

Summarised inspection findings

Dreghorn Primary School

North Ayrshire Council

27 August 2019

Key contextual information

Dreghorn Primary School serves the village of Dreghorn and the surrounding Drybridge area. The school is a non-denominational primary with an Early Years class. There are currently 314 in the primary school, with an additional 72 children in the early years class. The school also contains three smaller classes that incorporate a fully inclusive Educational Support Resource (ESR) for children throughout North Ayrshire who have a language and communication disorder.

1.3 Leadership of change

good

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

- The headteacher and staff have created a collegiate and supportive ethos across the school. They have rightly prioritised the importance of developing and building relationships in taking the school forward on the journey of improvement. Staff and children have refreshed the school aims and values in the last two years and these are beginning to be shared with all of the school community. Children are learning about how these affect them through assembly. The school vision captures the ambitious aim of ensuring all children achieve their potential. There is now scope to ensure that the vision links more closely to the school improvement plan and to clear outcomes for children.
- The school improvement plan priorities are based on the National Improvement Framework and North Ayrshire Council priorities. The headteacher recognises that she has been ambitious in planning a large number of targets to be overtaken in one school year. There has been a focus on self-evaluation activity in order to secure an understanding of what needs to be done next. This is beginning to clarify the priorities for improvement. The next important step would be to include all staff in discussions and to focus more closely on a smaller number of targets. This will ensure that they are overtaken and that they lead to measurable impact.
- A number of new processes and procedures are beginning to be developed across the school. The planning has been careful and staff are supportive of the new ideas. Whilst there are small signs of early progress, staff now need to decide which priorities should now be continued in the immediate future. The importance of making sure that changes continue to impact on the culture of the school and on the behaviours of all involved will be a critical step to ensure there is an ongoing impact on outcomes for children.
- The headteacher has rightly identified attainment as a key area for improvement. The school plan has been devised in consultation with staff and should now reference more explicitly the plans for raising attainment. Staff are working currently on a number of areas but these are not clearly linked to raising attainment.
- Children and parents are consulted well on the school planning priorities. Both children and their parents are happy with how school leaders are taking things forward and are highly supportive of staff. They now need to have an input into the choice of priorities for change and

improvement. All children from P1 onwards would benefit from being empowered to inform and lead school improvement. The voice of children is not yet clear enough in making key decisions for their school. Children highlighted this in the pre-inspection questionnaire with less than half saying that they did not feel the school listens to their views. The introduction of a representative group for children would also be a helpful next step. Pupils are involved in some evaluative work, however, this is not yet making a difference to their outcomes.

- Staff are enthusiastic and supportive of school improvement. Most staff are beginning to be involved in taking on leadership responsibilities. Currently these are mainly in relation to leading pupil clubs and activities. Senior leaders should continue to link the improvement plan more clearly to staff leadership roles. All staff need to be more fully involved in discussions about the key areas required to move the school forward. In addition, supporting staff to continue to look outwards through staff professional learning is helpful to school improvement. Whilst a few staff are engaged in professional learning, this could be extended more widely across the staff team.
- There is some good work beginning in the area of science and technology and linking these areas more closely with, for example, skills for life and work, would be beneficial. Children talk passionately about their learning in both science and technology. There is scope to develop staff understanding of 'Developing the Young Workforce' and how the curriculum can support many aspects of careers and the 'Career Education Standard'. Children are not yet aware of the skills they are learning within classes.

