East Ayrshire Council

Standards and Quality Report

2024 - 2025

Darvel Primary School

DARVEL

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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 actively encourage parental and community involvement and, wherever possible, we work with local organisations and businesses to help develop our curriculum and experiences for our young people.

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 2024/25 was 269, with 10 classes. The roll in 2025/2026 is projected to be 248. Staffing ratio for 2024/25 was 12.9 FTE, including the Head Teacher, a Depute Head Teacher and two Principal Teachers. Staffing for 2025/2026 is projected at 12.9 FTE which includes two probationers over 10 classes. The current Head Teacher, Mr McIlwraith, was appointed in June 2024. He is supported by a Depute Head Teacher and two Principal Teachers. In addition, the school is allocated 0.4 teaching support for learning from the East Ayrshire Support Team. Staff are supported by one Early Learning and Childcare 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 (SIP).
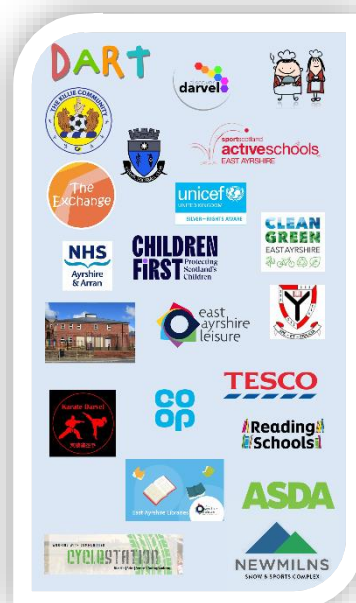
STAGE PROFILE 2024-2025

P1 (M/F)	P2 (M/F)	P3 (M/F)	P4 (M/F)	P5 (M/F)	P6 (M/F)	P7 (M/F)
30 (13/17)	28 (13/15)	46 (25/21)	31 (14/17)	44 (26/18)	37 (21/16)	51 (19/32)

WIDER PROFILE 2024-2025

Free School Meal Entitlement	Average Attendance	ASN	Exclusions
16%	93%	31% (82 pupils)	0%

Following a review of ASN, 31% of the school's population was identified as having Additional Support Needs. In addition, support from Classroom Assistants and Early Learning Childcare Practitioner has helped to address children with literacy and numeracy barriers, and 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 PROFILE 2024-2025

SIMD 1	SIMD 2	SIMD 3	SIMD 4	SIMD 5	SIMD 6	SIMD 7	SIMD 8	SIMD 9	SIMD 10
4%	4%	4%	46%	22%	-	5%	0%	14%	-

SIMD (Scottish Index of Multiple Deprivation) indicates 8% of our school's population fall between deciles 1 and 2, identified as the most deprived, and 14% in decile 9. The majority of our pupils live in decile band 4 at 46%.

In session 2024/25, the average attendance rate was 93% which is a 0.5% increase from the previous session, and 1% increase from 2023-24 session. The 7% absence was divided between 4.7% authorised absences and 2.3% unauthorised absences, a decrease in 0.4% unauthorised absences. Maximising attendance was a focus for improvement in 2024/25, which led to the implementation of our 'All Learners, All Day' campaign. 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 literacy and numeracy initiatives.

Establishment Vision, Values and Aims

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

Improvement Priority	Education Service Improvement Plan 1: Our Leadership
• To integrate Darvel Primary School's new vision and values into the daily practice and overall ethos of the school community. • Learners and all our stakeholders will have further increased sense of pride and belonging in our school. • Learners will have a further increased understanding of their rights according to UNCRC. • Increase opportunities for a range of stakeholders to take lead roles in aspects of school improvement. This includes children, parents and partners. • Increase overall pupil participation in school activities and decision-making processes by 25% by the end of the academic year. • Enhance learner engagement and learning by 20% by developing our outdoor learning experiences across the school. • To enhance learner outcomes by ensuring rigorous and collaborative quality assurance practices between stakeholders.	We actively support, promote and enact leadership at all levels. Our young people are supported to be leaders of 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, playroom and centre.

Our Leadership

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%

Leadership at all Levels (ESIP Ref No. 1.1 & 1.4)

o A key focus this session has been to **strengthen distributed leadership**, pupil voice, and collaborative working with parents and carers. **Leadership Team remits** have been reviewed and updated to reflect current school priorities and are now aligned with the GTCS Standards for Middle Leadership. All teaching staff (100%) have been allocated leadership responsibilities linked to the School Improvement Plan.

o As a school we have increased the number of pupil **leadership groups** this session. Our groups include the Pupil Council, RRS Agents, Eco Leaders, Reading Leaders, House Captains, and Prefects. Each group maintains a **Learning Journal profile** to document their work and impact.

o The **Reading Leadership Group** & Rights Respecting Schools Agents are particularly well established, meeting regularly and leading school-wide initiatives. Their work contributed to achieving **Core Reading School status**, and **Silver Rights Respecting Schools status** in November 2024. Promotion of reading for enjoyment continues through visits to the local library, World Book Day etc. with our Reading Leadership Group. All classes have increased their visits to the library, attending three times a year – **an increase of 200%.**

o The **Free Period Provision Group** has also taken responsibility for managing resources, raising awareness of available support and promoting dignity and inclusion.

o A **Pupil Improvement Plan** (PIP) for session 2025-2026 has been co-created with the Pupil Council and will be launched in the new session, supporting pupil ownership of school priorities.

o Whilst some pupil groups are well established, others such as the Pupil Council and House Captains have not met as regularly as planned. There is a need to ensure **consistency and sustainability** across all leadership groups.

o The recent pupil survey (average score of **3.48/5**) indicates that whilst many pupils feel heard, there is scope to further strengthen **pupil voice** in decision-making.

o Work on **outdoor learning** is at an early stage. Progress has been impacted by logistical challenges related to facilities and health and safety. However, the school is working collaboratively with the Parent Council to address these barriers.
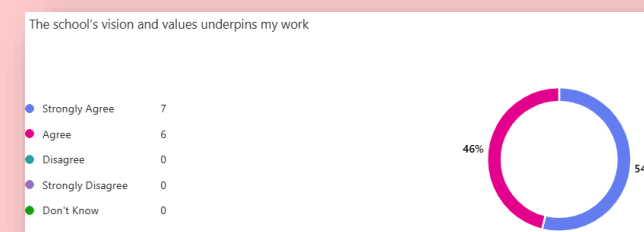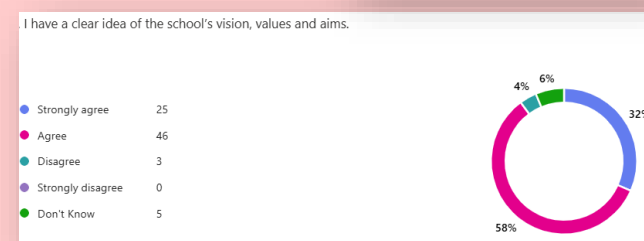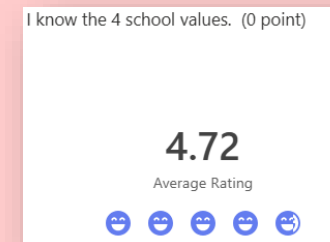
My school listens to my views. (0 point)

