



Standards and Quality Report

2022-23

Drongan Primary School



Believe
YOU CAN
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There

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 2022 Drongan had a population of 3020 people.

We have a current role of 274 and within the ECC the maximum capacity is 64. 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. 28% 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%. This dropped to 92% in session 2021-22, which was still above the Education Group and authority averages. There has also been a change in culture where behaviour is concerned, with a significant reduction in exclusions. Since 2019 there have been 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. 19% 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 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 have worked hard to develop 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 we have achieved silver accreditation as a Rights Respecting 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 has been accredited with Gold standard for inclusive practice.

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, there were significant improvement priorities identified.

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. Instead, a further HMIE Inspection took place in November 2021. This was a very positive inspection leading to the establishment being officially signed off from Education Scotland Engagement. You can read the report issued by HMIE by clicking on link below:

<https://education.gov.scot/education-scotland/inspection-reports/reports-page/?id=2380>

In August 2021 the school and ECC moved away from the improvement priorities outlined by Education Scotland following the improvements that had taken place. You can see the improvement priorities for session 2023-24 in the School Improvement Plan for the current session.

We look forward to continuing on our journey to excellence by continuing to work within a culture of improvement and change, underpinned by our shared vision, values and aims and our curriculum rationale.

Further information about the school can be found on our website:

<https://blogs.glowscotland.org.uk/ea/dronganpsecc2016/>

Establishment Vision, Values and Aims

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

This vision and values has been reviewed twice since then and it was agreed that they are still relevant.

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

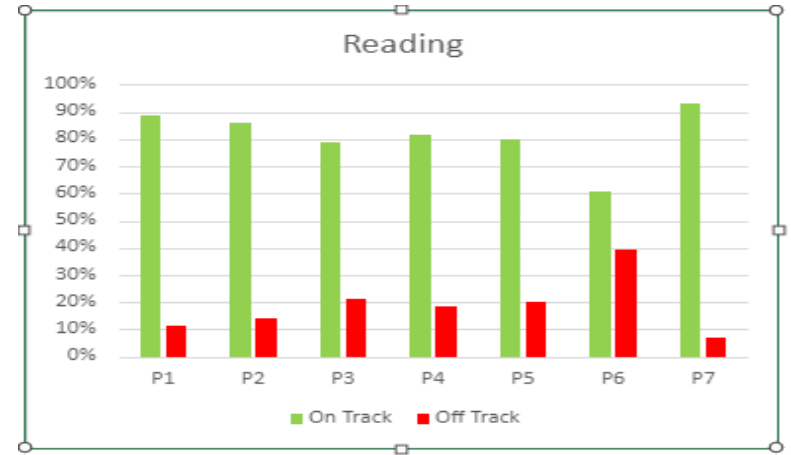
Successful learners by promoting skills development, challenge and engagement in learning

We 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:

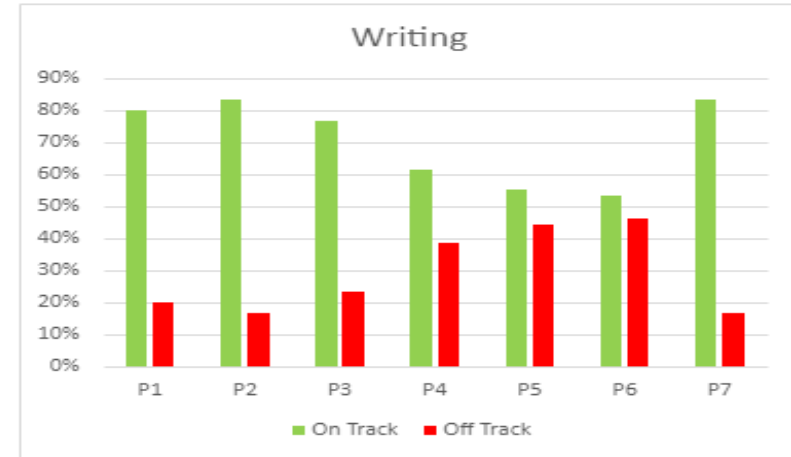
Our pupils say...	Our parents say...	Our partners say...
<p>'The teachers and children make our school special! We are one of a kind.' (Toby)</p> <p>'My hope is that I can get a good education.' (Thomas)</p> <p>'Our Nursery is attached to our school, this helps our nursery children when they are moving 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>

<p>Improvement Priority</p> <p><i>(Expressed as outcomes for learners)</i></p>	<p>Raising Attainment in Literacy and Numeracy</p> <p>The attainment of our learners in Listening & Talking, Writing and Numeracy at Early, First and Second level will increase as a result of improvements relating to:*</p> <ul style="list-style-type: none"> • Learning and teaching using effective pedagogy • A shared understanding and consistent implementation of EA Literacy approaches • Examining a wide range of data • Robust approaches to moderation and assessment 	<p>Rationale for improvement priority based on evidence:</p> <p>Effective listening and talking/communicating skills are essential in enabling children to learn and access the curriculum. The links between language and literacy are well documented. Our way of living in the 21st century has, in many ways, eroded the building blocks of language. The pandemic has potentially exacerbated pre-school language deficits.</p> <p>The EA Literacy Programme (EALP) contains clear methodology and strategies for teachers and pupils to support consistency in learning and teaching and increased attainment.</p>
<p>NIF Priorities</p> <p>Improvement in attainment, particularly in literacy and numeracy</p>	<p>NIF Driver</p> <p>School improvement</p> <p>Teacher Professionalism</p> <p>Assessment of children's Progress</p> <p>Parental Engagement</p>	<p>HGIOS/ HGIOSELCC QIs for self-evaluation</p> <p>1.2 Leadership of Learning, 1.3 Leadership of Change, 2.2 Curriculum, 2.3 Learning, Teaching & Assessment, 2.4 Personalised Support 3.2 Raising Attainment & Achievement 1.5 Management of resources to improve equity</p>
<p>Progress and Impact</p>	<p><u>Attainment</u></p> <p>Once again we have continued to work hard to ensure that the pupils of Drongan Primary School are given the best possible opportunity to achieve their full potential. We are pleased with the attainment data in Literacy and Numeracy for session 2022-23. Again our attainment percentages are above the average for East Ayrshire Council in almost every area for each stage. In P1, 4 and 7 the attainment in above EAC average in reading, writing, listening and talking and numeracy in each of the stages with the exception of writing in P4, where we sit 4% below EAC average.</p> <p>Overall, most children in Drongan Primary School are achieving academically in Literacy and Numeracy across all stages. The majority of pupils are achieving in reading in P6, writing in P4, 5 and 6 and Numeracy in P3 and 6.</p> <p>The attainment data in the information provided in the tables and graphs will inform our improvement priorities and support provision for session 2022-23.</p>	

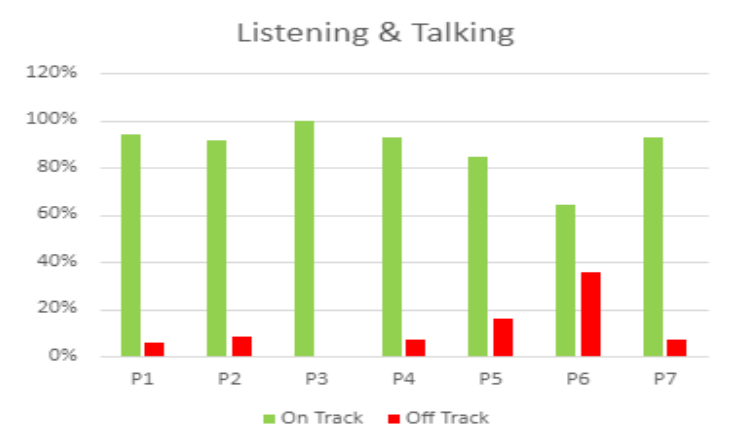
READING					
	On Track	Off Track		On Track	Off Track
P1	31	4	P1	88.6%	11.4%
P2	31	5	P2	86.1%	13.9%
P3	34	9	P3	79.1%	20.9%
P4	36	8	P4	81.8%	18.2%
P5	36	9	P5	80.0%	20.0%
P6	17	11	P6	60.7%	39.3%
P7	39	3	P7	92.9%	7.1%



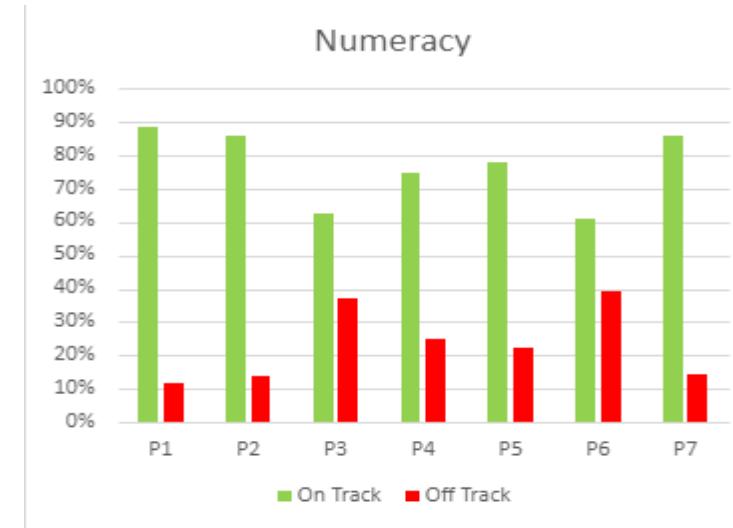
WRITING					
	On Track	Off Track		On Track	Off Track
P1	28	7	P1	80.0%	20.0%
P2	30	6	P2	83.3%	16.7%
P3	33	10	P3	76.7%	23.3%
P4	27	17	P4	61.4%	38.6%
P5	25	20	P5	55.6%	44.4%
P6	15	13	P6	53.6%	46.4%
P7	35	7	P7	83.3%	16.7%



