



DUNDONALD PRIMARY AND EARLY YEARS CENTRE

STANDARDS AND QUALITY REPORT

SESSION 2025-26



Purpose of the Standards and Quality Report

The purpose of this report is to provide you with clear evidence of how well our school and early years centre has performed in the academic year 2025-26. The report provides a variety of information about how well our pupils are achieving, the many successes we have had, the wide variety of learning experiences at Dundonald Primary and Early Years Centre and how the children benefit from these.

Context of the School and Early Years Centre



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

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

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

Dundonald Primary is a non-denominational school and currently has a school roll of 146 pupils. Our Early Years Centre offers term-time, 9am-3pm, provision for children aged 2-5; we have capacity for 49 children in our EYC, with 4 of those places dedicated to children aged 2-3. Currently, we have 40 children in our Early Years Centre aged 3-5 and 4 children aged 2-3.

The majority of children – 78% - who attend Dundonald Primary live in SIMD quintile 3; 21% live in quintile 2; and 1% live in SIMD quintile 4. All pupils in P1-5 are entitled to a free school meal. 28% of pupils in Dundonald Primary are currently registered for a free school meal; 28% are in receipt of Clothing Grants and 28% are eligible for the support of the Pupil Equity Fund. The South Ayrshire average for free meal registration in 2024-25 was 21.4%. 45% of children in our Early Year Centre have been (or are currently) eligible 2 year olds or have siblings who are registered for free meals.

In Dundonald Primary, average pupil attendance is 93%, which is in-line with the average attendance in South Ayrshire of 93%*. Attendance at Dundonald Early Years Centre is 88.5%*, which is above the average South Ayrshire Early Years attendance of 87.3%* (*end of Term 3 data). A number of our families in Dundonald have chosen to have flexible attendance at Early Years to allow children time to spend with family, attend swimming lessons or local groups. Improving attendance will continue to be a key focus of our work. In Session 2025-26, there were no exclusions.

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

Our teaching and support staff have a range of experience. During session 2025/26 there has been the full time equivalent of 9.9 teaching staff in our Primary School. We have an additional support for learning teacher who is funded by South Ayrshire for 3 days per week. We also have the equivalent of 7.9 Early Years Practitioners, including one Senior Early Years Practitioner, and a Principal Teacher of Early Years 1 day per week. In terms of support staff, we have the equivalent of 3.1 full time school assistants and 2 clerical assistants. This session, we funded an additional 49 school assistant hours using our Pupil Equity Fund. This additional staffing enabled us to provide targeted interventions to support learners in literacy and numeracy and to provide nurturing support across the school.

¹ Neighbourhood Profile for Report for Dundonald and Loans June 2020

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

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

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

✓ our Early Years class enjoy participating in 'Tuesday Toddles' around Dundonald village to visit and learn about the woods and the seasons.	✓ all children, from Early Years to P7, created art work for Dundonald Agricultural Show; Dundonald Games Art Competition and for Troon Art Club's Rita Cotter Competition.
✓ all children in the Primary School had the benefit of working with local author, Martin Stewart. Martin has published a series of children's books and is a Scottish Book Trust Author.	✓ learning experiences in Religious and Moral Education are enhanced by our close partnership working with Dundonald Parish Church with volunteers from the Church visiting classes to explore stories from Christianity.
✓ children in P5-7 learned how to play Indoor Bowls through participating in lessons led by Dundonald Bowling Club volunteers in Term 3. They then learned to play outdoor Bowls by visiting Dundonald Bowling Club in Term 4.	✓ our Christmas Service and End of Term Service take place in Dundonald Parish Church. We are joined by all families and local community for our Christmas and Summer Services - these are led by P7 House and Vice Captains.

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

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

Our Parent Council work extremely hard to support the school. They organise various events throughout the session for our children and wider community, including: Dundonald Christmas Fayre; Hallowe'en and Easter Discos; stalls at Sports Day and Dundonald Highland Games. All money raised by our Parent Council is used for the benefit of each and every child, such as by funding:

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

Our school building was officially opened in 2000. The main teaching area of the school is open plan and offers a flexible learning environment. Six class bays, for Primaries 3 to 7, are situated in this area along with learning spaces for art activities, smaller group work and an ICT hub.

There has been extensive work undertaken to the Early Years Centre over the last few years. The children in our EYC enjoy learning in a nurturing and stimulating environment with access to an outdoor area which offers a range of play experiences.

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.

What key outcomes have we achieved?

School Priority 1:

Raising attainment in **Numeracy and Mathematics**.

