

Dundonald Primary School and Early Years Centre: Summary of our Improvement Plan for 2026-27



“Nurturing learning and achievement” is our shared vision in Dundonald Primary and Early Years Centre.



Priority 1: Raising attainment in Literacy

What are we going to do?

Early Years

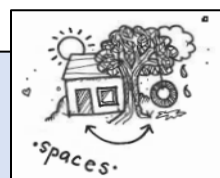
- ✓ Engage in Professional Learning focused on embedding South Ayrshire Reads Early Years learning and teaching approaches (Phonemic Awareness; Early Writing and Story Dough).
- ✓ Promote children's rhyme, rhythm and alliteration skills through weekly opportunities for singing and rhyming – invest in 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).
- ✓ Engage in professional learning focused on the Curriculum Improvement Cycle.
- ✓ 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 Speech and Language Therapy in Term 4.

Primary School

- ✓ 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 Learning by Reducing Unnecessary Cognitive Load
- ✓ 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 focused on: Improving Learning by Reducing Unnecessary Cognitive Load; Handwriting and letter formation; Key Features of a Taught Reading Session (Non-Fiction)
- ✓ Engage in professional learning focused on the Curriculum Improvement Cycle.

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).
- ✓ Ensure all pupils fulfil their potential as Successful Learners, Responsible Citizens, Effective Contributors and Confident Individuals through engaging fully with school life.



Priority 2: Raising attainment in Numeracy

What are we going to do?

Early Years

- ✓ 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: Progression in Early Numeracy and Maths Skills – use of Highland Maths Early Level as a guide.
- ✓ 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).
- ✓ Engage in professional learning focused on the Curriculum Improvement Cycle.

Primary School

- ✓ Continue to improve the quality of our learning and teaching through collaborative professional learning focused on:
 - ✚ Improving Children's Understanding of Numeracy and Maths – Use of Manipulatives and Think Boards; Key features of a Numeracy and Maths lesson;
 - ✚ Cognitive Load;
 - ✚ Learning intentions and success criteria (professional reading and reflection – Bruce Robertson, Power up Your Pedagogy).
- ✓ Implement Think Boards (together with manipulatives) to support children's conceptual understanding.
- ✓ Refresh our numeracy and maths resources.
- ✓ Engage in professional learning focused on the Curriculum Improvement Cycle.

Priority 3: Improving Children's Health and Wellbeing

What are we going to do?

Early Years

- ✓ 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).
- ✓ 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.

Primary School

- ✓ 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.

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 trust and strengthen communication
- ✓ Work in **partnership with local agencies and services** to reduce barriers to attendance



Priority 4: Curriculum

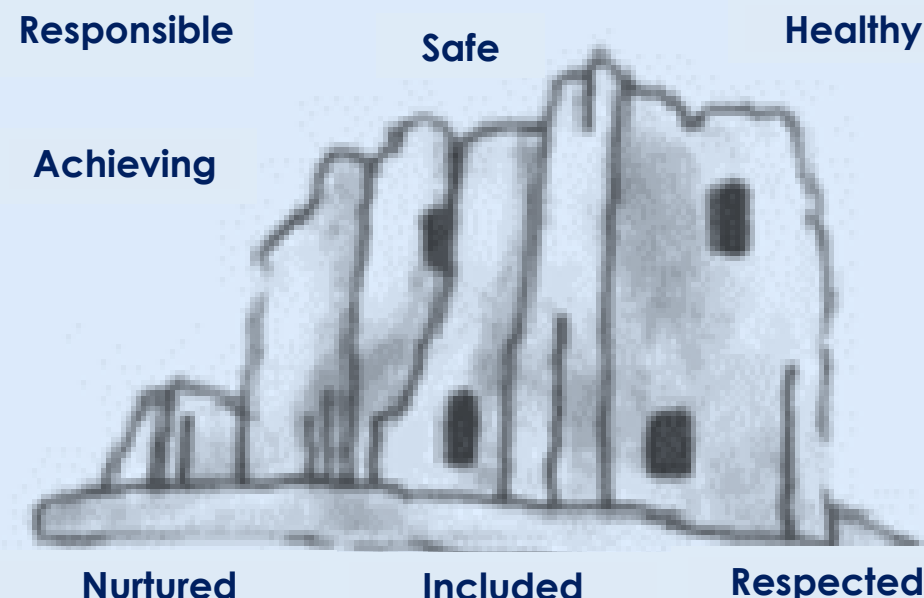
What are we going to do?

Early Years

- ✓ 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).
- ✓ 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

Primary School

- ✓ 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)



Respect, Perseverance and Friendship are the 3 core values that underpin all that we do. These help us to focus on our aspirational vision and aims for our school and EYC. (Articles 1, 2, 15 and 28).