 3: S.I.P – EARLY YEARS CENTRE – OVERVIEW OF COLLEGIATE MEETINGS & INSERVICE


	Term One	Term Two	Term 3	Term 4
Focus for In-Service	<p><u>In-Service One (August):</u></p> <ul style="list-style-type: none"> ✓ Child Protection ✓ Fire Safety and Health and Safety Update (Including Anaphylaxis Refresh) ✓ Planning for Learning - Draft One of School and Early Years Centre "Learning Together" Calendar for 2025-26 ✓ Revisit Refreshed Vision and Values ✓ Improving Children's Understanding of Wellbeing through stories and activities ✓ Promoting our Values ✓ Key Worker Groupings ✓ Quality Fram <p><u>In-Service Two (August)</u></p> <ul style="list-style-type: none"> ✓ Child-Centred and Child-Led Learning – Talking and Thinking Floorbooks (Mindstretchers Refresh) ✓ Quality Improvement Framework Update for Self Evaluation ✓ Focus on Spaces and Experiences – design of areas of learning ✓ Literacy Rich Environment and refresh of libraries ✓ Learning Walls – Literacy, Numeracy, HWB, Charter, Achievements, Values 	<p><u>In-Service Three (October)</u></p> <ul style="list-style-type: none"> ✓ Numeracy Rich EYC Environment ✓ Numeracy, Maths and Outdoor Learning: Improving Children's Numeracy – Ed Scotland and Highland Numeracy Resources ✓ Refresh Relationships Policy ✓ Communication Friendly Learning Environments (Focus of Supporting Learning) 	<p><u>In-Service Four</u></p> <ul style="list-style-type: none"> ✓ South Ayrshire Priorities – Learning Conference – Focus on Curriculum 	<p><u>In-Service Five</u></p> <ul style="list-style-type: none"> ✓ CLPL Sharing Practice in Literacy, Numeracy and Health and Wellbeing – Marr Cluster EY Network Meeting ✓ Self-Evaluation
Focus for Collegiate Meetings	<ul style="list-style-type: none"> ✓ Initial Personal Learning and Care Plans – 'All About Me' ✓ My Learning Journal/Seesaw – Online Profiles ✓ Pupil Progress Meetings ✓ South Ayrshire Reads – Early Literacy: Wed 17th Sept - Vocabulary ✓ Literacy Rich Environment ✓ Self-Evaluation: Quality Framework – Focus on 'Children are Supported to Achieve' 	<ul style="list-style-type: none"> ✓ Personal Learning and Care Plans ✓ My Learning Journal – Online Profiles ✓ Pupil Progress Meetings ✓ South Ayrshire Reads – Early Writing: Wed 22 October 2025 3.30-4.30pm ✓ Self-Evaluation: Quality Framework – Focus on 'Children Play and Learn' ✓ Early Years Christmas Concert 	<ul style="list-style-type: none"> ✓ Personal Learning and Care Plans ✓ My Learning Journal – Online Profiles ✓ Pupil Progress Meetings ✓ HWB (including Play on Pedals) ✓ Numeracy Rich Environment ✓ Self-Evaluation: Quality Framework – Focus on "Quality Spaces" ✓ South Ayrshire Reads Early Phonics 	<ul style="list-style-type: none"> ✓ Personal Learning and Care Plans ✓ South Ayrshire Reads – Early Literacy: Wed 13th May – Phonemic Awareness ✓ My Learning Journal – Online Profiles ✓ Pupil Progress Meetings ✓ Self-Evaluation: Quality Framework – Focus on Leadership ✓ EYC Graduation

APPENDIX 4: SCHOOL IMPROVEMENT PLAN – BUDGET, RESOURCES AND LINKS WITH UNCRC

BUDGET / RESOURCES SESSION 2025-2026

LITERACY AND ENGLISH	NUMERACY AND MATHEMATICS	HEALTH AND WELLBEING
<ul style="list-style-type: none"> Resources for EYC library plus books for children = £200 Refresh all class libraries = £100 per class = £700 Toe by Toe Resource = £200 My Learning Journal Online Platform/App for EYC = £300 PEF funded School Assistant to support learners in class and to provide targeted interventions Literacy Shed = £200 PEF funded Scottish Book Trust Author – Literacy Patron and Creative Writing Workshops £1000 Power-up Your Pedagogy Professional Reading books for staff 	<ul style="list-style-type: none"> Concrete resources to support learning and teaching, including Numicon: £800 Refresh of textbook resources: £1600 Power of Two Resource: £200 PEF funded School Assistant to support learners in class and to provide targeted interventions Numeracy and maths resources for play based learning in EYC (lose parts play, objects for counting, numbers for numeracy rich environment, large foam dice): £250 Subscription to Times Tables Rock Stars £180 	<ul style="list-style-type: none"> PEF funded School Assistant to support learners in class Outdoor learning resources for EYC – including small world: £500 Transport for Educational Outings £1500
		MODERN LANGUAGES
		<ul style="list-style-type: none"> Investment in Linguascope Resources to support learning £200

RIGHTS RESPECTING SCHOOLS LINKS

UNCRC ARTICLES		
<p>Article 3 Adults must do what's best for me</p> <p>Article 6 I should be supported to live and grow.</p> <p>Article 12 I have the right to be listened to, and taken seriously.</p> <p>Article 13 I have the right to find out and share information.</p> <p>Article 15 I have the right to meet with friends and to join groups.</p>	<p>Article 19 I have the right to be protected from being hurt or badly treated.</p> <p>Article 23 If I have a disability, I have the right to special care and education.</p> <p>Article 28 I have the right to an education.</p> 	<p>Article 29 I have the right to an education which develops my personality, respect for others' rights and the environment.</p> <p>Article 31 I have a right to relax and play.</p> <p>Article 39 I have the right to help if I have been hurt, neglected or badly treated.</p> <p>Article 41 Where our country treats us better than the U.N. does we should keep up the good work!</p> <p>Article 42 Everyone should know about the UNCRC.</p>