NIF Priorities:

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

Links to HGIOS 4 / Quality Improvement Framework:

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

Progress and Impact

This session, time was dedicated to staff development of medium-term plans and the shared evaluation of these with the Senior Leadership team. Senior leaders and teachers worked together well to reflect on and review termly planning. Teachers used South Ayrshire's progression frameworks appropriately to plan learning, which ensured children built on previous learning across Numeracy and Mathematics. Assessment was an integral part of learning and teaching and teachers used a range of assessment approaches which supported their professional judgement. Assessment information was used to inform learning and teaching to ensure appropriate pace, challenge and progress for almost all learners. As a next step, staff will engage in professional learning focused on improving learning through reducing cognitive load. This will include refining our approaches to planning what we want children to learn, or be able to do, and the methodologies we use to sequence this learning. In addition to this, we will dedicate professional learning time to becoming familiar with the refreshed Numeracy and Maths Curriculum, ensuring that our approaches are engaging, forward-looking and support high quality learning.

Staff continued to engage regularly in Pupil Progress Meetings where they discussed the attainment and achievement of pupils in their class and shared strategies to bring about improvements. Identification of the next steps in supporting children's learning was a crucial aspect of the Pupil Progress Meetings and led to timely interventions and supports for learners. We will continue to develop the good practice already established through Pupil Progress Meetings next session.

Where learners require additional support for Numeracy and Maths, very good use was made of the Staged Intervention process to ensure that support is well planned. The additional supports and interventions provided by our Additional Support for Learning Teacher and School Assistants were focused on closing any gaps in children's learning.

Professional learning and investment in numeracy and maths resources continued to impact positively on learners' experiences. In our Early Years Centre, children developed and applied their understanding of numeracy and maths through meaningful and interesting real-life experiences, such as: exploring number, balance, and shape through block play and developing understanding of volume and capacity outdoors by creating imaginative potions in the mud kitchen and water tray.

In Dundonald Primary, most pupils achieved Curriculum for Excellence levels in Numeracy in 2025-2026 which were in line with or higher than levels expected for their age (at P1, P4 and P7 combined).

Next Steps

- Professional learning for staff focused on improving learning through reducing cognitive load. We will also continue to improve learning through implementing Think Boards, together with manipulatives, to support children's conceptual understanding.
- Dedicated professional learning – from Early through to Second Level - focused on becoming familiar with the refreshed Numeracy and Maths Curriculum, ensuring that our approaches are engaging, forward-looking and support high quality learning.
- Support children to develop a deeper understanding of how transferrable skills link to future skills for learning, life and work through explicit reference to meta-skills during lessons.
- Our Early Years Centre will enhance numeracy and maths through developing further our approaches to using rhymes and songs to support early counting skills and by engaging in professional development focused on progression in Early Numeracy and Maths skills.

School Priority 2:

Raising attainment in **Literacy and English**.

NIF Priorities:

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

Links to HGIOS 4 / Quality Improvement Framework:

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

Progress and Impact

School staff – teachers, early years practitioners and school assistants - engaged very well with professional learning focused on improving attainment in Literacy and English during In-service days and Collegiate Meetings. Professional learning included: South Ayrshire Reads Early Phonics, Vocabulary and Early Writing in the Early Years Centre and Decoding and Encoding; Reading Progression and Assessment; Fluency and Advanced Phonics. Through professional learning, staff have enhanced their understanding of how children learn to read and write and the learning and teaching approaches which are most effective in supporting this learning. This has led to improved experiences for learners in literacy in our early years centre and primary school.

We achieved Scottish Book Trust Reading Schools Accreditation in June 2024 and, in August 2025, we became a Silver Level Scottish Book Trust Reading School. Our Reading Schools improvement work is led by our Reading Leadership Group, which includes children from each of our classes P2 to P7 and a member of staff. All classes have daily opportunities for reading for enjoyment, all have refreshed libraries (books selected by the children) and all have engaged enthusiastically in reading events, such as World Book Day. In our Early Years Centre, children are developing a love of stories as they explore books in the playroom and during weekly Bookbug sessions.

Teachers use South Ayrshire's progression frameworks appropriately to plan and ensure that children build on previous learning across Literacy and English. Assessment is an integral part of learning and teaching and teachers use a range of assessment approaches which support their professional judgement. Assessment information is used to inform learning and teaching to ensure appropriate pace, challenge and progress for all learners. Senior leaders and teachers work together well to reflect on and review termly planning. As a next step, staff will engage in professional learning focused on improving learning through reducing cognitive load. This will include refining our approaches to planning what we want children to learn, or be able to do, and the methodologies we use to sequence this learning. In addition to this, we will dedicate professional learning time to becoming familiar with the refreshed Literacy and English Curriculum, ensuring that our approaches are engaging, forward-looking and support high quality learning.

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

Where learners require additional support for Literacy and English, very good use is made of the Staged Intervention process to ensure that support is well planned. The additional supports and interventions provided by our Additional Support for Learning Teacher and School Assistants are focused on closing any gaps in children's learning.

In terms of Curriculum for Excellence attainment, almost all children achieved expected levels in Listening and Talking at the appropriate stage (P1, P4 and P7 combined). In Reading and Writing, most children achieved expected levels at the appropriate stage (P1, P4 and P7 combined).

