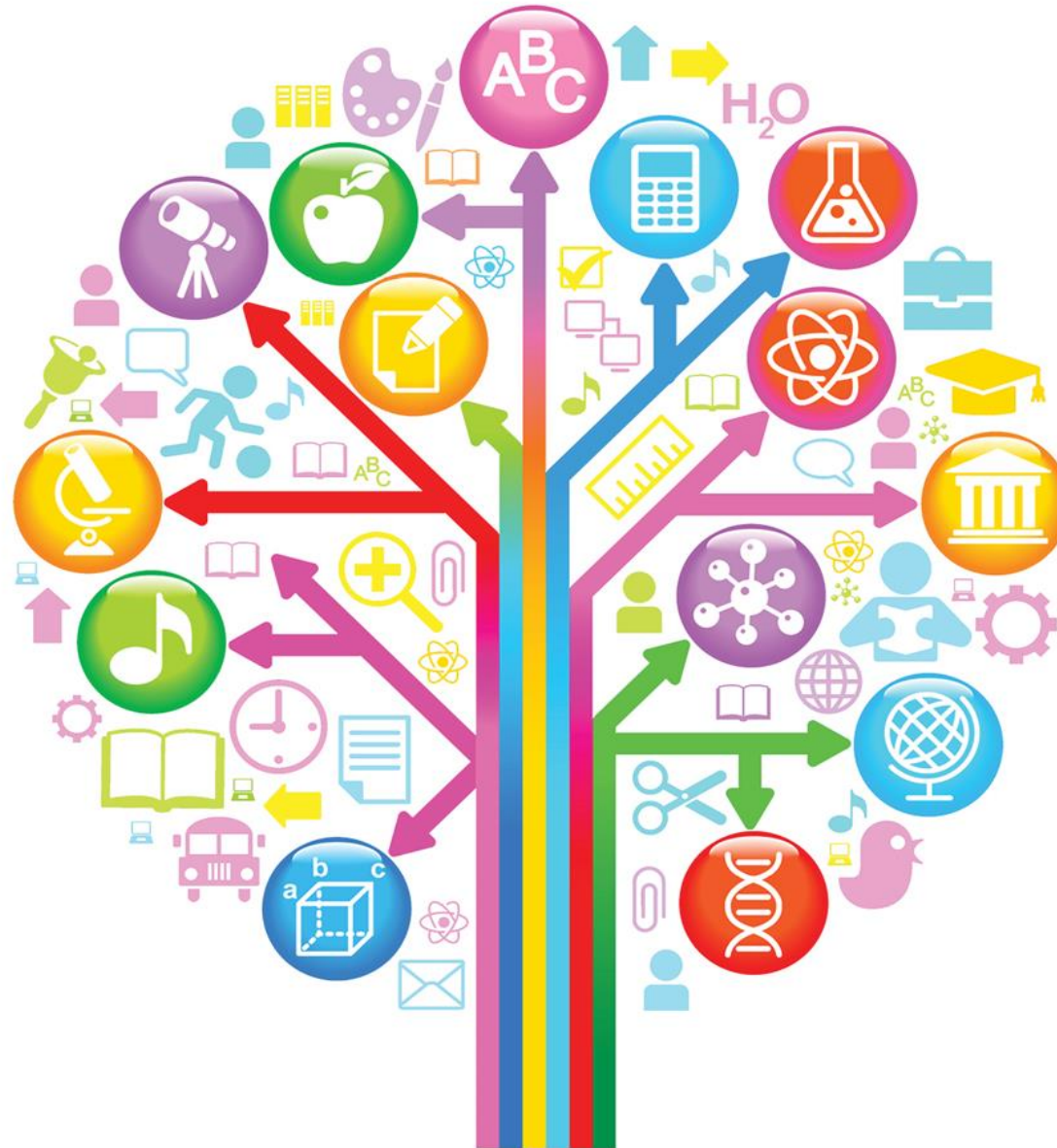


Darvel Primary School



Establishment Context

Darvel Primary School is a non-denominational School serving the town of Darvel, the community of Priestland and outlying farms. There is a great sense of pride in the community for local events and activities. In particular, there is great appreciation for DART, Darvello and Darvel Football Club who have brought the town many successes and celebrations. We aim to build on our work with the local community next session when developing our curriculum.

The main school building is an impressive two storey red sandstone and red brick building which is complemented with the more recent addition of an Early Childhood Centre.

The roll at census in 2023/2024 was 289 and there were 12 classes. The roll in 2024/2025 is projected to be 269. Staffing ratio for 2023/2024 was 15.2 FTE, including the Head Teacher, a Depute Head Teacher and two Principal Teachers. Staffing for 2024/2025 is projected at 12.9 which includes one probationer over 10 classes with a Head Teacher, a Depute Head Teacher and two Principal Teachers. Following a period of time with an Acting Head Teacher, the local authority appointed the Acting Head Teacher as permanent Head Teacher in June 2024. In addition, the school is allocated 0.5 teaching support for learning from the East Ayrshire Support Team. Staff are supported by one Early Years Childhood Practitioner, five Classroom Assistants, one Senior Clerical Assistant and one further full-time Clerical Assistant. We have a very supportive and active Parent Council who support the school in the delivery of the School Improvement Plan.

STAGE PROFILE 2023-2024

P1 (M/F)	P2 (M/F)	P3 (M/F)	P4 (M/F)	P5 (M/F)	P6 (M/F)	P7 (M/F)
27 (13/14)	48 (26/22)	30 (14/16)	42 (24/18)	39 (22/17)	51 (19/32)	52 (29/23)

WIDER PROFILE 2023-2024

Free School Meal Entitlement	Average Attendance	ASN	Exclusions
16%	92.5%	32%	0%

Following a review of ASN, 32% of the school's population was identified as having Additional Support Needs. In addition, support from Classroom Assistants and Early Years Childhood Practitioner has helped to address the needs of children experiencing trauma, dysregulation, displaying distress and who can find it challenging to access the school curriculum on a full-time basis.

SIMD (Scottish Index of Multiple Deprivation) indicates 5% of our school's population fall between deciles 1 and 2, identified as the most deprived, and 12% between deciles 8 and 9. The majority of our pupils live in decile band 4 at 48%, 4% at decile 3, and 24% at decile 5. All other SIMD deciles had less than 5%.

In session 2023/24, the average attendance rate was 92.5% which is a 0.5% increase from the previous session. The 7.5% absence was divided between 4.8% authorised absences and 2.7% unauthorised absences, a decrease in 1.3 unauthorised absences. Maximising attendance will be included in the 2024/25 improvement plan for a targeted group. Our School Improvement Plan reflects both the local authority community plan (with a focus on education), the Education School Improvement Plan and the priorities as per the National Improvement Framework. Also, working in a Strategic Equity Funding authority, this session staff have benefited from training available as part of numeracy and literacy initiatives.

Establishment Vision, Values and Aims

Following a period of consultation with pupils, staff, families and our community we created a new establishment Vision, Values & Aims. This will continue to be incorporated into our improvement journey in 2024/25.

VISION

At Darvel Primary School we are committed to providing a safe, healthy and nurturing environment, where everyone in our community can achieve their full potential.

