



Standards and Quality Report

2020-21

Drongan Primary School & Early Childcare Centre



Establishment Context

Drongan Primary School and Early Childhood Centre is a non-denominational school, currently in the Barony 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 273 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 47% of our pupils are within SIMD 1 and 2. 32% 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 since been a focus for improvement. Since the follow-up visit significant further improvements have been made across the establishment and in session 2021-22 the improvement priorities will reflect this as we move to more focused priorities that have been identified through the self-evaluation process. 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'.

Since the follow-up visit significant further improvements have been made across the establishment and in session 2021-22 the improvement priorities will reflect this as we move to more focused priorities that have been identified through the self-evaluation process.

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>	<p>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.</p>	<p>Rationale for improvement priority based on evidence:</p> <p><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></p>
NIF Priorities Improvement in attainment, particularly in literacy and numeracy	NIF Driver Teacher Professionalism	HGIOS/ HGIOS/ELCC 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>During what has been a challenging year due to the ongoing pandemic, all staff have worked hard to ensure that children experience the highest quality of learning and teaching possible under the restrictions in place. The learning experiences are underpinned by the establishment vision, values and aims, which is now embedded across the school. The introduction in May 2020 of certificates that reflect our shared values are now embedded and this provides natural opportunities for staff and children to discuss and reflect on these important values and how they relate to the day-to-day life of the school. Despite the restrictions there has been a continued focus throughout the session to ensure that there is a consistency of learning experiences across all stages. This has been achieved through shared standards and expectations, effective self-evaluation and collegiate working. Unfortunately it has not been possible to maintain such robust monitoring of learners experiences due to the Covid restrictions. This is something that we can hopefully resume next session to highlight strengths as well as identify areas for development.</p> <p>In the Primary 1 classes there has been a shift towards a more play based pedagogy in line with guidance in '<i>Realising the Ambition: Being Me</i>' document. This has led to a smoother transition for children moving from ECC to Primary 1 where P1 teachers and early year's practitioners have worked collaboratively to develop a better shared understanding of good practice across the early level. Children now enjoy a much more balanced learning experience where guided play is used effectively to teach relevant skills.</p>	

Teaching staff are confident in the use of EAC progression frameworks in Literacy and Numeracy as well as other curricular areas. Literacy and Numeracy frameworks are used effectively to plan for learning, teaching and assessment, track progress and ensure appropriate pace and challenge. Again, due to the pandemic the breadth and depth of learning has been impacted, leading to poorer attainment in Literacy and Numeracy. This will be a main focus next session. The DHT has created new versions of the Literacy and Numeracy frameworks, which will encourage teachers to look ahead and back to relevant planners to more easily provide challenge and support. This should also ensure increased pace of learning as teachers see that children are covering skills from next planners.

Some forms of Quality Assurance have taken place this session; however, due to Covid guidance this was unable to take place as normal.

As a school we are extremely proud of the offer that we provided to our children and families during the period of online / home learning. The successful use of the school blog, Microsoft Teams, the school app and twitter to share learning plans, live tutorials and learning videos was a success. The teaching staff provided detailed weekly plans with clear learning intentions and success criteria with clear guidance for children and parents. There was a minimum requirement of 8 live lessons per week and teachers also recorded learning videos.

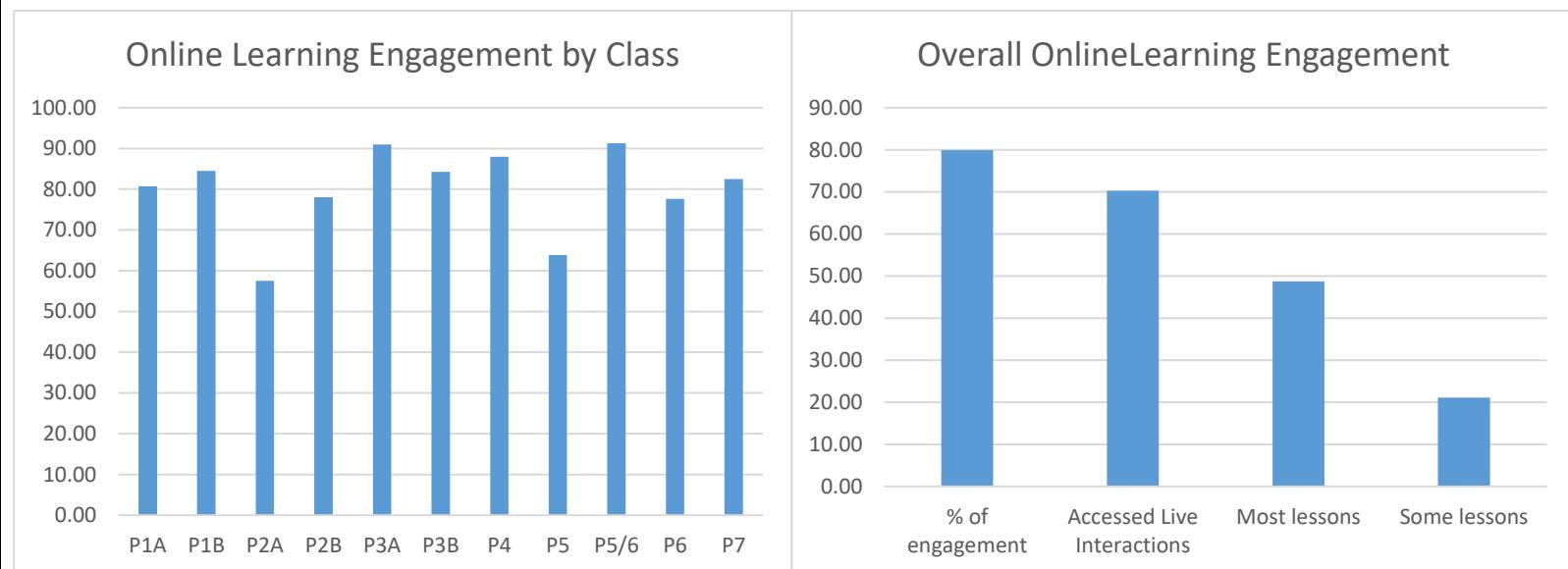
Pupil engagement was closely tracked by teaching staff and SLT and identified children were contacted in order to support them engaging with online learning. As well as online learning activities, differentiated learning packs were prepared and distributed to every child in the school. As much as possible, progression was ensured by teachers introducing new learning during live lessons and learning videos. Individual feedback was provided to children who uploaded work on Teams. Stage partners worked closely and there were clear expectations from SLT to ensure that there was a consistency of approach across all stages. When required, teaching staff were provided with support during online / home learning period, both professionally and personally.

We used the Covid recovery teacher effectively to provide targeted interventions for identified groups of children. This worked well when in place; however, due to absences relating to Covid the recovery teacher often had to be used to cover classes. This is an approach that we are going to employ next session using PEF in order to tackle attainment and support children's learning.

In line with the SG initiative and guided by EAC, devices provided were distributed to children who required them to support them with online learning. This led to increased equity with children feeling more included in their class learning experiences. In order to try to provide some sort of normality and also to raise the morale of our children, their families and the local community, we were proactive in organising some virtual events that have taken place throughout the session. Our virtual

Nativity, Halloween whole school 'Thriller' dance, Primary 7 class assembly, Christmas dinner, online panto, community treats, Easter parade and letters to the residents at the local nursing home have provided children with enjoyable learning experiences where they are contributing to the life of the school and the local community.

In terms of engagement with online / home learning, the charts below show that overall, 80% of children engaged in some way with this. All children received a differentiated physical learning pack. 70% of children accessed the live interactions with 49% of those accessing most lessons and 21% accessing some.



This has understandably led to challenges on children's return to full-time in-school learning, where there are notable gaps in learning. Through effective use of assessment, teaching staff have identified where there are gaps in learning and supported children as much as possible to ensure progress in learning. As previously stated, this will be a main focus next session, with identified groups of children receiving targeted support.

