

Standards and Quality Report
2019-20

Drongan Primary School & Early
Childcare Centre



Establishment Context

Drongan Primary School and Early Childhood Centre is a non-denominational school, currently in the Auchinleck Education Group. The village of Drongan (originally known as Taiglum) is a former mining village on the western edge of Ayrshire and is situated between Cumnock and Ayr, roughly 8 miles from both towns. In 1946, it was proposed that Drongan should be developed as a 'new town' and families from various small mining communities were also re-housed in Drongan. Drongan was a thriving and prosperous place when the Killoch and Barony pit mines were operational; however, was hit hard during the demise of the mining industry. In the most recent census in 2018 Drongan had a population of 3,125 people.

We have a current role of 263 and within the ECC the number of children registered can range from 60 – 100. We also have a 2 year old provision.

Based on our current school roll our SIMD data indicates that 63% of our pupils are within SIMD 1 and 2. 77% of our children are entitled to free school meals. We have had a consistent attendance percentage over the last five years ranging from 93 – 94%. There has also been a change in culture where behaviour is concerned, with a significant reduction in exclusions. In 2019-20 there were no exclusions, in 2018-19 and 2017-18 there was 1 exclusion in each school session whereas in 2014-15 there were 14, 2015-16 there were 25 and in 2016-17 there were 10 exclusions. 18% of our children are currently on the Additional Support Needs log and supported by EAST and Classroom Assistant support staff.

Local Context

In East Ayrshire's 2017 published Southern Locality Profile, which Drongan is included, it discusses how East Ayrshire is considered an idyllic setting. However, the rural environment has led to challenges for some local populations in relation to access to services / amenities, transport links and employment opportunities. This has led to socio-economic and health deprivation for some residents and has influenced outward migration of working age individuals from the area. It is projected that there will be a significant rise in older people living in the southern locality of East Ayrshire. There are currently one in five (20%) people in this area who are aged over 65. Around 27% of people live in a deprived neighbourhood with 20% of children living in poverty. The level of both overall and youth unemployment is higher than the East Ayrshire average. Of those not in work, one in five is long-term sick or disabled. 85% of secondary school leavers in the Southern locality achieved SCQF Level 4 in Literacy and Numeracy, with 55% achieving SCQF Level 5 in Literacy and Numeracy. This has risen by roughly 7% over the last three years. 93% of school leavers are in positive destinations including college, university, training or work. Over half of the people in this area work in health and social work, retail, construction or manufacturing.

There are significant challenging trends relating to health and wellbeing in the Southern Locality. One in ten (9%) of Primary 1 children are overweight or obese and 37% of children in Primary 1 have tooth decay. There is a higher level of teenage pregnancies compared with the East Ayrshire average. One in three (35%) of Southern Locality residents have a long-term health condition and the rate of alcohol and drug related hospital stays is higher than the East Ayrshire average. 22% of residents are prescribed drugs for anxiety, depression or psychosis.

The Southern Locality Profile highlights that many people in this area do not live in a home that is warm, dry, secure and affordable. There is a high crime rate, which suggests an unsafe community, having a negative effect on the quality of life and personal safety. It also highlights that the health of young people could be improved by reducing smoking and alcohol use in pregnancy, promoting healthy diets and physical activity, and by offering more support to families in need with housing, finance, safety, parenting and social isolation. There is a higher percentage of people living in bad or very bad health compared with the East Ayrshire average.

Overall, The Southern Locality Profile shows that this area came out significantly worse than the East Ayrshire average in 8 out of 15 indicators, while East Ayrshire as an authority came out as worse in 10 areas compared with the Scottish average.

In Drongan Primary School and ECC we are developing a positive and aspirational culture that challenges these assumptions as well as some of the protected values and beliefs that exist in the community. Through the promotion of our revised aspirational vision, all stakeholders are encouraged to be the best we can be and take a pride in our local community. We encourage children to lead a healthy lifestyle by promoting the wellbeing indicators and working towards becoming a Rights Respecting accredited school. We include all children in learning and encourage all children to work hard to achieve their full potential. It is the responsibility of every adult who contributes to the lives of our young people here at Drongan, to reinforce the message that regardless of the challenges that they may face, all children can achieve their full potential and live a healthy, happy and successful life where they demonstrate the shared values that have been instilled in them.

Drongan Primary School and Early Childhood Centre has been on a significant journey in recent years. In April 2018 the establishment was inspected by HMIE. Although some strengths were highlighted, the following four significant areas for improvement were identified.

- Clear strategic direction, supported by robust self-evaluation, is needed to improve the work of the school. Senior leaders and all staff now require to work collaboratively to take forward the changes necessary to deliver successfully the school's improvement agenda.
- There is a need to address the inconsistencies in children's learning through developing a shared understanding of the features of high quality learning and teaching. Across the school, action is required to increase the pace and challenge of learning to raise children's attainment. This includes providing more opportunities for children to be active in leading their learning.
- Senior leaders and staff require to review all strategies and systems including their procedures to identify children requiring additional support. This will involve staff monitoring more rigorously the wellbeing and development of children and the appropriateness and impact of any interventions.
- In developing the curriculum there needs to be a clear emphasis on promoting the skills and attributes of children as learners. The curriculum should be planned to reflect more the school's local context.

In September 2019 HMIE carried out a follow-up visit and stated that the school is making good progress in taking forward the improvement priorities detailed above. A review and report on progress was scheduled to take place in May 2020 but unfortunately due to the school closure this did not take place.

