

## Standards and Quality Report 2024 - 2025

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 260 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 40% of our pupils are within SIMD 1 and 2. 33% 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. In session 2024-25 the overall attendance percentage rose to 93%.

There has also been an improving trend with a significant reduction in exclusions. Since 2019 there have been no exclusions. 20% 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 2025-26 in the School Improvement Plan for the current session.

The school had a local 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 our journey to excellence by promoting 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 have 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

<b>Improvement Priority</b> <i>(Expressed as outcomes for learners)</i>	<b>Improvement Priority</b> <i>(Expressed as outcomes for learners)</i>  <b>All children will experience high-quality learning and teaching.</b>	<b>Education Service Improvement Plan 1: Our Leadership</b>  We actively support, promote and enact leadership at all levels. Our young people are supported to be leaders of their learning in our centres, schools and wider life experiences. All staff have ready access to appropriate CLPL and experiences to promote leadership in every classroom, playroom and centre.																		
<b>Our Leadership</b>																				
<b>Progress and Impact</b>	<p><b><u>PRD Processes</u></b></p> <p>As part of their PRD process, all teaching and promoted staff members engaged with relevant GTCS standards. This was a valuable self-evaluation activity where staff members were provided with the opportunity to reflect on the standards, highlighting strengths and identifying areas for development. This allowed for appropriate targets to be set in line with personal targets and school improvement priorities. As a result, it has seen staff at all levels playing an active role in leading and supporting change across the school.</p> <div data-bbox="481 715 1556 1353">  <div> Teacher self-evaluation against the GTCS standard for career-long professional development  </div> <table border="1"> <tr> <td><b>1. Being a Teacher in Scotland</b></td><td><b>Areas of strength</b></td><td><b>Identified areas of development</b></td></tr> <tr> <td> Social Justice  Trust and respect  Integrity  Professional Commitment </td><td></td><td></td></tr> <tr> <td><b>2.1 Curriculum and pedagogy</b></td><td><b>Areas of strength</b></td><td><b>Identified areas of development</b></td></tr> <tr> <td> 2.1.1 Have an enhanced and critically informed understanding of Pedagogical and Learning Theories and Professional Practice   2.1.2 Have an enhanced and critically informed understanding of Research and Engagement in Practitioner Enquiry   2.1.3 Have an enhanced and critically informed understanding of Curriculum Design   2.1.4 Have an enhanced and critically informed understanding of Planning for Assessment, Teaching and Learning </td><td></td><td></td></tr> <tr> <td><b>2.2 Professional responsibilities</b></td><td><b>Areas of strength</b></td><td><b>Identified areas of development</b></td></tr> <tr> <td> 2.2.1 Have an enhanced and critically informed understanding of Education Systems   2.2.2 Have an enhanced and critically informed understanding of Learning Communities </td><td></td><td></td></tr> </table> </div>		<b>1. Being a Teacher in Scotland</b>	<b>Areas of strength</b>	<b>Identified areas of development</b>	Social Justice Trust and respect Integrity Professional Commitment			<b>2.1 Curriculum and pedagogy</b>	<b>Areas of strength</b>	<b>Identified areas of development</b>	2.1.1 Have an enhanced and critically informed understanding of Pedagogical and Learning Theories and Professional Practice  2.1.2 Have an enhanced and critically informed understanding of Research and Engagement in Practitioner Enquiry  2.1.3 Have an enhanced and critically informed understanding of Curriculum Design  2.1.4 Have an enhanced and critically informed understanding of Planning for Assessment, Teaching and Learning			<b>2.2 Professional responsibilities</b>	<b>Areas of strength</b>	<b>Identified areas of development</b>	2.2.1 Have an enhanced and critically informed understanding of Education Systems  2.2.2 Have an enhanced and critically informed understanding of Learning Communities		
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### **Leader of Learning Programme**

The implementation of the Leaders of Learning module blocks at Drongan Primary has had a significant and positive impact on both staff and pupils. It has provided the facilitator of this programme with a valuable opportunity to further develop their leadership skills while playing a key role in enhancing the overall quality of teaching and learning across the school. This work has helped establish a more consistent and reflective approach to pedagogy, allowing teaching staff to build on existing good practice and ensure a shared understanding of effective teaching strategies throughout all stages.

Through the Evaluation and Feedback module, staff have become more confident in using assessment data to inform their planning and provide meaningful, constructive feedback to pupils. This has supported a more targeted approach to learning, helping pupils to understand their next steps and make clear progress. Meanwhile, the Meeting Learners' Needs module has enabled teachers to reflect more deeply on how to differentiate effectively and provide inclusive learning environments. As a result, there is now a stronger focus on addressing the individual needs of pupils, leading to improved engagement and outcomes.

Overall, this initiative has strengthened professional collaboration, supported continuous improvement and contributed to a more cohesive and pupil focused learning environment at Drongan Primary.

There have also been other opportunities for teaching staff to share good practice during collegiate activities. Formal, informal and peer observations have provided valuable self-evaluation information to highlight strengths and identify areas for development, continuing to support consistency across all stages.

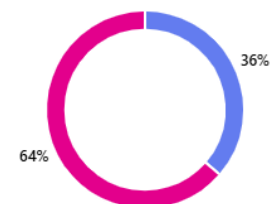
### **Pupil Committees**

We have introduced Pupil Committee afternoons this session. This has provided an increased number of pupils with the opportunity to be part of a pupil committee, to meaningfully contribute to the life of the school and be an important voice in the change process. All staff members are involved in a committee, with teaching staff playing a lead role in driving forward relevant and meaningful change in line with the school improvement priorities.

The data below shows the positive impact that the work in this improvement priority has had:

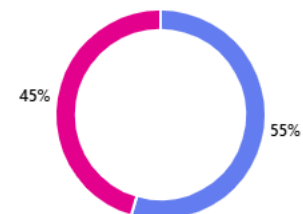
1. I feel confident in delivering the features of highly effective practice as detailed in learning observation paperwork. (0 point)

Strongly agree	4
Agree	7
Neutral	0
Disagree	0
Strongly disagree	0



2. Sharing practice and CLPL sessions during our collegiate time have impacted positively on my practice. (0 point)

Strongly agree	6
Agree	5
Neutral	0
Disagree	0
Strongly disagree	0



Quotes from teaching staff:

*"Working as an infant department team and sharing ideas informally on a regular basis has been the most effective way of developing practice. The four infant classes work well as a team and provide advice and support regularly. The sharing of ideas is excellent as is the consistency within the four classes."*

*"Engaging with discussions with stage partners and applying this to my own practise regarding the learning and teaching in my class. The ways I use assessment in my practise has been positively impacted by whole staff discussions about assessment and using a whole school approach has supported my confidence."*

*"From listening to my peers, it has made me reflect on my own practice and the ways I can keep improving."*

Pupil Survey:

Question	Pupil Response
My teacher uses learning intentions that are clear and easily understood.	83% said yes 16% said sometimes
My teacher asks me questions that really make me need to think.	49% said yes 49% said sometimes
The teacher makes sure that the same people do not answer every question, and everyone is involved.	91% said yes 8% said sometimes
My teacher provides regular feedback about work helping me to improve and achieve success.	82% said yes 17% said sometimes
I regularly have the opportunity to work in pairs, trios and groups.	62% said yes 38% said sometimes
I have the opportunity to self-assess my work and peer assess other people's work	64% said yes 34% said sometimes
I know what level I am working at in literacy and numeracy	90% said yes
I feel that pupils play an important part in the life of the school (in class and through committees etc...)	86% said yes 13% said sometimes

This data highlights a number of strengths in relation to the experiences pupils at Drongan Primary School are provided with in relation to learning. The questions highlighted in amber although are still positive overall, will be areas that we continue to focus on as a staff to increase the percentage of pupils who confidently answer yes to the questions asked.

