


**East Ayrshire Council
Education Service**

Darvel Primary School



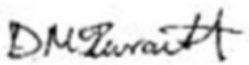
**Establishment
Improvement Plan
2025-26**

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| School Improvement Plan | Darvel Primary School |
| Head Teacher | D McIlwraith |
| Date Submitted | Submitted to Chief Education Officer on: Wed 25th June 2025 |

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| <p>School / Centre Vision and Values</p> | <p>In our 2023-2024 session, we consulted with children, staff, parents/carers and our wider community to update our vision and values. Following this period of consultation, we identified a set of vision and values to represent our current community.</p> <p>We wanted it to be understood and shared by everyone in our school community. In 2024-2025, our new vision and values were established as:</p> <p>VISION</p> <p>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.</p> <p>VALUES</p> <p>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:</p> <ul style="list-style-type: none"> • Community • Ambition • Respect • Excellence |  <p>The poster for Darvel Primary School features the school crest at the top left. The title 'Darvel Primary School' is prominently displayed. Below the title, the 'Our Vision' section states a commitment to a safe, healthy, and nurturing environment. The 'Our Values - CARE' section lists four core values: Community, Ambition, Respect, and Excellence, each with a corresponding icon and a list of bullet points. At the bottom, there is an illustration of the school building and children playing. To the left of the poster, two smaller icons are visible: a person with books labeled '28 ACCESS TO EDUCATION' and a person with a thought bubble labeled '29 AIMS OF EDUCATION'.</p> |
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Checklist

In line with the Standards in Scotland's Schools etc. Act 2000 (amended 2016), the following checklist is designed to assist Heads of establishment with whole school/centre improvement planning that fulfils statutory duties in accordance with the Act. This must be completed prior to submission.

| SIP Consultation included the following stakeholders: | Complete | Content of plan | Complete |
|--|---|---|----------|
| Children and Young People | Pupil Leadership Groups created as part of gathering pupil voice. | Takes account of strategic priorities outlined in the Education Service Improvement Plan. https://www.east-ayrshire.gov.uk/Resources/PDF/E/Education-Service-Improvement-Plan.pdf | Yes |
| Parent Council and Forum | Parent Council Meetings, Parent Questionnaires online and in-person parent consultations. | HGIOS 4 and EYQF are used as the frameworks to inform the content of SIPs. Where appropriate. https://education.gov.scot/media/v5sh3dqt/frwk2_hgios4.pdf https://education.gov.scot/inspection-and-review/inspection-frameworks/quality-improvement-framework-for-the-early-learning-and-childcare-sectors/ | Yes |
| Teachers, practitioners and ALL school/centre staff | August- June 24/25 through staff meetings and self-evaluation activities. | There is clear focus throughout the plan on measures to reduce of inequalities of outcome as a result of socio-economic disadvantage. PEF: https://www.gov.scot/publications/pupil-equity-funding-national-operational-guidance-2023/documents/ CEF: https://www.gov.scot/publications/care-experienced-children-young-people-fund-operational-guidance-2023-24/documents/ SEF: https://www.gov.scot/publications/strategic-equity-funding-national-operational-guidance-2023/documents/ | Yes |
| Volunteers/ Community partners | Ongoing stakeholder evaluation throughout session, as appropriate. | Appropriate cognisance has been made of the links between the plan and the working time agreement for teaching staff. | Yes |
| Head Teacher / Head of Centre Signature:  | | An accessible summary of the SIP is available and contained in this document and will be provided to parents, children and young people. | Yes |



Pupil and parental strategic involvement

| For session 2025-26, please describe below how children and young people will be involved in decisions relating to the operation of the school/centre | For session 2025-26, please describe below how parents will be involved in decisions relating to the operation of the school/centre |
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| <p><i>The young people of Darvel Primary School will have a say in how well our school is doing and how it can be improved by involving them in decision making through:</i></p> <ul style="list-style-type: none"> ○ Continued implementation of a Pupil Council with representation from all classes ○ Pupil Focus Group and Pupil Council, focusing on the five themes from HGIOURS self-evaluation resource ○ Range of Pupil Leadership Groups ○ House Captains and Vice Captains ○ House Meetings ○ Pupil Questionnaires ○ Suggestion Boxes ○ Daily conversations between pupils and SLT ○ Assemblies ○ Increase opportunities for House Captain, Vice Captains and Pupil Council to discuss their views on a range of improvement priorities. ○ Further develop weekly assemblies to promote a range of events linked to RRS, Global Goals and RME events. <p><i>There are also a range of opportunities for Personal Achievement:</i></p> <ul style="list-style-type: none"> ○ Recording of achievements in Learning Journals ○ My World of Work Profile ○ Self-Assessment <p>Celebration of achievements at assembly through our 'Pupil of the Week' certificates.</p> | <p><i>Parents/Carers of Darvel Primary School will have a say in how well our school is doing and how it can be improved by involving them in decision making through:</i></p> <ul style="list-style-type: none"> ○ Continue periodic parental consultation through: <ul style="list-style-type: none"> • Questionnaires/Forms • Workshops/information sessions • Open afternoons • Reporting parental feedback sheet ○ Parent Council ○ Increasing opportunities to become involved in the life of the school via Parent Helpers/Volunteers, Butty and Blether Sessions etc. ○ Establish evaluation exercises with focus groups throughout the session ○ There will be a drive for parental consultation by planning and organising events that include the wider parent body in the decision-making process. ○ "You said, we did" will be displayed in school and shared via the School App. ○ Parent & Carers from each class will have the opportunity to attend 'Sharing the Learning' sessions to experience teaching & learning in the classroom setting. Feedback will be sought following these sessions. ○ Parental and community engagement calendar, issued at the start of the session, will further develop the positive level of momentum in ensuring stakeholder participation and voice. |

Community Plan East Ayrshire 2015 - 2030



Together, in achieving our Vision, Partners will demonstrate:

Effective leadership

We will provide clear leadership in Community Planning and engage effectively with our employees and communities

Collective ownership

We will take collective ownership for delivering on the Community Plan, the associated Single Outcome Agreement and the Community Plan Delivery Plans, and work hard to improve outcomes for local people and communities

Good governance

We will implement clear operating arrangements to support effective strategic direction, scrutiny and accountability

Democratic accountability

We will measure and report on the impact of our activities to demonstrate how effectively we are improving outcomes for local people and communities, and all partners will be held to account for their contribution.

Our Partnership will continue to work to meet the needs of the people who live in our communities. Our guiding principles will be reflected in all that we do and should be evident for all to see.

*Our
Vision*

"East Ayrshire is a place with strong, safe and vibrant communities where everyone has a good quality of life and access to opportunities, choices and high quality services which are sustainable, accessible and meet people's needs."

