



DUNDONALD PRIMARY SCHOOL AND EARLY YEARS CENTRE

SCHOOL IMPROVEMENT PLAN

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SESSION 2026-27



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

- Included, engaged and involved
- Delivering excellence in learning, teaching and assessment
- Transforming our curriculum
- Towards a self-improving education system

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 achievement particularly in literacy and numeracy

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	EY Quality Improvement Framework	NIF Priorities	Targets for Raising Attainment		
1.1 Self Evaluation 1.2 Leadership - Learning 1.3 Leadership - Change 2.2 Curriculum 2.3 Learning, Teaching & Assessment 3.1 Wellbeing, Inclusion 3.2 Raising Attainment	Leadership of Continuous Improvement; Learning, Teaching & Assessment; Curriculum; Wellbeing, Inclusion & Equality Children's Progress	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	➤ EYC Developmental Milestones: To increase the percentage of children achieving communication and language developmental milestones by 3% (stretch aim: 85%) ➤ Raising attainment in Literacy: To achieve our stretch aims of 94% of children achieving national expectations in Listening and Talking; 88% of children achieving national expectations in Reading and 86% 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 and early writing skills (phonemic awareness, alliteration and rhyme) and a love for stories through participating in daily opportunities to: listen to stories; join in with rhymes; sing songs; and mark make.	* Engage in Professional Learning focused on embedding South Ayrshire Reads Early Years learning and teaching approaches (Phonemic Awareness; Early Writing and Story Dough). * Promote children's rhyme, rhythm and alliteration skills through weekly opportunities for singing and rhyming – invest in new resources including song books and the Bookbug Songs and Rhymes App. * Increase opportunities for families to be involved in the promotion of early reading, songs and rhymes (e.g. Bookbug family story sessions; PEEP; Stay and Play; Bookbug Songs and Rhymes Session, Promotion of Book Bug App; Promotion of Mobile Library; EYC lending library)	Led by K Macpherson, Senior EYP Katie Freer David Hardie Carol Linton South Ayrshire Reads Early Years Team All EYC staff	August In-Service then Ongoing – see plan for EYC Collegiate Meetings on page	*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 85% achieving 8 or more Developmental Milestones) *Parent evaluations and survey feedback demonstrates positive impact of Book Bug, Stay and Play and PEEP sessions	
EYC: Children will be supported to develop and extend their skills in communication and social interaction through everyday conversations, play and daily routines. All EYC staff will be trained in 'Teacher Talk' approaches which will enhance their positive interactions styles.	* Engage in Professional Learning focused on Teacher Talk – training will be led by Caroline Turtle, speech and language therapist * Implement Teacher Talk approaches *Coaching and mentoring will be provided by Caroline Turtle in Term 4 This training shows early years practitioners how to use everyday conversations, play and daily routines to promote the communication and social development of all children, including those with language delays and those who are second language learners.	Led by Caroline Turtle, Speech and Language Therapist Team Lead All EYC Staff		*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 85% achieving 8 or more Developmental Milestones) *Staff evaluations and feedback following Teacher Talk Training *Speech and Language Observations using the SAC Communication Friendly Accreditation Assessment Tool	
EYC AND 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.	* Continue to improve the quality of our learning and teaching through collaborative professional learning: 'Taking a Closer Look at . . . ' Prof. Learning Sessions focused on: 🚦 Cognitive Load 🚦 Learning intentions and success criteria (professional reading and reflection – Bruce Robertson, Power up Your Pedagogy)	Fiona Paterson All Early Years and Primary Staff	Please see staff meeting and in-service calendar on page	➤ 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	

SCHOOL: 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) To support and develop all education staff to implement best practice through a culture of shared knowledge, collaboration and enquiry (South Ayrshire Reads) Improvement in attainment, particularly in reading (achievement of stretch aims) Children will experience a consistent and progressive handwriting programme from Primary 1 to Primary 7. They will develop clear, legible and fluent handwriting, with increasing confidence and independence, enabling them to record their ideas effectively across all areas of the curriculum.	* Promote further a culture of reading for enjoyment across the school and in our local community through the work of Reading Leadership Group. (Refresh of all class libraries in partnership with children; progress towards 'Book Trust Reading School Gold 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: ✚ P1-P7 CLPL focus on: Reading for Understanding (Narrative texts – South Ayrshire Reads) ✚ P1-P7 CLPL focus on: Use of Giglets to: develop further the children's understanding of belonging, identity, culture and the art of storytelling (at P1 and P2); Strengthen and develop children's background knowledge through explicit vocabulary instruction (at P3 to P7) ✚ P1-P7 CLPL focus on: Key features of a Taught Reading Session (Non-Fiction) and Non-Fiction Resources ✚ P1-P7 CLPL focus on: Handwriting progression (Pen Pals Progression and Modelled Sessions)	Led by Lorna Street & Christina Power South Ayrshire Reads Team Catherine Muir All Primary School Staff F Paterson Julia Kerr	Please see staff meeting and in-service calendar on page	*Gains made in attainment levels/data (please see impact measures in Appendix 1) *Progress towards securing CfE attainment targets will be informed by: ➤ Pupil Progress Meetings ➤ Learning Visits to classes including sampling pupils' work – South Ayrshire Reads approaches will be evident within classroom practice ➤ By June, most children will show improved handwriting aligned with agreed stage expectations through sampling jotters and moderation (Pen Pals Progression). ➤ 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
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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 2026-2027