#### Next Steps

- Continue to provide all staff with opportunities to reflect on their own practice, relating this to the GTCS standards.
- Continue to engage with EAC Leaders of Learning programme.
- Provide opportunities for staff to share good practice during collegiate calendar.
- Build on the foundations of our pupil committee afternoons to increase pupil voice further.



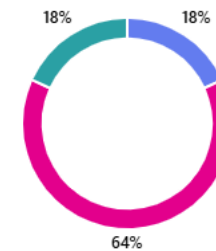
<b>Improvement Priority</b> <i>(Expressed as outcomes for learners)</i>	<b>Improvement Priority</b> <i>(Expressed as outcomes for learners)</i>  <b>All children will experience a relevant curriculum and have opportunities to make decisions about what they learn, especially in IDL.</b>	<b>Education Service Improvement Plan Priority 2: Teaching and Learning Together</b>  Our young people should experience a teaching, learning and curriculum offer that meets their needs, and those of our local and national context. All staff should be supported to deliver in new and innovative ways by accessing CLPL relevant to their needs and those of our young people.
<b>Teaching and Learning Together</b>		
<b>Progress and Impact</b>	<div><p><b><u>Curriculum Rationale</u></b></p><p>A full consultation process has taken place during session 2024-25. This involved all pupils and just under half of the parent body with 125 parent surveys being completed as part of the process. This focused on the local context of the school and community and what makes us unique. The survey also focused on what parents’ hopes and aspirations for their children are during their time in Drongan Primary School and beyond. Parents also highlighted strengths and what they think the school could do better.</p><p>Overall, the feedback was extremely positive. When asked how they feel about their child’s education provision, the overall score was 4.84 out of 5, which reflects very positively.</p><p>The new Curriculum Rationale will now be created early in session 2025-26 and shared with all stakeholders.</p></div> <div><p>5. Please rate how you feel about your child / children's education provision at Drongan Primary School? (0 point)</p><div><div><div>4.84</div><div>Average Rating</div><div>★ ★ ★ ★ ★</div></div><div><div>Level 5</div><div>Level 4</div><div>Level 3</div><div>Level 2</div><div>Level 1</div></div><div><div>14</div><div>2</div><div></div><div></div><div></div></div></div></div>	

### **Pupil-led Learning**

As discussed in improvement priority 1, teaching staff have had access to relevant professional learning and collegiate working. This has led to a more consistent approach across the school, with one of the focuses being how we can increase pupil independence and providing opportunities for children to play a lead role in their learning. The Leaders of Learning programme has supported our work in this area, as well as in house sharing practice sessions. Teachers confidence has increased with 82% either strongly agreeing or agreeing that they are confident in facilitating opportunities for pupil-led learning.

5. I am confident in facilitating opportunities for pupil-led learning and increased pupil voice. (0 point)

● Strongly agree	2
● Agree	7
● Neutral	2
● Disagree	0
● Strongly disagree	0



When asked, 86% of pupils agreed that they are provided with opportunities to play a lead role in their learning in class.

### **Social Studies**

Enhancing our Social Studies planner has been a key priority this session. This has allowed us to ensure that there are improved learning experiences for all pupils, which are more meaningful and relevant. It is important to establish topics that are relevant to our pupils, both locally and in the world around them.

To further develop Social Subjects, we are going to work collegiately to develop interdisciplinary planners for our class topics, which will provide coverage across a wide range of curricular areas. We will invest in resources to create new topic boxes, which will in turn provide richer learning for all pupils.

### **Marking Policy**

As part of our journey to Gold for Inclusive Practice, we developed a Marking Policy and Correction Code at Drongan Primary School. This policy is concerned with ensuring a consistent approach to marking and feedback across the school and to ensure the involvement of children in extending their own learning.

It is important to provide constructive feedback to children, focusing on success and improvement needs against learning intentions. This enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do.

Reviewing this policy has allowed us to provide consistency across all stages, while adapting the way feedback is provided to learners in line with new initiatives, such as Leader's of Learning.

**Assessment Policy**

Assessment is a continuous process integral to learning and teaching at Drongan Primary School. Assessments are how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery of the curriculum to be more effective, thereby raising attainment for every child. More formal methods of assessment provide feedback on pupil progress and ensure a rigorous approach to the delivery of learning experiences across the curriculum.

The review of our assessment policy allowed us to work collegiately to ensure that we are maintaining a coherent approach to planning the curriculum, learning, teaching and assessment.

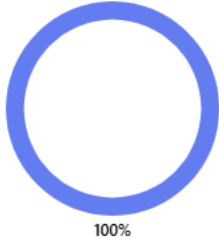
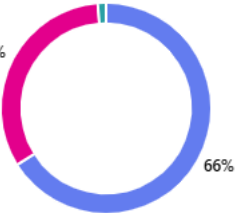
There are a wide range of assessment resources available within the school, authority and nationally. Reviewing our policy and overview provided staff with the opportunity to share resources that have worked for them, providing us with clear guidance on how it can best suit the needs of Drongan Primary School and the pupils.

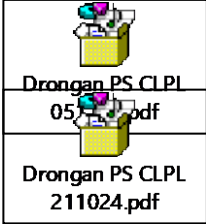
**Digital Technologies**

We continue to actively promote and embed the use of digital technologies to enhance the learning experiences across all stages of the school. Our children have made clear progress in their ability to confidently and effectively use IT in class, with digital tools now becoming an integral part of daily learning. Staff have supported pupils in developing key digital skills that allow them to research, create, present and evaluate their work with increasing independence. Regular checks and audits of IT devices have allowed us to identify improvements needed, including device maintenance, software updates and applications that can enhance the learning experiences in daily teaching across the school.

Pupil leadership in digital learning is also continuing to grow, with children given opportunities to lead learning by sharing their IT knowledge in the digital leaders group. These opportunities have helped build confidence and promote digital responsibility among our learners. Each term, the group have come together and identified an appropriate app of the term that the lower school and upper school can use in class. The digital leaders have then been given the opportunity to share their findings with the school at assemblies or as part of a walk round to go into more detail about the benefits of using these apps.

100% of teaching staff said that they use digital technologies regularly to enhance teaching and learning. 66% of pupils said yes when asked if they have the chance to use digital technologies during learning activities and 33% said sometimes.

	<p>7. I use digital technologies regularly in learning activities to enhance learning experience when appropriate.</p> <div><div><div>● Yes</div><div>11</div></div><div><div>● No</div><div>0</div></div></div> <div><p>100%</p></div> <p>9. I often have the chance to use digital technologies during learning activities. (0 point)</p> <div><div><div>● Yes</div><div>105</div></div><div><div>● Sometimes</div><div>52</div></div><div><div>● No</div><div>2</div></div></div> <div><p>33% 66%</p></div>
Next Steps	<ul style="list-style-type: none"><li>• Create new Curriculum Rationale and share with all stakeholders.</li><li>• Further develop IDL planners and invest in topic boxes and resources.</li><li>• Continue to develop approaches to assessment while monitoring and tracking in a robust and rigorous way.</li><li>• Continuously review our approaches to including digital technologies to develop skills and knowledge.</li></ul>

