



Drongan Primary and early Childhood Centre

Millmannoch Avenue,

DRONGAN

KA6 8BY

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Email:	Sean.maddocks@east-ayrshire.gov.uk
School Blog:	https://blogs.glowscotland.org.uk/ea/dronganpsecc2016/
Twitter:	
School App:	Available on appropriate mobile devices
Denominational Status (if any):	Non-Denominational
School Roll:	A roll of 270 pupils 2 year olds to Primary 7
	www.east-ayrshire.gov.uk/schoolhandbooks

WELCOME TO DRONGAN PRIMARY SCHOOL

Dear Parents/Carers

On behalf of all of the staff at Drongan Primary School and Early Childhood Centre, welcome to our handbook. We hope you find the information contained in this handbook helpful; however, if there is anything that you are unsure of please contact us. We have an open door policy in Drongan Primary School and Early Childhood Centre where parents are welcome and we make every effort to meet with parents regarding any concerns they may have. There may be occasions when a member of the management team will not be able to meet with you immediately; however, we will always get back to you to discuss any issues you may have regarding your child's education or wellbeing.

Sean Maddocks

Head Teacher

SECTION 1

Our aim is to develop the four capacities outlined in Curriculum for Excellence in all of our pupils to prepare them for future life, learning and work. This is delivered by providing a stimulating environment where there is a nurturing culture where all children's achievements are recognised. We encourage our children to be confident individuals, responsible citizens, effective contributors and successful learners. We work together to instil our shared values of teamwork, mutual respect, trust, inclusion, self-belief and resilience. These shared values have been agreed by all stakeholders of our local community when we recently reviewed our vision, values and aims.

In line with The Scottish Government's vision, we encourage excellence and equity in Drongan Primary School and ECC, where children are provided with the best possible opportunities to achieve their full potential and to be the best that they can be. We encourage children to have a sense of belonging and pride in their local community, which we see as an extension of the educational establishment. Last session we have worked tirelessly to further extend our work in the local community to ensure that our school and ECC plays its part in the life of our village.

We work in partnership with parents/carers and partners to encourage high standards of behaviour and attitude to learning where we encourage our children to reflect on their actions and make the appropriate choices.

Parents are the most important people in a child's life and have the biggest influence on the children that we work with. We see it as our duty to provide you with the opportunity to be involved in your child's education as much as possible. We look to develop positive relationships with our parents and carers, built on mutual trust and respect, where we work together to support your child. We are proud of the relationships that we have developed with parents and will continue to build on the good work that has been done within Drongan Primary School and Early Childhood Centre. When parents play an active role in their child's education, children are more likely to achieve their potential while behaving in a positive way. All parents are welcome in our establishment and if there is ever an issue we are keen to work together to resolve it.

Class assemblies, open afternoons, parent workshops, focus groups, parent council meetings, prize giving, services, parent helpers, homework, questionnaires and stay and play days are just some of the examples of the opportunities that we provide to encourage our parents to engage with their children's learning. We hope to see you at these events throughout the session and look forward to welcoming you in to the school and ECC. If you would like to be added to our database of parent helpers please contact the school.

We aim to communicate effectively with parents and carers to keep you as informed as possible about your child's education and the life of the school and ECC. We have a number of ways of achieving this:

- Termly newsletter
- The Primary School and ECC App
- Twitter @DronganPS
- Glow blog - <https://blogs.glowscotland.org.uk/ea/dronganpsecc2016/>
- Termly curriculum overviews

- Parent's evenings
- Reporting to parents
- Parent workshops
- Open afternoons
- Team Around the Child meetings where appropriate

SECTION 2

Transitions

We have recently developed our programmes for children making transitions between pre-school to Primary 1 and Primary 7 – secondary education. A range of activities, workshops and events take place throughout the year to ensure that children have as smooth a transition at key points in their education. Some of these pupils will involve parents, where you will be welcome to join your children. You will be notified of important dates, including registration and transition programme events via our normal means of communication.

The contact details of the associated primary or secondary and onwards

- Drongan Early Childhood Centre – 01292 591521
- Auchinleck Academy – 01292 420617

Support for children and young people and parents/carers

Head Teacher – Sean Maddocks

Acting Depute Head Teacher – Tom McFadzean

Principal Teacher – Melanie Bradley

EAST Teacher – Alison Duncan

Depute Head of Centre – Rhea Ireland

Contacts for parents where a concern requires to be raised

01292 591291

Occasionally, a child may face difficulties preventing them from effective learning. We identify them as having additional support needs, which may be short term, or for their whole school journey.