We will:

- Promote lifelong learning.
- Promote equality and tackle inequality;
- Adopt a preventative approach;
- Ensure effective community engagement in the planning and delivery of local services;
- Utilise the strengths and resilience within communities;
- Drive efficiency and performance improvement;

National and Local Priorities

The Scottish Government's vision for education in Scotland:

- Excellence through raising attainment and improving outcomes
- Achieving equity

Key priorities of the National Improvement Framework:

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy

NIF drivers of improvement in the outcomes achieved by children and young people are:

1. School and ELC leadership
2. Teacher and practitioner professionalism
3. Parent/carer involvement and engagement
4. Curriculum and assessment
5. School and ELC improvement
6. Performance information



Scottish Attainment Challenge (SAC)

[Scottish Attainment Challenge: framework for recovery and accelerating progress](#)
[Scottish Attainment Challenge Logic Model](#) –

Tackling the Poverty-Related Attainment Gap – Our Theory of Change

SAC organisers:

- Learning and teaching
- Leadership
- Families and communities

East Ayrshire Plans


| Key Priorities | Education Service Improvement Plan: | Children's Services Plan: | Community Learning and Development Plan: |
|---|---|---|--|
| 1: Our Leadership | We actively support, promote and enact leadership at all levels. Our young people are supported to be leaders on their learning in our centres, schools and wider life experiences. All staff have ready access to appropriate CLPL and experiences to promote leadership in every classroom and centre. | Priorities for 2023-26: <ol style="list-style-type: none"> 1. Our children and young people feel respected, listened to and influence change 2. We are working collaboratively, reducing the impact of social and economic poverty on our children and young people 3. Our children and young people feel safe 4. Our children and young people have the best start in life 5. Our children and young people's mental health is improving | Outcomes: <ul style="list-style-type: none"> • Growth • Wellbeing • Fairness • Sustainability Action areas <ol style="list-style-type: none"> 1. Youth voice and participation 2. Lifelong learning and skills development 3. Empowering communities 4. Wellbeing and inclusion |
| 2: Teaching and Learning Together | Our young people should experience a teaching, learning and curriculum offer that meets their needs, and those of our local and national context. All staff should be supported to deliver in new and innovative ways by accessing CLPL relevant to their needs and those of our young people. | | |
| 3: Our Wellbeing and Belonging | We want all of our young people to feel supported by people who know them well, and feel included in all of our schools and centres. Our staff need to be supported in their working with our young people, especially in times of adversity. As a key universal service, it is our vision that all young people attend our establishments on a full-time and regular basis to support them in their development at all stages. | | |
| 4: Our Attainment, Destinations and Achievements | We want the very best for all of our young people in East Ayrshire. We aim to ensure all young people secure a positive destination through excellent achievement and attainment at all levels. | | |


Our Leadership: Increasing Opportunities to Lead Aspects of Learning

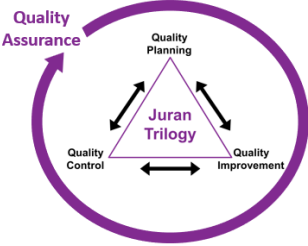
Rationale: Empowering learners to take ownership of their learning journey is central to our vision for excellence and equity. By fostering leadership opportunities, promoting understanding of children's rights through the UNCRC, and embedding our school's vision, values, and aims into daily practice, we aim to develop confident, responsible, and reflective individuals. Supporting pupils to recognise and record their personal and wider achievements will enhance self-awareness and motivation, while increasing engagement in high-quality learning experiences will ensure all learners are challenged, supported, and inspired to reach their full potential. See S&Q Report for data & evidence.


| NIF key drivers: | School & ELC leadership | | Teacher & practitioner professionalism | | School & ELC improvement | |
|---|---|-----|--|--|---|--|
| HGIOS4 QIs: | 1.1 | 1.2 | 1.3 | 1.4 | 2.2 | |
| ESIP key priorities: | Y Teaching & Learning | | N Our Wellbeing | | Y Our attainment | |
| Outcomes for our Learners | Our Actions/Approaches/Interventions | | PEF | Who | Measures | Review/Milestones |
| By June 2026, all children will have opportunities to lead aspect of learning. (Baseline: 20%) | Launch and Evaluate the Pupil Improvement Plan (PIP) to improve learner participation & voice <ul style="list-style-type: none"> Co-create the Pupil Improvement Plan with learners to ensure relevance and ownership. Establish Pupil Leadership Groups with clear remits aligned to the PIP to influence school improvement. Gather feedback from pupils to evaluate the impact and visibility of the PIP, linked to HGIOURS. Increase opportunities for learner to be included and listened to regarding issues that affect them. Contribute to decision-making and take ownership of initiatives. Develop and Embed Staff Leadership Roles <ul style="list-style-type: none"> Use the PRD process to identify and support individual leadership opportunities Provide targeted professional learning opportunities to build leadership capacity across the staff team. Teachers will select a leadership role and feedback to the whole staff group regarding their progress in relation to their leadership activities. | | | Pupils All staff Pupil Leadership Groups | <ul style="list-style-type: none"> PIP visible and accessible in classrooms and shared spaces. Regular, purposeful meetings for pupil groups evident. Leadership Group Profiles demonstrate pupil leadership and positive change. Increased levels of engagement evident through surveys. | <ul style="list-style-type: none"> Termly PIP Review will demonstrate progress. |
| | | | | All Staff | <ul style="list-style-type: none"> Leadership roles aligned with the GTCS Standards for Leadership and Management. All staff will have a clearly defined leadership role linked to school priorities. Improvement in staff leadership capacity across the whole school. | <ul style="list-style-type: none"> Interim PRD meetings will demonstrate leadership across the school |

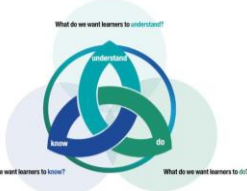
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| | <ul style="list-style-type: none"> Continued participation in Leaders of Learning programme, with leads delivering follow-up CLPL to enhance pedagogies. Identified staff member as a Promethean Trainer, delivering peer-led training sessions to build staff confidence and competence in using Promethean technology. <p>Promote a Positive Reading Culture</p> <ul style="list-style-type: none"> Support the Reading Leadership Group to lead initiatives that promote reading for pleasure. Continue to gather evidence towards achieving Silver Reading Accreditation. | | Reading Schools Lead Leadership Group | <ul style="list-style-type: none"> Leadership Roles linked to PIP. Increased staff confidence in use of Promethean devices. Reading achievements celebrated through assemblies, displays, and events. Pupil evaluations demonstrate an increase in reading for enjoyment. | <ul style="list-style-type: none"> Reading Schools Action Plan will demonstrate progress. |
| By June 2026, all pupils will be able to articulate and explain the UNCRC articles featured in 'RRSA Spotlight'. | <p>RRS Going for Gold Journey (Cont. from 24-25) Use the RRSA Action Plan for Gold to embed a rights respecting culture.</p> <p>Staff</p> <ul style="list-style-type: none"> Professional discussion to update action plan Delegation of actions across staff team Planning and delivery of UNCRC articles, SHANARRI and citizenship Administer and analyse baseline and post action assessments Display 'Rights under the spotlights' Support children's planning and delivery of RRS assemblies, learning walks, observations, monitoring of planning and jotters <p>Children</p> <ul style="list-style-type: none"> RRS PIP Actions Organise and lead assemblies on selected UNCRC articles, SHANARRI and citizenship Demonstrate understanding through class discussions, pupil-led assemblies, and contributions to school displays and initiatives. | | RRS Lead RRS Agents All Staff | <ul style="list-style-type: none"> Updated Silver Action Plan Baseline and post action assessments Child led assemblies will demonstrate the desired outcomes 'Rights under the spotlights' displayed across school Evidence of pupil engagement and articulation of SHANARRI, UNCRC articles and citizenship through post action assessment Any other qualitative evidence Displays and communication linked to RRS articles Class Charters exemplifying adult and child responsibilities and roles. | <ul style="list-style-type: none"> Baseline assessments on pupil understanding of SHANARRI, UNCRC, and citizenship. (Aug) Monthly Child Led RRS Assemblies Post action assessments (May) Review of Class Charters and their influence on classroom culture (Sept) |