2.3 Learning, teaching and assessment

good

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

- Relationships across the school are positive and respectful. All staff have been working together to create a positive and nurturing ethos. This is reflected in the calm atmosphere which is evident within the school. All children have been learning about the United Nations Convention of the Rights of the Child (UNCRC) and have created a charter personalised to their own classes and supportive of the school ethos.
- Most children are motivated and enjoy learning in class. They recognise the benefits of resilience and talk confidently about not giving up when things become difficult. In the majority of classes, children talk about the tasks they are doing but are less clear about the purpose of learning taking place.
- In a few classes, children are leading their learning through creative planning and this is empowering them as learners. Children have limited choice in their own learning and this tends to be choosing between activities set by the class teacher. In a few classes children are leading their learning through creative planning and this is empowering them as learners. Senior staff now need to support the sharing of this good practice to ensure effective consistent practice across the school. A majority of children report that lessons are too easy and they would welcome further challenge. The pace of lessons could now be increased to better meet the needs of children in classes.
- Staff have begun to increase the opportunities for children to have a greater role in leading their learning. Pupil voice opportunities are being developed and staff should continue to build on the link between pupil activities and their developing leadership skills. This will also support children to take responsibility for leading their own learning in a real and meaningful way.
- Overall, the quality of teaching is good in most classes. There are examples of skilled questioning by teachers in a few classes to elicit understanding of learning. Similarly, a few teachers are developing creative teaching approaches particularly in numeracy and literacy. The headteacher is aware that a next step is to support a more consistent experience across all stages and classes.
- Digital technology is used well to support learning in most classes. Children are competent digitally and are also developing effectively skills in digital literacy. Staff should continue to develop and extend digital learning. A whole school plan is needed to support digital learning to enable staff to plan a progressive experience for children.
- Teachers are very supportive of children. They observe children learning and apply appropriate interventions to support those who may experience difficulties. In most classes however, there is scope for the challenge to individual learners to be increased. The feedback from teachers in a minority of classes is not yet effective enough to help children identify their next steps in

learning. The majority of children can talk about the tasks they are carrying out in classes. They now need support to improve their learning and to identify what they need to do next to move on. Children would also benefit from more opportunities to be involved in setting their own learning targets.

- Children are developing skills in collaborative learning and teamwork. In most classes, children can talk confidently about working with a partner and as part of a team. This is enabling them to increase confidence and move towards becoming more independent as learners.
- Good practice in assessment is evident in a few classes where teachers are planning assessment tasks which link to planning and learning. The headteacher is aware that a strategic approach to assessment is needed to support greater consistency and progression for children across the stages. Assessment is not yet an integral part of teachers' planning for learning across the school.
- In highly effective practice, HM Inspectors saw children beginning to assess their own progress and evaluate their learning. A minority of the feedback is specific enough to support children to know what they need to do next. These good examples of feedback from teachers is both verbal and in jotters. There would be merit in sharing these examples across the staff team in order to support consistency.
- Moderation work with primary and secondary partners is leading to increased confidence in teachers' professional judgement, however, this is at an early stage. Further collaborative moderation work across the curriculum with a variety of partners will enhance further staff's ability to apply rigour to their assessment of children's attainment.
- Teachers have started recently to use the national benchmarks in literacy and numeracy to track pupil progress. In most classes, literacy and numeracy is effectively tracked within a variety of contexts for learning.
- Senior staff should make plans, alongside teachers, to track children's learning and progress in all other areas of the curriculum. Senior staff and teachers should work together to make sure that the data they track is supporting and enhancing teaching and learning and making a difference for children.

2.2 Curriculum: Learning pathways

- The school has made an early start to devising a curriculum overview and rationale. A sample of parents has been involved in a consultation exercise which has generated helpful feedback. Staff should continue to develop the rationale to ensure it captures fully the unique context of Dreghorn Primary School and reflects its setting in the local community.
- The senior team recognise that the curriculum needs to be developed to ensure children benefit from learning opportunities which develop their skills and knowledge progressively across all areas of the curriculum. Currently, teachers are implementing a helpful newly developed literacy and English progression pathway. A progression pathway for numeracy and mathematics is now being developed. Commendably, there are plans to extend the development of progression pathways across all curricular areas.
- We discussed with senior staff the importance of the curriculum providing sufficient challenge and pace to meet the needs of individual children. Children spend too much time each week on communal activities. Staff should ensure that all activities enable each child's learning needs to be met individually in order to, raise attainment and achievement.
- The headteacher recognises the school's approaches to interdisciplinary learning (IDL) could be developed further. We discussed the importance of teachers developing a collegiate understanding of how to help children make relevant and meaningful links across learning. Children need more opportunity to apply skills and knowledge confidently within an interdisciplinary or unfamiliar context. It would be useful to raise all staff's awareness of national guidance on IDL.
- Staff make good use of the outdoor environment to enhance the curriculum. Staff continue to develop their confidence and skills in digital technologies and are supported by digital leaders of learning.