3.48

Average Rating

Vision & Values Implementation (ESIP Ref No. 1.3)

- o The **school's vision and values are highly visible** throughout the physical environment, with the Vision & Values poster displayed in all (100%) classrooms and communal areas.
- o There is a **weekly focus** on our school values at assembly through a revised Pupil of the Week system. This recognises pupils who exemplify the school's values, promoting positive behaviour and achievement.
- o Restorative conversations led by Pupil Support Assistants and the Senior Leadership Team are increasingly linked to the values, supporting wellbeing and inclusion. However, this requires further implementation and consistency. Working with our Educational Psychologist, **development work on defining behaviour expectations** and rules in schools and classrooms, linked to the values has taken place. This will be formally introduced to children next session and will help to ensure expectations are clear, consistent, and easily understood by our young people.
- o A recent survey demonstrated **most (71%) parents/carers had a clear idea of the school's vision, values and aims.** Planned workshops for parents and carers to explore the vision and values have not yet been implemented, limiting wider stakeholder engagement. However, the school continues to work in partnership with the Parent Council to promote its ethos and values through community events.
- o Teaching staff recognise that the school's vision and values underpin their work (54% strongly agree, 46% agree). There is an **opportunity to further embed the values into the curriculum** through planned, progressive learning experiences across all stages.
- o Children are **beginning to articulate the values** and recognise them in others, though more structured opportunities are needed to help them internalise and apply these values consistently.

I know the 4 school values. (0 point)

4.72
Average Rating

I have a clear idea of the school's vision, values and aims.

- Strongly agree   25
- Agree   46
- Disagree   3
- Strongly disagree   0
- Don't Know   5

4% 6%
32%
58%

The school's vision and values underpins my work

- Strongly Agree   7
- Agree   6
- Disagree   0
- Strongly Disagree   0
- Don't Know   0

46%
54%

Rights Respecting School & Respect Me (ESIP Ref No. 1.4)

- o In 2024/2025, there has been a strong focus on the continuation **in promoting the UNCRC in all practices** throughout the school. The established RRS Leadership Group (RRS Agents) meet every month. During the meeting, the group compile activities for the following 'article of the month' and distribute resources to all classes. The pupils have bonded as a team and work well in partnership thus forming a strong sense of community. The 'article of the month' is displayed on all school newsletters, which signifies its importance to parents, carers and the wider community.

- o The leadership group updates the RRS display board monthly. It highlights the 'article of the month' and where appropriate, examples of pupils' work are exhibited. As a result, the whole school forum has **increased engagement and awareness** of the importance of children's' rights.
- o The RRS leadership group have renewed the school playground charter and introduced a lunchtime charter. This is a reflection of the school ethos and values as well as the importance of pupil voice.
- o The RRS leadership group led part of an assembly where they shared the charters with their peers. Staff were provided with a copy of the charters to promote their importance with the learners in the classroom.
- o Children's rights are a focal point across the school and are shared and **discussed through the majority of our weekly assemblies** as well as in classrooms.
- o **Most school staff** continue to wear the RRS lanyard with their identity badge, thus showing their commitment to upholding children's rights as Duty Bearers.
- o **Most staff (77%) feel somewhat confident** in teaching Children's Rights to their pupils. This is an 8% increase from last session.
- o There is evidence in all classrooms of displays being linked (where appropriate) to specific articles.
- o The school engaged in a highly successful Rights Respecting visit and have now **achieved the Silver Accreditation**. As a result, we will now begin to work towards the Gold status.
- o A short-life pupil group was established in Term 1 to promote anti-bullying as part of the school's commitment to wellbeing and inclusion. Led by a member of staff, the group delivered a whole-school assembly to raise awareness of key messages from *RespectMe*. While this initial engagement was positive, the group did not progress as anticipated, and **further development work is required to ensure sustained pupil leadership** and impact in this area.

Quality Assurance (ESIP Ref No. 1.1)
- o We continue to prioritise robust quality assurance processes to support continuous improvement in learning, teaching and assessment. A comprehensive **Quality Assurance Calendar** has been implemented for the second year and is now embedded in school practice. It provides a structured approach to monitoring and evaluating learning and teaching and supports effective triangulation of data.

I am actively involved in the school's on-going self-evaluation

Strongly Agree	8
Agree	5
Disagree	0
Strongly Disagree	0
Don't Know	0

38%
62%

- o Staff recognise their role in **self-evaluation** and feel empowered to contribute meaningfully to school improvement planning. Evidence indicates strong engagement with the calendar, with **62% strongly agreeing** and **48% agreeing** that it supports effective analysis of learning and teaching.
- o Although the school was unable to participate in the Education Group moderation activities due to competing priorities, a focused programme of **internal moderation** was implemented, particularly in writing. This supported staff in making more confident professional judgements: **100% of teaching staff** agreed that moderation activities supported their assessment decisions, with **15% strongly agreeing** and **85% agreeing**. Whilst internal moderation has been effective, there is scope to expand this to other curricular areas and ensure a **progressive, planned approach** to moderation across the school.
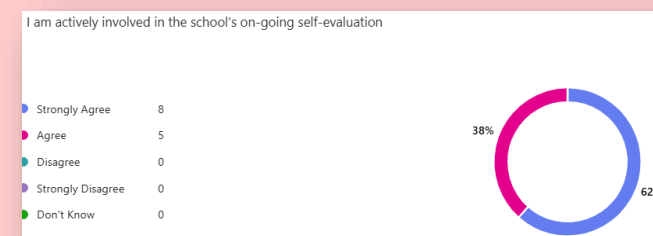
Play Pedagogy & Active Learning (ESIP Red No. 1.1)

o This session, further progress and improvement in implementing play pedagogy has taken place. Early Years Staff have engaged in a variety of CLPL opportunities, including 'Play Therapy'. Staff have visited two establishments to observe and experience play in a different setting. This opportunity has enabled staff to share good practice and implement new ideas in their classrooms.

o Infant staff have been supported from the ELCP to begin to develop a play-based environment in Primaries 1 & 1/2. The learning environment has been adapted to create an open free-flow space for learners.

o Pupils have a soft start in the morning, which encourages 'child led' exploration. Research undertaken by staff states that this enhances cognitive development, boosts creativity, and the development of essential skills. P1 and P1/2 classes also experience daily opportunities for learning through adult-led and adult-initiated experiences.

o The introduction of meta-skills by P1/2 has increased the dialogue and development of the majority of learners in this stage. It acts as a foundation for children to build more advanced, specific skills, such as communication and curiosity.

o Staff want to ensure pupils are experiencing a variety of types of play and are furthering opportunities for literacy and numeracy development within play. Staff have adapted their practice and engaged pupils in active learning rotations for literacy and numeracy whilst incorporating 'child led' play into lessons.

o An additional room has been created by the ELCP for infant classes to experience a play based setting out with the classroom. This space allows for small groups of children to engage in a range of activities, individuals to have a calm, sensory area to regulate and a base for an infant social communication group.

o P1 & P1/2 Staff have carried out personal research and engaged in professional reading of play-based approaches. As a result, staff are being upskilled and are developing and evolving their learning environments accordingly.

o A play rationale, which is relevant to our context and learners, is being developed to ensure consistency in approach throughout the infant classes. Staff are developing their practice in line with the current guidance.

o Pupils in Primary 1 achieved and excelled their targets of 85% with 90% of P1 learners achieving Early Level Literacy & Numeracy in 2024/25. Whilst more robust tracking and monitoring has supported teacher judgements, it would appear the implementation of our play pedagogy has supported most learners in achieving their Early Level milestone.

