



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath



Dreghorn Primary School, Educational Support Resource and Early Years Class



STANDARDS AND QUALITY REPORT

June 2025

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2024-2025.

I hope that you find it helpful and informative.

Mrs Hayley Dickson

Head Teacher



OUR SCHOOL

Dreghorn Primary School, including an Early Years Class and an Educational Support Resource (ESR), serves the communities of Dreghorn and Drybridge in Irvine. The ESR supports children with Language and Communication needs from across North Ayrshire, while Greenwood Academy is the designated secondary school.

Our modern building this session included 10 mainstream classrooms and 4 ESR base classes. Facilities feature a gym hall, adaptable dining area, stage, library, soft play area, and sensory room.

Currently, the school has 234 primary pupils and 40 in the Early Years Class. 35% of pupils are placing requests from outside the catchment. 16% of pupils live in SIMD 1 and 2 areas, with 84% from SIMD 3 to 10. The school day runs from 9:00 a.m. to 3:00 p.m., with breaks for outdoor activity. The Early Years Class operates the same hours as the primary school. In our Primary school, 24% of pupils receive 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

At Dreghorn Primary School and Early Years Class, we promote the values of *achievement* *nurture* *respect* *responsibility* through focused assemblies and Head Teacher Values awards.

Aim

Our aims at Dreghorn Primary are:

- To enthuse learners through high quality learning and teaching experiences and encourage them to think for themselves.
- To enable our children to become ambitious and motivated lifelong learners with a passion to succeed.
- To celebrate all our achievements.
- To be safe, healthy, active, nurtured, achieving, respected, responsible and included so that we get it right for every child.
- To behave respectfully towards each other.
- To support and inform our parents so that they can work in partnership to help their child be ambitious and achieve success.
- To develop partnerships between staff, parents and the wider community which promotes a positive ethos.

ATTAINMENT & ACHIEVEMENT

Our average whole school attendance for the session 2024-2025 is 93.31% which is an increase from last year. We have had no exclusions this session.

Each year, our aim is to improve upon the attainment levels achieved in the previous year across the entire school. To effectively monitor this progress, we track both year groups and individual cohorts.

To support and appropriately challenge our students' learning, class teachers employ a variety of resources. They analyse data to identify gaps in learning and plan targeted next steps for each pupil. A range of assessments are used to inform professional judgments regarding pupil progress. Additionally, attainment, achievement, and progress are closely monitored through classroom observations, reviews of pupils' work, and regular conversations guided by the How Good Is Our School (HGIOS) framework. Where needed, additional support is considered, such as learning support, boost groups, wellbeing check-ins, and specific interventions, to help pupils reach their full potential.

The Scottish Government focuses on attainment tracking at key stages: by Primary 1, children are expected to achieve Early Level; by Primary 4, First Level; and by Primary 7, Second Level. Our data from the 2023–2024 session shows encouraging improvements across almost all areas.

Primary 1

Session	20-21	21-22	22-23	23-24	24-25
Numeracy	78.10%	67.10%	69.70%	87.50%	88%
Writing	71.90%	55.90%	63.60%	83.00%	88%
Reading	78.10%	58.80%	63.60%	83.00%	88%
Listening and Talking	66.70%	76.50%	78.80%	87.50%	96%

Primary 4

Session	20-21	21-22	22-23	23-24	24-25
Numeracy	44%	73.90%	78.90%	76.00%	83%
Writing	38.30%	64.30%	63.20%	72.00%	69%
Reading	56%	71.40%	60.50%	86.00%	96%
Listening and Talking	82.20%	83.30%	92%	93%	100%

Primary 7

Session	20-21	21-22	22-23	23-24	24-25
Numeracy	54.90%	72.10%	74%	80%	81%
Writing	57.10%	65.20%	76%	78%	76%
Reading	61.90%	65.20%	76%	80%	92%
Listening and Talking	78.10%	76.80%	80%	91%	92%

The data indicates improvements across the board in Listening and Talking, Reading, and Numeracy. Notably, our Primary 1 cohort has demonstrated progress in all areas this session. However, writing attainment has declined in both Primary 7 and, more significantly, in Primary 4. Targeted support has been provided to all Primary 4 pupils identified as off track in writing. Despite these interventions, the data suggests that the current writing support strategies have had limited impact. Consequently, a thorough review will be conducted ahead of the new session to implement a revised, evidence-based approach to writing interventions.