VALUES

Our core values define and shape our school and our curriculum. We want everyone in our whole school community to experience and promote our core values of:

- Community
- Ambition
- Respect
- Excellence



<p>Improvement Priority (Expressed as outcomes for learners)</p>	<p>Improvement Priority (<i>Expressed as outcomes for learners</i>)</p> <p>To close the attainment gap and improve attainment in literacy and numeracy for <u>all</u> children with a particular focus on our lowest attaining learners.</p> <p>Literacy</p> <ul style="list-style-type: none"> • 100% of children have regular opportunities for reading for enjoyment (e.g. ERIC/DEAR) • All children will be involved in the Achievement of Reading Schools Accreditation (Core level) with 80% of children demonstrating an increase in motivation and enjoyment of reading. • Improve attainment in P7 by 15-20% in all areas of literacy. • All staff (100%) will show increased confidence in teaching and assessing writing at their stage. <p>Numeracy & Mathematics</p> <ul style="list-style-type: none"> • All staff (100%) show increased confidence in teaching maths and numeracy at their stage. • All staff (100%) provide all learners with high quality numeracy and mathematics learning experiences. • Improve attainment in P7 by 15-20% in numeracy. • Parental engagement improved in order to support children's learning as parents in partnership. • Closing the attainment gaps for children in SIMD 1 and 2 resulting in 80% of targeted group reaching targets set. <p><i>This priority relates to Article 28 of the United Nations Convention on the Rights of the Child (UNCRC):</i> <i>Every child has the right to an education. Primary education must be free. Secondary education must be available for every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this.</i></p>	<p>Rationale for improvement priority based on evidence:</p> <p>Historical and current evidence shows sporadic improvement in attainment across literacy and numeracy, particularly in writing.</p> <p>Through a range of self-evaluation procedures, the Senior Leadership Team identified inconsistencies in the approaches being used in relation to learning and teaching.</p> <p>Through consultation with staff, they also identified the teaching and assessment of writing as an area they lack confidence in and as a result have requested further input session. In relation to reading, staff identified lack of quality texts and the relevance of the texts as a barrier to improving attainment in reading. Moderating and tracking learner progress to inform teacher judgements is another area for development highlighted by the staff team.</p> <p>The EA Literacy Programme (EALP) and Raising Attainment in Numeracy Programme contains clear methodology and strategies for teachers and pupils to support consistency in learning and teaching and increased attainment. The programmes support the integration of robust and reliable assessment approaches into teaching and learning to ensure attainment can be tracked effectively against the structured progression within and across stages.</p>
<p>NIF Priorities Improvement in attainment, particularly in literacy and numeracy</p>	<p>NIF Driver Curriculum and assessment Performance information School and ELC improvement</p>	<p>HGIOS/ HGIOSELCC QIs for self-evaluation</p> <p>1.2 Leadership of Learning 2.2 Curriculum 2.3 Learning, Teaching & Assessment 3.2 Raising Attainment & Achievement</p>

LITERACY & NUMERACY

Progress and Impact

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

LITERACY

- Primary 4 Teacher Judgement data indicated an increase in attainment in reading (10%) on achievement of First Level. This stage has been a strong focus for our 'Boost Groups' across the session, however, 30% of children remain 'off track'.
- Attainment in reading in P1, P3, & P5 is approx. 80% 'on track' with national expectations.
- 86.8% of children in Primary 7 have achieved second level reading and writing.
- P2, P4 & P6 Cohort data for attainment in reading is a concern and will require further intervention in the new session.
- From the data presented, it is clear that progression in writing is an area of development with an average of 72.4% of pupils 'On Track'. Whilst this is an increase of 5% from previous session further improvement is required.

Reading

- Through self-evaluation it was identified that there was a need for increased engagement in reading and further implementation of the updated reading programme. The school committed to creating a culture of reading through the implementation of the Reading School Framework and the creation of a school library. An Action Plan was created in consultation with teaching and non-teaching staff for the Scottish Book Trusts Reading Schools Programme. It was agreed by the staff team that the application would be made at Core Level.

LITERACY ATTAINMENT ACROSS THE SCHOOL

	READING		WRITING		L&T	
	On Track	Off Track	On Track	Off Track	On Track	Off Track
P1	81.5%	18.5%	81.5%	18.5%	81.5%	18.5%
P2	69.6%	30.4%	63.0%	37.0%	71.7%	28.3%
P3	80.0%	20.0%	83.3%	16.7%	90.0%	10.0%
P4	70.5%	29.5%	68.2%	31.8%	81.8%	18.2%
P5	78.9%	21.1%	68.4%	31.6%	92.1%	7.9%
P6	67.3%	32.7%	61.5%	38.5%	84.6%	15.4%
P7	86.8%	13.2%	86.8%	13.2%	92.5%	7.5%

Cohort Tracking

READING		P1	P2	P3	P4	P5	P6	P7
2023/24 Stage	P1	81						
	P2	74	70					
	P3	70	86	80				
	P4	67	-	60	70			
	P5	-	-	-	86	79		
	P6	74	-	-	70	75	67	
	P7	76	-	-	76	-	76	87

- All classes (100%) have weekly timetabled access to our new school library. This was launched in January in partnership with our Parent Council and local councillor. Initial feedback from pupils is that the “library is calming” and “relaxing” and they look forward to spending time in the environment.
- During self-evaluation tasks, almost all staff (93%) stated they promote reading within their classes, with children having regular opportunities to read for enjoyment through DEAR time, Reading for Gold, Paired Reading, celebrating events such as World Book Day, Book Bug, Read, Write, Count, and through implementation of the Reading Schools Framework and use of the school library.
- All classes have visited the local library this session and families were issued with applications to join the community library. This is an increase of 83% from the previous academic session.
- Pupil Reading Leadership group was formed and meet regularly to promote reading across the school. There is a representation from across all stages in this group.
- The Literacy Lead researched and identified an appropriate P5-7 resource (Giglets) and this was implemented in January 2024. The previous P1-4 reading resource (Reading Planet) continued to be implemented at identified stages, transferring to online reading material.
- All staff (100%) have access to and are utilising Boost/Giglets online texts with their classes. However, analysis of data and assessments to inform next steps is required by all class teachers to ensure progression.

Writing

- Attainment in writing with our current P3 cohort has increased 20% since P1. Whilst there is a 10% decrease when compared to previous session, teaching staff feel data presented this session is more accurate.
- Attainment for our P4 cohort has increased by 6%, and P7 has increased by 18%. Both cohorts had children identified for ‘boost groups’ and data would suggest this has had an impact on attainment over time.
- Most staff (80%) use EA P1-7 Coverage of Different Writing Styles in their planning files. This has been newly introduced this session and data will transition with the class to ensure balance of coverage across a level.
- 87% of teaching staff use EA writing genre checklists for assessment, to inform tracking and teacher judgement. An updated writing genre overview has been created by the Literacy Working Party and will be implemented at the start of the new academic session.
- 60% of staff also identified writing as an area for further development and guidance. Writing attainment will be a focus for improvement next session.