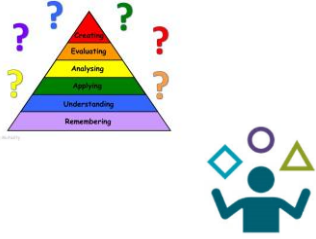

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| <p>By June 2026, 100% of pupils will be able to articulate the school's vision, values, and aims, and demonstrate how they apply them in daily school life.</p>  | <p>Values-Based Learning (CARE) (Cont. from 24-25)</p> <p>Staff</p> <ul style="list-style-type: none"> • Link CARE values to learning intentions and classroom behaviour. • Class rules and values are clearly and positively taught using OMPUA (Observable, Measurable, Positively Stated, Understandable and Always Applicable) • Re-fresh of restorative practices to reinforce respectful and ambitious behaviour. • Use HGIOS 4 challenge questions with staff and pupils to reflect on CARE values in learning and relationships. • Create a monthly values focus across the academic session. • Involve pupils in leading assemblies and sharing real-life examples. <p>Children</p> <ul style="list-style-type: none"> • Provided with opportunities to participate in planned activities across the curriculum that reflect Community, Ambition, Respect, and Excellence. <p>Parents/Community</p> <ul style="list-style-type: none"> • Host workshops or share digital content to explain the CARE ethos. • Gather feedback to improve family understanding and involvement. | | <p>All Staff All Pupils Parents/Carers</p> | <ul style="list-style-type: none"> • CARE values are clearly linked to learning intentions and behaviour in lessons. • Class rules follow OMPUA principles, are displayed and are consistently applied. • Restorative practices are refreshed and used effectively by staff. • Staff and pupils reflect on CARE values using HGIOS4 challenge questions. • Monthly values focus is visible in displays and classroom activities. • Pupils lead assemblies sharing real-life examples of CARE values. • Curriculum activities reflect Community, Ambition, Respect, and Excellence. • Pupil voice shows understanding and application of CARE values. • Parents engage with CARE ethos through workshops or digital content. • Family feedback shows increased awareness and support of CARE values. • Behaviour logs and observations show respectful, ambitious conduct. • Reflections show consistent application and deeper understanding of CARE values. | <ul style="list-style-type: none"> • CARE Values evident in planning and learning intentions (Term 1) • Class Rules using OMPUA principles displayed and applied (September) • Restorative Practice refresher and implementation (October) • Curriculum links to CARE values evident in planning (Term 2) • Pupil & Staff Voice gathered on CARE understanding (September & March) • Parent Workshops/Digital Content on CARE ethos (November) |
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| <p>By January 2026, all learners will confidently record on their personal and wider achievements, using this to support their progression and celebrate success.</p> <p>Baseline: 0%</p> | <p>Recording Achievements Use of Learning Journals and My World of Work profiles to support pupils to record their achievements.</p> <p>Staff</p> <ul style="list-style-type: none"> Identify a consistent platform to record learning and targets (e.g. P1-P5 Learning Journals, and P6 & P7 My World of Work). Support learners to identify their strengths and reflect on their achievements regularly. Provide structured, regular opportunities and tools for learners to record and track their progress e.g. QR Codes, Photo Sticks etc. Recognise and celebrate a wide range of achievements, both in and out of school. Encourage learners to share their progress confidently using appropriate formats. Support learners in presenting their profiles confidently to peers, staff, and families. Use learner profiles to inform planning, target setting, and next steps in learning. Use learner profiles to evidence achievement of a level & during T&M discussions. All Teaching Staff will record at least one whole class post and at least one individual story every 3 weeks for each child. Communicate and engage with parents/carers via online platform. <p>Children</p> <ul style="list-style-type: none"> Take responsibility for recording their achievements using agreed tools (e.g., journals, digital portfolios). Celebrate own and others' successes, both in and beyond school. Share progress confidently with others using suitable formats. Use recorded achievements to set goals and plan your next steps in learning. |  | <p>All Teaching Staff All PSAs All pupils Learning Journals Lead</p> | <ul style="list-style-type: none"> Learning Journals show regular input from teachers, learners, and parents. Increased uploads from class teachers. Learners record and track their own progress. More learners maintain up-to-date profiles. Rise in recorded achievements across curriculum and wider life. Increased parental engagement with profiles. Improved quality of pupil reflections. Case studies show impact on learner progress. Positive parent feedback on profile usefulness. Profiling occurs more consistently and frequently. Digital tools used effectively for profiling. Staff moderate profiles for consistency. Profiling integrated into planning and tracking cycles. | <ul style="list-style-type: none"> Termly QA on quality and consistency of learner profile submissions. Staff feedback on the quality and consistency of learner profiles. Learner voice through focus groups or surveys. Teacher observations of pupil confidence in discussing their learning. Termly Tracking & Monitoring meetings. |
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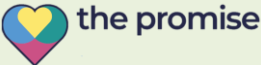


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| <p>By June 2026, all learners will have increased engagement and participation in high quality learning and teaching experiences.</p>  | <p>Quality Assurance - Self-Evaluation for Self-Improvement (Cont. from 24-25)</p> <ul style="list-style-type: none"> Continue to refine and embed the Quality Assurance Calendar, ensuring it remains responsive to school priorities and supports ongoing self-evaluation. Schedule regular, focused learning walks. Facilitate follow-up professional dialogue sessions to reflect on findings and agree next steps. Offer CLPL in response to quality improvement data and teaching. Encourage peer observations and collaborative shared planning. Link PRD to school improvement priorities. <p>Pupil Voice</p> <ul style="list-style-type: none"> Gather learner views through surveys and conversations, linked to HGIOURS. Include pupil voice in learning walks. Use pupil feedback to inform planning. | | <p>All Stakeholders, including Learners</p> | <ul style="list-style-type: none"> Use staff feedback and data to evaluate the impact of quality assurance activities on learner progress and attainment. Increased learner engagement and participation observed during learning walks and classroom observations. Evidence from learner conversations and jotter monitoring shows improved understanding of learning intentions and success criteria. Staff use data information more effectively to plan next steps in learning. Staff engage in regular professional dialogue following learning walks and observations, leading to changes in practice. Evidence of learner voice influencing improvement priorities and classroom practice. | <ul style="list-style-type: none"> Ed Group Moderation Activity (Feb) Tracking and Monitoring Periods Termly Class Observations Quality Assurance Calendar Procedures |
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| Teaching and Learning Together: Developing a progressive curriculum & Teaching and Learning experiences | | | | | | |
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| Rationale: At Darvel Primary, we aim to deliver a curriculum that is relevant, engaging, and reflective of our context, while aligned with national guidance. Strengthening progression across all BGE areas—including French, STEM, and Outdoor Learning—ensures breadth and depth for all learners. High-quality teaching and effective pedagogy, including play-based learning in P1–P3, will further enhance engagement, support progression, and help every learner achieve their potential. See S&Q Report for data & evidence. | | | | | | |
| NIF key drivers: | Curriculum & assessment | | School & ELC improvement | | Teacher & practitioner professionalism | School & ELC leadership |
| HGIOS4 QIs: | 2.3 | 2.2 | 1.1 | 3.2 | 1.2 | 3.3 |
| ESIP key priorities: | Y Our Leadership | | N Our Wellbeing | | Y Our attainment | |
| Outcomes for our Learners | Our Actions/Approaches/Interventions | | PEF | Who | Measures | Review/Milestones |
| <p>By June 2026, all learners will access a relevant, engaging, and progressive curriculum that reflects the unique context of Darvel Primary and aligns with national guidance.</p>  | Curriculum Rationale <ul style="list-style-type: none"> Launch and communicate the new curriculum rationale to staff, learners, parents, and the wider community. Ensure curriculum developments are aligned with <i>Curriculum for Excellence</i> and national timelines (e.g. refreshed narrative, key curricular drivers). Facilitate outward visits for staff to observe innovative curriculum practices in other settings. Involve learners in co-designing aspects of the curriculum to ensure relevance and personalisation. | | | All Stakeholders Curriculum Lead | <ul style="list-style-type: none"> Curriculum Rationale is clearly understood and articulated by all stakeholders (evidenced through surveys/focus groups). Staff confidence in curriculum design and delivery increases (measured via CLPL evaluations and professional dialogue). Learner engagement improves, as evidenced by increased participation, feedback, and learner voice activities. Use digital tools and learner profiles to track engagement and progression. Quality of learning experiences is enhanced, as observed through learning visits, peer observations, and moderation activities. Progression pathways are in place and consistently used across all levels. | <ul style="list-style-type: none"> Pre and Post Surveys CLPL Evaluations One to One Meetings Termly Plan Evaluations |