Throughout the session we have engaged with parents, carers, families and the community to ensure that they are kept as informed as possible. The following data illustrates feedback gathered from an EAC survey conducted during the first school closure from March – June 2020 and also a school survey completed during the second school closure from January – March 2021. We are proud of how we worked in partnership with parents, carers and the community throughout the session and the positive feedback reflects how effectively we did this.

The information below was taken from a parental survey relating to the online / home learning and reflects positively about the school / ECC response:

Survey Question	Average Rating (1 being not at all satisfied and 5 extremely satisfied)
Overall, on a scale of 1 to 5, how satisfied have you been with how the school has supported your child's wellbeing at home? (1 being not at all satisfied and 5 extremely)	4.5
Overall, on a scale of 1 to 5, how satisfied have you been with how the school has supported your child's learning at home? (1 being not at all satisfied and 5 extremely satisfied)	4.2
Overall, on a scale of 1 to 5 how satisfied are you with the ongoing communication from the school? (1 being not at all satisfied and 5 extremely satisfied)	4.5
How well has your child/children engaged with learning at home overall? (1 not at all...5 very well)	3.6

The weekly overviews have supported my child's learning at home and are easy to follow.

[More Details](#)

 [Insights](#)

Strongly agree	21
Agree	15
Neutral	4
Disagree	0
Strongly disagree	0



I have found the physical learning packs useful.

[More Details](#)

 [Insights](#)

Strongly agree	26
Agree	11
Neutral	2
Disagree	0
Strongly disagree	0

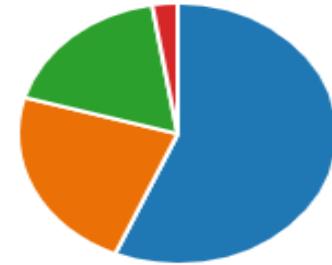


The live interactions and recorded teacher inputs have been helpful.

[More Details](#)

 Insights

- Strongly agree 22
- Agree 9
- Neutral 7
- Disagree 1
- Strongly disagree 0



The school is communicating effectively during school closure.

[More Details](#)

 Insights

- Strongly agree 28
- Agree 11
- Neutral 1
- Disagree 0
- Strongly disagree 0



. Overall, how satisfied are you with the online / home learning provision that is currently in place?

[More Details](#)

● Very satisfied	26
● Somewhat satisfied	10
● Neither satisfied nor dissatisfied	3
● Somewhat dissatisfied	1
● Very dissatisfied	0



<https://blogs.glowscotland.org.uk/ea/dronganpsecc2016/self-isolation-home-learning/>

<https://blogs.glowscotland.org.uk/ea/dronganpsecc2016/lockdown-march-june-2020/>

In August a working time agreement was agreed among teaching staff and SLT. This was designed to be flexible due to the changing circumstances with all collegiate working carried out safely socially distanced or virtual.

Unfortunately, due to Covid there has been no further development in Dylan Williams Tapestry – Improving Pedagogy sessions. This will hopefully be returned to in session 2021-22 providing staff with an opportunity to continue to develop a teacher learning community, building on the collegiate culture that now exists in Drongan.

Within daily teaching, children regularly co-create success criteria together with their teachers. It has become a regular feature for success criteria relating to the wellbeing indicators and the shared establishment values to be included. This has allowed teaching staff to continue to promote the wellbeing indicators and values in everyday learning experiences and allow children to relate them to a variety of contexts and experiences.

All staff have been trained in Active Literacy approaches to teaching phonics, spelling, reading and daily writing. Children enjoy the learning experiences in literacy, which are more engaging and enjoyable. Again, due to Covid attainment has not been increased and will be a focus for next session.

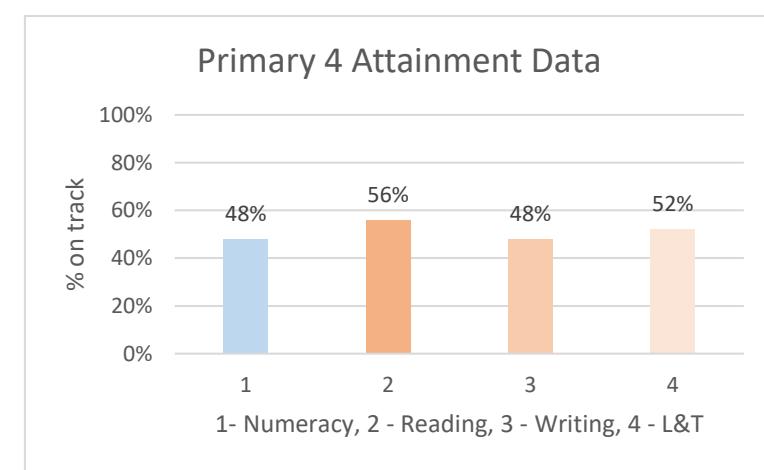
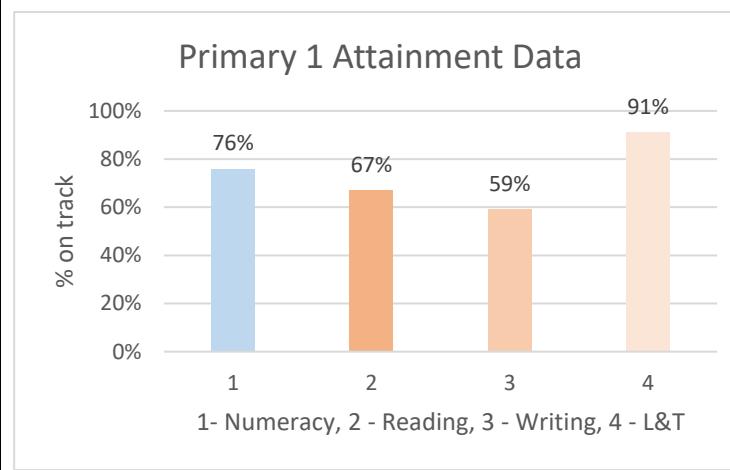
Alongside Active Literacy Approaches, all staff have been trained in Giglets online Literacy resource. This has been well used by teaching

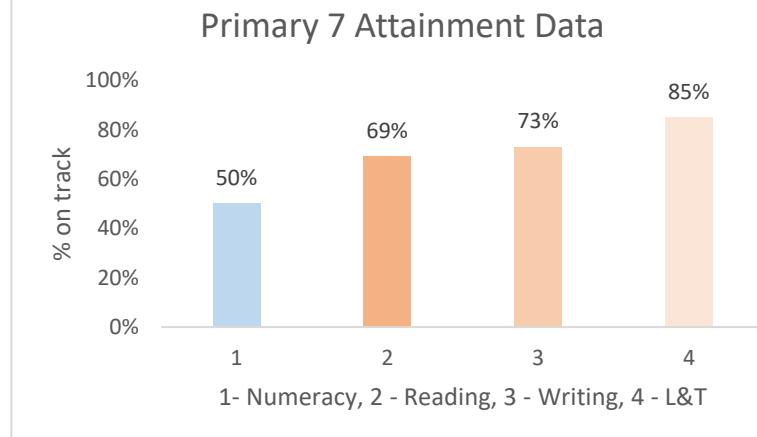
staff in line with Active Literacy pedagogy to support children with reading. This is an enjoyable resource that is used for homework as well as whole class reading activities

This session has seen all staff develop their skills and confidence in digital technologies, leading to improved learning experiences for all children. Led by one of our Principal Teachers initially to upskill staff in Glow and Teams, all staff are now confident in the use of Microsoft Teams, Giglets and Sway presentations to enhance learners' experiences. This is a credit to the staff team who have adapted well to online / home learning and has impacted positively on children's return to full time in school education.