Cohort Tracking								
WRITING		P1	P2	P3	P4	P5	P6	P7
2023/24 Stage	P1	81						
	P2	65	63					
	P3	63	93	83				
	P4	62	-	62	68			
	P5	-	-	-	68	68		
	P6	66	-	-	68	67	62	
	P7	61	-	-	69	-	59	87

NUMERACY

NUMERACY ATTAINMENT ACROSS THE SCHOOL		
	On Track	Off Track
P1	77.8%	22.2%
P2	67.4%	32.6%
P3	80.0%	20.0%
P4	77.3%	22.7%
P5	84.2%	15.8%
P6	78.8%	21.2%
P7	88.7%	11.3%

Cohort Tracking								
NUMERACY		P1	P2	P3	P4	P5	P6	P7
2023/24 Stage	P1	78						
	P2	72	67					
	P3	87	86	80				
	P4	78	-	79	77			
	P5	-	-	-	89	84		
	P6	88	-	-	70	90	79	
	P7	80	-	-	80	-	80	89

- Teaching staff complete online pupil tracking to allow progress to be monitored following which HT/DHT hold Tracking & Monitoring meetings where professional dialogue about the journey of learners within each class and how learners can be best supported towards their next educational milestones.
- When comparing to National Level the most of our learners (79.3%) are either on track or exceeding within numeracy, and 20.7% are 'off track'. 78% of our P1 learners are on track, an increase of 6% from the previous cohort. Most of our P4s have achieved First Level this session (77%), and most of our P7s have achieved second level (89%).
- Attainment data at P2 and P6 is a concern with tracking indicating a decrease in pupils attaining within numeracy.
- A new maths and numeracy resource (Heinemann Active Maths) was purchased during the session with all teaching staff and pupils in the school being provided with an account which can be accessed within and out with school. Engagement with the resource is limited, and will be further embedded next session.
- The Numeracy Working Party identified a requirement for an improvement of resources and ease of access. The majority of staff (73%) stated that they find this has been beneficial in accessing of resources to utilise in class.
- Numeracy packs with concrete manipulatives were established by our Early Years Childhood Practitioner and Numeracy Working Party. Pupils in all classes have access to these in order to encourage children to access concrete materials to aid their learning. Input from Numeracy Quality Improvement Officer next session will explore how teaching staff utilise these resources to support learning and teaching.
- Number Talks lessons were modelled by Depute Head Teacher during Term 2 to help develop staff confidence in this area. The majority of staff (73%) stated that their delivery of Number Talks within the class had been impacted due to the modelled lessons. All staff (100%) feel that Number Talks implementation has been beneficial for learners.

	<ul style="list-style-type: none"> • Most staff (83.3%) said they were willing to attend regular online training or onsite (75%) training in numeracy. An introductory session to numeracy training was implemented, with the majority of staff stating it was beneficial in aiding their learning in the delivery of numeracy and mathematics. • The majority of staff (66.6%) felt confident with the delivery of numeracy lessons while the minority noted that they were confident, but this was dependant on the concept being taught. Less than half of the staff said they would be comfortable delivering training to their colleagues. However, most staff said they would be comfortable being peer observed during a numeracy session. This will be an area for development next session. <p>PLANNING, ASSESSMENT & EVALUATIONS</p> <ul style="list-style-type: none"> • An assessment calendar for Literacy, Numeracy & Health & Wellbeing has been created by each Working Party. This has been trialled across the school, and will be fully implemented at the start of next session to ensure consistency in approach to assessments. • A Quality Assurance Calendar was created with a short term Working Party. This has ensured there is regular dialogue, observations and feedback provided to teaching staff. All classes (100%) have been observed across the school year. • A minority (38%) of staff said they would benefit from peer observation, (63%) expressed maybe. 'Looking Outward' Peer observations have started in two classes with visits to other schools, with positive feedback on this informing practitioner learning and teaching practice. This will be fully implemented next session across the school. • All teaching staff have been involved in writing moderation. This provided staff with further knowledge and skill in assessing writing and in challenging teacher judgments of achievement of a level. • Staff confidence in the delivery of EAC's SAC COW (Writing) and SAC DUG (Grammar) remains mixed, with a minority (38%) very confident, and majority (62%) confident to very little confidence.
<p>Next Steps</p>	<ul style="list-style-type: none"> • Provide a range of professional enquiry and CLPL opportunities to embed a consistent approach to high quality learning, teaching and assessment, including 'Looking Outward' observations. • Develop leadership roles for staff consistently across the school to support ongoing improvements. • Teaching staff should reflect and self-evaluate on their own teaching practice and work collegiately to implement consistent practices in learning and teaching across the school. • The Senior Leadership Team and teaching staff need to work together and actively engage with partner establishments within and out with their education group and with wider education authority supports to progress the quality assurance of planning, teaching and learning and assessment. • Increase the frequency of practitioner enquiry across the school, with a focus on Literacy & Numeracy. • Implementation of the 'Excellent Learning Experience' to ensure it is embedded in all classes. • Working with EAC Quality Improvement Officers, review our Curriculum Rationale and link to national priorities and review cycles such as National Response to Improving Literacy & Mathematics. • Continued use of EAC progression planners and developmental milestones. • Further develop a consistent approach to tracking and monitoring, with a focus on the 'faces behind the figures', and implementation of our assessment calendar. • Further embed EAC Literacy approaches and develop staff confidence across the school.

	<ul style="list-style-type: none"> • Form Literacy and Numeracy Strategic Initiative Groups to lead improvements in resources, CLPL opportunities, moderation, self-evaluation and professional dialogue. • Continue to create a culture of reading and reading for enjoyment for learners and our community through further implementation of the <i>Reading Schools Framework</i>. This will include the securing funding for printed books linked to our reading scheme and development of school library. • Implementation of a whole school approach to writing assessments, with baselines to be completed termly and recorded in writing trackers. • Develop numeracy resources across the school to ensure children have the relevant supports available in supporting the teaching of numeracy and mathematics, linked to implementation of Heinemann Active Maths & Number Talks. • Training and support for support staff in the use of literacy and numeracy pedagogies and interventions in supporting and further challenging children.
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<p>Improvement Priority (Expressed as outcomes for learners)</p>	<p>Improvement Priority (Expressed as outcomes for learners)</p> <ul style="list-style-type: none"> To embed the UN Convention on the Rights of the child (UNCRC) within policy and practice, across the school community. To improve the wellbeing and attainment of all children by building a community of positive and respected relationships between school, parent and agencies. For all pupils (100%) will use the GMWP to monitor and track their wellbeing. <p><i>This priority relates to Article 1 & 24 of the United Nations Convention on the Rights of the Child (UNCRC):</i> <i>Everyone under 18 has all these rights.</i> <i>You have a right to the best health possible and to medical care and to information that will help you to stay well.</i></p>	<p>Rationale for improvement priority based on evidence <i>Building a community of positive & respected relationships</i> An audit of communication and the school's relationship with parents and the wider community was implemented in May 2023. 73% of parents felt they did not have an opportunity to contribute to the life of the school, with all (100%) requesting improved communication. 10% of parents rated family engagement with the school as average, 45% poor, and 45% very poor. A clear communication strategy requires to be agreed and implemented by all stakeholders, along with re-building the schools relationship with parents and the wider community. During a recent survey, 54% of parents/carers requested the promotion of anti-bullying and cyber bullying within the school.</p> <p><i>Children's Rights</i> We have promoted children's rights through a few school assemblies. This whole school forum has increased engagement and awareness of the importance of children's rights. Children are aware of the UNCRC and its importance, the A-E of rights and pupils are familiar with some of the Articles. Moving forward, we aim to develop the school's ethos into one, which is fully Rights Respecting and with pupil voice taking the lead and impacting on change within the school.</p> <p><i>Wellbeing</i> The Glasgow Motivational Wellbeing Profile (GMWP) is used to support monitoring and tracking of the wellbeing of children and young people. It elicits children views of themselves and their emotions; it gives them an opportunity to reflect on their feelings and current experiences. The GWMP was implemented in 2022/2023 but further focus is required to ensure the deepening of data analysis to support tracking and monitoring of Health and Wellbeing and in supporting planning</p>
<p>NIF Priorities Improvement in children and young people's health and wellbeing</p>	<p>NIF Driver Teacher Professionalism</p>	<p>HGIOS/HGIOSELCC QIs for self-evaluation 1.3 Leadership of Change 1.4 Leadership and management of staff 2.3 Learning, teaching and assessment 2.5 Family learning 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion</p>