SAR Strategic Aim	Actions	Intended Impact	Resources	SAR Lead	Completion Date
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 To support and develop all education staff in South Ayrshire to implement best practice through a culture of shared knowledge, collaboration and enquiry To promote the implementation of an excellent reading curriculum which prioritises best practice, challenge and adapted teaching for children with additional support needs To gather, use and analyse data effectively to drive change and improvement in children's reading	By June 2026 , 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.	The aims of South Ayrshire Reads continue to be embedded across Phase 2 School Communities focussing on building capacity and sustainability. The values, vision and aims of	- Role of reading leader reviewed at planning meeting. - Reading Leader meeting dates shared and agreed. - Reading leader workshop dates agreed. - RL MS TEAM accessed for updates, relevant information and collaboration.	SAR PTs	June 2026
	By June 2027 , ALL Phase 2 schools will have participated in at least two Reading Leader-led workshops within their own setting, with Reading Leaders taking full responsibility for identifying workshop needs, planning these sessions and leading them to support the ongoing embedding of reading practice.		- All Reading Leaders may attend four sessions (September 2026, November 2026, February 2027, and April 2027) focused on building capacity and providing the knowledge and skills needed to lead impactful change. - All Reading Leaders will plan, create and deliver reading workshops within their own schools - both with staff and with parents - as part of a wider drive to raise attainment in reading.	LW Reading Leader	June 2027
	By June 2027 , ALL Phase 2 schools will have had the opportunity to engage in collaborative activity, selecting the approaches that best suit their context, through: - Partnership CLPL - Stage-Specific 'Spotlight' sessions 'Learning Live' sessions - Peer school visits strengthening collective efficacy, promoting an outward-looking approach to improvement and embedding practice.		- 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 - Term 3 Stage-Specific 'Spotlight' sessions 'Learning Live' offerings.	SAR PTs	June 2027
	By August 2026 , ALL Phase 2 schools will work with the SAR Team to identify new or returning staff requiring catch-up support, plan how to close gaps drawing on in-school knowledge, and will have the opportunity to: - Send staff to 'Fast Track' sessions - Access additional CLPL at peer schools		- Meeting & Discussion with Phase 2 schools to identify new/returning members of staff and their stages - Existing members of staff in Phase 2 schools to support, through coaching, modelling and collaborative discussions - Fast Track sessions agreed & planned by SAR Team - Additional CLPL sessions identified at peer schools	SAR PTs	August 2026

skills, reading confidence and reading attainment	ensuring all staff are equipped with the knowledge and skills to support reading development effectively.	South Ayrshire Reads is consistent and clear to all stakeholders			
	By June 2027 ALL Phase 2 education staff will have had the opportunity to engage in additional high-quality CLPL in an area of interest.		- Additional online sessions planned, created and delivered by SAR Team in response to need - Additional sessions will be advertised through the monthly CLPL Bulletin and Reading Leader channel on MS Teams.	SAR Team	June 2027
	By June 2027 ALL Phase 2 education staff will have had the opportunity to engage in bespoke high-quality CLPL.		All CLPL will be grounded in the Science of Reading, with a particular focus on language comprehension and its connection to other areas of literacy development, while continuing to embed previous work on word recognition (phonics and morphology) and fluency.	SAR PTs	June 2027
	By June 2027 , ALL Phase 2 education staff will have had the opportunity to further develop their practice in collaboration with the SAR Team.		Collaboration activities, including workshops and professional discussions as requested	SAR PTs	June 2027
	By June 2027 ALL Phase 2 schools will have had the opportunity to engage with assessment implementation, data analysis and self-evaluation, using HGIOR (How Good is Our Reading) to drive teaching and learning.		- Reading Leader- Led Workshops focused on the interpretation, analysis, and evaluation of learner attainment to measure impact and inform next steps. - Reading Leader-Led Workshops using HGIOR as a self-evaluation tool.	HMcb JW Reading Leaders	June 2027
	By June 2027 ALL Phase 2 schools will have had the opportunity to engage with and access support to implement and embed additional related SAR priorities.		- Reading Schools Accreditation - Communication Friendly Environments - Developing Writing through SAR - Giglets - Lending Library	JM HMcb SL	June 2027
	By June 2027 ALL parents will have had further opportunity to engage with workshops and learning sessions based on supporting their child's reading development.		Support for RL, as required, from SAR team for workshop and parent events	Reading Leaders SAR PTs	June 2027

