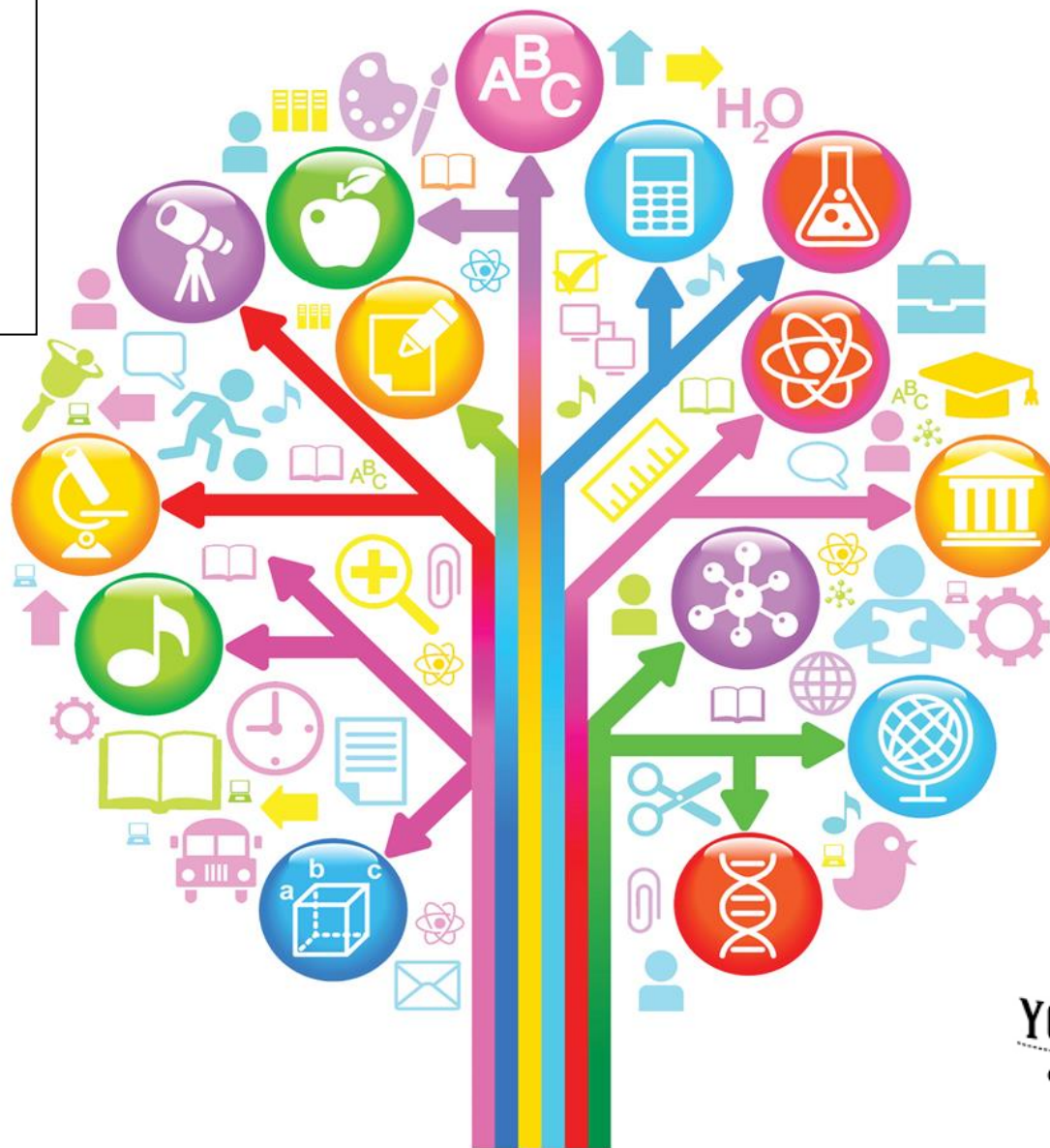




Standards and Quality Report
2023-24

Drongan Primary School



Believe
YOU CAN
AND
YOU'RE HALFWAY
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 259 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 43% of our pupils are within SIMD 1 and 2. 31% 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%. Unfortunately, following the pandemic, this dropped to 92% in session 2021-22 and then to 90% in session 2022-23. When the attendance was last reviewed in May 2024 the average overall attendance was 92%.

There has also been an improving trend 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. 17% 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 gold 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 2024-25 in the School Improvement Plan for the current session.

The school recently had an authority inspection / learning visit in march 2024. This was a very worthwhile visit and the feedback that was received was extremely positive, with many strengths being highlighted. Information regarding the feedback received was shared on the school app.

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 regularly since then and it has been 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

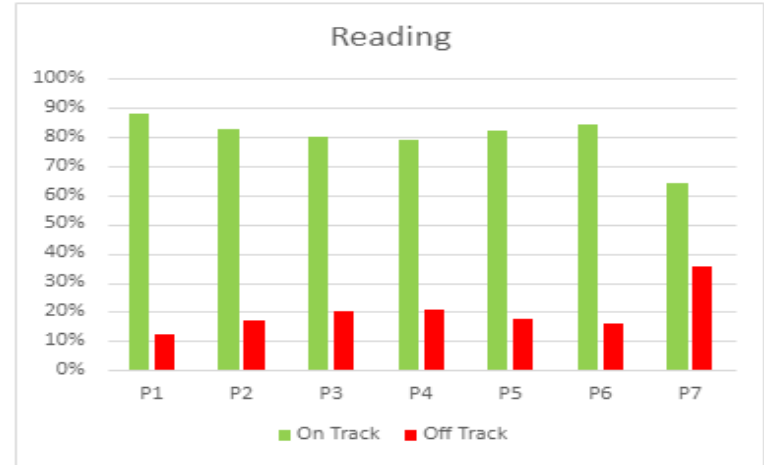
Successful learners by promoting skills development, challenge and engagement in learning

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:

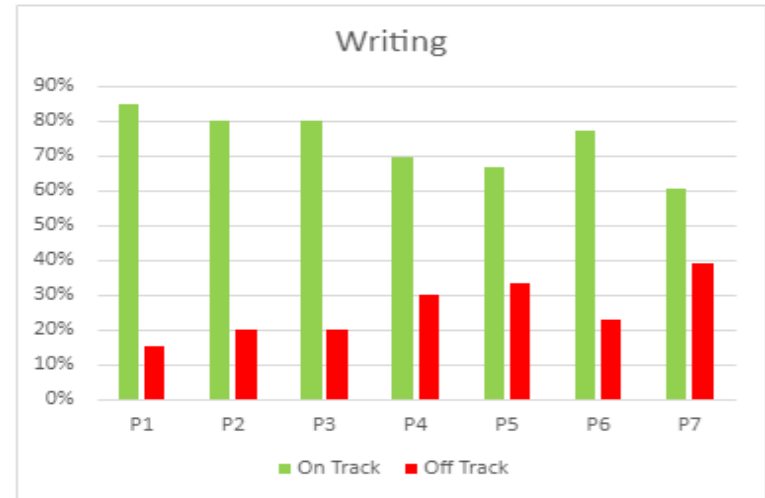
Our pupils say...	Our parents say...	Our partners say...
<p>'The teachers and children make our school special! We are one of a kind.' (Toby)</p> <p>'My hope is that I can get a good education.' (Thomas)</p> <p>'Our Nursery is attached to our school, this helps our nursery children when they are moving 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 <i>(Expressed as outcomes for learners)</i></p>	<p>Raising Attainment, particularly in Literacy and Numeracy</p> <p>Primary: Improved outcomes in Literacy and Numeracy for all pupils</p> <p>ECC:</p> <p><i>UNCRC Articles:</i></p> <ul style="list-style-type: none"> • 28 - right to education,, 29 - Goals of education,2 - non-discrimination, 3 best interests of the child 	<p>Rationale for improvement priority based on evidence:</p> <p>Through self-evaluation and quality assurance processes, differentiation has been identified as an area for further development. Evaluating and improving the quality of learning and teaching will allow us to strive towards excellence for all in Drongan Primary School and ECC. 'The quality of teaching is a key factor in improving children and young people's learning and the outcomes they achieve...and is an essential element to raise attainment for all children and young people.' (NIF 2019)</p>
<p>NIF Priorities Improvement in attainment, particularly in literacy and numeracy</p>	<p>NIF Driver Teacher and Practitioner Professionalism Curriculum and Assessment School and ELC Improvement Parental Engagement</p>	<p>HGIOS/ HGIOSELCC QIs for self-evaluation</p> <p>1.1, 1.2, 1.3, 1.5 2.2, 2.3, 2.4, 2.5, 3.1, 3.2</p>
<p>Progress and Impact</p>	<p>Attainment</p> <p>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. This is reflected in the attainment data in Literacy and Numeracy for session 2022-23, which can be seen below. In the key stages of P1 and P4 our attainment percentages are above the average for East Ayrshire Council in literacy and numeracy. In P7 the attainment in literacy and numeracy is below the East Ayrshire average, however, there has been an increasing trend for this cohort over the last few years. .</p> <p>Overall, most children in Drongan Primary School are achieving the national expected levels in Literacy and Numeracy across all stages, with the majority of P7 children achieving in these areas. The majority of our current P4 and P5 children are achieving in writing, this will continue to be an area of focus for next session.</p> <p>The attainment data in the information provided in the tables and graphs will inform our improvement priorities and support provision for session 2024-25.</p>	

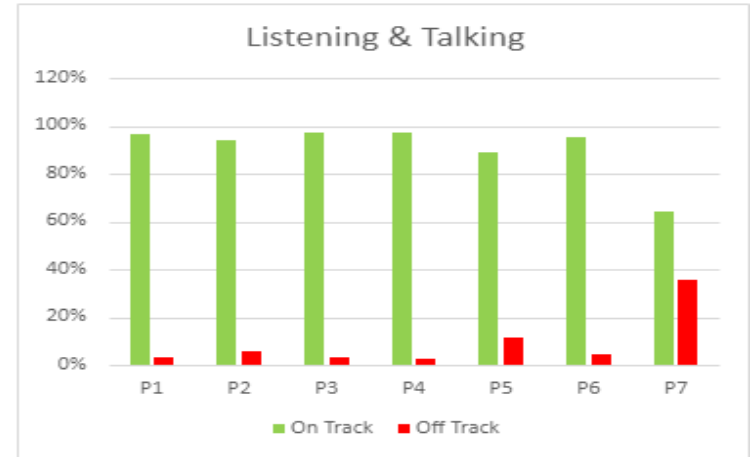
READING					
	On Track	Off Track		On Track	Off Track
P1	29	4	P1	87.9%	12.1%
P2	29	6	P2	82.9%	17.1%
P3	28	7	P3	80.0%	20.0%
P4	34	9	P4	79.1%	20.9%
P5	37	8	P5	82.2%	17.8%
P6	37	7	P6	84.1%	15.9%
P7	18	10	P7	64.3%	35.7%



