

2025 - 2026

Darvel Primary School



Establishment Context

Darvel Primary School is a non-denominational School serving the town of Darvel, the community of Priestland and outlying farms. There is a great sense of pride in the community for local events and activities. In particular, there is great appreciation for DART, Darvello and Darvel Football Club who have brought the town many successes and celebrations. We 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 2025/26 was 245, with 10 classes. The roll in 2026/2027 is projected to be 242. Staffing ratio for 2025/26 was 12.9 FTE, including the Head Teacher, a Depute Head Teacher and two Principal Teachers. Staffing for 2026/2027 is projected at 12.5 FTE which includes a probationer over 10 classes. The current Head Teacher, Mr McIlwraith, was appointed in June 2024. He is supported by a Depute Head Teacher and Principal Teacher. In addition, the school is allocated 0.8 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 part 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 2025-2026

P1 (M/F)	P2 (M/F)	P3 (M/F)	P4 (M/F)	P5 (M/F)	P6 (M/F)	P7 (M/F)
31 (13/18)	30 (13/17)	28 (13/15)	44 (24/20)	31 (16/15)	42 (26/16)	39 (23/16)

WIDER PROFILE 2025-2026

Free Meal Registration	Average Attendance	ASN	Exclusions
21%	93.1%	31% (76 pupils)	4 (2 days)

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 2025-2026

SIMD 1	SIMD 2	SIMD 3	SIMD 4	SIMD 5	SIMD 6	SIMD 7	SIMD 8	SIMD 9	SIMD 10
4.5% #11	4.9% #12	4.9% #12	46.9% #115	20% #49	-	5.3% #13	0.8% #2	12.7% #31	-

SIMD (Scottish Index of Multiple Deprivation) indicates 9.4% (23 pupils) of our school's population fall between deciles 1 and 2, identified as the most deprived, and 12.7% (31 pupils) in decile 9. The majority of our pupils live in decile band 4 at 46.9% (115 pupils).

In session 2025/26, the average attendance rate was 93.1%, close to our improvement target of 93.5%. Most stages demonstrate good attendance, with P3 achieving an excellent 95.3%. We will continue to work closely with families to improve attendance further, with a particular focus on identified cohorts where attendance is below the school average. Early intervention, supportive relationships and regular monitoring will continue to promote high levels of engagement and attendance for all learners. The 6.9% absence was divided between 5% authorised absences (an improvement of 0.3%) and 1.8% unauthorised absences, a decrease in 0.5% when compared to last academic session. Maximising attendance was a focus for improvement in 2024/25, which led to the implementation of our 'All Learners, All Day' campaign which we continued this session. Our School Improvement Plan reflects both the local authority community plan (with a focus on education), the EAC Education School Improvement Plan and the priorities as per the National Improvement Framework.

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

SCHOOL RULES

This session we have introduced three clearly defined expectations for our relationships and behaviour that apply to all of our young people, staff and wider community. Our expectations and rules need to be taught, made visible, periodically reviewed, referred to regularly, and re-taught as needed. Our School Rules (Ready, Respectful, Safe) encourage positive behaviour.



Improvement Priority		Improvement Priority <i>(Expressed as outcomes for learners)</i>		Education Service Improvement Plan 1: Our Leadership	
All	100%	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.		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.	
Almost all	91%-99%				
Most	75%-90%				
Majority	50%-74%				
Minority/less than half	15%-49%				
A few	less than 15%				

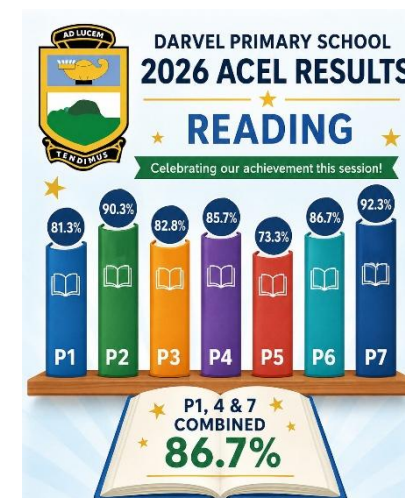
Our Leadership																														
Progress and Impact Intended Outcome: By June 2026, all children will have opportunities to lead aspect of learning. (Baseline: 20%)		Leading Aspects of Learning		Pupil leadership: 55 pupils (22%)																										
		Launch and Evaluate the Pupil Improvement Plan (PIP)		<table><tr><th>Name</th><th>P 1</th><th>P 1/2</th><th>P 2/3</th><th>P 3/4</th><th>P 4</th><th>P 4/5</th><th>P 5</th><th>P 6</th><th>P 6/7</th><th>P 7</th></tr><tr><td>PUPIL LEADERSHIP BY STAGE</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>2</td><td>4</td><td>4</td><td>10</td><td>15</td></tr></table>							Name	P 1	P 1/2	P 2/3	P 3/4	P 4	P 4/5	P 5	P 6	P 6/7	P 7	PUPIL LEADERSHIP BY STAGE	4	4	4	4	4	2	4	4
Name	P 1	P 1/2	P 2/3	P 3/4	P 4	P 4/5	P 5	P 6	P 6/7	P 7																				
PUPIL LEADERSHIP BY STAGE	4	4	4	4	4	2	4	4	10	15																				
		- Pupil Improvement Plan was established and launched with the Pupil Council. This highlighted key areas of leadership for a range of leadership groups. - There is clear evidence that pupil leadership groups are well established, including RRS, Eco, Digital Leaders, Sports Leaders and Wellbeing Champions, supporting learners to influence school improvement priorities. - From a baseline of 20% (less than half), the majority of learners now have opportunities to contribute to decision-making, lead initiatives and share ideas within school life through electives introduced in Term 3. However, only 22% of pupils form part of a Leadership Group. - Most learners report that they feel listened to and valued, demonstrating positive progress in learner participation and voice.																												
				- Learners actively contribute to assemblies, whole-school events and committees, evidencing increased ownership and engagement with school improvement. - Feedback from stakeholders is gathered regularly through digital tools, events and direct engagement, demonstrating that the school has effective systems in place to capture pupil voice. - Opportunities for learners to influence change are increasingly embedded; however, systems for evaluating impact and ensuring visibility of change (e.g. HGIOURS) require further development. - We should ensure all learners (100%) experience consistent and meaningful leadership opportunities across all contexts.																										
		Develop and Embed Staff Leadership Roles																												
		- All staff are engaging in leadership through professional dialogue, CLPL and leadership opportunities linked to PRD, supporting a growing culture of professional leadership. - The majority of staff (58.33%) feel confident or very confident in modelling key aspects of school priorities (e.g. children's rights and leadership), demonstrating positive engagement with leadership development opportunities. - Opportunities for staff to lead initiatives and share practice are evident, including involvement in leadership groups and collaborative working.																												

- As a school we have implemented 'Leading and Learning Groups' during the last term. This has enabled staff to lead on an area of the SIP and provided all pupils from P1-P7 with the opportunity to lead on an aspect of the SIP e.g. Clean Green. This has been successful and will continue in the next session.
- Targeted training (e.g. digital leadership and peer support) is supporting staff confidence in key areas of school improvement.
- There is good progress in developing staff leadership, with the majority of staff demonstrating increased confidence and engagement. However, leadership capacity is not yet consistent across all staff, and further work is required to ensure all staff are confident leaders of learning.
- One identified member of staff has participated in EAC Leaders of Learning this session. Whilst this has made some positive changes to their practice, leading and delivering follow-up CLPL session to enhance pedagogies across the school with all staff has not taken place due to other priorities. This will be a focus next session, linked to our pedagogical training.



Promote a Positive Reading Culture

- Our Reading Leadership Group provides reading-related leadership opportunities which is supporting engagement with reading.
- The school continues to gather evidence towards Reading Accreditation, demonstrating a commitment to developing a positive reading culture.
- There is good progress in promoting a positive learning and reading culture. Most learners demonstrate increased motivation and enjoyment in reading, supported by whole-school approaches and learner-led initiatives (e.g. reading events, pupil-led activities and leadership groups).
- Attainment data demonstrates positive outcomes overall. ACEL data shows that most learners are achieving expected levels in reading, with 86.7% combined attainment across P1, P4 and P7.
- However, while most learners report positive attitudes and engagement with reading, attainment data highlights variability across the school, particularly in middle stages. This indicates that a minority of learners are not yet consistently transferring skills into attainment, despite improved engagement. This remains a key focus for improvement.
- Family engagement is supporting this work. Most families engage in literacy-focused activity, strengthening partnerships and contributing to improved outcomes in line with National Improvement Framework priorities.