PRIORITY 2: RAISING ATTAINMENT IN NUMERACY

HGIOS 4 Quality Indicators	EY Quality Improvement Framework	NIF Priorities	Targets for Raising Attainment		
1.1 Self Evaluation 1.2 Leadership - Learning 1.3 Leadership - Change 2.2 Curriculum 2.3 Learning, Teaching & Assessment 3.1 Wellbeing, Inclusion 3.2 Raising Attainment	Leadership of Continuous Improvement; Learning, Teaching & Assessment; Curriculum; Wellbeing, Inclusion & Equality Children's Progress	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	- EYC Developmental Milestones: To increase the percentage of children achieving numeracy and maths developmental milestones by 3%. Stretch aim: 84% of children achieving 8 milestones or more in numeracy and maths. - 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?
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. Children will develop a strong early understanding of number and mathematical concepts through the regular use of songs and rhymes, supporting their ability to link number names to quantities, understand basic number relationships, and confidently recall forwards and backwards number sequences.		*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. * Invest in new story books that support numeracy * Refresh our block play resources and approaches, led by early years staff with enhanced training in block play approaches * Enhance numeracy and maths through professional learning focused on the refreshed curriculum * Increase opportunities for families to be involved in the promotion of numeracy and maths skills through play (e.g. PEEP family sessions; Bookbug Songs and Rhymes with a numeracy and maths focus; Stay and Play; Tuesday Toddles)	Led by K Macpherson, Senior EYP All EYC staff	August In-Service then Ongoing – see plan for EYC Collegiate Meetings on page	*Assess in October using Numeracy Developmental Milestones to establish a baseline. *Track progress in Numeracy Developmental Milestones throughout the session. *Re-assess Numeracy Developmental Milestones in June to show value added (at least 84% achieving 8 or more)
EYC AND 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. 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.		* Continue to improve the quality of our learning and teaching through collaborative professional learning: 'Taking a Closer Look at . . . ' Prof. Learning Sessions focused on: 🚦 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.	All Staff	Please see staff meeting and in-service calendar on page	➢ 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
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. Improvement in attainment, particularly in numeracy (achievement of stretch aims). Close the attainment gap in numeracy between the most and least disadvantaged.		* Continue to improve the quality of our learning and teaching through collaborative professional learning: 'Taking a Closer Look at . . . ' Prof. Learning Sessions focused on: 🚦 Improving Children's Understanding of Numeracy and Maths – Use of Manipulatives and Think Boards 🚦 Key features of a Numeracy and Maths lesson * Implementation of Think Boards (together with manipulatives) to support children's conceptual understanding * Refresh our numeracy and maths resources	Depute Head Teacher All Primary School staff	Please see staff meeting and in-service calendar on page	*Gains made in attainment levels/data (please see impact measures in Appendix 1) *Progress towards securing CfE attainment targets will be informed by: ➢ 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