<b>Improvement Priority</b> <i>(Expressed as outcomes for learners)</i>	<b>Improvement Priority</b> <i>(Expressed as outcomes for learners)</i>  <b>All children will feel nurtured and be able to articulate this.</b>  <b>Overall wellbeing ratings will improve in:</b> <b>Achieving from 4.5 – 4.7</b> <b>Nurtured from 4.5 – 4.7</b> <b>Respected from 4.4 – 4.6</b> <b>(ratings are out of 5)</b>	<b>Education Service Improvement Plan Priority 3: Our Wellbeing and Belonging</b>  We want all of our young people to feel supported by people who know them well, and feel included in all of our schools and centres. Our staff need to be supported in their working with our young people, especially in times of adversity. As a key universal service, it is our vision that all young people attend our establishments on a full-time and regular basis to support them in their development at all stages.
<b>Our Wellbeing and Belonging</b>		
<b>Progress and Impact</b>	<p><b><u>Nurture</u></b></p> <p>We have continued to improve our nurture and inclusion provision this session by engaging in EAC Relationships and Behaviour CLPL Framework, delivered by our Educational Psychologist.</p> <p>The initial self-evaluation provided a suitable starting point; ‘Informed Level’. This CLPL involved exploring the essential knowledge and skills required by all staff to play their part in creating nurturing environments with clear limits, structures and supports.</p> <p>The Education Psychologist, Mark Brotherton observed the classroom environments, making recommendations where required. He then led staff through 3 CLPL sessions, covering the following:</p> <ul style="list-style-type: none"> <li>- Learning Environment Offers a Safe Base &amp; The Importance of Transitions in Children's Lives.</li> <li>- Relationships &amp; Neuroscience</li> <li>- Introduction to key Nurture Principles</li> <li>- Whole School Nurture – readiness</li> <li>- The environment offers a Safe Base</li> <li>- Nurture Principle – Transitions.</li> <li>- Introduction to trauma informed classroom practice.</li> </ul> <div data-bbox="1536 1002 1740 1227">  </div>	

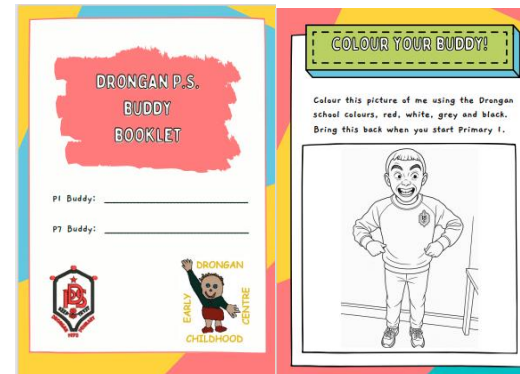
Action:

We collaboratively agreed on an action point for improvement; 'Transitions'. Staff considered big and micro transitions in their classroom, and whole school transitions. As a result, we made the following changes.

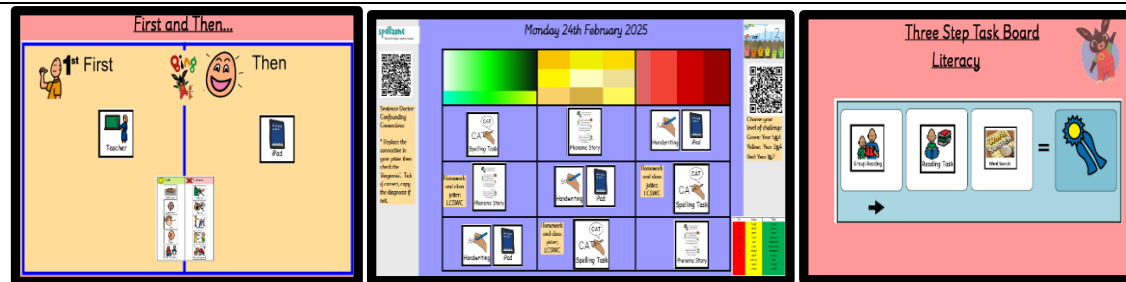
- 1) Whole school assembly times changed from 9.15am to 9.40am, giving children time transition time from home to school.



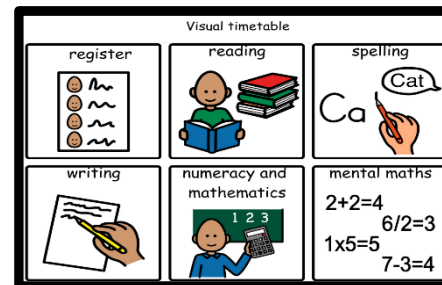
- 2) Increased involvement of Primary 6 buddies in ECC to Primary 1 transition.



- 3) Calming music played during assemblies when children enter and leave, promoting a sense of calm.
- 4) Almost all classes are using task boards to improve transitions between activities and independence ensuring **Identified pupils will be supported with relevant interventions.**



- 5) All classes are using visual timetables to prepare children for learning and changes to normal routines.



- 6) Inclusion Committee, in line with our Communication Friendly Schools journey, were tasked with whole school changes. This has included school area signage, communication friendly learning environments and staff photographs.

(See Sway presentation for more details).

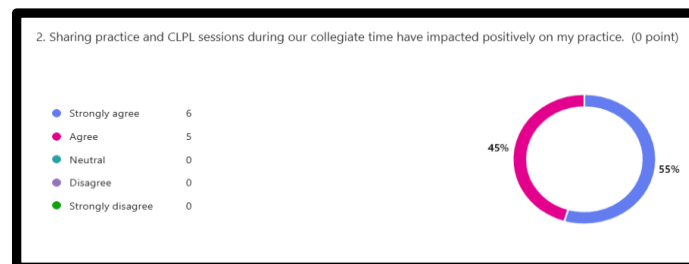
<https://sway.cloud.microsoft/GUirUrQFg3sN4JyL?ref=Link>



### Evidence of Impact:

***Almost all teachers are confident in the use of nurturing approaches and its language.***

Teachers are more informed through CLPL and sharing practice sessions, resulting in increased confidence. This is evident in staff and pupil interactions around the school, where almost all teachers are employing nurturing approaches and conversations.



***Pupils will benefit from and enjoy a nurturing learning experience.*** All teachers applied a test of change in their classroom and have made adaptations to improve nurturing approaches.

When questioned, staff responded positively highlighting how they have developed their environment in line with nurture principles and communication friendly practice.



	1	All labels in class are communication friendly. Resources are stored in a way that makes them easy to access and encourages the children to take responsibility for their own classroom and to be respectful. The classroom is a safe base. the children have a good relationship with the class teacher and are comfortable approaching for chats/hugs if feeling worried or upset.	
	2	Clam corner, neutral displays, task boards, daily timetable, visuals are made on Board maker, consistent labels and signs with the rest of the school	
	3	Continuing to develop and use nurturing practices. Introduced Zones of Regulation. Pupils have a chance to share ideas about what they want in their classroom.	
	4	Pastel frieze paper on all walls. An approachable learning environment. Zones of Regulation discussed. SHANARRI.	
	5	Opportunities for time out when necessary, with an area designated for this and being available to talk in private if they need to. Also provide post-it notes to write down any concerns.	
	6	flexible seating, accessible resources clearly labelled, lights off if room is bright	
	7	Neutral, calm and organised classroom environment. Clear labelled. Respectful and restorative communication. Visual aids and organisers, e.g. timetable, task board, displays etc.	
	8	Calm corner available at all times, engaging pupils in restorative conversations, learning about the Zones of Regulation and using this language in conversations, adapting room and group layouts in response to activity in the classroom.	
	9	A calm area for when children need space to regulate their emotions.	
	10	Calm corner, zones of regulation principles used to support learners communicate, daily check ins, worry jar and strong positive relationships built with CT.	