2.7 Partnerships: Impact on learners – parental engagement

- The staff across the school are very supportive of parents and have very positive relationships with most parents. Most parents are satisfied with the school and with the quality of teaching. A few parents highlighted in the pre-inspection questionnaire that they would like more information about their child's progress and how they might be able to support learning at home. Staff in school have begun a programme of parental activities and events to support parents help their child's learning. There would be merit in involving the parent council in reviewing the success of these events for all families.
- There is a number of ways for parents to engage in their child's learning but these are mostly for early primary stages. The reading and writing workshops for early primary stages are well received by parents. At the middle and upper stages, most parents are involved well in evaluating and responding to questions about children's work. The organised events such as the 'Monday meet and mingle' and the 'breakfast blethers' are beginning to support parents. Most parents are very complementary of how the staff engage with them. The events for parents are interesting but a few parents feel that better organisation and planning would enable them to plan ahead to attend these events. The staff and the parents now need to work together to agree mutually agreeable times to stage events and parent council meetings.
- From the pre-inspection questionnaire, a few parents feel that they are not aware enough about the level at which their child is working and they would like clearer communication about attainment. Parents, whose children attend the Education Support Resource, are very complementary of the communication and the information they receive from the staff who work there.
- The parent council is very supportive of the headteacher and the work of the school. They are always consulted fully about plans for improving the school as well as other important decisions, such as school spending. Commendably the parent teacher association raise funds which help enhance children's experiences. Staff are very appreciative of this support. There would be merit in taking a holistic view of how parents and partners support the school and how they work together to deliver school improvement.

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.

3.1 Ensuring wellbeing, equality and inclusion

good

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

- All staff at Dreghorn Primary School know the children and their families well. They have created a caring and nurturing environment which is built on strong relationships and a commitment to help children achieve their potential. As a result, most children report that they feel safe in school. Almost all children say that they have someone to talk to if they have a concern or worry. Children are polite and respectful. They speak confidently to visitors and take pride in their school. Most children agree that they learn how to treat others with respect and that teachers treat them with respect. A few children do not agree that they are treated with respect by their peers. In addition, a few pupils do not think the school deals effectively with bullying. Senior leaders should work with pupils, parents and staff to continue to strengthen their approaches to promoting positive behaviour and relationships.
- Children have a good understanding of wellbeing and can discuss the factors that affect their own wellbeing. They can describe how they are included in the life of the school through clubs and committees. The school provides opportunities for children to learn new skills and work with other pupils, staff, parents and members of the community. For example, during 'Community Time' children can choose from a wide range of learning activities such as visiting and befriending elderly residents in the local care home. Such activities are helping children to build skills of empathy and respect, and are improving children's sense of belonging within the school community. Children who have additional responsibilities through committees and buddying opportunities speak positively about their roles, the skills they are developing and the contributions they are making to the school. There is scope to develop this further across the school and to involve more children. This will help to strengthen children's involvement in their school.
- Almost all parents feel that the school encourages their child to be healthy and to take regular exercise. Extra-curricular sports clubs run by staff and parents are available throughout the week. Commendably, a number of activities have been created in response to the needs of specific pupils. This is allowing more children to attend and be active. The school is beginning to track attendance and participation in clubs and activities. Further development and analysis of this will help support staff in identifying patterns and trends over time. This can be then be used to offer targeted support to those children not currently participating. In addition, there is scope to help children track their own participation in such activities. This will help them gain a greater insight into the skills they are achieving to support and enhance their wellbeing.
- Through health and wellbeing (HWB) lessons, children learn how to lead a healthy lifestyle. Children can talk about the importance of a balanced diet and can discuss how to stay safe online. As part of the planned review of HWB, staff should ensure that children benefit from a programme of learning that is structured, progressive and relevant to their needs. This review should consider approaches to help children track their own progress in HWB.