Our next steps will be to refine our approaches to teaching phonics and reading through implementing further the South Ayrshire Reads approach. We will work in close partnership with the South Ayrshire Reads team to engage in Professional Learning. Early Years staff will focus on 'Early Writing' and Primary Staff will focus on 'Reading Comprehension of Narrative Texts'. We also aim to continue to develop a reading culture and encourage everyone to read for pleasure through working towards becoming Gold Level Scottish Book Trust Reading School.

Next Steps

- Continue to refine and enhance our approaches to teaching phonics and reading through embedding the South Ayrshire Reads approach. We will work in close partnership with the South Ayrshire Reads team to engage in Professional Learning.
- Continue to develop a reading culture and encourage everyone to read for pleasure through working towards becoming a Gold Level Scottish Book Trust Reading School.
- Continue to improve the quality of our learning and teaching through collaborative professional learning:
 - 'Taking a Closer Look at . . . ' Professional Learning Sessions focused on:
Cognitive Load
Learning intentions and success criteria (professional reading and reflection – Bruce Robertson, Power up Your Pedagogy).'
- Support children to develop a deeper understanding of how transferrable skills link to future skills for learning, life and work through explicit reference to meta-skills during lessons.
- Dedicated professional learning – from Early through to Second Level - focused on becoming familiar with the refreshed Literacy and English Curriculum, ensuring that our approaches are engaging, forward-looking and support high quality learning.

School Priority 3: Improving children's health and wellbeing.	
NIF Priority: Improvement in children and young people's health and wellbeing.	Links to HGIOS 4 / Quality Improvement Framework: 1.1, 1.2, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1
Progress and Impact Children's wellbeing is at the heart of our work and takes high priority. All staff have a very good understanding of the importance of wellbeing to a child's attainment, achievement and development. Pupil survey results and pupil voice shows that almost all children feel safe, respected and cared for by staff. During learning visits and daily interactions, children embody the school values very well during learning and play. Interactions between our P7 buddies and the younger children are warm and positive. The older children are patient, empathetic and model appropriate behaviour. This is recognised by staff and in feedback from parents: parent survey results show that all parents feel their children are treated fairly and with respect and that staff work hard to make sure that everyone feels well cared for. Data shows that average pupil attendance average pupil attendance is 93%*, which is in line with average primary school attendance in South Ayrshire*. Attendance at Dundonald Early Years Centre is 88.5%*, which is above the average attendance of 87.3% in South Ayrshire Early (*end of Term 3 data). A number of our families in Dundonald have chosen to have flexible attendance at Early Years to allow children time to spend with family, participate in swim lessons or local toddler groups. Improving attendance will continue to be a key focus of our work. In Session 2025-26, there were no exclusions. Regular Parents in Early Education Partnership (PEEP) sessions for Early Years families take place within our Early Years Centre. PEEP sessions were well attended and have been successful in promoting various aspects of literacy, numeracy and health and wellbeing – parents evaluated the sessions very positively. All classes engaged in 2 hours of PE each week, taking part in a range of sports, including: athletics; basketball; rugby; netball; volleyball; tennis and gymnastics. This session, PE lessons have been enriched through partnership working with specialist coaches, including: tennis coaching for P1 and P2 led by Troon Tennis Club; rugby for P5, P6 and P7 led by Marr Rugby Club; P5-7 indoor bowling lessons led by Dundonald Bowling Club volunteers; Volleyball for P6-7 led by Coach Vince; Handball for P5-7 led by Coach Thomas and outdoor active play sessions led by Nikki Lawson, Active Schools Co-ordinator. Our P7 classes successfully completed 4-day residential visits to Dolphin House Outdoor Education Centre; this provided a wealth of opportunities for personal achievement and all children evaluated the visit extremely positively. Children's Rights underpin our work and in January 2025 we achieved our third Gold Rights Respecting Schools Accreditation. The UNICEF team highlighted many strengths following the virtual accreditation visit, including a "strong culture of respect...which is understood and articulated by the school community" and "confident pupils who feel listened to, know that their views are taken seriously and that they are making a positive difference". The staged intervention approach is used well in Dundonald Primary and Early Years Centre to consider the needs of children and to identify appropriate interventions. As a result, children with identified additional needs are well supported and make good progress in their learning. Our Depute Head Teacher (and Pupil Support Coordinator) ensures a 'Team with the Family Approach' approach. Team with the Family Meetings are held regularly throughout the year to ensure a coordinated approach to meeting children's needs. Next Steps ➤ Continue to focus on increasing pupil attendance across the school; increase the attendance of children who are most disadvantaged. ➤ Develop further our supportive learning environment in our Early Years Centre to aid the children's skills in communication. Dundonald to achieve Communication Friendly Environments 'Learning Environment', 'Adult Interactions' and 'Nurturing Communications' <i>Communication Friendly Environment Accreditation</i> badges. ➤ 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, which will be developed using child friendly language.	