LISTENING & TALKING					
	On Track	Off Track		On Track	Off Track
P1	33	2	P1	94.3%	5.7%
P2	33	3	P2	91.7%	8.3%
P3	43	0	P3	100.0%	0.0%
P4	41	3	P4	93.2%	6.8%
P5	38	7	P5	84.4%	15.6%
P6	18	10	P6	64.3%	35.7%
P7	39	3	P7	92.9%	7.1%

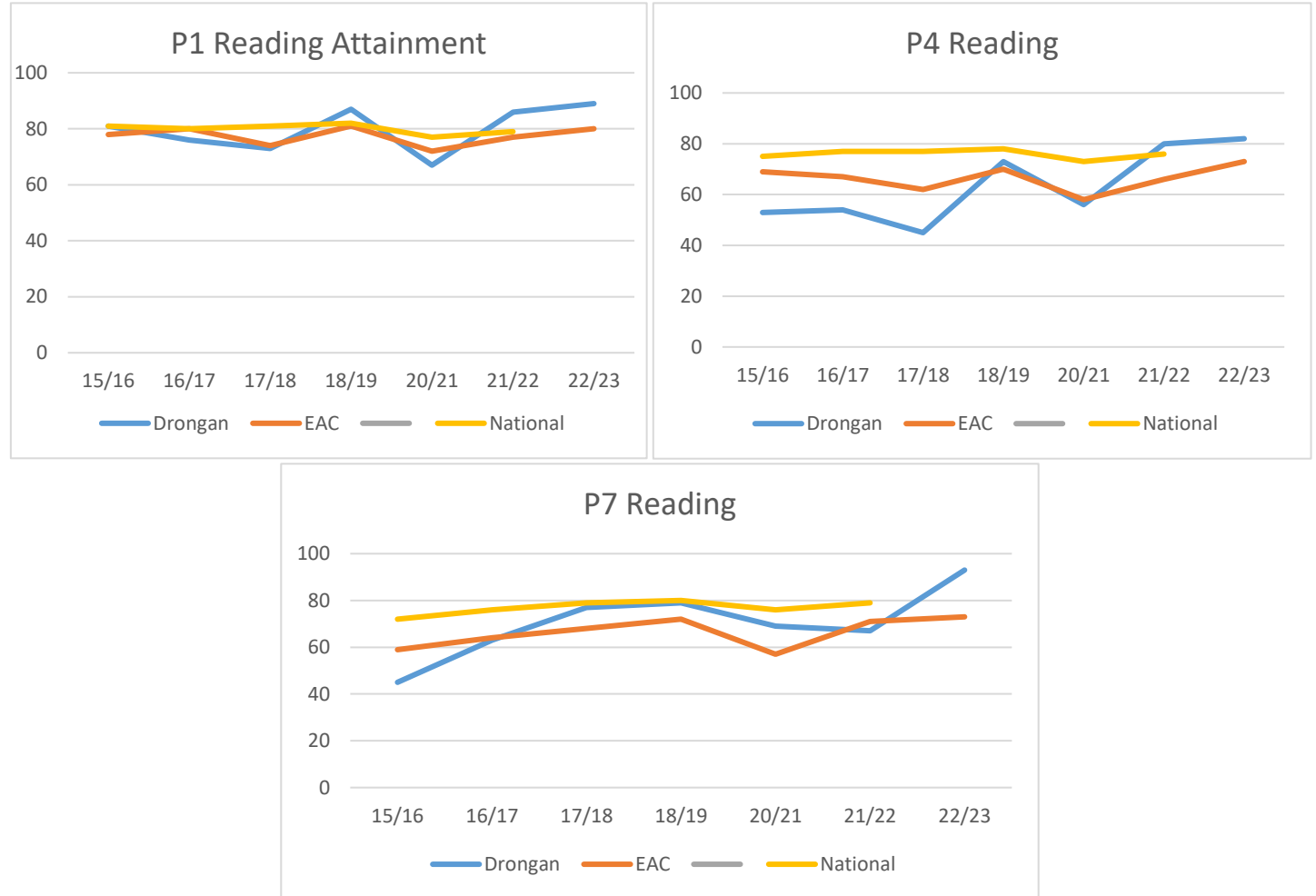


NUMERACY					
	On Track	Off Track		On Track	Off Track
P1	31	4	P1	88.6%	11.4%
P2	31	5	P2	86.1%	13.9%
P3	27	16	P3	62.8%	37.2%
P4	33	11	P4	75.0%	25.0%
P5	35	10	P5	77.8%	22.2%
P6	17	11	P6	60.7%	39.3%
P7	36	6	P7	85.7%	14.3%

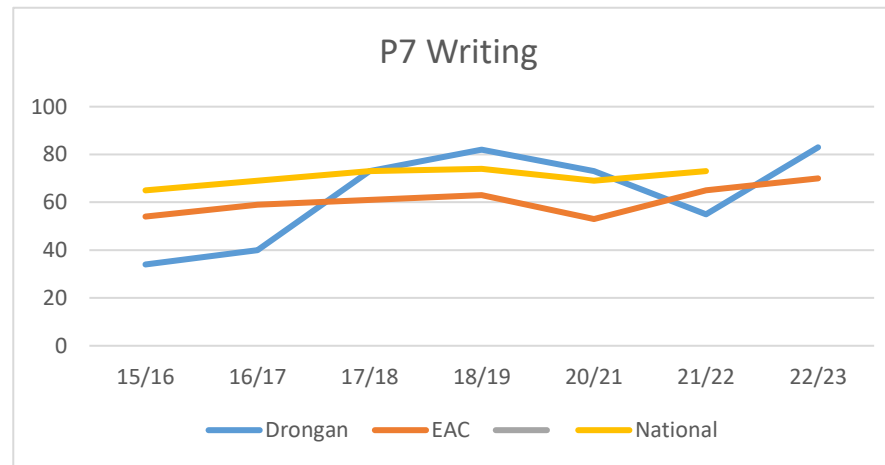
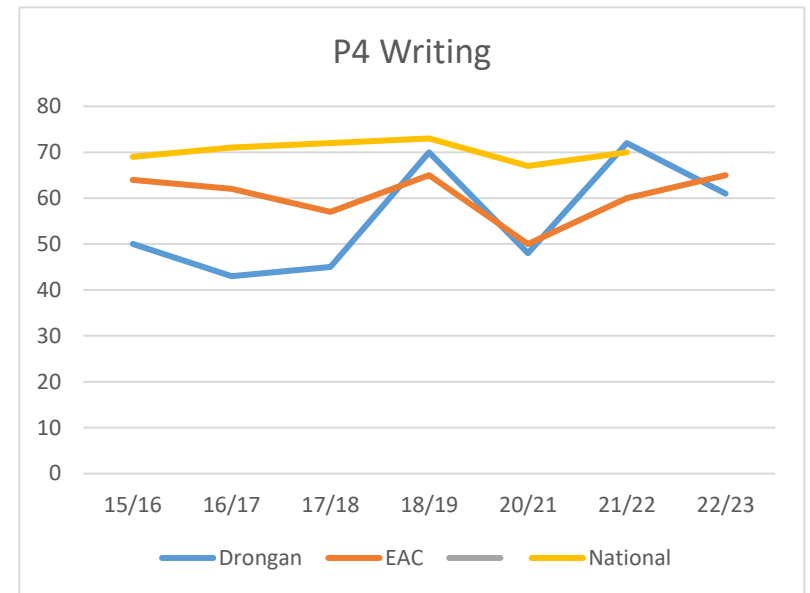
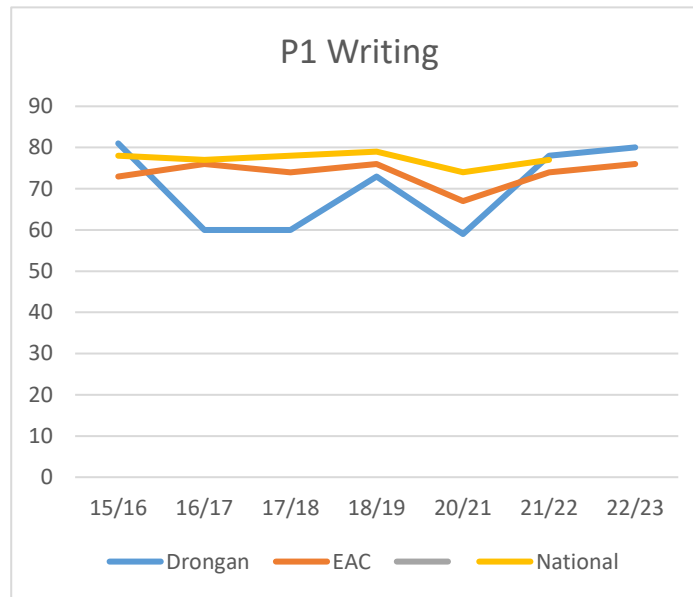