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 competed in the annual Burns Club poetry recital competition, competing against Irvine schools, with one of our pupil's coming in joint first place.
-  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 held our very first STEAM week with parents and professionals delivering World of Work workshops for our pupils.
-  Our whole school and Early Years Class attended silly science workshops where they took part in hands on experiments.
-  Our Primary 7 and Primary 6 pupils all successfully completed the icycle program.
-  Our Early Years Class hosted many community book bug sessions, sharing the love of reading.
-  Our House and Vice Captains have lead the school through numerous events
-  We delivered an amazing production of Annie Jr. the musical, showcasing the talents of pupils in P5-7.
-  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.
-  Our Dance club took part in the North Ayrshire Dance showcase.
-  Our Primary 5 pupils took part in the Youth Music Initiative and received bucket drumming tuition, performing to parents at an end of term showcase.
-  We had great fun promoting reading during our World Book Week. Children came to school dressed as a word 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
-  The Lego League was another huge success.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR ESTABLISHMENT?

In Session 2024-2025, we had 3 whole school priorities. These had been identified by looking at school data, through self-evaluation and by gathering staff views.

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

-  Staff have been proactive in adapting our new numeracy and writing planners to best suit our learners. As a result, there is a more consistent approach to writing and numeracy across the school.
-  Staff have participated in workshops on differentiation, pace and challenge whilst exploring the North Ayrshire learning and teaching policy.
-  All observations showed appropriate differentiation, pace and challenge.
-  Multi-stage writing moderation ensured staff were confident in assessment through and within all levels.
-  Staff received training on Mental Agility, and also worked with the Professional learning academy to develop numeracy and writing.

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

-  All staff participated in training with the Educational Psychologist in how to support dysregulated learners.
-  All pupil support assistants within the mainstream and ESR participated in CALM de-escalation theory training.

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

-  All staff worked in working parties to develop Science, Technology, Engineering, Art and Mathematics across the school
-  Professionals from the World of Work attended to share about their profession with the children
-  We held our first STEAM week where children from the EYC to P7 participated in workshops, experiments and challenges

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 consistently demonstrate shared educational values and uphold professional standards. Our school and wider community actively embrace our newly established values, which are prominently promoted and fully integrated throughout the school and the early years' provision. The senior leadership team diligently guides and manages the strategic direction and pace of change, ensuring dedicated time is protected for professional dialogue, collaborative learning, and thorough self-evaluation. In this session, teaching staff have taken proactive ownership of driving improvements in STEAM. We maintain a continuous cycle of reflection and professional development, informed by our self-evaluation processes and our commitment to ongoing improvement.

QI 2.3 Learning, Teaching & Assessment

Evaluation: Good

Our learning environment is founded on positive, nurturing relationships where children feel heard, valued, and their interests are actively developed. Pupils engage meaningfully in the life of the school and the wider community through a range of carefully planned activities. They are confident that their views are sought, respected, and acted upon, as evidenced by pupil discussions and HGIOS evaluations. Assessment is integral to the planning of learning and teaching, with a variety of approaches employed to enable children to demonstrate their knowledge, understanding, and skills. Planning is thoughtfully structured over different timescales to address the needs of all children across the curriculum. Staff effectively utilise assessment data to inform next steps and identify targeted interventions that support learning.

QI 3.1 Ensuring Wellbeing, Equality & Inclusion

Evaluation: Good

We are continually enhancing outcomes for our children and their families by attentively listening to their needs and responding thoughtfully to their feedback. Relationships throughout the school community are exceptionally positive and supportive, built on a foundation of mutual respect. A strong sense of community, shared values, and high expectations is evident across all areas. Pupils are celebrated during weekly assemblies for demonstrating one of our values. All staff and partners actively foster positive relationships within the classroom, playground, and wider learning environment. We are committed to ensuring that every child receives the support and strategies they need to thrive, providing equal opportunities for all to achieve their full potential.