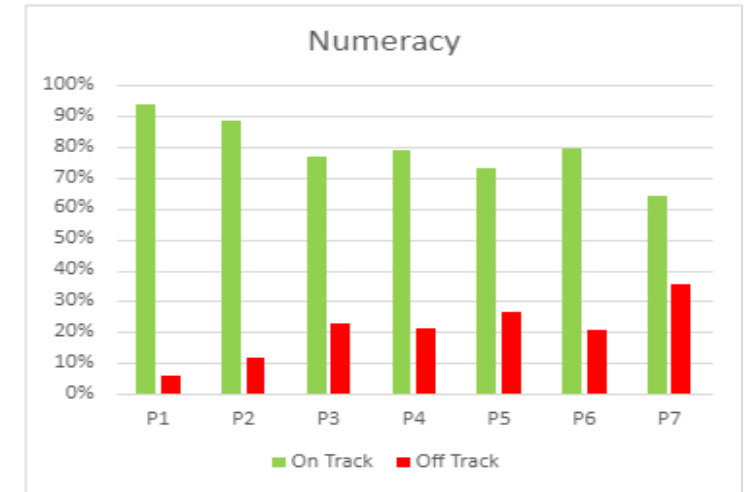
WRITING					
	On Track	Off Track		On Track	Off Track
P1	28	5	P1	84.8%	15.2%
P2	28	7	P2	80.0%	20.0%
P3	28	7	P3	80.0%	20.0%
P4	30	13	P4	69.8%	30.2%
P5	30	15	P5	66.7%	33.3%
P6	34	10	P6	77.3%	22.7%
P7	17	11	P7	60.7%	39.3%



LISTENING & TALKING					
	On Track	Off Track		On Track	Off Track
P1	32	1	P1	97.0%	3.0%
P2	33	2	P2	94.3%	5.7%
P3	34	1	P3	97.1%	2.9%
P4	42	1	P4	97.7%	2.3%
P5	40	5	P5	88.9%	11.1%
P6	42	2	P6	95.5%	4.5%
P7	18	10	P7	64.3%	35.7%



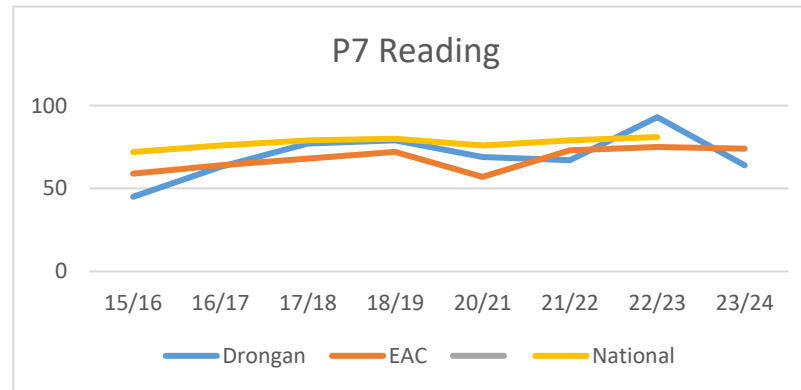
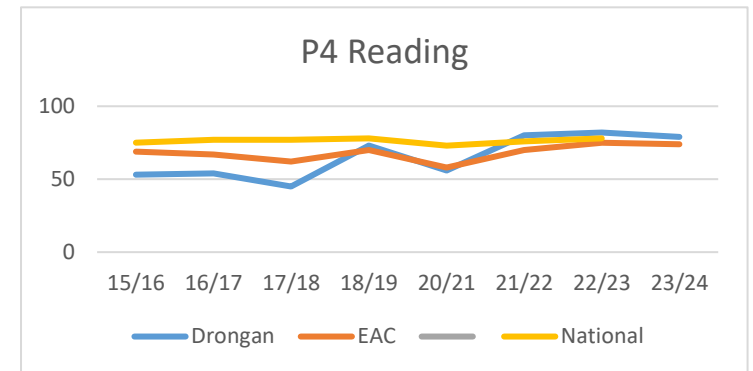
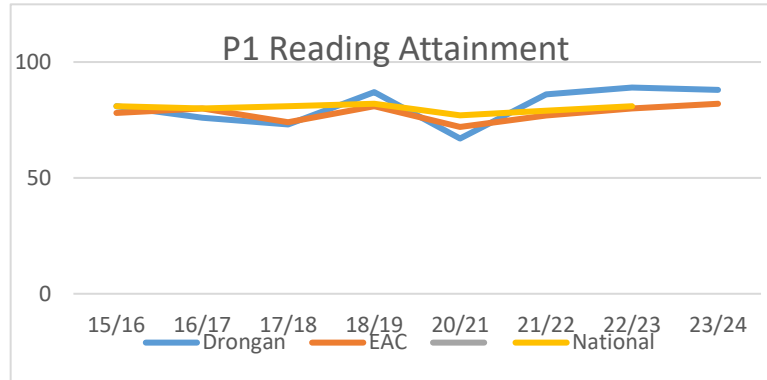
NUMERACY					
	On Track	Off Track		On Track	Off Track
P1	31	2	P1	93.9%	6.1%
P2	31	4	P2	88.6%	11.4%
P3	27	8	P3	77.1%	22.9%
P4	34	9	P4	79.1%	20.9%
P5	33	12	P5	73.3%	26.7%
P6	35	9	P6	79.5%	20.5%
P7	18	10	P7	64.3%	35.7%



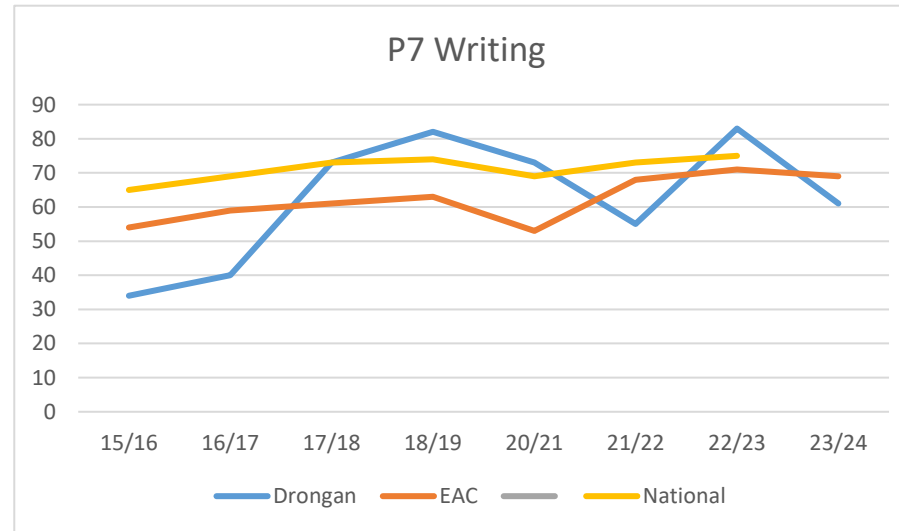
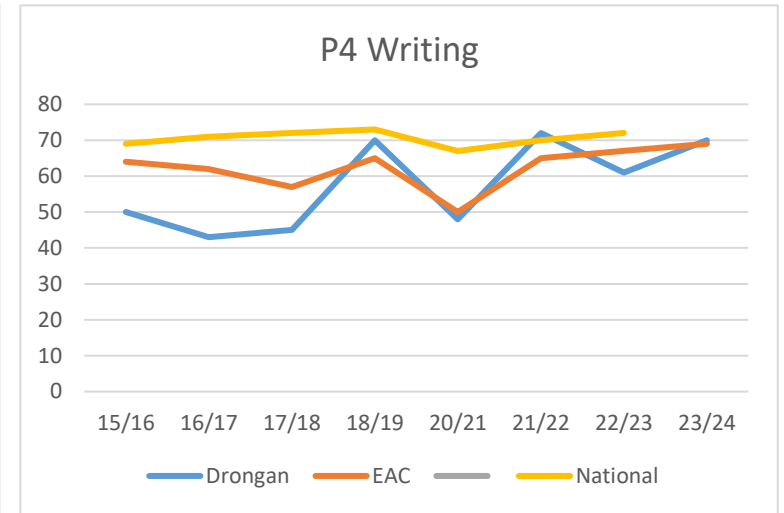
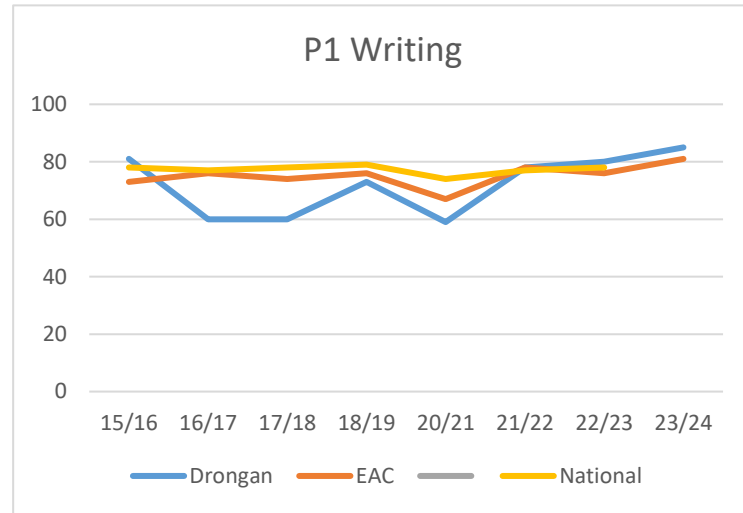
Attainment Over Time in Literacy and Numeracy (Compared with local and national average)