IMPROVEMENT IN CHILDREN AND YOUNG PEOPLE'S HEALTH AND WELLBEING

Progress and Impact

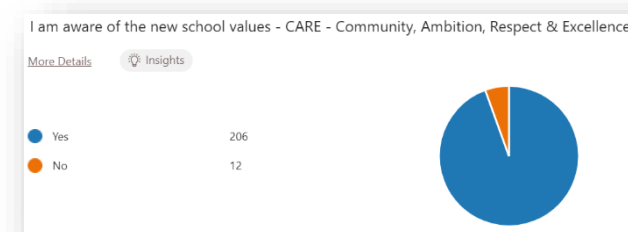
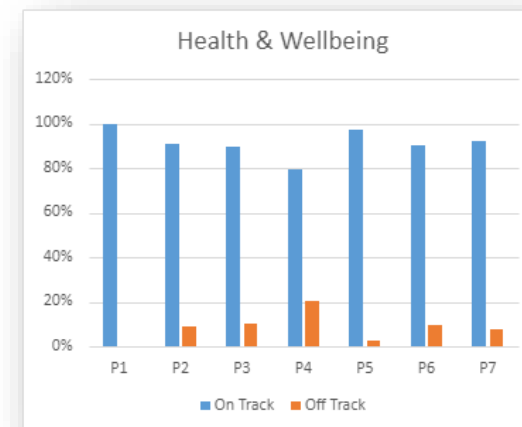
All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Analysis of Data

- Almost all of our learners (91%) are achieving national expectations within Health & Wellbeing. Attainment within this curricular area is particular high, and support to ensure teacher judgments are linked to EAC H&WB Progression Framework will ensure data is reliable.
- From the data presented, attainment within our P4 cohort is an area for development, with 20.5% 'off track'. However we also recognise 30% of our children are on the ASN log within this stage.
- Attainment in H&WB in P2 & P3 requires scrutiny moving into next session with approx. 10% of children 'off track'.

Building a Community of Positive & Respected Relationships

- Across this academic year, all stakeholders have been involved in the creation of our renewed school vision, values and aims. This helped to create a renewed school identify in line with the current voices of our young people, staff, parent/carers and community.
- Surveys and consultations with stakeholders identified the values as Community, Ambition, Respect and Excellence. These have been widely shared within our school community, are visible in each classroom and around the school.
- This was identified as an area of strength during our Authority Learning Visit stating, "The children know their school values. This appears to be being shared across the whole school community."
- Data gather from parents demonstrated that almost all (95%) of our parents and carers were aware of our new school values. Most of our teaching staff (84%) are confident in using the vision, values and aims in the classroom setting. These will continue to be promoted and taught across next session with all stakeholders.
- Our Respectful Relationships Policy was also created during this academic session. The purpose of this policy is to provide guidance for teachers, pupils, parents and carers on our restorative and relationships-focused approach to building positive interactions throughout our school. It links to GIRFEC, UNCRC's Rights of the Child, and Respect for All: Anti-Bullying Policy. There will be a focus on restorative practice, and respect for all next session.
- In November 2023, a group of Primary 7s led an Anti-Bullying RespectMe assembly for Anti-Bullying Week. However, implementation of a RespectMe Pupil Leadership Group did not take place. This will be a priority for next session in developing an understanding of bullying and how we address as a community.



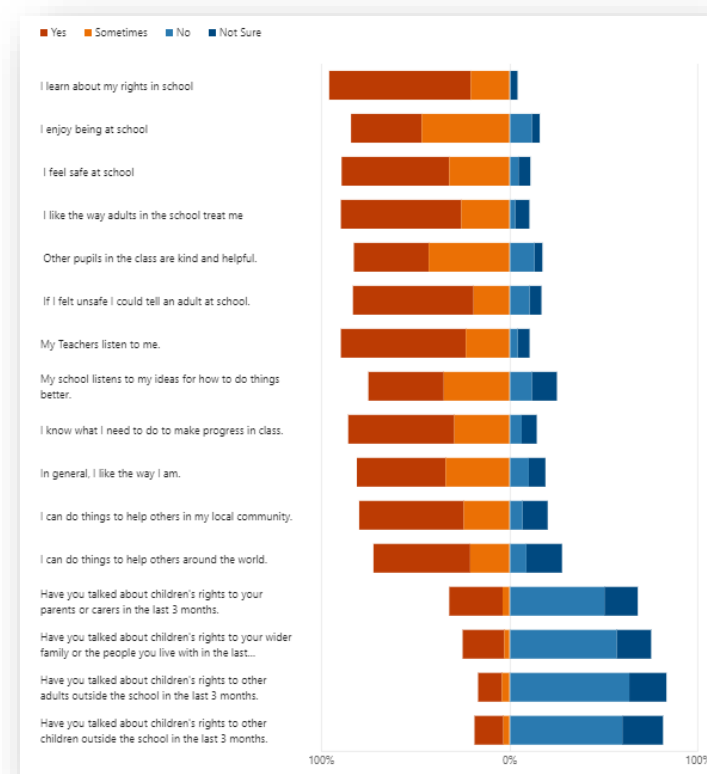
Children's Rights

- In 2023/2024 there was a strong focus on the promotion of the UNCRC's Rights of the Child. The school gained the first stage of the RRS (Rights Respecting Schools Award), "Bronze: Rights Committed" in October 2023.
- The whole school forum has increased engagement and awareness of the importance of children's rights. A main factor has been the creation of a Rights Respecting pupil leadership group. The group meet once per month – one focus is for the group to choose an 'article of the month' and discuss how this will be celebrated / implemented in the school.
- Children's rights are a focal point across the school and are shared and discussed in the majority of our weekly assemblies as well as in classrooms.
- Children have an awareness of their rights, and rights are evident on displays and in communication to parents/carers. Data presented demonstrates pupil belonging, and knowledge of how adults can support and help children. Results would indicate further promotion of rights at home with families is required.
- Staff are duty bearers, and most wear the RRS lanyard with their identity badge.
- The 'article of the month' is displayed on all school newsletters.
- Where appropriate, the rights are linked to charitable community events in school (Children In Need / UNCRC day / World Book Day).
- Authority Learning Visit in March 2024 identified the school environment as "warm, welcoming and displays show the current curriculum and leadership developments that the school is engaging in, including RRS."
- The majority (69%) of staff feel confident in teaching Children's Rights to their pupils.
- Most staff (84%) do feel that it would be beneficial to have a RRS overview across the stages, showing progression. RRS Articles will be linked to curriculum next session during our curricular refresh.
- Our Silver Accreditation visit is scheduled for September 2024.

Wellbeing

Emotion Works – H&WB Programme

- Last session, the school purchased, trained staff, and piloted the Emotion Works programme. This session, all stages have used the resource and the majority (53%) of staff feel confident in delivering Emotion Works lessons to learners. The minority (38%) feel that they still require further guidance to fully implement the programme successfully.



- In addition, most teachers (84%) feel that it would be beneficial to have an Emotion Works overview across the stages, which would form a progression framework. This would be a focus and priority of the next academic session.
- From using the resource in their classrooms, staff have noted a positive difference in the wellbeing of their pupils. Learners have also increased their range of vocabulary when discussing personal feelings / emotions. Most staff (76%) will occasionally incorporate Emotion Works lessons across the curriculum.
- School staff organised and delivered an Emotion Works workshop for parents/carers. Although the turnout was small (4% of our parent body), feedback from the workshop was positive. As a result, further promotion of our H&WB Curriculum was shared via our School App and Social Media platforms.