School Quality Indicator: 1.3 Leadership of change (How Good is Our School 4)

Early Years Quality Indicator: Leadership of Continuous Improvement (Quality Improvement Framework for Early Learning)

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

- Our head teacher and staff are committed to ensuring the highest standards for all the children and work hard to ensure that our aspirational vision, values and aims are embedded across the school.
- We refreshed our vision and values May 2025 in partnership with children, staff and families. Our Curriculum Rationale and refreshed Vision and Values make clear our unwavering focus on high quality learning and teaching for all; the importance of nurture, positive relationships and inclusion; and equity for learners. Current educational thinking and South Ayrshire's vision for learning are reflected within our Rationale, Vision and Values.

Strategic planning for continuous improvement

- We have very good approaches to strategic planning which ensure continuous improvement and well-informed change. Approaches taken to identify priorities include:
 - Evaluating progress using the quality indicators of HGIOS and the Quality Improvement Framework
 - Learning visits
 - Parent and pupil surveys
 - Staff self-evaluations and development activities
 - Evaluations of pupils' learning
 - Performance information
- We look inwards to analyse our work and then look outwards to challenge our own thinking. When looking inwards, we ensure robust self-evaluation by triangulating the data and performance information available to us. We have analysed data related to attainment; achievements; attendance and exclusion; and interpreted the findings of parent questionnaires and information gathered from professional dialogue with staff.
- All members of staff have a very good understanding of the context of the school and the local community and analyse a range of data effectively to make decisions in order to meet the needs of all learners, promoting equity.
- Collegiate and collaborative working time during staff meetings is carefully planned and well used to ensure staff can contribute productively to the school improvement plan.
- Feedback from stakeholders is taken into account when planning for improvements. We work in close partnership with our Parent Council who are supportive of developments.
- Our self-evaluation informs the formulation of our school improvement plan.

Implementing improvement and change

- Strong teamwork is nurtured and valued across the school and early years centre. Our focus on ensuring a collective effort results in a proactive and positive staff team who are focused on improving the work of the school. Senior leaders and staff use a range of information to identify appropriate priorities for improvement. These priorities are well considered and focus on improving outcomes for children.
- There is an effective professional review and development process within the school. It is clearly linked to the GTCS standards for teaching staff and South Ayrshire's values for early years practitioners and school assistants. There has been effective professional learning for support staff in both literacy and numeracy which has increased the school's capacity to close the attainment gap.
- Over the past two school years, we have worked collectively to define our rationale for learning visits and peer reviews, ensuring that it is clearly focused on collaborative and purposeful shared evaluations of learning and teaching. Protected time has been built into the school year for teaching staff to engage in one-to-one shared evaluations - with a Senior Leadership Mentor - at which times we focus on planning, learning, teaching and assessment. Protected time is also built in for School Assistants and Early Years staff teams to work together collegiately.

EVALUATION

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

School Quality Indicator: 2.3 Learning, teaching and assessment (How Good is our School 4)

Early Years Quality Indicator: Learning, teaching and assessment (Quality Improvement Framework for Early Learning)

Learning and Engagement

- Across the school and early years centre, children benefit from learning in a caring environment in which all staff show clear commitment to their welfare and development. There is a warm and friendly atmosphere in the school and early years centre; children enjoy coming to school and early years and feel safe.
- All staff know children and families very well and foster positive, respectful relationships with children. Senior leaders and staff have created a positive culture for learning. Children know staff listen to them carefully, and act upon their views promptly. All staff and children ensure the recently reviewed values of respect, perseverance and kindness underpin the work and ethos of the school. As a result, almost all children display positive behaviour. Children are confident, respectful, polite and supportive of each other's learning. Almost all children are highly-motivated and enthusiastic learners.
- Our ethos and culture reflects a commitment to children's rights and to promoting positive relationships; this is underpinned by our refreshed school values, which are: respect, perseverance and kindness. We achieved our first Rights Respecting Schools Gold Accreditation Award in June 2018, our second in May 2021 and our third in January 2025.
- Across the school and early years centre, all children benefit from attractive learning environments which are well organised and resourced.
- Our refreshed approach to planning in the Early Years Centre reflects the key messages from 'Realising the Ambition' and ensures a clear focus on interactions, experiences and our use of spaces. Next session, we will continue to develop the spaces for play and learning in our EYC, considering how they can be used to best effect to promote numeracy, literacy, curiosity and creativity. This will be underpinned by professional learning and opportunities for staff to look outwards for interesting practice.

Quality of teaching

- Our self-evaluation work highlights the range of teaching styles and methodologies used to deliver a wide range of quality experiences at all stages. Teachers know the children very well and therefore cater for their individual needs.
- In almost all lessons, teachers communicate very clearly with children and provide helpful explanations and instructions. They explain and display the purpose of lessons effectively and consistently, reinforcing key learning points throughout. As a next step, we will continue to involve children in co-creating outcomes for their learning more regularly. This should help all children fully understand what success looks like.
- Across the school, children are enthusiastic learners and work extremely well together in pairs and in groups. In all lessons, children enjoy learning. A few children would benefit from increased levels of challenge. This should help to ensure that all children continue to make the best possible progress.
- In our Early Years Centre, staff deliver a very effective balance of child-led and adult-initiated learning that is appropriate to the developmental stages of children. This includes extended periods of free flow play indoors and out and more focused group experiences.
- Staff are enthusiastic about their vision to provide consistently high quality learning and all staff are committed to enhancing their pedagogy through engaging with professional learning and development. Our next step is to support children to develop a deeper understanding of how transferrable skills link to future skills for learning, life and work.

