

Summarised inspection findings

Drongan Primary School

East Ayrshire Council

21 August 2018

Key contextual information

Drongan Primary and Early Childhood Centre is in an ex-mining village located within East Ayrshire Council and is situated between the towns of Ayr and Cumnock. It is a village with a strong community spirit and has a distinctive identity within rural East Ayrshire.

The school roll at the time of the inspection is 285 with 100 children attending the Early Childhood Centre. In the primary school, there are 12 classes. Children attend the Early Childhood Centre on either morning or afternoon sessions.

Drongan Primary and Early Childhood Centre is a community school and plays an important part in the life of the local community. The school has strong links with Drongan Community Association and Drongan Community Council.

1.3 Leadership of change

weak

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

- developing a shared vision, values and aims relevant to the school and its community
- strategic planning for continuous improvement
- implementing improvement and change

- A clear set of aims underpins the work of the school. The school has recently reaffirmed its vision with parents, the wider community, and with children. Children can talk confidently of the school's aims for them as learners. While highly relevant, the school's vision, values and aims could be more closely aligned to the school's local context; a view which the school accepts. Consideration should now be given to making reference within the vision, values and aims, to ensuring equity and addressing the impact of disadvantage. Staff speak positively about its impact on school ethos and the improved behaviour and engagement of children.
- Staff share an awareness of the school's demographic and the impact of personal circumstances on children's wellbeing and development. There is a need to ensure that this awareness is reflected fully in school policies, practices and procedures. The school should now look to identify clearly attainment gaps and put in place strategies to address these issues. Establishing and maintaining a strategic overview of the factors impacting on children's development is essential. This will help staff in their plans to evaluate the impact of interventions on children's progress, engagement and achievement to ensure that the needs of identified groups are being successfully addressed and that resources are being appropriately targeted.
- Staff identify strongly with the school and its local community. Across the school, there is a shared commitment to pursue the changes necessary to improve children's progress, attainment and achievement. The school is developing its practice through a planned programme of professional discussion and, in the current session, with working groups in the areas of science and information and communication technology (ICT). Teachers work well together and share in planned programmes of professional learning. They recognise their

responsibilities and express a willingness to embrace change. There is scope for more staff to be supported in taking forward developments, especially in areas where they have an expertise or interest.

- Strategic leadership requires improvement. This is impacting on the school's ability to bring about necessary change. The recent appointment of staff to the school's leadership team provides an opportunity to take forward developments in a more planned and systematic way. Their handling of their responsibilities are already having a positive impact on the life of the school. There would be a benefit in reviewing the remit of senior staff to ensure a coherent view of issues and developments across all stages. In managing the process of change, more rigorous monitoring of the delivery of objectives will be necessary to ensure that the changes being introduced are having the intended impact. The headteacher, with the support of her newly appointed senior leaders, now needs to provide much clearer strategic direction and guidance to manage the pace of change and ensure the successful delivery of agreed objectives. Progress to date has been hindered by changing priorities. At a strategic level, there is a need to keep under review the number of areas being developed to ensure that there is no loss of momentum in delivering previously agreed priorities. Senior leaders and all staff now need to ensure that agreed decisions are being fully implemented within an agreed timeframe. Once embedded, it is essential that their impact is monitored and evaluated against set criteria.
- Quality assurance arrangements are in place to evaluate the quality of learning and teaching. These, however, are not sufficiently robust to provide an accurate picture of the progress being made by children. Existing practices include sharing in children's learning through class observation, focus groups, the sampling of work and planned discussions with teachers. The school has recently launched a range of new frameworks to support curriculum planning and the tracking of children's learning. Gathering and analysing data on children's progress in a more planned and rigorous way will help to provide a clearer picture of children's learning and development, and support the school in determining priorities and interventions. While at an early stage, the school is beginning to gather a range of information in a more systematic way to evaluate the quality of provision. There is a need to ensure that the information being collated is sufficiently robust and reliable to inform future priorities and actions.
- In line with local authority guidance and the professional standards of the General Teaching Council for Scotland (GTCS), all staff engage in an annual professional development review. In the pre-inspection questionnaire, almost all staff report that they benefit from professional learning which enables them to reflect on and improve their practice. This supports them in their respective roles. Staff work well together and willingly share ideas and resources. Staff attending professional learning opportunities, for example in developing numeracy strategies, are encouraged to share their insights with colleagues. Staff engage in moderation within the school. There is a need now to build on this to include the sharing of standards with other schools in the local authority to ensure a sound understanding of National Benchmarks. As the school moves forward, there is considerable scope to be more outward looking. This will support staff to develop their practices through collaboration with teachers in other schools.
- Across the school, there is a shared understanding of the issues which the school is looking to address. In planning for improvement, staff and parents could be more involved in discussions around determining areas of focus within priorities. The school has accurately identified the need to refresh the curriculum to acknowledge better its local context and bring greater relevance and challenge to children's learning. As the school looks to review its curriculum, there is scope to develop the range of partners working with the school, as well as the school's links with the local community.