The improvement priorities identified by HMIE in April 2018 have been a focus for improvement during the last two sessions. Since the follow-up visit in September further significant improvements have been made across the establishment. Education Scotland highlighted that 'the head teacher is providing clear leadership and direction in taking the school forward' and that 'Staff and partners speak positively about a changing culture with people feeling more involved in the life of the school'. Education Scotland also recognised that 'the head teacher and

staff are making good progress in addressing a number of the issues identified as points for action in the initial inspection’.

A robust self-evaluation process where staff and partners quality assure using How Good Is Our School version 4, together with advice from Education Scotland has led us to arrive at the decision to continue with the improvement priorities set out in the initial inspection report. Although good progress is being made we want to continue making progress in these identified areas to ensure that sustained impact is made.

Establishment Vision, Values and Aims

Who Are We?

In session 2018 -19 we consulted with all stakeholders and have agreed a shared vision for our establishment. This vision is underpinned by agreed values and aims, which were created following a detailed consultation process.

Vision

In Drongan Primary School and Early Childhood Centre our vision for all is:

To have a sense of belonging and pride in our local community where everyone is valued and we work together to be the best that we can be.

Values

Within our school, ECC and local community, the values that we feel are important to instil in all are:

Teamwork – by working together with those around us in a supportive culture

Mutual respect – where everyone feels valued, is treated fairly and is communicated with in an effective and appropriate way

Trust – through demonstrating honesty and integrity in all situations

Inclusion – where everyone feels included in their learning and in the life of the school and all staff works as part of a team

Self-belief – where children are provided with opportunities to develop confidence and are encouraged by all adults that they can achieve

Resilience – where children are encouraged to never give up and that they can do it

Aims

In Drongan Primary School and Early Childhood Centre our aim is to develop the **four capacities** outlined in Curriculum for Excellence in all of our pupils to prepare them for future life.
We will encourage our children to be:

Confident individuals by promoting self-worth, ambition and resilience

Responsible citizens by promoting diversity, communication skills and confidence

Effective contributors by promoting community spirit, enjoyment and participation

Successful learners by promoting skills development, challenge and engagement in learning

We recently consulted with our children, parents, partners and local community when creating our Vision, Values and Aims and our Curriculum Rationale. This is what some people said:

Our pupils say...	Our parents say...	Our partners say...
<p>‘The teachers and children make our school special! We are one of a kind.’ (Toby)</p> <p>‘My hope is that I can get a good education.’ (Thomas)</p> <p>‘Our Nursery is attached to our school, this helps our nursery children when they are moving to Primary 1.’ (Kaycee)</p>	<p>‘The school is much more welcoming and has a caring environment.’</p> <p>‘There is greater involvement for all children and parents.’</p> <p>‘Friendly and welcoming environment with staff that are committed to helping children achieve their potential.’</p> <p>‘Drongan Primary feels very much part of the community.’</p> <p>‘I hope for my child to leave Drongan Primary with a good understanding of reading, writing and maths.’</p> <p>‘I hope for my child to be treated fairly and with respect and to learn to treat others this way.’</p>	<p>‘Drongan Primary School and ECC is a welcoming school with excellent, approachable staff and extremely well-mannered children. A community school that is driven to be the best it possibly can.’ (EAST Support Teacher)</p> <p>‘I enjoy working with the staff who are very welcoming and accommodating with any activity possibilities I can offer the school.’ (Active Schools Coordinator)</p>

Improvement Priority <i>(Expressed as outcomes for learners)</i>	Clear strategic direction, supported by robust self-evaluation, is needed to improve the work of the school. Senior leaders and all staff now require to work collaboratively to take forward the changes necessary to deliver successfully the school's improvement agenda.	Rationale for improvement priority based on evidence: <i>While having made significant improvements in this area, there is a need to continue to develop this further. There is a required focus to continue to embed our revised vision, values and aims, where we continue to build morale and work collaboratively to develop a culture of improvement where we continue to address the issues that were highlighted in the initial inspection report.</i>
NIF Priorities Improvement in attainment, particularly in literacy and numeracy	NIF Driver School Leadership	HGIOS/ HGIOSELCC QI's for self-evaluation 1.1, 1.2, 1.3,, 1.4, 1.5 2.2, 2.3, 2.7 3.1, 3.2
Progress and Impact	<p>The head teacher and senior management team have continued to provide clear leadership and direction in taking the school forward. Staff, parents and partners continue to speak positively about a changing culture with people feeling more involved in the life of the school. Senior leaders and staff share a sound understanding of and are working collaboratively to address the changes to practice required to ensure that the needs of all children are being met. The senior management team and staff are continuing to make good progress in addressing a number of the issues identified as points for action in the original school inspection. With a focused approach and collaborative working across the school, progress is being made in developing practices to promote the learning and wellbeing of children as well as significant curriculum development.</p> <p>Following the review and creation of the school's vision, values and aims, a consultation process has since taken place to inform the creation of a revised, aspirational curriculum rationale, which has considered and is more aligned to the local context. Senior leaders have involved all stakeholders in this process where the views of children, parents and partners have been actively sought through a range of ongoing self-evaluation processes. The head teacher has again consulted directly with the community council and parent council. Children's views on changes which they would like to see are sought through focus groups, the school's Thrilling Thursday programme and exploring identified themes of the learner's version of HGIOS4?.</p> <p>The refreshed vision, values and aims are now becoming more embedded in the daily life of the establishment. Senior leaders are confident that this engagement is not only raising the profile of the school but also reaffirming its place at the heart of the community.</p>	

The Rights Respecting Schools committee have promoted the shared values by creating posters and displaying them and within the school throughout the local community, for example in the nearby sheltered housing, medical centre and local shops. Through the co-creation of success criteria, teachers and children are discussing what values should be on display during learning experiences. Formal and informal conversations on a daily basis between staff and children focus on and refer to the values with all stakeholders expected to demonstrate these. Certificates have also been adapted to reflect the establishment values and encourage children to demonstrate these on a daily basis.