TJS ATTAINMENT DATA

2020/21



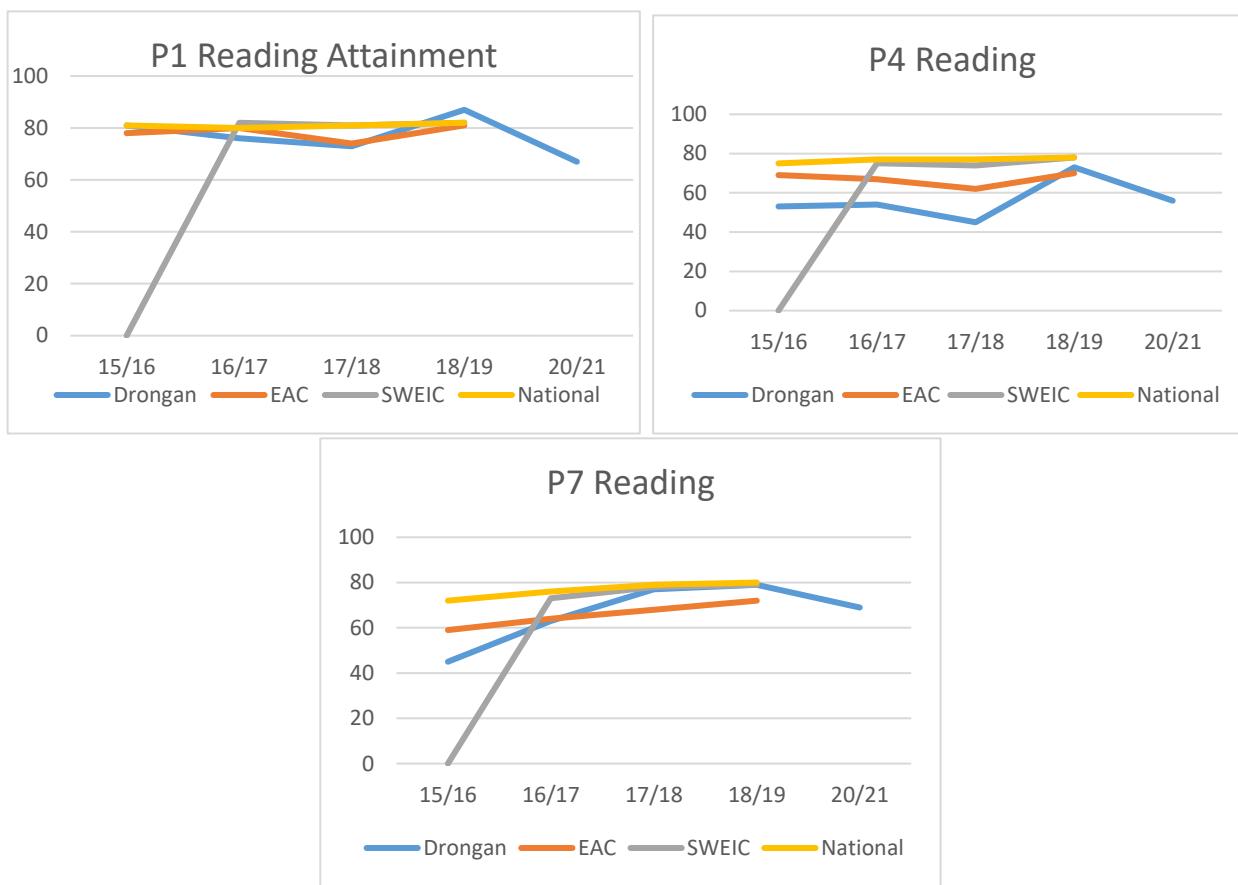


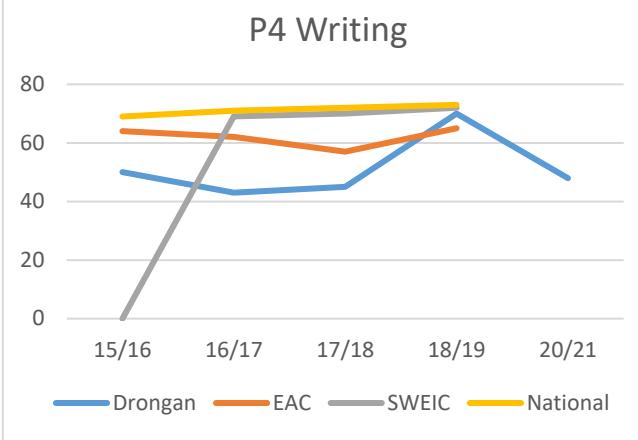
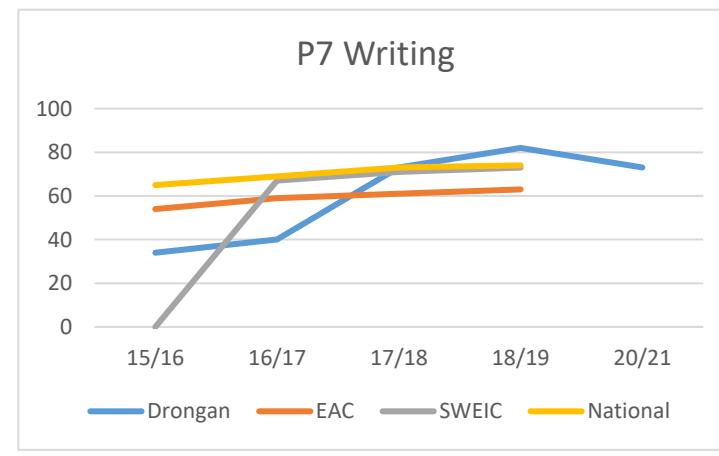
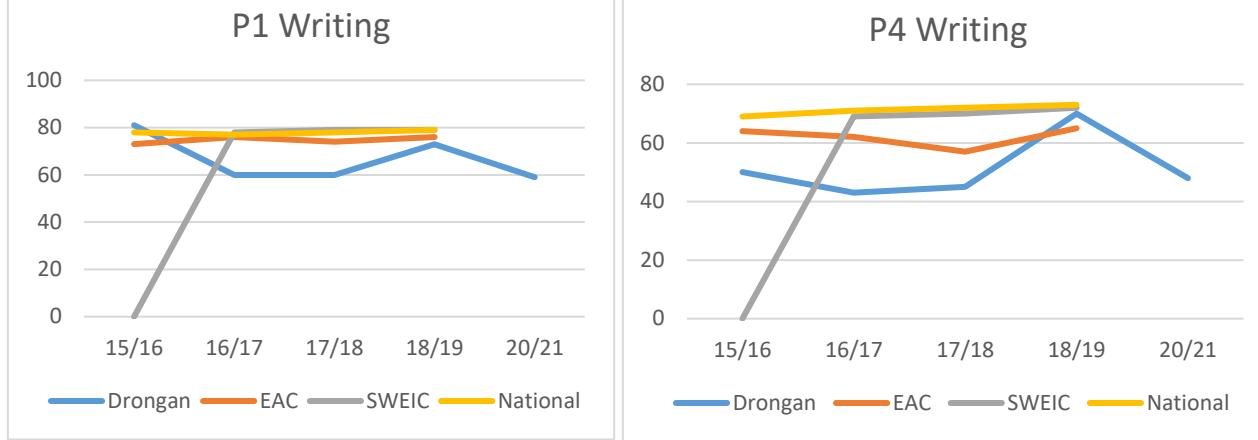
As discussed previously, attainment has undoubtedly suffered this year due to interrupted learning caused by the pandemic. As illustrated, we are pleased with what was offered and also the uptake of online / home learning; however, there were gaps in learning when the children returned to in school learning that had to be addressed. This is reflected in the TJS attainment data that was collected at the end of the session.