P1	2022/23	2023/24	2024/25
Reading	74	81	90
Writing	65	81	90
L&T	72	81	100
Literacy	59	78	90
Numeracy	72	78	90

Next Steps	**Leadership at all Levels**

o Further develop and embed staff leadership roles through PRD processes and professional learning aligned with GTCS standards.

o Launch and evaluate the Pupil Improvement Plan (PIP), ensuring it is visible and meaningful to all learners. Pupil Leadership Groups to have clear remits and opportunities linked to PIP to influence school improvement with regular and purposeful engagement.

o Continue to work with the Parent Council to develop outdoor learning spaces and implement a progressive programme of outdoor experiences with teaching staff.

o Use pupil feedback to evaluate and enhance opportunities for learner participation and leadership across the school.

o Reading Leadership Group to continue to promote a positive reading culture and continue to gather evidence towards Silver Accreditation.

Vision and Values Implementation
o Develop and implement a programme of values-based learning activities across the curriculum.
o Revisit plans to deliver parent/carer workshops or alternative engagement strategies to deepen understanding of the school's ethos.
o Develop explicit learning experiences that help pupils understand how to live by the values in their daily interactions and learning. This will strengthen links between the school's values and learning, teaching and assessment practices.
o Continue to gather pupil and parent voice to evaluate the impact of the vision and values on the school community.
o Using self-evaluation tools (e.g. HGIOS? 4 challenge questions) with staff and pupils to assess the impact of the values on learning and relationships.
o Implement a Monthly Assembly focus on one of the core values, supporting consistent messaging and reinforcement.

Rights Respecting Schools & Respect Me
o We will continue on our RRS journey and work towards the Gold accreditation. Children's rights will continue to be a focal point across the school and will be 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.
o 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.
o Re-visit the implementation of a Respect Me Pupil Leadership Group which will also include parents on the Respect Me community programme to develop a shared understanding of bullying.

Quality Assurance
o Re-engage with Education Group moderation activities to support shared understanding of standards and expectations across schools.
o Extend internal moderation activities to include a broader range of curricular areas, with a focus on planning, learning, teaching and assessment.
o Continue to refine and embed the Quality Assurance Calendar, ensuring it remains responsive to school priorities and supports ongoing self-evaluation.
o Use staff feedback and data to evaluate the impact of quality assurance activities on learner progress and attainment.

Play Pedagogy & Active Learning
o Incorporate play pedagogy within the P1-3 stages of the school.
o Staff to further engage in professional dialogue with colleagues in other establishments.
o Seize opportunities for further CLPL training.
o Adapt learning zones in classrooms and develop a meaningful outdoor learning environment for the learners.
o Develop a strategic approach to the implementation of 'meta skills' into teaching and learning across the school.

Improvement Priority	Education Service Improvement Plan

• Attainment of our learners will increase by 10-15% as a result of improvements relating to:
  ○ Learning and Teaching using effective pedagogy
  ○ Curriculum
  ○ Enhanced approaches to moderation and assessment
• To refresh and develop a curriculum to enhance relevance and pupil engagement linked to pupil interests.
• Improve attainment in P7 by 15-20% in all areas of literacy.
• Improve children's attainment in writing across the school by 10%-15%.
• All staff (100%) will show increased confidence in teaching and assessing writing at their stage.
• All staff (100%) will show increased confidence in teaching and assessing numeracy and mathematics.
	Priority 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.

Teaching and Learning Together

Progress and Impact	Whole School Learning & Teaching (ESIP Ref No. 2.1 & 2.2)
All — 100% Almost all — 91%-99% Most — 75%-90% Majority — 50%-74% Minority/less than half — 15%-49% A few — less than 15%	○ This session, we focused on developing a shared understanding of high-quality teaching through professional reading and collaborative reflection. All staff (100%) engaged with *The Teaching Delusion*, reporting a positive impact on classroom practice. This was supported by peer observations and the **introduction of a whole-school Lesson Criteria**, promoting consistency in planning and pedagogy. ○ Professional learning was further enhanced through the *Leaders of Learning* programme, with the Principal Teacher & Head Teacher leading staff development on **learning intentions, success criteria, and feedback**. Staff also participated in *Power Up Your Pedagogy* workshops, with all reporting improvements in lesson planning and delivery. ○ Pupil feedback indicates **strong awareness of learning intentions (97.5%),** with most learners (81% literacy, 85% numeracy) consistently identifying them. Similarly, **97.5% of learners recognised success criteria,** with the majority (67.5% literacy, 72.5% numeracy) doing so regularly. Almost all pupils (95%) felt supported in understanding their progress. ○ Peer and outward observations were a key feature of professional learning, with 85% of staff participating and 82% focusing on literacy. Almost all found the experience beneficial. Staff now use the 'Excellent Lesson' and observation templates to support reflective practice and this should be continued next session in order to continue to improve practice.
	Curriculum Reform (ESIP Ref No. 2.1 & 2.3) ○ This session, we began a **phased approach to curriculum reform**, with a focus on aligning our curriculum with the refreshed *Curriculum for Excellence* narrative and the evolving needs of our learners. Staff engaged in **professional learning** led by the Depute Head Teacher, exploring the **identity of Darvel Primary** and how this shapes our curriculum offer. This work laid the foundation for a refreshed curriculum rationale, co-created by a staff working group, which clearly articulates our vision, values, and place within the local community. ○ To support progression and coherence, it was intended staff would use the CfE Machine to track learner knowledge across the curriculum. This priority will be implemented next session to inform planning and highlight areas for deeper learning. ○ The Depute Head Teacher also attended SWEIC sessions on curriculum design, covering themes such as **learner agency, transitions, and child-centred pedagogy.** These inputs will inform the next phase of our curriculum refresh, now scheduled for 2025–26 to align with national developments.