Reading

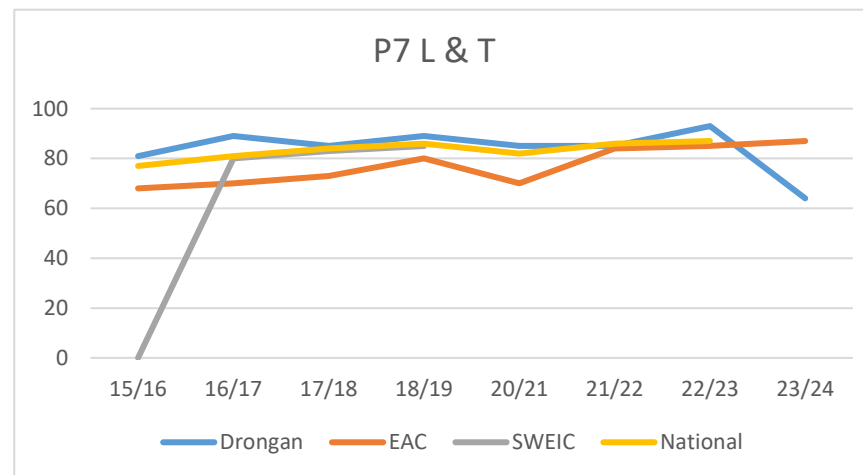
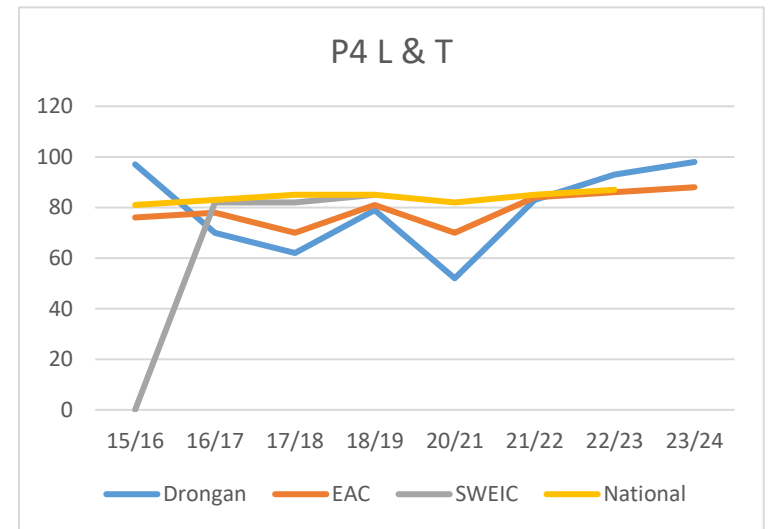
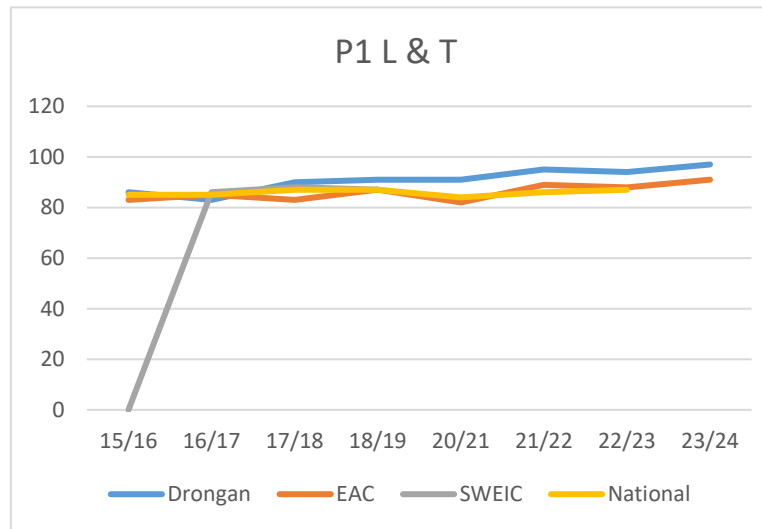
The positive trend in attainment figures in recent years has seen Drongan Primary School scoring higher than the local authority and national average in many of the key curricular areas across the three key stages. This continues to be the case for our current Primary 1 and 4 cohorts; however, the current Primary 7s average lower in all areas. Further information on P7 progress over time is detailed later in report.



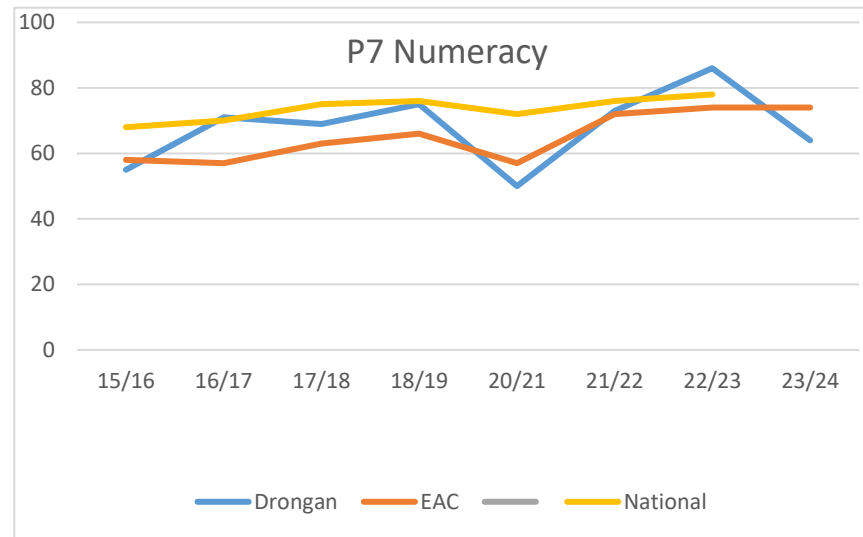
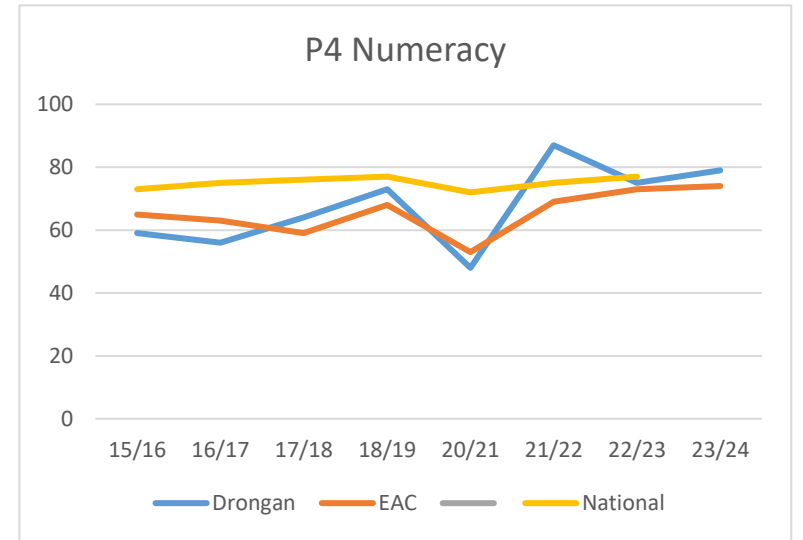
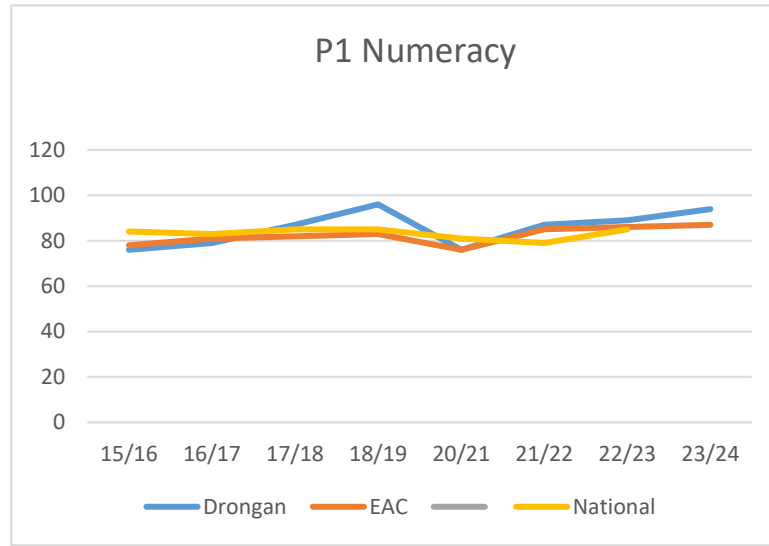
Writing



Listening & Talking



Numeracy



Although the current Primary 7 data is lower than the local authority average and is noticeably lower than all other stages, there has been an improvement in all areas of this cohort's attainment data as shown in the table below. This is as a result of high-quality learning and teaching together with targeted pupil support.

Current P7 cohort data compared to same cohort when in P4		
	P4	P7
Reading	56	65
Writing	48	60
Listening & Talking	52	65
Numeracy	48	64

Learning and Teaching

Through staff participation in high-quality CLPL, we have continued to work towards a consistent high level of learning and teaching in Drongan Primary School. East Ayrshire Council's Leaders of Learning together with the Education Scotland pilot of Adaptive Teaching has provided a stimulus for professional learning and discussion, leading to a more consistent approach to differentiation in Drongan Primary School. Quality assurance processes have continued to be used to gather self-evaluation information and demonstrates a consistent high-quality of learning experiences being provided across all stages.

The recent East Ayrshire Council Learning Visit in March 2024 also highlighted the following strengths in learning and teaching:

- Teaching staff are creating a nurturing, welcoming and positive ethos within their classrooms.
- Classroom displays showcase current learning journeys.
- The school community has created a safe and nurturing environment in which children learn.
- The children know their school values and the vision for the school. This appears to be embedded across the whole school community.
- Pupils show an eagerness to engage in their learning.
- Almost all lessons and activities were engaging and appropriately pitched.
- Appropriate pace and challenge was evident in almost all classes.
- High aspirations are evident throughout the whole school.

Planning for Learning, Teaching and Assessment (PLTA) – Barony Moderation

All teaching staff have participated in two Education Group (EG) PLTA collaborative afternoons during this session. The initial focus for this was to re-establish and begin to develop relationships out with teacher's own establishments. Teaching staff were placed into groups with people from other establishments who work within and across the same national level. Each group had a facilitator who led the discussion and recorded the feedback on a form. The Head Teacher of Drongan Primary School was part of the PLTA steering group, who collaborated to design what the content and focus of the sessions would be.

The questions asked included:

- What has your previous positive and negative experiences of moderation activities been?
- What would you like to gain from the planned events and activities within the Barony Education Group?

The Education Scotland moderation cycle was then used to stimulate discussion around PLTA including:

- Explain how you currently use Es and Os to plan for learning and teaching.
- What role do LI and SC play in your planning?
- How do you use assessment when planning for learning and teaching?

The second session focussed more on the tools that teachers use to plan for learning and teaching of literacy and numeracy. Teachers discussed what they felt was easiest to plan for and where the most challenges arose.

On the whole, the feedback from the sessions was very positive. Teaching staff discussed the benefits of being able to get out of school and engage with fellow professionals from other establishments. Teachers enjoyed having the opportunity to establish new relationships as well as begin to build on previous relationships prior to the pandemic. Staff also fed back about how they shared good practice and enjoyed the professional discussion. This also formed a lot of what the staff aims are for this initiative, with many stating that they would like to share good practice and continue to build positive relationships. It was also identified that there are many similar strengths across the EG; however, there are also some common challenges and inconsistencies around approaches to planning for learning, teaching and assessment.

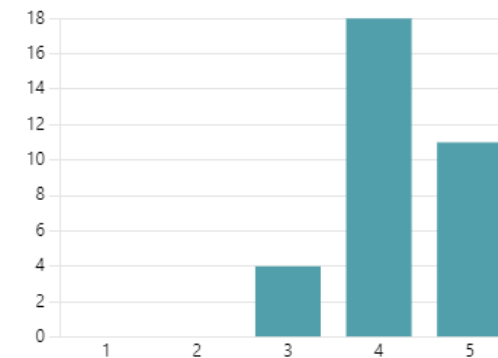
The graph below indicates that staff felt the sessions beneficial. The feedback from the first two sessions will inform how the initiative develops next session. There will be a more focussed approach on specific aspects of the curriculum to further develop a consistent approach to PLTA, as well as ensuring a shared understanding of achievement of a level, and progress within a level.