NME Pedagogy

- NME pedagogy has been explored this academic session. Initial input and training has been delivered from the Educational Psychologist to the whole staff team. The basic attributes of an NME classroom / environment have been implemented this session.
- Teaching staff have implemented the NME Environment and Ethos checklist. This has helped to develop positive, safe and calming environments for learners. All staff members have embedded this practice in their classroom/office and this has helped build a calming ethos throughout the school.
- During a recent pupil survey, the majority of our young people described the learning spaces as 'calm', 'lovely' and the use of 'fairy lights' was a popular addition to each room. Further work on promoting a 'readiness to learn' for pupils will continue next session.



Glasgow Motivation and Wellbeing Profile

- All pupils completed the Glasgow Motivation and Wellbeing Profile in Term 1 and in Term 3. This has been beneficial in supporting the monitoring and tracking of the wellbeing of children and young people.
- All staff were provided with feedback from the initial survey. The data was analysed and staff highlighted areas of low scoring within their own class. This then shaped the focus of further class lessons/activities.

- When comparing the data gathered there has been an increase in pupils feeling:
 - They have friends in school.
 - They belong to this school and feel important.
 - They work hard.
 - Teachers tell children when they are doing well.
 - Children stay calm if they don't get what they want.
 - Children feeling safe.
- However, the data also presented areas for future development as:
 - Adults looking out for children to make sure they feel OK
 - People in school helping children if they are upset
- Moving into the next academic session, staff will analyse this data to inform their planning and promote ways in which children can speak to adults if they are upset.

DIFFERENCE BETWEEN POINT 'A' and POINT 'B'					
		Number of CYP who scored between 8 and 10 or said 'Yes'	Number of CYP who scored between 4 and 7 or said 'Sometimes'	Number of CYP who scored between 1 and 3 or said 'No'	SPARKLINE Blue means an increase Red means a decrease
AFFILIATION Nurtured & Included	I like this School	14	-8	-1	
	I have friends in this School	20	-12	-3	
	People in school can help me if I get upset	19	-1	-13	
	I belong to this school / I feel important to this school	32	-7	-20	
AGENCY Active & Achieving	I work hard in this school	16	-7	-4	
	I am proud of the work I do in school / my work is good	22	-7	-10	
	Teachers tell me what I am good at	42	-22	-15	
	I will keep trying even if the work is hard	19	-5	-9	
AUTONOMY Respected & Responsible	I am good at working with others	18	-12	-1	
	I can wait until it is my turn	21	-22	6	
	I follow the school Rules	15	-7	-3	
	I stay calm even if I do not get what I want	26	-15	-6	
FEELING HEALTHY & SAFE	I like being chosen to do things in school	6	1	-2	
	I can stand up for myself in school	13	-2	-6	
	People listen to me in school	23	-4	-14	
	I would complain if I felt picked on by anyone in school	9	5	-9	
	Other pupils look out for me in school / make sure I am feeling OK	19	6	-20	
	Adults look out for me in school / make sure I am feeling OK	15	10	-20	
	I feel safe in school	30	-13	-12	
	I feel good about myself in school	13	-5	-3	

Next Steps

- Continue to embed the HWB [Progression Frameworks](#), to ensure continued ambitious progress.
- Implement a Respect Me Pupil Leadership Group which will also include parents on the Respect Me community programme to develop a shared understanding of bullying.
- We will continue on our RRS journey and work towards Silver accreditation. Children's rights will be a focal point across the school and will be fully embedded within the practice of the school and linked to planning to enable learners to be able to speak knowledgeably about their rights, and to lead and share this work with staff and community partners.
- Furthermore, we aim to develop the school's ethos into one, which is fully Rights Respecting and with pupil voice taking the lead and impacting on change within the school, including the creation of a playground charter.
- We will continue to implement, review and track Emotion Works materials and adapt them to suit our class needs, including the creation of an Emotion Works progression framework.
- Analysis by Class Teachers of the Glasgow Motivational Wellbeing Profile to impact on planning, learning, teaching and assessment in addressing health and wellbeing needs of our young people.
- Following consultation with pupils, staff and parents, promote our Respectful Relationships Policy, linked to Anti-bullying with a strong focus on Respect Me and Cyber Bullying. This will help to develop a shared language of respect across our whole school community, as well as agreeing our standards of expected behaviour for all stakeholders.

Improvement Priority (Expressed as outcomes for learners)	Improvement Priority (Expressed as outcomes for learners) By May 2024, most (75-90%) children within Darvel Primary School will have a 90% or higher attendance rate, and there will be strong links between school and home. We will collaborate with all stakeholders in creating systems and initiatives which maximise pupil participation, family involvement and engagement in the life and ethos of Darvel Primary School. It is our aim to see a significant rise in attendance and engagement rates across the entirety of our school. <i>This priority relates to Article 28 of the United Nations Convention on the Rights of the Child (UNCRC): Every child has the right to an education. Primary Education must be free. Secondary Education must be available for every child. Discipline in schools must respect children’s dignity. Richer countries must help poorer countries achieve this.</i>	Rationale for improvement priority based on evidence In Session 2022/23, 22% of pupils had an attendance percentage less than 90%. 32% of those identified pupils had an attendance percentage lower than 80%. There is a direct correlation evident between pupils with low attainment and pupils with low attendance rates. We will create initiatives to promote positive attendance, and provide increased information on the impact attendance has on attainment. In addition, we will increase family activities to ensure there is a sense of belonging and reconnect aspects of family learning, engagement and involvement in Darvel Primary School to target pupils with significantly low attendance in session 22/23 ensuring support mechanisms are in place and emphasised in 23/24. Research shows that when parents/carers engage in their children’s learning, it improves their attainment and achievement. Where high quality personalised communication between school and parents/carers takes place, relationships are strengthened. Self-evaluation with all stakeholders has identified a need to focus on improving communication with parents and creating wider links with our community to further develop learning opportunities. Parent surveys and focus groups requested better feedback regarding children’s progress.												
NIF Priorities Closing the attainment gap between the most and least disadvantaged children	NIF Driver Assessment of children’s progress	HGIOS/HGIOSELCC QIs for self-evaluation 1.3 Leadership of Change 2.1 Safeguarding and Child Protection 2.5 Family Learning 2.7 Partnerships 3.2 Raising attainment & achievement												
CLOSING THE ATTAINMENT GAP BETWEEN THE MOST AND LEAST DISADVANTAGED CHILDREN														
Progress and Impact <table><tr><td>All</td><td>100%</td></tr><tr><td>Almost all</td><td>91%-99%</td></tr><tr><td>Most</td><td>75%-90%</td></tr><tr><td>Majority</td><td>50%-74%</td></tr><tr><td>Minority/less than half</td><td>15%-49%</td></tr><tr><td>A few</td><td>less than 15%</td></tr></table>	All	100%	Almost all	91%-99%	Most	75%-90%	Majority	50%-74%	Minority/less than half	15%-49%	A few	less than 15%	ATTENDANCE <ul style="list-style-type: none">During this session we have reviewed our attendance procedures with Teaching Staff, SLT and Clerical Staff. Attendance Procedures were shared with parents/carers and provided an overview of the ways in which parents/carers can report absences. This has led to a reduction in the number of ‘unauthorised absences’ - 100% of parents stated that they were aware of the school’s absence procedures.A monthly audit takes place with SLT and Clerical Staff, identifying patterns and highlighting young people to ensure early intervention. In Session 2023/24, 22% of pupils had an attendance percentage less than 90% - the same percentage as the previous academic session. 26% of those identified pupils had an attendance percentage lower than 80% - a decrease in 6% from the previous session.	
All	100%													
Almost all	91%-99%													
Most	75%-90%													
Majority	50%-74%													
Minority/less than half	15%-49%													
A few	less than 15%													

- We will continue to create initiatives to promote positive attendance. Further rigour is required in this area to identify families who may require greater supports.