(Heads and Deputes sharing values posters in the community, our new certificates celebrating our values)

All staff have continued to work together to implement a planned programme of change with improvements having a positive impact on the learning experiences. All staff are encouraged to work collaboratively with colleagues to engage in professional learning and share practice. Senior leaders provide staff with opportunities to participate in the school's decision making processes and evaluating the impact of changes made. Partners highlight close positive working relationships and a shared commitment to support children's attainment and development. Through regular focus groups and Thrilling Thursday assemblies, children are consulted on improvement priorities and are encouraged to provide their opinions relating to these.



(Thrilling Thursday Assemblies)

The senior management team is now complete and remits have been reviewed to ensure that strategic direction and pace of change is effectively guided and managed. Remits have been linked more closely to the shared vision, values and aims and reflect the SIP priorities. Senior staff are alert to the number of developments being taken forward simultaneously and there is a focused approach where the impact of improvements are evaluated and monitored through a more rigorous quality assurance process. There is now a cycle of improvement where self-evaluation, professional discussion and collaborative working informs the improvement process.

Analysis of attainment data is helping staff to clarify attainment gaps, taking account of for example SIMD. A more rigorous approach to the monitoring and evaluating of learning and teaching has been introduced across the school settings and is now becoming more embedded. Planned programmes of learning observations, pupil focus groups, sampling of work and feedback to teachers are enabling staff to reflect on the extent to which methodologies are providing all children with appropriate challenge and opportunities. This is supported through sharing knowledge activities within and beyond the school.

Collectively staff have a good understanding of the school's local context. This has been enhanced with the recent creation of the curriculum rationale, which considers the social, economic and cultural context in which our children live alongside. Almost all staff feel that the revised school's vision, values and aims underpin their work and that the revised curriculum rationale will suitably inform the development of the curriculum to meet the needs of the children. They feel that the school is being well led and managed; a view equally shared by most parents. Leadership as a shared responsibility is being actively encouraged and there are now several examples of teaching staff taking responsibility for aspects of improvement priorities. Senior leaders are creating a culture where staff feel more empowered and are being encouraged to assume greater leadership roles and responsibilities. The creation of the curriculum rationale is allowing the school to further prioritise areas for improvement and encourage staff to play a lead role in curriculum development.

Within the school's collegiate programme, an increased emphasis on professional learning and sharing practice is supporting staff in taking forward agreed objectives. The areas which have been prioritised are relevant and central to achieving the school's vision and aims. They include: developing approaches to learning and teaching; approaches to data handling and analysis to raise attainment and address barriers to learning where teachers have ownership of the data information; developing approaches to the wellbeing and development of children through the promotion of the wellbeing indicators; quality assurance; curriculum development and professional learning. Senior leaders remain alert to the importance of reconciling the pace of the implementation of change with the importance of ensuring practices are firmly embedded.

Parents are provided with regular opportunities to feedback about the implementation of school improvement priorities as well as inform next steps. Through various parent workshops, focusing for example on the implementation of the recently introduced Active Literacy Programme, parents are provided with relevant information about current priorities and developments and have opportunities to offer their opinion. The recent success of a Fun Family Literacy programme has achieved increased parental engagement for targeted families. The school also use Glow Forms to gather the views of parents to inform school improvement. Parents and children enjoy opportunities to share learning together during open afternoons and class assemblies.



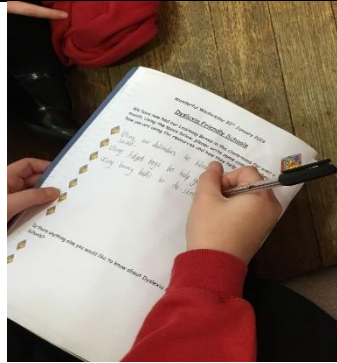
Parents are consulted in SIP and are regularly invited to school events)

In the ECC the promoted staff, supported by the SMT, provide clear strategic direction where there are clear remits detailing roles and responsibilities. Staff have been fully involved in the review and consultation process leading to the creation of a more meaningful curriculum rationale, which considers the unique aspects of the social and economic setting. Led by promoted staff, all staff have worked collaboratively to develop the learning environment to provide richer experiences for children who are more engaged.

Rigorous monitoring is in place to support ECC staff leading to a higher quality of work and a shared understanding of standards and expectations. Practitioners reflect on their practice through self-evaluation activities and professional dialogue with promoted staff resulting in improvements in performance. Appropriate training has also been identified to provide staff with increased knowledge and understanding in important areas. There is increasing confidence among staff when using national documents to evaluate performance and identify priorities for improvements.

	Tracking and monitoring processes are now embedded across the setting providing opportunities for professional discussion to take place. Practitioners use tools based on local skills progression frameworks to ensure that children are experiencing a breadth of relevant experiences. Progress in literacy and numeracy is tracked and shared as children move to P1.
Next Steps	<ul style="list-style-type: none"> • All staff will promote and demonstrate establishment vision, values and aims • Working parties established for learning and teaching, Health and Wellbeing and Curriculum Development • Pupil groups identified in line with improvement priorities to increase pupil voice throughout change process.