11	comfortable calm area, lighting, labelled and accessible resources
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### Zones of Regulation

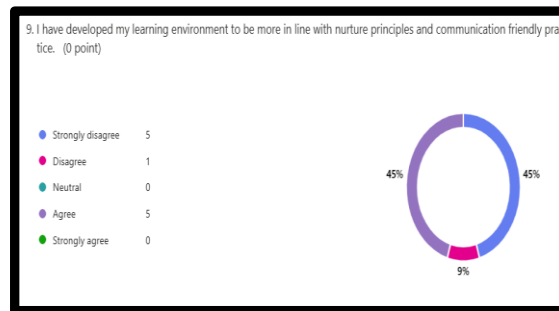
To promote and develop self-regulation in the classroom, we have implemented Zones of Regulation in each class, by identifying and managing emotions, especially in challenging situations. It focuses on teaching children strategies to cope with different emotional states and return to a calm, ready-to-learn state, referred to as the "Green Zone. All classes have a Zones of Regulation display and pupils have individual toolkits, providing self-regulation strategies. This has led to a *reduction in frequency of pupils demonstrating dysregulated behaviour in almost all classes.*



Break out spaces, brain breaks, and small group supports have helped *identified pupils feel more included in their learning environment.*  
*Identified pupils will be supported with relevant interventions.*



**Nurture principles will be evident in all classes.** Nurture principles are evident during SLT and Educational Psychologist classroom observations.



*\*Please note, a typo in the data above. Strongly disagree and strongly agree numbers should be switched, as clarified by staff.*

As a school we have also continued our Communication Friendly journey and were ready to submit our application for accreditation. Unfortunately, there is no process available now for accreditation. There is no doubt that this has been beneficial to supporting inclusion in Drongan Primary School. Together with our approaches to inclusive practice, Rights Respecting Schools and Nurture, we are proud of the universal support that children have through out welcoming, pupil friendly learning environments.

### **Pupil Wellbeing**

The interventions put in place from data gathered during wellbeing check-ins this session has led to an overall improvement in the Nurture wellbeing indicator, with Achieving and Respected staying the same.

#### **Predicted Scores for session 24/25**

<i>Wellbeing Indicator</i>	<i>2023/24 Rating (out of 5)</i>	<i>2024/25 Rating (out of 5)</i>
<i>Achieving</i>	4.5	4.7
<i>Nurtured</i>	4.5	4.7
<i>Respected</i>	4.4	4.6

#### **Actual Scores for session 24/25**

<i>Wellbeing Indicator</i>	<i>2023/24 Rating (out of 5)</i>	<i>2024/25 Rating (out of 5)</i>
<i>Achieving</i>	4.5	4.5
<i>Nurtured</i>	4.5	4.6
<i>Respected</i>	4.4	4.4

Most pupils scored a 4 or 5 in each wellbeing indicator during each check-in.

Moving forward into session 25/26, the introduction of pupil profiles and piloting the National Writing Framework will increase pupils' awareness of their achievements. This will hopefully lead to an increase in the Achievement wellbeing indicator scores.

### Sample of Data from Term 3



Any child who has scored any wellbeing indicator low (1 or 2) has a 1-1 meeting with their class teacher and an intervention is discussed and put in place to help.

### Sample of Data

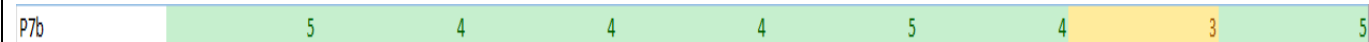
#### Term 2 data –



#### Intervention put in place in term 2 –

Pupil name	Achieving 2	Spoke with _____ and he is aware of how he is performing in <u>P7</u> and the CT is more than happy with his effort. He will aim to achieve more certificates.	_____ now feels he is achieving more. The reassurance given from his CT that he continues to do well as well as receiving more certificates leading him to achieve his silver award.
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#### Term 3 data -



The impact of the wellbeing check-ins and the interventions put in place have resulted in almost all children improving their wellbeing indicator scores in the next check-in.

### **Rights Respecting Schools**

Almost all pupils have a greater understanding of children's rights through article of the month and pupil voice groups focussing on Rights of the Child. Campaigns including a community litter pick campaign as well as a dog fouling campaign have increased most pupils' awareness of articles 24/29 and global goals 13 – Climate Change and 15 - Life on Land.

### **Example of Evidence**

Article of the Month - November



Litter Picking Campaign



**Litter Picking Rota**

Please pick 3 children each week from your class to take part in litter picking with Mr Kelly at lunchtime at 1pm.

Only the children picked for that day should go to litter pick.

Day	Class
Monday	P1 & P7a
Tuesday	P1/2 & P7b
Wednesday	P2/3 & P6a
Thursday	P3 & P6b
Friday	P4, P4/5, P5 (2 from each class)

**Drongan Primary Litter Picking Rota Tuesday 1st April**

Time	Class	Area	Meeting Point
9.15am-9.45am	P1 & P1/2	Infant playground/grassy area	Infant playground
9.55am-10.25am	P2/3 & P3	Main playground/ all surrounding grassy areas	Upper playground
11.00am-11.30am	P4 & P4/5	Grassy area at front carpark	Main entrance
11.40am-12.25pm	P5	Front of community centre/ Astro pitch and surrounding grassy area	Outside Astro pitch
1.30pm-2.45pm	P6a & P7a	Community - swing parks, playing fields, bottom shops, surrounding streets of the school	Community centre carpark

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

Dog Fouling Campaign

10:25 Cumnock Chronicle

**Cumnock Chronicle**  
3 Apr

Great work 🍌🍌

About this website

cumnockchronicle.com

Drongan primary pupils work to clean up village's dog fouling issue





### **Outdoor Learning Committee – School Community Garden**

This year our Outdoor Learning Committee have been working hard in the new school garden. The Kenneth Clarke Memorial Garden has been a great addition to the school and it has been great working in partnership with the Drongan Grassroots, who were able to secure funding and grants to enable us to establish this resource. With their support, we were also able to secure funding from the Ayrshire Climate Hub, allowing us to purchase equipment and tools for the garden.

The Outdoor Committee have enjoyed spending time in the garden, first getting it ready for the spring, and then planting a wide range of fruits and vegetables. In the garden there are a huge range of fruits and vegetables growing. We have peas, onions, carrots, potatoes, Pak Choi, herbs, strawberries and more growing outside. As well as tomatoes, peppers, cucumbers, courgettes, pumpkins and sweetcorn growing in our polytunnel.

The purpose of the garden is to provide our children with an education on where their food comes from. The farm to fork journey is often one that can be overlooked, and it has been lovely to see the positive impact the garden has had on our pupils. It is not only the Outdoor Committee who have been involved. We have a huge number of children who are enjoying exploring the garden, watering the plants and watching things grow and develop. The objective is to not only provide the children with a chance to see vegetable grow and taste them, but to also sell some of the produce to the school community, which will allow us to reinvest money back into future years.

It is our plan to continue working with community groups to further enhance outdoor learning experiences for our pupils. This will include providing new outdoor spaces that can be used for learning and teaching, further developing the School Community Garden and listening to the voices of our pupils on how we can better use our outdoor spaces.



### Next Steps

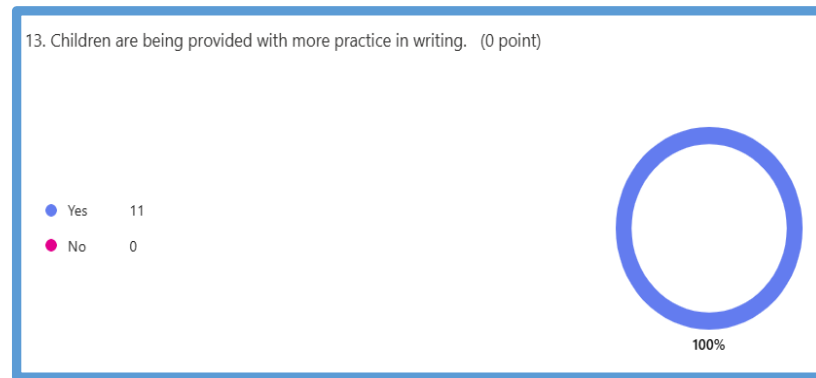
- Continue to monitor and track pupil wellbeing, ensuring appropriate interventions are put in place with impact being monitored.
- Continue with a focus on Nurture principles, using self-evaluation to identify new principles to focus on as a whole school.
- Further focus and monitoring of how zones of regulation is being used.
- Maintain Gold RRS status.
- Maintain school and community garden, exploring ways to include as many children as possible and involving community groups.
- Focus on pupil achievement to increase overall pupil rating in this indicator.