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| <p>By June 2026, all learners experience a broad, balanced, and progressive curriculum across all areas of the BGE, including French, STEM, and Outdoor Learning.</p> | <p>BGE Progression</p> <ul style="list-style-type: none"> • Ensure consistent coverage of BGE through planned progression in French, STEM, and Outdoor Learning. • Re-introduction of 1+2 Languages, with a focus on French ensuring high-quality French teaching across all stages. • Introduce a French overview to ensure progression and coverage of key topics at each level. • Work with Parent Council to enhance outdoor spaces and implement a progressive outdoor learning programme with staff. • Further develop STEM to ensure all classes access a varied and engaging curriculum aligned with Es and Os. • Establish curriculum development working groups to co-create progression frameworks and learning pathways. | | <p>All Teaching Staff Pupils Modern Languages Lead Parent Council</p> | <ul style="list-style-type: none"> • Clear progression in French, STEM, and Outdoor Learning (planning, learner work, observations). • Increased learner engagement and confidence in languages and STEM (pupil voice, surveys). • Consistent delivery of a modern language across stages. • Improved outdoor learning environments and experiences (staff and parent feedback). • Curriculum frameworks in place and used consistently across the school. | <ul style="list-style-type: none"> • Termly Plan Evaluations • Termly Observations • Pre and Post Surveys |
| <p>By June 2026, all learners will engage in and receive high quality teaching and learning with effective pedagogies.</p>  | <p>Learning & Teaching Pedagogies</p> <ul style="list-style-type: none"> • Deliver targeted, funded CLPL focused on key pedagogical themes: Shared Language, Challenge, Engagement, and "Clear is Kind". • Implement Backwards Planning using the Know-Do-Understand model to design purposeful learning experiences and assessments. • Embed meta-skills (e.g. creativity, resilience, collaboration) strategically across all stages of learning. • Continue embedding Heinemann Active Maths as a core resource, supported by ongoing staff training and moderation. • Self-evaluations based on our Excellent Learning Experience. | | <p>All Teaching Staff Pupils CLPL Lead L&T Group</p> | <ul style="list-style-type: none"> • Improved learner engagement and confidence, evidenced through pupil surveys and classroom observations. • Increased staff confidence in pedagogical approaches, measured via CLPL evaluations and professional dialogue. • Consistent use of Backwards Planning and Know-Do-Understand model across stages, evidenced in planning documentation. • Effective integration of meta-skills into learning experiences, observed through learner work and teacher feedback. • Enhanced quality of feedback and assessment, demonstrated through | <ul style="list-style-type: none"> • Pupil surveys at the start and end of the year to monitor engagement, understanding, and impact of teaching strategies. • CLPL Evaluations • One to One Meetings • Termly Plan Evaluations |

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|  | Assessment and Feedback <ul style="list-style-type: none"> Review and enhance resources to support Assessment for Learning (AfL) strategies and Higher Order Thinking Skills. Continue embedding feedback strategies, with emphasis on co-constructed success criteria and learner ownership. Finalise and implement the Writing Genre Overview in line with the school's assessment calendar. | | | moderation activities and learner reflections. <ul style="list-style-type: none"> Improved attainment and progression in writing and numeracy, tracked through assessment data and learner profiles. | |
| <p>By April 2026, all P1-P3 learners experience enriched, developmentally appropriate play-based learning.</p> <p>Baseline: 28%</p> | Development of Play Pedagogy <ul style="list-style-type: none"> Embed play pedagogy consistently across P1-P3, aligned with national guidance and child development principles. Facilitate professional dialogue and visits with other schools to share and observe effective play-based practice. Engage staff in targeted CLPL to deepen understanding of play pedagogy and its impact on learning. Redesign classroom learning zones to support purposeful play and create a rich, meaningful outdoor learning environment. Develop the outdoor playground using DDCC Darvel Lottery funding to enhance physical and imaginative play opportunities. Introduce Therapeutic Play approaches for identified learners, supported by trained staff. |  | P1-P3 Staff ELCP Outdoor Lead | <ul style="list-style-type: none"> Increased learner engagement, creativity, and independence observed in play-based settings. Staff confidence and consistency in delivering play pedagogy. Enhanced indoor and outdoor environments that reflect play-based principles. Positive impact of Therapeutic Play on learner wellbeing. Evidence of progression in early level learning through play. | <ul style="list-style-type: none"> CLPL feedback Peer observations Planning, assessment & observations. Termly Planning Learning Walks |

| Our Wellbeing and Belonging: Present, Participating, Supported & Achieving | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Rationale: We are committed to ensuring all learners are present, participating, supported, and achieving. By improving attendance, supporting care-experienced children, and embedding inclusive, relational, and communication-friendly practices, we aim to create a safe, nurturing environment where every learner feels valued, included, and ready to learn. See S&Q Report for data & evidence. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| NIF key drivers: | Performance information | | School & ELC improvement | | Teacher & practitioner professionalism | | Parent/carers involvement & engagement | | | | | | | | | | | | | | | | | | | | | | | | |
| HGIOS4 QIs: | 3.1 | 2.4 | 2.1 | 1.3 | 1.1 | 1.5 | | | | | | | | | | | | | | | | | | | | | | | | | |
| ESIP key priorities: | Y Our Leadership | | | Y Teaching & Learning | | Y Our attainment | | | | | | | | | | | | | | | | | | | | | | | | | |
| Outcomes for our Learners | | Our Actions/Approaches/Interventions | | PEF | Who | Measures | Review/milestones | | | | | | | | | | | | | | | | | | | | | | | | |
| <div>By May 2026, whole school will have an increased average attendance of 93.5%.</div> <div>(Baseline: 93% - Requires a reduction of 2 openings per pupil based on current roll)</div> <table><tr><td></td><td>24-25</td></tr><tr><td>P1</td><td>94.2</td></tr><tr><td>P2</td><td>95.0</td></tr><tr><td>P3</td><td>92.4</td></tr><tr><td>P4</td><td>93.1</td></tr><tr><td>P5</td><td>92.9</td></tr><tr><td>P6</td><td>92.6</td></tr><tr><td>P7</td><td>92.7</td></tr><tr><td>Att. %</td><td>93%</td></tr></table> | | | 24-25 | P1 | 94.2 | P2 | 95.0 | P3 | 92.4 | P4 | 93.1 | P5 | 92.9 | P6 | 92.6 | P7 | 92.7 | Att. % | 93% | <div>Improving Attendance</div> <ul style="list-style-type: none">Continue to monitor and analyse attendance data, using findings to inform targeted support and interventions.Strengthen collaboration with partner agencies to support families and reduce barriers to attendance.Strengthen and embed consistent procedures to monitor, support, promote and improve attendance.Expand flexible learning approaches and tailored interventions to ensure equitable access for all learners.Targeted interventions and attendance analysis of SIMD 3 and 4 pupils. <table><tr><td>SIMD</td><td>24-25 %</td></tr><tr><td>3</td><td>90.7</td></tr><tr><td>4</td><td>92.5</td></tr></table> | | SIMD | 24-25 % | 3 | 90.7 | 4 | 92.5 | | Leadership Team Clerical Team Teaching Staff Partner Agencies | <ul style="list-style-type: none">Monitor and analyse attendance data during PAR periods to inform targeted interventions.Maintain records of support plans for pupils with attendance barriers.Track outcomes of multi-agency collaboration to support families.Audit consistency of attendance procedures across all classes.Implement and review flexible learning plans for identified pupils.Analyse SIMD 3 and 4 pupil attendance and track impact of interventions.Monitor reduction in persistent absences and late keeping across the school.Track improvements in attendance for pupils receiving targeted support.Survey staff confidence and consistency in applying attendance procedures. | <ul style="list-style-type: none">6 weekly attendance audits (PAR Periods)Timely audits of SIMD 3 and 4 pupilsEvaluation results |
| | 24-25 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| P1 | 94.2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| P2 | 95.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| P3 | 92.4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| P4 | 93.1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| P5 | 92.9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| P6 | 92.6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| P7 | 92.7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Att. % | 93% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SIMD | 24-25 % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 90.7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | 92.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |


