



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath



Dreghorn Primary School, Educational Support Resource and Early Years Class



STANDARDS AND QUALITY REPORT

June 2024

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2023-2024.

I hope that you find it helpful and informative.

Mrs Emma Reeves

Head Teacher



OUR SCHOOL

Dreghorn Primary School, Early Years Class and Educational Support Resource (ESR) is within Dreghorn, Irvine. It serves the communities of Dreghorn and the adjoining smaller village of Drybridge, with our catchment secondary school being Greenwood Academy. Our ESR serves children with Language and Communication needs from across North Ayrshire.

We are lucky to have a modern building that is fully equipped to suit the needs of our children. We comprise of 10 mainstream classes and 4 smaller ESR base classes for children with barriers to language and communication. We have a large gym hall and a dining hall that can also be used as a second gym hall. We have a stage and library, as well as a small soft play and sensory room.

We currently have a roll of 251 primary school children and 63 nursery children; 28 Pre-school children and 35 Anti-pre school children. We educate children from outside our catchment area, with 32% of our current school roll being placing requests from areas out with Dreghorn. Only 13% of our pupils live within SIMD 1 - 3, with the 87% of our pupils living with SIMD 4-10.

Our school day runs between 9.00 a.m. and 3.00 p.m. with two short breaks and a lunch time to break up the day and provide the children with some fresh air and exercise. Our early years class hosts two sessions per day, with timings being 8.45 a.m. – 12.15 p.m. and 1.00 p.m. to 4.30 p.m. Our early years' children are provided with a free lunch. Within the school, 25% of children are currently in receipt of free school meals.

OUR VISION, VALUES AND AIMS

Vision

At Dreghorn Primary School, Early Years Class and ESR, we ensure the children are learning within a safe, secure and caring environment. We aim to provide all children with the highest quality learning and play experiences where they feel happy, motivated and confident to enable them to realise their full potential. This will lead to excellence and quality in their education.

Values

In the previous session we had reviewed our school values. This session we have worked hard to promote **achievement, nurture, respect and responsibility** through focused assemblies and the new Head Teacher Value award.

ATTAINMENT & ACHIEVEMENT

Our average whole school attendance for the session is 92.58% with no exclusions in the session 2023 - 2024

Each year our goal is to improve upon the previous year's attainment across the school. In order to track this, we look at year groups of children, as well as cohorts. This wider reach of tracking helps us to ensure that there is progress across and within the levels, with all steps celebrated to encourage pupil motivation and boost self-esteem.

In order to ensure that our children's learning is being supported and challenged appropriately, our class teachers utilise a number of resources to support them. We:

- 🏰 complete a number of data analysis tasks to analyse and understand gaps in learning and plan relevant next steps for pupils.
- 🏰 use a range of assessments to support professional judgements of pupil progress.
- 🏰 monitor attainment, achievement and progress through class observations, jotter monitoring and HGIOURS conversations with pupils.
- 🏰 consider any additional supports needed to support pupil attainment e.g. learning support, boost groups, wellbeing check-ins, and specific interventions.

The focus of attainment tracking for the Scottish government is at the 'expected' achievement of the level stage; Primary 1: to achieve early level, Primary 4: to achieve first level and Primary 7: to achieve 2nd level.

Our data for Session 2023 – 2024, has seen a number of improvements across the board.

Primary 1

Session	20-21	21-22	22-23	23-24
Numeracy	78.10%	67.10%	69.70%	87.50%
Writing	71.90%	55.90%	63.60%	83.00%
Reading	78.10%	58.80%	63.60%	83.00%
Listening and Talking	66.70%	76.50%	78.80%	87.50%

Primary 4

Session	20-21	21-22	22-23	23-24
Numeracy	44%	73.90%	78.90%	76.00%
Writing	38.30%	64.30%	63.20%	72.00%
Reading	56%	71.40%	60.50%	86.00%
Listening and Talking	82.20%	83.30%	92%	93%

Primary 7

Session	20-21	21-22	22-23	23-24
Numeracy	54.90%	72.10%	74%	80%
Writing	57.10%	65.20%	76%	78%
Reading	61.90%	65.20%	76%	80%
Listening and Talking	78.10%	76.80%	80%	91%

In all stages, primary 1, 4 and 7, we have seen improvements in all areas of literacy with the biggest improvements within our primary 1 cohort. Although we have also seen improvements in numeracy in both primary 1 and 7, our primary 4 cohort still have a bit of work to do to reach last sessions 78.9%. When looking at the data, we can see that most of the children within all stages are attaining at expected level.

WIDER ACHIEVEMENT

Within Dreghorn Primary School, Early Years Class and ESR, we celebrate all successes both inside and outside of school.