- Staff across the school have a good understanding of how to support children who have additional needs. The appointment of a nurture teacher and creation of a nurture room, the 'Starlight Room', is enabling the school to offer targeted wellbeing support. In addition, specific groups of pupils take part in health and wellbeing activities with the nurture teacher. Robust monitoring and tracking of the effectiveness of the nurture activities is allowing the school to demonstrate the impact of such interventions. Importantly, staff work closely with children's parents to keep them informed with their child's progress. Children across the school are developing their understanding of nurture through dedicated assemblies and through the work of the 'Shining Star' ambassadors. Both the nurture room project and the school's approach to nurture are having a positive impact on children's wellbeing and are contributing to the positive ethos across the school. Specifically, children with wellbeing concerns are benefitting from this enhanced level of support.
- Procedures are in place to identify barriers to children's learning. Class teachers and the additional support needs (ASN) coordinator create appropriate plans to support those children who require additional support. Staff involve parents in planning meetings and are developing approaches to capturing children's views when planning targets and next steps. There is scope to make children more aware of their targets to help them take more ownership of their learning. The school engages well with a wide range of partners, such as psychological services, which help address barriers to learning. Teachers and classroom assistants work well together to deliver supports for identified children. We have asked senior leaders to review their planning and procedures for documenting the targets and support offered to children with additional support needs. There is scope to strengthen existing approaches to tracking the progress of children with additional support needs so that the effectiveness of interventions can be clearly evaluated.
- Children learn about diversity and equalities through assemblies, lessons in religious and moral education (RME) and during topic time. Learning has been enhanced by focussed programmes such as 'Diversity Fortnight' where children from across the school explored differences and stereotypes. As planned, the school should review children's learning about diversity and equalities to ensure their learning is planned and progressive. This will complement the activities children are currently experiencing such as visits from community members from different faiths and cultures, and learning about Fairtrade. As part of the school's commitment to creating a fully inclusive school, senior managers should continue to monitor activities which incur a cost for families, to ensure maximum participation.

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
- equity for all learners

Overall attainment in literacy and numeracy

- Overall, children's attainment in literacy and numeracy is satisfactory. Most children in P1 achieve appropriate Curriculum for Excellence levels in reading, writing, listening and talking and numeracy and mathematics. In P4 and P7 most children achieve appropriately in listening and talking. The majority of children in P4 and P7 achieve expected levels in reading, writing and numeracy and mathematics. The data presented by the school for the current year indicates that teachers predict an improvement in first level reading, writing, listening and talking and numeracy and mathematics. Teachers predict an improvement in second level reading, writing and numeracy and mathematics for children in P7. By the end of P7, most children are predicted to achieve reading and listening and talking at second level. The majority of P7 children are predicted to achieve second level in writing and numeracy and mathematics by the end of the school year. Our evidence indicates that school predictions are becoming increasingly more accurate.
- Teachers now need to continue to improve their moderation of teacher professional judgement of a level. Teachers are at an early stage of using tracking data to monitor children's progress. Further development of moderation activities and linked professional dialogue will support the school's drive to raise attainment for all.
- The school needs to raise attainment at all stages. Staff need to track the progress of attainment of different groups of learners, to ensure all children make appropriate progress. Senior leaders and teachers should continue to engage regularly in focused dialogue relating to children's progress and raising attainment.