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| <p>By June 2026, all children identified as care experienced (CE) will have improved educational outcomes.</p>  | <p>Keeping the Promise</p> <ul style="list-style-type: none"> • Establish a Care Experienced Register accessible to key staff. • Assign a named adult for each CE child. • Provide Promise Award Training (Level 3) to all staff. • Assess progress of CE individuals and create relevant plans/interventions for Lit & Num. • Track attainment, attendance & wellbeing of CE pupils. • Submit evidence for Keeping the Promise Award. • SLT to support and challenge staff to embed the promise in their daily practice and compiling the evidence for Keeping the Promise Award L3 (<i>SLT discuss impact of the Promise Training at DMs / staff meetings</i>) • Implement targeted systems and supports with identified children. | | <p>KTP Lead All Staff Named Person CE Pupils</p> | <ul style="list-style-type: none"> • Number of staff who have completed L1 and 2 of the Promise Training • Completion of the Keeping The Promise Award (L3) and evidence collated • Pre and post Pupil, staff and parents surveys / impact reports • Number of staff attending the presentation • CE young people's attendance, attainment and wellbeing profile data • Evidence of CE pupil voice – impact reports / survey / testimonials / clips | <ul style="list-style-type: none"> • Register by Aug 2025 • Added as rolling item on Staff Meeting Agenda & Tracking & Monitoring meetings. • ACEL/progress and achievement tracking and monitoring data • Sept-June Pupil Voice Data • 6 weekly attendance reviews |
| <p>By June 2026, all learners will feel safe, supported, and ready to learn through consistent, relational, and inclusive approaches to behaviour.</p>  | <p>Relationships, Behaviour & Inclusion</p> <ul style="list-style-type: none"> • Engage in a programme of Relationships & Behaviour CLPL with our Educational Psychologist linked to culture values & ethos classroom climate, and behaviour management. • Staff will complete a study of “regulate, relate, reason” and implement a Plan, Do, Study, Act Model. • CLPL sessions will facilitate and support collaboration, peer support and leadership in allowing colleagues to develop a deeper understanding of learners with social, emotion and behavioural needs. • Develop and implement a clear, staged model of relationships and behaviour that is trauma-responsive and inclusive of the needs of neurodivergent learners, ensuring consistency of approach across the school. • Finalise and implement a revised Relationships and Behaviour Policy, ensuring it reflects current research and best practice. |  | <p>RAB Group All Teaching Staff All Non-Teaching Staff Learners NEST Parents/Carers ASN Co-ordinators</p> | <ul style="list-style-type: none"> • Learners report feeling more supported and aware of their progress and next steps through pupil voice activities and surveys. • Consistent use of relational and trauma-informed approaches observed across all classrooms. • Staff engagement in CLPL (e.g. attendance, feedback, implementation of learning). • Implementation of the Plan, Do, Study, Act model with documented cycles and reflections. • Revised Relationships and Behaviour Policy in place and consistently applied. • Improved pupil wellbeing and emotional regulation, evidenced through Regulation Tracker data. | <ul style="list-style-type: none"> • CLPL Evaluations from Ed P sessions. • Pre & Post Data from PDSA Models. • Consultations of RAB Policy. • QA Reviews of Child's Plan Targets • Review of ASN Overview • End of year evaluation of impact using pupil voice, behavioural data and staff evaluations. |



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| | <ul style="list-style-type: none"> Continue to embed relational approaches across all classrooms, supported by ongoing coaching, peer collaboration, and reflective practice. Monitor and evaluate the impact of Regulation Trackers and other wellbeing supports to inform next steps in practice and policy. Continue implementation of online ASN Overview Tracking documentation. All Class Teachers to independently create Child's Plans, implement actions and review targets set periodically. Continued work with NEST on establishing a parent/carer support network. | | | <ul style="list-style-type: none"> Reduction in behaviour incidents and increased use of restorative approaches. Child's Plans created and reviewed regularly by class teachers, with clear targets and actions. Positive pupil voice indicating they feel safe, supported, and respected. ASN Overview Tracking documentation updated and used to inform planning. Peer collaboration and coaching logs showing shared practice and professional dialogue. | |
| <p>By June 2026, all learners will experience inclusive, communication-friendly classrooms.</p>  | <p>Universal Supports within Classroom</p> <ul style="list-style-type: none"> Create and maintain Communication Friendly Environments using visual supports (Widgit), clear routines, and accessible language. Use the Environment and Ethos Checklist regularly to review and improve classroom environments. Reflect on inclusive practice using tools like the CIRCLE Participation Scale and collaborate with colleagues to share strategies. Embed the use of the CIRCLE Framework to assess and support participation, motivation, and independence. Adapt teaching approaches based on pupil feedback and observations to ensure all learners can access the curriculum. Enhance universal support by planning inclusive learning that anticipates and removes barriers for all learners e.g. task boards, individual workstations with work systems. Learners will contribute to discussions about what helps them learn and feel included. | ✓ | <p>Teaching Staff PSAs Leadership Team Pupils Comm. Friendly Lead</p> | <ul style="list-style-type: none"> Inclusive environments consistently observed, adaptations evident. Staff use CIRCLE Framework to plan and assess. Termly checklists lead to improved classroom setup. Communication-friendly strategies embedded school-wide. Pupil voice shows learners feel included and supported. Staff report increased confidence in inclusive practice. Walkthroughs show proactive universal support. Increased engagement from pupils needing flexible support. Planning reflects inclusive strategies and frameworks. Fewer learning barriers; improved attendance, engagement, attainment. | <ul style="list-style-type: none"> Termly Planning Child's Plans & ILP Reviews Termly Learning Observations / Learning Walks Termly Tracking & Monitoring Meetings |