9. Please rate how beneficial this PLTA session has been. (0 point)

[More Details](#)

[Insights](#)

4.21
Average Rating



Listening & Talking

This was our first session implementing our new Listening and Talking assessment format. All classes have completed regular, informal, listening and talking assessments throughout the year during group reading sessions, Diamond 9 activities, or listen, draw and discuss activities.

All children have been assessed through a prepared presentation in January (Recital of Scottish Poem) and again in May (solo talks). This has ensured that the success criteria (linked to benchmarks) has been assessed at all stages across the school and has created a more consistent assessment format. Feedback and next steps given have allowed pupils to continue to make progress between assessments.

Reading Programme

At Drongan Primary School we use Bug Club as our reading scheme. Bug Club is an online, digital learning platform, where children are allocated their reading books and complete different tasks linked to them.

Post Covid, there was a noticeable decline in the number of children accessing their online reading resources. We decided to complete a parental survey (see below) to see if parents would prefer to continue with the online resource or move to physical reading books being sent home.

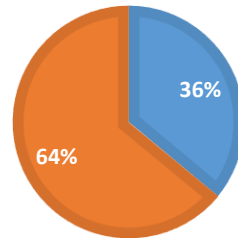
As you will see from the data below, there was support for both options, but the majority of parents felt there were issues accessing books online and would prefer to have physical books. Using money from our Pupil Equity Fund (PEF), we were able to purchase additional books for every level of Bug Club, ensuring we had coverage across all classes and levels. We have also started to invest in new titles, which have been released, allowing our children to read stories linked to stories more familiar to them, i.e. Disney.

On top of the updating and increasing resources for our main reading scheme, we have also invested in purchasing new novel studies for all classes in the school. These books have been resourced to support our new Moral Education curriculum, as well as being tailored to fit in with the Active Literacy programme from East Ayrshire Council.

Evidence and opinions from parental questionnaire about our school reading scheme:

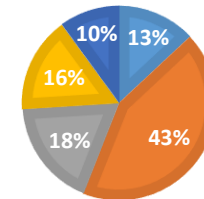
WHICH OPTION WOULD YOU AND YOUR CHILD BE HAPPIER WITH?

■ Online Reading Resource ■ Physical Reading Books



THERE CAN BE ISSUES THAT PREVENT MY CHILD FROM ACCESSING THEIR READING ON BUG CLUB.

■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree



Please comment on the current online reading resource? (selection of comments)

"A physical copy of a book would be more beneficial when trying to limit screen time. Also frustration at times when bug club freezes or can't access bug questions properly."

"Easy to access and work but would prefer a book sent home instead of having to go on a computer to read."

"Where we live, the Internet is still really slow and often crashes, resulting in not being able to complete a lot of the books the kids have been assigned."

"Children are spending far too much time on devices for varying reasons. As soon as she puts on a device she "switches off". Bug club also has the option for the book to be read out loud to her meaning that unless completely supervised she will take the easy option. Picking up a physical book she has no choice but to read to then answer questions."

(see below).



Homework

Together with the review of reading, we also undertook a consultation with parents and pupils around homework. As discussed previously, we had seen a significant drop in engagement with homework post-pandemic. From the consultation it was clear that parents and pupils felt that homework is a valuable part of education and an important link between school and parents. It was also indicated that most parents felt that it was important for children to receive and complete written tasks for homework.

From the feedback, we reviewed our approaches to homework and have ensured that there is a consistent approach in terms of what is expected across the school in relation to homework. The feedback was shared with parents, some of the data has been illustrated below.

I see homework as being valuable in my child / children's education. (0 point)

[More Details](#)

[Insights](#)



I see homework as an important link between school and parents. (0 point)

[More Details](#)

[Insights](#)



I think that it is important for children to have written tasks to complete. (0 point)

[More Details](#)

● Strongly agree	29
● Agree	36
● Neither agree nor disagree	17
● Disagree	5
● Strongly disagree	0



Spread across a week, how many minutes per week do you think children should spend on school directed homework tasks or activities?

[More Details](#)

● up to half an hour	23
● half an hour to an hour	38
● between 1 - 1.5 hours	15
● between 1.5 - 2 hours	10
● between 2 - 2.5 hours	1

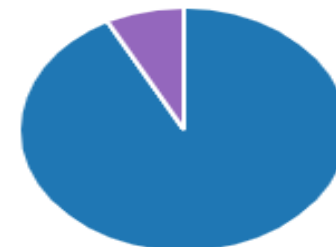


The feedback from the end of session staff survey regarding homework shows that almost all agree that there is now a more consistent approach to homework across the school. The majority of staff however do not think that there has been an increase in engagement with homework, with only 30% of staff saying that there has been an increase in engagement.

1. Since we reviewed homework in Drongan Primary, there is now a more consistent approach across the school.

[More Details](#)

● Agree	12
● Disagree	0
● Strongly agree	0
● Strongly disagree	0
● Neutral	1



2. There has been an increase in engagement with homework in session 2023-24 compared with the previous session.

[More Details](#)

● Strongly disagree	2
● Disagree	6
● Neutral	1
● Agree	4
● Strongly agree	0



Assessment

At Drongan Primary School, the purposes of assessment are:

- to be formative, providing information for the teacher to plan the next steps in the children's learning and support children identifying their own next steps
- to be diagnostic, providing more detailed information about individual children's strengths and development needs
- to be summative, providing a snapshot of each child's achievement – these can be used to report to parents
- to be evaluative, allowing the school and individual teachers to evaluate how effective their teaching is
- to allow teachers to make reliable judgements on attainment and progress
- to inform the children to enable them to develop their learning

As part of our journey towards achieving our Dyslexia Friendly Schools Inclusive Practice Gold Accreditation, we created an assessment policy and overview at Drongan. The purpose of this policy was to highlight the purpose of assessment, as well as the roles and responsibilities of all parties involved. The overview provided staff with a range of assessments that could be used to support teacher judgements throughout the year.

Our ongoing self-evaluation cycle highlighted that there are areas of our assessment overview that needed to be updated. There is a wealth of assessment available to teachers and it is important that it is relevant and purposeful. This was further highlighted during our

recent Authority Education Visit, which identified the need for consistency, with both formative and summative assessment. This will continue to be a focus next session.

Numeracy

We have continued to develop fluency and retention of number concepts while deepening conceptual understanding through our “Multiplication Masters” progression programme.

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

At the beginning of the session the numeracy lead presented an overview of the programme to new staff, and a refresher for existing staff to revise expectations, ensure consistency and set goals.

Staff have continued to develop and improve this programme in classes. Progress is monitored during tracking meetings and bi-termly assessment updates, informing appropriate support and challenge. The programme allows children to set their own targets and work at their own pace. High quality learning experiences are available within the Multiplication Master flip chart, providing differentiation, appropriate pace and challenge.

The data to support the success of the programme confirms that the programme has continued to have a positive impact on numeracy attainment. See Numeracy attainment data above.

Numeracy and Mathematics Yearly Overview

To raise attainment in Numeracy and Mathematics, it was necessary to consider our approach, ensuring manageable coverage of all areas of Numeracy and Mathematics while providing depth of learning, relevance, appropriate pace and challenge.

Last session, the working party created a yearly overview splitting areas of **mathematics** into topics, e.g. ‘Shape’, allowing 4 mathematical topics to be covered at each stage. Each topic would therefore be covered at least once per level. After collegiately reviewing the pilot, we found;

- ✓ The curriculum was less cluttered, allowing time to fully explore the topic in depth and apply mathematical thinking, moving within and across levels as necessary.
- ✓ Dividing **mathematical** topics across levels created additional time to focus on a different aspect of **numeracy** each term, and at every stage.
- ✓ Resources were equally and easily distributed.
- ✓ Linking and bundling experiences and outcomes was more fluid, relevant and easier to plan for, with a greater focus on each topic, e.g. teaching array patterns through area.

- * Staff working at the beginning of a new level were working at the level before and after, e.g. P5: 1.3/2.1/2.2, therefore there would be gaps in the coverage.
- * Certain topics required more/less time and redistribution was necessary.

To address this issue, the Numeracy Lead split the Numeracy and Mathematics skills & outcomes to ensure each topic is repeated every other year instead, therefore twice per level.

All Maths Topics						
	Skills	Bundle?	Number of Outcomes	EARLY	FIRST	SECOND
<i>Number, Money and Measurement</i>						
1	Estimating and Rounding	✓	3	1	1	1
2	Number and Number Processes		12	2	3	7
3	Fractions, Decimals and Percentages		7	1	3	3
4	Money		6	1	2	3
5	Time		7	1	3	3
6	Measurement		9	1	4	4
7	Mathematics – Its impact on the World, Past, Present and Future	✓	2	0	1	1
8	Patterns and Relationships	✓	4	1	2	1
9	Expressions and Equations	✓	3	0	2	1
<i>Shape, Position and Movement</i>						
10	Properties of 2D and 3D Shape		6	1	2	3
11	Angle, Symmetry and Transformation		11	2	3	6
<i>Information Handling</i>						
12	Data Handling		9	3	3	3
13	Ideas of Chance and Uncertainty	✓	2	0	1	1
	*Taught every other year, as part of Maths overview. *To be covered every year.		81	14	29	37

This has been achieved by removing 'Patterns and Relationships' and 'Expressions and Equations' and linking these outcomes with appropriate Number, Money and Measure topics. These can be taught throughout all areas of Numeracy and Mathematics.



Drongan P.S. Maths Topic Overview Session 2024/25



Mathematics Topic Overview (1 per term)				
Primary 1 0.3	INFORMATION HANDLING -Data Handling	MEASUREMENT	PROPERTIES OF 2D & 3D SHAPE ANGLE SYMMETRY & TRANSFORMATION	MONEY TIME
Primary 2 1.1-1.2	TIME	MEASUREMENT: - Length - Area	PROPERTIES OF 2D & 3D SHAPE	ANGLE, SYMMETRY & TRANSFORMATION
Primary 3 1.2-1.3	MONEY	INFORMATION HANDLING - Data Handling - Ideas of Chance & Uncertainty	MEASUREMENT: - Volume & Capacity - Mass	Mathematics- It's impact on the World: past, present and future
Primary 4 1.3-2.1	ANGLE, SYMMETRY & TRANSFORMATION	TIME	MEASUREMENT: - Length - Area	PROPERTIES OF 2D & 3D SHAPE
Primary 5 2.1-2.2	Mathematics- It's impact on the World: past, present and future	MONEY	INFORMATION HANDLING - Data Handling - Ideas of Chance & Uncertainty	MEASUREMENT: - Volume & Capacity - Mass
Primary 6 2.2-2.3	PROPERTIES OF 2D & 3D SHAPE	ANGLE, SYMMETRY & TRANSFORMATION	TIME	MEASUREMENT: - Length - Area
Primary 7 2.3	MEASUREMENT: - Volume & Capacity - Mass	INFORMATION HANDLING - Data Handling - Ideas of Chance & Uncertainty	MONEY	ANGLES, SYMMETRY & TRANSFORMATION

***topics covered on a 2 year rolling programme*

Lynsey Cowie, Drongan Primary School

1 + 2 Languages

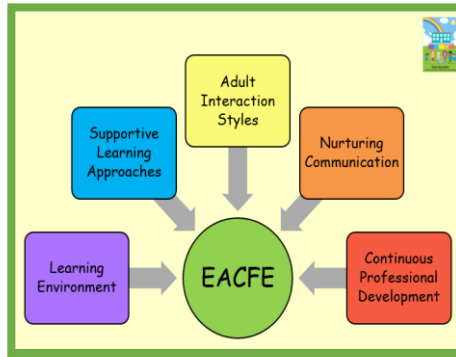
This area of the curriculum has been developed this session through the delivery of NCCT. A specialised teacher has delivered 1 + 2 Languages through NCCT ensuring all children have accessed learning opportunities focusing on other languages.