Our Early Childhood Centres have a variety of procedures to assist in the early identification of children with additional support needs and planning will take place at the earliest possible stage. Children and young people who have been identified as having additional support needs will be supported through an Action Plan (AP), Individual Learning Plan (ILP) or in some cases a Coordinated Support Plan (CSP). You and your child will be fully involved in developing these plans at all stages.

SECTION 3

The School/Centre Day and Year

School

9.00am	school opens
10.30 – 10.45	break
12.30 – 1.15	lunch
3.00pm	school closes

ECC

8.40 – 9.00	doors open
11.40	end of morning session
12.40 – 1.00	doors open
3.40	end of afternoon session

The School/Centre Holidays and In-Service Days

Teacher return (in service)	Friday 16 August 2019
Pupils return	Monday 19 August 2019
*local holiday	Friday 20 September 2019
*local holiday	Monday 23 September 2019
Close	Friday 11 October 2019
Teachers (in-service)	Monday 21 October 2019
Pupils return	Tuesday 22 October 2019
Close	Friday 20 December 2019
Re open	Monday 6 January 2020
Close	Thursday 6 February 2020
Teachers (in-service)	Tuesday 11 February 2020
Teachers (in-service)	Wednesday 12 February 2020
Pupils return	Thursday 13 February 2020
Close	Friday 3 April 2020
Re open	Monday 20 April 2020
Local Holiday (May Day)	Monday 4 May 2020
Local Holiday	Monday 25 May 2020
Teachers (in-service)	Tuesday 26 May 2020
Pupils return	Wednesday 27 May 2020
Close Friday	26 June 2020

Attendance and Timekeeping

We appreciate that there will be occasions when children are either late to school or absent. We encourage good time keeping and high attendance in order to ensure that children have access to the best opportunities possible and that they do not feel excluded in any way. I am confident that you will work with us to encourage the important life skill of punctuality.

Please inform the school in the morning if your child is going to be absent by phoning 01292 591292. There is a messaging service should a member of clerical not be able to answer the phone. Please leave name of child and reason for absence.

We monitor attendance regularly in line with East Ayrshire Council's policy.

Behaviour and Anti-Bullying

In Drongan PS and ECC we view Respectful Relationships as being an essential component of the social integration framework. Respectful Relationships are also vital to aid the development of all pupils, within a positive ethos, so that they can take their place in society as responsible citizens.

Factors which contribute in supporting this aim are: a positive whole school ethos where all stakeholders are involved, a culture of promoting positive behaviour and appropriate choices for all and ensuring that incidences of bullying are addressed in an effective and consistent manner.

The following are discussed within our policy, where we have taken into consideration cultural diversity and equality. Our main guide is East Ayrshire Council's *Respectful Relationships* policy and East Ayrshire Council's *Equality and Diversity* policy.

Children come to school and ECC from a variety of backgrounds, and this variety is taken into consideration when dealing with the individual needs of pupils. It is important that the school and ECC develop mutual respect and children are encouraged, with support, to make appropriate choices and are fully consulted on consequences for the actions they take. This is to prepare them to become Responsible Citizens and Effective Contributors in their local community and the wider world.

This begins in our ECC and children gain in confidence as they progress through the primary school.

We all have an important role to play in maintaining overall discipline within the school.

Bullying

Bullying can take different forms. All of them are wrong. Bullying is not acceptable in any form. Someone who is being bullied will feel unable to stop it happening. It can be carried out by a group or one person.

Bullying can take several forms, and although no list can clearly be definitive it can include:

- *Emotional*
- *Mental* - when pressure to conform is applied
- *Material* – when possessions are stolen, damaged or hidden or extortion takes place
- *Social* – when not being spoken to or left out of activities
- *Physical* – pushing kicking, hitting, punching or any use of violence, aggression without or without the intention of causing hurt
- *Verbal* – name calling, sarcasm, teasing, spreading rumours and personal comments
- *Cyber* – all areas of the internet, such as email and internet chat, social networking misuse, mobile threats and text messages
- *Prejudice based* – focusing negatively on the identity of the victim, based on their race, ethnicity, colour, sexual orientations, religion or belief, gender or other distinguishing features.