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| <p>By June 2026, all learners will feel safe, supported, and ready to learn through a consistent, whole-school approach to wellbeing.</p> | <p>Wellbeing</p> <ul style="list-style-type: none"> • Class Teachers to continue to complete the administration and analysis of GMWP and use findings to impact on planning, learning, teaching and assessment in addressing health and wellbeing needs of our young people. • Consistently use Emotion Works language and strategies across the school day, both in and out of school and with curricular links made where appropriate. • Continue to monitor the implementation of the EAC HWB Progression Frameworks, ensuring they are used to plan for and assess wellbeing outcomes. • Explore strategies to improve pupils' sense of safety in school, informed by pupil voice and wellbeing data. increased staff confidence to analyse data and used this to identify appropriate class and individual targets. • Implementation of Massage in Schools Programme (MISP) across all classes. • Review the Physical Education Curriculum and progression of skills. | | <p>All Teaching Staff H&WB Lead</p> | <ul style="list-style-type: none"> • GMWP data used to plan and support wellbeing. • Emotion Works used consistently across school. • Learners confidently express emotions. • HWB frameworks used in planning and assessment. • Pupil voice shows increased sense of safety. • Staff use data to set class and individual targets. • MISP delivered in all classes with positive feedback. • PE curriculum updated with clear skill progression. • Staff attend CLPL and report increased confidence. | <ul style="list-style-type: none"> • Monitored termly through learning walks and observations • Pupil voice • Reviewed termly during planning and tracking meetings • GMWP Data evaluated twice yearly (e.g. November and May) |
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| Our Attainment, Destinations and Achievements: Achieving Progress for All | | | | | | |
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| Rationale: Raising attainment and ensuring progression for all learners is a key priority. By using reliable assessment data, we can track progress and target support effectively. Improving writing attainment, digital literacy, and road safety skills will equip learners with essential competencies for life and learning. A strong focus on digital technologies and well-planned transitions will ensure learners are confident, skilled, and ready for their next stage. See S&Q Report for data & evidence. | | | | | | |
| NIF key drivers: | Performance information | | Curriculum & assessment | | School & ELC improvement | |
| HGIOS4 QIs: | 3.2 | 3.3 | 2.3 | 2.2 | | |
| ESIP key priorities: | Y Our Leadership | | Y Teaching & Learning | | Y Our Wellbeing | |
| Outcomes for our Learners | Our Actions/Approaches/Interventions | | PEF | Who | Measures | Review/Milestones |
| By June 2026, progress made by all learners will be evident and based on reliable assessment data. | Tracking, Monitoring & Assessment <ul style="list-style-type: none"> Review and revise assessment calendar to ensure assessments are purposeful, timely, and aligned with tracking periods. Consistent system implemented for gathering assessments and data across curricular areas. Ensure all staff understand the rationale and expectations for assessment timing and use. Leadership Team to meet with all staff by end of September to review prior attainment and set stretch aims. Revisit stretch aims each term to monitor progress and adjust interventions accordingly. Class Teachers will be able to identify suitable interventions to implement in their class and evidence impact, linked to closing attainment gap. Provide opportunities for stage partners to meet and moderate pupil work, ensuring consistency in expectations and progression. Purchase additional assessments for P3 and P6 to better support progression towards achievement of a level in P4 and P7. Class Teachers to begin using key assessment tasks and profiling to demonstrate application of learning over time. | | | All Teaching Staff All Pupils Leadership Team | <ul style="list-style-type: none"> All staff will demonstrate improved understanding of pupil progress through effective assessment and tracking. Staff follow revised assessment calendar consistently. Staff can explain purpose and timing of assessments. Stretch aims reviewed termly and adjusted as needed. Teachers identify and evidence impact of class interventions. P3 and P6 assessments used to support progression in P4 and P7. Key assessment tasks and profiling show application over time. Learner surveys show increased understanding and engagement. Staff lead sessions on data use and intervention planning. Target-setting systems in place in identified classes; learners can discuss progress. | <ul style="list-style-type: none"> All staff meet SLT by end of September to set stretch aims. Stage partners meet termly to moderate and ensure consistency. |

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| | <ul style="list-style-type: none"> Survey learners in Term 1 and again in May to track perceived progress and engagement. Encourage staff to lead collegiate sessions on data use and intervention planning. Identified stages to implement a system to allow children to set targets and demonstrate progress in their own learning. | | | <ul style="list-style-type: none"> Learners identified through tracking as requiring support show measurable progress over time. Reduction in the attainment gap for targeted groups (e.g., SIMD 1–2, ASN, CE). | |
| <p>By June 2026, maintain current level and improve children's attainment in writing at:</p> <p>P1 to 83% P2 to maintain 90% P3 from 75% to 82% (2 pupils) P4 from 66% to 75% (4 pupils) P5 from 68% to 74% (2 pupils) P6 from 84% to 86% (1 pupil) P7 from 71% to 84% (5 pupils)</p> | <p>National Improving Writing Programme</p> <p><u>Staff</u></p> <ul style="list-style-type: none"> Participation in collaborative professional learning and dialogue: Incorporating National Improving Writing Approaches (webinar/ presentation) Staff to plan a greater focus on teaching individual Tools for Writing whilst still providing time to teach Genre-focused writing over a term/session. Across P4, implement Quality Improvement knowledge to understand and apply tools that have been rigorously tested and work. Across P4, Collect data regularly on children's progress with a clear focus on improving one aspect of writing at a time. Moderation of planning, learning, teaching and assessment improving shared understanding of writing to inform teacher judgements and to identify strengths and next steps for learners. <p><u>Children</u></p> <ul style="list-style-type: none"> Develop self and peer assessment approaches to provide learners with the knowledge and skills to identify improvements in their own/others' writing - with a particular focus on Tools for Writing and vocabulary P4 pupils will collate and analyse their own data. | | <p>All Teaching Staff</p> <p>All P4 Teaching Staff and SLT trained in NIWP</p> <p>CYPIC National Improving Writing Team & EA leads</p> <p>P4 Pupils</p> | <ul style="list-style-type: none"> Pre / Post pupil questionnaires Pareto chart to identify focus for teaching inputs – baseline assessment Stretch Aim (June 26) for Writing attainment for class P4 Run Charts to collect data demonstrating progress daily and share with pupils. Analysis of P4 Run Charts to learn from data to inform small tests of change and to identify when to move to next teaching aim; provide support; increase challenge AiFL approaches demonstrate on-going assessment and provide feedback to learners. Professional dialogue with colleagues from other settings to moderate planning, learning, teaching and assessment. Pupils' ability to talk about their progress and next steps both individually and as a class. Writing Benchmarks to support reliability of teacher judgements. ACEL data in tracking tool | <ul style="list-style-type: none"> Stretch Aim set for June '26 based on data from June '25 Teaching Aim 1 set for e.g. 3rd November, based on Pareto data ACEL/progress and achievement tracking and monitoring data. Sept to June pupil voice (qualitative feedback) Sept – June staff voice (qualitative feedback) Classroom observation feedback |

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| <p>By June 2026, 100% of learners will demonstrate improved digital literacy and cyber resilience through safe, responsible, and effective use of digital technologies across the curriculum.</p> <p>(Baseline: 37%)</p> | <p>Becoming a Digital School</p> <ul style="list-style-type: none"> • Improve approaches to developing digital skills and digital literacy. • Increase access to digital technologies and devices in the classroom. • Implement Education Scotland's 'Features of Highly Effective Digital Learning, Teaching and Assessment in Schools'. • Create an action plan for the Digital Schools Award, and Wellbeing Award if appropriate. • Ensure all staff and learners have an understanding of cyber security and how to keep themselves safe in an online environment. • Ensure all staff have read the Corporate AI policy, East Ayrshire Council Policy Document on Ethical and Responsible Use of Artificial Intelligence in Education Settings and completed any related LearnPro modules. • Embed CR-IS and the 5 Rights into classroom learning through planned progressive experiences. • Promote the Safer Schools App for all P5-7 pupils. |  <p>Potential PEF to top up digital resources in school.</p> | <p>Early/Middle Digital Lead</p> <p>All staff</p> <p>Support from Julie McKee, QIO, and Gary Neilson, Education IT</p> | <ul style="list-style-type: none"> • Increased engagement in learning evidenced using the Leuvens scale • Increased regulation for targeted learners in targeted stages • Evidence of learners making effective use of digital technology during establishment learning visits and classroom observations (SLT or peer visits) • Comments on learners using digital technology to enhance learning and teaching and to lead their own learning in learning visit reports and inspection reports • Learners talking with confidence about using digital technology during learner conversations | <ul style="list-style-type: none"> • Termly Observations • Learning Walks • HGIOURS Survey Results |
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| <p>By March 2026, all learners in P6 & P7 will have increased skill and demonstrate progression in learning through digital technologies.</p> | <p>Access to Digital Technologies</p> <ul style="list-style-type: none"> • Develop a digital strategy for our establishment, including the creation of class pages for online learning. • Ensure all digital technology is in good working order and processes are in place to report technical issues, faults or damage promptly. • Access CLPL from digital leads and digital team to ensure that all staff have a baseline knowledge of effective use of Promethean Boards, Activ Inspire and Chromebooks • Peer visits to colleagues within East Ayrshire who are making effective use of digital technology to enhance learning and teaching in their establishments. • Key staff engage in VEX GO CLPL delivered in partnership by Gary Neilson and Herriot Watt University. • Staff deliver a range of lessons to children in the targeted stages to teach coding. • Staff use VEX GO to enhance lessons on science, maths and D&T in P6 & P7. • Daily access to digital technologies in P6 & P7 to enhance learning and teaching. |  <p>Potential PEF to top up digital resources in school.</p> | <p>P6 & P7 Digital Lead</p> <p>All P6 & P7 staff</p> <p>Support from Julie McKee, QIO, and Gary Neilson, Education IT</p> | <ul style="list-style-type: none"> • Increased attendance for targeted learners in targeted stages • Increased engagement in learning evidenced using the Leuven scale • Increased regulation for targeted learners in targeted stages • Evidence of learners making effective use of digital technology during establishment learning visits and classroom observations (SLT or peer visits) • Comments on learners using digital technology to enhance learning and teaching and to lead their own learning in learning visit reports and inspection reports • Learners talking with confidence about using digital technology during learner conversations | <ul style="list-style-type: none"> • Termly Observations • My World or Work and Learning Journal Audits |
| <p>By June 2026, the majority of learners in P4 – P7 will have improved confidence, road safety awareness, and cycling proficiency.</p> <p>(Baseline: 42%)</p> | <p>Bikeability</p> <ul style="list-style-type: none"> • Increase equitable access to Bikeability Levels 1 – 3, following the second year of our three-year plan. • Implement Bikeability Level 1 (P6) in Term 1 & Mini Riders (P4), Bikeability Level 1 (P5) and Level 2 (P6 & P7) in Term 3. • Implementation of pre and post surveys to assess effectiveness of intervention. • Fortnightly Bike Bus implemented by trained adult volunteers. • Continued implementation and expansion of our bike maintenance workshops with Cyclestation. <p><i>Some actions require funding application approval.</i></p> |  | <p>Bike Trainers P4 – P7 Learners</p> | <ul style="list-style-type: none"> • Increase in number of pupils accessing Bikeability Levels 2 and 3. • Number of children attending fortnightly Bike Bus initiative. • Reduction in air pollution, school-run car traffic. • Improvements in children's confidence, road safety awareness and ability to travel on two wheels. • Increase in number of children accessing bike maintenance workshops. | <ul style="list-style-type: none"> • Pupil Voice Data pre and post training • Term 1 and Term 3 reviews • Survey Data |