- At a strategic level, the school is deploying its Pupil Equity Funding (PEF) to reduce the size of teaching groups and introduce resources to promote the skills of reading. The school should evaluate the impact of these interventions on children's progress, engagement and achievement to ensure that the needs of identified groups are being successfully addressed.

2.3 Learning, teaching and assessment

satisfactory

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- The school has a nurturing and supportive ethos. Children are happy and enjoy school. They are polite and welcoming to visitors to the school. They have positive relationships with the adults across the school. The majority of children are motivated by the learning activities provided by teachers. Staff recognise children's achievements through awards as well as attractive displays evident across the school. In most cases, children feel that their views are sought and listened to. Children have opportunities during *Marvellous Monday* assemblies to work in their house circles and contribute to whole school issues..
- Learning and engagement are enhanced through a range of experiences outwith the classroom including after school clubs such as netball, football, basketball, rugby, cooking and the school choir. Children are benefitting from excursions, for example, to Dumfries House, the local area, the Christmas pantomime. Older children are working towards the John Muir award on outdoor learning as part of the Curriculum Outdoors Attainment Challenge (COACH) strategy. Teachers and staff are hard-working and committed to improving the school and children's experiences. Teachers regularly use digital technology to support learning. In the most effective practice, children engage in a range of interdisciplinary learning contexts. Children speak positively about these opportunities and are proud of the achievements they have made during this time. Children would welcome further scope to apply their skills and knowledge in real life contexts.
- The consistency in the quality of learning and teaching is variable across the school. In most classes, children have the opportunity to contribute towards the planning and delivery of learning activities. In some classes, there needs to be more consistency in children's learning experiences during lessons. In the majority of classes, learning intentions are shared and the purpose of learning is made clear by teachers. The school should continue to promote the co-creation and use of success criteria to help children frame what they need to do to achieve. In most classes, children are being encouraged to share their ideas and opinions. Most teachers provide clear explanations to children and make regular use of interactive whiteboards to support learning. There is a need for greater consistency in ensuring appropriate differentiation and planned opportunities for children to work collaboratively in pairs and small groups. Across the school, learning and assessment strategies could be used more effectively, including the effective use of questioning. Teachers should now develop further the range and type of questions used in class which will promote higher order thinking skills and ensure depth of understanding. In a few lessons, the pace of learning is not appropriate. This is leading to a few children becoming disengaged and occasionally disruptive. In too many lessons, there is an over-reliance on worksheets. More active, stimulating approaches would reduce the low-level disruptive behaviour observed in classes. There is scope, therefore, to increase the pace of learning, with activities better matched to meet the wide range of needs and stages of all learners, including those who require more challenge. Further work is needed

to ensure that children have opportunities to assess their own and each other's work. Overall, engagement in learning would be improved further by the regular inclusion of a plenary session which would enable children to reflect on their learning and recap on skills learned. Staff should now work together to provide consistent high quality learning experiences. This includes developing further approaches to teaching and learning to ensure all children receive an appropriate level of challenge. Senior leaders should monitor children's progress and the quality of teaching and learning more frequently and rigorously.