Next Steps

- Continue to develop opportunities for high-quality learning and teaching across all stages.
- Provide high-quality CLPL. This will be in house, as well as at Education Group, Local Authority and National level.
- HT will continue to be part of EG PLTA Steering Group leading to whole staff participation and development.
- Listening and Talking assessment procedures will become embedded.
- We will continue to monitor engagement in reading and homework and review this further.
- Assessment will continue to be a focus.

- | | |
|--|--|
| | <ul style="list-style-type: none">• 1+2 Languages will continue to be delivered through NCCT. Possibly purchase an online teaching resource to facilitate this as children progress. |
|--|--|

<p>Improvement Priority <i>(Expressed as outcomes for learners)</i></p>	<p>Increased in sustained positive destinations and employability skills</p> <p>Primary School: Increase and enhanced opportunities for pupils to develop skills for life, learning and work.</p> <p><i>UNCRC Articles: 12 – Right to an opinion, Article 17 - Collect information from the media and be protected from information that could harm you, 28 - right to education,, 29 - Goals of education</i></p>	<p>Rationale for improvement priority based on evidence</p> <p>In Drongan Primary and ECC we continue to develop a Broad General Education in order to deliver Curriculum for Excellence as effectively as possible. Increased ASN has led to the school embarking on Communication Friendly journey to ensure improved outcomes for all. Following the pandemic, we aim to continue to re-establish and build on existing partnerships while establishing new links with local and wider community and businesses. This, together with continuing to develop the Digital Technologies capacity, will develop further skills in our pupils that will eventually prepare them for the world of work as we develop our young workforce.</p>
<p>NIF Priorities Improvement in employability skills and sustained, positive school leaver destinations</p>	<p>NIF Driver School improvement</p>	<p>HGIOS/HGIOSELCC QIs for self-evaluation 1.1, 1.2, 1.3, 1.5 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 3.1, 3.3</p>
<p>Progress and Impact</p>	<p>East Ayrshire Communication Friendly Environments Accreditation</p> <p>We have started our Communication Friendly Journey and are on our way to becoming a Communication Friendly School.</p> <p>Our SLT CF mentor delivered CLPL, providing staff with an overview of the programme. This highlighted the necessity for effective language skills; enabling children to learn and access the curriculum.</p> <p>As a staff we completed self-evaluation of what we currently do, helping to identify our starting foundation: Learning Environments;</p>	



A learning environment that actively supports the speech, language and communication development of all children and young people. The learning environment can make a big difference to communication. A positive learning environment for speech, language and communication will support learning, and social & emotional development.

Our CF Champion and mentor have met regularly throughout the session to work through our action plan and monitor progress.

Learning Environment Assessment Tool

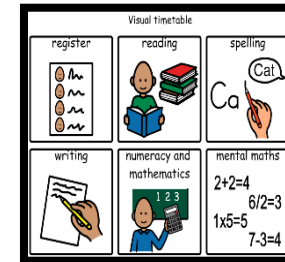
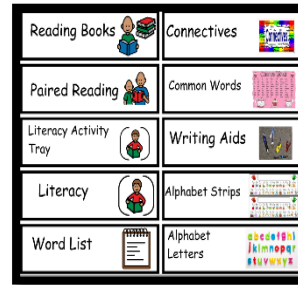
East Ayrshire Communication Friendly Environments Primary Self-Evaluation Framework & Accreditation Assessment Tool			
Learning Environment	Emerging	Achieved	Observations & Comments
Physical			
1. The classroom is organised to emphasise open space and areas are clearly defined		✓	
2. Learning areas are clearly labelled with pictures/symbols/words throughout the classroom		✓	Consistent labeling created for class trays and timetables
3. There is a consistency in symbolisation used across the establishment environment		✓	Staff trained in Board Maker through SLT
4. Designated areas for quiet times and small group activities are available which are less visually distracting		✓	
5. Children and adults are able to hear one another with ease		✓	
6. Light levels are managed as far as possible for different activities	✓		
7. The work of the children is displayed and labelled appropriately using pictures/symbols/words		✓	
8. Displays in the learning environment include items that invite comments from the children		✓	Children comments and taking tins used
Resources			

EACFE Mentor Visit Record Example

EACFE Mentor Visit Record		
Champion/Staff Member	Establishment	Date of Mentor Visit
Lynsey Cowie	Dronoan	14/09/2023
Champion Activity & Plans 2023/2024		
Continue working on the learning environment – Board Maker symbols for visual timetables. Ensuring there is age appropriate toys throughout school and a mix of fiction and non-fiction through each class.		

We identified the need for clearly labelling with pictures/symbols/words throughout consistency in symbolisation using in Boardmaker CLPL, upskilling there

A pupil and staff Inclusion committee was documented our progress within this



learning areas and resources the classroom. We ensured Boardmaker. Staff participated knowledge and expertise.

then established. We have presentation;

<https://sway.cloud.microsoft/GUirUrQFg3sN4JyL?ref=Link>

The next step on our journey is to focus on relationships and adult interaction styles with the whole staff team.

COMMUNICATION FRIENDLY ACTION PLAN

Focus	Details
Communication Champion training: Champions, Mrs Bradley and Mrs Cowie	Meeting with Hayley Moroke (SLT CC Mentor)
Self-Evaluation	Collegiate
Communication champion Training: all staff training	Hayley Moroke Collegiate meeting with Staff

Observations, coaching and mentoring (learning environments)	School walk around, focussing on learning environments. Recommendations recorded and shared with staff Lynsey Cowie Hayley Moroke
Boardmaker Training	SLT training on Boardmaker – Staff accounts created and training implemented
Inclusion Committee Established	Establish committee. Share CF action plan and create committee focus; communal areas and signage. Meeting 1: Share ideas Meeting 2: Audit current environments and recommend changes Meeting 3: Create consistent and accessible signage in shared areas. Distribute talking tins to create interactive displays in shared areas.
Gather evidence	Ongoing
Review Self-evaluation	June 2024: plan for next session. Meet with SLT CC Mentor.

Promethean Training

This session we were supported by Gary Neilson (Education ICT Coordinator) to develop staff knowledge and understanding of the new Promethean Panels. Over the last couple of years we have been supplied with replacement panels, which have a lot more features that can be used to support education in the classrooms. All teaching staff were provided with training and the opportunity to learn how the panels could be used to support learning and teaching.

Digital Technologies continues to be a focus at Drongan Primary School, with the purchase of iPads and Laptops being made to support learning across all stages. The devices we have added to the classrooms are on top of the Chromebooks and computers pupils already have access to, providing more digital learning opportunities.

PE Overview

This session has seen us fully implement our new PE overview at Drongan Primary School (see below). Through dialogue with staff it was clear that we needed to ensure that there was coverage of the different PE concepts (Aesthetics, Athletics and Fitness, Possession Games, Central Net & Wall, Striking & Fielding, Target Games & Outdoor & Adventure) across the different stages and levels in the school.

Consultations in our working party identified key sports that could be accessed in our curriculum to meet the Significant Aspects of Learning and provide invaluable learning opportunities, as well as progression as the children moved from Early to First and then Second Level.

PEF money was used to fund the purchase of new PE resources, ensuring our staff had access to appropriate resources, enabling them to meet the needs of the learners.

On top of the new PE curriculum, we have provided children across the school with various opportunities to learn skills from visiting specialists. Pupils at Drongan Primary have had the chance to experience rugby, football, boxing and cricket this session, as well as multi-sport sessions from the East Ayrshire Leisure team and coaches.



Drongan Primary School
Physical Education Overview



	PE Topics							
	Term 1		Term 2		Term 3		Term 4	
	Possession Games	Striking and Fielding	Possession Games	Fitness	Aesthetics	Central Net & Wall	Outdoor & Adventure	Athletics
Primary 1	*Large Ball Skills	*Small Ball Skills	Run Around Games	Active Health / Circuits	Gymnastics / Dance	Target Games	Outdoor Games	Athletics / Sports Day
Primary 2	*Large Ball Skills	*Small Ball Skills	Run Around Games	Active Health / Circuits	Gymnastics / Dance	Target Games	Outdoor Games	Athletics / Sports Day
Primary 3	Football	Hockey (Unihoc)	Handball	Active Health / Circuits	Gymnastics / Dance	Target Games	Outdoor Games	Athletics / Sports Day
Primary 4	Rugby	Rounders	Basketball (benchball)	Active Health / Circuits	Gymnastics / Dance	Tennis	Outdoor Games	Athletics / Sports Championship
Primary 5	Handball	Golf	Football	Active Health / Circuits	Gymnastics / Dance	Volleyball (sit down)	Outdoor Games	Athletics / Sports Championship
Primary 6	Basketball	Cricket	Disability Awareness Sports	Active Health / Circuits	Gymnastics / Dance	Tennis	Outdoor Games	Athletics / Sports Championship
Primary 7	Netball	Hockey	Rugby	Active Health / Circuits	Gymnastics / Dance	Badminton	Outdoor Games	Athletics / Sports Championship

*Focus on – throwing, catching, hitting, kicking & movement

Art & Design

School funds were used to purchase new art resources to ensure that teachers have the materials required to provide a wide range of experiences that develop skills in this curricular area.

An overview of topics was not created and this will continue to be a focus next session.