It should be emphasised that there is a difference between one-off incidents amongst peers in the classroom/playground and the systematic and ongoing targeting of a particular pupil or group.

Children accused of bullying may need support as much as those being bullied. Within our Respectful Relationships Policy, Drongan PS and ECC highlight that we always take incidents of bullying seriously and will endeavour to investigate fully, supporting all children involved, consulting parents/carers and implementing appropriate strategies for support.

Dress Code

We are very proud of the fact that all of our children wear school uniform. We want all children to feel that they are part of Drongan Primary School and ECC and uniform is a big part of identifying with an educational establishment.

Our uniform consists of:

Black or grey skirt or trousers

White or red polo shirt

Red jumper or cardigan

White shirt or blouse

Tie

Blazer

Security and Visitors

The safety of the children is of paramount importance and for that reason it is essential that we know who is in the building at any point of the day. Therefore all visitors, including parents, are asked to use only the main entrance to the school to enter the building.

All visitors and trades-people are asked to sign the register at the front of the school and to sign out as they leave.

If you are collecting a child early it is vital that you inform a member of staff when doing so.

Please press the buzzer at the front entrance and one of our clerical staff will ensure that you are attended to. If you would like to speak to a teacher please either phone or visit the school and arrangements can be made.

Homework and Study

Children will be given a variety of homework tasks each week focusing mainly on literacy and numeracy. We use Bug Club, which is an on line reading scheme; however, Primary 1 children will take their reading books home. Children will have login details to access Bug Club to complete homework tasks set by teachers. Spelling homework will be given each week and children are encouraged to complete homework tasks set and learn words for their spelling test. Children will also receive a maths task or activity to complete. Teachers may issue homework tasks for other areas of the curriculum.

We will be working together as a staff team to develop a more consistent approach to homework and will consult with parents when doing so. This will lead to the creation of a homework policy.

In our ECC there are often home-link challenged and activities, which encourage parents to work together with their child to complete.

School Canteen Facilities, including use of Parentpay

We encourage all children to have a school dinner. Our catering staff work hard to ensure that the food that is provided is of a very high standard. They work in partnership with the school to welcome parents in to the establishment for parent / child lunches. Lunchtime is a time when children have an opportunity to develop their social skills and enjoy eating together with their peers. There is a wide range of food for the children to choose from and enjoy, made from excellent ingredients with no processed food.

The school menu, which operates on a three week rota is available here <https://www.east-ayrshire.gov.uk/EducationAndLearning/Schools-Catering/SchoolLunchMenus.aspx>

Primary 1 – 3 will come along to the dinner hall straight away at lunch time. School dinners and packed lunches are allowed to sit together. Packed lunches in P4 – 7 will be put in black boxes, which will be brought along to the dinner hall by the janitor before lunchtime. The dinner hall is always supervised.

Complaints Handling

If you have any concerns at all regarding your child's education or experience in the school or ECC please visit or phone the school immediately and ask to speak to Mr

Maddocks HT or Mr McFadzean ADHT. We will always make time for you and work together with you and your child to resolve the issue or concern. We are committed to ensuring that your child is happy in school or ECC and care about making their educational experience a positive one.

Emergency Procedures / Medical matters

In the event of an emergency we will contact you as soon as possible. We use the Primary School App, group texts, twitter and East Ayrshire council work closely with Westsound Radio and West FM to inform of any emergencies.

If your child is feeling unwell or has an injury, they will be attended to by one of our first aid trained members of staff. You will be contacted if your child needs to be collected. There may be times when your child has been injured when we contact you to inform you; however, they may not require to go home. We always endeavour to keep you as informed as possible of any injuries or medical issues that arise during the day.

If your child requires any medication through the day, you must complete an administration of medication form at the office and the medication should be brought in to school by an adult.

Please always ensure that your contact details are up to date to enable us to contact you.

Parent Council details

All parents are welcome to attend Parent Council meetings and support the great work that they do for the school. Information about the dates and times of the meetings can be found on termly newsletters and the school app.

SECTION 4

The Curriculum

We are continuously evaluating and developing our curriculum to ensure that the experiences are relevant, where there is breadth, depth, challenge and enjoyment, progression, personalisation and choice and coherence.