<div>Improvement Priority</div> <div>(Expressed as outcomes for learners)</div>	<div>Improvement Priority</div> <div>Overall attainment in writing will improve in:</div> <div>P1-7 by 6pp (74 – 80%)</div> <div>P5 by 5pp (69 – 74%)</div> <div>P6 by 5pp (66 – 71%)</div> <div>Increase overall attendance by 2pp (91 – 93%)</div>	<div>Education Service Improvement Plan Priority 4: Our Attainment, Destinations and Achievements</div> <div>We want the very best for all of our young people in East Ayrshire. We aim to ensure that all young people secure a positive destination through excellent achievement and attainment at all levels.</div>
<div>Our Attainment, Destinations and Achievements</div>		
<div>Progress and Impact</div>	<div>Writing</div> <div>When analysing attainment data from last session, writing attainment was comparatively lower than other aspects of literacy. Over the session, we have implemented multiple developments, as detailed in this presentation; <a href="https://sway.cloud.microsoft/OO5o0BI21VfMA300?ref=Link">https://sway.cloud.microsoft/OO5o0BI21VfMA300?ref=Link</a>.</div> <div>These action points have led to achievement of the following outcomes.</div> <div><div>• Teaching staff will be more confident when teaching writing.</div></div> <div>Post-intervention data reveals that almost all staff feel more confident in the delivery of writing.</div> <div><div>11. I am more confident in the delivery of writing. (0 point)</div><div><div><div>Yes10</div><div>No1</div></div><div><div>91%</div><div>9%</div></div></div></div>	

*"Engaging in discussions with stage partners and applying this to my own practise regarding the learning and teaching in my class. The ways I use writing assessments in my practise has been positively impacted by whole staff discussions about assessment and using a whole school approach has supported my confidence."*

- Pupils will have increased opportunities to develop their skills in writing.

All staff indicated that children are being provided with more practice in writing.



*P3: "I firstly decided to focus on connectives as I know that I focussed mostly on full stops and capital letters in P2. Most children in the class now regularly use 'and', 'but', 'so' and 'because' correctly in their writing. Daily repetition has definitely worked for me so far."*

*P4/5: "This class responded very well to the daily writing tasks, and I really enjoyed teaching short bursts of writing. It meant I could adapt and focus on a particular skill that I noticed the majority of the class were struggling with (e.g. speech marks), or I could encourage imagination and creativity with more open ended writing tasks."*

The comments below are in response to the following statement: 'Discuss how you have developed the delivery of writing in your class.'

Responses show a consistency in our approach and the impact of increased writing opportunities, highlighted in green.

	1	<i>The children have always been encouraged to visit the writing table for free writing. The biggest change this year is the number of children accessing the area and the quality of writing. They can write about whatever they want but a stimulus is also available for ideas. The children store their writing in their own folder, this encourages them to revisit and complete longer pieces of work.</i>
	2	<i>I have incorporated writing sentences into my plans every day. I have created Boardmaker Tools for Writing SC that we focus on every day and have learned about in depth over the past 3 terms.</i>
	3	<i>Free writing introduced.</i>
	4	<i>Daily Writing and taking a number of weeks to complete a piece of writing to teach each aspect in detail</i>
	5	<i>Daily writing tasks and extensive grammar lessons.</i>
	6	<i>regular writing tasks, working more in pairs and small groups and sharing ideas to assess learning peer/self</i>
	7	<i>Daily writing with a focus on tools for writing (based on assessment results). Genre focus; working at a slower pace, building over a few sessions, building the success criteria each week. Free writing and personalisation of writing topics.</i>
	8	<i>Focussing on short and regular inputs of writing has been beneficial to support continuity of learning, especially regarding the Tools for Writing. Short, repetitive writing practises focussing on T4W targets has encouraged the pupils to be consistent with their targets. Having printed toolkits with the target conjunctions and openers lists that pupils can use independently has helped them include these more in their writing.</i>
	9	<i>Using SAC COW for genres and SAC DUG for grammar.</i>

10

*Although I don't teach the writing block this year with my class, I do feel I have developed my opportunities for daily writing. Learners now take part in daily tools for writing and grammar activities and are given written or oral feedback.*

- There will be a more consistent approach to the delivery of writing across all stages.

Following the process highlighted in the Writing sway presentation, we agreed on the following action points to ensure a consistent approach to the delivery of writing across all stages. This has led to a more consistent approach.

#### **TERM 1&2**

- Term 1 focus; Tools for Writing, Personal Writing.
- Implement a writing journal.
- If appropriate, teacher leads boost groups.
- SAC Board maker correction codes to replace existing writing jotter expectations. Current jotter expectations still to be displayed in reading/spelling or grammar jotters.
- Link Tools for Writing focus to other literacy activities, e.g. spelling using speech, morning starter, dictation with punctuation, reading, handwriting.
- Consider approaches to writing and how to implement each stage including; thinking, planning, reviewing, editing, publishing.

#### **TERM 3&4**

- Writing genre linked to reading genre: Literacy Working Party to create natural links to text, providing reading into writing opportunities (e.g. Persuasive writing shared text, followed by persuasive writing). These may already be available on SAC Literacy Resources.
- Focus on tools for writing continues through spelling activities and discreet punctuation and grammar focus. For example, 'This week's tools for writing focus is 'connectives'. Link two of your spelling sentences with a connective from the first level list.' Reading highlight etc.
- Literacy Boost Group: Boost group teacher swap with class teacher, where appropriate, , allowing CT to support boost group writing their writing targets, spending more focussed time in a small group, aiming to support children to achieve expected level. This could be done on a rotation, depending on the needs of the class.

- CT continue to model writing to class, working collaboratively while expressing visible thinking. Children can replicate this in their work.

Staff have also highlighted there is a more consistent and collegiate approach:

*“Working as an infant department team and sharing ideas informally on a regular basis has been the most effective way of developing practice. The four infant classes work well as a team and provide advice and support regularly. The sharing of ideas is excellent as is the consistency within the four classes.”*

Attainment in writing has increased as shown in the table below:

Stage	2023/24 (% on track)	2024/25 (% on track aim)	2024/45 (% on track, End of Session results)
Whole school	74%	79%	78%
P5	69%	74%	79%
P6	66%	71%	71%
P4-7	69%	-	78%

The adaptations made to the writing programme have had a significant impact on attainment at all levels. As shown on the table above children in P5 have exceeded the aim set at the beginning of the session, increasing attainment by 10%. Staff highlighted the impact the improvements have made.

*“I am delighted with how P.1 are progressing this year. Some children are probably now working on 1.1.”*

*“Very happy with how P2/3 are progressing this year. Some P2 children are probably now working on aspects of 1.2 within reading and writing.”*

It is also interesting to note that across P4-7 there has been an increase of 9 percentage points from 69% of pupils in P4-7 achieving expected level in writing, to 78%. These are the stages where practice will have changed most and has clearly had a positive impact on overall attainment in this area.

**Attendance**

This session the overall attendance percentage has risen by 2pp from 91% to 93%. This was the aim at the start of the session, and it is positive to see that there has been an increase.