- 🏆 Recognition cards, Head Teacher Awards, Soaring Success wings and class teacher incentives continue to recognise the work our children undertake
- 🏆 We received our UNCRC Bronze Rights Respecting Schools Award, highlighting our commitment to children's rights
- 🏆 We received our Gold Sports Award in June 2024!
- 🏆 Our children continued to forge strong links with the community, being involved in local litter picks, walks through the village and promoting local events
- 🏆 From 500 entries 5 of our children were chosen in the Irvine Clean Up Crew beach clean litter posters
- 🏆 We participated in NAC icycle programme for young cyclist for the first time in 10 years, with all cyclists passing their proficiency test
- 🏆 Our House and Vice Captains have participated and present at all schools events, leading the most recent whole school concert with witty interlude
- 🏆 Our boys and girls football teams took part in NAC football leagues, finding much success
- 🏆 Our pupil groups continued to be active across the school, including Digital Leaders, Playground Buddies, Support Squad, Sports Leaders and Librarians
- 🏆 Supported by Mr Boax, our Primary 5s learned how to play the bucket drummers. Great fun was had at the Decades concert and parents were invited in to a year group performance
- 🏆 We had great fun promoting reading during our World Book Week. Children came to school dressed as a book character and a book swap took place
- 🏆 Our upper school took part in both the Rotary Quiz (primary 7s) and the Euro Quiz (primary 6s)
- 🏆 All of our primary 7s who attended our Arran residential earned their John Muir award for their dedication and learning about Nature and Sustainability
- 🏆 Our school garden has grown, with produce being used in cooking and EATING! Children across the school have made pumpkin pie, soup, smoothies and many more yummy treats

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR ESTABLISHMENT?

In Session 2023 - 2024, we had 4 whole school priorities with an ESR specific priority being the 5th. These had been identified by looking at school data, through self-evaluation and by gathering staff views on what is needing to be looked at within school.

Priority 1 - To raise attainment through developing a consistency approach to teaching, learning and assessment across the whole school

- 🏰 Staff agree a consistent approach to Learning, Teaching and Assessment utilising NAC's Learning and Teaching policy
- 🏰 Classroom observations focused on what makes a good lesson
- 🏰 Attainment across all reported stages, primary 1, 4 and 7, has seen an increase with particular improvements seen in literacy

Priority 2 - To raise attainment in literacy by developing a consistent approach to the planning, teaching and assessment of writing through Talk4Writing

- 🏰 New writing planners developed to ensure a consistent approach of the teaching of skills for writing
- 🏰 Clear planner for delivering Talk4Writing incorporated into teachers plans

Priority 3 - To continue to develop and embed opportunities for pupil participation and leadership

- 🏰 Children chose the class topic within term 2 and term 3
- 🏰 Increased child choice in learning approaches with the use of the outdoors, play and digital technologies being more readily available
- 🏰 Child lead Community time groups – coding, dance and bracelet making
- 🏰 All community time groups in term 2 were created due to children's suggestions

Priority 4 - To improve digital technology skills across the school and early years to enable learners to transfer skills for learning, life and work and develop high quality moderation across the school and cluster

- 🏰 All staff within the school undertook training in areas of digital technology that they need support in e.g. animation, databases, enhancing PowerPoint, green screen technology
- 🏰 There was an increase in use of digital technology across the school
- 🏰 New cluster planners developed ensuring a consistent approach to the delivery of digital skills

Priority 4 (ESR specific) - To develop consistent approaches to Oracy across all 4 ESR classes

- 🏰 Colourful semantics introduced and embedded across all 4 ESR classes
- 🏰 Colourful Semantics is now used within mainstream classes with children who find writing more difficult to tackle
- 🏰 Large bank of resources available for staff to use
- 🏰 Pupils accessing Colourful Semantics have seen great improvements in writing and the creation of sentences

QUALITY INDICATORS

Provide your evaluation & brief summary statement for each of the 4 core QIs

QI 1.3 Leadership of Change

Evaluation: Good

All staff show shared educational values and professional standards. Our school and community have ownership of our new values which are highly promoted and embedded throughout the school and early years' class. The senior leadership team work hard to effectively guide and manage the strategic direction and pace of change and protect time for professional dialogue, collegiate learning and self-evaluation. This session teaching staff took responsibility for driving and implementing change across the curriculum. We continually reflect and develop our practice taking account of our self-evaluation and vision for continuous improvement.

QI 2.3 Learning, Teaching & Assessment

Evaluation: Good

Our learning environment is built on positive and nurturing relationships where children are listened to and valued, and their interests built upon and developed. The children contribute to the life of the school and wider community in a range of well-planned activities. They know their views are sought, valued and acted upon. This can be shown through our pupil discussions, HGIOURS. Assessment is integral to our planning of learning and teaching, and we use a variety of assessment approaches to allow our children to demonstrate their knowledge understanding and skills. We plan appropriately over different timescales to meet the needs of children across all areas of the curriculum. Staff are making good use of assessment data to plan next steps and identify interventions to support learning.