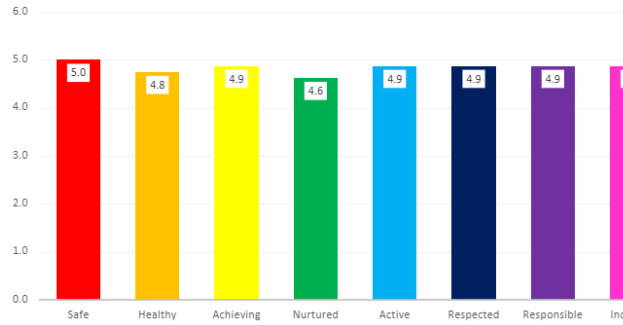
Next Steps

- We will continue on our Communication Friendly Schools journey. Access EAC psychological services CLPL, focussing on Relationships and Behaviour.
- Further opportunities to incorporate digital technologies to enhance learning experiences will be explored.
- PE overview will be fully embedded across all stages.
- Art & Design resources will continuously be reviewed and replenished. Relevant links with topics will be explored and EAC frameworks used to ensure skills progression.

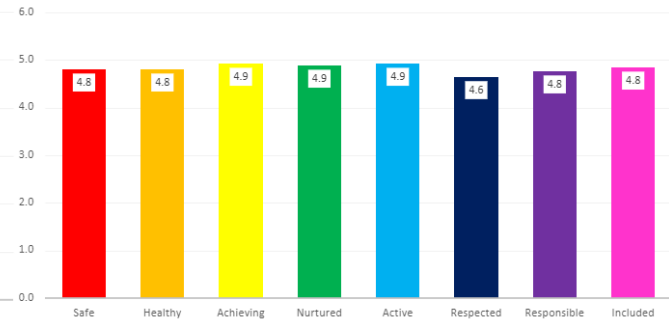
- | | |
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| | <ul style="list-style-type: none">• Consultation process will take place to review and create a refreshed curriculum rationale.• CLPL will be accessed with a view to increasing pupil-led learning opportunities.• Review and update Social Studies topics.• Review approaches to marking and feedback. |
|--|---|

<p>Improvement Priority <i>(Expressed as outcomes for learners)</i></p>	<p>Ensuring the health and wellbeing of all young people</p> <p>Primary: Improved wellbeing for all pupils.</p> <p><i>UNCRC Articles: 1 – All children have rights, 3 – Adults should do what is best for you, 12 – Right to an opinion, 14 – Choose your own religion and beliefs, 19 – Protected from harm, 39 – Help if you've been hurt, neglected or badly treated</i></p>	<p>Rationale for improvement priority based on evidence</p> <p>In Drongan Primary we have worked hard to ensure that we best meet learners' needs. There has continued to be an increased need of social, emotional and behaviour need during and following the pandemic as children and families adjust back to normal life. We will continue to build on the implementation of our nurture provision while reviewing and ensuring that previous initiatives are consistently in place across the school to support children's wellbeing.</p>
<p>NIF Priorities Improvement in children and young people's health and wellbeing</p>	<p>NIF Driver Teacher Professionalism</p>	<p>HGIOS/HGIOSELCC QIs for self-evaluation 1.1, 1.2, 1.3, 1.4 2.1, 2.2, 2.3, 2.4, 2.5, 2.7 3.1</p>
<p>Progress and Impact</p>	<p><u>Wellbeing</u></p> <p>Our tracking and assessment of our pupils' wellbeing is an integral and well embedded approach that has been developed and adapted for several years now. Our pupils complete formal wellbeing check-ins twice a year (October and March). Feedback and data collected from the check-ins allow staff to have 1-1 conversations where required and put interventions in place as and when needed. These interventions are reviewed with each pupil in February and in June each year.</p> <p>Each class also have informal check-in approaches in place, ranging from; feelings boards, Shanarri check-in wheels and worry boxes. This ensures pupil wellbeing is addressed on a regular basis and any issues are picked up and dealt with promptly.</p> <p>Our whole school Shanarri wheel in our main corridor allows pupils to share with others how they are feeling and anything they are proud of with regards to the 8 wellbeing indicators. Our 'you said' 'we did' board shows pupils that their views are listened to and taken seriously.</p> <p>The most recent, average class check-in results can be found below;</p>	

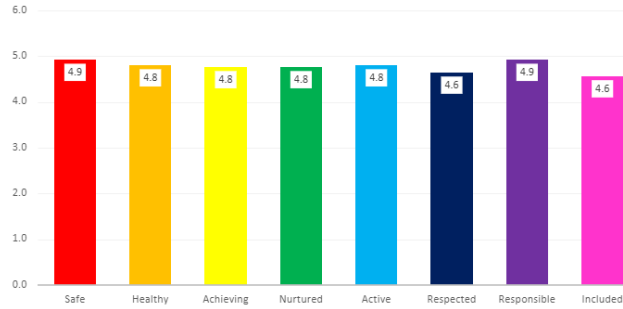
**P1/2 Average Wellbeing Check-in Results
Term 3 2024**



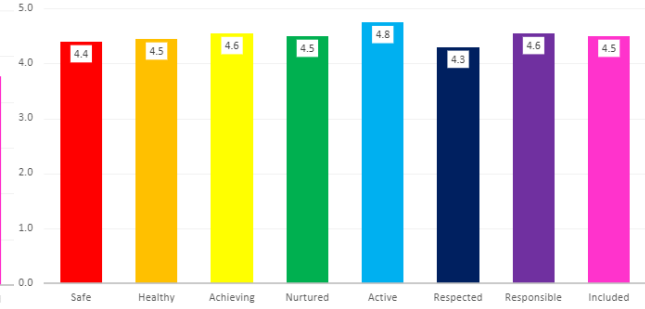
**P2 Average Wellbeing Check-in Results
Term 3 2024**



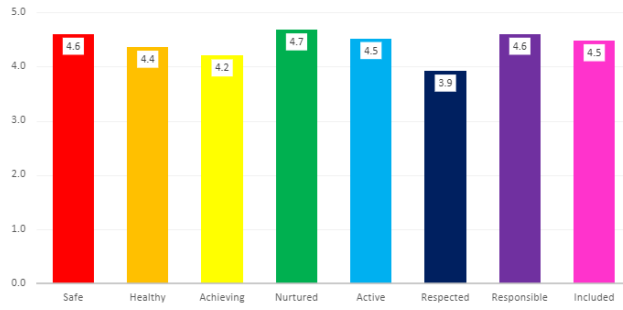
**P3 Average Wellbeing Check-in Results
Term 3 2024**



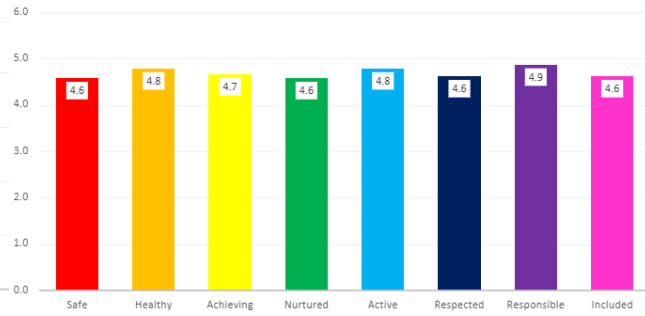
**P3/4 Average Wellbeing Check-in Results
Term 3 2024**



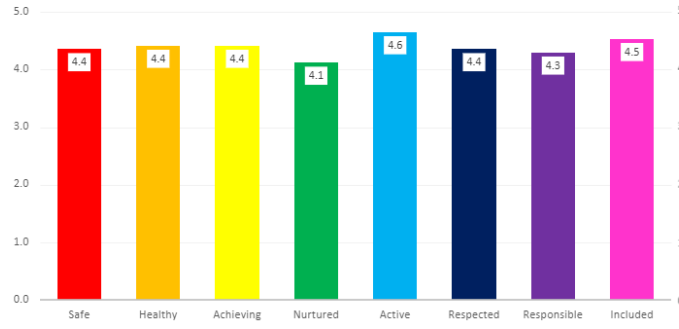
**P4 Average Wellbeing Check-in Results
Term 3 2024**



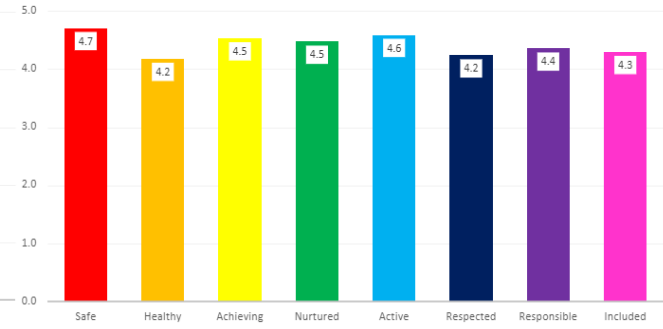
**P5a Average Wellbeing Check-in Results
Term 3 2024**



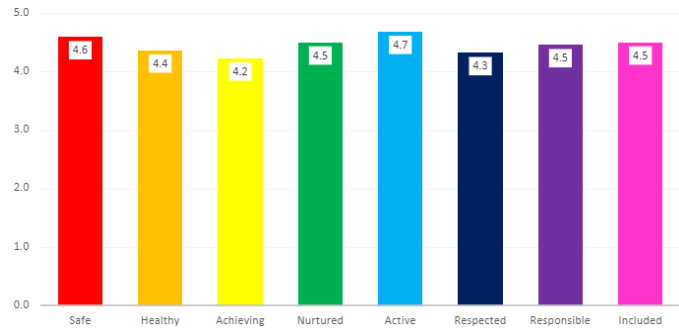
**P5b Average Wellbeing Check-in Results
Term 3 2024**



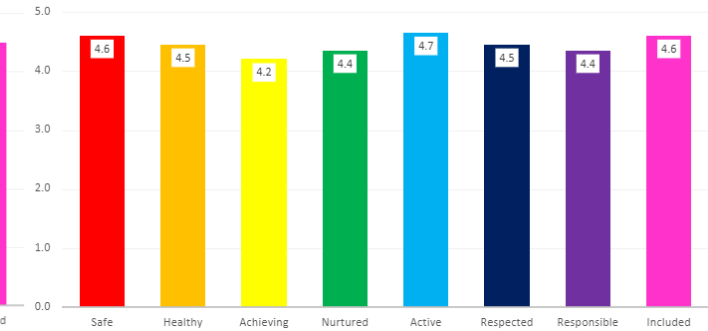
**P6a Average Wellbeing Check-in Results
Term 3 2024**



**P6b Average Wellbeing Check-in Results
Term 3 2024**



**P7 Average Wellbeing Check-in Results
Term 3 2024**



Whole School Wellbeing Data	
Safe	4.7
Healthy	4.6
Achieving	4.5
Nurtured	4.5
Active	4.7
Respected	4.4
Responsible	4.6
Included	4.6

Although our average results across the school remain high, we have seen a slight dip in the 'Achieving' wellbeing indicator (in some classes) for the last two terms. This is something we will look into further, next session.

Individual Interventions are put in place for children who mark themselves low in any wellbeing indicator. These are reviewed with the individual pupils, to evaluate the impact of the intervention.



Wellbeing Check-in Intervention Grid

Term - 2

Class – P1/2



Name	Wellbeing Indicator	Intervention	Review/Evaluation Date
[REDACTED]	Achieving 1 - Commented he has not had a certificate yet.	Constantly discussing class charter and Star of the Day chart. Discuss school values.	Feb 2024 [REDACTED] has now had a few certificates in P2 for displaying the school values. He feels he is achieving more.