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| <p>By June 2026, all P7 and ECC learners will experience a well-planned, inclusive, and supportive transition process, with increased confidence and readiness for their next stage of learning.</p> | <p>Key Transitions</p> <ul style="list-style-type: none"> • Develop and distribute a feedback form to gather views from parents/carers, pupils, and ECC staff on the current transition process. • Identify areas for improvement and co-design future transition activities, e.g. Mini-Classroom Events • Engage in professional dialogue with colleagues from other establishments to share and adopt best practices in transition planning. • Include opportunities for cross-stage collaboration and pupil leadership (e.g. buddy systems, shared learning events). • Develop individualised transition profiles for pupils with additional support needs, including visual supports and phased visits. • Aspirational transition plan created and issued by Loudoun Academy. • Primary schools engage in plan ensuring support is offered where necessary |  | <p>S1 DHT P HT P7 Staff ELCP ECC Staff P1 Staff</p> | <ul style="list-style-type: none"> • Plan is executed with success, being reviewed in respect of any staffing constraints. • Children are able to articulate feelings about transitioning to secondary. • Children say they feel ready and excited to start secondary school. • Transition Calendar | <ul style="list-style-type: none"> • EG Meetings • Termly Review |
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| 2024-25 Baseline | | | | | | 2025-26 Targets | | | | | | 2025-26 Actual (June 2026) | | | | | |
|------------------|---------|---------|-----|----------|-----|-----------------|---------|---------|-----|----------|-----|----------------------------|---------|---------|-----|----------|-----|
| | Reading | Writing | L&T | Literacy | Num | | Reading | Writing | L&T | Literacy | Num | | Reading | Writing | L&T | Literacy | Num |
| P1 | 90 | 90 | 100 | 90 | 90 | P1 | 83 | 83 | 83 | 83 | 83 | P1 | | | | | |
| P2 | 79 | 75 | 93 | 75 | 82 | P2 | 90 | 90 | 100 | 90 | 90 | P2 | | | | | |
| P3 | 67 | 63 | 76 | 61 | 67 | P3 | 82 | 82 | 82 | 82 | 86 | P3 | | | | | |
| P4 | 80 | 70 | 83 | 70 | 73 | P4 | 75 | 75 | 80 | 75 | 75 | P4 | | | | | |
| P5 | 84 | 84 | 86 | 84 | 79 | P5 | 81 | 74 | 84 | 74 | 77 | P5 | | | | | |
| P6 | 82 | 71 | 92 | 71 | 84 | P6 | 86 | 86 | 86 | 86 | 81 | P6 | | | | | |
| P7 | 92 | 92 | 92 | 90 | 90 | P7 | 87 | 84 | 92 | 84 | 87 | P7 | | | | | |
| P1, 4 & 7 | 88 | 85 | 92 | 84 | 85 | P1, 4 & 7 | 81 | 80 | 85 | 80 | 81 | P1, 4 & 7 | | | | | |

| Reading | P1 | P2 | P3 | P4 | P5 | P6 | P7 | Writing | P1 | P2 | P3 | P4 | P5 | P6 | P7 | L&T | P1 | P2 | P3 | P4 | P5 | P6 | P7 | Numeracy | P1 | P2 | P3 | P4 | P5 | P6 | P7 |
|---------|----|----|----|----|----|----|----|---------|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|----|----|----|----------|----|----|----|----|----|----|----|
| P1 | 90 | | | | | | | P1 | 90 | | | | | | | P1 | 100 | | | | | | | P1 | 90 | | | | | | |
| P2 | 81 | 79 | | | | | | P2 | 81 | 75 | | | | | | P2 | 81 | 93 | | | | | | P2 | 78 | 82 | | | | | |
| P3 | 74 | 70 | 67 | | | | | P3 | 65 | 63 | 63 | | | | | P3 | 72 | 72 | 76 | | | | | P3 | 72 | 67 | 67 | | | | |
| P4 | 70 | 86 | 80 | 80 | | | | P4 | 63 | 93 | 83 | 70 | | | | P4 | 97 | 100 | 90 | 83 | | | | P4 | 87 | 86 | 80 | 73 | | | |
| P5 | 67 | - | 60 | 70 | 84 | | | P5 | 62 | - | 62 | 68 | 84 | | | P5 | 100 | - | 100 | 82 | 86 | | | P5 | 78 | - | 79 | 77 | 79 | | |
| P6 | - | - | - | 86 | 79 | 82 | | P6 | - | - | - | 68 | 68 | 71 | | P6 | - | - | - | 100 | 92 | 92 | | P6 | - | - | - | 89 | 84 | 84 | |
| P7 | 74 | - | - | 70 | 75 | 67 | 92 | P7 | 66 | - | - | 68 | 67 | 62 | 92 | P7 | 94 | - | - | 76 | 82 | 85 | 92 | P7 | 88 | - | - | 70 | 90 | 79 | 90 |