Improvement Priority <i>(Expressed as outcomes for learners)</i>	There is a need to address the inconsistencies in children's learning through developing a shared understanding of the features of high quality learning and teaching. Across the school, action is required to increase the pace and challenge of learning to raise children's attainment. This includes providing more opportunities for children to be active in leading their learning.	Rationale for improvement priority based on evidence: <i>Education Scotland have recognised improvements in learning and teaching; however, identified that there remains a need to improve the consistency of children's experiences across the school.</i>
NIF Priorities Improvement in attainment, particularly in literacy and numeracy	NIF Driver Teacher Professionalism	HGIOS/HGIOSELCC QI's for self-evaluation 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2
Progress and Impact	<p>Practices have been developed to enhance the quality of learning and teaching and there has been an improvement in the consistency of children's experiences across the school.</p> <p>'The Excellent Lesson' is now more embedded to support the consistency of learning and teaching across the school. Staff have engaged in professional dialogue around the key themes within this, and changes have been made to reflect the school's unique context. As a result there is a more coherent approach to the structuring of lessons across the school. All lessons start with a learning intention and almost all lessons provide children with opportunities to work in pairs or small groups. Focused professional learning on this has led to all teachers having a shared understanding of how teaching methodologies contribute to high quality learning.</p> <p>This has also been supported by the Dylan Williams Tapestry model where staff have engaged in current pedagogical philosophy impacting positively on classroom practice. The management team has engaged children in work around 'The Excellent Lesson' providing them with the opportunity to be involved in meaningful school improvement. There is now a culture of change and improvement where almost all staff participate enthusiastically in sharing practice sessions leading to improved learning experiences. Children enjoy contributing to the change process through Thrilling Thursday assemblies, focus groups, the butterfly wall and together with their teachers during daily learning experiences. Children are also increasingly involved in setting success criteria together with teachers at the start of lessons.</p>	



(Increased pupil voice through Thrilling Thursday assemblies and whole-school interactive displays)

Engagement with The Excellent Lesson, Dylan Williams Improving Pedagogy, moderation activities and rigorous monitoring of learning and teaching has led to a higher quality of learning experiences for almost all children where there is more appropriate pace and challenge as well as effective differentiation. This has also resulted in greater relevance in teaching and children are beginning to talk more confidently about their learning.



(Learner's experiences have been improved across the school)

Collegiate working, rigorous monitoring of learning and teaching and professional dialogue in tracking meetings is supporting teachers to reflect on their own practice and the quality of learners' experiences. This has led to an improved shared understanding of high quality learning and teaching where teachers have clear next steps linked to professional development. General, overall feedback is provided to all staff to highlight key strengths as well as identified areas for development. All teachers have been trained on and have effectively implemented Active Literacy Programme leading to high quality learning experiences. Almost all teachers have accessed Lynda Keith Numeracy training and have implemented new strategies resulting in children being more engaged in learning.



(Wider range of teaching strategies are being used)

Identified strengths has led to staff sharing good practice with colleagues leading to more consistency across all stages and there are now more features of high quality learning and teaching. There are increased opportunities for teachers to talk about learning and share practice and ideas. There is a changing culture where teachers are provided with opportunities to meaningfully discuss teaching strategies leading to a consistency of approach and impacting positively on improvement priorities. There has been a significant increase in teachers inviting visitors to the school or accessing learning experiences out with the school grounds to enhance and enrich the learning experiences. All teachers use digital resources to enhance learning experiences and most are becoming more confident in the features available in this area. All teachers are now familiar with Microsoft Teams and this is being used across the school with varying engagement. This is an area that will be a focus for next session.



(Increased opportunities and range of learning experiences through visits out with school and visitors to school / ECC)

The assessment overview is now embedded and has been developed appropriately to support teachers to plan summative assessments in literacy and English and numeracy and mathematics. Shared professional reflection and learning has supported teachers to further develop approaches to formative assessment and this is now evident in all classes.

The East Ayrshire tracking system enables the school to collate rich data on attainment. Class teachers are now using data to inform their next steps and identify target groups of children. The handling of data is increasing the accuracy of teacher judgements on achievement of and progress within a level. Data indicates that attainment has been raised in literacy and numeracy and has now stabilised as teachers continue to develop confidence in using assessment effectively to make sound judgements.

Senior managers use available data to identify children who are not achieving the national expected levels. As a result, a range of targeted interventions are in place to help children overcome identified barriers. Senior leaders recognise the rich potential of the available data. Working with SMT, teachers now use this information to identify trends and attainment gaps at a whole school level and within their teaching groups.

All children set targets in literacy and English, numeracy and mathematics and HWB. Targets are set and reviewed regularly and children are provided with opportunities to reflect on these. Most children know what their targets are. Children would benefit from more regular opportunities to review and discuss personal targets with their teacher. This will further support children to talk about themselves as learners and to understand what they need to do to improve. When discussing and setting success criteria at the beginning of lessons, children are encouraged to reflect on the establishment values as well as relevant wellbeing indicators.

Next Steps

- The school will further embed Active Literacy Programme, Lynda Keith Numeracy and Number Talks.
- Teaching staff will continue to work together to share practice leading to a more consistent approach and improved learning experiences.
- Learning and teaching policy will be created.