- Although there are a variety of assessments used, the school's overall approach to assessment requires further development to inform practice and direct effective support for all children. There needs to be clear leadership in the management and interrogation of data to support learners and improve attainment. There is no robust system for the documentation of interventions for individual children as a result of data analysis. Staff should use National Benchmarks to help them understand the expectations of a level. Overall, the headteacher should ensure a more focused strategic use of assessment across the school. Staff have begun internal moderation activities with their stage partners. This should be built on across all levels, curriculum areas and outwith school. This will assist staff in developing a better understanding of national standards and support them in raising attainment across the school.
- The approaches to tracking children's progress are not yet sufficiently robust or rigorous. The school needs to articulate the gaps in attainment and document how they are being addressed. This will enable children to benefit from the newly introduced whole school approach to target setting. As yet, children cannot confidently talk about their own strengths and development needs as individual learners. The school has recognised this and has very recently introduced personal target jotters. This initiative is at an initial stage. Staff should ensure that time is spent supporting children to personalise these targets to suit their individual needs. Support for learning assistants provide valuable help for those children who need additional support with learning. Senior leaders should monitor and evaluate more systematically the progress being made by all children. This will help staff, to better gauge the effectiveness of personalised interventions in raising attainment and improving wellbeing for those children concerned. This would also help in ensuring the effective deployment of support staff to best meet the needs of all learners across the school.

2.2 Curriculum: Learning and development pathways

- The school has chosen 2.2 Curriculum as its choice quality indicator. This section, therefore, is included within the wider evaluation of the curriculum.

2.7 Partnerships: Impact on learners – parental engagement

- Responses in the pre-inspection questionnaire and focus groups in the course of the inspection indicate that most parents are positive about their child's experiences in the school. They feel that their children are being supported well in their wellbeing and development.
- The school communicates with parents through, for example, newsletters and text messaging. The school is open and accessible to parents. Digital technologies including social media could be used more effectively as a channel of communication. At the time of the inspection the school's website was not in use. While the majority of parents recognise the information being supplied by the school is keeping them informed on their child's progress and about school life, less than half of those who responded to the pre-inspection questionnaire feel that the school takes their views into account. The school is keen to work in close partnerships with parents and the relatively recent introduction of the 'You said, we did' approach is being used as one way of acknowledging parents' views and ideas.
- Parents are encouraged to share in their child's learning via information events, open afternoons with opportunities for staff and children to showcase learning, and personal contact. While the majority of parents, in the pre-inspection questionnaire, acknowledge that they receive useful advice to support their child's learning, there is scope to develop further the arrangements where parents can learn with their child. This is an aspect which parents would welcome.
- The school benefits from an active and highly supportive Parent Council. The Parent Council is well-informed on the day to day running of the school. There is scope to involve the Parent Council more in discussing school priorities and developments. The school has plans to develop further its partnership with parents in the coming session. This will include involving parents more in evaluating aspects of provision, and increasing the opportunities for parents to contribute more directly in the curriculum.
- Fundraising by the Parent Council is providing financial support to enhance children's learning experiences. Parents also willingly support school events including volunteering to assist in running clubs and activities and accompanying children on school visits and trips.

2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority that need to be addressed as a matter for urgency.

3.1 Ensuring wellbeing, equity and inclusion

weak

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- There is a caring ethos across the school. Relationships across the school community are very positive and founded on a climate of respect. Children are considerate of others around them. Pre-inspection questionnaire responses indicate that most children feel that staff treat them with care and respect and almost all report that staff help them to understand and respect other people. Staff have reduced the exclusion levels in the school over the last three years enabling children to experience more time learning.
- During the inspection week, most children behaved very well. A focus on building better relationships is helping children to monitor their behaviour and recognise how their own actions can impact negatively on the feelings of others. Better behaviour is supported further by the school's positive behaviour award scheme which is leading to improving behaviour and better concentration on learning. Staff are ready to develop children's understanding of their rights and responsibilities within the United Nations Convention on the Rights of the Child (UNCRC) and should take this forward now as planned. Children are treated as individuals. They understand they have someone to talk to whenever there are situations affecting their everyday lives. They would benefit from a visual representation of who the child protection officer is and how they can access help if they need it.
- Staff are continuing to improve learning in health and wellbeing through the use of the new health and wellbeing guidelines provided by the education authority. These are at the early stages of implementation. Children in P1 are developing their understanding of positive and nurturing relationships. By P4, children are discussing how to share their feelings and to have better understanding of the wellbeing indicators. By P7, children use activities to help make better informed choices about relationships and are improving their understanding of sexual health and parenthood. Staff now need to develop their assessment processes to ensure that all children's wellbeing needs are being met.
- The school is at the early stages of using the GIRFEC wellbeing indicators as an effective approach to identify and support the needs of individual children. Children are nurtured well by most staff and other practitioners. Most children cannot yet talk with confidence and clarity about their progress in health and wellbeing. Senior leaders now need to ensure that the wellbeing indicators are used in a more consistent and integrated way with all staff and children. In doing this, staff also need to engage better with parents to develop a shared understanding of wellbeing. A few staff are aware of the wellbeing web and its role in helping children to scale their own sense of wellbeing. Used consistently across the levels, this resource can be one of the measures available to help staff monitor how children are improving their understanding of their own wellbeing. Staff now need to devise a bank of assessment strategies that will allow children to self-assess their own wellbeing better, and identify what they need to do to achieve improved health and wellbeing outcomes. This will

require the school to support children in developing their use of language surrounding the wellbeing indicators.