Literacy

- In literacy and English, most children make satisfactory progress.

Reading

- Overall, most children are making satisfactory progress in reading. They experience a variety of fiction and non-fiction books and regularly select books for their personal reading from the school library. Children at the early level use knowledge of sounds and letters to read and write words. Most children can identify common words and read aloud familiar texts with attention to simple punctuation. By the end of first level, most children explain preferences for particular novels and authors, with humour being a popular theme. The majority of children can read a familiar piece of text with developing expression and some understanding at a literal level. They are less confident in drawing inferences or handling questions that require an evaluative response. At second level, most children understand the purpose of text and can explain the main ideas. They read with increasing fluency, understanding and expression using appropriate pace and tone. They research information with growing confidence and from a range of sources. Children's understanding of texts is not sufficiently deep.

Writing

- Overall, most children make satisfactory progress in writing. A few make good progress. At the early level, most children are beginning to develop independence in writing. At first level, the majority of children use simple punctuation accurately. They organise writing in a logical order and in paragraphs. The majority start sentences in a variety of ways and write for a variety of purposes. However, the quality and standard of what they write is too variable. By end of second level, most children use sentences of differing lengths and vary sentence openings. While the quality of writing is improving at second level, children's skills need to improve.

Listening and talking

- Overall most children are making satisfactory progress in listening and talking. Most children demonstrate the ability to listen well during lessons and offer spoken contributions clearly when given the opportunity. A minority of children at early and first level are not yet sufficiently skilled in taking turns and listening to one another. They need support to contribute at the appropriate time. Children are eager to contribute their thoughts and ideas but are less skilled in using, higher order questioning. At second level, most children participate in class and group discussions well. They cooperate well in class and show respect for one another's ideas. Children need to develop and improve their skills in listening and talking more progressively.

Numeracy and Mathematics

Number, money and measurement

- At early level, the majority of children are making satisfactory progress. They can estimate by comparing measurement of items using correct mathematical language such as longer than, more than, less than. They recall number sequence backwards and forwards in range of zero to 20. They count on and back in ones to add and subtract. They solve simple missing number problems, some using concrete materials. Most children at this level can divide a group of items equally into smaller groups.
- At first level, the majority of children use appropriate strategies to estimate and check answers to calculations or problems. They round numbers to the nearest ten and the majority round up to the nearest 100. They understand place value in three digit numbers. In addition and multiplication, they understand commutative rules and laws. They recognise correct notation and amounts in mixed currency. Children at this level are not confident with mental processes in calculation. Children need to develop further their skills in estimating areas and comparing measurements.
- At second level, the majority of children work confidently with a range mathematical concepts and processes. The majority display confidence in identifying the place value of digits to 10,000 and 100,000. They order correctly a range of negative numbers and give examples of their use in real life situations such as deep sea diving and temperature gauges. The majority of children at this level have an appropriate understanding of fractions and decimals and the relationship between both. The majority of children demonstrate a very good understanding of angles and their properties. They identify common factors and prime numbers. Most children display good understanding of money.

Shape, position and movement

- At early level most children recognise and sort common 2D shapes and 3D objects. They use sorting criteria such as straight, round, flat and curved effectively. At first level, most children recognise a right angle and correctly identify right angles in the environment. At second level, most children use mathematical language well to describe properties of angles. They understand for example scale on maps and discuss why a certain scale is better than another.

Information handling

- At early level, most children collect and organise objects. They display their findings on concrete and pictorial form and confidently answer questions on the data. At first and second level the majority of children understand symmetry at an appropriate level. They work together to collect data and have experience of working with different types of diagrams. A minority of children working at first level are not yet confident in interpreting information from displays. The majority of children working at second level collect and display data in various forms and understand that different type of display can suit different information styles. They analyse and draw conclusions from variety of data. They make effective use of technology and are developing critical styles about data reliability.