Effective use of assessment

- Teachers use a variety of assessment strategies – formative and summative – to evaluate accurately the progress children are making in their learning and how their work could improve.
- Teachers provide written feedback to children regarding the success of their learning in the majority of written work – verbal feedback is also shared. Children are developing skills in peer assessment. Peer assessment is particularly effective where Writing Assessment Sheets are used as a scaffold. As their confidence grows, children are beginning to share evaluative feedback. Our next step is to strengthen further children's ability to talk about their learning.

- In our Early Years Centre, staff gather a range of important information about children's learning including working with families to identify children's prior learning. They make careful observations of children as they play. Together, this information helps staff make accurate judgements about children's progress and inform what they may learn next. Staff reflect carefully on assessment information to ensure a shared understanding of children's progress and achievements.
- All teachers use national Benchmarks for literacy and numeracy to help them assess and determine children's progress very well. All teachers engaged fully in professional learning in teaching writing and have developed a well-judged writing pedagogy across the school. This is helping to ensure that there is a consistent approach to the delivery and assessment of writing across the school.
- Senior leaders meet with teachers regularly to discuss children's progress. Together, they accurately identify children who are not making expected progress and agree interventions to support learning. Teachers evaluate the impact of interventions for individual learners and refresh support as required. Teachers use local authority progression pathways well to plan children's learning across all curricular areas.
- Across the school, all staff demonstrate a strong commitment to collegiality and teamwork. Staff share ideas and successful practice regularly with each other. Teachers take part in regular, planned moderation activities, both within the school and with colleagues from schools within the catchment for the associated secondary school. This includes colleagues from the secondary school. As a result, teachers have a shared understanding of national standards in literacy and numeracy.

Planning, tracking and monitoring

- Medium-term planning takes good account of Curriculum for Excellence and includes a focus on the Four Contexts for Learning; Planned Assessments and Children's Rights.
- In Early Years, staff carefully plan relevant and motivating experiences in literacy, numeracy, health and wellbeing and other curriculum areas. Over time, staff monitor they are providing a breadth of experiences across the curriculum. Staff use floorbooks to involve children in planning and documenting learning. We are keen to continue to develop further how they we use floorbooks, for example, ensuring children play an active role in planning their own learning.
- We monitor pupil progress through learning visits, CfE data, attendance data, Staged Intervention information and through professional dialogue. This information gives us clear indication of attainment across all curricular areas at all stages. The progress of learners who are in need of most support is carefully tracked and monitored. We ensure a Team with the Family approach to supporting learners – we have established positive relationships with families and our focus is very much on working together to meet the needs of individual learners.
- The school has comprehensive plans for the ongoing use of its Pupil Equity Funding (PEF). Senior leaders, and staff are able to demonstrate how PEF-related initiatives have a positive impact on children's learning and engagement.

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

School Quality Indicator: 3.1 Ensuring wellbeing, equality and inclusion (How Good is our School 4)

Early Years Quality Indicator: Wellbeing, Inclusion and Equality (Quality Improvement Framework for Early Learning)

Wellbeing

- There is a shared understanding of wellbeing, inclusion and the importance of improving outcomes for children amongst almost all staff; this is evident through our nurturing and inclusive approaches.
- We support our children to be safe, healthy, achieving, nurtured, active, respected, responsible and included. Pupils tell us that the key strengths of Dundonald Primary are: our nurturing approaches, friendly atmosphere and supportive staff – this is evident from 'Pupil Voice' discussions and our Pupil Survey. Parents and carers also highlight positive relationships, the care and nurture provided by school staff as our key strengths.
- The wellbeing of children is a priority for staff and staff work in very close partnership with the school's Pupil Support Coordinator to respond to any wellbeing concerns. Good use is made of the Team with the Family and the Staged Intervention approach to ensure a child centred approach to meeting children's needs. All staff proactively promote a positive ethos and work closely with parents, particularly when children need specific support.
- Our implementation of the PATHS (Positive Alternative Thinking Strategies) Health and Wellbeing lessons compliments and enhances our nurturing approach. Senior leaders and staff are highly committed to helping children recognise and manage their own thoughts, emotions and behaviours. Children are developing a very good understanding of events and circumstances that cause them to experience emotions such as being worried, angry or feeling anxious. In our Early Years Centre, children make good use of the 'Colour Monster' approach to talk about their emotions.
- We are a Rights Respecting School and achieved our first Gold Accreditation in May 2018, our second one in May 2021 and our third in January 2025.
- The school is viewed as an important part of the village community. This session, we have participated in a range of local and national competitions and opportunities for learning. Children from the EYC to Primary 7 have: participated in visits to Dundonald Castle and Woods; celebrated the 100th Birthday of David Attenborough through creating art work for the Rita Cotter Art Competition; participated in Bowling lessons at Dundonald Bowling Club and created art work for Dundonald Highland Games.