- Staff and children understand that bullying behaviour is never acceptable and staff investigate any bullying complaints. Senior leaders operate an 'open door' policy to enable parents to discuss any concerns and to work to offer successful solutions to any issues arising. Senior leaders keep files detailing bullying and other serious incidents and complaints. Staff should update and implement the bullying and complaints handling system to make it more systematic. This includes developing follow-up procedures.
- Children's entitlement to two hours of quality physical education is being met. In addition children improve further their aerobic fitness through activities with an Active School's coordinator and local football club volunteers. In partnership with the local minister, the school is meeting its statutory duties regarding religious observance. As a result children have an understanding of other people and their beliefs and values. There is in place an overview for the religious and moral education (RME) curriculum and this offers opportunities to explore understanding of Christianity and other world religions alongside developing their own beliefs and values. Religious and moral education learning needs to be developed further to offer children a progressive course of study across the four contexts. Children are beginning to experience outdoor learning using the Curriculum Outdoors Attainment Challenge (COACH). Visiting (COACH) staff work with staff and learners to model outdoor learning. In addition all classes benefit from visits to Dumfries House where they are learning to plant vegetables, cook healthy soups and learn about aspects of sustainability.
- Staff comply with all statutory requirements in line with the policies set out by East Ayrshire Council. Staff should continue to develop their own school policies further, ensuring these are dated and revisited regularly to comply with latest Scottish Government guidelines. Staff receive annual child protection training. Senior leaders should ensure that there is child protection and safeguarding training available for anyone working with children in the school, including parent helpers. Further work is needed to ensure that all staff have robust tracking systems in place and that all staff know how to monitor more tightly learners with barriers to their learning. This would enable better targeted interventions to take place with appropriate support from partners and school support staff.
- The management of record keeping requires significant improvement. The staged intervention approach requires to be used more effectively to consider the needs of children and identify appropriate interventions. Support plans are in place for individual children. There is still much more work to be done to ensure all plans written by the school are robust and comply with best practice. To date, there are significant weaknesses in the monitoring and tracking and recording of progress for those children requiring additional support. All plans need to have clearer set out short, medium and long term SMART targets and fully child friendly language to enable children to connect with them. Currently there is only limited input to date from children. Their views need to be recorded fully.
- The school liaises with a range of partner agencies to support children facing barriers to learning. Support staff and classroom support assistants are working well to support the wellbeing of children with additional needs. Support staff should reconsider the balance between time spent in the classroom and time spent working with individual children outwith the classroom. Support staff and staff who work as part of the Scottish Attainment Challenge are able to show evidence of improvement in children's skill development as result of their interventions. Children who come from areas of socio-economic disadvantage or are care-experienced and any who have carer responsibilities need to be monitored more closely.

The school should also review its arrangements to ensure that all children requiring additional support are appropriately identified. The headteacher has used PEF funding to augment the staff to offer additional support and advice for learners requiring additional support. It is too early to evidence any impact from this work.

- Staff are aware that they now need to review how they gather and use tracking information so that it shows more clearly the strategies being used to support identified groups of children and any impact. This will ensure that no learner requiring additional support is at any risk of missing out. Staff also need to develop differentiated learning approaches better to help remove barriers to learning for children who face particular challenges.

3.2 Raising attainment and achievement

satisfactory

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equality for all learners

Attainment in literacy and numeracy

- Overall, the majority of children are making satisfactory progress and are attaining appropriate CfE levels in literacy and English language, and in numeracy and mathematics. Staff recognise that attainment across the school is variable particularly in the areas of reading and writing. Currently the school is developing its approaches in both literacy and numeracy to raise children's attainment.