Literacy (ESIP Ref No. 2.1)

Reading	P1	P2	P3	P4	P5	P6	P7
P1	90						
P2	81	79					
P3	74	70	67				
P4	70	86	80	80			
P5	67	-	60	70	84		
P6	-	-	-	86	79	82	
P7	74	-	-	70	75	67	92

Writing	P1	P2	P3	P4	P5	P6	P7
P1	90						
P2	81	75					
P3	65	63	63				
P4	63	93	83	70			
P5	62	-	62	68	84		
P6	-	-	-	68	68	71	
P7	66	-	-	68	67	62	92

o This session, we continued to strengthen our whole-school approach to literacy, with a focus on balance, progression, and consistency. SLT monitored implementation through timetables and classroom observations, ensuring breadth and depth of coverage.

o There is a visible increase in achievement of a level in Reading & Writing across the school. All stages apart from P3 have improved attainment.

o A draft Writing Genre Overview was introduced, with **most staff (79%) reporting effective implementation**. This has supported a more focused approach to genre development. All staff participated in moderation sessions with the EAC Literacy QIO, and the majority (69%) reported **increased confidence in assessing writing.**

o Grammar teaching has become more embedded, with most staff (85%) delivering it regularly through varied approaches. In P7, NSA data was used effectively to target grammar instruction, and the *Tools for Writing* framework was introduced at P4 to address attainment concerns. Writing Assessment Folders were also launched this year, with 54% of staff finding them effective in tracking progress. As this is a new initiative, confidence is expected to grow as the system embeds.

o **Feedback practices have improved**, with most staff (85%) confident in providing quality feedback. However, this was not always visible during lesson observations and requires greater presence in the implementation of an Excellent Lesson. Pupil voice data shows that 60.5% of learners can articulate their progress and next steps. Self and peer assessment are emerging practices, supported by the Leaders of Learning programme.

o Consistency in **presentation has improved** through the implementation of a literacy jotter layout, with 85% of staff reporting a positive impact. Almost all pupils (94.7%) said the layout helps them understand expectations, supporting a consistent standard across the school.

o To promote reading for enjoyment, the school invested in additional physical books for P1–P3 and continued to use online platforms such as Boost and Giglets. Most staff (84%) use these resources to promote reading, and **81.7% of pupils engage** with them at home. Almost all pupils (92.1%) access digital tools during literacy lessons, highlighting the value of blended approaches.

Numeracy (ESIP Ref No. 2.1)

Numeracy	P1	P2	P3	P4	P5	P6	P7
P1	90						
P2	78	82					
P3	72	67	67				
P4	87	86	80	73			
P5	78	-	79	77	79		
P6	-	-	-	89	84	84	
P7	88	-	-	70	90	79	90

o We continued to strengthen our approach to numeracy through **targeted CLPL and a focus on pedagogy, progression, and consistency**. Staff engaged with the EAC Numeracy QIO and participated in *Power Up Your Pedagogy* sessions, with most (80%) reporting increased confidence in delivering numeracy and almost all (93%) feeling confident in delivering high-quality learning and teaching. Staff highlighted the value of resources such as NRICH and Thinking Mathematically in enhancing their practice. Further exploration of these resources is required.

o Attainment levels in Numeracy have increased in all stages, apart from P3 and P4.

o **Learner awareness of learning intentions is developing,** with 74% at First Level and 63% at Second Level consistently identifying them. Success criteria are becoming more embedded, with 58% of pupils able to articulate them. Observations confirmed that learning intentions are routinely shared, with **some success criteria co-created with learners**.

	o Staff confidence in understanding progression in numeracy has improved, with 85% reporting a strong grasp following QIO input. Number Talks are now used by all staff, but data would demonstrate a need to ensure this intervention is implemented frequently. o While peer observation in numeracy was limited due to a literacy focus, all staff gathered learner feedback regularly. Most pupils (85%) at First Level reported **high confidence in numeracy** and 78% found it enjoyable. At Second Level, confidence remained high (67%), though 32% expressed a desire for more hands-on materials. o New resources such as TeeJay Maths and Heinemann Active Maths were introduced and well received. Staff reported these supported **differentiation and engagement**, though formal assessment is not yet linked to these tools. Outdoor learning was used by 55% of staff to enhance numeracy experiences and will be **further developed next session.** o **Consistency in presentation has improved** through the introduction of numeracy jotter layouts. Almost all staff (92%) felt this supported high standards, and 92.5% of pupils reported using the layout regularly to guide their work.
Next Steps	**Whole School Learning & Teaching** • Increase consistency in the use and co-creation of success criteria. • Introduce start/end-of-year pupil surveys to track impact over time. • Expand outward observation opportunities, with a focus on numeracy. **Curriculum Reform** • Launch the new curriculum rationale to the school and wider community. • Align developments with national guidance and timelines. • Facilitate outward visits to observe innovative curriculum practices. **Literacy** • Finalise and roll out the Writing Genre Overview in 2025–26, aligned with the assessment calendar. • Continue embedding feedback strategies, with a focus on co-constructed success criteria. • Expand use of the *Tools for Writing* framework across all stages. • Build confidence in using Writing Assessment Folders to inform teacher judgement. • Strengthen the culture of reading for enjoyment and gather evidence for Reading Schools Silver status. • Use assessment data more systematically to inform planning and interventions. **Numeracy** • Continue CLPL and outward-looking observations to embed high-quality practice. • Introduce external assessments at P3 and P6 to support early identification of needs. • Strengthen assessment discussions during tracking meetings. • Increase opportunities for co-creation of success criteria. • Improve adherence to the assessment calendar through professional dialogue. • Target confidence and enjoyment at Second Level, including more outdoor learning. • Embed Heinemann Active Maths for homework and provide further staff training. • Use staff and pupil surveys in August and May to track progress and inform strategy.

Improvement Priority	**Education Service Improvement Plan Priority 3: Our Wellbeing and Belonging**
o To meet the needs of learners by enhancing and improving staff knowledge and application of child development principles. o To provide learners with a spectrum of support which establishes clear limits, structures and supports that foster relational enrichment and emotional regulation. o To develop an inclusive learning environment with staff and community members with the knowledge to support and challenge learners. o For all pupils (100%) to use the GMWP, with staff analysing and tracking pupil wellbeing. o We will collaborate with stakeholders in creating systems and initiatives which maximise pupil and community participation and engagement in the life of the school. It is our aim to see a rise in attendance and engagement across our school.	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.

Our Wellbeing and Belonging

Progress and Impact	**Relationships & Behaviour (ESIP Ref No. 3.1)**
	o This session, the focus has been on professional learning around child development, emotional regulation, and the creation of supportive classroom environments, in collaboration with our Educational Psychologist.

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

- o **62.5% of staff** (teaching and non-teaching) engaged in professional learning aligned with the **EAC Relationships and Behaviour CLPL Framework**, with a focus on the 'Informed Level'. This supported staff in evaluating current practice and deepening their understanding of child development, trust, and the role of culture and belonging in shaping behaviour.
- o **Regulation Trackers** have been introduced for identified pupils in the **majority of classes (80%),** enabling staff to monitor patterns of behaviour and evaluate the impact of interventions. Staff are required to evaluate the data presented from trackers and to implement relevant changes.
- o Staff have begun to implement strategies that promote **relational enrichment**, including collaborative learning approaches and emotionally attuned responses to behaviour.
- o While initial progress has been made in reviewing policies to support relationally enriched practice, further work is required to **fully develop and implement a revised Relationships and Behaviour Policy**.
- o Continued professional learning is needed to ensure all staff are confident in applying trauma-informed and developmentally appropriate approaches consistently across the school.

Inclusive Practice (ESIP Ref No. 3.2)
- This session, the school focused on developing staff understanding of autism and ADHD, evaluating inclusive strategies, and strengthening systems for tracking and supporting pupils with additional support needs (ASN).
- The **Education Scotland 'Introduction to Autism and Inclusive Practice'** module of study has been initiated with Pupil Support Assistants (PSA) and will be completed next session.
- All staff (100%) have participated in two **NEST (Neurodevelopmental Empowerment & Strategy Team)** training sessions focused on autism and ADHD. This has enhanced staff knowledge and confidence in supporting neurodiverse learners.