Attainment Over Time in Literacy and Numeracy (Compared with local and national average)

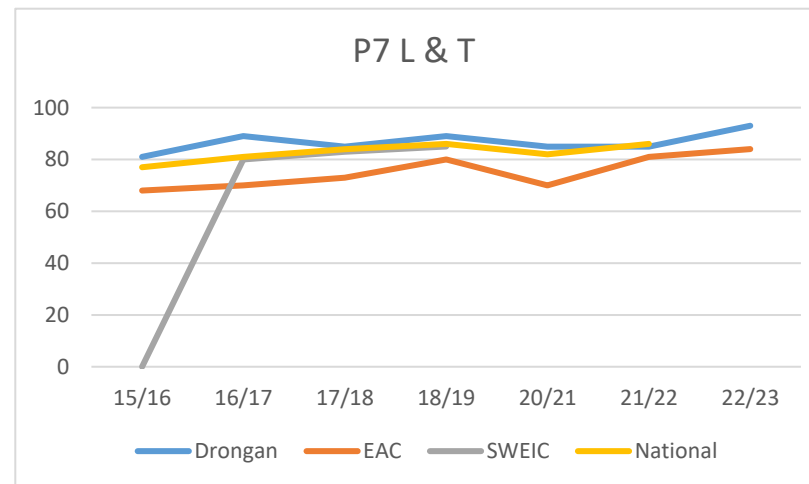
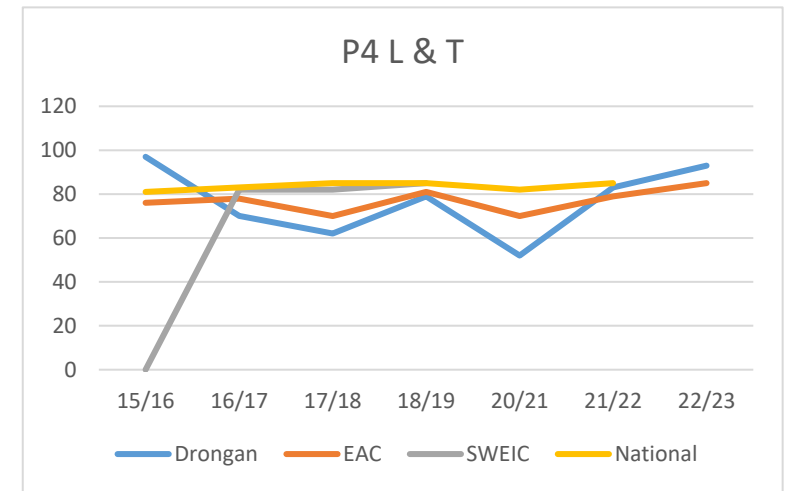
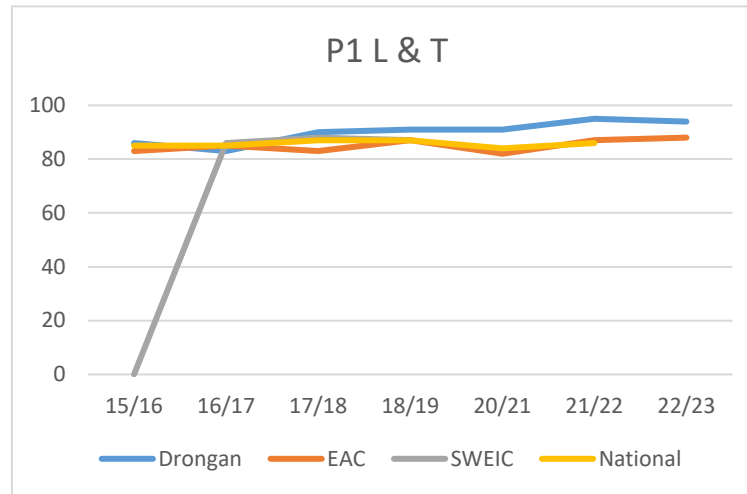
Reading



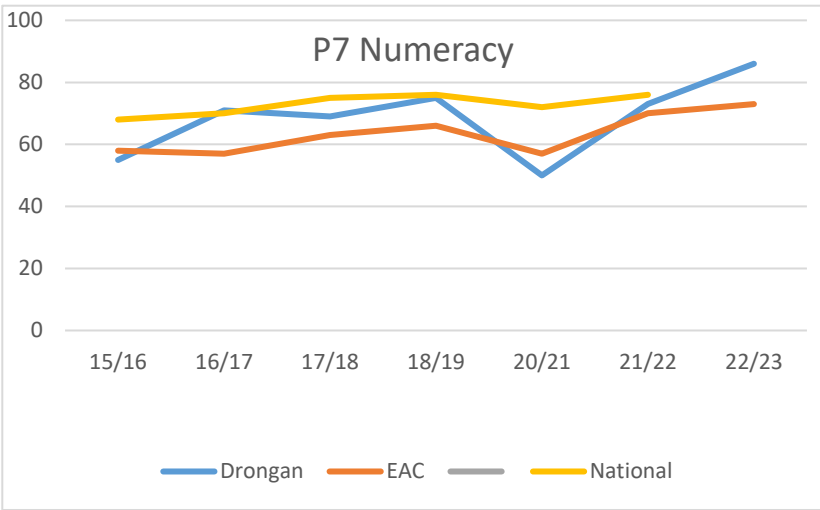
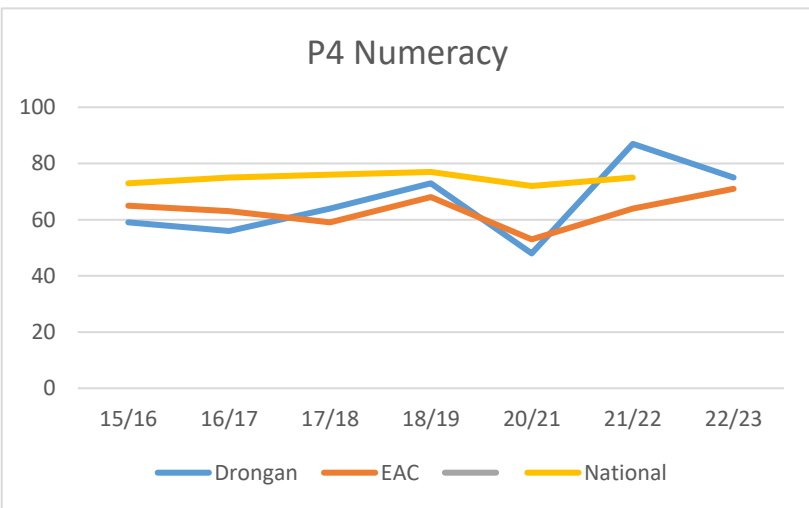
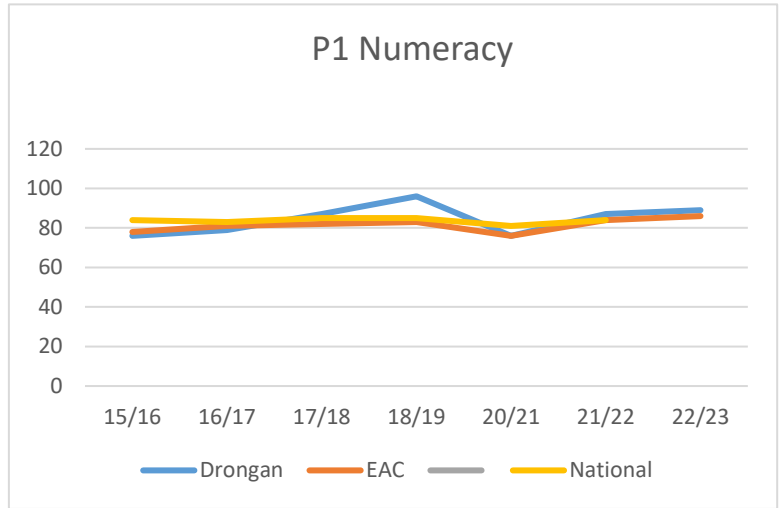
Writing



Listening & Talking



Numeracy



Whole School Writing Overview

Our Literacy working party created a detailed whole school writing overview, which outlines the areas to be covered and in which term. This will allow for a consistent and full coverage of all writing genres when used alongside our literacy writing pathways. Our writing overview was presented and discussed with staff recently and will be piloted in term 4. We will fully implement this across all stages in August session 2023/24.

Many of our staff attended the SAC literacy training events this session and time was given in the collegiate calendar for staff to access various other literacy training. This has enabled teachers to have a better understanding and confidence in delivering aspects of literacy.