Attainment over time

- At the time of the inspection the school was unable to provide a clear picture of children's progress as they move through the school. The recent introduction of arrangements to track children's learning better will support the school in building a deeper understanding of individual and groups of children's progress over time.
- Data currently held by the school is based on teacher professional judgement, supported by assessments and the local authority assessment toolkit. Information provided by the school, takes account of the last two years and teachers' predictions for June 2018. This data indicates that by the end of P1, most children are making appropriate progress in reading, listening and talking and numeracy, with the majority making appropriate progress in writing. By the end of P4, overall the majority of children are achieving appropriate levels in literacy and numeracy. Similarly by the end of P7 the majority of children are achieving second level in literacy and numeracy. The school notes some early signs of improvement in children's progress in reading and writing at second level. There is a need to bring greater consistency to children's learning and, for a significant number of children, raise overall levels of attainment. Inspection activities which included observing children's learning at all stages, sampling of children's work, engaging with children in class and in focus groups, and discussions with staff support overall the school's assessment of children's progress and attainment.

Literacy and English language

- The school is looking to develop children's skills as part of a home reading programme through an on-line resource. However, some older children feel that they would attain more if they were provided with texts to take home.

Listening and talking

- Overall, most children are making appropriate progress. At early level, almost all children can listen to and follow simple instructions. They listen and respond appropriately to what is being said by others. Across first level, most children listen well and respond to each other in a respectful and courteous manner. They can ask and answer simple questions about texts to show understanding. Across first level, most children are making satisfactory progress in

contributing their ideas and opinions when engaging with others. Most children, at second level, listen respectfully to the views being expressed by others. In class, most children are confident in responding to their teacher's questions. Staff should be alert to those children who are more reticent in giving answers to ensure that they are fully involved. Children's skills in listening are evident in their following of teacher's instructions and in their understanding of the topic. In small group situations, most children contribute well to discussions. The majority, to some degree, are able to pick up and develop the ideas of others and, on occasions, present a different viewpoint. Children would benefit from more situations which require them to justify their opinion and answer with evidence. For example, most children, working at second level, when discussing a piece of literature could express a view of the character or the appeal of a novel, but were less confident in giving a reason. Most children respond well to questions which require factual information as a response. Children found inferential questions or those requiring an evaluative response more challenging.

Reading

- Children at early level use sounds and letters to read simple words. They are able to connect ideas from texts to their own personal experiences. Most children are able to apply their knowledge of phonics in sounding out words. Most children are using their knowledge of sounds, letters and patterns to read words in new and familiar texts. Children are beginning to share their thoughts and feelings through exploration of familiar texts with adult support.
- Most children working at first level can read aloud familiar texts showing understanding and a few are beginning to use expression. Almost all children at first level can talk about the author, illustrator and title of books. A few children at first level can name favourite authors and justify their preference for that author. Children talk positively about the online reading resource, which allows them to access books at home. Most children can make simple comments about characters and setting. Across the school, staff develop children's interest in books through the on-line resource and use of school and local library to encourage reading for enjoyment.
- At second level, most children are developing their skills in reading. They are being encouraged to read independently. When reading aloud, most children show an awareness of punctuation and recognised the importance of trying to use expression to create, for example, tension or present a character. Most children are aware of different genre. Children at second level can offer an opinion on novels which they are reading. Most children are less confident in discussing the features of the text, for example, themes or characterisation and how language is being used effectively, and contributes to a novel's appeal. There is scope to develop and increase children's range of vocabulary which will enable them to better make more meaningful comment.

Writing

- Overall, most children are making satisfactory progress in their writing. At early level, children are working towards an understanding of punctuation. Attempts to use capital letters and full stops are in evidence by the majority of children. The majority of children are making attempts to spell familiar words correctly and use them in the creation of texts.
- The majority of children are making satisfactory progress in writing. Children across the school have the opportunity to write on a weekly basis. At first level, staff should provide opportunities for children to independently link sentences using common conjunctions. By the end of first level, the majority of children can create a range of short texts for different purposes using appropriate punctuation. At first level, most children use capital letters and full

stops correctly in sentences, however, children would benefit from a focus on technical accuracy including presentation, handwriting and punctuation skills.

- Children, at second level, are writing for a variety of purposes and in different genre and most children can explain the features of different styles of writing. Most children show an understanding and awareness of sentence structure, punctuation and paragraphing. There is scope to develop their use of internal punctuation to structure more complex ideas. Children are able to research a topic, for example from the internet, and present information as a report. Children would benefit from further opportunities to develop their skills in note taking and synthesising information. In developing further their skills in writing, staff should ensure all children have planned opportunities to practise extended writing with a particular emphasis on developing their use of high level vocabulary. In the case of imaginative writing, children should be supported in developing more detailed description to create setting, atmosphere and characterisation.