More information on what we do as part of our wellbeing curriculum can be viewed on this SWAY.

[Ensuring Wellbeing, Equality and Inclusion](#)

Nurture

We have been offering an alternative provision since session 2022/23. This provision allows children with SEBN access to a calm, safe space; working 1:1 with an adult or in small groups. It is needs driven therefore groups are fluid and flexible. For this reason, we adapted our model this session to accommodate a wider range of SEBN.

Children were selected after discussions with the child, class teachers, SLT and parents, ensuring equity across the school.



Nurture Set Up

Our Nurture Provision will include a variety of sessions aimed to suit the needs of our children.



Soft Start Mornings	Zones of Regulation	Nurture Group	Play Session
Settling in time, check-in and breakfast before going to class	Focussed activities based on exploring emotions and related behaviours	Activities to encourage inclusion, teamwork, confidence	Fun, relaxed session to play freely, make friends and chat.



We offered the following sessions;

- Soft Start
- Zones of Regulation
- Nurture Groups
- Play Sessions
- Transition/Drop in support

Each intervention has a P1-4 and a P5-7 group.

Check-in: A morning check-in offers 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 terms encouraging children to access class full time, when ready. Once again, this has been successful and we are pleased that our flexible approach has empowered individuals to go straight to class, with the understanding that they can always attend morning check-in.



Zones of Regulation: We offered two sessions; P1-4 and P5-7, supporting children who struggle to recognise and regulate emotions. Children are now more aware of what they are feeling, why and how this impacts their response. The children use a regulation toolbox they refer to and are now applying these strategies in class.

Play Sessions: P1-4 and P5-7 groups. Children have formed new friendships and it has provided nurture staff with an increased awareness of vulnerable children. Children have built trusting relationships with nurture staff, providing an extra supportive adult, when needed.

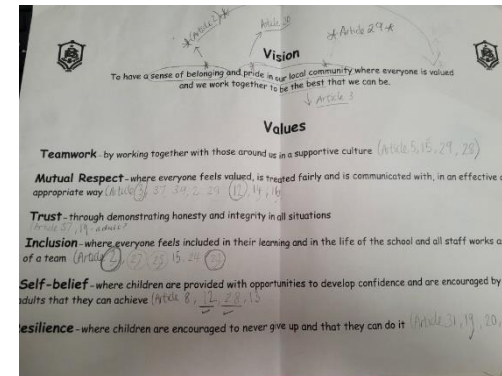
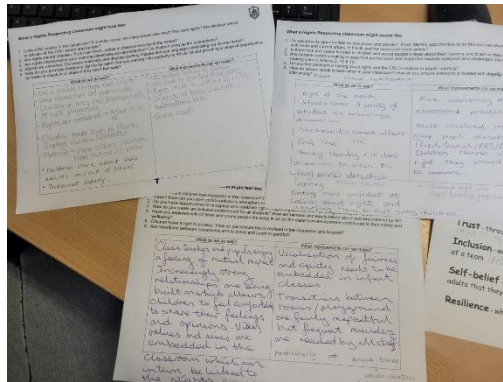
Nurture Sessions: P1-4 and P5-7 groups, focussing on specific needs and nurture principals.

We hosted a parent workshop, providing an overview and aims of each intervention, and how they could support the children at home.

Rights Respecting Schools

This session we achieved our Gold RRS award. We have worked hard as a whole school to make sure children's rights are embedded throughout the school in our policies, practice and ethos. We continue to explore children's rights through Right of the Month activities, event days and community links.

Self - Evaluation with staff



School Charter



Gold Award



Event Days - Community Litter Pick



Drongan Primary Litter Picking Rota
Wednesday 12th June

9.15am-9.45am	P1 & P1/2	Infant playground/grassy area	Infant playground
9.55am-10.25am	P2 & P4	Grassy area at carpark/side of school	Main entrance/carpark
11.00am-11.30am	P3 & P3/4	Grassy area in upper playground	Upper playground
11.40am-12.20pm	P5a & P5b	Front of community centre/Astro pitch/small swing park	Outside Astro pitch
1.30pm-2.30pm	P6a & P6b	Playing field/bottom shops/main swing park	Community centre carpark

Please come along and support our community litter pick by joining your child at the meeting point.



More evidence of our RRS work this session can be found here [Drongan Primary Gold Accreditation Evidence.pptx](#)

Our pupils can confidently talk about their rights and the impact these have on their daily lives. By taking part in activities linked to Global Goals, our pupils are gaining a greater understanding and appreciation of climate change, sustainability and recycling/reusing.

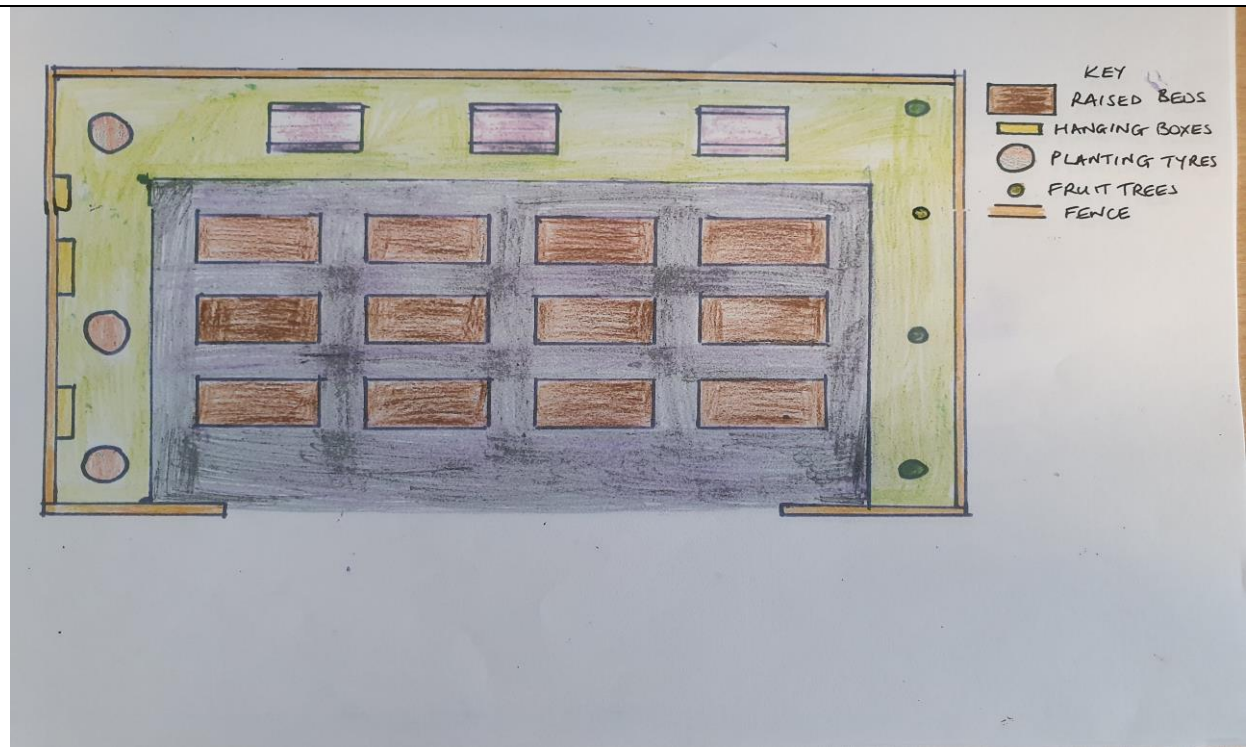
Staff have a sound knowledge of their role as duty bearers and help promote rights respecting language and behaviour around the school.

Outdoor Spaces

Work has continued in this area this session and we have worked in partnership with local community groups in order to access funding to support this. Our Pupil Council worked with Mr Maddocks and our Parent Council to bid for Participatory Budget funding to allow us to purchase new playground game and Breakfast Club equipment. We were successful in this bid and received £4000.



Together with Drongan Grassroots Football team we have also been successful in being awarded significant funds to create a school and community garden. The work for this will begin in July and we will provide an excellent opportunity for outdoor learning experiences for next session and beyond. The plan for this can be seen below.

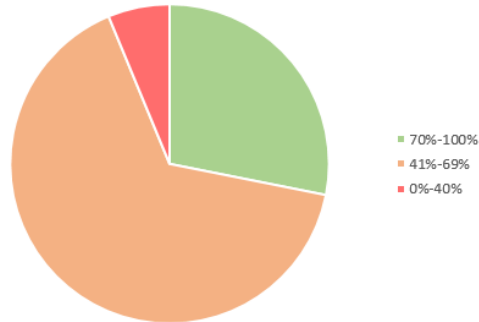


Next Steps

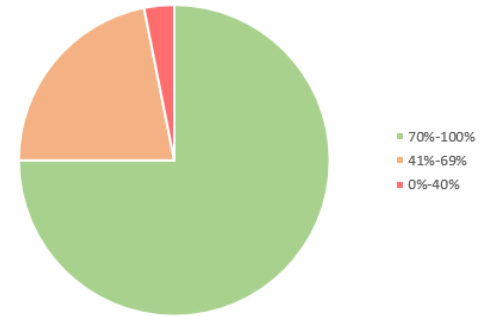
- Continue to monitor and track pupil wellbeing ensuring that appropriate interventions are made when required.
- Specific focus on improving Achieving, Nurtured and Respected wellbeing indicator overall pupil ratings.
- Maintain and promote RRS Gold Award standards across the school.
- Work in partnership with local community group to develop and maintain a school and community garden.