All stakeholders are included and involved in curriculum development to ensure that there is a collaborative approach to achieve improvements.

We have developed backdrop plans, which detail the content of what will be taught in various stages and areas of the curriculum. Teachers ensure that short and long term planning is effective in order to deliver the broad general education through stimulating learning experiences.

In Drongan Primary School and Early Childhood Centre we provide a broad range of experience where children can develop their personal skills that will equip them well for later life. Literacy, Numeracy and Health and Wellbeing are the three main areas where

we develop these skills, ensuring that children are literate, numerate and have the resilience to be able to cope with the challenges that they may face. These skills are essential if young people are to gain access to learning, to succeed in life and to pursue a healthy and active lifestyle.

We provide a range of opportunities throughout the school session for children to develop their skills in all areas of the curriculum, where teachers use progression pathways to ensure that there is appropriate support and challenge for all children. There are also opportunities through various clubs and activities, events, pupil committees, citizenship assemblies, pupil focus groups, leadership roles and after school clubs where children can develop their personal skills.

You can find information about Curriculum for Excellence by clicking on the following link – <http://www.educationscotland.gov.uk/thecurriculum/>

Assessment is an integral part of learning and teaching and in Drongan Primary School we have developed an assessment framework. Teachers continuously monitor children's progress and use assessment to identify their strengths and areas for development. Although a lot of assessment is carried out on a day-to-day basis, periodic summative assessment, or testing, is also required to build a holistic picture of how children are progressing. We use a range of assessments in order to ensure that children are being supported and challenged appropriately and that we are meeting their needs effectively. In the ECC most assessments will be carried out through observations and activities with the children.

Curriculum for Excellence recognises 8 key areas of the curriculum within the Primary School. These include:

- English Language/ Modern Languages
- Mathematics
- Health & Wellbeing
- Social Studies
- Sciences
- Technologies
- Religious and Moral Education
- Expressive Arts

Children are consulted regularly about their learning. Teachers use a wide range of teaching strategies to provide challenge and enjoyment, where children are often involved in leading learning. We have worked to ensure that there is a more consistent approach to target setting, where teachers work together with children to set realistic and meaningful targets. Children are involved in setting success criteria at the beginning of lessons and are encouraged to reflect on their own learning.

Through our Thrilling Thursday assemblies, pupil committees and pupil focus groups, children are involved in important developments of the curriculum and take ownership of these. Parents are also involved in change processes within the school. This is achieved through regular questionnaires and surveys as well as parent workshops. As parents, you will be consulted about our improvement priorities and will have an opportunity to feedback about what we do well and what we could do better.

SECTION 5

Achievement and Improvement

In April 2018, a team of inspectors from Education Scotland and Care Inspectorate visited Drongan Primary School and Early Childhood Centre.

The inspection team found the following strengths in the establishment's work.

- Overall there are positive relationships across the school which are supporting children in their learning. Children are cooperative and well-mannered. They show consideration and respect for others which is contributing to a positive school ethos.
- The voluntary efforts of support staff, other non-teaching staff and parents are widening children's experiences and helping them to develop their skills for learning, life and work.
- Across the Early Childhood Centre and Primary, staff identify with the school and its community.

The following areas for improvement were identified and discussed with the headteacher and a representative from East Ayrshire Council.

- Clear strategic direction, supported by robust self-evaluation, is needed to improve the work of the school. Senior leaders and all staff now require to work collaboratively to take forward the changes necessary to deliver successfully the school's improvement agenda.
- There is a need to address the inconsistencies in children's learning through developing a shared understanding of the features of high quality learning and teaching. Across the school, action is required to increase the pace and challenge of learning to raise children's attainment. This includes providing more opportunities for children to be active in leading their learning.
- Senior leaders and staff require to review all strategies and systems including their procedures to identify children requiring additional support. This will involve staff monitoring more rigorously the wellbeing and development of children and the appropriateness and impact of any interventions.
- In developing the curriculum there needs to be a clear emphasis on promoting the skills and attributes of children as learners. The curriculum should be planned to reflect more the school's local context.

Since the inspection the new Head Teacher and senior management team have provided a clear strategic direction to help improve the work of the school. There is now a focussed approach to implementing improvement and change where all staff work collaboratively as part of a team to work towards a common goal.

We have consulted fully with all stakeholders to create our new vision, values and aims. This is an agreed and shared vision with everyone involved in the establishment community and we will now work to promote the vision, values and aims.