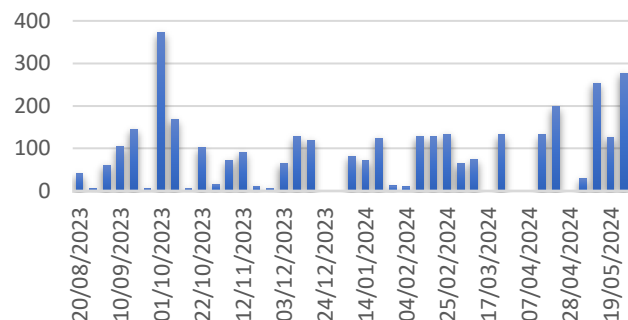
FAMILY & COMMUNITY ENGAGEMENT

- Developed a school calendar of events to promote family and community engagement/involvement in the life of the school.
- We re-launched our social media channels to ensure communication from school is reaching majority of our families.
- We have implemented various initiatives to engage with our families, and to build positive relationships with the whole school community. These include:
 - Parent Council
 - Meet the Teacher Sessions
 - Parental Workshops (Emotion Works, Learning Journals)
 - New P1 Workshops & Information Sessions
 - Consultation Sessions
 - Microsoft 'Forms' Surveys
 - Parents' Afternoons and Evenings
 - Community Nights, Bingo Night, Discos
 - Development of 'Supporting Learning at Home' policy
 - Consultation and creation of Family Room in collaboration with Parent Council
 - Parent/Carer volunteers supporting new school library
 - Financial Inclusion Assistant created a drop-in session for parents/carers to offer
- There is a stronger sense of belonging and community within the school – see image.
- From the period of Aug 2023 – June 2024, parents/carers have felt included and overall feel that family engagement has increased during the last 12 months. Parents/carers rated family engagement in 23/24 as excellent (27%), very good (50%) and good (23%), compared with last session where parents/carers identified family engagement as average (10%), poor (45%) and very poor (45%).
- During a recent survey, parents/carers identified a variety of preferred methods of communication, and highlighted confusion between the use of some apps / forms of communication. From the communication received across the year, 14% rated our communication excellent, 43% very good, and 33% rated it good. In the previous academic session, 73% of parents/carers rated school communication as poor, compared to this year where 6% of our parents felt communication was average, and 4% felt it was poor. A Communication Strategy will be developed with all stakeholders to ensure consistency and transparency.

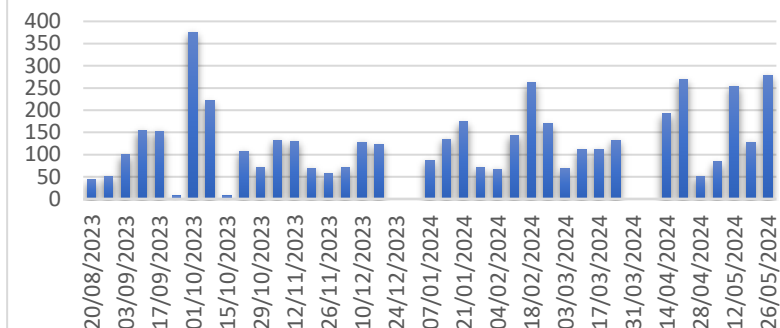


LEARNING JOURNALS

Stories Published



Weekly Engagement



- Implementation of Learning Journals has taken place across the whole school – all children have a learning journals profile, and almost all profiles are connected to a parent/carer account.
- Training was provided to class teachers, and a member of teaching staff led the roll out of these profiles. 69% of staff felt the training was beneficial and supported their delivery of Learning Journals.
- ‘Supporting Learning at Home’ tasks have been uploaded weekly on this platform from February 2024.
- There is a current expectation that staff post at least once a week for the full class, and every second week with a personalised post displaying a child’s work. Data presented above demonstrates regularly publication of stories, and regular weekly engagement of parents averaging at 140 parents/carers a week (48%). Audits from lead staff member would suggest this is not consistently implemented across the school and support will be offered next session to ensure consistency in approach, and that posts link to learning and teaching. It is important to note that any drop in weekly data is due to school holidays or in-service days.

Next Steps

- Maximising and monitoring attendance to ensure early intervention and identification has been an area for improvement for the 23/24 academic session.
- Provide effective access to learning for those who require a flexible approach.
- Focus on the cost of the school day, in alignment with Tackling Child Poverty.
- Develop a Communication Strategy with all key stakeholders.
- Further build on local community links and build collaborative networks within EAC and wider networks to support sharing of highly effective practice on reducing the poverty related attainment gap.
- 100% of parents receiving regular updates on their child’s progress through the use of Learning Journals, which are consistent across the school.

Improvement Priority <i>(Expressed as outcomes for learners)</i>	Improvement Priority <i>(Expressed as outcomes for learners)</i> <p>To develop an inclusive environment to remove barriers to learning, with a particular focus on children identified on the Additional Support Needs Log.</p> <p>To meet the needs of learners experiencing significant additional support needs that currently mean they are unable to fully access the curriculum in a mainstream setting.</p> <p>To provide learners with a flexible spectrum of support within a mainstream school which allows them depth of progression and may involve a package of mainstream and other relevant supports, as appropriate.</p> <p><i>This outcome relates to Article 29 of the United Nations Convention on the Rights of the Child (UNCRC):- Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.</i></p>	Rationale for improvement priority based on evidence <p>Over the past year, Darvel has piloted an additional resource for young people who require significant additional support. Identified children have accessed a short term targeted provision created by DHT and previous PT. One classroom was changed to create a calming environment as an alternative from a traditional class setting. This has been used as a hub, as an alternative space from classrooms. Through the development of inclusive classroom environments, we aim to have 100% of children maintain working in their mainstream class, with extraction from class decreased.</p> <p>Self-evaluation with all stakeholders has identified a need to focus on creating wider links with our community to learn about career opportunities as well as further developing learning opportunities.</p> <p>Further self-evaluation with class teachers, highlighted the need to improve ASN systems and processes and to make clear everyone's roles and responsibilities. We continue to explore how we further develop our understanding of the impact of trauma and nurture on our pupils and our approaches to support. We continue to work in partnership with our Educational Psychologist to develop bespoke packages of support and further develop our approaches to supporting pupils within the classroom, including pupils who have specific HWB needs.</p>
NIF Priorities Improvement in employability skills and sustained, positive school leaver destinations	NIF Driver School improvement	HGIOS/HGIOSELCC QIs for self-evaluation <ul style="list-style-type: none"> 1.1 Self-evaluation & self-improvement 1.2 Leadership of Learning 2.2 Curriculum 2.3 Learning, Teaching & Assessment 2.7 Partnerships 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability
EMPLOYABILITY SKILLS AND SUSTAINED, POSITIVE SCHOOL LEAVER DESTINATIONS		
Progress and Impact	Supporting Learners <ul style="list-style-type: none"> • ASN Calendar of Commitments created by Senior Leadership Team. This has been implemented at Senior Leadership level, and is required to be undertaken and followed by all teaching staff next session. • CLPL Training took place with all teaching staff to support the planning, assessment and review of Child's Plans. 	