Intended Outcome: By June 2026, all pupils will be able to articulate and explain the UNCRC articles featured in 'RRSA Spotlight'.

Rights Respecting Schools Key Strengths

- Most learners (over 85%) can articulate and explain key UNCRC articles explored through RRSA Spotlight activities.
- Most learners (around 75–85%) confidently link children's rights to fairness, inclusion, respect and wellbeing, demonstrating a clear understanding of how rights apply within the school context.



- Learner dialogue indicates that most children recognise the connection between rights, the school's vision and values, and relationship and behaviour policy, reflecting very good progress in developing rights-based understanding.
- Across all classes (100%), Rights Respecting Schools charters are visible and actively used, reinforcing expectations and supporting consistent messaging.
- There is a strong ethos of leadership at all levels, with well-established pupil leadership structures such as the RRS group enabling learners to influence meaningful change across the school (QI 1.3).
- The RRS leadership group demonstrates high-quality leadership skills, contributing to whole-school initiatives including the Playground Charter, Lunch Hall Charter and Red Nose Day, resulting in increased learner confidence, collaboration and agency.
- Rights Respecting Schools is highly visible (100%) across the learning environment, with displays, charters and shared language promoting a coherent and consistent whole-school approach.
- All staff groups, including office, catering and janitorial staff, actively contribute to the RRS culture, promoting a strong sense of community and shared responsibility as duty bearers.
- Achievement of Silver Rights Aware status (November 2024) evidences very good progress in embedding rights-based approaches across learning, teaching and relationships.
- Pupil voice is a strength, with learners influencing decision-making through leadership groups, assemblies and events, in line with Article 12 of the UNCRC, but further development is required to capture the voice of all children.
- Effective engagement with parents/carers, including RRS information sharing at parents' evenings and through newsletters, is supporting a growing awareness of children's rights within the wider community.

Areas for Development

- While staff confidence is improving, a minority of staff (25%) reported requiring further support in modelling and embedding children's rights, indicating a need for greater consistency in practice across all classes.
- Most staff refer to UNCRC articles in daily teaching; however, this is not yet consistent across all learning contexts, limiting full embedding of rights in everyday practice (QI 2.3).
- Opportunities to develop systematic tracking and monitoring of pupil understanding of rights across stages remain underdeveloped.
- While pupil voice is strong within leadership groups, there is scope to ensure all learners consistently experience meaningful participation opportunities in line with the Lundy Model.
- Communication of RRS developments, while effective, would benefit from more regular and structured updates to further strengthen whole-school consistency and shared understanding.

Intended Outcome: 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.

Vision, Values and Aims

Key Strengths

- Almost all learners can identify the school's vision, values and aims, with most confidently explaining their meaning and relevance.
- The majority of our learners apply the school values in their daily interactions, supported by a consistent, values-based approach to relationships and behaviour.

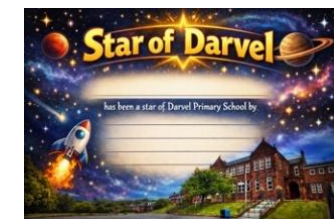




- The school's vision and values are highly visible across all areas, consistently reinforced through displays, corridor signage, banners, shared learning spaces, assemblies and shared language.
- The introduction of monthly values-focused assemblies, alongside 'Value of the Month' themed Pupil of the Week certificates, has strengthened learner engagement with the school's vision and values. These approaches have created regular opportunities for discussion, reflection and celebration linked to the school ethos and expectations.
- Class rules and values are clearly and positively taught using OMPUA (Observable, Measurable, Positively Stated, Understandable and Always Applicable). Class Teachers are required to develop lessons linked to OMPUA across the next session to provide further learning experiences linked to our values and expectations.
- Values are effectively promoted through monthly assemblies and weekly recognition systems, supporting most learners to model positive behaviours.
- Almost all learners (93%) report that the school supports them to understand respect, reflecting a strong nurturing ethos.
- More than 50% of learners hold leadership roles, contributing positively to school improvement, wellbeing and wider achievement.
- Almost all staff consistently embed the vision and values within learning, teaching and relationships.
- Collegiate working is stronger, with professional dialogue supporting consistency and shared expectations.
- Most stakeholders report a positive, inclusive and aspirational ethos across the school community.

Areas for Development

- A minority of learners need further support to link values to their achievements and skills.
- Ensure all learners have consistent opportunities to influence decision-making.
- Further embed restorative approaches consistently across all stages.
- Increase engagement with all parents/carers in relation to the school's values.
- Develop more consistent approaches to tracking wider achievement.



Intended Outcome: By January 2026, all learners will confidently record on their personal and wider achievements, using this to support their progression and celebrate success.
Baseline: 0%

Recording Achievements

Key Strengths

- Initial systems and structures are in place, with all P6 and P7 learners (33% of the school) set up on *My World of Work*, providing a clear foundation for digital profiling.
- Most learners in P6–P7 have begun recording achievements, demonstrating early engagement with the process and an emerging understanding of how to capture learning and wider success.
- The introduction of diagnostic activities has supported staff to identify starting points, enabling more targeted support for learners as they develop their profiles.
- Learning Journals are embedded across the school, with the majority of staff posting regularly, supporting communication with families and sharing of learning experiences.
- There is a clear intention to link achievements to meta-skills, which will strengthen the relevance of profiling and support learners in understanding their progress and next steps.

	Areas for Development • Extend approaches beyond P6 and P7 to ensure all learners across the school (100%) consistently record personal and wider achievements. • Improve consistency in practice, particularly ensuring that all staff follow agreed Learning Journal protocols, with regular and high-quality posts evident across all classes. • Increase learner independence in recording achievements, supporting pupils to input and reflect on their successes more regularly. • Embed a clear, structured approach to recording achievements, including allocated time for learners to update profiles on a weekly or monthly basis. • Strengthen links between achievements and meta-skills, ensuring learners can clearly articulate progress, skills and future next steps. • Expand opportunities to capture achievements beyond school, encouraging contributions from families and partners to support a more holistic picture of learner success. • Develop systems to track and monitor engagement and impact, ensuring that recording achievements supports progression and informs learning.
Intended Outcome: By June 2026, all learners will have increased engagement and participation in high quality learning and teaching experiences.	Quality Assurance - Self-Evaluation for Self-Improvement Key Strengths • The Head Teacher and Senior Leadership Team (SLT) provide clear strategic direction, fostering a culture of high expectations, collaboration and shared accountability. Clear remits for SLT and Leadership Team (LT) members are in place and understood across the school. All staff hold leadership responsibilities linked to School Improvement Plan (SIP) priorities, demonstrating a strong commitment to distributive leadership. • Our School Improvement Plan evidences strong alignment between our vision, self-evaluation evidence and national and local priorities. Professional dialogue indicates that most staff demonstrate a shared ownership of improvement priorities, with a clear understanding of their role in delivering them. • We have continued to strengthen our approaches to self-evaluation for self-improvement. The Quality Assurance Calendar is embedded in practice and used consistently by almost all staff, supporting a structured and systematic approach to monitoring and evaluation. This is complemented by our Calendar of Commitments and Working Time Agreement, ensuring coherence and clarity across the school year. • Regular learning walks, professional dialogue and follow-up sessions have supported ongoing reflection and improvement. Most staff engage meaningfully in professional dialogue following these activities, identifying strengths and areas for development in their practice. • Learner leadership continues to be a key strength. Most learners demonstrate increased confidence in contributing to discussions about their learning and school improvement, supported through pupil voice groups, surveys and learner conversations. • Quality assurance activities and stakeholder feedback demonstrate that most learners are engaged, motivated and actively participating in learning experiences, reflecting the intended outcome of increased engagement. The implementation of the Darvel Excellent Learning Experience and the Learning and Teaching Cycle has supported greater consistency across classrooms. Almost all lessons now feature clear learning intentions and success criteria, enabling learners to better understand their progress. • Professional learning has had a positive impact on practice. Most staff regularly use AiFL strategies, higher order questioning and adaptive teaching approaches to support learner engagement and participation. Digital technologies are used effectively in most classes, with most learners demonstrating improved confidence and independence in digital learning contexts.