This has been achieved by ensuring that attendance monitoring processes are maintained together with targeted supports for pupils who may have barriers that prevent them from attending school. The HWB and Nurture support detailed in improvement priority 3 highlights some of the supports that are available to children who attend Drongan Primary School, and should any child have barriers preventing them from coming to school, we work cooperatively with their family to best identify the most suitable and appropriate supports.

Our Home Link Worker who was allocated to the school has also worked with identified pupils and groups of pupils to support them both while they are in school and at home. HLW has worked closely with parents to discuss various strategies that can be used to help them support their child.



### Overall Attainment

The attainment data for 2024-25 reflects positively on the continued effort to provide the best possible opportunities for pupils to achieve their full potential. The attainment data shown below highlights the overall academic achievements of pupils across all stages in Drongan Primary School and the progress that has been made this session.

In reading, writing and numeracy, most children are achieving the national expected levels, with almost all achieving in listening and talking. In writing, the majority of Primary 1 and Primary 6 pupils are achieving in writing. There has been a significant improvement in writing attainment data this session, as detailed previously in this document. Writing will continue to be a focus for improvement next session.

READING					
	On Track	Off Track		On Track	Off Track
P1	23	3	P1	88.5%	11.5%
P2	27	5	P2	84.4%	15.6%
P3	26	9	P3	74.3%	25.7%
P4	30	5	P4	85.7%	14.3%
P5	34	9	P5	79.1%	20.9%
P6	36	8	P6	81.8%	18.2%
P7	38	7	P7	84.4%	15.6%

WRITING					
	On Track	Off Track		On Track	Off Track
P1	19	7	P1	73.1%	26.9%
P2	25	7	P2	78.1%	21.9%
P3	27	8	P3	77.1%	22.9%
P4	30	5	P4	85.7%	14.3%
P5	34	9	P5	79.1%	20.9%
P6	31	13	P6	70.5%	29.5%
P7	36	9	P7	80.0%	20.0%

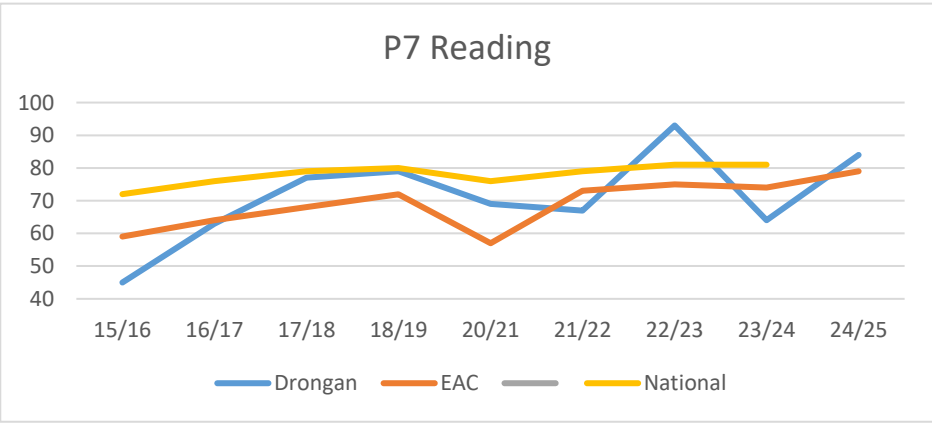
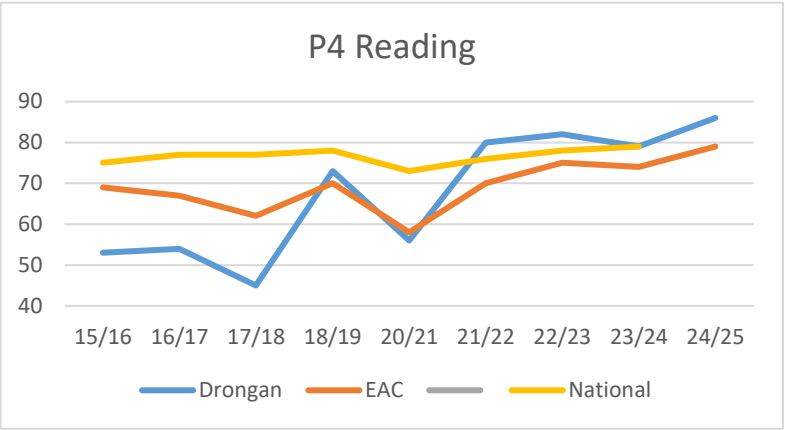
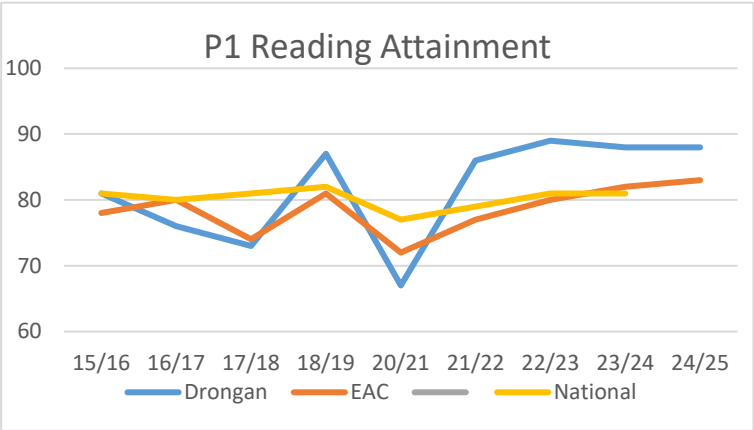
LISTENING & TALKING					
	On Track	Off Track		On Track	Off Track
P1	25	1	P1	96.2%	3.8%
P2	32	0	P2	100.0%	0.0%
P3	33	2	P3	94.3%	5.7%
P4	33	2	P4	94.3%	5.7%
P5	43	0	P5	100.0%	0.0%
P6	42	2	P6	95.5%	4.5%
P7	43	2	P7	95.6%	4.4%

NUMERACY					
	On Track	Off Track		On Track	Off Track
P1	23	3	P1	88.5%	11.5%
P2	28	4	P2	87.5%	12.5%
P3	30	5	P3	85.7%	14.3%
P4	30	5	P4	85.7%	14.3%
P5	34	9	P5	79.1%	20.9%
P6	34	10	P6	77.3%	22.7%
P7	36	9	P7	80.0%	20.0%

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

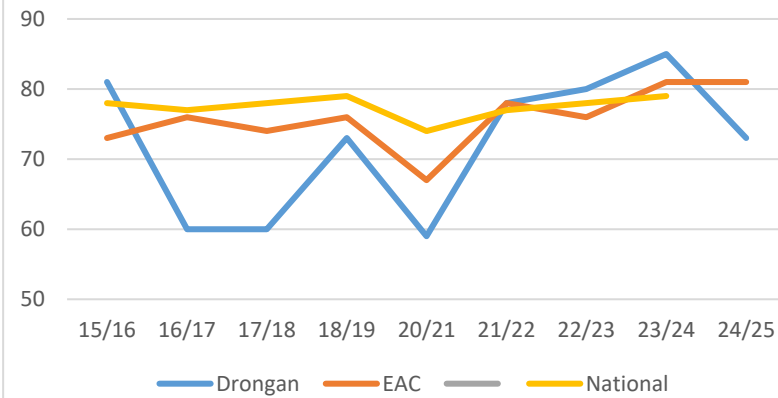
Once again, Drongan Primary School's attainment data in Literacy and Numeracy in the key stages of P1, 4 and 7 is higher than the local authority average and last year's national average. The only exception for this is Primary 1 writing. This positive trend is illustrated in the graphs below for each area of Literacy and Numeracy.