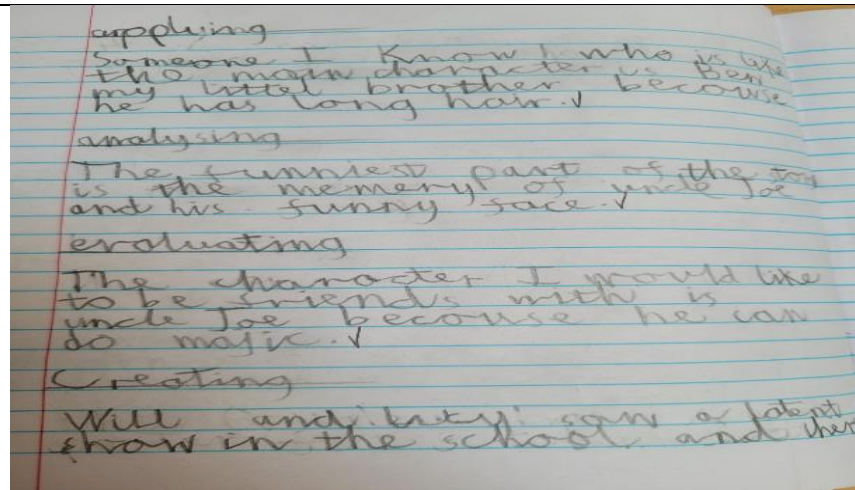
Continued, sharing good practice meetings next session will allow staff the time to discuss what is going well and to showcase the great work being done by our children in Literacy.

[Writing at Drongan PS.docx](#)

Attainment in writing has improved in 5 out of the 7 stages; however, still remains a focus for improvement, especially in P4, 5 and 6 where the majority of children are achieving. In all other stages, most children are achieving the national expectation.

Handwriting

Earlier in the session we did a full audit of our handwriting resources in school. Following discussion as a staff, we decided on Nelson 'Happy Handwriting'. This resource was implemented in November 2022. We revised our jotter expectations with pupils and all classes now have a 15 minute block of handwriting timetabled each day. There has been a significant improvement in handwriting across the school, with all classes consistently completing handwriting practise each day. This has also helped as a calming activity following playtimes and lunchtimes. Our new weekly 'Handwriting Hero' certificates and pencils have helped reinforce and encourage continued effort with this.



Listening and Talking

Following an audit of our current listening talking resources and self-evaluation of our current practice it highlighted the need to have a more consistent and rigorous assessment format for our listening and talking outcomes.

Together, our literacy working party created assessments that will focus on all children being assessed through a prepared solo talk twice a session (January and May). This will ensure that the success criteria (linked to the benchmarks) are being met at all stages across the school. Feedback and next steps given will allow adequate time for children to make progress between assessments.

Feedback and presentation to staff on these new assessments have taken place and we are currently piloting these assessments in term 4 with children completing a solo presentation by the end of the session. Following the pilot, any necessary changes will be made, ready to roll out fully in August.

[Talking and Listening Presentation Assessment - DPS.docx](#)

An assessment was also created to assess children's listening and talking skills during group work and discussions. One assessment pathway will be used for each child. This will travel with them throughout their school years in their assessment folder. This will provide a consistent assessment across levels and allow current and future teachers to track progress easily. The appropriate stage and level will be highlighted during assessment.

This assessment will be completed on an ongoing basis throughout the year. These assessments will take place during any form of group discussions such as Diamond 9 activities, listen, draw and discuss activities, or Guided Reading circles.

[Group Discussion Assessment Pathway.docx](#)

Numeracy

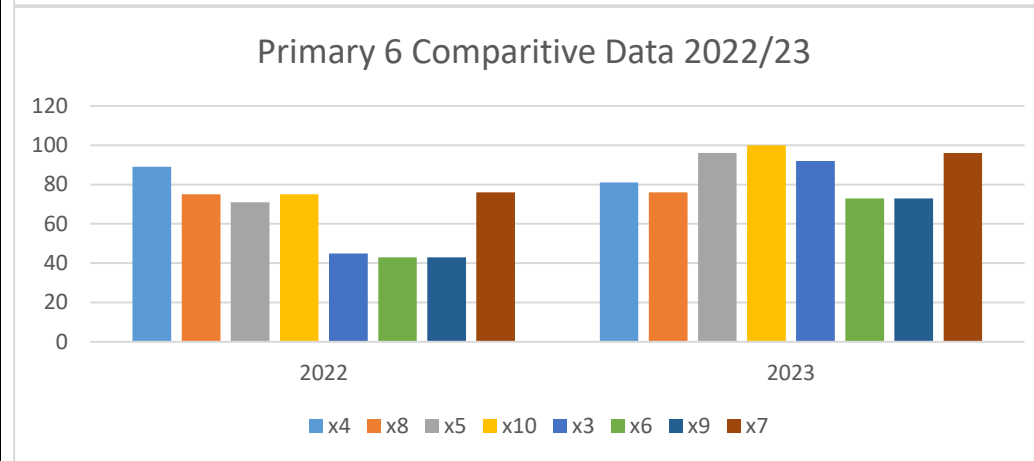
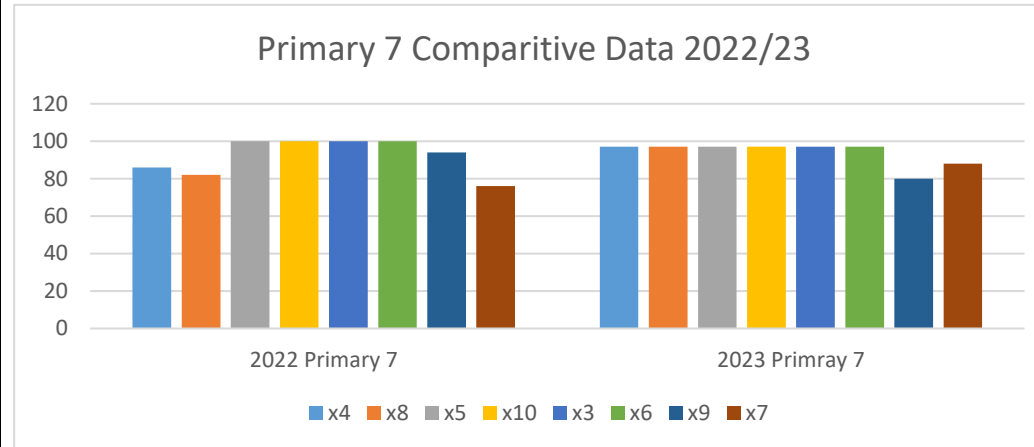
Last session, we successfully implemented an initiative aiming to develop fluency and retention of number concepts while deepening conceptual understanding. This was achieved through "Numeracy Ninjas" and "Multiplication Masters"; progressive plans targeting small boost groups, and then supporting whole class numeracy fluency. The data to support the success of the programme clearly showed the positive impact this had on the numeracy attainment not only in support groups, but also within the whole class.

<https://sway.office.com/LOYpGfsZWebbKEjf?ref=Link>,

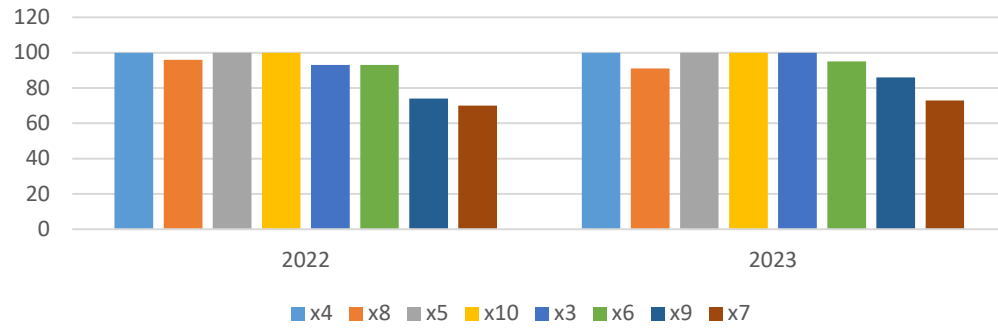
Staff were confident that this approach was having a positive impact on numeracy attainment, and therefore confident in taking lead of the programme within their own class, this session. This programme was developed in this way to increase capacity in the school;

- All activities and lessons were modelled by the Numeracy lead, over 3 sessions, ensuring consistency of approach.
- Flipcharts were created latterly, ensuring the progression of conceptual understanding is taught sequentially with appropriate visuals and resources.
- Resources purchased last session have continued to support and engage learners.
- Diagnostic assessment tools implemented to determine gaps and benchmarks.
- All classes participate in weekly Multiplication Master or Numeracy Ninja activities.
- Certificates awarded at whole school assembly for completion of Multiplication Masters; retention of all multiplication facts.
- Progress monitored termly and support given where necessary.