PRIORITY 3: IMPROVING CHILDREN'S HEALTH AND WELLBEING

HGIOS 4 Quality Indicators	EY Quality Improvement Framework	NIF Priorities	Targets for Raising Attainment		
1.1 Self Evaluation 1.2 Leadership - Learning 1.3 Leadership - Change 2.2 Curriculum 2.3 Learning, Teaching & Assessment 3.1 Wellbeing, Inclusion 3.2 Raising Attainment	Leadership of Continuous Improvement; Learning, Teaching & Assessment; Curriculum; Wellbeing, Inclusion & Equality Children's Progress	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	➤ EYC Developmental Milestones: To increase the percentage of children achieving health and wellbeing developmental milestones by 3%. Stretch aim: 94% of children to achieve 8 developmental milestones or more in Health and Wellbeing. ➤ Average school attendance is 93%; increase to 95% ➤ Early Years attendance is 88.5%; increase to 90.5%		
WHAT OUTCOMES DO WE WANT TO ACHIEVE?	HOW WILL WE ACHIEVE THIS?		PERSONNEL	TIMESCALE S	HOW WILL WE MEASURE IMPACT?
EYC: Children will experience a supportive learning environment which aids and develops their skills in communication. Dundonald to achieve Communication Friendly Environments 'Learning Environment', 'Adult Interactions' and 'Nurturing Communications' badges.	*Self-Evaluate our practice using the Communication Friendly Environments toolkit to identify strengths and next steps *Develop early years playroom and outdoors to reflect communication friendly approaches (symbols and dual coding) *Staff to continue to implement supportive learning approaches *Engage in professional learning led by South Ayrshire's Communication Friendly Environments Team (21st April, 5th May and 19th May 3.20-4.20pm)		Led by K Mapherson, and Karen Gaw	Term 1: Learning Env. Focus Term 2: Nurturing Comm Focus Term 4: Adult Interact.	Learning visits to the EYC: children will experience a supportive learning environment. Self-evaluation feedback. Achievement of supportive learning badge.
EYC: Our refreshed approach to care planning will strengthen our partnership working with families and will ensure every child has a holistic, responsive and individualised plan that reflect his/her unique strengths and needs, fostering continuity between home and centre.	*Engage in professional learning focused on South Ayrshire's refreshed Early Years Care Plan (August In-Service) *Implement South Ayrshire's Care Plan Approach from September 2026 in partnership with families and embedding the child's voice *Review our refreshed approach by sampling the views of families at October Parents' Evening		K Macpherson	August In-Service then ongoing	Learning visits to the EYC: sample Care Plans Quality Assurance of Care Plans Capture Parents' Views at October Parents' Evening
EYC AND SCHOOL: 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.	* 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.		Fiona Paterson - Policy All staff	Relationships Policy revised by March 2027	Staff and young people will feel that they are respected and valued members of the school community (survey results) Positive and nurturing relationships evident within class learning visits
EYC AND SCHOOL: Our EYC and School community has a shared understanding of the importance of good attendance. Increase overall attendance at Early Years and Primary School. Raise attendance levels particularly for targeted groups of children.	Increase attendance at Dundonald Primary School and Early Years Centre: ✓ Raise awareness of impact of attendance with families - including term time holidays – promote South Ayrshire's 'Come and Play Every Day (for EYC) and 'Every Child Every Day' (for Primary School) campaigns with children and families ✓ Create and share an Attendance Policy in partnership with children and families ✓ Identify factors impacting on attendance ✓ Work in partnership with our families who are facing challenges to build relationships and trust and strengthen communication Work in partnership with local agencies and services to reduce barriers to attendance		Fiona Paterson Julia Kerr Kirsten Macpherson Clerical Staff	Attendance Policy created by October 2027 then ongoing	Attendance Guide for Families created and shared Daily attendance monitoring by clerical staff. Daily phone calls with families where children require additional support for positive attendance Monthly analysis of attendance data

PRIORITY 4: RAISE ATTAINMENT AND ACHIEVEMENT FOR ALL THROUGH A RELEVANT AND CHALLENGING CURRICULUM

HGIOS 4 Quality Indicators	EY Quality Improvement Framework	NIF Priorities		
1.1 Self Evaluation 1.2 Leadership - Learning 1.3 Leadership - Change 2.2 Curriculum 2.3 Learning, Teaching & Assessment 3.1 Wellbeing, Inclusion 3.2 Raising Attainment	Leadership of Continuous Improvement; Learning, Teaching & Assessment; Curriculum; Wellbeing, Inclusion & Equality Children's Progress	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		
WHAT OUTCOMES DO WE WANT TO ACHIEVE?	HOW WILL WE ACHIEVE THIS?	PERSONNEL	TIMESCALES	HOW WILL WE MEASURE IMPACT?
ECY: Children will experience rich, play-based opportunities which nurture curiosity, imagination, and creativity . Through responsive interactions and well-planned, open-ended experiences, children will confidently explore, express ideas, and use a range of media and materials to create and communicate, demonstrating increasing creativity, independence, and engagement in their learning.	*Audit Creativity Approaches in September and then again in May *Plan learning experiences which promote creativity within intentional and responsive planning (responsive planning captured through Talking and Thinking Floorbooks) *Develop further our creativity rich, open-ended environment (varied loose parts e.g. blocks, fabrics, natural materials, up-cycled items). *Offer a range of expressive media: Art (painting, up-cycled modelling, loose parts, printing resources); Music and rhythm; Role play and storytelling; Movement and dance *Encourage imagination and storytelling: set-up provocations (e.g. a pirate chest, a woodland scene); Use stories, puppets, and small-world play. *Model curiosity and creativity as adults – celebrate the children's ideas and effort	Led by K Macpherson, Senior EYP Early Years Peripatetic Principal Teacher All EYC staff	August In-Service then Ongoing – see plan for EYC Collegiate Meetings on page	*Creativity Audits carried out in September and then again in May (increased opportunities observable in May) *Learning visits (where opportunities for creativity can be seen in practice) *Staff engagement in professional learning – staff feedback
SCHOOL: Children will increase their confidence and skills in using Digital Technologies across the curriculum. Children will develop further their ability to use digital devices for presentation and creative expression. They will show competence in organising information, producing digital content, and early coding skills. Children will experience a refreshed, consistent and progressive digital learning programme from Primary 1 to Primary 7.	* Refresh our P1-P7 ICT Learning Progression to ensure a progressive Digital Skills Framework * Continue to improve the quality of our learning and teaching through collaborative professional learning: 'Taking a Closer Look at . . . ' Prof. Learning Sessions focused on: 📌 Presentation and Creative Expression using Microsoft Word and PicCollage for iPad 📌 Organising Information using Xcel and 📌 Coding using programmable toys and applications such as Scratch	Led by Siobhan Spraggs and Catherine Muir All Primary School Staff F Paterson	Please see staff meeting and in-service calendar on page	➤ Consistent and progressive Digital Learning Programme to be created for P1-P7 by December 2026 ➤ By June, most children will show improved digital skills aligned with agreed stage expectations through moderation (refreshed ICT Learning Progression) as observed by class teachers during digital learning activities ➤ Staff engagement and feedback during professional learning sessions and professional dialogue: learning from and with each other ➤ Pupil feedback during learning visits – questions to be focused on digital learning
SCHOOL: Through high quality interdisciplinary learning, children will transfer and apply their learning confidently across contexts, demonstrating creativity, increased engagement and deeper understanding. They will be better prepared for future learning by developing the adaptable meta-skills of curiosity, creativity, collaboration and sense-making.	* Continue to improve the quality of our learning and teaching through collaborative professional learning: 'Taking a Closer Look at . . . ' Prof. Learning Sessions focused on: 📌 What makes High Quality Interdisciplinary Learning *Protect time for teachers to plan for high quality interdisciplinary learning, making explicit the opportunities for curiosity, creativity, collaboration and sense-making *Refresh resources to enhance creative learning – Kapla, K'Nex *Enrich interdisciplinary learning through working in partnership (e.g. Dundonald Castle, local businesses, History Alive, Museums, STEM Ambassadors, volunteers from world of work)	Head Teacher All Primary School Staff	Please see staff meeting and in-service calendar on page	➤ Staff engagement and feedback during professional learning sessions and professional dialogue: learning from and with each other. ➤ Peer learning visits focused on sharing practice related to interdisciplinary learning – we will reflect against evaluative questions related to 'What Makes High Quality IDL'.