Fulfilment of statutory rights

- We have a clear understanding of our statutory duties relating to additional support needs, equality and inclusion. All staff participate in regular professional learning to support children's needs and wellbeing. Professional learning has included: nurture principles, trauma informed practice, supporting neurodiverse learners and child protection. Staff use this learning very well to develop a shared, strong understanding of and commitment to inclusion.
- We fully comply and engage with all statute including the provision of Physical Education, statute in relation to Additional Support Needs and staff registration (SSSC and GTCS), meeting all requirements.
- Staff in our Early Years Centre make good use of care plans to ensure the wellbeing of all children.
- All teaching staff collaborate effectively with their children to create class charters, ensuring that Children's Rights permeate our work.
- All staff engage in Child Protection training and fulfil their duties in keeping children safe.

Inclusion and equality

- Children's Rights are embedded in our school ethos, vision, values and aims; staff have demonstrated clearly a strong commitment to these.
- All staff work hard to ensure that all children feel included and respected. Staff have high expectations of all children in relation to their learning and behaviour. Senior leaders and staff have a good understanding that some children may face barriers to learning as a result of their social or economic status or additional support needs.
- Staff make very good use of staged intervention processes to identify and support children's needs. Children who require bespoke support have carefully considered plans and interventions in place which are reviewed regularly. Staff, parents and - where appropriate - partner agencies review the impact of interventions and make necessary adjustments. Children who require additional support make very good progress in relation to individual targets.

EVALUATION

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

Quality Indicator 3.2 Raising attainment and achievement

Attainment in Literacy, Numeracy and Health and Wellbeing: Session 2024-25

Dundonald Early Years Centre – Developmental Milestones (Preschool Children)

In our Early Years Centre, most children (82%) achieved Communication and Language developmental milestones; most children (81%) achieved Numeracy developmental milestones and most children (91%) achieved Health and Wellbeing developmental milestones.

Dundonald Primary School: Curriculum for Excellence Attainment

Numeracy

Curriculum for Excellence: Percentage of Pupils Achieving Expected Levels at P1, P4 and P7 in Numeracy							
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
P1 Early Level	*	100%	95%	85%	100%	90%	78%
P4 First Level	*	88%	81%	100%	96%	96%	88%
P7 Second Level	*	75%	77%	79%	94%	89%	94%
% achieving expected levels at appropriate stage	* *Covid	86%	82%	86%	97%	91.1%	86%

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

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

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

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

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

Curriculum for Excellence: Percentage of Pupils Achieving Expected Levels at P1, P4 and P7 in Literacy							
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
P1 Early Level	*	92%	77%	67%	79%	71%	74%
P4 First Level	*	88%	78%	76%	96%	87%	79%
P7 Second Level	*	72%	69%	69%	94%	86%	69%
% achieving expected levels at appropriate stage	* *Covid	82%	74%	70%	90%	81%	75%

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

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

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

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

Curriculum for Excellence: Percentage of Pupils Achieving Expected Levels at P1, P4 and P7 in Reading							
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
P1 Early Level	*	92%	82%	70%	79%	71%	74%
P4 First Level	*	88%	86%	82%	96%	87%	83%
P7 Second Level	*	78%	79%	72%	94%	89%	88%
% achieving expected levels at appropriate stage	*	85%	82%	74%	90%	82%	81%

Reading

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

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

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

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

Curriculum for Excellence: Percentage of Pupils Achieving Expected Levels at P1, P4 and P7 in Writing							
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
P1 Early Level	*	100%	77%	74%	89%	71%	78%
P4 First Level	*	88%	78%	76%	96%	87%	79%
P7 Second Level	*	72%	69%	72%	94%	86%	75%
% achieving expected levels at appropriate stage	*	85%	74%	74%	93%	81%	78%

Writing

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

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

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

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

Curriculum for Excellence: Percentage of Pupils Achieving Expected Levels at P1, P4 and P7 in Listening and Talking							
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
P1 Early Level	*	100%	91%	85%	100%	95%	96%
P4 First Level	*	88%	94%	100%	96%	91%	96%
P7 Second Level	*	78%	85%	83%	94%	94%	94%
% achieving expected levels at appropriate stage	*	88%	90%	88%	97%	93%	95%

Listening and Talking

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

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

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

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

Attendance and Exclusions

Attendance – Dundonald Primary School (P1-7)							
Attendance	2019/20 (Term 3 – as of 20 th March 2020)	2020/21 (Term 3 – March 2021 data)	2021/22 (Term 3 – March 2022 data)	2022/23 (Term 3 – March 2023 data)	2023/24 (Term 3 – March 2024 data)	2024/25 (Term 3 – March 2025 data)	2025/26 (Term 3 – March 2026 data)
Dundonald PS	95.2%	96%	93.5%	92.1%	92%	92.2%	93%
Authority	93.9%	95.6%	91.7%	92%	92.8%	93.7%	93%