	- There is clear evidence that feedback from quality assurance and external validation (including Learning Visits) has led to meaningful change. For example, developments in ASN approaches, Curriculum Rationale and the embedding of the Learning and Teaching Cycle have been directly informed by evaluation and professional dialogue, demonstrating effective leadership of change. Areas for Development - A minority of staff require further support to lead professional learning and drive improvement beyond their own classroom. - Opportunities for learner leadership within quality assurance activities (e.g. learning walks) should be expanded further. - Approaches to feedback within quality assurance need to be more consistently timely, specific and actionable. - Further refinement of quality assurance processes is required to ensure they remain manageable, focused and impactful. - To ensure feedback from SLT is acted upon by Class Teachers, with review meetings implemented as part of quality assurance procedures.
Next Steps / Planned Actions (Session 2026/2027)	Leading Aspects of Learning - Refine and relaunch the Pupil Improvement Plan, with clearer tracking and evaluation measures linked to HGIOURS. - Ensure all staff (100%) are supported through targeted CLPL to embed leadership approaches consistently. - Expand participation to ensure all learners (100%) experience leadership opportunities across learning and school life. - Introduce robust tracking systems to monitor learner leadership participation and impact. - Strengthen communication of pupil voice impact through regular “You said, we did” approaches. - Teachers to select a leadership role and feedback to the whole staff group regarding their progress in relation to their leadership activities. - Continued participation in Leaders of Learning programme, with leads delivering follow-up CLPL to enhance pedagogy across the school. - Strengthen approaches to ensure learner enjoyment leads to improved attainment in reading. - Enhance breadth, diversity and accessibility of reading resources, including ASN provision. - Further develop family and community engagement in reading (e.g. family reading events, library partnerships). Rights Respecting Schools - In partnership with the RRS leadership group, develop and implement a clear RRS class checklist, ensuring consistent planning and delivery across all classes (QI 1.3). - Ensure all staff explicitly reference UNCRC articles in daily lessons, supported by targeted CLPL and professional dialogue (QI 2.3). - Embed children’s rights further into termly planning approaches, ensuring progression and coherence across stages. - Develop and implement a Pupil Voice Charter, using the Lundy Model and Youth Voice Toolkit to strengthen inclusive participation for all learners. - Introduce regular (monthly) RRS updates through assemblies, Learning Journals and school communication channels to enhance visibility and shared understanding. - Continue to develop and update the RRS leadership Learning Journals page to evidence ongoing impact and learner leadership. - Strengthen monitoring and evaluation processes, including learner voice and staff self-evaluation, to track consistency and impact across the school.

- Progress towards achieving Gold Rights Respecting Schools accreditation, building on the strong foundations established.

Vision, Values & Aims

- Provide regular opportunities for learners to reflect on and apply school values.
- Increase leadership opportunities (e.g. assemblies, school improvement, community work).
- Ensure consistency in restorative approaches through professional learning.
- Develop tracking and profiling of wider achievement linked to values.
- Increase family and partner engagement with the school ethos.
- Introduce further recognition (e.g. Star of Darvel awards).
- Host workshops or share digital content to explain the CARE ethos.

Recording Achievements

- Extend My World of Work and achievement recording to all stages (P1–P7).
- Allocate regular, protected time for learners to record achievements.
- Increase learner independence in uploading and reflecting on successes.
- Ensure all staff follow Learning Journal protocols consistently.
- Embed clear links between achievements and meta-skills.
- Strengthen opportunities to capture wider achievements from home and community.

Quality Assurance - Self-Evaluation for Self-Improvement

- Implement targets arising from the Education Scotland Quality Improvement Programme, ensuring alignment with HGIOS4 QI 1.3 and 2.3.
- Continue to develop and embed the Learning and Teaching Cycle, ensuring consistent high-quality practice in all classrooms.
- Review and refine Quality Assurance procedures, ensuring feedback is kind, specific, timely and leads to measurable improvement.
- Extend opportunities for staff leadership of learning, including facilitation of CLPL and professional enquiry.
- Ensure ongoing alignment of PRD processes with SIP priorities, supporting sustained leadership development across all staff.
- Improve professional enquiry and collaborative planning across the school.

Improvement Priority

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

Improvement Priority

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.

Education Service Improvement Plan 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

Intended Outcome: 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.

Curriculum Rationale

Key Strengths

- We have continued to make progress in developing a shared curriculum rationale which reflects the unique context of Darvel Primary and aligns with national expectations. Through collaborative leadership and effective stakeholder engagement, we are building a curriculum that supports equity, relevance and progression for our learners
- Staff have worked collaboratively to refresh and embed a shared Curriculum Rationale, ensuring alignment with CfE, the four capacities and local context. Almost all staff report a clear understanding of the rationale and its purpose in shaping learning experiences.
- The refreshed rationale has been effectively communicated with stakeholders, including families, through digital platforms and Learning Journals. Most parents/carers demonstrate an increased awareness of the school's curriculum offer and priorities.
- There is clear evidence of distributed leadership, with staff contributing meaningfully to curriculum development through collegiate working and professional dialogue.
- Digital learning has been significantly strengthened, particularly within Upper Primary. Increased access to Chromebooks and digital platforms has resulted in:
 - Most learners in P6–P7 confidently engaging with robotics (e.g. VEX Go), and use of laptops to support development in literacy.
 - The majority of learners demonstrating increased independence and digital literacy skills
- There is growing evidence of learner participation and co-design:
 - Most classes provide opportunities for learners to influence aspects of their learning
 - A minority of learners are beginning to take a more active role in shaping interdisciplinary learning contexts

Areas for Development

- While the Curriculum Rationale has been refreshed and shared, consistency in its application across all stages is variable, with a minority of learning experiences not yet fully reflecting the agreed design principles.
- Planned outward visits to other establishments did not take place, limiting opportunities for staff to engage in system-wide collaboration and professional enquiry.



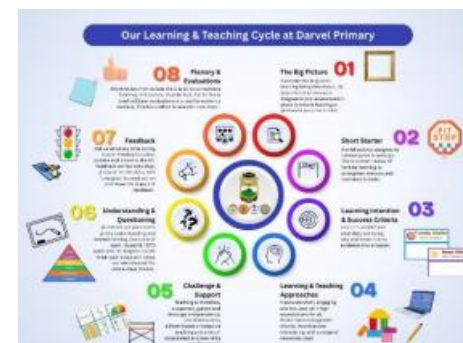
	- Although most learners can make connections to skills and the wider world, depth of understanding varies, with a minority of learners requiring further support to articulate these links in a meaningful way. - Opportunities for learner voice and co-design are not yet fully embedded, with practice ranging from emerging to established across the school.
Intended Outcome: By June 2026, all learners experience a broad, balanced, and progressive curriculum across all areas of the BGE, including French, STEM, and Outdoor Learning.	BGE Progression Key Strengths - Across the school, there has been clear progress in improving BGE progression through collaborative planning and structured approaches. Yearly overviews are used by almost all staff, resulting in more consistent learning experiences. The Learning and Teaching Cycle continues to strengthen pedagogy, with most learners experiencing progressive learning which supports next steps. - STEM and digital learning remain key strengths. Almost all learners engage in regular STEM experiences, developing problem solving, creativity and teamwork skills, supported by strong partnerships. Most upper-stage learners engage confidently in digital learning, with the majority demonstrating increased independence. - French is developing more consistently, with all staff using planners and most learners engaging regularly. The majority show increasing confidence in vocabulary and communication. Collaborative planning in stage-based groups has also improved consistency, with most staff reporting improved progression, and some resource sharing is evident. - Outdoor learning continues to support engagement and wellbeing, with most learners participating in planned experiences. Quality assurance evidence highlights that most learners are engaged and motivated, with the majority finding learning relevant and enjoyable. Areas for Development - While yearly overviews are in place, quality assurance of planning is not yet fully embedded, with a minority of approaches lacking consistency in quality, pace and challenge. - French learning requires further development and monitoring: - It has not yet been a consistent focus within quality assurance activities - A minority of learners require increased exposure and progression in language skills - Outdoor learning is not yet fully embedded as a progressive, planned approach: - While opportunities exist, links to classroom learning are not always explicit or consistent - A minority of learners do not yet experience regular, high-quality outdoor learning - Planned curriculum development working groups were not established, limiting opportunities for structured co-creation of progression frameworks across all curricular areas. - Although collaborative planning has improved, further work is required to ensure progression pathways across all curricular areas (including STEM and Outdoor Learning) are fully coherent and consistently applied. - Access to and development of outdoor learning resources is still at an early stage, impacting the ability of staff to fully maximise the outdoor environment year-round.