Improvement Priority <i>(Expressed as outcomes for learners)</i>	Senior leaders and staff require to review all strategies and systems including their procedures to identify children requiring additional support. This will involve staff monitoring more rigorously the wellbeing and development of children and the appropriateness and impact of any interventions.	Rationale for improvement priority based on evidence: <i>Education Scotland identified that there remains scope for the wellbeing indicators to feature more strongly with children reflecting on their own sense of wellbeing. All children would benefit from more opportunities to reflect on their wellbeing, development and targets in a more systematic and planned way within the context of their everyday learning. By using language that is stage appropriate, targets and the experience itself will become more relevant and meaningful for children.</i>
NIF Priorities Improvement in children and young people's health and wellbeing	NIF Driver Assessment of children's progress	HGIOS/HGIOSELCC QI's for self-evaluation 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.6, 3.1, 3.2
Progress and Impact	<p>Procedures relating to the wellbeing and development of children are now embedded across the establishment. There is an increased awareness of whole school responsibility around the wellbeing of children and all staff are more involved in and play an active role in procedures to support this. The establishment vision, values and aims together with the wellbeing indicators have been promoted and are becoming an integral part of daily life across the establishment.</p> <p>The Principal Teacher has delivered Health and Wellbeing as NCCT this session where she has worked alongside teaching staff to effectively implement East Ayrshire Council's frameworks. This approach has led to a more consistent approach to learning and teaching in HWB across the school where teaching staff are more confident in this curricular area. Children are now accessing a wider range of HWB experiences and activities. The Principal Teacher together with teaching staff have been increasingly proactive in identifying professionals from out with education to visit the school to enhance the delivery of HWB. Mental health awareness week, cyber resilience week and various visitors including doctors, farmers, mental health professionals and local rangers have all had a positive impact on the delivery of HWB.</p>	



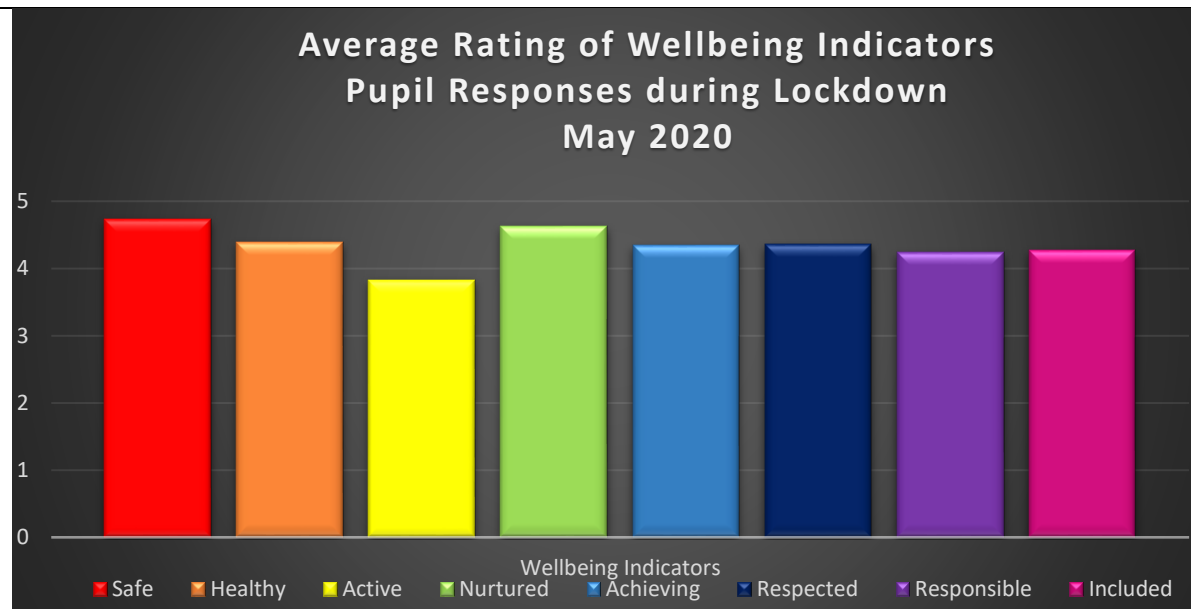
(Sustainable partnerships have been established within the local and wider community)

Children are continuing to develop a better understanding of the wellbeing indicators and how they can take responsibility to live healthier lives. The introduction of wellbeing wheels in every class has increased opportunities for children to reflect on the wellbeing indicators and relate them to their own lives and how they are feeling. Children are more confident when talking about their wellbeing. A whole school wellbeing web undertaken in January reflected positively across the school and identified areas that we could focus on to improve further.

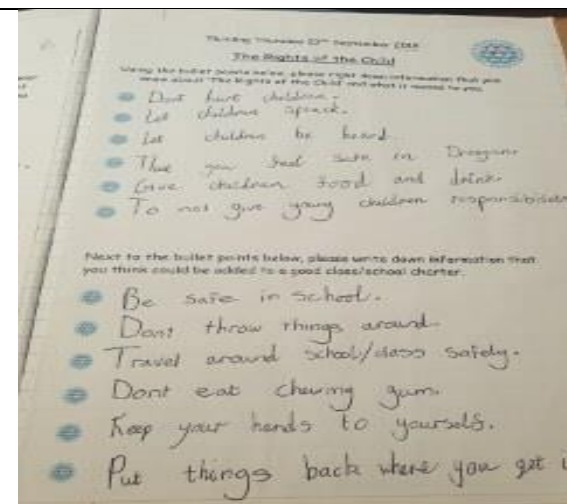
Average Rating of Wellbeing Indicators Pupils Responses January 2020



It was also reassuring to see from the results when the wellbeing web was carried out in May during the school closure that the average score in every wellbeing indicator increased.



Through our Thrilling Thursday assemblies we have focused on HGIOS pupil version theme 4 leading to increased pupil voice where children are reflecting on various identified aspects of HWB.



(Wellbeing indicators are an integral part of school life)

Children are also encouraged to contribute their thoughts, feelings and ideas to the interactive wellbeing wheel in the main corridor. As well as including establishment values, teachers and children are also including wellbeing indicators when agreeing success criteria during daily lessons.