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

- A fully digital ASN system was created and this provided relevant staff with access to key documentation and child's plans.
- In Term 3, staff began to track pupil participation and engagement in class for identified pupils who may find the classroom environment challenging. This has led to children being identified and guidance provided from Educational Psychologist. Next step would be to identify trends and patterns in behaviour following interventions being implemented. As a school we need to increase our ability to effectively meet our learners' needs through the use of inclusive practice.

Pupil Leadership Opportunities

- There has been a sharp increase in the number of pupil leadership groups implemented across the school. Staff with responsibility for key areas of the SIP (RRS, Literacy, Eco, JRSO etc.) created pupil leadership groups to help lead these areas. Representation was sought from across the school.
- Pupil Council was re-established this year, but did not meet as regularly as intended. Pupil Council to meet more regularly across the next session and have ownership of a Pupil Improvement Plan along with other pupil leadership groups.

Outdoor Learning

- During the 2023/2024 session, an Eco Committee was established with a representative from each class in the school. One of the aims of the group is to increase awareness and promote outdoor learning opportunities within the school. They ran initiatives such as:
 - A 'grow your own potato' competition, which the whole school participated in.
 - All classes took part in the RSPB 'Big Garden Birdwatch'.
 - All classes were involved in the 'community litter pick'.
- Alongside the Eco leads, some staff and pupils have engaged with our parent council to maintain the outdoor spaces in the school and plant flowers. EAC COACH have been working closely with both Primary 6 staff and pupils as they work towards achieving the John Muir award. Outdoor Learning activities they have been involved in include – growing vegetables, making bird feeders, tree planting (assisted by the Tree Council) Danger Detectives, fire safety, hedgehog safety and a visit to Lanfine (identify lichen, trees and flowers).
- Outdoor learning is not currently implemented regularly by most classes. Some teachers lack confidence in providing experiential outdoor learning out with the school and this will be developed further next session.

Next Steps

- Development of all children's needs being met through experiences and activities which provide appropriate pace and challenge by class teachers.
- Development of adaptive teaching in all classes.
- Developing a consistent and clear understanding of inclusion to meet individual pupil needs.
- Staff fully involved in creating, monitoring and evaluating child's plans linked to ASN systems and procedures.
- Embed a consistent approach to tracking and monitoring across all establishments, ensuring high quality and robust information to support learning at all transitions.
- Provide a range of learning opportunities to support children and young people in developing their digital literacy skills.
- Develop an awareness of the importance of digital skill and leadership skills as key requirement.
- Ensure consistency across the school in the use of IT and digital technologies to support learning.
- Develop and deliver opportunities for pupil voice to drive forward improvement within Darvel PS.

Pupil Equity Fund: Evaluation	
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Approach/Intervention	Impact Report on how you have improved outcomes for learners impacted by poverty	What evidence do you have of positive impact? Outline the data that supports your findings.																																												
1.0 ELCP: Support the implementation of effective interventions in raising of attainment in Literacy and Numeracy in the Early Years. Supporting transition from ECCs to Primary School.	ELCP has been instrumental in developing the play pedagogy in Primary 1 along with the P1 Class Teachers. This has enabled children to find the learning environment more accessible.	<p>Pupils on individual pathways were supported in relation to attainment and Health and Wellbeing.</p> <table><tr><th></th><th colspan="2">READING</th><th colspan="2">WRITING</th><th colspan="2">L&T</th><th colspan="2">NUMERACY</th><th colspan="2">H&WB</th></tr><tr><th></th><th>On Track</th><th>Off Track</th><th>On Track</th><th>Off Track</th><th>On Track</th><th>Off Track</th><th>On Track</th><th>Off Track</th><th>On Track</th><th>Off Track</th></tr><tr><td>P1</td><td>81.5%</td><td>18.5%</td><td>81.5%</td><td>18.5%</td><td>81.5%</td><td>18.5%</td><td>77.8%</td><td>22.2%</td><td>100.0%</td><td>0.0%</td></tr><tr><td>P2</td><td>69.6%</td><td>30.4%</td><td>63.0%</td><td>37.0%</td><td>71.7%</td><td>28.3%</td><td>67.4%</td><td>32.6%</td><td>91.3%</td><td>8.7%</td></tr></table> <p>Data demonstrates most of our learners in P1 are attaining the national expected level by the end of their first year of primary school. P2 have had less allocated time with the ELCP, however, progress has been made for key individuals within literacy and numeracy at this stage.</p> <p>In P1, 100% of pupils in SIMD 1 have achieved within all areas of the curriculum the national expected level. In P2, 50% of pupils identified as SIMD 2 have achieved in Literacy, Numeracy & 100% in Health & Wellbeing.</p>		READING		WRITING		L&T		NUMERACY		H&WB			On Track	Off Track	On Track	Off Track	On Track	Off Track	On Track	Off Track	On Track	Off Track	P1	81.5%	18.5%	81.5%	18.5%	81.5%	18.5%	77.8%	22.2%	100.0%	0.0%	P2	69.6%	30.4%	63.0%	37.0%	71.7%	28.3%	67.4%	32.6%	91.3%	8.7%
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30.5 Hours, Classroom Assistant Support: Implementation of effective interventions in raising of attainment in Literacy and Numeracy, and to ensure additional support for learners is given in respect of social, emotional and behavioural support.	The additional Classroom Assistant time has allowed us to provide a more targeted approach throughout Darvel PS. Classroom Assistants are working with specific stages, timetabled to support specific individual pupils or groups of pupils. Support offered includes- 5 Minute Box, additional reading slots, and supporting identified ‘boost children’.	<p>There will be an improvement in readiness to learn, and resources accessible to allow children to maintain being in class.</p> <p>P4 has been a key targeted stage by this resource. Within this stage, from our learners within SIMD 1 & 2 the following attained the national expected level:</p> <ul style="list-style-type: none">• Reading – 66.7%• Writing – 55.6%• L&T – 77.8%• Numeracy – 77.8%• H&WB – 77.78% <p>Work is required across the school to develop writing pedagogy to raise attainment in this area.</p>																																												
Learning Journals Profiling: Create a consistent approach to profiling learning and developing	There has been a steady increase in parents accessing the resource since January 2024 with the addition of ‘Supporting Learning at Home’ tasks being uploaded on this platform.	<p>91% of parents are accessing their child’s profile.</p> <p>A total of 796 contributions have been made by parents this academic session in celebrating learning at home or wider achievement, 5434 likes, and 1443 comments. Data presented above demonstrates</p>																																												