Number, money and measurement

- Overall most children demonstrate a satisfactory understanding of number and number processes.
- At the early level, most children are aware of how money is used and can recognise and use of range of coins in real life contexts. The majority of children are developing confidence in counting on and back within 20, using concrete materials. They are able also to sequence numbers to 20 and can identify the numbers before and back. A few children are exploring calculations independently. A few children can count backwards in ones to add and subtract. The majority of children are able to recognise numbers in a group without counting. Within the early level, children are developing their understanding of length using appropriate vocabulary such as long and short. Almost all children are aware of how routines link with the time and seasons. By P4, children are confident in their use of the times tables and addition and subtraction of two digit numbers. At first level children were less confident in the use of fractions, time and understanding the relationships between units of measure to make simple conversions.
- At second level, the majority of children are able to explain a range of different strategies on which they can draw in handling mental calculations. Most children at second level can accurately handle addition involving four-digit numbers, with the majority accurately handling subtraction calculations. Almost all children can estimate with some accuracy the cost of several items. Most children are confident in adding figures containing two decimal points. The majority can accurately multiply a number with three decimal places by a single digit. Children are less confident in handling subtraction of decimals and accurately arranging numbers with three decimal points in a sequence. In handling negative numbers, most children can accurately sequence a series of numbers on a number line. Almost all children are confident in converting time using a 12 or 24 hour clock. Most children can calculate the duration of journey, using information contained in a timetable. Most children accurately calculate a fraction of an original figure though calculating a percentage of a figure proved more challenging. Overall children were less confident when undertaking calculations when set within a real life or problem based context.

Shape, position and movement

- Almost all children working at early level can recognise, describe and sort common 2D shapes and 3D objects. In games, the majority of children can follow simple directions and describe positions. Almost all children are aware of symmetry and can identify one line of symmetry.

- Children working towards first level are able to identify patterns and sequences through tiling as well as common shapes. Almost all children by P4 are able to use mathematical language to name vertices, corners and edges of common 3D objects.
- At second level, in calculating area of regular shapes, some children confuse perimeter with area in basic calculations. Almost all children confidently identify a range of 3D objects, with most children being able to identify a 2D shape contained within it. Most children experienced difficulty in drawing a rectangle to a given area, and were unsure of the conservation of measurement in different shapes. In discussing the properties of circle, most children needed prompts to identify features. Most children can accurately identify the range of angles and measure them accurately. The majority of children understood the principles of scale and could apply this knowledge in basic calculations.

Information handling

- Children at the early level are aware of the purpose of numbers in the environment. Processes to gather information are used in real life contexts for example a tally chart to form a shopping list. Children working towards the first level are able to extract key information from a variety of data including charts, bar graphs and tables building on previous work on gathering information. Most children, working at second level, can explain the features of how data can be presented using graphs and pie charts. Most children can accurately present information using a bar graph though care should be taken to ensure the accuracy of calculations when constructing pie charts.

Overall quality of learners' achievement

- Children are encouraged to share in the school's vision through discussions as part of the *Marvellous Monday* house assembly programme and by exercising responsibilities which contribute to a positive school ethos.
- Achievements are acknowledged through assemblies, the issuing of certificates, monthly trophies, merit points as well as personal awards for example star writer or carer of the month awards. Children benefit from a number of clubs; some of which are run by volunteer helpers. Achievements outwith school are also recognised with children being encouraged to share their successes. Visual displays, the walls of achievement as well as local media coverage help to reinforce a 'can-do' attitude.
- Children are being encouraged to recognise their responsibilities as individuals and collectively as members of a team in, for example, the work of the eco committee or as Junior Road Safety Officer (JRSO). Children speak confidently about their out of class learning. More children would benefit from having roles of responsibility and the opportunity to apply their skills in leading activities and in working collaboratively with others on particular tasks. The introduction of, for example, the John Muir Award and participation in an enterprise challenge are good examples on which to build.
- The school has discussed with us the intention to introduce more formal recognition to acknowledge better the achievements of children and their contribution to aspects of school life. The time is right for the school to take this forward.