(Increased pupil voice and opportunity to reflect on wellbeing, feelings and emotions)

The school has been successful in achieving the bronze accreditation for Rights Respecting Schools. This initiative has led to children having a better understanding of the wellbeing indicators and the importance of accepting personal responsibility.



(RRS committee have increased awareness of children's rights)

The work involved in achieving the bronze accreditation has also contributed to creating a positive culture and ethos in the establishment where there is increased mutual respect for all. Children are becoming increasingly aware of their rights and responsibilities and that people have different starts to life. All classes have agreed class charters where rights and responsibilities are promoted in line with the establishment vision and values.



(Class charters and right of the month are promoted and referred to)

Most parents feel that children are being supported not only in their learning but also in terms of their emotional wellbeing. While the handling of bullying remains a concern for some parents, most parents express confidence in the school's procedures. Drongan Primary and ECC have recently revised our anti-bullying policy in line with East Ayrshire Council. This will be promoted across the school community next session. In a recent survey most children, parents and staff spoke positively about procedures in place around bullying. Senior managers have introduced a more rigorous approach to recording of incidents and complaints. This allows SLT to monitor all incidents and complaints to ensure that sufficient support is being provided for all children. It also enables SLT to identify patterns and trends and identify appropriate interventions, support and training.

The Head Teacher introduced the Workout of the Week as an alternative to The Daily Mile. Children can participate in this activity on a daily basis together with their class as well as one lunchtime per week. This has provided children with an increased opportunity to be active and enjoy participating in physical activity.

Across the ECC and primary, additional support procedures are now embedded. There continues to be increased use of relevant data to target specific children early, particularly in ensuring improved communication and language abilities. There is evidence of these interventions having a positive impact. There has been further improvement in procedures involving children transitioning from ECC to Primary school to ensure that appropriate information is passed on and supports are identified for children with additional support needs. The Principal Teacher together with both Primary 1 teachers and Excellence and Equity Lead have taken responsibility for developing the early year's transition programme. This has led to a smoother transition for future primary 1s where they are more comfortable ABOUT COMING TO SCHOOL. Teachers and children are provided with the opportunity to get to know each other and build positive relationships. Parents have increased confidence in transition and have increased knowledge about school life and the curriculum.



Children and parents enjoying transition activities)

Across the primary, a school policy statement referencing East Ayrshire dyslexia and literacy assessment process is supporting staff in identifying children facing barriers to their learning. Across the school year, a calendar of activities is profiling and reviewing the needs of those children requiring targeted support. Staff have introduced an ASN log which is subject to regular update. An evidence folder,

drawing on a range of assessment information, the wellbeing indicators and professional judgement, builds a profile of those children identified as facing barriers to their learning. This information enables senior leaders to form a collated overview of needs and supports discussions regarding personalised support and interventions. The work involved in working towards our silver accreditation in Dyslexia Friendly Schools has led to an inclusive learning environment where barriers to learning are reduced. There is a robust tracking system where regular meetings take place. Discussions around vulnerable children feature prominently in tracking meetings and allows for support and targeted interventions to be identified.



(Dyslexia Friendly Schools has led to a more inclusive learning environment for all)

Professional learning has also led to improved child's plans with SMART targets ensuring that children are supported and challenged more appropriately. Children have had more involvement in planning their own targets and evaluating progress made to previous targets through regular conversations with their teachers. Children and parents continue to be actively involved in the TAC meetings held with their views being captured in child's plans.

	<p>Senior staff continue to analyse assessment information to identify groups of children who would benefit from targeted support. This rigorous use of assessment information also informs the support provided by Classroom Assistants and EAST staff. Teachers are becoming increasingly confident in using assessment and analysing data for their own classes to prioritise support and inform their judgements.</p> <p>ECC practitioners discuss wellbeing indicators with parents during meetings to set and reflect on personal targets. This provides parents with increased awareness of wellbeing indicators and their children's personal targets. Parents and children are involved in setting these targets together.</p> <p>Group time has recently been introduced providing practitioners with increased opportunities to discuss the wellbeing indicators and target identified children on specific issues that have arisen. This has led to children developing skills when reflecting on and discussing how they feel.</p> <p>Within the ECC, individual profiles are accessible, attractively presented and include some useful and interesting information. Children are eager to talk about their learning and share this information with adults. However, these profiles remain at an early stage of development with regard to the consistency of important relevant information. There is scope to include the views of parents, given the increased opportunities to visit the setting for workshops and stay and play sessions.</p>
Next Steps	<ul style="list-style-type: none"> • Continue to implement Rights Respecting Schools and Dyslexia Friendly Schools across the establishment. • Promote the wellbeing indicators, providing children with regular opportunities to reflect on these. • Fully embed EAC HWB framework. • Monitor the wellbeing of our children and evaluate the impact of interventions.