Intended Outcome: By June 2026, all learners will engage in and receive high quality teaching and learning with effective pedagogies.

Learning & Teaching Pedagogies

Key Strengths

- A clear, shared understanding of high-quality learning and teaching is established through the Darvel Excellent Learning Experience and Learning & Teaching Cycle. Almost all staff understand expectations, although consistency in application varies.
- Learning intentions and success criteria are visible and referenced in almost all lessons, supporting learners to understand their learning and next steps.
- Whole-staff CLPL, delivered across three sessions (Aug 2025, Feb 2026, May 2026), has strengthened pedagogy:
 - All teaching staff have engaged in professional learning
 - Most staff can apply a range of approaches including adaptive teaching, active learning and higher order questioning
 - Almost all classes use agreed strategies such as WAGOLL and Help Desks
- A wider range of teaching approaches is evident:
 - Most learners experience appropriately paced, engaging and inclusive learning
 - Learners are increasingly offered choice through approaches such as chilli challenges, task selection and use of digital tools
- Digital learning continues to enhance practice:
 - Most learners in P6 and P7 use Chromebooks and digital tools to support learning
 - The majority demonstrate increasing confidence and independence
- Inclusive practice is strengthening:
 - Almost all classes use universal supports such as visual timetables, scaffolding and clearer routines
 - These approaches positively support engagement, wellbeing and readiness to learn
- Meta-skills development has begun:
 - A pilot across upper stages has introduced key language and concepts
 - 41.67% of staff report confidence in delivering meta-skills, reflecting early-stage implementation
 - This session, a working party of 2 staff members was established within the team. The working party has linked with 2 other local authority primary schools who also have meta-skills as a focus on their school improvement plan. Together the 3 schools have met to plan our next steps in rolling out this tool across the establishments. All staff from the 3 schools attended a 'Skills Development Scotland' workshop where an induction to meta-skills was delivered. Following this, a 'Darvel Primary backpack' and 'set of tools' was created as a visual and stimulus. As a pilot, we chose our 3 upper classes for - an introduction to meta-skills. The pupils are becoming familiar with the 'tools' and appropriate terminology.
- Quality assurance and learner feedback indicate from Focus Groups:
 - Most learners are engaged and motivated
 - The majority experience learning that is responsive and appropriately challenging



	Assessment and Feedback - Professional learning in AiFL, feedback and Higher Order Thinking Skills has positively impacted practice, with most staff applying improved strategies. - Verbal feedback is evident in almost all classes, with increasing consistency in approaches (e.g. hand signals, show me boards). - The majority of learners engage in peer and self-assessment, reflecting on their progress and next steps. - Most learners demonstrate an improved understanding of feedback and how it supports their learning. Areas for Development - Further embed consistent application of the Learning & Teaching Cycle across all classes, with a clear focus on key areas identified from observations and quality assurance procedures. - Ensure pedagogy consistently meets learners' needs, including pace, challenge and differentiation. - Continue to develop meta-skills, with most staff requiring increased confidence. - Strengthen consistency in feedback and AiFL strategies, ensuring impact on next steps. - Improve use of assessment data to inform planning and responsive teaching. - Establish consistent expectations for jotter use and feedback quality. - Increase opportunities for professional dialogue, sharing practice and staff accountability. - Further develop numeracy pedagogy, including consistent approaches such as Number Talks. - Overall, the priority is to ensure high-quality practice is fully embedded across all classes.
Intended Outcome: By April 2026, all P1-P3 learners experience enriched, developmentally appropriate play-based learning.	Play Pedagogy Key Strengths - There has been continued improvement in play-based learning across P1–P3, with most learners experiencing engaging, purposeful and developmentally appropriate learning. - Learning environments have been enhanced, with all infant classes featuring clearly defined play zones. These support consistency, independence and understanding of learning across early stages. - Most learners engage positively in play-based experiences, demonstrating increasing confidence, resilience and independence. - Staff engagement in CLPL has strengthened understanding of play pedagogy: - The majority of infant staff (66.6%) feel confident in delivering play-based learning - However, 50% of staff overall report confidence, indicating scope for further development - Play-based learning increasingly incorporates literacy, numeracy, STEM and HWB through meaningful contexts. - Observations, learner conversations and QA evidence show: - Most learners benefit from increased choice, creativity and active participation - Our P1 and P1/2 infant classes use observation approaches to inform responsive planning - Inclusive and nurturing approaches are embedded through Emotion Works, Zones of Regulation and daily check-ins. These are used in all infant classes and support emotional regulation, wellbeing and readiness to learn.

	- Partnerships and staffing (e.g. EYCP support) strengthen delivery, contributing to positive learner engagement and wellbeing outcomes. Areas for Development - Ensure greater consistency in staff confidence and delivery of play pedagogy across all early stages. - Further develop outdoor learning provision, ensuring regular, meaningful links to classroom learning. - Review and refine the soft start approach to maximise learning time in P2–P3. - Strengthen assessment and observation approaches, including links to meta-skills. - Continue to develop therapeutic play approaches to support targeted learners.
Next Steps / Planned Actions (Session 2026/2027)	Curriculum Rationale - Continue to embed and refine the Curriculum Rationale so that it consistently informs planning, learning and teaching across all stages, ensuring a shared understanding of expectations. - Develop the curriculum in line with emerging national guidance, including the refreshed narrative and technical framework, with a clear focus on: <i>Big Ideas</i> <i>Know, Do, Understand</i> approaches - Further strengthen progression pathways across all curricular areas, ensuring: - Clear benchmarks for progression - Increased pace and challenge for all learners - Greater consistency in learner experience - Expand and embed high-quality interdisciplinary learning, ensuring that: - Contexts are relevant, meaningful and reflect real-life learning - Learners can apply skills across different areas - Increase opportunities for learner voice and agency by: - Embedding co-design approaches within planning - Ensuring all learners can influence what and how they learn - Reintroduce outward professional learning opportunities, including visits to other settings, to support innovation, collaboration and continuous improvement. BGE Progression - Embed quality assurance processes for planning to ensure consistency, pace and challenge across all classes. - Further develop French learning, including increased leadership oversight and quality assurance and clear progression pathways across all stages. - Strengthen outdoor learning, ensuring there are regular, planned opportunities across all stages. Develop clear links between classroom learning and outdoor contexts and identification of an Outdoor Learning Lead/Working Group - Continue to develop progression frameworks across all curricular areas, ensuring coherence and clarity for staff and learners.