Equity

- As the school develops its strategy to promote equity and raise attainment, it is essential that there is a clear focus on raising children's aspirations and in modelling high expectations.

- The school recognises the need to monitor the progress of children with protected characteristics. The newly introduced tracking system, once embedded, will provide the school with a clearer picture of the progress and needs of different groups of children. This will support the school in targeting interventions.
- Gathering information on children's participation in activities within and outwith the school will be the first step in targeting those children who are not benefitting from these wider experiences. It will also provide the basis for children to reflect on the skills, qualities and insights which they are developing from these opportunities.
- Arrangements, including financial support, are in place to ensure that all children can access the full range of school activities including residential experiences should they elect to go. The school should remain alert to those instances where a child may elect not to go participate because of financial considerations.

Setting choice of QI: 2.2 Curriculum

- Rationale and design
- Development of the curriculum
- Learning pathways
- Skills for learning, life and work

- The school community is continuing to develop a clear rationale for their curriculum to reflect the uniqueness of their setting. The school community recognises the importance of establishing this clear link. To date, this is based on developing a nurturing and positive ethos where pupils will develop self-esteem, high aspirations and where barriers to their learning are being addressed. Staff and children have worked well together to produce an agreed vision, values and aims to take the school forward. Though this needs developed further, staff indicate that children are already displaying better behaviour and the school's ethos is much improved. Staff agree that they need to revisit their developing rationale, regularly reviewing and updating their agreed aims on a continuing basis.
- Staff understand the need to continue to develop the curriculum as a priority. A recent review by the local authority has supported the school well and has led to a strong focus in producing clear progressive curriculum overviews for most subjects. This is now in place. These are now supporting staff to explore the Experiences and Outcomes better in more depth, identify any gaps and avoid overlaps in learning across the stages. It is important for staff to ensure that as these programmes are being introduced, there is a clear understanding of how this will provide all children with a clear progression framework which takes full account of their needs and abilities. Staff plan to develop this further to include religious and moral education (RME), expressive arts and to adapt further the technology overviews. Using the National Benchmarks will help demonstrate the key skills to be overtaken at each level. In addition to these curriculum overviews, staff are beginning to develop their use of the East Ayrshire pathways programme for Literacy and Numeracy. As staff develop new creative courses across the curriculum they can share their work with each other using the school's shared drive. Further work is needed to ensure learners can evidence their skills more consistently, and demonstrate on-going improvements in attainment in literacy and numeracy.
- The recent developments to the curriculum are designed to be inclusive and support all learners. They embrace the principles of GIRFEC. Children are gradually becoming more familiar with the wellbeing indicators. The Marvellous Monday assemblies are offering all children opportunities to express their feelings and share their understanding and developing knowledge of GIRFEC. The curriculum is becoming broader and staff are beginning to develop activities using the four contexts for learning within Curriculum for Excellence. Staff are developing their use of interdisciplinary learning to enable children to apply skills in different contexts. This is demonstrated well, for example, in the recent 'Titanic' public performance. The school has access to outside space and staff recognise the need to develop outdoor learning. Work linked to skills within the science curriculum is providing small improvements to the local environment.
- The curriculum is continuing to be developed to provide flexible learning pathways which enable children to build on their prior learning and offer more personalisation. This is still at the very early stages. Digital learning is improving. Children at the early stages learn about phonics using interactive whiteboards and digital literacy games. Laptops and notebooks support the development of research skills and support maths activities such as data handling.

Staff also need to move at pace to develop the 1+ 2 modern language provision to enable children to access their entitlement to a progressive programme of learning. Children do not yet have opportunities to write in French. Enterprise education is developing well though this is not consistent across all levels. Older children, for example, describe their pride in taking a small financial investment and growing this substantially to support various charity initiatives.

- Transitions for children entering primary and for those moving to the local secondary are well considered. Effective arrangements are in place to support transitions including those between classes.
- Staff are continuing to develop opportunities for children to develop their skills for life and work more consistently across the levels. There is scope for staff to refer to these skills more regularly within the success criteria being shared.
- The input of Active Schools includes developing children's skills across a range of sports. The school works well with a range of partners, support staff and non-teaching staff to enhance the curriculum and widen learning opportunities linked to skills for life and work. Partners understand the context of the school community and are providing practical activities which assist children in developing a wide range of valuable skills.

Explanation of terms of quality

The following standard Education Scotland terms of quality are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.