**Reading**

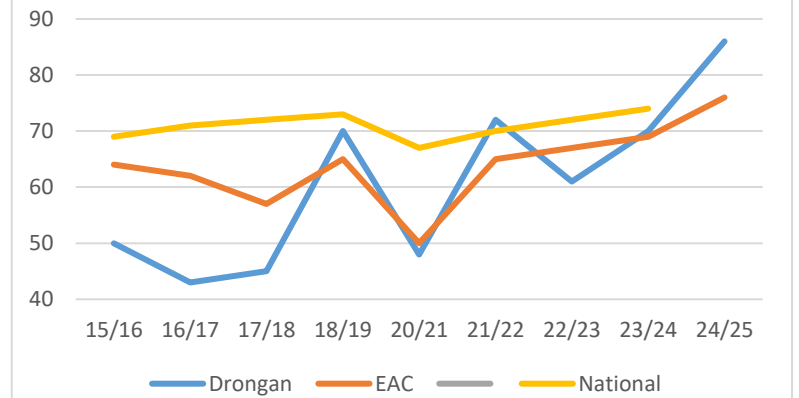


## Writing

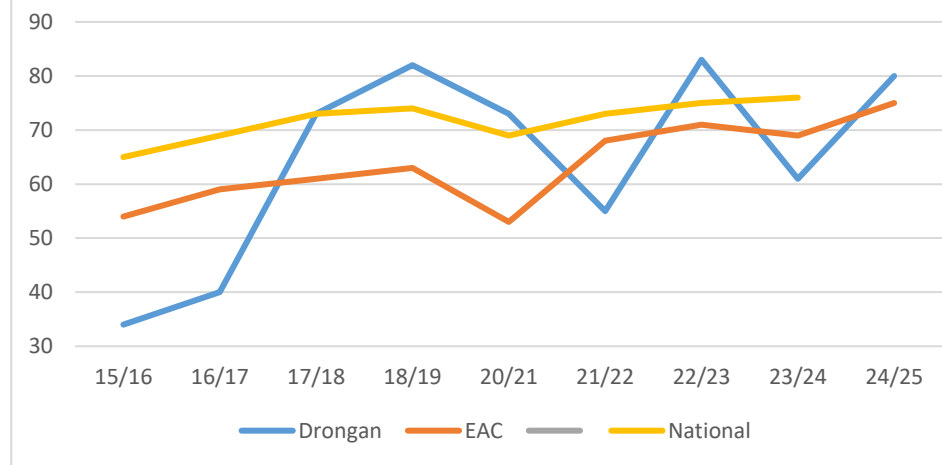
### P1 Writing



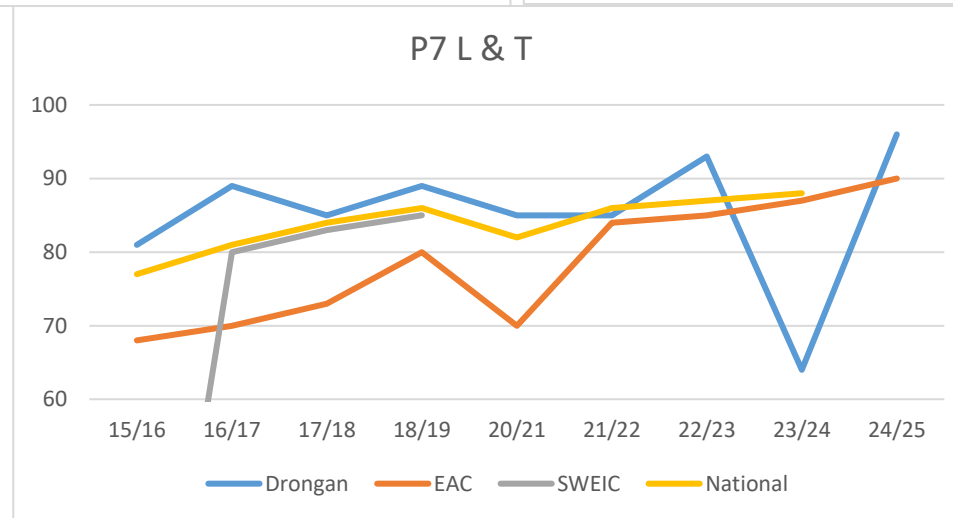
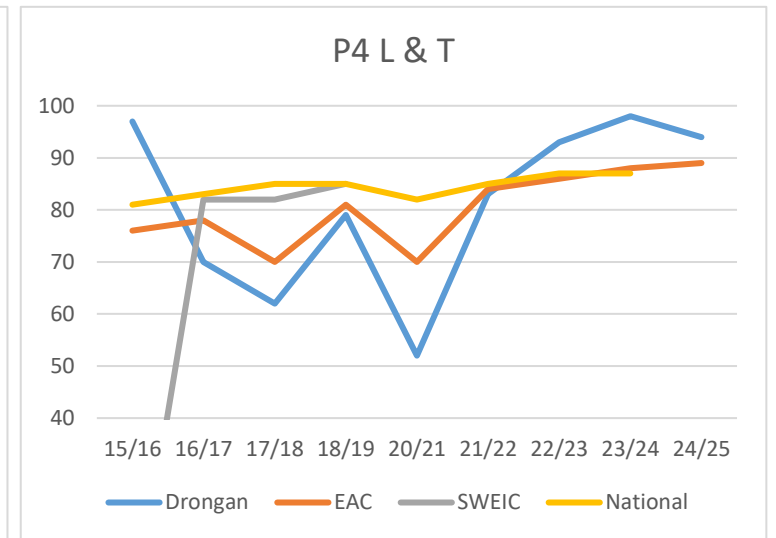
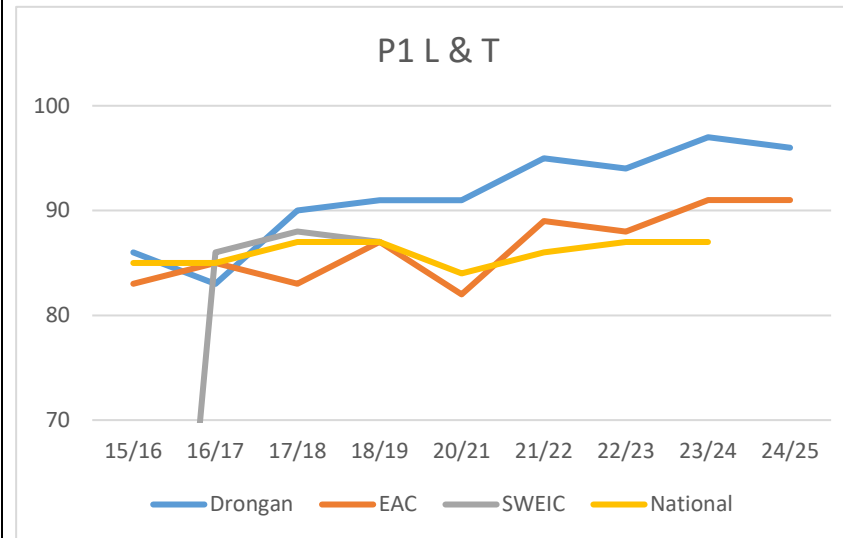
### P4 Writing