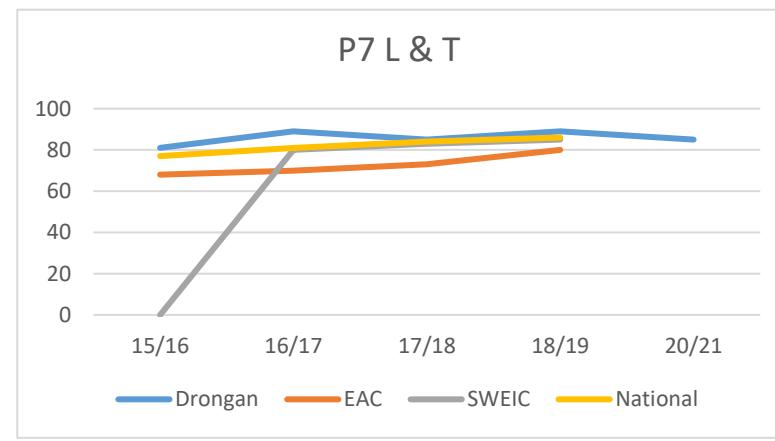
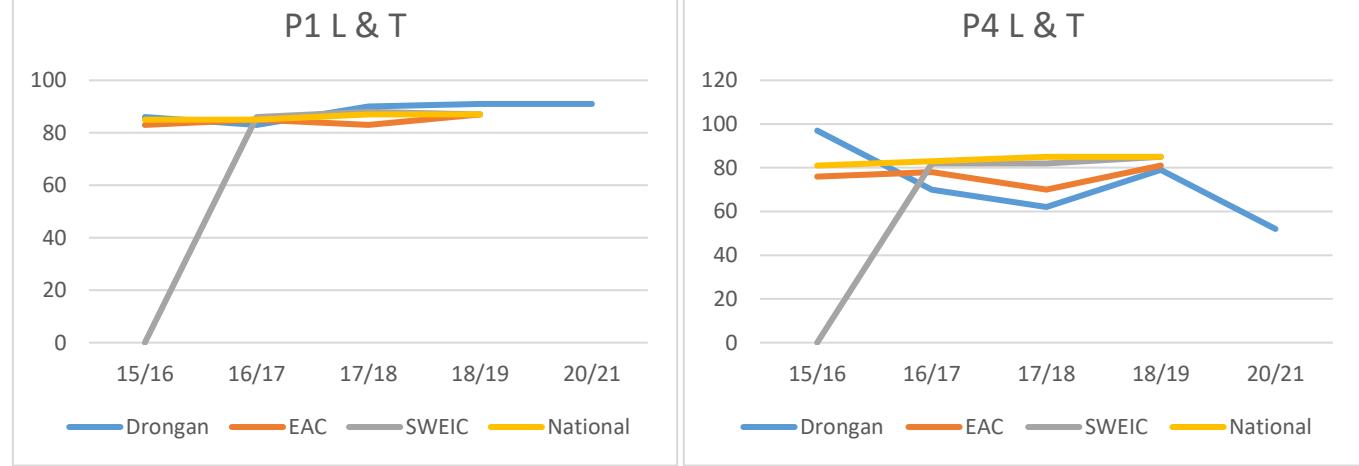
This data has informed the improvement priorities for session 2021/22. PEF funding has been used to appoint three additional classroom assistants. The school has also been allocated a full-time Covid recovery teacher as well as two probationer teachers. This will lead to increased targeted support for identified groups of children with a view to raising attainment and increasing the percentage of children on track. Both Principal Teachers will also have a specific focus in order to ensure that there is high quality learning and teaching across all stages. One PT will focus specifically on Numeracy across the school, ensuring that there is clear progression, appropriate pace and challenge. The other PT will focus on learning and teaching in Literacy and support staff to ensure that aspects of Active Literacy and Tapestry programmes are being implemented consistently across the school. The DHT has as discussed developed the East Ayrshire frameworks in Literacy and Numeracy to encourage teaching staff to look ahead in order to challenge children more and think about next steps to ensure progression and appropriate pace of learning.

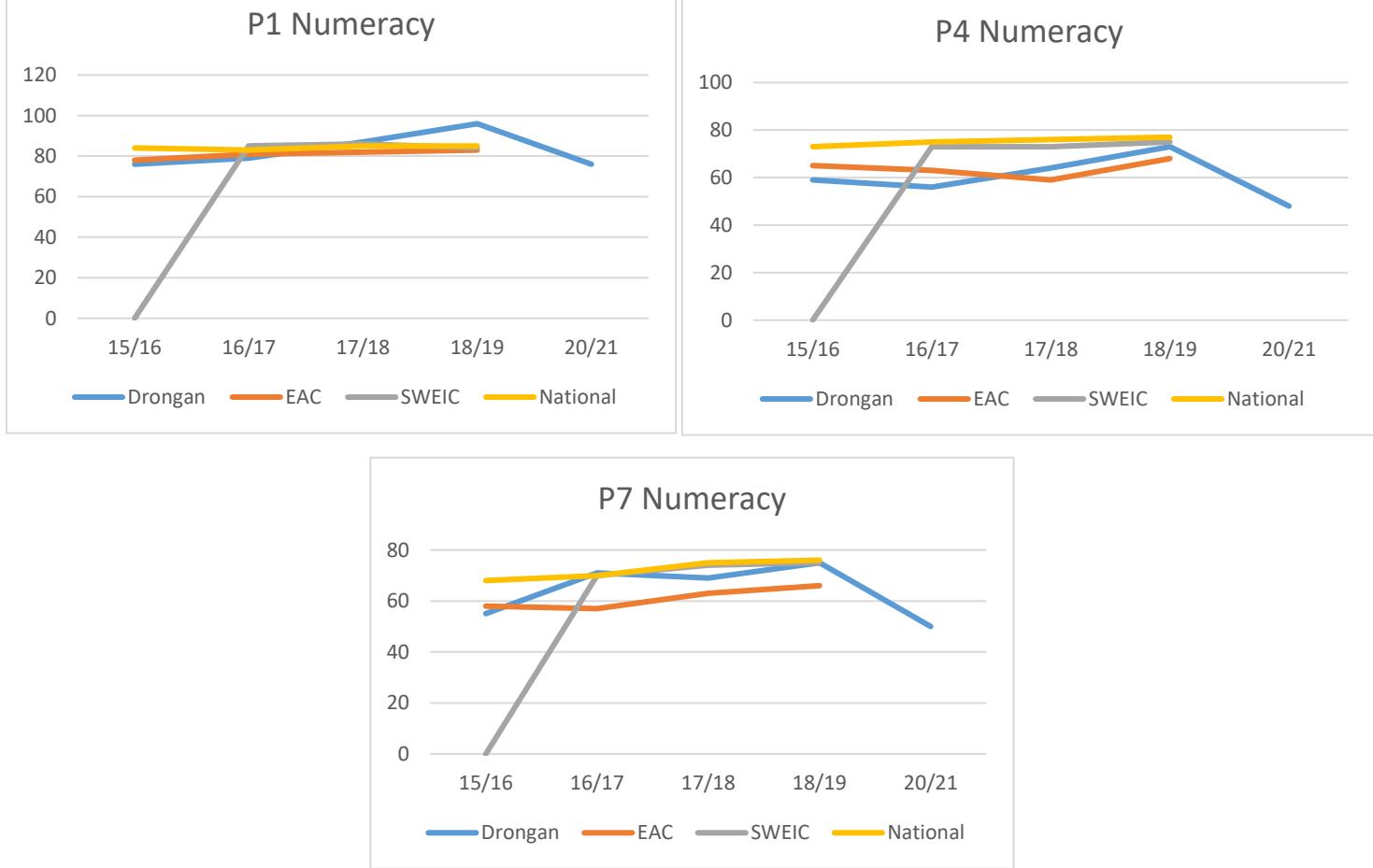
The impact of these measures and supports will be closely monitored through quality assurance throughout the session, including learning observations, collegiate working, pupil focus groups and regular tracking progress and attainment meetings.

Historical TJS Data









Following a consistent trend over the previous 3 years where attainment was raised in all areas in P1, 4 and 7, session 2020-21 has seen a reduction in attainment. As previously discussed in this document the school closures have contributed to this. The 2021-22 SIP details how this will be addressed with a view to raising attainment in all areas across all stages.