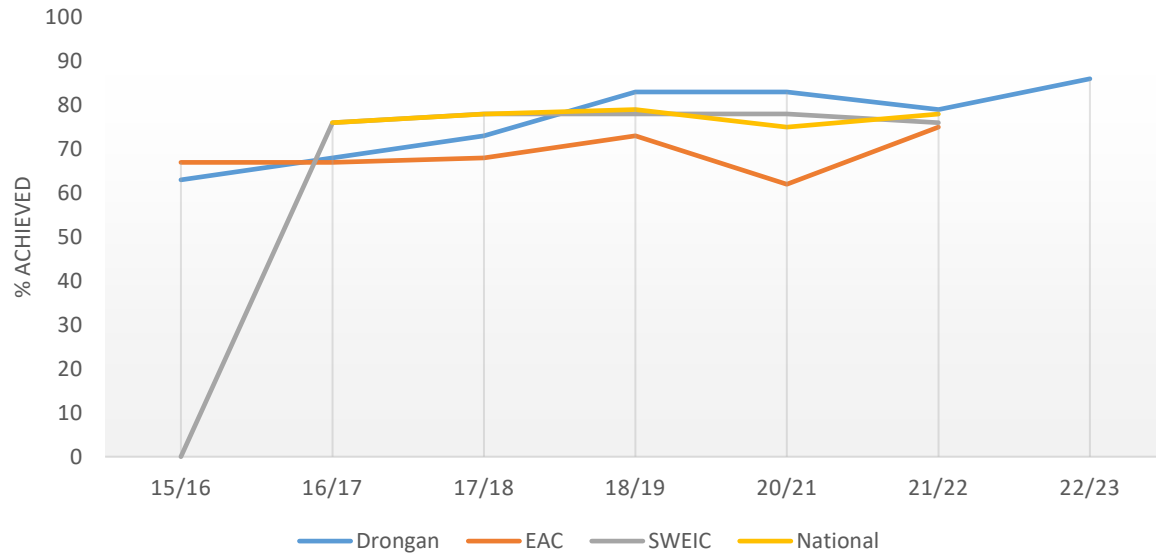
This has enabled children to work at their own pace, through reinforcement or further challenge, in achieving outcomes in the progression planner.



Primary 5 Comparative Data 2022/23



P1,P4,P7 Combined Numeracy Attainment



Numeracy Working Party

The Numeracy Working have focussed on specific areas identified during whole school self-evaluation. This has involved;

- 1) Creating a Numeracy and Mathematics yearly planner.
- 2) Developing a whole school approach to problem solving.

Numeracy and Mathematics yearly overview

In order to raise attainment in Numeracy and Mathematics, we felt it necessary to consider our approach, ensuring manageable coverage of all areas of Numeracy and Mathematics while providing depth of learning. As a result, the working party created a yearly overview. We split areas of **mathematics** into topics, e.g. time, allowing 4 mathematical topics to be covered at each stage. Each topic will be covered at least once per level. This allows time to fully explore the topic in depth and apply mathematical thinking, moving within and across levels as necessary. Splitting the areas of **mathematics** up in this way created additional time to focus on a different aspect of **numeracy** each term, and at every stage. This was to support our continued efforts to improve conceptual understanding and procedural fluency. The working party have presented the overview to staff, ready to pilot at the beginning of next session.



Drongan Primary School



Numeracy and Mathematics Topic Overview

Number, Money and Measurement	Complete 1 theme per term at each stage, highlight coverage on planner.			
	Estimating and rounding	Number and number processes	Fractions, decimals and percentages	Money

Topic Overview				
Primary 1	Refer to overview on reverse			
Primary 2 First Level	Time	Angles, symmetry and transformation: Position and Movement	Measurement: Mass and area	Number, Money and Measurement: Patterns and Relationships
Primary 3 First Level	Properties of 2D shapes and and 3D objects	Measurement: Length, volume and capacity	Angles, symmetry and transformation: Symmetry Angles	Number, Money and Measure: Expressions and Equations
Primary 4 First Level	Mathematics - its impact on the world, past present and future	Information Handling: Data Handling Ideas of chance and uncertainty	Angles, symmetry and transformation: Grid References	Time
Primary 5 Second Level	Properties of 2D shapes and and 3D objects	Time	Data Handling: Data analysis	Angles, symmetry and transformation: Symmetry Angles
Primary 6 Second Level	Angles, symmetry and transformation: Grid References	Measurement: Length, volume and capacity mass and area	Mathematics - its impact on the world, past present and future	Number, Money and Measure: Expressions and Equations
Primary 7 Second Level	Angles, symmetry and transformation: Coordinates	Data Handling: Data Handling Ideas of chance and uncertainty	Number, Money and Measurement: Patterns and Relationships	Properties of 2D shapes and and 3D objects

Topic Overview				
Each Term:	Number and Number Processes			
Number Money and Measure	Estimating and Rounding	Patterns and Relationships	Measurement Time Money	Fractions, Decimals and Percentages
Topics	Data Handling	Properties of 2D Shapes and 3D Objects		Angle, Symmetry and Transformation

- Each topic will be taught at least once per level therefore please look across the progression framework and highlight what is covered (e.g. 1.2-1.3 skills). This will encourage depth in learning. As the planner is passed on, it will be clear what was covered and where to pick up for the next level.
 - Topics will vary in duration, learning and skills. Where possible, bundle smaller topics within other outcomes, allowing more time for larger topics. Please consider any useful cross curricular contexts to enhance learning.
 - This overview is a guide only. Natural contexts and links are encouraged wherever possible, despite your own yearly overview. Please highlight this on planner and note below.
 - We will pilot this in session 2023/24 and review at the end of session. Please make notes of any issues and recommendations.
- Thanks.

Recommendation/Issues/Notes



DPS NUMERACY &
MATHEMATICS OVE

Developing a whole school approach to problem solving

Members of the Numeracy Working party undertook EA CLPL led by Linda Keith; *Developing a Problem Solving Classroom*. This professional learning opportunity provided knowledge, skills and framework to facilitate professional reflection on why **Problem Solving is at the heart of mathematics**.

The training took place online over five sessions, exploring three key features:

- Creating the Environment for Problem Solving

- Digging deeper into the process which underpin Problem Solving
- Exploring activities and tasks which will cover a range of skills / strategies.

The training opportunity therefore informed our improvement plan, priorities to ensure, as highlighted by the National council of Teachers of Mathematics;

‘Problem solving is not only a goal of learning mathematics but a major means in doing so.’

We have since created guidance for staff to ensure problem solving is an integral part of numeracy and mathematics. This has been addressed in two ways;

1) An overview of problems, skills and strategies and progression of skills

EXEMPLAR: EARLY LEVEL		
<p>Stage 1: Getting Started Stage 2: Working on the problem Stage 3: Digging Deeper Stage 4: Reflecting.</p> <p>Building confidence in a problem - solving classroom which celebrates: Skill progression. Logical and creative thinking. Ability to 'Have a Go'. Explaining thinking. Everyday opportunities. Challenge and depth</p>		
Kind of problem	Skills and Strategies	Progression of key numeracy and mathematical skills
Open - ended Supporting the skill / strategy	Visualising Working backwards	Planning by talking about a problem to be solved
Word problems	Reasoning logically	Deciding and making choices . giving reasons for my choices Evaluating and modifying - talking about how my plan is going
Children creating their own problems	Conjecturing	Visualising and imagining pictures and patterns
One step - two step	Working systematically	Reasoning - explaining my reasons and figuring something out.
	Looking for patterns	Mark making to explain my thinking or record a result.
	Trial and Improvement	Sorting and Matching for my own criteria and justifying this. Organising the way I work to solve a problem or calculation.
		Counting to help me work out a problem or calculation.
		Measuring using non - standard units
		Investigating by using concrete materials
		Communicating ideas and explanations using mathematical language.
		Comparing and ordering objects, numbers.

** Example overview; Early Level*

The above overview is intended to compliment and encourage problem solving within core learning and teaching of numeracy and mathematics, highlighting;

- The kind of problem
- Skills and strategies used to solve the problem
- The stage of progressions covered (individual for each level).

The overview will be highlighted by staff when problems, skills, strategies and progression are evident, and reviewed termly. This will be used to identify gaps. Any gaps can then be supplemented by recommended activities, created by the Numeracy Working Party, “A Whole School Approach to Problem Solving”

Visualising

Early Level	First Level	Second Level
Age 3-5 <ul style="list-style-type: none"> • Cooking with children https://nrich.maths.org/10698 • Hidden Jewels https://nrich.maths.org/14002 	Age 5-7: <ul style="list-style-type: none"> • Cover the Camel (1 Star Challenge) https://nrich.maths.org/4866/note • Skeleton Shapes (2 Star Challenge) https://nrich.maths.org/1156/note • Shadow Play (3 Star Challenge) https://nrich.maths.org/2350/note 	Age 7-11: <ul style="list-style-type: none"> • Seeing Squares (1 Star Challenge) https://nrich.maths.org/13125/note • Hundred Square (2 Star Challenge) https://nrich.maths.org/2397/note • Cubes Within Cubes (3 Star Challenge) https://nrich.maths.org/1155/note

**Example slide from Numeracy Working Party PowerPoint, “A Whole School Approach to Problem Solving.”*



A Whole School
Approach to Problem

Through continuous review and improvement of our Numeracy and Mathematics curriculum, we aim to continuously raise attainment.

Next Steps

- Further develop consistent approaches to high quality learning and teaching through participation in Education Scotland Adaptive Learning Pilot and EAC Leaders of Learning programme. This will lead to increased use of differentiation and improved learning experiences for all learners.
- Fully implement whole school Talking and Listening learning, teaching and assessment approaches across all stages. Use assessment criteria created and piloted in previous session leading to more robust teacher judgements are made.
- Review our Assessment Framework, taking into consideration additional assessments that are now available. Create a revised Assessment Framework providing a broader overview of assessments to be undertaken during school session to provide a wider bank of resources to support teacher judgement.
- Evaluate and review our approaches to teaching of 1 + 2 Languages with a view to developing more consistent learning experiences with clear progression. This will provide learners with access to the 1 + 2 curriculum to develop skills and confidence in this area.
- Review and revisit the approaches to the learning, teaching and assessment of Numeracy and Mathematics that have been developed and implemented in recent years, leading to further consistency in approaches to teaching Numeracy
- Investment in reading resources following a consultation process with all stakeholders ensuring equity for all pupils.