We have made significant improvements in the way that we identify and support children on our Additional Support Needs (ASN) log. All staff have received training and there are now effective systems, processes and procedures in place to ensure that children's needs are being met and that they are supported appropriately to enable them to achieve their full potential. Significant work has also been carried out to support children's social, emotional and behavioural needs resulting in reduced barriers to learning and children feeling less anxious and more included.

At the end of levels, attainment has been raised in every key stage in reading, writing, listening and talking and numeracy. Teachers are now more confident in using assessment to inform their teacher judgements.

There is now a shared understanding of what high quality learning and teaching looks like, where staff have worked together to develop our Excellent Lesson. This is used when management are monitoring learning and teaching and teachers are carrying out peer observations. Class teachers have been trained and implemented new teaching strategies in numeracy and will all receive training to implement our new Active Literacy programme. We will also work together to develop our practice as part of the Dylan Williams Teacher Learning Pedagogy. We will have parent workshops at the beginning of the session and throughout to keep you informed of new initiatives and developments within the school and ECC.

We have embedded our social studies and science topics across the school where there is now more relevance as well as personalisation and choice. In Primary 4 our children research the history of Drongan as part of their Heritage Hero – Heritage Detective accreditation. Our Primary 6 children have now achieved their John Muir award and Primary 7 undertake the enterprise topic Micro-Tyco.

We have also implemented Dyslexia Friendly Schools and Rights Respecting Schools. We successfully achieved our bronze award in Dyslexia Friendly Schools for the work that been done across the establishment. This has also seen the creation of new pupil committees where children play a lead and active role in the decision making process and improvement agenda.

As discussed, with more effective learning, teaching and assessment, more rigorous monitoring and tracking together with moderation activities, attainment has been raised literacy and numeracy in P1, 4 and 7.

Further information on the establishment's performance at local and national level can be obtained via Parentzone:

<https://public.tableau.com/profile/sg.eas.learninganalysis#!/vizhome/SchoolInformationDashboard-Primary/Introduction>

Our improvement priorities for session 2019 – 20 are as follows:

Primary School improvement priorities:

Improved outcomes and increased attainment in reading and daily writing for all pupils (implementation of Active Literacy*) Improve outcomes in talking and listening (access to SAC SLT CLPL menu)

Improved outcomes and increased attainment in numeracy for all pupils (implementation of 'Raising Attainment in Numeracy' practice). Improve outcomes across counting, place value, addition and subtraction and multiplication and division (access to SAC and CLPL menu)

Improve attainment outcomes for all children by:

- Developing coping strategies to reduce levels of anxiety within our Health and Wellbeing Framework.
- Reduce barriers to learning, which will increase inclusion.
- Support mental wellbeing and develop resilience in all, where confidence is increased.

ECC improvement priorities:

- Improved outcomes and increased attainment in literacy for all children.
- Improved outcomes and increased attainment in numeracy for all children. Improve outcomes in counting, 0-3, 0-5, 0-10 as appropriate. Improve outcomes for younger children in shape/colour.

HWB – continue to work on access to outdoor play and improving the quality of outdoor play as this appears to have engaged boys in their learning more successfully in session 2018-2019 as reflected in ELLAT scores. Continue to develop approaches to monitoring and tracking HWB with a view to establishing a clear programme that underpins all other learning for our youngest children.

SECTION 6

Assessment

Teachers use a range of assessments to monitor children's progress. We use summative and formative assessment to help inform more accurate teacher judgements relating to children's achievements. Children also participate in Scottish, National Standardised

Assessments in P1, 4 and 7. We use East Ayrshire's assessment toolkit in literacy and numeracy to support our assessments in p4 and 7. In Drongan primary School we have recently developed our framework for assessment, which outlines the expectations of when specific assessments should be carried out throughout the session.

In our ECC, a range of assessments are used to monitor the progress of our children.

Written reports are issued to parents annually. We arrange formal parents meeting in October and May when parents can meet with their child's teacher to discuss their child's progress. We also share the learning through Twitter, our school apps, open afternoons and class assemblies. Where required, additional meetings are arranged to keep parents informed and involved in the progress of the children.

Further information

I hope the content of this handbook has been helpful and informative. If you require any further information please either visit the school or contact us on 01292 591291.