Next Steps	<ul style="list-style-type: none">• Engage with Realising the Ambition: Being Me document to highlight strengths and areas for development in early year's pedagogy. Implement aspects of this throughout the year.• Implement new version of Literacy and Numeracy frameworks.• Staffing / class structure and use of PEF will allow groups of children to receive targeted support with a view to raising attainment.• Dylan Williams Tapestry – Improving Pedagogy will resume together with sharing practice sessions to continue to ensure high-quality learning experiences• Further embed ALP daily writing SACCOW as well as SACDUG grammar and SACDEER.• Purchase of further devices and disbanding of ICT suite to further enhance digital technologies across the school.
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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 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2
Progress and Impact		<p>The wellbeing of our pupils has continued to be a huge focus this session. Most teaching staff continuing to use their class wellbeing wheels regularly to generate discussions and openness with regards to pupils' wellbeing. Children are regularly encouraged to use the wellbeing wheels to talk about how they feel and to reflect on the wellbeing indicators and relate them to their own lives. Class teachers have continued to raise any concerns from these wellbeing check-ins and discussions to SMT.</p> <div data-bbox="541 901 1253 1354"> </div> <div data-bbox="1260 901 1882 1354"> </div>

Examples of our class wellbeing wheels. These wheels have allowed our pupils to consider how they feel during the day and reflect on the wellbeing indicators. It has promoted discussion about wellbeing in class.



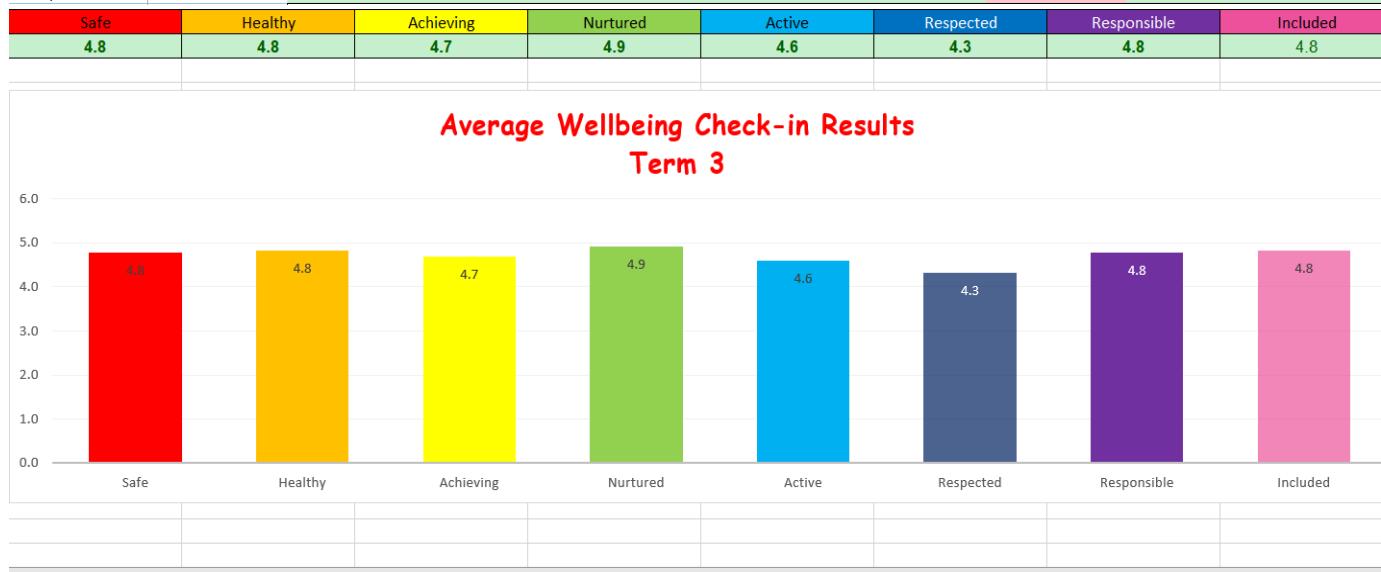
Our whole school check-in wall. This is completed by each pupil in each class during their weekly HWB session.

All pupils have taken part in bi-termly wellbeing check-ins. Pupils have completed Glow forms (with reference to the wellbeing indicators) allowing them to provide important information regarding their wellbeing. These wellbeing check-ins were mostly completed at home, with parents encouraged to support their children in completing these. This data was collated by the PT and passed on to class teachers. Class teachers and PT (where necessary) have had one to one meetings with pupils who

scored themselves low in any of the wellbeing indicators. Following these, interventions have been put in place for these pupils and a follow up review/evaluation takes place within a 4 week period.

[Term 3 Drongan Primary Wellbeing Check-in Glow Form](#) (*Example of wellbeing Glow form used by children*)

What is your name? <input type="text"/>	What class are you in? <input type="text"/>	How Safe do you feel? <input type="text"/>	How Healthy do you feel? <input type="text"/>	How well are you achieving? <input type="text"/>	How Nurtured do you feel? <input type="text"/>	How Active are you? <input type="text"/>	Do you feel Respected? <input type="text"/>	How Responsible are you? <input type="text"/>	How Included are you? <input type="text"/>
P1a		4	5	4	5	5	5	5	5
P1a		5	5	5	5	5	5	5	5
P1a		5	5	4	5	5	2	5	5
P1a		5	5	5	5	4	5	5	5
P1a		5	5	5	5	5	4	5	3
P1a		5	5	5	5	5	5	5	5
P1a		5	5	5	5	5	5	5	5
P1a		5	5	5	5	5	5	5	5
P1a		5	5	3	5	5	5	4	5
P1a		5	5	4	4	5	5	4	4
P1a		5	5	4	5	1	3	5	4
P1a		5	5	5	5	5	4	5	5
P1a		5	5	5	5	5	5	5	5
P1a		5	5	5	5	5	3	5	5
P1a		3	5	5	5	5	5	5	5
P1a		5	3	5	4	5	2	4	5
P1a		5	5	5	5	5	5	5	5
P1a		5	5	5	5	1	5	5	5
P1a		3	3	5	5	5	5	3	5
P1a		5	5	5	5	5	2	5	5



Example of data collected from Term 3 Wellbeing Check-in Glow form.

Wellbeing Check-in Intervention Grid			
Term - 4		Class – P1a	
Name	Wellbeing Indicator	Intervention	Review/Evaluation Date
[REDACTED]	Active	Spoke to [REDACTED] and he talked about not getting outside at home. We discussed more ways he can be active at playtime and lunchtime. [REDACTED] is going to remind and encourage him to be more active.	4.06.21
[REDACTED]	Active	[REDACTED] said her mum doesn't let her out to play. We discussed how she could be more active at school. [REDACTED] is going to remind and encourage her to be more active.	4.06.21

Please highlight the wellbeing indicator column

red (1 and 2 rating) and yellow (3 rating)

Class teachers speak to children who scored low on specific wellbeing indicators. Grid above is completed with an intervention recorded and a review date.

Our 'Shanarri Superheroes' created by our Health/RRS Committee have helped raise awareness and develop understanding of the wellbeing indicators, in a fun and engaging way, with our P1 children and parents. These are displayed in our HWB room

and referred to regularly. Almost all children can talk about the 8 wellbeing indicators and demonstrate an understanding of each. These are now an integral part of school life.



Our whole school wellbeing indicator wheel in our main corridor displays the collated data from the wellbeing check-ins. This has allowed pupils, staff and parents to see how we are doing with regards to tracking and monitoring our pupils' wellbeing. In previous sessions, it has encouraged many pupils to use their 'pupil voice' to tell each other how they have demonstrated a

particular wellbeing indicator. It has allowed our pupils to demonstrate their understanding of the wellbeing indicators and to 'show off' their progress with these. Due to covid rules, this has not been able to be used this session.