South Ayrshire Service Plan Priority: Improving Our Curriculum					
Aims	Actions	Intended Impact	Resources	Measures	Date
To increase all teacher understanding of the purpose and relevance of the CIC and the rationale behind curriculum reform.	- The school will identify a curriculum lead to support the implementation of curriculum reform and act as a link with authority-wide developments. - The curriculum lead will participate in authority Train-the-Trainer professional learning to ensure consistent messaging and build internal capacity. All staff will engage in planned CLPL to build understanding of curriculum reform during the two allocated twilight sessions using materials created by Curriculum PTs.	Staff are clear on the key terminology around curriculum and educational reform. Staff can clearly articulate why curriculum change is being made. All staff are clear on the national timeline for implementation of the CIC	Presentation created by Curriculum PTs	Staff survey (pre and post twilight sessions) Evaluation	August 2026 September 2026 January 2027
To provide clear and consistent communication for all staff and stakeholders in relation to Scotland's Curriculum	- Staff will access the authority's central digital hub for curriculum resources, exemplars and professional learning materials. - All staff will attend the relevant authority curriculum conference. - Content will be created centrally to raise awareness of the CIC and used by schools to engage wider school community. - The Curriculum PTs will offer support with parental engagement as requested. - School leadership team will receive regular CIC information via director's education update. - All Head Teachers will attend two authority HT Curriculum Conferences.	Staff will feel supported during the early stages of transition. Staff feel well informed and confident in discussing curriculum changes with colleagues, learners and families. Parents and stakeholders will better understand Scotland's curriculum and the future changes.	Central digital padlet Exemplars and professional learning materials Schools preferred media platforms	Analytics from shared online space (comments, resources, access to the toolkit and materials)	June 2027 May 2027 December 2026 June 2027
To establish an understanding of a concept-based curriculum and to introduce the Know-Do-Understand model .	'Curriculum of Hope' professional reading distributed during the 'Train-the-Trainer' session to key leads. Values from the 'Curriculum of Hope' text shared with all staff during twilight sessions . Key leads to gather staff feedback at the beginning of the first twilight. Key leads to repeat the staff survey at the end of the second twilight to gauge progress.	All staff understand the principles of a concept-based curriculum. All staff will have had opportunities to engage with the values and principles of 'A Curriculum of Hope'.	'A Curriculum of Hope' professional reading Microsoft form for twilight	Pre/Post Survey Data	October 2026 February 2027

Marr Cluster Improvement Priority 2026-27



What actions are required to reach desired outcome?	Who	When	Resources	Outcome Measures
Establish community project linked to RRS with curricular link between Social Subjects and Primaries. Work with community partners to celebrate our Marr community. Include intergenerational learning Social Subjects showcase	All schools Community partners March 27	Jan -Mar27	Bids from local partners Sustainability funds Marr Trust	Children and families collaborate to create a vibrant, inclusive community artwork that raises awareness of children's rights and celebrates their voices. Through participation, children gain confidence to express their ideas, develop a clearer understanding of their rights, and feel a stronger sense of belonging within their community. The project fosters meaningful connections between children, adults, and local organisations, strengthening community cohesion and promoting respect, inclusion, and shared responsibility for upholding children's rights.