<p>Improvement Priority</p> <p><i>(Expressed as outcomes for learners)</i></p>	<p>Closing the poverty related attainment gap</p> <p>Effective use of data to identify groups or cohorts of children who require additional targeted support to help achieve the national expectation.</p> <p>Utilise PEF funding effectively to support attainment in key curricular areas as well as the creation of a small group learning Nurture provision.</p>	<p>Rationale for improvement priority based on evidence</p> <p>Through the effective analysis of data we have been able to support identified groups of children in their learning leading to increased attainment. We will continue to work with this model to identify groups of children and cohorts and implement suitable interventions.</p> <p>Through working closely with Ed Psych the need for a small group learning provision has been identified. This will be created to support identified children to access mainstream education.</p>
<p>NIF Priorities</p> <p>Closing the attainment gap between the most and least disadvantaged children</p>	<p>NIF Driver</p> <p>Assessment of children's progress</p>	<p>HGIOS/HGIOSELCC QIs for self-evaluation</p>
<p>Progress and Impact</p>	<p><u>Nurture Provision</u></p> <p>There has been an increase in children showing signs of dysregulation frequently impacting on their own learning, as well as others. Extracting targeted children allowed peers to learn without interruption and provided short term support to the child with dysregulation but wasn't an effective long term approach; children's issues needed to be addressed through structured and sustainable support. We were aware through assessment processes that specific children required targeted support, helping them eventually fully access the curriculum.</p> <p>The provision involved one full-time core teacher and a CA.</p> <p>The support was varied, depending on the level of need:</p> <p><u>Individual Support</u></p> <p>Specific support was provided for individual pupils who were extremely dysregulated, on a daily basis. We carried out a range of pre-intervention assessments, including a Boxall profile. Assessments were used to create a timetable of support, focussing on CP and social emotional targets. Small boost group support time focussed on core curriculum targets, providing time to collaborate and work with peers. Opportunities to integrate with the whole class were planned daily, generally being more active learning and subjects. Evidence of progress was collated in a digital learning journal, shared with the children and parents.</p>	

We measured the impact on Boxall profile. This data was used to create Child Plan targets, informing next steps. We were aware that for pupils to access the curriculum, targeted areas needed to be addressed.

The example of data below shows that 7 out of 10 developmental strands have improved between October and March, with the overall score improving by 12% over two terms. 4 out of 10 diagnostic strands have improved with the score improving by 7%, over two terms.



The data showed greatest improvements in development strands; organisation of experience and internalisation of controls. In general, this relates to interactions, involvement and participation. The progress in the diagnostic strands was limited, highlighting specific areas of

unsupported development and behaviour, as well as self-limiting features, requiring specific supports. It was increasingly evident that specialist interventions may be required for long term support. In certain cases, this led to us being in a position to use evidence gathered to present to the Inclusion Resource Group, who would advise on next steps and possible further supports.

Group Support

	9:30-9:55	9:55-10:10	10:10-10:30	10:30-11:00	11:00-11:30	11:30-12:00	12:00-12:30	12:30-1:00	1:00-1:30	1:30-2:00	2:00-2:30
	Registration, Check-in & Greetings	Literacy/Numeracy	Choice of Time/Play	Prep for Transition	Regulation Activity	Literacy/Numeracy	Choice of Time/Play	Prep for Transition	Nurture/Alternative Activity		
Monday Mrs Bradley/ Mrs Coate	J.S. J.D.	PAB LITERACY/ NUMERACY GROUP			A.I. (SCIENCE may be required)				1:15-2 J.S. (STRINGS) Show Practice (led by Mrs Robertson)		
Tuesday Mrs Bradley/ Mrs Coate	J.S. J.D.	PAB LITERACY/ NUMERACY GROUP			J.S. (SCIENCE)				Show Practice		
Wednesday Mrs Coate/Mrs Bradley	J.S. J.D.	P.E. (PAB) (led by Mrs Robertson)			PAB MULTIPLICATION MASTERS (led by Mrs Coate) POSSIBLE TEACHER SWAP Show Practice						
Thursday Mrs Coate/Mrs Bradley	J.S. J.D.	A.I.			J.S. (ASSEMBLY)				SHOW PAB LITERACY/ NUMERACY GROUP	PRACTICE	
Friday Mrs Coate/ Mrs Bradley	J.S. J.D.	J.S. J.D.	J.S. J.D.		MASSEGE (PAB) (led by Mrs Coate) POSSIBLE TEACHER SWAP IN/OUT	R.S.			CELEBRATE SUCCESS J.S. J.D. A.I.	SHOW PRACTICE	

Group support was provided allowing pupils to access a Nurture provision but remain part of a class. This involved a morning check-in, support during transitions, interventions based on assessments and individual targets, brain breaks and play sessions.

Check-in: A morning check provided a soft start for children who struggled making the transition from home to school. This provided a safe starting point for the school day, an opportunity to share feelings and consider how they would deal with difficult scenarios throughout the day. A breakfast menu was provided, ensuring children were not going to class hungry. The morning check-in was available every morning,

and reviewed termly encouraging children to access class full time, when ready.

Brain Breaks: Identified group offered a brain break, once or twice per day for 5-10 minutes. This has had a positive impact on behaviour and effort in class, providing an opportunity to have a break and refocus.

Interventions: To support children who struggle to regulate their explored Zones of Regulation strategies.

The children are now more aware of what they are feeling, why response. The children now have a toolbox they refer to, with that will help to regulate their feelings and, in turn, their



emotions, the nurture group

and how this impacts on their visual representations of strategies behaviour.

Positive Play				
2.30pm -3pm				
(Children will be dismissed from Nurture room, unless alternative arrangement agreed).				
Nurture Group can access any session from 2.30pm-3pm				
Monday	Tuesday	Wednesday	Thursday	Friday
P1-2	P4/5 (mixed)	P4 (mixed)	P3	Mixed Nurture Group

Play Sessions: We were aware that a growing number of children were negatively affected after the pandemic. There was an increased demand for social and emotional support. We therefore set up daily play sessions. Class teachers considered children who would benefit from an opportunity to interact and play positively, with peers. This has been well received. Children have formed new friendships and it has provided nurture staff an increased awareness of vulnerable children. Children have built trusting relationships

with nurture staff, providing an extra supportive adult, when needed.

Nurture Sessions: In addition to play sessions, nurture sessions, focussing on specific needs, were offered providing two weekly afternoon sessions for primary 4-5 pupils.

Training and School Improvement

Nurture staff participated in CLPL opportunities, increasing their knowledge of nurture principals through EA Nurture Level 1 training (Nurturing rights, relationships, inclusion and wellbeing). This guidance supported the development of a zoned nurture room. Staff attended two-day CPI (crisis prevention interventions) instructors training, developing awareness of strategies to de-escalate. To increase the impact this has across the school, we have begun or Communication Friendly Environments accreditation, promoting the nurture principles and pedagogy.

We have found this nurture model has been effective in addressing behavioural and emotional needs. For some individuals, this has been the first time in their school life to have made real reciprocal friendships, learning how to forgive, compromise and work in collaboration with others. Most are now able to adapt these skills within the classroom. Most have agreed to reduce their nurture time, showing confidence in recognising and managing their own feelings and emotions. This is having a positive impact on their ability to access the curriculum and, in turn, their attainment.

Next Steps

- Further develop our nurture provision to enable identified children to receive additional support both academically and with regards to SEBN and academically to ensure that all children are included and supported as much as possible.

- | | |
|--|---|
| | <ul style="list-style-type: none">• Continue to utilise support staff expertise to provide targeted support for identified boost groups in literacy and numeracy. Continue to offer Reading Extra intervention for identified groups. This will continue to lead to improved outcomes for targeted pupils.• Ensure that the impact of interventions are measurable, highlighting progress made by identified pupils through robust quality assurance processes.• Utilise PEF funding to purchase new resources to support children in their learning. Continue to explore new and top up existing resources to ensure that all pupils have the best opportunities to achieve their potential as they experience the Broad General Education.• Continue to promote and support attendance in school for all pupils through working with children, families and Home Link Worker to support children in their education and development. |
|--|---|

<p>Improvement Priority <i>(Expressed as outcomes for learners)</i></p>	<p>Ensuring the health and wellbeing of all young people</p> <p>Improved outcomes in Health and Wellbeing for all children.</p> <p>Monitor and track children’s wellbeing ensuring that appropriate interventions are made and their impact evaluated.</p>	<p>Rationale for improvement priority based on evidence:</p> <p>Children’s wellbeing is essential to ensure that they are ready to learn. Following the pandemic there has been an increase in children who are de-regulated and who have had unsettling experiences. The supports that have been introduced will be continued as will regular monitoring of wellbeing.</p>
<p>NIF Priorities</p> <p>Improvement in children and young people’s health and wellbeing</p>	<p>NIF Driver</p> <p>Teacher Professionalism</p>	<p>HGIOS/HGIOSELCC QIs for self-evaluation</p> <p>1.1, 1.2, 1.3,, 1.4, 1.5 2.2, 2.3, 2.7 3.1, 3.2</p>
<p>Progress and Impact</p>	<p><u>Health and Wellbeing</u></p> <p>This session we have continued our thorough tracking and monitoring of our pupils’ wellbeing.</p> <p>As in previous years, pupils completed a wellbeing questionnaire (Glow Form) in September and again in March this year. The data from these were collated and analysed and used to create intervention grids for those pupils who were highlighted as a concern in a particular wellbeing indicator. Those children highlighted in red then had a 1-1 conversation with their class teacher and an intervention was discussed and agreed upon. Mrs Bradley (PT) evaluated the progress of these interventions with each child in February/March and will again at the end of June.</p> <p>This ensures that pupil wellbeing and pupil voice continues to be an integral part of our school.</p> <p>P5b Term 3 wellbeing check-in data</p>	