The Principal Teacher has continued to deliver Health and Wellbeing as NCCT this session where she has worked alongside teaching staff to effectively implement East Ayrshire Council's frameworks. This has allowed for a more consistent delivery of HWB topics with yearly overviews provided and all teachers knowing when and what is being taught by whom each term. This has made the delivery of HWB more manageable. The PT is part of the East Ayrshire HWB Champions group and regularly takes part in sharing practice meet ups across the authority. These have helped in reviewing and adapting our wellbeing procedures.

Rights Respecting School

We were accredited with our Bronze Rights Respecting School Award last session and our RRS committee have been working hard this session to get ready for our Silver accreditation later in the year.

All children and families have been made aware of the UNCRC through our school app and blog. The right of the month is promoted in class with all teachers participating in learning activities linked to these rights.



Right of the Month

December

Article 2



All children have rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are boy or girl, whether they have a disability, whether they are rich or poor.

No child should be treated unfairly!

Pupils could:

- Watch these videos. They explain what discrimination means.
<https://youtu.be/6uXqJA-VfjI> (P1-3)
<https://youtu.be/hGECPlge1M> (P4-7)
- Think of somewhere they know well. It might be a library, a park or a swimming pool. Does it welcome everyone? Can all children take part equally? What could make the place better for everyone?
- Have a read at 'The Flamingo Who Didn't Want To Be Pink' and discuss. A short video of the story can be found here -
<https://youtu.be/cKKfOUiu2NA> (P1-3)
- Think about people in history who have campaigned about unfair discrimination - Martin Luther King Jnr, Dame Tanni Grey Thompson, Malala Yousufzai. Find out more about what they campaigned for.

RRS committee group have involved the school and community in campaigns, such as, Glasgow Crisp Packet Project. This allowed children to develop a greater understanding of the need to support others (less fortunate than themselves) in having their rights acknowledged and respected.



Home Links

Right of the Month
October/November

Article 24



I have the right to the best health care possible, safe water to drink, nutritious food and a clean and safe environment.

Article 13

I have the right to find out things and share what I think with others

To help learn more about these rights, you and your child could:

- Discuss the importance of having safe water to drink, nutritious food and a clean and safe environment to live.
- Talk about children in less developed countries (Malawi, Gongo, Burundi) and how these rights might not be available. (video below)
- Talk about Climate Change how this could affect a child's right (across the world) to have clean water, nutritious food and a clean and safe environment.

*Useful websites for videos and activities related to these rights
<https://www.nationalgeographic.com/family/activities-teach-kids-climate-change/>
<https://climatekids.nasa.gov/menu/make/>
The Third World - Education Video

By participating in these activities, many children have become more aware of their rights and how we can respect the rights of others.

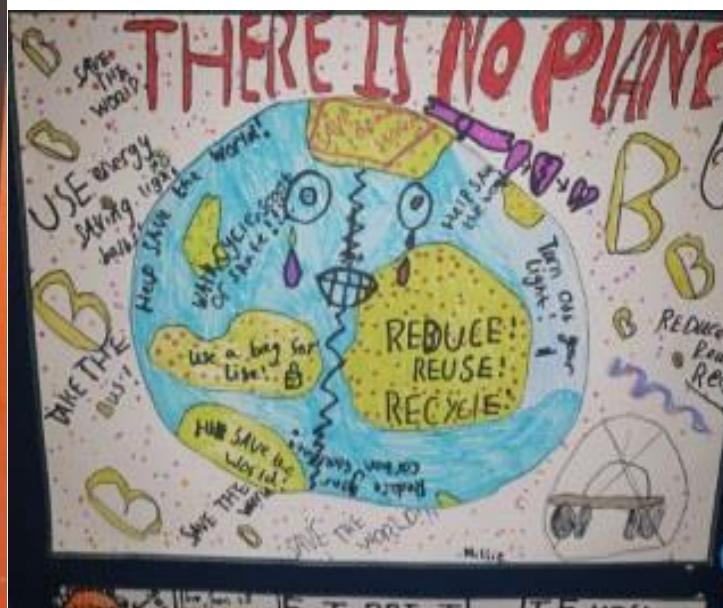
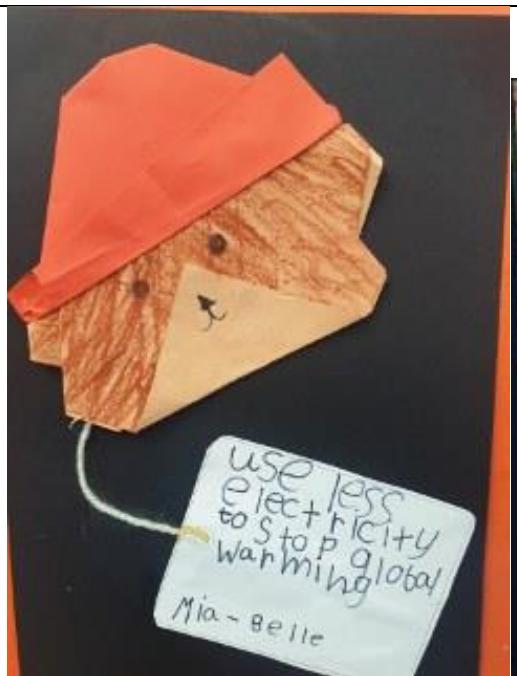
The PT alongside the



RRS Committee encouraged children, staff and the local community to collect empty crisp packets. These were collected and sent away to the Glasgow Crisp Packet Project to be made into insulated blankets for homeless people in West of Scotland.

PT and RRS committee have created SWAYs highlighting significant calendar days to celebrate, linking these to our rights and providing activities and topics for discussion in class and at home. These included '*Celebrating Inclusion and Diversity*' and '*International Women's Day*'. These sparked great discussion amongst our pupils and helped raise awareness of the rights of people around the world. These were shared with our parents on the school blog to keep them informed and involved with our RRS work.

All pupils took part in the Outright campaign during October and November. The children enjoyed learning about Global Goals and Climate Change in particular. Many children have a greater understanding of how global warming is damaging our planet and affecting our rights to have a clean and safe environment in which to live.



Our P6 and P7 submitted entries into the 'My Place Photography Competition' this year as it was linked to our global goals. Several children went out in their local environment and took their own pictures that represent the theme 'Climate Change'.

To go alongside our class charters, infant and upper playground charters were designed by pupils in P4-7. These will encourage rights awareness in our playground and encourage and promote respectful behaviour and language. Most children have a good understanding of adults as their duty bearers and are aware of the responsibilities adults have in promoting and modelling rights-respecting language and behaviour.

Let's Introduce Anxiety Management (LIAM)

PT has been fully trained by the NHS Scotland CALMS team in the delivery of a Cognitive Behaviour Therapy – informed approach for the treatment of mild-moderate anxiety symptoms in children. A targeted group of P5/6/7 children were identified through consultation with SLT and class teachers.

These pupils will benefit from 8 in-depth sessions on anxiety management, with detailed questionnaires and goals completed throughout the programme. Parents are kept informed of what is covered and discussed at each session with detailed overviews going home to parents after each session.

The aims of these sessions are to help children understand anxiety and where it comes from and to provide them with the tools they need to help manage their anxiety.

These sessions will continue next term with other children being selected for targeted support.



Seasons For Growth

Class teacher has been trained to deliver Seasons for Growth training to support children who have or are experiencing change or loss in their lives.

This has been delivered to one group during Term 4 and will be provided to further groups over the course of session 2021-22.

Next Steps

- Continue our Rights respecting journey to achieve silver accreditation early next session.
- Further embed our wellbeing monitoring and tracking system so it is used consistently.
- Review impact of initial LIAM programme and implement further group sessions with targeted pupils.