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 Seesaw (online profiles) – sharing of learning to be child led, child friendly and linked to the EYC developmental milestones	Kirsten Macpherson (Senior EYP)
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.	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 – 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: ✓ 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	Fiona Paterson (HT) Kirsten Macpherson (Senior EYP) Catherine Muir (P1 teacher)
Maintain Rights Respecting Schools Gold Reaccreditation – Rights Respecting School	Shona Croft (P5 Teacher)
✓ Promote our 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 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)
Continue to Improve children's health and wellbeing through high quality opportunities for outdoor active play. Children will develop further their skills in social interaction, running, jumping, balancing, throwing and catching. Children will demonstrate increased physical literacy by building their competence, confidence and motivation through playing more and being more physical active.	Julia Kerr (DHT)
Embed consistent tracking systems across the Early Years Centre and Primary School for children's personal achievements.	Julia Kerr (DHT)
Refresh our interactive displays in the EYC and Primary School which recognise personal achievements.	Kirsten Macpherson (Senior EYP)

APPENDIX 1: SCHOOL IMPROVEMENT PLAN: IMPACT MEASURES

RAISING ATTAINMENT IN LITERACY AND ENGLISH -STRETCH AIMS

CfE Attainment in Reading	
	Stretch aim: June 2027
P1 year group	85%
P4 year group	90%
P7 year group	91%
P1, P4 and P7 Combined	88%

CfE attainment in Writing	
	Stretch aim: June 2027
P1 year group	85%
P4 year group	85%
P7 year group	87%
P1, P4 and P7 Combined	86%

CfE attainment in Listening and Talking	
	Stretch aim: June 2027
P1 year group	90%
P4 year group	95%
P7 year group	96%
P1, P4 and P7 Combined	94%

RAISING ATTAINMENT IN NUMERACY

CfE attainment in Numeracy	
	Stretch aim: June 2027
P1 year group	85%
P4 year group	85%
P7 year group	87%
P1, P4 and P7 Combined	86%

EYC DEVELOPMENTAL MILESTONES

Stretch Aims	
	Stretch aim: June 2027
Communication and Language	85%
Numeracy and Mathematics	84%
Health and Wellbeing	94%

INCREASING ATTENDANCE

Stretch aim: June 2027	
Primary School P1-7 Attendance	95%
Early Years Centre Attendance	90.5%

APPENDIX 2: DUNDONALD PRIMARY TEACHING STAFF MEETING CALENDAR 2026-27

TERM 1 – AUGUST UNTIL OCTOBER 2026			
Date	Meeting	Duration	Focus
Tues 18 Aug	In-Service	Full day	Child Protection; Fire Safety and Health and Safety Update (Including Anaphylaxis Refresh); Draft One – Attendance Policy for Children Draft One of School and Early Years Centre "Learning Together" Calendar for 2026-2027; Planning for Learning Teaching and Assessment (Early Years to P7); Improvement Plan Focus – Primary School Handwriting and EYC Song and Rhyme Time (Bookbug App)
Wed 19 Aug	In-Service	Full day	All: Improving Learning through Reducing Cognitive Load – Part 1 (How learners learn; What learners need to know/be able to do); EYC – Planning for Learning and Organisation of Playroom/Outdoor Spaces; EYC – Literacy Rich Environment and Reading for Enjoyment; Spaces, Experiences, Interactions: Promoting Creativity (Creativity Audit)
Wed 26 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 7 th Sept – cover will be arranged
Wed 2 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 9 Sept	Staff Meeting: Collegiate 2	3.15-4.45pm	Pupil Voice Committees; Meeting Children's Needs - Staged Intervention Planning and Target Setting (SMART Targets focus) linked to Es and Os and Benchmarks; Preparation for Pupil Progress Meetings
HOLIDAY WEEKEND FRI 19 & MON 21 SEPTEMBER			
Tues 22, Wed 23 and Thurs 24 Sept	Staff Meeting 3 - Pupil Progress Meetings	3.30-5.00pm	Pupil Progress Meetings: P1 & P2 (Tues), P3 & P4 (Wed) P5, P6 & P7 (Thurs)
Tues 29 Sept	South Ayrshire Twilight	3.30-5.30pm	South Ayrshire Priorities: Curriculum
Thurs 8 Oct	Parents' Appointments	3.30-9.00pm	2 x 2.5 hour sessions (3.30-6.00pm; 6.30-9.00pm)
OCTOBER HOLIDAY – CLOSE ON FRI 9 OCT			
TERM 2			
Mon 19 Oct	In-service day (3)	Full day	<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 (Learning Environment and Adult Interactions) <u>Teaching Staff and School Assistants</u> : 9am-10.45am: Raising Attainment in Numeracy – Key Features of a Numeracy and Maths Lesson; Improving Children's Conceptual Understanding – Think Boards and Manipulatives 11.15-12.15pm South Ayrshire Reads – Focus on Language Comprehension 1.15-2.00pm: Teaching Staff – ICT Digital Progression P1-P7 <u>All</u> : Refresh Relationships Policy – Child Friendly Language;
Wed 21 Oct	Staff Meeting: Collegiate 4	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 28 Oct	Staff Meeting: Collegiate 5	3.15-4.45pm	Reading Culture – Launch 'Dundonald Loves Reading'; Refresh of Class Libraries; Giglets; Self-Evaluation – Professional Dialogue and Calendar for Session 26-27 – Learning Visits
Wed 4 Nov	Staff Meeting: Collegiate 6	3.15-4.45pm	South Ayrshire Reads – Language Comprehension Narrative Texts
Wed 11 Nov	Staff Meeting: Collegiate 7	3.15-4.45pm	Planning for December; Attainment and Achievement – December Tracking
Wed 18 Nov	Staff Meeting: Collegiate 8	3.15-4.45pm	Professional Learning: Curriculum Improvement Cycle – Concept Based Curriculum, 'Know Do Understand' Model, Curriculum of Hope Professional Reading
Wed 25 Nov	Authority Twilight	3.15-5.15pm	South Ayrshire Twilight: Cluster Priority – Taking a Closer Look at High Quality Interdisciplinary Learning - Cluster IDL Project 'What Our Local Area Means to Us'
CHRISTMAS HOLIDAY - CLOSE ON TUESDAY 22 DECEMBER 2026			