Improvement Priority <i>(Expressed as outcomes for learners)</i>	In developing the curriculum there needs to be a clear emphasis on promoting the skills and attributes of children as learners. The curriculum should be planned to reflect more of the school's local context.	Rationale for improvement priority based on evidence: <i>Education Scotland identified the important next step of creating an aspirational curriculum rationale that fully reflect Curriculum for Excellence. Developing the curriculum remains an identified priority where the impact of changes need to be monitored closely.</i>
NIF Priorities Improvement in employability skills and sustained, positive school leaver destinations	NIF Driver School improvement	HGIOS/HGIOSELCC QI's for self-evaluation 1.1, 1.2, 1.3, 2.2, 2.3, 2.5, 2.6, 2.7, 3.1, 3.3
Progress and Impact	At Drongan Primary School and Early Childhood Centre, our refreshed vision, values and aims continue to be promoted across the establishment and local community. Teachers and pupils in all classes include the values when co-creating success criteria during lessons, ensuring there is a shared understanding of standards and expectations across the school. Our vision, values and aims are displayed prominently as part of our ever-evolving display at the main entrance to the school, as well as being on display in all classrooms (including being used in some class charters) and within local community shops and businesses. We have also shared them through our school app, allowing children, staff and partners to be more familiar with importance of our shared vision, values and aims. Increasing our pupil voice has been a key part of our curriculum journey and through Thrilling Thursday collaborative assemblies, focus groups and our 'Butterfly Wall', we have been able to listen to our pupils and act on their suggestions for making improvements. This has led us to creating new certificates linked to our school values as previously mentioned, allowing teachers to celebrate our pupils' successes across the curriculum and build a strong platform for underpinning all future improvements.	



(Our school Butterfly Wall)

Our vision, values and aims underpin and inform our newly created aspirational Curriculum Rationale, which takes in to account the local context. Engaging staff and partners in the creation of this rationale provided us with the opportunity to articulate and confirm a shared understanding of the high expectations at Drongan Primary School and ECC and the importance of delivering a curriculum which is relevant, skill based and outward looking. The recently created Curriculum Rationale has helped to identify priorities for the children of Drongan and is now the key driver in informing curriculum development. The engagement process has also led to increased staff awareness of the local, social and economic context of the village and how this should inform decisions made when developing curricular areas. Taking the distinctive character of the setting and its children and families into account, we have modified our Social Subjects curriculum to include a range of topics that are relevant to the pupils and the area where they live (e.g. People Who Help Us, My Local Community, Robert Burns, Micro-Tyco, John Muir and Heritage Detective Award). This has resulted in more relevant learning experiences for our children ensuring that there is increased coverage of experiences and outcomes.

As a school we have increased the range of visitors and learning visits in the local area to enrich children's experiences. Teachers are more aware of the importance of relating learning to the world of work and making natural links to the local and wider community. These increased opportunities to develop skills for learning, life and work have encouraged children to make links between what they are learning and employment and work in the local community and beyond. Visits to the school by an author, farmer, minster, Dean Park Ranger, fire brigade, mental health charity worker, as well as business such as Micro-Tyco,

SSPCA and the Royal Highland Education Trust have increased the awareness of different jobs and industries within the local area and what is required to be able to work in such professions. Visits out-with school to the local shops, dentist, police station, pharmacy, as well as the Science Centre and Dumfries House have provided opportunities for all children to learn about the world of work and explore different forms of employment and work from a range of industries.



(Pupils running their Micro Tyco enterprise business)

Almost all teachers and practitioners are making links to learning and the world of work. Visits to local community businesses and services are now more in context with Developing the Young Workforce (DYW) and the world of work. Children have increased awareness of career opportunities in the local and wider community and the skills and qualifications required to carry out these jobs. Through visits to the school and ECC by different professionals, or trips into the local community, children are becoming increasingly aware of how their learning relates to career opportunities and world of work. Through their 'People Who Help Us' topic, our Primary 1 pupils were able to develop their understanding of different industries (retail shops, doctor surgery, dentist, police station and pharmacy) and what skills and qualifications they needed to take on the role of these jobs. Our Primary 7 pupils get the chance to take part in the Micro-Tyco enterprise topic each year, where they learn the fundamentals about business and gain an understanding of profit and loss, while also developing their knowledge of how charities operate. At a young age children are now being introduced to the world of work and are much more informed about what they need to do to achieve their long term career goals.



(P1 pupils visiting local businesses in the community to explore DYW)

The East Ayrshire progression pathways for literacy and English and numeracy and mathematics are now fully embedded in all stages as part of the curriculum at Drongan Primary School, allowing staff to provide relevant support and challenge for all learners. Some teachers are displaying the pathways on 'working walls', which further engages pupils, encouraging independence when leading their own learning. This has led to most children being more confident and able to talk about the skills that they are developing while challenging themselves to improve. The frameworks provide guidance for teaching staff when planning for learning, teaching and assessment.

Skills progression frameworks have been introduced for all other curricular areas. The introduction of clear skills-based progression frameworks, taking account of local and national guidance, will ensure the curriculum on offer reflects the school's unique context and is relevant and meaningful for all children. Where appropriate frameworks have been personalised in line with curriculum development that has taken place. Other curricular areas' frameworks will be personalised as and when that curricular area is a priority for improvement and will be informed by the Curriculum Rationale. In taking forward this work, we have ensured there is increased coverage of the Broad General Education (BGE), where the skills progression frameworks inform appropriate challenge and pace of learning. Children are beginning to talk about the skills they are developing across the curriculum and show how these can be transferred in other aspects of their work. The success of recent school and community events and programmes, such as Rights Respecting School (RRS), Heritage Detective Award and Micro-Tyco have highlighted the meaningful learning experiences now being delivered to our pupils across the school.

Curriculum planning folders have ensured there is continuity across all stages, ensuring the curriculum is providing more relevant learning experiences for our children together with increased coverage of experiences and outcomes. Children are enjoying a wider variety of learning experiences across the curriculum through topics that are regularly revised to ensure that there is relevance and we are meeting needs of our children, taking into consideration local social and economic context.

Identified areas of the curriculum have been developed including:

Active Literacy Programme – Throughout the current session all staff have been implementing the new Active Literacy Programme. All teaching staff have been on the appropriate training and the SLT have also received training delivered by the lead member of the Scottish Attainment Challenge (SAC) Team. New resources have been purchased and created to support Active Literacy and staff are more confident when delivering lessons across all areas of literacy. This has led to all teaching and support staff being upskilled resulting in more engaging learning experiences for our children. Feedback during a parent workshop and open afternoon showed that 100% of parents and children were supportive of the Active Literacy programme.