Summary of Improvement Plan directly linking to Education Service Improvement Plan

| Our Leadership | Teaching and Learning Together |
|---|---|
| <p>Pupil Leadership: Children will have chances to lead parts of their learning and share their ideas. ESIP 1.3 & 1.4</p> <p>Understanding Rights: Pupils will learn about their rights and be able to talk about them confidently. ESIP 1.4</p> <p>Living Our Values: Children will understand and show our school's vision, values, and aims every day. ESIP 1.3</p> <p>Celebrating Achievements: Pupils will record and reflect on their achievements to support their growth in their learning. ESIP 1.2</p> <p>Engaging Learning: All children will take part in fun, high-quality learning experiences. ESIP 1.1, 1.2, 1.3</p> | <p>Relevant and Engaging Curriculum: Children will learn through a curriculum that reflects Darvel's unique community and follows national guidance. ESIP 2.3, 2.4</p> <p>Broad and Balanced Learning: Pupils will enjoy a wide range of subjects, including French, STEM, and Outdoor Learning. ESIP 2.3</p> <p>High-Quality Teaching: All children will benefit from effective, high-quality teaching through our development of teaching styles. ESIP 2.1, 2.2, 2.5</p> <p>Play-Based Learning (P1–P3): Younger pupils will learn through rich, play-based experiences suited to their stage of development. ESIP 2.2, 2.3</p> |
| Our Wellbeing and Belonging | Our Attainment, Destinations and Achievements |
| <p>Improving Attendance: We aim to raise our average attendance to 93.5% by encouraging regular, positive school experiences. ESIP 3.6</p> <p>Supporting Care-Experienced Pupils: Children who are cared experienced will receive support to help them achieve their best. ESIP 3.3, 3.1</p> <p>Positive Behaviour and Relationships: All pupils will feel safe and supported through consistent, caring, and inclusive approaches to behaviour. ESIP 3.1, 3.5, 1.1</p> <p>Inclusive Classrooms: Every classroom will be welcoming and communication-friendly, helping all children to thrive. ESIP 3.1, 2.1, 1.1</p> <p>Whole-School Wellbeing: We're building a school where every child feels safe, supported, and ready to learn through a shared focus on wellbeing. ESIP 3.5</p> | <p>Developing Assessments & Raising Attainment in Writing: We're focusing on improving assessment information and children's writing skills across the school. ESIP 2.5, 4.1, 4.2, 4.4</p> <p>Digital Literacy and Online Safety: All pupils will learn to use digital tools safely, responsibly, and effectively. ESIP 4.4, 2.6</p> <p>Digital Skills in P6 & P7: Older pupils will build confidence and skills using digital technologies in their learning. ESIP 4.4, 2.6</p> <p>Road Safety and Cycling: P4–P7 pupils will grow in confidence and learn important road safety and cycling skills. ESIP 4.4</p> <p>Smooth Transitions: P7 and ECC children will take part in supportive transition activities to help them feel ready and confident for their next stage. ESIP 4.2, 1.3, 2.4, 2.5</p> |

**East Ayrshire Council
Education Service
Darvel Primary School**



**Pupil
Improvement Plan
2025-26**

Darvel Primary Pupil Improvement Group includes two representatives from each year group selected by their year head.

P1:
P2:
P3:
P4:
P5:
P6:
P7:



After consultation it was agreed that the following priorities from the School Improvement Plan would be the focus for session 2025-2026.

Our Leadership: Increasing Opportunities to Lead Aspects of Learning

Rationale: Empowering learners to take ownership of their learning journey is central to our vision for excellence and equity. By **fostering leadership opportunities**, promoting **understanding of children's rights** through the UNCRC, and **embedding our school's vision**, values, and aims into daily practice, we aim to develop confident, responsible, and reflective individuals. Supporting pupils to recognise and record their personal and wider achievements will enhance self-awareness and motivation, while increasing engagement in high-quality learning experiences will ensure all learners are challenged, supported, and inspired to reach their full potential. See S&Q Report for data & evidence.

Target 1: To have increased opportunities to lead within our school.

| What tasks need to be done? | Who is involved? | Teacher | When to be completed by? | Please list impact evident in June 2026. |
|--|---------------------------------------|-----------|--------------------------|--|
| 1. Establish Pupil Leadership Groups with a clear focus to improve the school e.g. RRS Agents, Reading Leaders, JRSO, House Captains, Clean Green etc. | All Leadership Groups | All Leads | Sept 2025 | |
| 2. Promote the PIP across the school, and make sure it is visible. | Pupil Council | PC Lead | Sept 2025 | |
| 3. Complete surveys based on HGIOURS. | Pupil Council | PC Lead | June 2026 | |
| 4. Promote Children's Rights in classes and at assemblies. | RRS Agents | RRS Lead | June 2026 | |
| 5. To survey a selection of pupils on how many values they know. | Pupil Council/House Captains/Prefects | SLT | June 2026 | |

Teaching and Learning Together: Developing a progressive curriculum & Teaching and Learning experiences

Rationale: At Darvel Primary, we aim to deliver a curriculum that is relevant, engaging, and reflective of our context, while aligned with national guidance. Strengthening progression across all BGE areas—including French, STEM, and Outdoor Learning—ensures breadth and depth for all learners. High-quality teaching and effective pedagogy, including play-based learning in P1–P3, will further enhance engagement, support progression, and help every learner achieve their potential. See S&Q Report for data & evidence.

Target 2: To be fully involved in the development of the Excellent Learning Experience

| What tasks need to be done? | Who is involved? | Teacher | When to be completed by? | Please list impact evident in June 2026. |
|--|-------------------|---------|--------------------------|--|
| 1. Produce checklist for learning walks, based on the Excellent Learning Experience. | Leadership Groups | LT | January 2026 | |
| 2. To review learning and teaching & understanding of HOTS questioning and feedback. | Leadership Groups | LT | January 2026 | |
| 3. To create questions to ask pupils about their learning. | Leadership Groups | LT | January 2026 | |
| 4. Undertake learning walks. | Leadership Groups | LT | January 2026 | |
| 5. Feedback results to SLT | Leadership Groups | LT | January 2026 | |

Our Wellbeing and Belonging: Present, Participating, Supported & Achieving

Rationale: We are committed to ensuring all learners are present, participating, supported, and achieving. By improving attendance, supporting care-experienced children, and embedding **inclusive, relational, and communication-friendly practices**, we aim to create a **safe, nurturing environment** where every learner feels valued, included, and ready to learn. See S&Q Report for data & evidence.

Target 3: To promote positive behaviour and inclusion of all.

| What tasks need to be done? | Who is involved? | Teacher | When to be completed by? | Please list impact evident in June 2026. |
|---|---------------------|---------------------|--------------------------|--|
| 1. Produce Relationships survey. | RRS & Pupil Council | HT | October 2025 | |
| 2. Promotion of Relationships & Behaviour Strategy to all learners. | RRS & Pupil Council | HT | January 2026 | |
| 3. Able to gather examples of Communication Friendly Resources in school. | RRS & Pupil Council | Comm. Friendly Lead | January 2026 | |
| 4. Meet with Mr McIlwraith to give input into the school reward system. | RRS & Pupil Council | HT | October 2025 | |
| 5. To promote school reward system through assemblies. | RRS & Pupil Council | HT | October 2025 | |

Our Attainment, Destinations and Achievements: Achieving Progress for All

Rationale: Raising attainment and ensuring progression for all learners is a key priority. By using reliable assessment data, we can track progress and target support effectively. Improving writing attainment, digital literacy, and road safety skills will **equip learners with essential competencies for life and learning**. A strong focus on digital technologies and well-planned transitions will ensure learners are confident, skilled, and ready for their next stage. See S&Q Report for data & evidence.

Target 4: To develop skills in technology and be prepared for key transition stages.

| What tasks need to be done? | Who is involved? | Teacher | When to be completed by? | Please list impact evident in June 2026. |
|--|-----------------------------|------------|--------------------------|--|
| 1. To support safe use of all electrical equipment. | Identified Leadership Group | Tech. Lead | | |
| 2. Demonstrate a range of ways that children can learn through technologies and promote with parents/carers. | P6 & P7 Pupils | Tech. Lead | | |
| 3. Provide views on our transition experiences. | ECC and P7 Pupils | LT | | |



Darvel Primary School Improvement Plan 2025 - 2026



Our Leadership

Increasing Pupil Leadership
Understanding Rights
Living Our School Values
Engaging Learning Experiences
Celebrating Achievements



Teaching & Learning Together

Relevant and Engaging Curriculum
Broad and Balanced Curriculum
High Quality Teaching
Play Based Learning (P1-3)



Our Wellbeing & Belonging

Improving Attendance
Supporting Care Experienced Pupils
Positive Relationships & Behaviour
Inclusive Classrooms
Whole-School Wellbeing



Our Attainment, Destinations & Achievements

Developing Assessments
Writing Attainment
Digital Literacy & Online Safety
Digital Skills (P6 & P7)
Road Safety & Cycling
Smooth Transitions