Attendance – Dundonald Early Years Centre						
Attendance	2020/21 (Term 3 – March 2021 data)	2021/22 (Term 3 – March 2022 data)	2022/23 (Term 3 – March 2023 data)	2023/24 (Term 3 – March 2024 data)	2024/25 (Term 3 – March 2025 data)	2025/26 (Term 3 – March 2026 data)
Dundonald EYC	92.6%	86.4%	85.4%	85.1%	87.5%	88.5%
Authority EYC	91.8%	85.1%	84.1%	87.4%	88.2%	87.3%

In Dundonald Primary, average pupil attendance is 93%, which is in-line with average attendance in South Ayrshire. Attendance at Dundonald Early Years Centre is 88.5%*; average South Ayrshire Early Years attendance is average of 87.3%* (*March 2026 data).

Improving attendance will continue to be a key focus of our work.

In Session 2025-26, there were no exclusions.

Attainment over time

Staff are making very good progress in raising attainment for children over time. As children progress through the school, attainment over time for most cohorts is increasing. Senior leaders and staff track children's progress and attainment effectively in literacy and numeracy over time. They use information gathered well to identify gaps in children's learning and provide high quality targeted support. This is having a positive impact on children's progress in literacy and numeracy.

Children's attendance is above the national average and has been so for the last five years. Senior leaders monitor children's attendance rigorously. They identify successfully children whose attendance is decreasing or below 90%. Senior leaders contact families and provide sensitive support to help them improve their child's attendance at school. Partner agencies, such as social work and health colleagues, provide valuable support to a few families whose children have increased levels of absence. This is helping these families to improve their child's attendance at school. There is an increasing trend for families to take term-time holidays. This is having a negative impact on the attendance of a few children. Senior leaders notify parents that term-time holiday absence is unauthorised and try to discourage such absence.

Senior leaders use Pupil Equity Funding (PEF) very well to provide effective support where required to improve the attendance of specific cohorts of children. As a result, the attendance of children facing financial hardship or who require additional support in learning is improving. There have been no exclusions in the last five years.

Overall quality of learners' achievement

Staff and children celebrate children's achievement from home very well using the achievement wall and in assemblies. Teachers celebrate children's effort in class work and achievements linked with the school values of perseverance, respect and kindness. They do so effectively through class certificates, spotlight students and the 'Dundonald Achievement Award'. Children are proud of the accreditations and trophies achieved by the whole school and teams, including the Marr Cluster P7 Debating Championship; Art Competitions and Sports Festivals.

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

✓ Musical performances for parents and carers including: EYC Concerts; P1-4 Nativity; P1-7 Musical Showcase; Youth Music Initiative 'Music Heroes' for P3 led by Anna Reid.	✓ creation of art work for Dundonald Agricultural Show, Troon's Rita Cotter Art Competition and Dundonald Highland Games.
✓ participation in Sports events including: P6-7 Marr Cluster Football Festival; P6-7 Boys Football Competition Bronze Level; P5-7 Cross Country Running; Marr Cluster Fullarton Cup (Rugby 7s); Marr Cluster P7 Volleyball Tournament; Marr Cluster P5-7 Handball Tournament; P6-7 Sportshall Athletics; South Ayrshire Football League; Ayrshire Football League; Football Mackie Cup; Football Craigie Cup.	✓ Educational outings for classes to: Eglinton Country Park (P4 and P5 Outdoor Learning); Newmilns Ski Centre (P6 and P7 Ski Lessons); Culzean Country Park (P1-P3 Outdoor Learning); Five Sisters Zoo (P1-P4 Animals and the Natural World); Blair Drummond Safari Park (P5-6 Animals and Species); Dundonald Parish Church (P1 Welcoming a Baby in Christianity); P7 Residential Visit to Dolphin House Outdoor Education Centre.
✓ Leadership opportunities including: P7 House and Vice Captains (elected termly by pupils); Rights Respecting Pupil Council Group; P7 Buddies; P6 Buddies for EYC children; Eco Volunteers	✓ Lunchtime and after school clubs including: P1/2 Multi-Sport; P3/4 Multi-Sport; 5/6 Football; P5-7 Multi-Sport; P5-7 Chess; P7-S1 Transition Sports Club; P6-7 Rugby; P6/7 Dungeons and Dragons Club; P1-2 Outdoor Games Club; P6/7 Hairdressing Club

All children have opportunities to attend lunchtime and after-school clubs. Teachers track children's participation carefully in these clubs. They identify areas of children's interest and provide clubs successfully which meet these interests well. For example, we provide a popular hairdressing club and chess club. Almost all children are developing their skills of communication and collaboration as they engage with their peers in the wide range of clubs and activities. We track children's achievements across the school and ensure that our support is focused on those who are at risk of missing out.