- A series of **NEST workshops** were offered to the wider school community, enabling parents and carers to engage with inclusive practices and deepen their understanding of neurodevelopmental conditions. This will help to support the creation of a small support network for parents living with neurodivergent children.
- **Dysregulation Analysis Trackers** have been introduced with identified pupils in some classes. In one P3 group, targeted interventions led to improved regulation and reduced need for ongoing tracking within a term.
- The school has fully implemented a **digital ASN system**, hosted on OneDrive. This has improved accessibility, communication, and monitoring of ASN documentation. Staff report that the system supports more efficient planning and review of targets. **Almost all teaching staff** have utilised this aspect with preparation for meetings to support with planning, informing next steps and condensing targets to make more accessible to learners.
- An **ASN Calendar of Commitments & ASN Flow Chart** has been shared with all staff, supporting clarity around key responsibilities and timelines. This is supporting consistency in practice across the school.
- Most (77%) teaching staff feel confident in completing **Team With The Family** paperwork, with all staff continuing to develop their skills in writing, reviewing, and assessing **Child's Plans and ILPs**. A minority (23%) report being 'extremely confident', indicating further support is required. Further experience and support is needed to build staff confidence in **ASN documentation**, particularly in writing and reviewing Child's Plans and ILPs.
- ASN Co-ordinators work closely with external agencies including the **Educational Psychologist, CAMHS, SALT, Exchange Counselling**, and the **school nurse**, ensuring targeted support for identified pupils.
- Staff use **tracking and monitoring meetings** to identify pupils requiring additional support or challenge. These discussions inform interventions and decisions around ASN log entries.
- The majority of staff (69%) are embedding **nurture principles** in their classrooms, with the remainder (31%) partially embedding them. Almost all learners (93%) report that the school helps them understand how to respect others, and most (88%) feel comfortable approaching staff for support.
- Continued focus is required to ensure **inclusive strategies** are consistently applied across all classrooms and stages.

Wellbeing (ESIP Ref No. 3.6)
- We focused on embedding the East Ayrshire Council's Health and Wellbeing (HWB) Progression Frameworks, using data from the Glasgow Motivational Wellbeing Profile (GMWP) to inform planning, and implementing strategies to ensure equitable access to education.
- All pupils (100%) completed the **GMWP Survey** in Terms 1 and 3. Class teachers received individual class data, enabling them to analyse wellbeing needs and plan targeted interventions.
- All teaching staff with a full class commitments have continued to embed the **EAC HWB Progression Frameworks**, promoting consistency in wellbeing across the school.

I feel safe when I am at school. (0 point)

3.83

Average Rating

😊 😊 😊 😊 😄

- In response to our Term 1 results, a designated staff member supported the implementation of GMWP follow-up activities in classes, working alongside teachers to track progress and identify next steps. Some staff used this data to deliver additional HWB lessons tailored to pupil needs. Whilst GMWP data is being used to inform wellbeing interventions, further work is needed to ensure this data consistently impacts **planning, learning, teaching and assessment** across all classes.

- Pupil feedback indicates that while the **feeling of safety** scored an average of **3.83/5**. Development work is required in this area next session, linked to our Relationships & Behaviour policy. A stronger result of **4.33/5** was recorded when pupils were asked if they had someone to talk to when upset or worried, highlighting the strength of relationships within the school.
- Staff continue to implement and adapt **Emotion Works** resources to meet class social and emotional needs. The majority of teaching staff (67%) find the materials accessible, and 69% feel confident delivering lessons using the programme.
- A minority of staff (23%) have expressed a need for further guidance on Emotion Works, and pupil feedback (42% rating 5 stars) suggests that consistency in delivery across stages requires further development. However, evidence gathered suggest the **Emotion Works programme** is not yet embedded consistently across all stages. Additional support and training are required to ensure all pupils benefit from a coherent and progressive approach to emotional literacy.

Communication Strategy, Family Engagement & Attendance (ESIP Ref No. 3.4, 3.7 & 3.8)

- The school focused on developing a whole-school communication strategy, gathering stakeholder views, and implementing targeted approaches to improve attendance and engagement.
- A short-term working group was established to develop a **Whole School Communication Strategy**, which considered communication methods and response expectations. This will be formally launched in August 2025. The strategy will require ongoing evaluation and refinement in the new session.
- A small number of parents met with the **Leade rship Team** to share their views on communication, with further feedback gathered during parent/carer appointments. The most preferred method of communication was **Learning Journals (40%)**, followed by the School App (18%), Text Messaging (16%), Social Media (14%), Diary Dates (11%), and Face-to-Face (1%).
- **Attendance procedures** have been updated in collaboration with Clerical Staff, who now complete monthly audits. These audits help identify patterns and ensure early intervention, with clerical staff demonstrating strong awareness of family attendance trends. The school also launched the **'All Learners, All Day' campaign** in January 2025, promoting the importance of punctuality and aiming for 95% attendance across the pupil population.
- Clerical Staff and Leadership Team received a **refresher on Standard Circular 5**, reinforcing expectations around the promotion and management of attendance.
- Initial scrutiny of **attainment and attendance data** has begun, with a view to identifying correlations and informing future interventions. Pupils in SIMD 3 and 4 had the lowest overall attendance percentage.
- Average attendance data is 0.5% higher than previous session, at 93%.

| | | • Further analysis is required to fully understand the **impact of attendance on attainment**, and to identify targeted interventions for individuals and groups. |

	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

Next Steps

Relationships & Behaviour
- o 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.
- o Extend professional learning opportunities to ensure all staff engage with the EAC CLPL Framework at the 'Informed Level' and beyond.
- o Finalise and implement a revised Relationships and Behaviour Policy, ensuring it reflects current research and best practice.
- o Continue to embed relational approaches across all classrooms, supported by ongoing coaching, peer collaboration, and reflective practice.
- o Monitor and evaluate the impact of Regulation Trackers and other wellbeing supports to inform next steps in practice and policy.

Inclusive practice
- o All staff within the school to complete 'Introduction to Autism and Inclusive Practice' module.
- o Training session to support with ensuring smart targets are used for all learners.
- o To further embed a system of change; create a school-wide ASN tracking system which is regularly updated for all ASN pupils, including Child's Plan and ILP dates, agency referrals, EAST support, and statuses like LAC (Looked After Child) and CP (Child Protection). This system will allow all staff to easily access ASN information for their classes.
- o Provide targeted support and professional learning to build staff confidence in ASN documentation and planning.
- o Monitor the impact of the digital ASN system and refine processes based on staff feedback.
- o Strengthen inclusive classroom practice through ongoing CLPL, peer collaboration, and support from ASN Co-ordinators and partners.

Wellbeing
- o 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.
- o Provide further CLPL opportunities to support staff in embedding Emotion Works consistently and confidently across all stages.
- o Continue to monitor the implementation of the EAC HWB Progression Frameworks, ensuring they are used to plan for and assess wellbeing outcomes.
- o 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.
- o Develop a social and emotional progression framework linked to resources and strategies across the school to ensure progression.
- o Consistently use Emotion Works language and strategies across the school day, with curricular links made where appropriate.