- Enhance collaborative planning approaches by further developing shared planning resources and ensuring consistent use of centralised systems
- Support the development of outdoor learning spaces and resources, including effective use of new school grounds developments (e.g. polytunnel) and exploration of funding opportunities

Learning & Teaching Pedagogies

- Embed consistent implementation of the Learning & Teaching Cycle through ongoing quality assurance.
- Ensure all classes set and track clear learning targets based on feedback.
- Increase opportunities for learner voice in how and what they learn.
- Strengthen professional dialogue and self-evaluation to improve consistency of practice through the implementation of Micro-Teaching.
- Ensure all staff consistently match pedagogy to learners' needs, interests and learning styles.
- Provide further opportunities to share effective practice across stages.
- Develop a digital planning platform to improve consistency and progression.
- Strengthen numeracy pedagogy, including consistent use of Number Talks.
- Further embed high-quality, personalised feedback, supporting learners to set and review next steps.
- Continue to develop AiFL strategies to deepen learning and identify misconceptions.
- Ensure assessment information is used consistently to inform planning and responsive teaching.
- Establish clear expectations for jotter use and feedback, monitored across all stages.
- Improve staff accountability in responding to quality assurance feedback and agreed next steps.
- To introduce and deliver key messages of meta-skills through the 'Tree of knowledge' assembly pack (12 assemblies - 3x skills per term)
- Adopting the 'Darvel backpack' visual in all classes to help with discussions about individual skills
- Highlight the meta-skills planner with termly overview, and further implementation of Meta-Skills across the school

Play Pedagogy

- Further embed consistent play pedagogy across all P1–P3 classes through targeted CLPL and professional dialogue.
- Develop the outdoor learning environment, ensuring regular, meaningful links to learning.
- Refine and review the soft start approach to maximise learning time.
- Strengthen observation and assessment approaches, including links to meta-skills.
- Update and share the Play Policy with staff and parents/carers.
- Introduce therapeutic play approaches to support emotional regulation and resilience.

Improvement Priority

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

Improvement Priority

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.

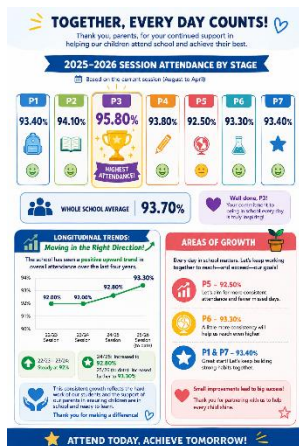
Education Service Improvement Plan Priority 3: Our Wellbeing and Belonging

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.

Our Wellbeing and Belonging

Progress and Impact

Intended Outcome: By May 2026, whole school will have an increased average attendance of 93.5%.

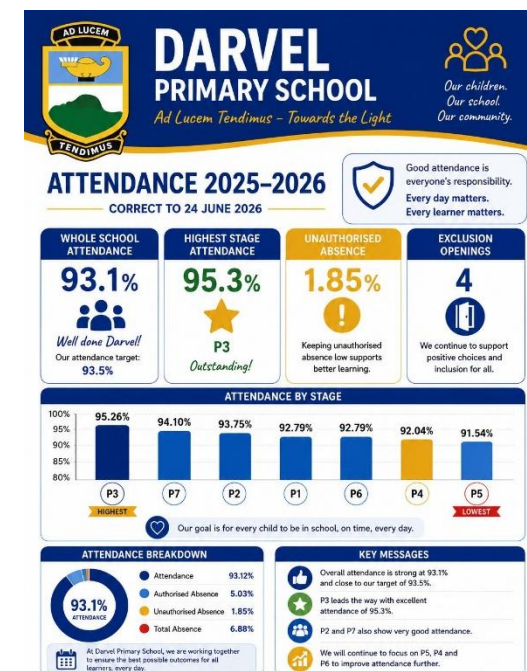


Key Strengths

- Almost all staff demonstrate a strong commitment to improving attendance, supported by robust and highly effective systems for monitoring and tracking. These approaches have been recognised as good practice by the Local Authority, with clerical and management teams playing a key role in ensuring consistency.
- Attendance is reviewed in line with PAR periods, enabling early identification of concerns and timely intervention. As a result, most learners attend regularly, with a majority demonstrating positive engagement in learning and wider school life. Overall attendance has shown a gradual increase (+0.1%), with the overall attendance in June 2026 at 93.1%.
- Most families engage positively with staged interventions, including regular communication and supportive contact. This has strengthened relationships and resulted in improved attendance for the majority of pupils receiving targeted support.
- Inclusive, relational approaches such as soft starts, wellbeing check-ins and Team Around the Family meetings have helped to reduce barriers to attendance. Almost all identified learners report improved feelings of inclusion.
- Multi-agency partnerships ensure targeted support for a minority of learners facing significant barriers, with incremental improvements in attendance evident, although this remains below school average.
- Audits show that almost all classes apply attendance procedures consistently, and most staff report increased confidence in implementing these approaches across the school.

Areas for Development

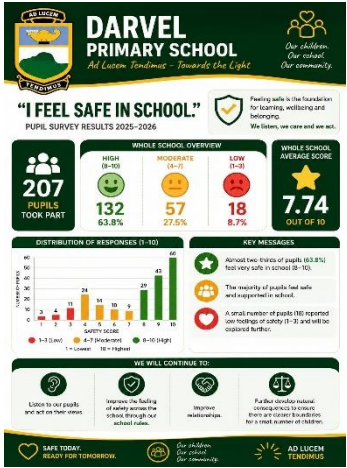
- Further increase overall attendance to achieve and sustain a 93.3% target.
- Reduce the number of learners within the 85–95% attendance range.
- Strengthen analysis of the link between attendance and attainment.
- Improve attendance outcomes for a minority of learners (below 85–90%).
- Increase engagement from a minority of families who are less responsive.



Intended Outcome: By June 2026, all children identified as care experienced (CE) will have improved educational outcomes.	Keeping The Promise • Almost all staff demonstrate a commitment to improving outcomes for care experienced (CE) learners through nurturing and inclusive approaches, aligned with HGIOS4 QI 3.1 (Wellbeing, Equality and Inclusion). Approaches to tracking and monitoring CE learners have been strengthened through Tracking and Monitoring meetings, ensuring increased staff awareness and accountability. • Robust tracking and monitoring processes—including Tracking Meetings, Child’s Plans and Team Around the Family meetings—enable early identification of needs and timely intervention. As a result, most care experienced learners demonstrate progress in relation to their individual wellbeing and educational targets. • Most staff know their learners well and use this understanding to implement supports and targeted interventions in literacy, numeracy and wellbeing. These supports have contributed to increased engagement and participation for most identified learners. • Strong multi-agency partnerships with Educational Psychology, Social Work, Health and third sector agencies ensure a coordinated and child-centred approach. This has resulted in improved wellbeing and readiness to learn for most learners, particularly those experiencing complex barriers. • Targeted wellbeing interventions—including nurture approaches, counselling, regulation strategies and Lego Play, have had a positive impact, with almost all identified learners reporting increased confidence and inclusion within the school community. Areas for Development • Further improve attainment outcomes, particularly in literacy and numeracy, for care experienced learners. • Ensure consistent use of assessment and planning approaches to track progress and inform next steps. • Staff engagement in Promise-related professional learning to develop a clearer understanding of trauma-informed and relational practice. • Strengthen the impact of Promise training, ensuring this is fully embedded in daily practice across all classes. • Continue to improve outcomes for a minority of learners where progress remains variable. • Increase evidence of learner voice and impact reporting to demonstrate progress clearly.
Intended Outcome: By June 2026, all learners will feel safe, supported, and ready to learn through consistent, relational, and inclusive approaches to behaviour.	Relationships, Behaviour & Inclusion Key Strengths • A recent Learning Visit highlighted that <i>“pupils are generally polite, respectful and consistently demonstrate the school’s values”</i>, with a calm, nurturing and positive ethos evident across the school. This directly supports readiness to learn, with almost all learners demonstrating positive relationships and engagement within learning and wider school life. • The majority of staff promote consistent, relational approaches to behaviour, underpinned by the Ready, Respectful, Safe expectations. These are visible across all areas of the school and regularly referenced in learning and assemblies, resulting in most learners understanding expectations and engaging positively in their behaviour and choices. • The introduction of the simplified school rules — Ready, Respectful and Safe — has provided a shared language and clear expectations across the school community. These are now visible throughout classrooms and communal areas and are regularly referenced during learning, assemblies and restorative conversations.