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 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.6, 3.1, 3.2
Progress and Impact		<p style="text-align: center;"><u>Curriculum Rationale</u></p> <p>The Curriculum Rationale, created in session 2019-20 is the key driver when aspects of the curriculum are being developed. Curriculum development is informed by the rationale, which all stakeholders contributed to leading to a shared understanding of what the school is trying to achieve. When developing aspects of the curriculum, all stakeholders are provided with the opportunity to contribute their thoughts and opinions. While taking into account the local socio-economic climate, the Curriculum Rationale is aspirational and ambitious with a view to providing children with a wide range of experiences and raising attainment while closing the poverty-related attainment gap.</p> <p style="text-align: center;"><u>Curriculum Development</u></p> <p>Identified areas of the curriculum have been developed this session and are now being implemented across all stages. Teaching staff together with the PT who delivers NCCT HWB have now fully implemented EAC's HWB frameworks. More details of HWB development are provided in the previous improvement priority. Below is a link to the curriculum rationale on our website.</p> <p style="text-align: center;"><u>https://blogs.glowscotland.org.uk/ea/dronganpsecc2016/school-information/important-documents/curriculum-rationale/</u></p>

Digital Technologies

A pilot of the use of recently purchased iPads has taken place in Term 4. This has led to Digital Technologies being a more integral part of day to day learning with children enjoying a wider experience of learning through the use of digital technologies.

In session 2021-22 we plan to purchase further devices that can be used across all stages to encourage the use of Digital Technologies as part of day-to-day learning. This is detailed in the SIP for 2021-22.

The John Muir Award

This session P5/6 and P6 have been working towards achieving the John Muir Award. They have taken part in outdoor learning and have discovered, explored, conserved and shared local wild places on the school grounds and in the local community. They visited Hannahston Woods at the beginning of the session and identified the wildlife and plants that can be found there. As part of a partnership with a local community group, the children decorated bug boxes to be placed in Hannahston Woods. They also made fact cards and a scavenger hunt for the boxes, to encourage people in the community to visit Hannahston and to learn about the outdoors. This has strengthened links between the school and the community and has developed a sense of care for the local woods in the children.



During distance learning, the children took part in weekly Mini Green Gym online sessions. These sessions, as well as weekly outdoor learning challenges posted by Miss Smith and Mrs Mitchell, encouraged the learners to continue to explore and conserve the local environment whilst they were not at school.

As part of a LOST initiative: Greening the Estate, the classes planted trees on the school grounds to make their very own woodland area. They named the woodland and created a charter for it, as well as posters to persuade people in the local community to take care of the trees. They also created animations from the perspective of the things that the trees will benefit, to explain why they planted the trees and to share their work with the community. The children are very proud of their woodland and have loved outdoor learning.



Learners also built planters in the playground after exploring plants in science. They learned about the purposes of different plants, what plants need to grow, germination, and photosynthesis. This knowledge prompted them to appreciate the necessity of plants and of taking care of the environment.



RME

The Principal Teacher and a Class Teacher have developed the RME curriculum to ensure that it is more reflective of the local context and issues within the local community. A pilot of moral education was implemented in term 4 and was successful. Children were provided with the opportunity to explore important and relevant moral issues that are pertinent to their lives and local and wider community. A range of books were identified as stimulus for discussion and way in to explore these issues such as discrimination, inclusion, racism, sectarianism as well as promoting the establishment values.

Further work has been undertaken to develop a curriculum focusing on world religions. This work will be completed early in session 2021-22 and the programme will be fully implemented. This will lead to children learning about and experiencing a wide but focused range of world religions where they explore the practices, beliefs and moral aspects of those identified religions and faiths.

Dyslexia Friendly School (DFS) – Inclusive Practice

Throughout session 2020-2021, the DFS Inclusion Committee has achieved the Silver Accreditation, and is working towards achieving the Gold Accreditation early in session 2021-2022. Teachers and support staff have continued to use their learning boxes and to provide targeted support with the resources provided. Active learning has taken place both in school, and during distance learning, with a view of including all children in the best possible ways.

At the beginning of the session, the DFS Inclusion Committee developed an inclusive library in the school. This room now acts as a den for nurture and support, as well as an inclusive library. The room is fully equipped with a new range of inclusive novels and story books (some of which are available as audiobooks linked through QR codes), various sensory resources, a tent, a worry monster, and communication games. The new room has been very well used since its establishment and is the inclusive hub of the school.

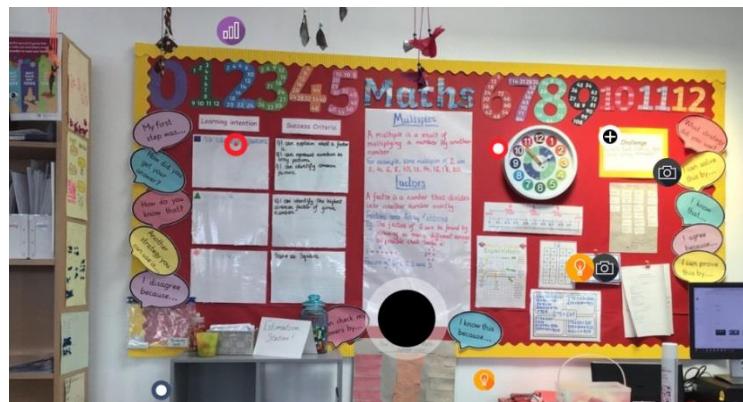


The mission of making the school a more inclusive place did not stop during distance learning. Throughout the session, the DFS Inclusion Committee organised various awareness days. Awareness days for dyscalculia and autism were held during remote learning, and an awareness day for dyspraxia was held in school. These awareness days involved activities for classes throughout the school to develop understandings of the challenges and benefits of the additional support needs mentioned above, and how we can support people who have them. There was also a large emphasis on celebrating diversity. The awareness days aimed to raise awareness in our school community, and in the wider community, as specific pages were created to provide activities, information and support on the school blog.

The children are now more able to discuss some additional support needs and the DFS Inclusion Committee has continued to develop its presence in the community.



To further develop inclusive practice, Miss Smith carried out a practitioner enquiry into the use of technology across the curriculum to enhance inclusion. This enquiry involved introducing the use of iPads and the Promethean board in all subjects. The children in P6 created animations, ThingLinks, and videos. They used technology to support their learning, to challenge them, to create, to research, and to enhance enjoyment, choice and teamwork. The enquiry provided evidence to suggest that the use of technology across the curriculum can enhance inclusion. As a result of this, the school is now investing in more iPads and laptops to be used throughout next session.



Next Steps

- Build on and establish new links with local and wider community businesses and organisations to provide children with experiences of the world of work.
- Further develop the use of Digital Technologies across the school
- Fully implement the RME programme across all stages
- Work towards DFS Gold accreditation

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 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 shared vision, values and aims are now embedded in the day-to-day life of the school. Despite the restrictions we have ensured that we continue to promote our establishment vision and shared values through our daily interactions and the presentation of certificates. Our Rights Respecting Schools Committee and DFS Inclusive Practice Committee have also worked to promote the values across the school and community. All staff take increased responsibility in demonstrating the values and discussing these with children. Teachers regularly include values within the co-created success criteria in their learning activities. This has led to staff having higher expectations of the children and the children having higher expectations of themselves. The vision and values have been revisited by all stakeholders and it was agreed that they are still relevant and do not need to be updated. It is an ambitious and aspirational vision that focuses on achievement and community underpinned by agreed shared values.</p> <p>The staff team are committed to the change process and the culture of change that exists across the school. There is increasing examples of leaders at all levels where members of staff are responsible for playing lead roles in change processes. Within this, staff are committed to change which leads to improvements for our learners.</p> <p>Examples of unpromoted staff leading learning and change:</p> <table border="1" data-bbox="541 1171 2189 1370"> <thead> <tr> <th data-bbox="541 1171 1356 1219">Staff</th><th data-bbox="1356 1171 2189 1219">Area of Leadership</th></tr> </thead> <tbody> <tr> <td data-bbox="541 1219 1356 1298">P1 teaching staff</td><td data-bbox="1356 1219 2189 1298">ECC – P1 transition programme Developing play pedagogy in Primary 1</td></tr> <tr> <td data-bbox="541 1298 1356 1346">P2a teacher</td><td data-bbox="1356 1298 2189 1346">Digital Leaders Committee</td></tr> <tr> <td data-bbox="541 1346 1356 1370">P2b teacher</td><td data-bbox="1356 1346 2189 1370">RME curriculum development</td></tr> </tbody> </table>	Staff	Area of Leadership	P1 teaching staff	ECC – P1 transition programme Developing play pedagogy in Primary 1	P2a teacher	Digital Leaders Committee	P2b teacher	RME curriculum development	
Staff	Area of Leadership									
P1 teaching staff	ECC – P1 transition programme Developing play pedagogy in Primary 1									
P2a teacher	Digital Leaders Committee									
P2b teacher	RME curriculum development									