Communication Strategy, Family Engagement & Attendance
- o Finalise and launch the Communication Strategy, ensuring it is inclusive, accessible, and tailored to stakeholder needs.
- o Establish regular feedback mechanisms to evaluate the effectiveness of communication and make adjustments as needed.
- o Continue to monitor and analyse attendance data, using findings to inform targeted support and interventions.
- o Strengthen collaboration with partner agencies to support families and reduce barriers to attendance.
- o Expand opportunities for family engagement, ensuring communication is two-way and responsive to the needs of the school community.

Improvement Priority	Education Service Improvement Plan Priority 4: Our Attainment, Destinations and Achievements
• Ensure 100% completion of transition plans for all pupils moving from ECCs to Darvel Primary and from Primary 7 to Secondary 1, and conduct at least three engagement activities involving primary staff and pupils, ensuring seamless and well-supported transitions. • Ensure 100% of staff are trained in CR-IS and the 5 Rights, and achieve at least 80% engagement from learners and their families with Learning Journals, the Safer Schools App, and social media channels, thereby enhancing digital literacy, cyber resilience, and internet safety skills across the school community. • Learners will have had the opportunity to develop a range of skills to support progress towards skills for life and work. • By the end of the academic year, conduct tracking and monitoring meetings with each class teacher at least once per term, ensuring 100% of pupil progress data is collected and analysed, facilitating professional discussions, learning walks, early intervention, and targeted support to meet national standards.	We want the very best for all of our young people in East Ayrshire. We aim to ensure that all young people secure a positive destination through excellent achievement and attainment at all levels.

Our Attainment, Destinations and Achievements

Progress and Impact	Key Transitions (ESIP Ref No. 4.2)
	ECC to P1 Transition

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

Key Transitions (ESIP Ref No. 4.2)

ECC to P1 Transition

- From Term 1, the Early Learning & Childcare Practitioner (ELCP) worked closely with ECC staff to plan transition opportunities. These activities began in October and continue in Terms 2 and 3. Activities include **Stay & Plays, story time & Meet the Buddies.** We also run a series of lunchtime sessions in conjunction with the catering staff, which includes a Come Dine With Me with the parents where the children attend a school lunch with family members.
- A **structured programme of events** in Term 3 allowed ECC pupils to engage in learning experiences within the school environment and build familiarity with key staff.
- P6 pupils were paired as 'buddies' with ECC children, participating in joint activities across settings. This helped build relationships and ease the transition for younger pupils.
- TWTF (Team Around the Child) meetings were held for all ECC pupils on the ASN log, involving ECC staff, school staff, and parents/carers to ensure appropriate support was in place. Paperwork has been passed onto the school in a timely manner to allow for information sharing with staff.
- A well-attended evening **information session** was held for new P1 parents/carers, and this was supported by a new comprehensive information pack.

P7 to S1 Transition
- **An improved comprehensive transition programme** was delivered in partnership with the Education Group. Activities included swimming sessions, visits from secondary staff (DHT and PT Pupil Support), and three full transition days. The number of transition experiences has increased when compared to previous sessions.
- **100% of P7 pupils attending Loudoun Academy** participated in the full transition programme, and enhanced transition visits were arranged for pupils with additional support needs, ensuring tailored support and continuity of care.

	Digital Technologies (ESIP 4.4 & 4.5) o This session we have increased access to electronic devices to supporting learning and life skills. 20 new laptops were purchased and redistributed, ensuring all classes have daily access to at least 10 devices. As a test of change, P7 pupils benefit from **1:1 Chromebooks**, which are embedded into daily learning. P7 pupils use devices for organising work, emailing, and saving to folders. A draft laptop commitment has been created for implementation next session. o Regular device use across stages has improved digital skills. There is a **need to adopt a consistent approach** to using a 'digital jotter' to track progression and monitor digital usage across the school. o Cyber Resilience and Internet Safety has also been promoted this session. Internet safety sessions were delivered by class teachers and the Campus Cop. Most pupils engage well and demonstrate responsible online behaviour. All teaching staff (100%) have completed training in **CR-IS and the 5 Rights.** Further support is needed to embed this into classroom practice. Due to other priorities, P5–P7 pupils were not introduced to the Safer Schools App and will be encouraged to use it on personal devices to support their understanding of online safety next session. o Whilst digital literacy is improving, **the technologies curriculum still requires development** to ensure appropriate breadth and depth. Children are also required to have ownership of their Learning Journal Portfolio.
	Skills for Life & Work (ESIP Ref 4.2) o We have continued to foster a strong reading culture by embedding the Reading Schools Framework. All classes visited Darvel Library regularly, promoting reading for pleasure and reinforcing the library's role as a vital community hub. These visits have exposed learners to a wide range of literature, sparking curiosity and promoting positive attitudes toward reading. Initiatives such as DEAR (Drop Everything And Read) have further supported **reading for enjoyment, contributing to improved literacy outcomes** and academic success. o Despite challenges with the absence of our Staff JRSO Lead, the JRSO pupil group collaborated with the Eco Schools team to lead a **fortnightly Bike Bus** in Term 2 and 3. This promoted road safety, physical activity, and community engagement. The initiative was recognised by East Ayrshire Council as best practice, highlighting its success in fostering community connections and essential life skills. o **Development of cycling skills** has been a skills for life we have developed this year also. P4 pupils took part in Mini Riders, and P6 pupils completed Bikeability Level 1. To continue this, access to larger bikes is needed, as some pupils do not own one. A group of 10 pupils from P5 & P6 also attended bike maintenance workshops with Cycle Station, learning practical skills in a real-world setting. This supported engagement, confidence, and inclusion. o Our collaboration with Maths Week Scotland provided learners with opportunities to explore mathematics in real-life contexts across the school. Activities included researching Scottish mathematicians and interviewing local professionals about the role of maths in their careers. This initiative helped learners understand the relevance of numeracy beyond the classroom, supporting the development of transferable skills for future employment. o Lastly, visitors throughout the year included health professionals, a dentist, a school nurse, and hygiene educators. These inputs supported pupils' understanding of health, hygiene, and wellbeing, key to life and work readiness.