	- Professional learning in trauma-informed practice, NME and relational approaches, supported through the Relationships & Behaviour Committee and Educational Psychologist input, has developed most staff confidence in recognising behaviour as communication. This has led to calm, consistent responses across most classes. - Monitoring through Regulation Trackers (4.8% / 12 pupils) and dysregulation analysis supports targeted intervention and reflective practice. This has resulted in a reduction in dysregulation incidents for most identified learners, alongside improved engagement and participation. - Targeted supports such as counselling, Lego Theraplay and Team Around the Family meetings are used effectively. - Robust ASN systems and processes, also noted within the Learning Visit, ensure that our Leadership Team effectively plan for and respond to individual needs through Child's Plans, professional dialogue and staged interventions with Class Teachers. This contributes to a majority of learners accessing the curriculum successfully through inclusive and adaptive approaches. Areas for Development - Ensure consistent implementation and understanding of the updated Relationships and Behaviour Policy across all classes. - Strengthen staff confidence and consistency in applying relational and restorative approaches. - Further embed trauma-informed and inclusive practice, ensuring impact is evident in all learning environments. - Improve consistency and quality of Child's Plans and targeted interventions. - Increase opportunities for learner voice, ensuring children fully understand and contribute to behaviour approaches.
Intended Outcome: By June 2026, all learners will experience inclusive, communication-friendly classrooms.	Universal Supports within Classroom Key Strengths - Universal supports including soft starts, visual timetables, calm spaces, Widgit communication supports and regulation strategies are beginning to be embedded across the school. As a result, most learners can independently use strategies to regulate emotions and engage in learning. - Most classrooms and shared areas demonstrate well-established communication-friendly environments, supported through consistent use of visual timetables, now/next boards, Widgit resources, clear routines and accessible displays. - Almost all staff have developed increased confidence through targeted professional learning in adapting communication approaches and classroom environments. This has led to greater awareness of how communication needs impact on engagement, wellbeing and learning, with most staff making effective adaptations to reduce barriers. - Staff use a range of tools, including the Darvel Ethos and Environment Checklist and CIRCLE Framework, to review practice and identify barriers within the learning environment. This has resulted in most learning environments being calm, structured and inclusive, supporting most learners to access the curriculum successfully. - Teaching approaches are increasingly adaptive, with strategies such as task boards, individual workstations, visual prompts and inclusion toolkits becoming more visible in the majority of classrooms. - Stakeholder feedback and classroom observations confirm that most learners benefit from inclusive, communication-friendly environments, contributing to positive wellbeing, engagement and participation across the school.

Intended Outcome: By June 2026, all learners will feel safe, supported, and ready to learn through a consistent, whole-school approach to wellbeing.



Areas for Development

- Ensure greater consistency across all classes, particularly in the use of communication supports.
- Further embed the CIRCLE Framework and participation tools within daily practice.
- Strengthen staff confidence in reviewing and adapting environments independently.
- Extend opportunities for learner voice to inform whole-school improvements.

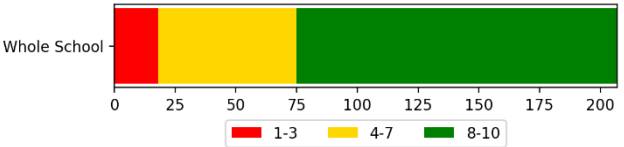
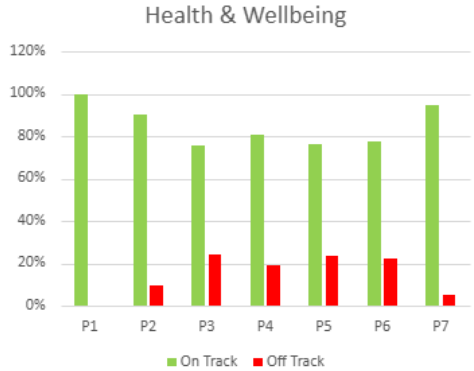
Wellbeing

Key Strengths

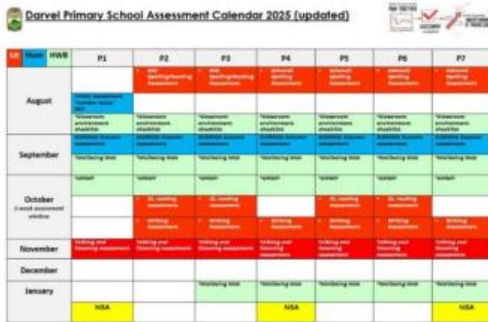
- GMWP data is completed by 100% of learners, with staff analysing class-level data to identify wellbeing needs. While the majority of staff (50%) report confidence in using this data, evidence shows that only a minority consistently use findings to inform planning and teaching, highlighting an emerging area for development.
- Overall, the majority of pupils report feeling safe in school, with almost two-thirds (63.8%) rating their feelings of safety between 8 and 10. The whole-school average score was 7.74 out of 10, demonstrating a generally positive perception of safety across the school.
- The implementation of Emotion Works, supported by a progression planner, has strengthened consistency of language and approach across the school. Most staff (66.67%) report confidence in using this resource, and most learners are able to identify and express their emotions, linking their understanding to key concepts and strategies.
- EAC HWB Progression Frameworks (Year 1) are used across all stages (100%), supporting structured planning and assessment of wellbeing outcomes. Almost all staff (91.67%) report confidence in using these frameworks, contributing to improved consistency in wellbeing provision.
- Learner voice continues to be a strength, with Wellbeing Champions, leadership groups and learner conversations enabling most learners to share their views and influence improvements. Stakeholder feedback and quality assurance indicate that most learners feel valued, included and supported.
- The PE curriculum has been successfully refreshed, with all staff implementing a clearer progression of skills, supported by new resources. This has strengthened learner engagement and participation in physical wellbeing.

Areas for Development

- Ensure GMWP data consistently informs planning, learning and teaching across all classes.
- Increase staff confidence and consistency in using wellbeing data to drive improvements.
- Further embed Emotion Works and HWB frameworks into daily practice.
- Address unfinished SIP actions, including implementation of MISP.
- Strengthen evaluation of impact of wellbeing interventions over time.



Next Steps / Planned Actions (Session 2026/2027)	Attendance • Target learners within the 85–95% attendance band. • Continue 4-weekly attendance updates to families. • Strengthen multi-agency interventions for identified pupils. • Monitor attendance, exclusion and placing request data. • Collaborate with the Education Group to share effective practice. Keeping the Promise (Level 3) • Develop assessment and tracking processes for CE learners. • Complete and submit Keeping the Promise Award (Level 3). • Continue to track attendance, attainment and wellbeing data. • Strengthen targeted supports and interventions. • Embed trauma-informed and relational practice through professional learning. Relationships, Behaviour and Inclusion • Launch Behaviour Response Process and school rules with all learners. • Continue CLPL, coaching and peer collaboration across staff. • Strengthen use and analysis of Regulation Trackers. • Develop Relationships & Behaviour leads to support staff. • Continue implementation of online ASN Overview Tracking documentation. • Targets within My Plans, created by class teachers, should be consistently SMART and progressive. Universal Supports within Classroom • Enhance readiness to learn strategies and learner voice approaches. • Embed consistent use of visual supports and routines across all classes. • Continue professional learning and peer collaboration. • Strengthen use of CIRCLE tools and environment audits. Wellbeing • Continue to embed Emotion Works and HWB frameworks (Year 2). • Implement MISP across all stages. • Ensure GMWP data drives class and individual targets and monitor impact of wellbeing data and interventions. • Embed PE progression and wellbeing planning consistently.
---	---