TERM 3 – REOPEN ON TUESDAY 5 TH JANUARY 2027			
Date	Meeting	Duration	Focus
Wed 7 Jan	Staff Meeting: Collegiate 9	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	Staff Meeting: Collegiate 10	3.15-4.45pm	Preparation for Pupil Progress Meetings; Staged Intervention Review and Target Setting
Thurs 28 Jan	Authority Twilight	3.30-5.30pm	South Ayrshire Priority: Curriculum
Wed 3 Feb	Staff Meeting: Collegiate 11	3.15-4.45pm	Curriculum: High Quality Interdisciplinary Learning
Tues 9 Feb	Parents' Appointments	3.30-9.00pm	2 x 2.5 hour sessions (3.30-6.00pm; 6.30-9.00pm)
HOLIDAY WEEKEND – CLOSED ON THURS 11 FEB AND RE-OPEN ON TUES 16 TH FEB FOR IN-SERVICE DAY			
Tues 16 Feb	In-Service (4)	Full day	EYC - CLPL Sharing Practice in Literacy, Numeracy and Health and Wellbeing – Marr Cluster EY Network Meeting All - Self-Evaluation; Class Structure for 2027-28 Primary – Authority Conference (Curriculum); Primary School:
Wed 24 & Thurs 25 Feb	Staff Meeting: Collegiate 12	3.15-4.45pm	Pupil Progress Meetings: P1-P4 (Wed) P5-7 (Thurs)
Wed 3 March	Staff Meeting: Collegiate 13	3.30-5.00pm	Improving Learning through Reducing Cognitive Load – Planning for Learning and Direct Teaching; Reporting on Pupil Progress Guidance
Wed 10 March	Staff Meeting: Collegiate 14	3.15-4.45pm	Cluster Improvement Priority – High Quality IDL
Wed 17 March	Staff Meeting: Collegiate 15	3.15-4.45pm	Curriculum Improvement Cycle: Professional Reading – Curriculum of Hope; Know, Do, Understand Model
EASTER HOLIDAY – CLOSE ON THURS 25 MARCH AND REOPEN ON MONDAY 12 APRIL			
TERM 4 – REOPEN ON MONDAY 12 APRIL 2027			
Wed 14 April	Staff Meeting: Collegiate 16	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 3 MAY			
Thurs 6 May	In-Service Day (5)	All day	Early Years: South Ayrshire Priorities – Learning Conference: Curriculum Teaching Staff: Taking a Closer Look at Non-Fiction; Refreshed ICT P1-P7 Progression
Fri 7 May	Pupil Reports to SLT		
Wed 12 May	Staff Meeting: Collegiate 17	3.15-4.45pm	South Ayrshire Reads: Assessments
Wed 19 and Thurs 20 May	Staff Meeting 18 - Pupil Progress Meetings	3.15-4.45pm	Pupil Progress Meetings focused on Attainment and Achievement: P1-4 on Wednesday and P5-7 on Thursday
HOLIDAY FRIDAY 28 MAY AND MONDAY 31 MAY			
Wed 26 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 3 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 2027-28
Week Beginning 14 June	Transition Meetings	1.5 hours	Transition Meetings
WED 30 TH JUNE - LAST DAY OF TERM FOR PUPILS AND STAFF - SCHOOL CLOSING FOR SUMMER HOLIDAY			