P3b teacher	JRSO Committee ECO / Health Committee
P4 teacher	Assessment development
P5/6 teacher	Seasons for Growth intervention
P6 (Probation) teacher	DFS – Inclusive Practice Committee

Through robust and effective whole-school self-evaluation, all staff are clear on the schools strengths and areas for development. The recently created Curriculum Rationale informs change in the school and has provided a clearer direction in terms of priorities for improvement. Through effective collegiate working all staff have been involved in the change process. Unfortunately due to the pandemic and the need to be flexible with collegiate working focus, the planned working parties were not able to be formed. This did not prevent the planned improvements from taking place, with identified lead staff members driving forward change supported by other members of staff. Effective distributed leadership where staff are provided with the conditions to effectively lead change is employed. With regards to curriculum development, the pace of change is realistic and sustainable with impact reviewed. Due to the pandemic and school closures, staff had to adapt quickly. All staff were supported as much as possible with this and all staff worked hard to develop the required skills to ensure that the best online / home learning provision was offered.

The SLT work well together, meeting regularly to ensure that everyone is clear about what their roles and responsibilities are. The HT, DHT and two PTs work to clear remits and support each other to achieve set goals. Careful consideration is given to how best to take improvement priorities forward, ensuring that there is a consultation process and changes are designed to improve learning experiences and outcomes. There is a positive culture and ethos across the school despite what has been a challenging and unprecedented year, this is down to the hard work and commitment of all staff.

Through various collegiate events staff have been provided with opportunities to share practice and work collaboratively. Unfortunately, the agreed plan of collegiate working had to be adapted in order to support teaching staff prepare for home / online learning. This resulted in less opportunities for this to take place; however, effective moderation sessions and sharing practice sessions did still take place earlier in the session. This has provided teaching staff with opportunities to identify good practice, develop a shared understanding of assessment and achievement of a level and ensure that there is a consistency of approach across the school when implementing initiatives such as DFS – Inclusive Practice and RRS.

Through a variety of pupil committees children continue to contribute to the change process impacting positively to the life of the school. Children feel values and continue to be involved in the ongoing change process. Unfortunately due to the restrictions, we have not been able to hold our citizenship assemblies where all children participate and contribute their views to whole school issues. This will hopefully

be able to start again in the new session. Children have continued to be consulted through the use of Glow forms to ensure that their voice continues to be heard.

DFS – Inclusive Practice Committee and RRS work has been demonstrated and discussed earlier in this document, as has Digital Leaders through the development of Digital Learning in the school.

JRSO Committee

Throughout session 2020-2021, the JRSO Committee have aimed to raise awareness of road safety with in and out with the school.

At the beginning of the session, the JRSO Committee ran a Road Safety Tips campaign to create discussion in classes and allowed pupils to think of any road safety tips that were important and could teach to others. Each month a new tip is picked to go on your display board to raise awareness, and is linked into the road safety topic for that month.



Throughout the session, the JRSO Committee organised various awareness days. Awareness days for 'Be Safe, Be Seen', Walk to School Week and helmet safety were held in school. These awareness days involved activities for classes throughout the school to develop understandings of the road safety and the range of ways we can stay safe and benefits to other modes of transport. The awareness days aimed to raise awareness in our school community and in the wider community, as extra school helmets were able to be supplied to pupils within the school that asked for them through a Form. The JRSO Committee were able to go into the community and put up posters about the importance of helmet safety, which were created during the awareness day.

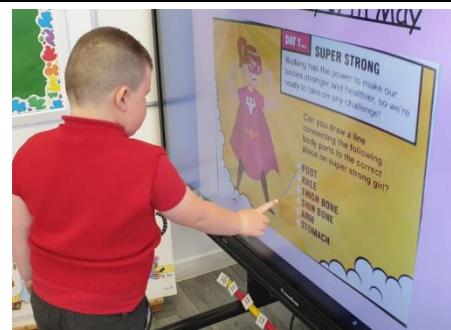


Walk to School Week - Our School Announcement

Next week (17th – 21st May) we will be taking part in Walk to School Week. We are encouraging all our pupils to walk, cycle, scooter or park and stride to school. Throughout the week all pupils will be introduced to our superheroes who will tell them their own walking superpower.

This week our pupils will take a pledge to walk to school as much as they can next week. Please help them do this by encouraging them.

There are many reasons that we should walk to school, find out why.



Next Steps

- Continue to provide opportunities for and encourage all staff members to be leaders of learning and leaders of change
- Seek further ways to promote the shared vision and values in the community
- Re-introduce Thrilling Thursday Citizenship assemblies as well as our interactive Butterfly Display focusing on whole school issues

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 a drop in attainment in all areas of the curriculum, this coincides with the two periods of online / home learning.</p> <p>The analysis of data across all stages and areas of the curriculum has 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.</p> <p>Senior leaders within the school recognise the rich potential of the available data. Class teachers are now more confident in the use of this data, and are using it to implement targeted interventions / support to raise attainment. Class teachers have also consulted with Covid Recovery Teacher and Numeracy Lead who will provide targeted interventions to groups of children who are currently off track. The aim of this support is to enable these children to achieve the national expectation by the end of session 2021-22.</p> <p>PEF allocation will be utilised differently next session. Instead of paying for an additional teacher, we will appoint additional CAs to support with children's learning. Together with the allocated Covid Recovery Teacher and two probationers this provides us with an opportunity to dedicate targeted support for the children most in need.</p> <p>We will also spend PEF allocation to purchase additional resources to support the delivery of literacy and numeracy as well as increasing the availability of Digital Technologies within the day-to-day learning experiences.</p>
Provide health and wellbeing support to targeted groups of children.	The work in HWB that was implemented last session has become embedded across the school. Unfortunately; due to the restrictions, we were limited in how we could provide targeted interventions with regards to nurture groups. However; we did use EAST support to provide nurture support to identified cohorts who were identified as having the most need.

Almost all staff participated in level 1 nurture and some staff also completed level 2 nurture training. This has supported the restorative approaches and development of more nurturing environments for our children. This has also led to a more consistent approach when implementing the nurture principles across the school.

All children have again completed online wellbeing webs. This has led to a whole school narrative of where the strengths and areas for development are. There has been an improvement in all wellbeing indicators across the school. Teachers have identified individual children within their class and have put interventions in place, agreed with the children, in order to support their wellbeing.

Two teaching staff have been trained in Let's Introduce Anxiety Management (LIAM) and Season's for Growth (S for G).

This was implemented in term 4 as discussed previously in this document. This will be further implemented with identified groups of children next session to support with anxiety management and dealing with loss and change.

Establishment Self Evaluation: How Good is Our Early Learning and Childcare? 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 Securing Children's Progress	4

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

Please refer to session 2021-22 School Improvement Plan for details of the planned approach in order to lead to improvement.

The allocation of two probationers has allowed one of the PTs to be released to develop Numeracy and Mathematics across the school. This will also include providing targeted support to identified groups of children (boost groups) with a view to raising attainment.

A full time Covid Recovery Teacher will allow the same targeted support to be provided in Literacy across all stages.

PEF funding has been used to appoint two additional Classroom Assistants who will work with children who require additional support. New resources in literacy, numeracy and other identified curricular areas will also be purchased to support the delivery of the curriculum.