effective ways of sharing feedback and next steps with parents through the use of Learning Journals.	Contributions from parents are increasing gradually. There is a need to focus on tracking pupils possibly impacted by poverty and recognising wider achievement across the school.	regularly publication of stories, and regular weekly engagement of parents averaging at 140 parents/carers a week (48%). As a school we need to track engagement from parents potentially living in poverty. Audits from lead staff member would suggest this is not consistently implemented across the school and support will be offered next session to ensure consistency in approach, and that posts link to learning and teaching.																																													
H&WB Curriculum: Consistently use Emotion Works language and strategies across the school day, with curricular links made where appropriate.	<p>Increase our ability to effectively meet our young people’s needs through the use of explicitly teaching social and emotional language and strategies that will enable them to control their emotions.</p> <p>All staff stated that the resource was age and stage appropriate and almost all (91%) teachers indicated observing an improvement in the emotional health and wellbeing of the children who have become more open discussing feelings whilst providing a common language which expands their vocabulary of how they feel beyond the most obvious emotions such as sad, happy, worried etc.</p> <p>Across the whole school, 78.9% of children in SIMD 1 & 2 are on track for Health & Wellbeing, in comparison to 91% of children across the whole school.</p>	<table><tr><th></th><th colspan="2">2022-2023</th><th colspan="2">2023-2024</th></tr><tr><th></th><th>On Track</th><th>Off Track</th><th>On Track</th><th>Off Track</th></tr><tr><td>P1</td><td>100.00%</td><td>0.00%</td><td>100.00%</td><td>0.00%</td></tr><tr><td>P2</td><td>100.00%</td><td>0.00%</td><td>91.30%</td><td>8.70%</td></tr><tr><td>P3</td><td>100.00%</td><td>0.00%</td><td>90.00%</td><td>10.00%</td></tr><tr><td>P4</td><td>100.00%</td><td>0.00%</td><td>79.50%</td><td>20.50%</td></tr><tr><td>P5</td><td>84.30%</td><td>15.70%</td><td>97.40%</td><td>2.60%</td></tr><tr><td>P6</td><td>98.00%</td><td>2.00%</td><td>90.40%</td><td>9.60%</td></tr><tr><td>P7</td><td>86.00%</td><td>3.50%</td><td>92.50%</td><td>7.50%</td></tr></table> <p>Data presented does demonstrate a fall in those achieving H&WB across the school. However, as a staff team we have been developing our skill in making more accurate teacher judgements, linked to moderation. This will continue to be an area for improvement.</p> <p>All stages have used the resource and the majority (53%) of staff feel confident in delivering Emotion Works lessons to learners. The minority (38%) feel that they still require further guidance to fully implement the programme successfully.</p> <p>GMWP Data demonstrates areas of improvement and development, linked to the Emotion Works curriculum.</p> <ul style="list-style-type: none">When comparing the data gathered there has been an increase in pupils feeling:<ul style="list-style-type: none">They have friends in school.They belong to this school and feel important.They work hard.Teachers tell children when they are doing well.Children stay calm if they don’t get what they want.		2022-2023		2023-2024			On Track	Off Track	On Track	Off Track	P1	100.00%	0.00%	100.00%	0.00%	P2	100.00%	0.00%	91.30%	8.70%	P3	100.00%	0.00%	90.00%	10.00%	P4	100.00%	0.00%	79.50%	20.50%	P5	84.30%	15.70%	97.40%	2.60%	P6	98.00%	2.00%	90.40%	9.60%	P7	86.00%	3.50%	92.50%	7.50%
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		<ul style="list-style-type: none">○ Children feeling safe.• However, the data also presented areas for future development as:<ul style="list-style-type: none">○ Adults looking out for children to make sure they feel OK○ People in school helping children if they are upset• Moving into the next academic session, staff will analyse this data to inform their planning and promote ways in which children can speak to adults if they are upset.
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Establishment Self Evaluation: How Good is Our School? 4 Quality Indicators	
Quality Indicator 1.3 Leadership of Change	4
Quality Indicator 2.3 Learning, Teaching and Assessment	3
Quality Indicator 3.1 Ensuring Wellbeing, Equality and Inclusion	3
Quality Indicator 3.2 Raising Attainment and Achievement	3

Establishment Capacity for Improvement	
<p>Leadership and Management: How good is our leadership and approach to improvement?</p> <p>Self-evaluation and identifying areas of improvement and development has been an integral part to our journey this academic session. This culture has been developed with staff, children, and parents. Our self-evaluation recognises the significant changes made to the vision, values and aims of our school community. Our refreshed vision, values and aims are visible throughout the school, and link to our Rights Respecting Schools journey and implementation of Emotion Works. This is further supported by regular commitment and use of the UNCRC through class charters in each class.</p> <p>Data driven dialogue is a feature of professional meetings with SLT and staff, linked to pupil attainment. Positive relationships are at the centre of all we do and is the key to success in leadership and management. A Quality Assurance calendar was created and implemented across the school. A range of approaches have been used to quality assure and the information and data gathered from this is used to inform next steps in our ambition to deliver high quality of learning and teaching, the monitoring and tracking of children's progress and to identify improvement priorities. Collegiate activities and CLPL has been designed to reflect the needs of staff and the school. Staff have worked collegiately to lead and move forward in achieving our school improvement plan priorities.</p> <p>Leadership has been distributed in some areas of the school. However, this requires to be further developed next session with staff having greater accountability in their role. Staff have begun to align their Professional Review and Development with the school priorities. Through our pupil leaderships groups, approximately 20% of our children are involved in leadership roles across the school. We aim for whole school culture of leadership at all levels, with the focus being on improving outcomes for learners and improving the overall capacity of our school. All staff share good practice widely and engage positively in working parties at school and authority level. Consultation with pupils, parents and staff on our improvement priorities has greatly improved this session. Approaches to gathering children's views require further development and increasing the use of HGIOS pupil version. Our SIP and PEF spend has been shaped from the voices of all stakeholders. By further developing leadership at all levels, staff, learners, parents, carers and stakeholders will have more influence in shaping the work and life of the school.</p> <p>Learning Provision: How good is the quality of care and education we offer?</p> <p>Staff have been committed to the changing systems and processes that have been put in place across the year by the leadership team and this has been a focus of our collegiate time.</p> <p>Classroom environments and the development of our school ethos has led to warm, inviting spaces with greater consistency across the school. Classroom Assistants have been trained on a variety of wellbeing and additional support interventions for a targeted support group and this will continue into the next session. There has been initial progress made in our inclusion journey; ASN system and processes have been created by our leadership team, and staff have attended training from our Educational Psychologist. However, further development is required in this area to ensure consistency across the school in developing fully inclusive practices. A strong focus on addressing individual children needs is required.</p>	

During the 2024-2025 session, we will prioritise our need to provide equity of opportunity for all learners, and refresh our curriculum to ensure our learners are able to demonstrate to the fullest their learning, skills, knowledge and understanding across the curriculum. This will be linked to providing pupils with feedback and implementation of adaptive teaching techniques.

Our renewed Tracking & Monitoring system and Quality Assurance Calendar has assisted us in assessing pupil progress. As a school we will continue to enhance our use of data and our analysis of these figures to ensure we effectively and confidently track attainment over time.

Successes and Achievements: How good are we at ensuring the best possible outcomes for all our learners?

Class teachers track and monitor Literacy, Numeracy, and Health and Wellbeing. Staff engage in tracking meetings with the leadership team to ensure individual children make appropriate progress. These professional discussions identify children who may require additional support and possible interventions are discussed as a result. Groups of children were identified for support but often plans could not be implemented due to a number of contributing factors, including staff absence. Next session, staff should monitor these interventions to ensure children's outcomes and progress improve. A renewed focus on equity and excellence should result in the implementation of appropriate challenge for all children to enable them to achieve and attain their potential. Most staff are committed to change and see the positive outcomes this could have for learners. Some staff require support in changing their practice.

The majority of staff have increased confidence in the use of tracking and monitoring procedures in place, increasing the validity of the data submitted. All staff use the local authority tracking tool, but further work on moderation and achievement of a level will be undertaken. This will allow the school to identify trends in attainment over time for groups across the school, better informing future interventions and improvement priorities. The school has made use of analysis and intelligence data from Teacher Judgement Surveys in identifying boost groups to support children to progress at the national expected level.

There has started to be a focus on helping children gain recognition and accreditation for their achievements. This includes learning for sustainability and working towards our Silver Rights Respecting Schools status.