	Tracking, Monitoring & Assessment (ESIP Ref No. 4.2) • All teaching staff completed **online tracking** for **literacy**, **numeracy**, and **health & wellbeing** in line with national and local timelines. Judgements were based on a range of evidence including **assessments**, **observations**, and classroom learning. • A whole-school **assessment calendar** was introduced and shared with staff at the start of the session. While most staff followed the schedule, **44%** reported using alternative timings, indicating a need for refinement to support **consistency** and **clarity of purpose**. • **National Standardised Assessments (NSA)** were completed in Term 2 for P4 and P7, and in Term 3 for P1. This supported staff in identifying progress towards achievement of a level, and identifying areas of development required to support pupil attainment. From 2025–26, all NSA assessments will be moved to Term 1 to better inform early intervention. • **Tracking meetings** were held with each class teacher for each term. **Stretch aims** were introduced to support **data literacy** and encourage targeted planning by Class Teachers. These discussions helped identify learners requiring support and informed next steps. • **Learning walks** and **classroom observations** highlighted positive learning environments and provided feedback linked to **QI 2.3 (Learning, Teaching and Assessment)**. These supported professional reflection and improvement. • During **Achievement of a Level meetings**, the Leadership Team implemented additional quality assurance measures to ensure teacher judgements were **robust** and **evidence based**. • Whilst there is a consistent **tracking system**, further development is required on **targeted interventions** and supporting learner progress across the curriculum and at key **transition points**.
Next Steps	**Key Transitions** o Develop and distribute a feedback form to gather views from parents/carers, pupils, and ECC staff on the current transition process. o Use this feedback to identify areas for improvement and co-design future transition activities. o Engage in professional dialogue with colleagues from other establishments to share and adopt best practices in transition planning. o Include opportunities for cross-stage collaboration and pupil leadership (e.g. buddy systems, shared learning events). o Develop individualised transition profiles for pupils with additional support needs, including visual supports and phased visits. **Skills for Life & Work** o Aim for Silver Accreditation in the Reading Schools Framework by expanding pupil-led reading initiatives and family engagement in reading. o Re-establish a consistent staff lead for the JRSO Leadership Group to ensure continuity and impact. o Increase the number of pupils accessing Bikeability Levels 2 and 3, ensuring equitable access across all stages. o Continue partnerships with national initiatives like Maths Week Scotland, and explore similar opportunities in STEM, expressive arts, and enterprise. **Digital Technologies** o Identify a consistent platform for P6 and P7 to record learning and targets (e.g. My World of Work Profile). o Implement a whole-school approach to using digital jotters to evidence progression in digital learning. o Support the newly identified Promethean Trainer to lead staff development in using interactive technologies effectively. o Continue to develop the technologies curriculum to ensure progression across all CfE levels, with clear links to the Digital Literacy and Computing Science Es and Os. o Embed CR-IS and the 5 Rights into classroom learning through planned, progressive experiences.

	Tracking, Monitoring & Assessment ○ Review and revise the assessment calendar to ensure assessments are purposeful, timely, and aligned with tracking periods. ○ 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. ○ 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. ○ Begin using key assessment tasks and profiling to demonstrate application of learning over time. ○ 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.

Pupil Equity Fund: Evaluation

P.E.F. FUNDING ALLOCATIONS

Area of Focus Academic Session Spending					
	Teaching Staff	Non-Teaching Staff	Purchases	Total	% of Total
Attainment & Achievement	£ 2,688.46	£ 43,024.71	£ 2,729.23	£ 48,442.40	68.4%
Attendance	£ -	£ -	£ -	£ -	0.0%
Inclusion	£ 11,182.89	£ 10,796.14	£ -	£ 21,979.03	31.1%
Engagement	£ -	£ -	£ -	-	0.0%
Participation	£ -	£ -	£ 350.00	£ 350.00	0.5%

- Cover for P3 Class
- Implementation of Nurture Group (P3 & P5) and Social Communication Group (P3)

- Supporting inclusion to targeted stages.
- Planned interventions from PSAs.

- H&WB EW (£350)
- Reading Books (£775.91)
- Software Licences (£1898)
  - L Journals
  - CfE Machine
  - Numeracy Resource
  - Nessy
- Pedagogy Books (£54.99)

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.
Play Pedagogy & Active Learning (ELCP 35 hrs) (ESIP Ref No. 1.1) • Support from ELCP to develop a play based environment in Primaries 1-3 to ensure pupils are experiencing a variety of types of play and further develop opportunities for literacy and numeracy within play. • Additional room to be created for infant classes to experience play.	Early Learning Childhood Practitioner (ELCP) worked with identified pupils within a play environment to increase attainment, assess and provide nurture support. ELCP planned playful learning experiences for small groups of children and provided coaching, modelling, and shared knowledge of play-based learning across P1. A large proportion of time was dedicated to supporting a few children on a one-to-one basis who exhibited dysregulated behaviour. Better group interventions are needed to address the needs of these pupils.	Almost all pupils showed an increase in attainment towards their own set targets and most showed significant improvements in Teaching Talking or Quest scores. Literacy & Numeracy Attainment levels in P1 – P3 – demonstrating progress over time. | Literacy	Targets	TP1	TP2	TP3	ACEL
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P1	100	93	90	83	90
P2	68	50	46	75	75
P3	57	37	48	57	61	

• Staff to visit other establishments to view and experience play in a variety of settings. • Staff to carry out research of good practice of play-based approaches.		**Numeracy Targets TP1 TP2 TP3 ACEL** P1 100 100 93 93 90 P2 71 71 75 86 82 P3 67 52 61 63 67 A small group of pupils (8) across P1 and P2 accessed the play environment daily for targeted Literacy and Numeracy interventions using a play approach showing an increase in almost all pupils' communication skills.
Classroom Assistant Funding (37.5 hours) (ESIP Ref. No 2.2) • CA to support classroom teachers in ensuring that timely and well planned interventions are in place for learners requiring additional supports.	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'.	P3 has been a key targeted stage by this resource. Within this stage, the following attained the national expected level: ** Targets TP1 TP2 TP3 ACEL** Literacy 57 37 48 57 61 Numeracy 67 52 61 63 67 ***PEF Impact CYPIF Presentation:*** IMPACT – PUPIL SUPPORT ASSISTANTS
Online & Physical Resources (ESIP Ref No. 2.7) • Continue funding subscriptions to online resources –Giglets, Heinemann Active	All infant classes used these texts well to develop comprehension skills and fluency. This has contributed to increased choice and challenge for pupils when reading.	The Literacy target set for children in P1 & P2 was met. T&M paperwork indicated the impact of interventions. Excellent Learning and Teaching Toolkit which includes a planning tool, peer observation record sheet and Quality Assurance record

|		
Maths, Reading Boost. • Funding used to purchase physical books for reading and numeracy textbooks. • Books to support Professional Learning and CLPL also purchased.	Children were given access to an increased about of books and all children could take home books who weren't accessing the online 'Boost'. Teaching Delusion books were purchased to provide a starting point for Teaching and Learning Toolkit.	sheet. The toolkit is at the early stages of being used and data is being collected which is indicating greater consistency in pedagogical approaches.
Emotion Works • Continue to implement, review and track Emotion Works materials and adapt them to suit our class needs. • Develop a progression framework linked to resources and strategies across the school to ensure progression. • Consistently use Emotion Works language and strategies across the school day, with curricular links made where appropriate.	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. Staff have continued to implement, review and track Emotion Works materials and adapt them to suit their class needs. The majority (67%) of staff feel Emotion Works resources are easily accessible when sourcing activities for lessons online. The majority of staff (69%) feel confident teaching Emotion Works lessons to their pupils. The minority (23%) of staff feel that they would benefit from receiving further guidance on the programme. 45% of staff teach Emotion Works lessons on a monthly basis, with 27% teaching fortnightly and a further 27% teaching weekly. This indicates that there is inconsistency within our approach when delivering this resource to our learners. The minority of pupils (42%) voted 5 stars (out of 5) when asked, 'Emotion Works strategies are taught in my class or discussed'. This needs to be reviewed and further developed in some stages across the school to ensure consistency in our approach.	Staff Post Survey (Review of Academic Year) GMWP Results Wellbeing Attainment Levels