Attainment over time

- Data presented by the school indicates that over the last three years children in P1 have been making appropriate progress in literacy. There is a downward trend in attainment in numeracy in P1. Attainment in P4 and P7 is variable but generally declining. Teachers are improving their understanding of standards which is resulting in increased robustness of professional judgements of Curriculum for Excellence levels.
- Teachers are at the early stages of using a range of assessment data to understand how well children are progressing through a level. The data collected is becoming more reliable and robust. There is scope to ensure this data is used more effectively to support and challenge teachers' professional judgement. Senior leaders should continue with plans to develop teachers' skills in data analysis.

Overall quality of learners' achievements

- Most children regularly have opportunities to develop their skills as responsible citizens through the various pupil voice groups. These include house captains, shining star ambassadors, the Eco committee and the Rights Respecting schools committee. As a result children are beginning to develop leadership skills. They are able to discuss how they will use these skills in their learning, life and work. The staff should consider extending the opportunities to children of all ages.
- The school offers a wide range of activities before school, during lunch time and after school to encourage participation. This allows children to attend at a time that best suits their circumstances. These activities help children to develop a wide range of interests and skills. For example, martial arts, running, arts and crafts, dance, ukulele, brass and violin. Sporting activities delivered in partnership with Active Schools are a popular aspect of the school day. The children recognise the health benefits of being involved in regular physical activity. Children's achievements in and out of school are celebrated within classes, at weekly assemblies and very effectively on social media. Children have recently enjoyed success at the Ayrshire Music Festival, Cross Country Championships and participation in the Kilt Walk.
- The staff record children's wider achievements and have recently started a more focused approach to tracking wider achievements. Children who experience barriers to their learning are now being supported to participate. The school should continue to develop wider achievement tracking to ensure children, particularly those who are vulnerable, are not missing out on available opportunities.

Equity for all learners

- Staff are committed to ensuring the wellbeing of every child. Senior leaders support a deeper understanding of the impact of socio-economic factors for children.

- The senior leadership team consults with staff, a few parents and pupils, about how best to use Pupil Equity Fund (PEF). Enhancement to staffing is supporting collegiate working in developing approaches, including nurture, and addressing identified gaps in children's learning in numeracy and literacy. Data currently being gathered points to emerging evidence that these strategies are having a positive impact on children's progress. The school is at an early stage of evaluating the impact of the PEF initiatives.

Choice of QI : Transitions

- Arrangements to support learners and their families
- Collaborative planning and delivery
- Continuity and progression in learning.

- Transitions from home into the early years class (EYC) are managed sensitively and are flexible to meet the needs of children and families. Registration visits, stay and play sessions and 'All about me' booklets enable practitioners to gather a range of information on children's prior experiences and learning. Practitioners value the opportunity to meet with parents and children prior to starting the EYC. This is a positive start to building relationships.
- Children in the EYC and in primary one benefit from a shared outdoor space. Opportunities are provided for them to play and learn together, supporting a smoother transition into school. Children in the EYC make use of the school gym hall and are invited to a range of school events such as plays and sports days. This is enabling children to become familiar with school staff and confident in and around the school.
- Teachers from the school spend time within the EYC to get to know the children and to hear about their experiences. Shared learning topics at the end of term, allow for EYC practitioners and primary one teachers to plan together. Practitioners also share with receiving teachers. These opportunities are supporting continuity and progression in children's learning across the early level. There is scope to extend these opportunities throughout the year rather than fixed to the final term. In addition, early level teachers and EYC practitioners should work closely to develop a shared understanding of pedagogy. Specifically, a focussed review of playful approaches in early level classes will help children's transition to primary one and help promote continuity in their learning and progress.
- Appropriate arrangements are in place to ensure the smooth transition of pupils from one class to the next within Dreghorn Primary School. Teachers meet to discuss children's individual needs and progress prior to teaching their new class. Where required, enhanced support is put in place for specific children to help them with the transition to a new class.
- Children in primary seven speak with enthusiasm about moving to Greenwood Academy. In addition to two half day visits in January and two full day visits in May, children benefit from visits from secondary teachers throughout primary seven. This is complemented by workshops run by secondary staff and having secondary pupils working with children in Dreghorn Primary School. For example, all primary seven pupils take part in a music transition project where they work closely with high school music technology pupils and teachers to create a leavers' performance. Overall, the structured and progressive transition activities are instilling confidence in children supporting them to look forward to the next stage in their education.
- Staff in Dreghorn Primary School are well aware of the needs of their children and families. Joint planning between primary and secondary staff, and other agencies as appropriate, ensures that children requiring additional support at times of change benefit from a flexible and enhanced transition. A range of supports are put in place along with additional transition days during the Spring break. Parents can also take advantage of information sessions and workshops to inform them of the work of Greenwood Academy.
- There are clear procedures in place for Dreghorn Primary School staff to share all relevant information about primary seven pupils with secondary staff. This also applies to children transferring to other secondary schools. There is scope to review the intelligence gathered by