Class	how safe do you feel	how healthy do you feel	how well are you at	how nurtured do you feel	how Active are you	Do you feel respected	How responsible are you	How included are you
P5b	4	4	4	5	5	4	5	4
P5b	5	5	4	5	4	4	5	4
P5b	5	4	5	5	4	5	5	5
P5b	4	5	1	5	3	4	3	1
P5b	4	5	4	3	5	4	4	5
P5b	5	4	5	5	5	4	5	4
P5b	4	3	4	4	4	4	5	5
P5b	5	4	4	5	5	4	4	5
P5b	5	4	5	5	5	4	5	4
P5b	5	5	4	5	4	4	5	5
P5b	5	5	2	3	5	3	4	4
P5b	4	5	5	4	3	5	4	5
P5b	4	5	3	4	5	3	4	4
P5b	4	4	5	2	5	3	5	4
P5b	5	4	5	5	5	5	4	5
P5b	5	5	4	5	5	5	4	5
P5b	5	4	5	5	5	5	5	5
P5b	5	5	4	5	5	5	5	5
P5b	5	4	5	5	4	4	5	4
P5b	5	4	5	5	5	5	4	5
P5b	4	4	4	5	5	4	4	4
P5b	5	5	2	3	5	2	1	5
P5b	5	4	5	5	4	5	5	5

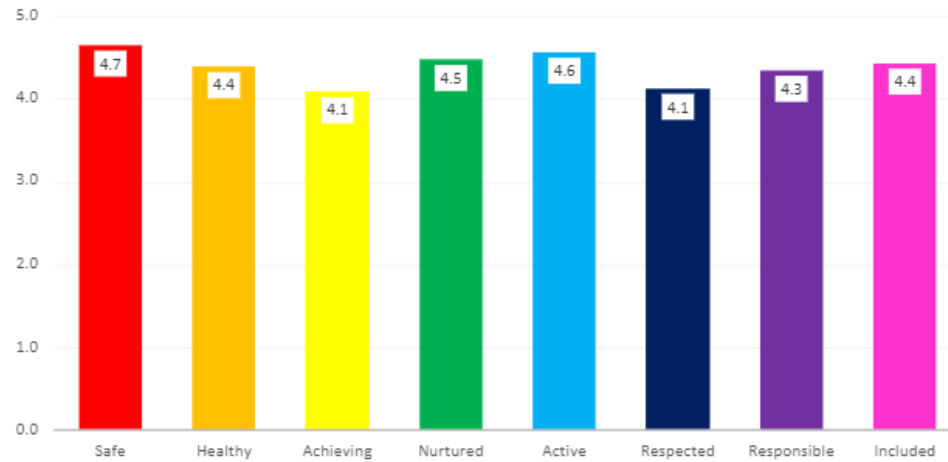
From the data gathered above, a wellbeing intervention grid is completed for those children scoring a 1 or 2.

*Completed wellbeing intervention grid for pupils from P5b

[HWB Checkin Intervention Grid.docx](#)

Average wellbeing data graphs for each class are displayed on our Wellbeing wall. Any general comments raised from the check-in are posted with a 'You Said' 'We Did' board. This is updated in Term 2 and again in Term 4.

P5b Average Wellbeing Check-in Results Term 3



RRS – Clean green school

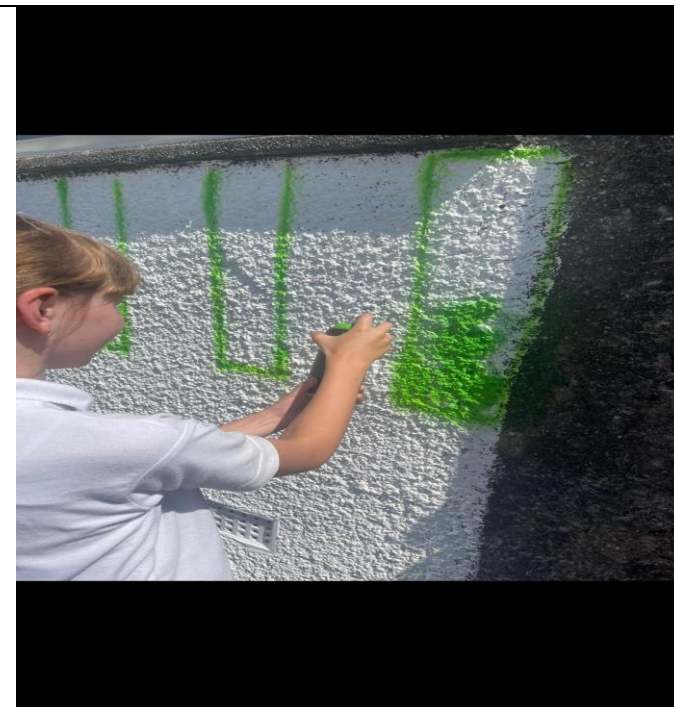
Outdoor Spaces

This is an ongoing improvement priority that we will continue to work on to improve the outdoor and green spaces in our school environment. It has been nice to see the wild areas develop this year and trees that have been previously planted begin to grow.

The outdoor / ECO committee have worked hard to weed, soil and plant some flowers and plants in our planters, both in the playground and at the front entrance. This also involved parents and carers. They created a timetable / rota for classes to water the plants. This has led to all children taking ownership and pride in maintaining the plants and flowers and has created a much more pleasant welcoming environment at the front entrance as well as in the playground. We also purchased sand pits for the infant area and picnic benches for the senior playground. Children have enjoyed playing and using these at break times.



Our children were also involved in a graffiti artist project to brighten up a wall area in the senior playground to help create a picnic / outdoor eating area. The children were asked to create designs based on school themes or historical importance from the village. The children enjoyed using their knowledge from the History of Droangan Heritage Heroes topic that they cover in Primary 4, to create meaningful designs. The designs were then sent to our graffiti artist, who created a final design and came in to spray paint the wall. Some of the children even had the chance to help him with the artwork on the day. The pictures below show the finished article and some of the children enjoying taking part.



Next Steps

- Revisit and review the work that has been undertaken in HWB in recent years, ensuring that all good practice is being delivered consistently across all stages leading to all learners needs being identified and supported.
- Further develop the nurture provision that was established last session providing targeted support to identified pupils with SEBN.
- Continue our Rights Respecting Schools journey with a view to achieving gold accreditation in term 1. This journey has promoted the UNRC across the school community.
- Continue our work to develop our outdoor spaces and environment and further explore outdoor learning / education opportunities to provide a more enjoyable outdoor area for the children to learn, play and develop.

<p>Improvement Priority <i>(Expressed as outcomes for learners)</i></p>	<p>Increased in sustained positive destinations and employability skills</p> <p>In developing the curriculum there will be a clear emphasis on promoting the skills and attributes of children as learners. The curriculum will be planned to reflect the curriculum rationale and the local context.</p>	<p>Rationale for improvement priority based on evidence</p> <p>In line with CfE children will gain experiences and develop skills across all curricular areas driven by the principles of curriculum design which allow them to develop the appropriate skills for life, learning and work. Children will experience the totality of the curriculum encouraging them to develop into successful learners, confident individuals, effective contributors and responsible citizens.</p>
<p>NIF Priorities</p> <p>Improvement in employability skills and sustained, positive school leaver destinations</p>	<p>NIF Driver</p> <p>Assessment of children's progress</p>	<p>HGIOS/HGIOSELCC QIs for self-evaluation</p> <p>1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.6, 3.1, 3.2</p>
<p>Progress and Impact</p>	<p>Developing Young Workforce</p> <p>Across all stages we have continued to provide children with opportunities and experiences to develop their skills for learning, life and work. The review of our Social Studies and Science curriculum is now well embedded and provides children with experiences that are meaningful and relevant to their local and national context. There has also been an emphasis of linking learning experiences in all curricular areas to real life contexts and settings.</p> <p>Some other examples of how this is achieved include P3 creating a life skills area in their classroom, Primary 1 inviting important people from the community to visit as part of their 'People Who Help Us' topic and also our P7 Micro-Tyco topic. This was recently rebranded as P7 Leaver's Legacy as the money raised in this enterprise topic is left to the following P7 to contribute towards their residential visit.</p> <p>We have also continued with our Heritage Heroes in P4 and John Muir award in P6, with all P4s and P6 children receiving the relative awards this session.</p> <p>Classes have also re-established links with our catering team through various topics in Social Studies and Health and Wellbeing. We have also invited various people to speak at our assemblies. These have included charity workers and also Bryce from Mossgiel Farm who discussed his business and how the journey of milk from cow to school.</p>	



This has all led to children having increased awareness about the world of work, their local and wider community and what is required to achieve in certain aspects of life and work.