Improvement Priority	Improvement Priority	Education Service Improvement Plan Priority 4: Our Attainment, Destinations and Achievements												
<table><tr><td>All</td><td>100%</td></tr><tr><td>Almost all</td><td>91%-99%</td></tr><tr><td>Most</td><td>75%-90%</td></tr><tr><td>Majority</td><td>50%-74%</td></tr><tr><td>Minority/less than half</td><td>15%-49%</td></tr><tr><td>A few</td><td>less than 15%</td></tr></table>	All	100%	Almost all	91%-99%	Most	75%-90%	Majority	50%-74%	Minority/less than half	15%-49%	A few	less than 15%	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.	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.
All	100%													
Almost all	91%-99%													
Most	75%-90%													
Majority	50%-74%													
Minority/less than half	15%-49%													
A few	less than 15%													
Our Attainment, Destinations and Achievements														
Progress and Impact Intended Outcome: By June 2026, progress made by all learners will be evident and based on reliable assessment data.	Tracking, Monitoring & Assessment Key Strengths - Almost all staff demonstrate an increased understanding of attainment data, supported by improved Tracking and Monitoring (T&M) processes and a revised whole-school assessment calendar. This ensures that assessment is more structured, timely and aligned to tracking periods, contributing to improved consistency across stages. - The introduction of a centralised system for assessment evidence gathering, alongside staff-led class folders, has strengthened approaches to data collection. As a result, most staff have increased confidence in triangulating assessment evidence, including GL Assessments, SNSA data, professional judgement, learner conversations and observations, to evaluate progress over time. - Regular T&M meetings (at least three per year) provide high-quality opportunities for professional dialogue focused on pace, challenge and support. These discussions have resulted in most learners making appropriate progress in literacy and numeracy from prior levels, with targeted interventions identified where appropriate. - Stretch aims are set and revisited during each tracking period, with staff working collaboratively with SLT to monitor progress and adjust interventions. This has led to most staff using data more effectively to inform planning and identify next steps for learners. - Moderation activities within school and across the Education Group have strengthened consistency of professional judgement and ACEL data, with most staff reporting increased confidence and a growing shared understanding of standards and progression. - Assessment folders, digital profiles and quality assurance activities support teacher judgement. Evidence indicates that a majority of learners are increasingly aware of their progress and next steps, supported by feedback, learning intentions and success criteria. - Staff are beginning to use pre-diagnostic and diagnostic data to inform planning and intervention prior to teaching new learning, resulting in more responsive and needs-led approaches. Areas for Development - Strengthen staff confidence and consistency in analysing and applying data to planning and teaching & extend moderation across other curricular areas to ensure consistent expectations. - Improve the tracking and evaluation of interventions over time, particularly in measuring impact. - Increase opportunities for learners to take ownership of their progress and targets. - Ensure assessment data is used proactively and consistently across all stages, not only at key tracking points.													

Intended Outcome: By June 2026, maintain current level and improve children's attainment in writing at:

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)

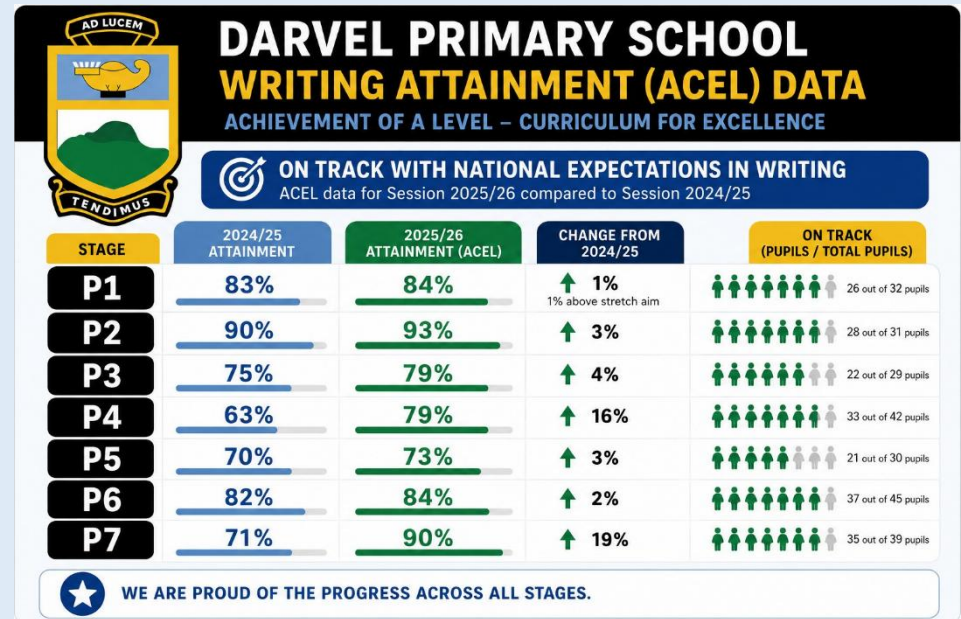
P6 from 84% to 86% (1 pupil)

P7 from 71% to 84% (5 pupils)

National Writing Programme

Key Strengths

- Attainment data shows strong overall performance in writing, with most stages meeting or exceeding stretch aims. Notably, P7 (90%) exceeded its stretch aim target by 6%, demonstrating significant improvement, while P4 (79%) exceeded its stretch aim target by 4%, reflecting the positive impact of targeted quality improvement approaches. P1 (84%) and P2 (93%) also exceeded their stretch aims, indicating strong early attainment.
- In P3 (79%), overall attainment is within stretch aim, however a significant minority of learners (6 pupils / 20%) are exceeding expectations, demonstrating the clear impact of targeted writing approaches and early implementation of the CYPIC model. This highlights strong potential for accelerated progress within this stage.
- Most learners in P5 (73%) and P6 (84%) are maintaining progress within stretch aims, demonstrating steady improvement. However, P5 remains below aspirational targets, indicating the need for more targeted intervention to raise attainment further.
- The implementation of the CYPIC National Improving Writing Programme across a minority of classes (3 out of 10) has had a clear and measurable impact. Within these classes, most learners demonstrate increased confidence, improved use of writing tools and greater engagement, with a noticeable improvement in the quality and consistency of written work.
- In these identified classes, quality improvement methodologies, including run charts, teaching aims and small tests of change, have supported a more responsive, data-informed approach to teaching. This has led to accelerated progress for most learners within these classes, particularly evident in P4 outcomes and emerging strengths in P3.
- Most staff involved in the pilot (less than half overall) have developed increased confidence in writing pedagogy, moderation and assessment, resulting in more consistent teacher judgement. However, this practice is not yet consistently embedded across all stages.
- Moderation activities and professional dialogue have strengthened shared understanding of writing standards, while scaffolding, visual supports and targeted feedback have supported most learners to improve their writing outcomes.
- Learner voice indicates that most pupils in pilot classes can articulate their progress and next steps, particularly where target setting and feedback are embedded. This is less consistent across non-pilot classes.



	- In line with HGIOS4 QI 2.3 and QI 3.2, the school demonstrates a strong commitment to evidence-informed practice, with clear evidence that targeted interventions are reducing variability and improving outcomes where consistently applied. Areas for Development - Raise attainment further in the current P5 cohort, where outcomes remain below aspirational targets. Further progress and interventions are also required in the current P3 and P4 cohort for next session. - Ensure consistency of high-quality writing approaches across identified stages, beyond the initial pilot classes. - Increase staff engagement in CYPIC approaches, moving from minority to majority implementation. - Strengthen learner involvement in self and peer assessment across all classes. - Improve consistency in moderation and shared expectations of writing standards. - Develop a consistent approach to writing across all stages.																																													
Intended Outcome: 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.	Becoming a Digital School - Most learners across P1–P7 demonstrate increased confidence and competence in using digital technologies, supported by significantly improved access to devices (10 per class). In P6 and P7, pupils currently have access to their own device which has resulted in greater independence, engagement and collaboration across learning. - In Early and First Level (P1–P4), almost all learners now confidently use digital technologies as touchscreen and typing devices, accessing programmes such as Nessy, SumDog and Cool Maths Games. This has led to notable improvements in independence, engagement and early digital skills, with most learners able to navigate digital platforms effectively to support literacy and numeracy. - In Second Level (P5–P7), digital technologies are increasingly used to support literacy and learning, with most learners using devices to research, create and present their work. - Most staff demonstrate increased confidence in using digital technologies, supported by CLPL (e.g. Promethean and ClickView training) and collegiate working. This has led to a growing majority of classes embedding digital tools within learning, although this is not yet fully consistent across all stages. - Approaches to cyber resilience have been promoted through assemblies, Safer Internet Day and class learning, ensuring the majority of learners understand basic online safety and responsible digital behaviour. This is further supported through the embedding of CR-IS and the 5 Rights, particularly within upper stages. - Learner conversations indicate that most pupils can speak confidently about how they use digital technology, particularly in P5–P7, although this is less developed in younger stages where use is primarily skills-based rather than applied learning. <table><tr><th>WHOLE SCHOOL as %</th><th>YES</th><th>Stayed the same</th><th>No/not as good</th><th>N/A</th></tr><tr><td>I have got better with my digital literacy this year. That means using WORD, PowerPoint, VexGo.</td><td>81%</td><td>14%</td><td>5%</td><td></td></tr><tr><td>I have learned about how to be safe online this year.</td><td>77%</td><td></td><td>23%</td><td></td></tr><tr><td>I feel safer online now than I did at the start of Primary (this year).</td><td>47%</td><td>45%</td><td></td><td></td></tr><tr><td></td><td>Yes</td><td>Both equal</td><td>No</td><td>N/A</td></tr><tr><td>Most of my computer time in school is for research and creating documents.</td><td>36%</td><td>25%</td><td>40%</td><td></td></tr><tr><td>Most of my computer time in school is playing games.</td><td>57%</td><td>17.50%</td><td>25.50%</td><td></td></tr><tr><td>When playing games - if I don't know, I just click an answer.</td><td>49.50%</td><td></td><td>50.50%</td><td></td></tr><tr><td>I sometimes just click the answer rather than trying to think of an answer.</td><td>45%</td><td></td><td>55%</td><td></td></tr></table>	WHOLE SCHOOL as %	YES	Stayed the same	No/not as good	N/A	I have got better with my digital literacy this year. That means using WORD, PowerPoint, VexGo.	81%	14%	5%		I have learned about how to be safe online this year.	77%		23%		I feel safer online now than I did at the start of Primary (this year).	47%	45%				Yes	Both equal	No	N/A	Most of my computer time in school is for research and creating documents.	36%	25%	40%		Most of my computer time in school is playing games.	57%	17.50%	25.50%		When playing games - if I don't know, I just click an answer.	49.50%		50.50%		I sometimes just click the answer rather than trying to think of an answer.	45%		55%	
WHOLE SCHOOL as %	YES	Stayed the same	No/not as good	N/A																																										
I have got better with my digital literacy this year. That means using WORD, PowerPoint, VexGo.	81%	14%	5%																																											
I have learned about how to be safe online this year.	77%		23%																																											
I feel safer online now than I did at the start of Primary (this year).	47%	45%																																												
	Yes	Both equal	No	N/A																																										
Most of my computer time in school is for research and creating documents.	36%	25%	40%																																											
Most of my computer time in school is playing games.	57%	17.50%	25.50%																																											
When playing games - if I don't know, I just click an answer.	49.50%		50.50%																																											
I sometimes just click the answer rather than trying to think of an answer.	45%		55%																																											