Greenwood Academy to inform staff of pupils' progress through their first year of secondary education. A review of children's progress through secondary subjects could be usefully shared with primary colleagues to highlight areas of strength and difficulty. This will help to strengthen teachers' understanding of the progression of learning for all pupils beyond primary school.

- Commendably, primary staff accompanying children to the secondary induction days benefit from spending time in secondary classes. Teachers value this professional learning opportunity and enjoy the insight into the progress in children's learning as they move from primary seven to first year. Pupil, parent and teacher evaluations of transition activities are helping staff to refine and enhance provision for each cohort of pupils leaving primary.

Context

The Education Support Resource (ESR) within Dreghorn Primary School is a specialist provision which supports children from across North Ayrshire. It is aimed at children who have language and communication difficulties or autistic spectrum conditions who would benefit from attending mainstream classes. Children are placed in the resource by the local authority. At the time of the inspection, there were 18 children attending the ESR, in three classes. Most of the children are also attending mainstream classes for varying time periods throughout the week.

Leadership of change

- There is a clear sense of purpose in the ESR for all children to be included, socially and educationally, with their peers at Dreghorn Primary School. The resource aims are prominently displayed in the school foyer. All staff have a very good understanding of individual children's needs and circumstances. They are clearly committed to ensuring that all children placed in the resource achieve the highest possible standards and success. This includes supporting children to develop important life skills to help them to live and work in the contemporary world.
- The provision is led very effectively by a principal teacher. A recent self-evaluation exercise carried out by staff helped identify areas for improvement to support the development of the children's communication skills. Building on this useful start, senior leaders should continue to develop approaches to self-evaluation and the use of data to help guide future priorities in the provision. Staff should look outwards to seek opportunities to work with teachers from other schools to support further moderation activities.

Learning, teaching and assessment

- The ethos of the ESR reflects a commitment to positive relationships and children's rights. Class charters are displayed appropriately in each classroom. Staff demonstrate care and sensitivity towards children, and are patient and consistent in their approaches with them. They understand the needs of the children very well. Communication passports contain very helpful information for all adults in the school. These help staff to understand each individual child, their needs and interests, how they communicate, as well as things which they need from adults to help them. Children's experiences are personalised to provide appropriately challenging and enjoyable tasks. Class activities are well matched to children's needs and interests. This includes giving children choices and appropriate use of digital technology.
- Teachers are making increasing use of the local community to support children's learning. This includes good use of outdoor spaces around the school. Children's participation in the mainstream environment adds to their social experiences, feelings of independence and extends their learning. Teachers' explanations and instructions are very clear, and visual symbols and signs are being used increasingly to support children. Teachers should continue to develop the use of visual symbols to support transitions throughout the day, and to help children to self-regulate.
- Very effective use of questioning by staff helps children to explore their understanding, and promotes curiosity and confidence. All staff observe children closely and respond appropriately with well-timed interventions to support them to re-engage in learning. Feedback is given to children using verbal and physical responses, and a few children are encouraged to check their own work. Teachers should now continue to develop/improve approaches to planning and assessment. This includes the use of Education Scotland's milestones for more complex learners which will help them to monitor progress more effectively over time.