Equity for all learners

All staff have a very strong knowledge of the socio-economic context of their school. They know their children and families very well and provide relevant and meaningful support where required. They work closely with a local charity to provide free, high-quality, pre-loved uniform and food bank donations. All children can access free fruit every day. Senior leaders access grants and funding from local partners to support families financially very successfully when the need arises.

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

In June 2025, our evaluation of the PEF data highlighted:

- ✓ Curriculum for Excellence - Reading, Writing, Listening and Talking and Numeracy Attainment: Analysis of CfE attainment data shows that the almost all pupils eligible for PEF were secure (or better) at the appropriate stage (P1, P4, 7) in June 2026 in Listening and Talking. In Reading and in Writing, the majority of pupils eligible for PEF were secure (or better) at the appropriate stage (P1, P4 and P7). In Numeracy, most pupils eligible for PEF support were secure (or better) at the appropriate stage (P1, P4 and P7).
- ✓ Attendance: Overall, our average school attendance (for P1-7 combined) at the end of March 2026 was 92.9%. The average school attendance for pupils eligible for the support of the Pupil Equity Fund at the end of March 2026 was 87.9%. The attendance gap - between the average school attendance and the attendance of children eligible for PEF support (as of March 2026) is 5%. This gap mirrors the national picture.

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

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

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

EVALUATION

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

What are the key priorities for improvement in 2026-2027?

In line with guidance from the '**National Improvement Framework 2026**' the key priorities for Dundonald Primary School and Early Years' Centre for session 2026-27 are:

- **Improvement in achievement, particularly 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 developing further our outdoor spaces for high quality play;
 - Nurture principles and Children's Rights will underpin our curriculum;
- **Raise attainment and achievement for all through a relevant and challenging curriculum**

Pupil Equity Funding

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

1. Promoting a high quality learning experience

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

- I. **High quality feedback and dialogue focused on next steps in progress:** to provide teachers with the time required to engage in quality dialogue and to provide timely feedback to learners, particularly in relation to writing, 40.5 school assistant hours will be funded.
- II. **Assessment is for Learning:** professional learning sessions focused on taking a closer look at quality feedback will be provided throughout the school year.

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

2. Targeted approaches to literacy and numeracy

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

- i. **Reading Comprehension Strategies:** Implement South Ayrshire Reads pedagogies which support the children to develop reading comprehension strategies. Appoint 40.5 school assistant hours to provide support within classes, allowing teachers more time to work with small groups and individual learners. School assistants will be trained to work alongside class teachers to support the learners.
- ii. **Phonics:** Implement South Ayrshire Reads pedagogies which support the children to develop their skills in phonics. Appoint 40.5 school assistant hours to provide support within classes in the morning, allowing teachers more time to work with small groups and individual learners.
- iii. **Number Talks and use of Concrete Materials to Support Learning:** professional learning sessions which enable staff to take a closer look at concrete materials will be provided throughout the school year to increase the children's skills, confidence and understanding in numeracy and maths.
- iv. **Targeted Interventions – Toe by Toe, Phonics Cracker and Code Cracker, Power of 2:** Where pupils have been identified through assessment as having gaps in their learning within literacy or numeracy, school assistants will provide targeted support using an evidence based intervention identified by the child's class teacher. Interventions will be on a 1:1 basis and will take place in the afternoons, at least 3 times per week. Appoint 40.5 school assistant hours who will provide targeted support to learners in the afternoons.

- v. **Engaging beyond the school:** As a school and early years centre, we will help parents and carers to support their children's learning through:
- ✚ providing regular opportunities for family learning and home learning activities – activities will be focused on developing the children's skills in literacy, numeracy and on improving health and wellbeing.
 - ✚ well planned, regular opportunities for parents to engage in their children's learning, including: 3 x parents' afternoon/evenings where parents meet with their child's class teacher to discuss their child's progress in learning and next steps.

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

We also plan to enrich our approach to teaching of reading and writing through developing a partnership work with a Literacy Patron – our Literacy Patron will be Martin Stewart, Book Trust Author.

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

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

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

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

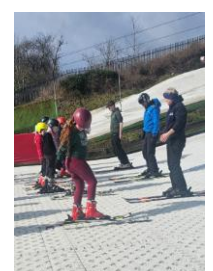
What is the capacity for improvement?

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

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

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

Our School Improvement Plan for Session 2026-27 sets a clear path for further improvements and developments. In Dundonald Primary and Early Years Centre, we are very positive in our attitudes – we are enthusiastic and committed to securing positive changes for all. We work collaboratively, showing respect, trust and team spirit. We are confident that together we will work collectively to bring about many improvements next session which will impact positively on our school community, enabling our children to develop the knowledge, skills and attributes they need to adapt, think critically and flourish in today's world.



Dundonald Primary and Early Years Centre A Snapshot of our Year 2025-26