Boost Groups/Nurture/Social Communication (ESIP 4.4 & 4.5)	A Nurture class and Social Communication Group was created to support children in Primary 3 - 5 who were experiencing trauma, dysregulation, displaying distress and who found it challenging to access the school curriculum and whole class environment on a full-time basis. The progress of the Social Communication Group was hindered by a long-term absence of a permanent member of our teaching staff.	*PEF Impact CYPIF Presentation:*

Boost Groups/Nurture/Social Communication (ESIP 4.4 & 4.5)

- We have identified cohorts of children not meeting the national expectation or at risk of not achieving the national expectation. We will offer these children additional support to get back on track via 'Boost Group' support.
- Boost group teacher plans collaboratively with class teacher to ensure key concepts are covered.
- High quality, timely feedback is given to support and enhance learning in boost group.
- Careful monitoring and tracking of learners progress to ensure good pace of learning and progress.

A Nurture class and Social Communication Group was created to support children in Primary 3 - 5 who were experiencing trauma, dysregulation, displaying distress and who found it challenging to access the school curriculum and whole class environment on a full-time basis. The progress of the Social Communication Group was hindered by a long-term absence of a permanent member of our teaching staff.

PEF Impact CYPIF Presentation:
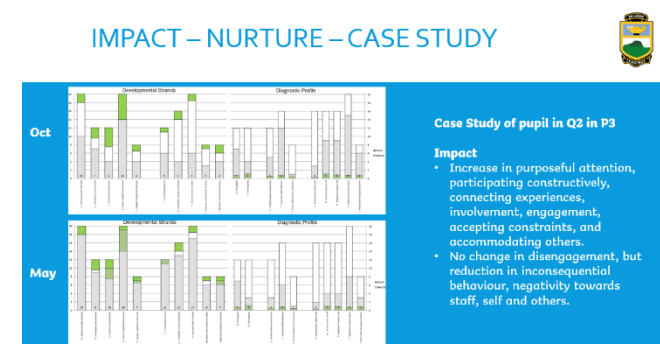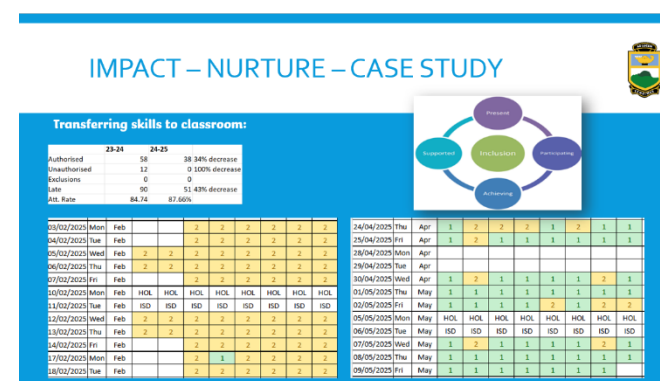
All pupils showed improvements in Teacher Talking assessments indicating increases in developmentally socially appropriate behaviours and skills. Boxall Profiles were used to measure the impact of the children's progress across the session. All children involved made progress in some or more of the Developmental Strands.

Digital Resources (ESIP 4.1 & 4.5)	Digital technology both hardware and digital	All P7 pupils are using Chromebooks regularly in class.
• Purchase of additional laptops, cables, charging stations and laptop bags to support the use of Chromebooks.	subscriptions were purchased and used across P7 to support and enhance, learning and teaching. Hardware was also purchased to increase access to digital technologies in P3-P6. Pupils increased in confidence in using the digital platforms safely and almost all who took part in the sessions found them useful and supportive whilst giving them knowledge that helped them engage with their child's learning.	Some classes use digital technology in their classrooms across the week. Most pupils in P5-P7 can access online resources independently. All staff can use Boost & Giglets reading resources, but more regular use of these resources should be made to challenge pupils with a range of texts at their own level.
Profiling (ESIP 4.1 & 4.5) • Create a consistent approach to profiling learning and developing effective ways of sharing feedback and next steps with parents through the use of Learning Journals. Posts will link to key learning and teaching to enable us to assess progress made.	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. 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. There is also a requirement in ensuring teacher contributions occur on a regular basis, and demonstrate progression in learning.	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. Parents find this resource a helpful and supportive way of communicating with teachers and access regularly – see survey results.

Establishment Self Evaluation: How Good is Our School? 4 Quality Indicators	
Quality Indicator 1.3 Leadership of Change	**4 (Good)**
Quality Indicator 2.3 Learning, Teaching and Assessment	**3 (Satisfactory)**
Quality Indicator 3.1 Ensuring Wellbeing, Equality and Inclusion	**3 (Satisfactory)**
Quality Indicator 3.2 Raising Attainment and Achievement	**4 (Good)**

Establishment Capacity for Improvement

Leadership and Management: How good is our leadership and approach to improvement?

Self-evaluation is embedded across the school, with staff, pupils, and parents contributing to improvement planning. Our refreshed vision, values, and aims are visible and are aligned with our Rights Respecting Schools and Emotion Works work. The majority of staff hold leadership responsibilities linked to the SIP. Pupil leadership has expanded, with 20% of pupils involved in groups such as RRS Agents and Reading Leaders, contributing to Silver RRS and Core Reading School status. A Pupil Improvement Plan has been co-created for 2025–26. While leadership is increasingly distributed, consistency across pupil groups and further development of staff leadership is needed. Stakeholder voice has shaped SIP and PEF spend, though pupil voice in decision-making remains an area for growth.

Learning Provision: How good is the quality of care and education we offer?

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.

Staff have engaged in high-quality CLPL, improving pedagogy and consistency. 100% reported positive impact from professional learning. Jotter layout exemplars support consistency, with 94.7% of pupils using them effectively. Tracking and assessment systems have improved. All staff completed online tracking, and termly meetings with stretch aims, supported data-informed planning. NSA data is used to identify needs, with assessments moving to Term 1 in 2025–26.

Wellbeing is supported through GMWP surveys and targeted interventions. Pupils report strong relationships (4.33/5), though feeling of safety (3.83/5) requires improvement. Consistent approaches to inclusion and inclusive practices requires further development. There are also areas within learning, teaching, and assessment that require attention and further development (Excellent Learning Experience, BGE curriculum etc.). These areas are impacting the quality of the learning experience and/or learner progress.

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

Staff track progress in literacy, numeracy, and HWB using a range of evidence. Writing Assessment Folders and stretch aims support targeted planning. 85% of staff feel confident in moderation and progression. Reading for enjoyment is promoted through Boost, Giglets, and increased library visits. 81.7% of pupils selected engage with online reading at home. Numeracy confidence is high at First Level (85%) but lower at Second Level (67%), with pupils requesting more hands-on learning.

Achievement is recognised through pupil leadership and sustainability work. Continued focus on equity, challenge, and inclusive practice will support further improvement.