<p>Improvement Priority</p> <p><i>(Expressed as outcomes for learners)</i></p>	<p>Closing the poverty related attainment gap</p> <p>Primary: Increase and enhance support and intervention for identified groups of children to allow them to achieve their full potential.</p> <p><i>UNCRC Articles:</i></p> <p><i>12 – Right to an opinion, 26 – Right to help if you are in need, 28 – Right to a good quality education,</i></p>	<p>Rationale for improvement priority based on evidence</p> <p>In line with NIF 2019, we in Drongan Primary School aim to ‘deliver both excellence in terms of ensuring children and young people acquire a broad range of skills and capacities at the highest level, whilst also delivering equity so that every child and young person thrive and have the best opportunity to succeed.’</p> <p>Through effective data analysis and self-evaluation we will identify priorities to ensure that we do everything we can to work towards this vision.</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>1.1, 1.2, 1.3, 1.4, 1.5 2.2, 2.3, 2.4, 3.1, 3.2,</p>
<p>Progress and Impact</p>	<p><u>Boost Group S&Q Data 2024</u></p> <p>During the current session (2023/24), we utilised additional support to raise attainment in literacy by providing targeted literacy support to pupils (through writing boost groups) identified as off-track through tracking and monitoring procedures.</p> <p>To enable us to evaluate the success of the intervention, pre and post assessments were completed. Below is a comparison of the assessments completed in September 2023 and June 2024, which highlights an increase in attainment for all children who attended the boost group sessions.</p>	

**Writing Assessment Record Results
September 2023**

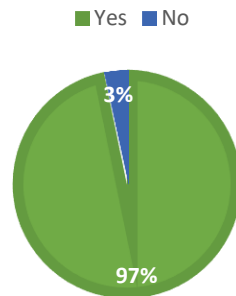


**Writing Assessment Record Results
June 2024**



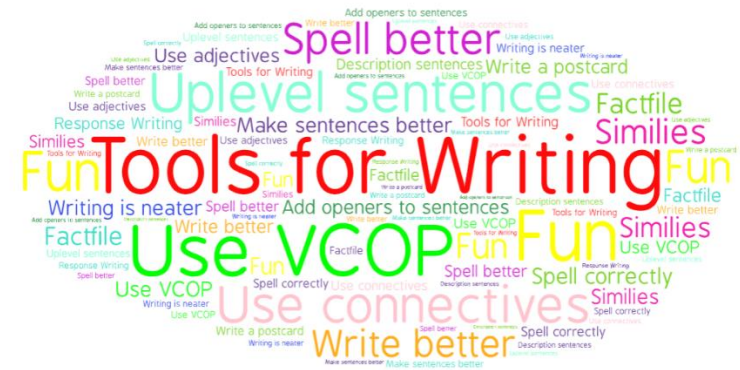
As well as the summative assessment, pupil and staff surveys were also completed to evaluate the impact of the writing sessions.

**DO YOU ENJOY THE WRITING
BOOST GROUP?**

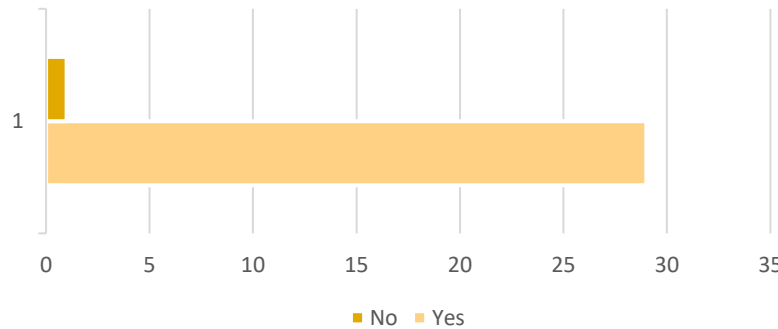


All pupils attending the Boost Group completed a survey to evaluate how effective the Writing Boost Groups have been and their enjoyment in the group. Almost all of the children enjoyed the writing boost group sessions and from this we can determine they have been effective. The pupil that did not enjoy the boost group explained that she does not enjoy writing at all which is why she has chosen no.

The children were also asked, “What is one thing you have learned whilst coming to the Writing Boost Group?” They were able to identify the areas we have covered in the group. From this data we can identify that the children were aware of their learning and success criteria when attending the boost group.



Do you feel more confident in your writing?

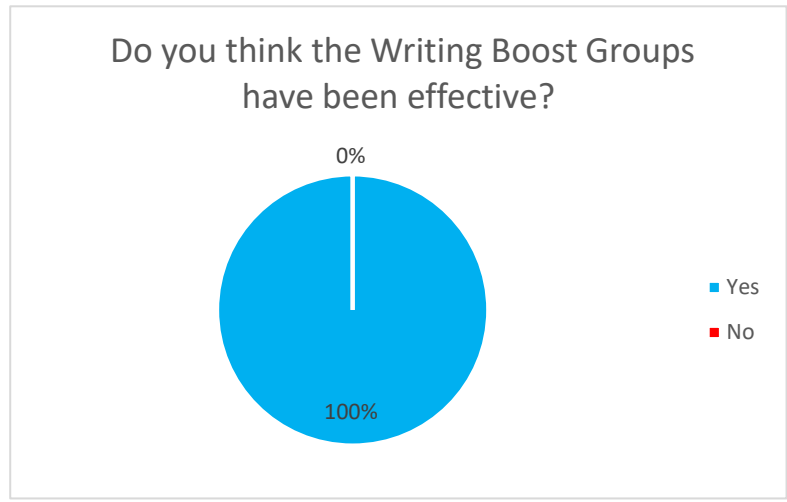


The second section of the questionnaire focused on the confidence levels of the children attending the Writing Boost Groups. From the collated data shown we can see that most children feel that they are confident in their writing. The Boost Group allowed for children to receive small group support and encouraged independence in writing. There was one child who stated he was not confident within writing, as he still feels that he needs support.

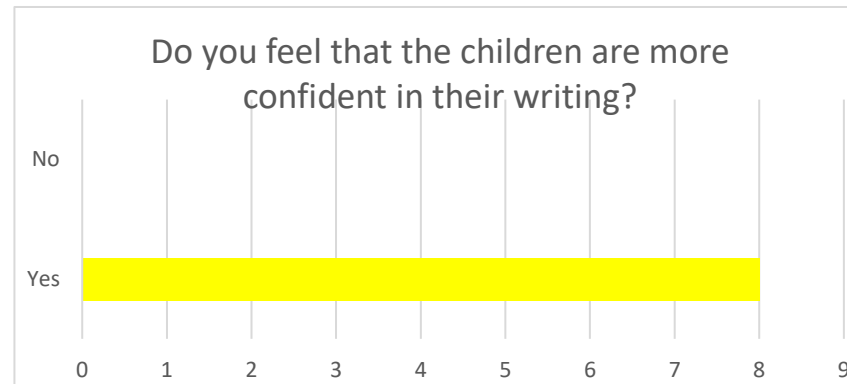
The children were asked what they enjoyed about the Writing Boost Group. A lot of the children stated that they had fun at the Boost Group, which on reflection was one of the key goals. Although the children are being removed from class to ensure they are making progress in writing, we wanted them to have enjoyment from the sessions. From this question we can see that all children had a positive experience when attending the Boost Group.



Teacher feedback was also a crucial part of our assessment on the success of the writing boost groups. Below you will see some of the data from their questionnaire.



All class teachers completed a survey to evaluate how effective the Writing Boost Groups have been for their children. From the collated data we can see that they feel that the groups have been very effective.



The second section of the questionnaire focused on the confidence levels of the children attending the Writing Boost Groups. From the collated data shown we can see that each child has developed in confidence from attending the groups. The Boost groups allow for children to receive small group support and encourages independence in writing.

The class teachers were asked to provide any additional feedback for the boost groups. The comments vary from discussing confidence in children and the benefits of the boost group.

Additional teacher comments:

“All pupils have enjoyed being part of the boost group and have developed their confidence in writing.”

“The writing boost group had greatly developed the confidence of the children working in it as they have received extra support in planning and assessing their writing, with a large focus on one-to-one verbal feedback / a chance to correct mistakes within their core targets for writing.”

“The boost group has given good support to my group of pupils and most have made improvements.”

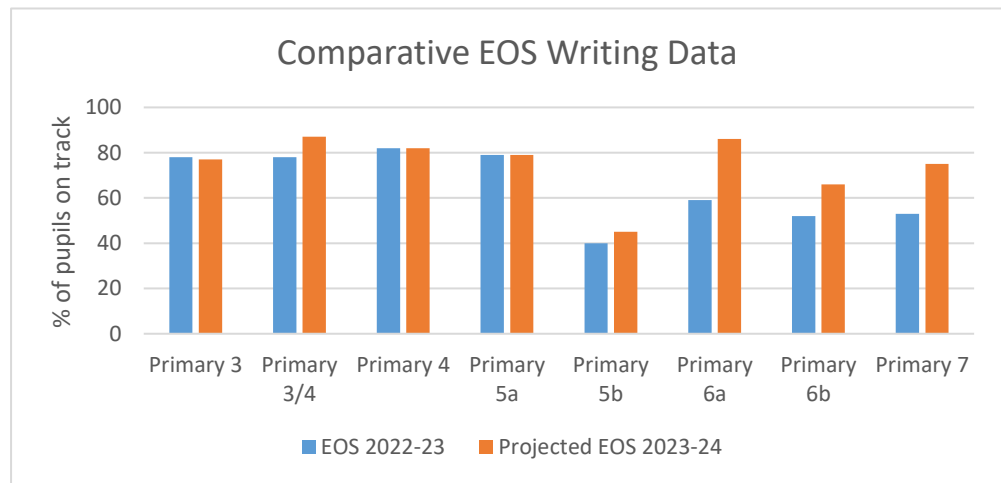
“The boost group has given good support to my pupils and most have made improvements.”

The boost group pupils are more confident when approaching writing and the content has improved.”

	<p>Overall the success of the writing boost groups can be highlighted, not only through the rise in attainment for all pupils, but through the enjoyment experienced by the children and the benefits highlighted by the staff. Next session we are aiming to continue to provide targeted boost group support to identified classes.</p>
Next Steps	<ul style="list-style-type: none">• Whole school focus on writing with the aim that overall attainment in writing will improve in: P1-7 by 6pp (74 – 80%) P5 by 5pp (69 – 74%) P6 by 5pp (66 – 71%) Increase overall attendance by 2pp (91 – 93%)• Continue to monitor and track pupil attendance and seek opportunities to reduce barriers to pupil attendance.

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 Staffing	During the current session (2023/24), we have been able to utilise additional support to raise attainment in literacy and support health & wellbeing through our Nurture sessions. The provision of one probationer 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 sections 1 and 4 as well as information regarding nurture provision / HWB and the impact that this has had.												
Boost Groups	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.	<p>Please also refer to attainment data within first section of report. Please refer to boost group evidence and information in section 4 of report.</p> <p>The data below highlights the progress made in writing attainment this session:</p> <table border="1"> <thead> <tr> <th>Stage</th> <th>2022-23 EOS Data % of pupils on track</th> <th>2023-24 Projected EOS % of pupils on track</th> </tr> </thead> <tbody> <tr> <td>Primary 3</td> <td>78.6%</td> <td>77%</td> </tr> <tr> <td>Primary 3/4</td> <td>78.3%</td> <td>87%</td> </tr> <tr> <td>Primary 4</td> <td>82%</td> <td>82%</td> </tr> </tbody> </table>	Stage	2022-23 EOS Data % of pupils on track	2023-24 Projected EOS % of pupils on track	Primary 3	78.6%	77%	Primary 3/4	78.3%	87%	Primary 4	82%	82%
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Primary 3	78.6%	77%												
Primary 3/4	78.3%	87%												
Primary 4	82%	82%												

Primary 5a	79%	79%
Primary 5b	40%	45%
Primary 6a	59.1%	86%
Primary 6b	52.2%	66%
Primary 7	53.6%	75%



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 2024-25, which details the establishment priorities.</p> <p>Please also refer to recent Learning Visit feedback, which identified many strengths and a few areas for considerations.</p>