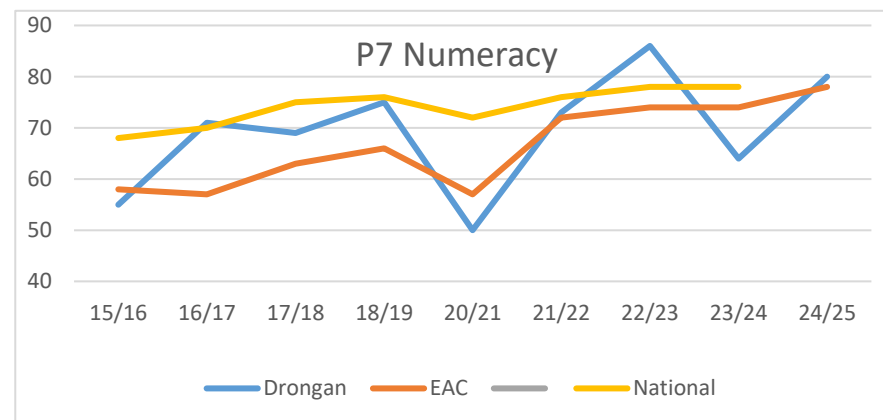
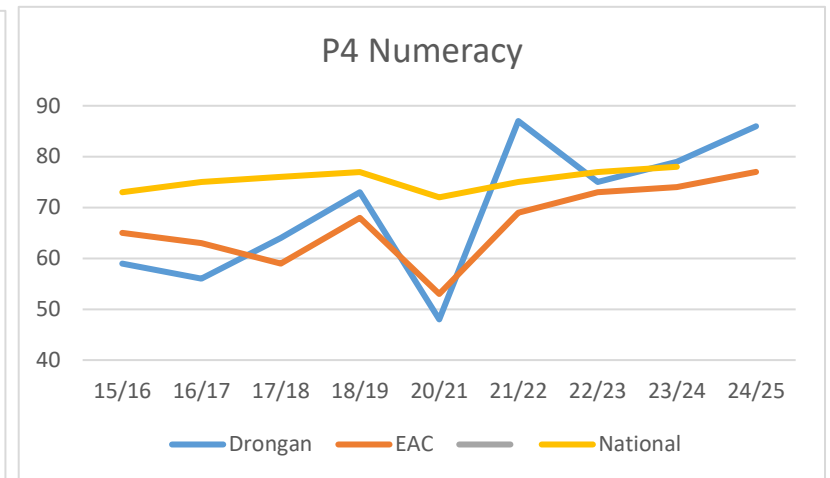
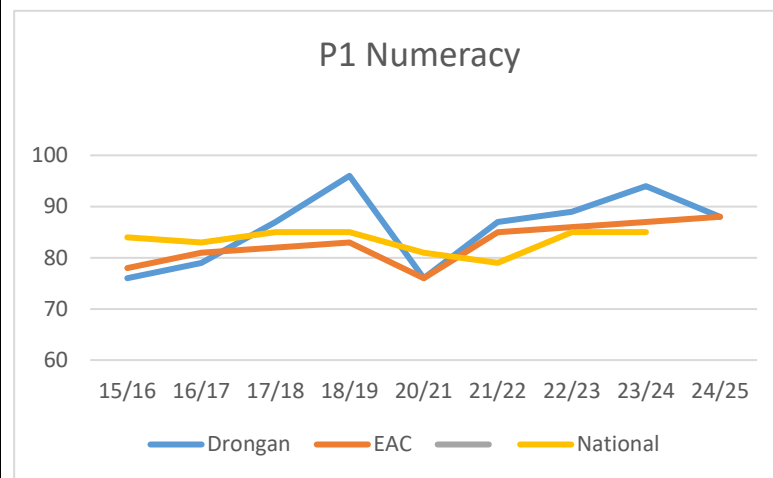
### P7 Writing



## Listening and Talking



## Numeracy



## Next Steps

- Drongan Primary School has been invited to participate in the National Writing Programme next session, this will be a valuable follow up to the work that has been carried out in this area over the course of this session.
- Continue to closely monitor pupil attendance using the procedures in place, as well as utilising support from EAC Data Analyst.

Pupil Equity Fund: Evaluation														
Approach/Intervention	Impact Report on how you have improved outcomes for learners impacted by poverty	What evidence do you have of positive impact? Outline the data that supports your findings.												
Additional staffing to allow for nurture support.	<p>The use of PEF together with additional staffing allocation from the EAC Inclusion Fund has allowed us to provide additional Nurture support for identified pupils and groups of children. Two Principal Teachers and a Classroom Assistant have been utilised to offer support to the identified individuals and groups. This has seen improvements on individual pupil wellbeing as well as the overall score for Nurture increasing from 4.5 to 4.6 during the session. It has also contributed to attendance increasing by 2 percentage points from 91% to 93%.</p> <p>From the quality assurance and self-evaluation processes, there is evidence of calm learning environments, which are nurturing</p>	<table border="1"> <thead> <tr> <th>Wellbeing Indicator</th><th>2023/24 Rating (out of 5)</th><th>2024/25 Rating (out of 5)</th></tr> </thead> <tbody> <tr> <td><i>Achieving</i></td><td>4.5</td><td>4.5</td></tr> <tr> <td><i>Nurtured</i></td><td>4.5</td><td>4.6</td></tr> <tr> <td><i>Respected</i></td><td>4.4</td><td>4.4</td></tr> </tbody> </table> <p>Please refer to SIP Priorities 3 and 4 within this document for further evidence of impact.</p>	Wellbeing Indicator	2023/24 Rating (out of 5)	2024/25 Rating (out of 5)	<i>Achieving</i>	4.5	4.5	<i>Nurtured</i>	4.5	4.6	<i>Respected</i>	4.4	4.4
Wellbeing Indicator	2023/24 Rating (out of 5)	2024/25 Rating (out of 5)												
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	<p>and designed to meet all learners’ needs.</p> <p>As a result, this has also seen an increase in pupil attainment in Literacy and Numeracy across all stages.</p>																					
<p>Additional teacher staffing to allow for writing boost groups to be offered.</p>	<p>Please refer to SIP Priority 4 for a detailed review of the work that has been undertaken in writing.</p> <p>The use of PEF funding for additional teaching staff allowed for the flexibility in providing boost groups focusing on ‘Tools for Writing’ with a view to raising attainment.</p> <p>Boost groups were identified at the end of the previous session based on tracking data and teacher pass on information.</p> <p>In a change of approach, we used a teacher who covers NCCT, to take classes for an extra 30 minutes focusing on a different area of the curriculum, while the class teacher worked with the boost groups. This worked well, with teachers expressing that they think this had greater impact as they know the children better and where they needed to focus.</p>	<table><tr><th>Stage</th><th>2023/24 (% on track)</th><th>2024/25 (% on track aim)</th><th>2024/45 (% on track, End of Session results)</th></tr><tr><td>Whole school</td><td>74%</td><td>79%</td><td>78%</td></tr><tr><td>P5</td><td>69%</td><td>74%</td><td>79%</td></tr><tr><td>P6</td><td>66%</td><td>71%</td><td>71%</td></tr><tr><td>P4-7</td><td>69%</td><td>-</td><td>78%</td></tr></table> <p>Please refer to SIP Priority 4 for further information and evidence of impact.</p>	Stage	2023/24 (% on track)	2024/25 (% on track aim)	2024/45 (% on track, End of Session results)	Whole school	74%	79%	78%	P5	69%	74%	79%	P6	66%	71%	71%	P4-7	69%	-	78%
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<b>Establishment Self Evaluation: How Good is Our School? 4 Quality Indicators</b>	
Quality Indicator 1.3 Leadership of Change	Very Good
Quality Indicator 2.3 Learning, Teaching and Assessment	Very Good
Quality Indicator 3.1 Ensuring Wellbeing, Equality and Inclusion	Very Good
Quality Indicator 3.2 Raising Attainment and Achievement	Very Good

<b>Establishment Capacity for Improvement</b>
<b>Please refer to School Improvement Plan for 2025/26</b>