Music

As part of our review of music, we undertook an audit of resources that we have in the school. Time was then allocated during a collegiate night for teaching staff to engage with the music progression frameworks and evaluate our strengths and areas for development in this curricular area. This resulted in teachers being more familiar with and aware of the experiences and outcomes in this curricular area. From this self-evaluation, it was clear to see that through other curricular areas, class assemblies, school shows, assemblies and other opportunities where children enjoy and participate in musical activity, that they do access most of the experiences and outcomes.

Class teachers have since introduced more listening for appreciation and evaluation, use of instruments and some of our senior classes have explored Garage Band to provide children with opportunities to create and produce new music.

To support our now established cycle and yearly calendar of performances, we purchased a new sound system, microphones and PA equipment. This was much needed and will provide the opportunities for an increased number of children to play lead roles at any one time.

Early Level			
Experiences and Outcomes	Benchmarks	What do we do to deliver these?	What could we do to improve experiences?
<p>CREATING</p> <p>I have the freedom to use my voice, musical instruments and music technology to discover and enjoy playing with sound and rhythm. EXA 0-17a</p> <p>Inspired by a range of stimuli, and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities. EXA 0-18a</p>	<ul style="list-style-type: none"> Participates actively and uses his/her voice in singing activities from a range of styles and cultures, for example, nursery rhymes and songs with actions. Uses instruments such as drum, claves, chime bar to play along to a range of music styles. Shares thoughts and feelings about music experiences such as live and/or recorded music, peer nursery rhyme performances, school concerts, giving reasons for likes and dislikes. Shares views and listens appropriately to the views of others, for example, states if the music is fast/slow or loud/quiet. 	<ul style="list-style-type: none"> Number rhymes (Hartmann) Jolly Phonics Listening and talking, syllables - use of instruments ↑ The above are delivered through Literacy and Numeracy lessons Body percussion lessons - Keeping the beat HWB - Wellbeing activities using moves, and brain breaks. Team's lessons. Charanga music scheme (online) - rhythm and rhyme, listening and responding to music and sharing views and using instruments. Let's Move dance programme - moving to music linked to topic. 	<ul style="list-style-type: none"> Explore more music activities using instruments. Dedicated time for music within the that focuses on skel

Digital Technologies

As part of our Digital Technologies journey we have recently purchased a range of devices using our PEF budget to compliment learning and teaching within all classrooms. Last session we purchased 40 iPads and 25 HP Laptop-Tablets, as well as 10 additional licences of Clicker 8 Literacy Software. The iPads have been added to the 20 bought at the end of the 20-21 session, providing us with 60 devices, which have been divided up across each of the 12 classes. Along with our new 'Class in a Box' of 25 HP Laptop-Tablets, these devices are providing all pupils with instant access to digital technology in their classroom throughout the day, leading to more innovative learning opportunities. Our Clicker 8 software, builds on from the previous version, providing more teachers and pupils with access to this literacy programme and a different approach to exploring literacy concepts with pupils who might need support to close their own attainment gap within this subject area.

On top of the devices purchased, every classroom has a laptop, Chromebook, Promethean Board and two desktop PCs, which were moved from the old ICT classroom. Staff have spoken about how the instant access to technology provides flexibility within their teaching and provides their pupils with more opportunities to use digital technologies when exploring different subjects.

We have also been fortunate to have 50 additional Chromebooks on trial from East Ayrshire Council. Our P7 pupils have been taking part in a one-to-one device pilot, where our staff were able to network with teachers from other establishments, learn new skills and increase

	<p>the use of IT within their learning and teaching. This has created more opportunities for our P7 pupils to engage with IT within the classroom and at home.</p> <p>Next year we are aiming to continue our development of IT across the curriculum. We have revamped our social studies topics to ensure there are opportunities to explore technologies across the CfE levels. We will also be holding a Digital Learning Week, where we will be exploring different technologies and inviting our parents in for an open afternoon. The work of our Digital Leaders pupil group will continue, as they work with key staff members to continue our work with IT, provide CLPL sessions for staff and increase our pupil voice with the curricular area.</p>
<p>Next Steps</p>	<ul style="list-style-type: none"> • Fully embed music curriculum to ensure all experiences and outcomes are covered. Purchase more instruments early in new session. This will provide more opportunities for pupils to learn and express themselves in this area of the curriculum. • Embark on our Communication Friendly Schools journey working in partnership with EAC Speech and Language and Educational Psychologist teams. Carry out an audit of current practice and create action plan with a view to targeting children with impoverished speech and language skills and building on the inclusive ethos and culture that already exists in the school. • Explore joint working opportunities with parents and families who have particular skills, knowledge and expertise to educate pupils about the world of work. Organise a 'World of Work Week' where local and wider community partners and businesses as well as identified parents and carers can provide valuable experiences and knowledge to our pupils. • Access Promethean training for all teaching staff. Organise a 'Digital Schools Week' led by pupil committee and lead staff member leading to increased opportunities in this area to support and enhance learning experiences. • Explore Digital Technologies curriculum to ensure depth and coverage. • Review our approaches to delivery of Art & Design with the view to creating an overview for each stage. Purchase resources to support the delivery of Art & Design.

Pupil Equity Fund: Evaluation																																						
<i>Approach/Intervention</i>	<i>Impact Report on how you have improved outcomes for learners impacted by poverty</i>	What evidence do you have of positive impact? Outline the data that supports your findings.																																				
Additional Class Teacher	During the current session (2022/23), we have been able to utilise additional support to raise attainment in literacy and support health & wellbeing through our Nurture sessions. The provision of two probationers and two PEF funded classroom assistants has allowed us to release our two Principal Teachers to support Health and Wellbeing in our nurture provision, as well as have targeted literacy support from another teacher. This has enabled us to provide targeted literacy support to pupils, through boost groups, identified as off-track through our tracking and monitoring procedures.	Please see attainment details within report and also previous information regarding nurture provision and the impact that this has had.																																				
Boost Groups	We have been able to dedicate one of our core staff to the delivery of Non Class Contact Time (NCCT) and literacy support groups. This has ensured different areas of the curriculum (two subject areas) are being delivered effectively through NCCT, as well as there being a focus on supporting literacy, with a focus on writing. As mentioned, our support 'boost groups' were identified through the tracking data and provided with an additional session each week (identified stages have received two additional sessions) on top of their learning in class.	<table border="1"> <thead> <tr> <th colspan="3">READING</th> </tr> <tr> <th></th> <th>End of Session 21/22 On Track</th> <th>End of Session 22/23 On Track</th> </tr> </thead> <tbody> <tr> <td>P1</td> <td>N/A</td> <td>88.6%</td> </tr> <tr> <td>P2</td> <td>86%</td> <td>86.1%</td> </tr> <tr> <td>P3</td> <td>67%</td> <td>79.1%</td> </tr> <tr> <td>P4</td> <td>50%</td> <td>81.8%</td> </tr> <tr> <td>P5</td> <td>80%</td> <td>80.0%</td> </tr> <tr> <td>P6</td> <td>56%</td> <td>60.7%</td> </tr> <tr> <td>P7</td> <td>79%</td> <td>92.9%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="3">WRITING</th> </tr> <tr> <th></th> <th>End of Session</th> <th>End of Session</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	READING				End of Session 21/22 On Track	End of Session 22/23 On Track	P1	N/A	88.6%	P2	86%	86.1%	P3	67%	79.1%	P4	50%	81.8%	P5	80%	80.0%	P6	56%	60.7%	P7	79%	92.9%	WRITING				End of Session	End of Session			
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Additional CAs	Our classroom assistants have received training in different interventions, from an East Ayrshire Classroom assistant coach and a member of the Scottish Attainment Challenge team. One of the interventions, 'Reading Extra' has been successfully utilised across almost all stages by our classroom assistants.	<p>The data accumulated from the end of the session indicates there has been an increase in attainment across almost all stages in both reading and writing, with higher percentages of pupils now on track. Although not all children are not back on track, a number of these have increased their working level, closing their own attainment gap.</p> <p>As a school we are aware there are still areas for further development, but the retention of staff will allow us to provide targeted support to identified groups of pupils next session.</p>																								
0.6FTE CT upgraded to PT	PT has played a lead role in driving forward the improvement agenda taking responsibility for HWB, aspects of Literacy as well as overseeing RRS.	Please refer to evidence discussed previously relating to HWB, Literacy and RRS.																								

Establishment Self Evaluation: How Good is Our School? 4 Quality Indicators	
Quality Indicator 1.3 Leadership of Change	5
Quality Indicator 2.3 Learning, Teaching and Assessment	5
Quality Indicator 3.1 Ensuring Wellbeing, Equality and Inclusion	5
Quality Indicator 3.2 Raising Attainment and Achievement	5

Establishment Capacity for Improvement
<p>Please refer to our School Improvement Plan for session 2023-24, which details the establishment priorities.</p> <p>We move into the new session with an 11-class structure. The SIP for next session details how PEF will be utilised to continue to support attainment and pupil wellbeing.</p>