Ensuring wellbeing, equality and inclusion

- Ensuring the wellbeing of children and their families is a clear focus for the work of the ESR. Teachers use the indicators well to assess children's wellbeing at regular intervals and in preparation for review meetings. The principal teacher has a very good understanding of statutory duties and codes of practice. Relevant, meaningful and clear targets are in place for each individual, and there is good evidence of improvements in children's wellbeing over time. For example, improving children's eating habits through effective targeted support for individuals with sensory issues related to food. Children are learning to keep themselves safe on roads and to cope with noisy environments when out on trips in the local community. They are also learning useful self-soothing strategies to help them to manage anxiety and situations which they find distressing. As a result, safe holds are very rarely required and potential incidents are quickly diffused. We have discussed with senior leaders how they should continue to monitor any incidents to help them to identify any patterns or staff training needs.
- Children start each day being active, and enjoy regular opportunities to learn outdoors as well as joining in physical education with mainstream peers. They also benefit from activity sessions led by sports leaders from the nearby secondary school. Regular trampolining sessions are used therapeutically to improve children's communication, confidence and coordination skills.
- It is evident that all ESR staff have a shared understanding of the dignity and worth of individuals. Staff model positive, respectful relationships and are very nurturing in their approaches with the children. As a result, children feel safe, are engaging in their learning and almost all children's attendance is very good. Children accessing mainstream classes are made to feel welcome. They are also included with their mainstream peers in the playground during breaks and lunchtimes, and at assemblies. A few children take part in the school's weekly pupil circle sessions where they have an opportunity to share their views about how to improve the school. Teachers should continue to support all children, as appropriate, to take on additional responsibilities in class. As planned, senior leaders should continue to use creative ways to capture children's views in preparation for their review meetings.

Raising attainment and achievement

- Overall, children attending the ESR are making good progress in literacy and numeracy, working within appropriate Curriculum for Excellence levels. A few have achieved early level and are making very good progress, attending their mainstream class almost full time.
- Developing listening and talking is an important focus for children in the ESR. Children enjoy taking part in familiar songs and rhymes, listening to stories, and are learning to take turns in discussions. They can make simple predictions about texts, and are learning to use adjectives to describe characters. Older children are learning to scan texts for familiar words. Children are developing their writing skills as they progress through the school. As planned, staff should further develop processes to monitor children's progress in communication skills over time.
- There is very good evidence of children developing their numeracy skills through a range of active learning experiences, including learning outdoors and in the community. Most children have a good understanding of number and are learning to group objects into equal parts. A few can carry out simple multiplication and division. Children are learning the value of coins and how to pay for things in real life situations such as buying snacks at a local café. Visual timetables help children to understand daily routines and the sequence of events. They are learning to understand time and the different devices to display and measure time. Older children are able to use tally marks and bar charts. They are also developing their

understanding of 2D shapes and 3D objects. Children need to continue to develop their skills in numeracy and mathematics through relevant, real-life and meaningful contexts.

- Commendably, classroom assistants support ESR children well to attend after school clubs. Children enjoy receiving certificates at assemblies in recognition for their achievements. Teachers should consider other ways to accredit achievements and support children to understand how their achievements link with the world of work.
- Transitions into the ESR and into mainstream are rigorous and well planned. A number of children have made successful full-time transitions into full-time mainstream classes at Dreghorn. We have discussed with senior leaders how it would be useful to track sustainability of post ESR destinations so that teachers can reflect on the support they provide to enable children to return to mainstreams schools.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity 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.