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	<u>In-Service One (August):</u> ✓ Child Protection ✓ Attendance Policy ✓ Fire Safety and Health and Safety Update (Including Anaphylaxis Refresh) ✓ Improving Learning by Reducing Cognitive Load – Links with 'Adult Interactions' (Communication Friendly Environments Development Work) ✓ Promoting Early Reading Skills – Song and Rhyme Time – Bookbug Website Resource ✓ Communication Friendly Environments – Organisation of Indoor Playroom and Outdoor Area & Displays – words and symbols <u>In-Service Two (August)</u> ✓ Child-Centred and Child-Led Learning – Talking and Thinking Floorbooks (Mindstretchers Refresh) ✓ Quality Improvement Framework Self Evaluation – Calendar for Year ✓ Spaces, Experiences and Interactions – Promoting Creativity – Staff Reflection – Creativity Audit ✓ Literacy Rich Environment and Refresh of libraries – Books to Promote Literacy and Numeracy	<u>In-Service Three (October)</u> ✓ Numeracy Rich EYC Environment ✓ Numeracy, Maths and Outdoor Learning: Improving Children's Numeracy – Ed Scotland and Highland Numeracy Resources ✓ Refresh Relationships Policy – Child Friendly version ✓ Communication Friendly Learning Environments (Focus on 'Learning Environment', 'Adult Interactions' and 'Nurturing Communications')	<u>In-Service Four</u> ✓ CLPL Sharing Practice in Literacy, Numeracy and Health and Wellbeing – Marr Cluster EY Network Meeting ✓ Self-Evaluation	<u>In-Service Five</u> ✓ South Ayrshire Early Years Conference
Focus for Collegiate Meetings	✓ Initial Personal Learning and Care Plans – 'All About Me' and Care Plan 1 ✓ Seesaw – Online Profiles ✓ South Ayrshire Reads Professional Learning Phonemic Awareness: Wednesday 16 September ✓ Child Progress Meetings & Tracking ✓ South Ayrshire Reads – Early Literacy – Professional Learning at Collegiate Meeting ✓ Literacy Rich Environment ✓ Communication Friendly Environment – Focus on Learning Environment ✓ Creativity Audit ✓ Self-Evaluation: Quality Framework – Focus on 'Play, Learning and Development'	✓ Personal Learning and Care Plans ✓ Seesaw – Online Profiles – linking learning with home ✓ South Ayrshire Reads Professional Learning Story Dough: Wednesday 4th November ✓ Child Progress & Tracking Meetings ✓ Communication Friendly Environment – Focus on Nurturing Interactions ✓ South Ayrshire Reads – Early Literacy – Professional Learning ✓ Self-Evaluation: Quality Framework – Focus on 'Learning, Teaching and Assessment' ✓ Early Years Christmas Concert	✓ Personal Learning and Care Plans ✓ South Ayrshire Reads Professional Learning Early Writing - Wednesday 20 January ✓ My Learning Journal – Online Profiles ✓ Child Progress and Tracking Meetings ✓ HWB (including Play on Pedals) ✓ Numeracy Rich Environment ✓ Self-Evaluation: Quality Framework – Focus on 'Curriculum' ✓ South Ayrshire Reads Early Phonics	✓ Personal Learning and Care Plans ✓ Communication Friendly Environments – Teacher Talk Training on: 21 April (3.20-4.20pm) 5th May (3.20-4.20pm) 19th May (3.20-4.20pm) ✓ Child Progress and Tracking Meetings ✓ Communication Friendly Supportive Visits 26th May (9.30am-11am) 2nd June 11.15am-12.30pm ✓ Self-Evaluation: Quality Framework – Focus on Children's Progress ✓ Communication Friendly Accreditation Visit Wednesday 9th June 10am – 1.30pm ✓ EYC Graduation

APPENDIX 5: SCHOOL IMPROVEMENT PLAN – BUDGET, RESOURCES AND LINKS WITH UNCRC

BUDGET / RESOURCES SESSION 2025-2026

LITERACY AND ENGLISH	NUMERACY AND MATHEMATICS	HEALTH AND WELLBEING
- Resources for EYC library plus books for children = £200 - Refresh all class libraries = £100 per class = £700 - Toe by Toe Resource = £200 - Seesaw 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	- 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 Sumdog £600 - Refresh Beebot Resources £300	- PEF funded School Assistant to support learners in class - Outdoor learning resources for EYC – including small world: £500 - Transport for Educational Outings £1500
		CREATIVITY
		EYC: Resources to promote creativity (art and craft resources, provocations for tuff trays): £300

RIGHTS RESPECTING SCHOOLS LINKS

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