QI 3.1 Ensuring Wellbeing, Equality & Inclusion

Evaluation: Good

We are always improving the outcomes for our children and their families by listening to their wants and needs and acting on the information that they give us. Relationships across the school community are very positive and supportive, founded on a climate of mutual respect. There is a strong sense of community, shared values and high expectations. All staff and partners are proactive in promoting positive relationships in the classroom, playground and wider learning community. We ensure those children who require supports and strategies to help them achieve their best are given the same opportunities as others.

QI 3.2 Raising Attainment & Achievement

Evaluation: Good

We have effective systems in place to promote equity of success and achievement for all our children. Children's achievements in and out of school are recorded and recognised regularly with celebrations being tracked across the whole school. We share all achievements with all stakeholders through messages home, facebook and X posts.

We are raising attainment in literacy and numeracy for almost all children. Our staff make effective use of assessments, and the data provided, to make professional, sound judgements about how well children are learning and progressing. This session, staff worked together to ensure a shared understanding and consistent approach to standards, to make confident professional judgements on the attainment of and through a level. A robust tracking system ensures that all children are tracked and monitored to ensure the best possible outcomes.

PUPIL EQUITY FUNDING

We engaged a number of interventions this session supporting our children who are just below the expected national level for reading.

This session we employed a Classroom Assistant for 27.5hrs to deliver **Reading Boost**. This was at a cost of £20,166.

Reading Boost was introduced to target those children who were below their expected reading age. The intended outcome is that the children undertaking the intervention will see an increase in their fluency and understanding of a piece of text after the 10-week block.

In order to assess the impact of the intervention, a pre and post intervention assessment is undertaken using the PM Benchmarking system. 36 children took part in the intervention, and after each 10 week block they were re-assessed to ascertain if there was an improvement. The data showed that 100% of those receiving this intervention have made significant improvements in reading, with their reading age increasing by 6 months or more. 50% of those receiving support made improvements of 18 months and 29% of the children made improvements of 24 months. Out of the 36 undertaking the intervention 69% are now on track and at expected level for reading.

Pupil Equity Funding is in place to reduce the poverty related attainment gap. This is often measured in where the children live (SIMD). 14% of those receiving Reading Boost reside in SIMD 1 and 2. The rest of the children 86% reside in SIMD 3-10. This is reflective of our whole school data. Of those in SIMD 1 and 2, all children made improvements in their reading. With all of them now being in line with their more affluent peers.

Due to the proven impact of reading boost over the past two sessions, we would like to continue its implementation across the school, however due to financial constraints, we are unable to continue to employ a Classroom Assistant, now Pupil Support Assistant, for 27.5hrs – 5 days a week. We can, however, have a PSA for 11hrs which we intend to do.

We also took the decision to continue to employ a Class Teacher 1FTE to release an experienced teacher from a class to deliver **Support for Learning (SfL)**. This was at a cost of £62,997.

Our support for learning teacher was used to target both writing and reading skills across largely our Primary 3 – 5 classes, with a smaller number being targeted within primary 2 and 6. The focus was to improve SHORS reading skills within reading and focus on the development of the building of sentences, structure and punctuation through writing. We intended to see an increase in attainment in both reading and writing within our middle school.

In order measure the impact of our reading input, PM Benchmarking and teacher CfE judgement level was used both pre and post intervention. 96% of those children who worked with our SfL teacher saw an increase in their PM Benchmark level. With 67% of those children seeing a reading age improvement of 6 months or more. Of all the children receiving support in reading, 63% are now on track in expected national level for reading.

Data for our writing interventions came from individual writing assessments both pre and post intervention and by utilising our writing framework assessment. We had 25 children receiving writing support this session. 92% of those receiving support made improvements, with 12% moving up one CfE level.

Of those children who accessed our support for learning teacher and are still not on track, we feel attendance may be a factor as 7 out of the 9 children whose attainment did not increase have an attendance rate under 90%.

13% of children receiving support for both reading and writing reside within SIMD 1&2. All of these children made an increase in reading level and 66% of these children are now on track in reading.

We have decided that due to the impact provided by the support for learning teacher we will continue to fund this initiative next session with PEF.

The table below shows the improvements that have been made across all areas of intervention.

Intervention	Number of children receiving support	Percentage of children who improved	Percentage who are now on track
Reading Support	25	100%	64%
Reading Boost	36	100%	69%
Writing Support	25	92%	12%

IMPROVEMENT PLAN PRIORITIES 2024 - 2025

As we move into Session 204-2025, we will look to ensure previous priorities are maintained and embedded into everyday practice.

Priority 1 - Raise attainment across literacy and numeracy whilst embedding DPS writing and numeracy planners.

Priority 2 - Enhance positive relationship through a whole school approach to nurture, utilising NAC's Positive Behaviour Planning Policy.

Priority 3 - Develop a whole school approach to the teaching of Science, Technology, Engineering, Art and Mathematics.