Social Studies and Science topics are now embedded, although there is flexibility within the topics to allow for personalisation and choice during the planning process. Staff are encouraged by SLT to organise educational outings throughout the school session to support the delivery of topics, and this has proved successful with trips in the local community and to the Glasgow Science Centre. Unfortunately several educational visits were planned for March or later and have not been able to go ahead due to school closures.

The Health and Wellbeing progression framework is now fully embedded through the delivery of NCCT and from all class teachers. There has been a focus on mental wellbeing within the school, allowing our children to develop their awareness of the Wellbeing Indicators. An author visit by Christopher Duke to share his story Lucy's Blue Day further increased awareness of mental wellbeing and this was also complimented by a whole school fundraising initiative to support the Young Minds charity. As previously mentioned, we have been successful in achieving our Bronze award for Rights Respecting Schools this session, where staff and pupils from across the school have worked hard to develop their understanding of their rights and what they mean to their health and wellbeing.



(Pupils fundraising money for YoungMinds as part their health and wellbeing)

At the end of last session we achieved our Bronze Accreditation for Dyslexia Friendly Schools (DFS) and throughout the current session we have further embedded the principles as we have worked towards our Silver Accreditation. All staff are confident when using DFS strategies and resources as part of their learning and teaching. The focus of our journey towards silver has been inclusion, increasing pupil voice through our dedicated DFS Committee and through pupil focus groups and Thrilling Thursday assemblies has been crucial. Our community engagement with DFS has also continued, with the delivery of our DFS Week and Parent workshop and open afternoon. These events have helped to raise the profile of DFS within the school and wider community.



(Pupils from DFS Committee receiving the school Bronze award)

	<p>Pace and challenge has been a continued focus throughout the session. This has been explored during learning observations, engaging with 'The Excellent Lesson' and during Dylan Williams Improving Pedagogy tapestry sessions. All teachers are now employing a wider variety of teaching strategies and we have fostered a culture of improvement, where staff are increasingly sharing practice that has impacted positively on learning and teaching. This professional dialogue has increased knowledge and understanding of how to ensure that there is appropriate pace and challenge for all children. Pupil focus groups and Thrilling Thursday collaborative assemblies have increased pupil voice around the curriculum and learning and teaching. Pupils are more aware of what an 'Excellent Lesson' should look like and information they have voiced has been fed back to teachers. In turn our children are increasing in confidence when talking about learning and they are able to contribute to what they want to learn and are beginning to direct their learning and have some ownership.</p>
Next Steps	<ul style="list-style-type: none"> • Use the recently created Curriculum Rationale to inform curriculum development. • Develop identified aspects of the curriculum to provide more relevant learning experiences. • Develop further links with the local community to provide real-life learning opportunities linked to the world of work.

Pupil Equity Fund: Aims and Impact	
Use and analyse data to identify groups of children who will receive targeted interventions.	<p>Within Drongan Primary School, the use of the East Ayrshire tracking system has enabled us to collate rich data on attainment. Data analysed indicates there was an improvement in our children's attainment for session 2018 – 2019 in numeracy and in reading, writing, and listening and talking at early, first and second levels. However, the analysis of attainment data has also helped staff to identify gaps within literacy and numeracy. As a result, we have been able to identify 'boost groups' and put a range of targeted interventions in place to help children overcome these identified barriers. Senior leaders within the school recognise the rich potential of the available data, and although class teachers are at the early stages of using this data, we are confident that their handling of data is increasing the accuracy of their teacher judgements on achievement of and progress within a level.</p> <p>Class teachers and members of the management team have been providing support to identified pupils for literacy and numeracy. In collaboration with the Scottish Attainment Challenge Team, we have been able to build partnerships, acquire resources and increase the confidence of staff when supporting all pupils in their learning. Over the past two sessions, the data has shown that children who have been part of our 'boost groups' have made good progress in their learning, as support has been targeted to enhance learning within key areas identified by the tracking data.</p>
Provide health and wellbeing support to targeted groups of children.	<p>Within the school we have also been able to use our PEF support to provide nurture sessions for identified pupils. Through the work completed in Health and Wellbeing, our children are more aware of the SHANARRI Wellbeing Indicators and the impact they have on their life in school and at home. We have completed Wellbeing Webs with all of our pupils and we were able to identify a small group of children who have benefitted from nurture sessions with a member of the management team and an EAST teacher. These nurture sessions have enabled the children to develop their confidence and</p>

self-belief, leading to them being able to form better social relationships with their peers. This has led to increased attendance in school and class, which in turn has led to increased attainment levels.



(Pupils taking part in a cooking lesson as part of the nurture group)

Establishment Self Evaluation: How Good is Our Early Learning and Childcare? Quality Indicators	
Quality Indicator 1.3 Leadership of Change	3
Quality Indicator 2.3 Learning, Teaching and Assessment	3
Quality Indicator 3.1 Ensuring Wellbeing, Equality and Inclusion	3
Quality Indicator 3.2 Securing Children's Progress	3

Establishment Self Evaluation: How Good is Our School? 4 Quality Indicators	
Quality Indicator 1.3 Leadership of Change	4
Quality Indicator 2.3 Learning, Teaching and Assessment	4
Quality Indicator 3.1 Ensuring Wellbeing, Equality and Inclusion	4
Quality Indicator 3.2 Raising Attainment and Achievement	4

Establishment Capacity for Improvement