QI 3.2 Raising Attainment & Achievement

Evaluation: Good

At Dreghorn Primary, we have effective systems to promote equity and achievement for all pupils. Children's successes, both in and out of school, are regularly recorded, celebrated, and shared with families and the wider community through various channels such as our 'soaring success wings'. We are raising attainment in literacy

and numeracy for almost all learners. Staff use assessment data confidently to make professional judgements on children's progress. This session, staff collaborated to ensure a consistent approach to standards and robust tracking, which has been further refined to support the best possible outcomes for every child.

PUPIL EQUITY FUNDING

This session, we focussed on Raising attainment in Literacy for our Pupil Equity fund. All of our Pupil Equity fund for session 2024-2025 was spent on recruiting a teacher so that a more experienced teacher could be released from class to deliver Support for Learning. The cost of this was £69,125.60. The Support for Learning (SfL) teacher would be used to target individuals, to raise attainment in Writing.

Intended Impact:

Children who had been identified as off track in writing were to work in small groups with a support for learning teacher. These groups would focus on specific writing tools that would help improve their overall understanding of writing and their overall writing ability. Focus skill were identified from data gathered through writing assessments from a pre-determined list of core tools for writing. These skills were to be developed in isolation to then be applied in context and assessed in future writing assessments. This improvement would support this group of children to build on writing skills and move to 'on-track' within their writing curriculum for excellence level (ACEL) data.

What changed/Improved for our learners:

When considering the ACEL data, improvements have been made by many of the pupils receiving a writing intervention. 31 pupils were identified to receive writing support through the writing assessment. Of these children, 74% of them were 'off-track' in writing in the ACEL tracking data. After receiving writing support through these focused writing sessions, 54% remain off tracking meaning 20% of pupils made significant improvements in their writing skill to achieve the expected level of their age and stage.

From the 54% of pupils who were still 'off-track', 70% of them had still show improvements in their ACEL data moving up a level from before they received the writing interventions – for example EA up to EB.

Reducing the Poverty Related Attainment Gap

Pupil Equity Funding is in place to reduce the poverty related attainment gap. This is often measured in where the children live (SIMD). Two children who received the writing intervention reside within decile 1 and 2. Of these 2 children, 1 of them made significant improvements in their ACEL data tracking, moving up 2 levels and moving from off track to on track. The other child made improvements with writing skills but still did not achieve their expected level for their age and stage.

18 children receiving support live in SIMD decile 3 and 4. 88% of the pupils in these deciles made improvements in their overall writing skill and demonstrated positive impact on their attainment in writing. 55% of these pupils made significant improvements in their ACEL data tracking, moving up in level and achieving their expected level. 33% of these 18 pupils did not achieve their expected level for writing, but did show improvements in the ACEL data for writing.

Next steps:

Given the demonstrated successes in this area, it is evident that continuing to allocate our Pupil Equity Fund towards supporting learners in literacy is justified. The positive outcomes suggest that targeted interventions are making a meaningful difference. To build on this progress, we will strategically deploy our Support for Learning Teacher to focus on improving Writing skills, incorporating Team Teaching opportunities across all classes. This approach is expected to enhance collaborative learning and provide more personalised support. Additionally, the provision of Focused Reading and Writing sessions for small groups will allow for tailored interventions that address individual learner needs more precisely. This more contextualised lesson support aims to equip the children with the skills to apply newly learned skills in practical writing lessons and specific time to broaden these in a small group setting. Moving forward, we will closely monitor the impact of these initiatives to ensure they continue to raise attainment and inform future resource allocation.

IMPROVEMENT PLAN PRIORITIES 2025 - 2026

As we move into Session 2025-2026, we will look to ensure previous priorities are maintained whilst also focussing on our new priorities:

Priority 1 – To Raise attainment in Literacy by improving skills in reading, spelling and writing.

Priority 2 - To ensure consistency of high quality teaching and learning across Dreghorn Primary School, Early Years Class and ESR.

Priority 3 - To meet the needs of all learners, in order to raise attainment.