	Areas for Development • Despite improvements in access and confidence, the pace of strategic development has been inconsistent, with a minority of key actions not yet implemented, including Education Scotland's digital framework, AI policy training and Digital Schools Award planning. As a result, while most learners use digital technology confidently, there is less consistent evidence of its use to enhance learning across all classes. • Strengthen digital learning progression in P1–P3, moving from skills-based use to deeper application. • Fully implement Education Scotland's 'Features of Highly Effective Digital Learning'. • Improve cyber resilience understanding, ensuring progression and depth across all stages. • Increase staff engagement with digital policy (including AI and cyber security). • Develop a clear strategic approach, including Digital Schools Award planning and monitoring of impact.
Intended Outcome: By March 2026, all learners in P6 & P7 will have increased skill and demonstrate progression in learning through digital technologies.	Access to Digital Technologies Key Strengths • Almost all learners in P6–P7 demonstrate increased confidence in using digital technologies to support learning. Increased access to Chromebooks and digital resources has enabled most learners to engage in independent, collaborative and creative learning experiences across the curriculum. • Most learners in P6–P7 can confidently use Microsoft applications and digital platforms to research, present and organise their work. Learner conversations indicate that most pupils are able to select appropriate digital tools to support their learning, demonstrating growing independence. • The introduction of VEX Go and STEM-based learning has had a notable impact on P6–P7, with most learners demonstrating improved problem-solving, teamwork and critical thinking skills. These opportunities have also increased engagement and motivation in digital learning. • Most learners are beginning to make connections between digital learning and future pathways, with a majority of upper-stage learners in the early stages of developing Learning Profiles linked to Meta Skills and My World of Work. • P6 and P7 staff have developed increased confidence in using digital technologies through CLPL and collegiate working, resulting in more frequent use of digital tools to support learning. However, the balance between digital and written learning requires ongoing monitoring to ensure progression across all areas. • While most learners use technology confidently, there remains less consistent evidence of digital technologies being used to enhance learning at a deeper level, particularly in terms of leading learning and applying higher-order skills. Areas for Development • Ensure more consistent use of digital technologies to enhance learning, not just support it. • Improve balance between digital and written work across learning. • Strengthen learner independence in selecting and applying digital tools. • Further develop progression and consistency of digital learning experiences.

Intended Outcome: By June 2026, the majority of learners in P4 – P7 will have improved confidence, road safety awareness, and cycling proficiency.	Bikability Key Strengths • Most learners in P5–P7 demonstrate significantly improved cycling competence, with 100% able to ride confidently by June 2026, representing a clear increase in participation and skill development. • Delivery of Bikeability Level 1 (P5–P6) and Level 2 (P6) has supported most learners to develop road safety awareness and independence. Despite P7 not completing Level 2, most learners at this stage remain confident and competent cyclists. • Almost all learners in P5–P7 can now independently complete an M-Check, with a minority developing advanced maintenance skills, supporting responsibility and leadership. • The introduction of a fortnightly Bike Bus has increased confidence in real-life cycling contexts for most participating learners, while strengthening community and parental engagement. • Equity of access has improved, with a few learners benefitting from bike loans, enabling participation and skill development. The addition of a bike shelter has improved accessibility and sustainability. • Across P1–P4, learners have engaged in curricular cycling activities, developing awareness of road safety and active travel, although practical programmes such as Mini Riders were not delivered. • The programme has been recognised nationally as good practice, demonstrating strong impact, sustainability and potential for wider rollout. Areas for Development • Extend Bikeability Level 2 to P7. • Increase provision in P1–P4, including Mini Riders. • Strengthen tracking of skills progression. • Expand learner leadership opportunities. 
Intended Outcome: 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.	Key Transitions Key Strengths • Almost all P7 learners engaged in an enhanced transition programme with Loudoun Academy, including visits, curricular experiences and wellbeing activities. As a result, most learners report feeling confident, prepared and ready for secondary school, with learner voice indicating positive attitudes towards transition. • In P7, targeted transition supports for identified learners including smaller group visits, visual supports and multi-agency planning. This has ensured that most learners with additional needs experience a smooth and supported transition. • Across ECC and P1, learners benefitted from a well-planned programme of visits, shared learning and familiarisation experiences. Strong professional dialogue between staff has supported effective information sharing, resulting in most learners settling quickly and confidently into their new environment.

	• Most families report feeling informed and supported throughout the transition process, supported by information sessions, regular communication and opportunities to engage with staff. • Partnership working across Darvel ECC, Darvel Primary and Loudoun Academy has strengthened transition pathways, with a shared transition calendar and increased opportunities for collaboration supporting continuity and progression. • Learner voice is a strength, with most learners able to articulate their feelings, worries and aspirations, contributing to the planning of supports. Inputs such as Kooth and EAC transition supports have further supported learners' emotional readiness. • Robust systems, including Team Around the Family meetings, Child's Plans and multi-agency collaboration, ensure that transition arrangements are tailored effectively, supporting inclusion and wellbeing. Areas for Development • Strengthen consistency of transition experiences across all stages. • Increase opportunities for cross-stage collaboration and pupil leadership. • Further develop learner voice and co-design of transition activities. • Ensure evaluation data is consistently gathered and used to inform improvements.
Next Steps / Planned Actions (Session 2026/2027)	Tracking, Monitoring & Assessment • Further refine the whole-school assessment calendar, ensuring all assessments are purposeful, well-timed and directly linked to T&M cycles and progression towards levels. • Develop staff capacity in data analysis through targeted CLPL, collegiate sessions and peer-led sharing of effective practice, with a clear focus on translating data into high-quality planning and interventions. • Strengthen moderation activities within school and across the Education Group, including planned stage partner sessions and cross-school moderation to ensure increased confidence and consistency in professional judgement. • Embed a clear and consistent approach to tracking interventions, ensuring all agreed actions from T&M meetings are recorded, implemented and reviewed, with measurable impact over time. • Increase learner involvement in profiling and progress tracking, including the use of digital profiles, individual targets and structured learning conversations to support ownership of progress. • Continue to enhance professional dialogue during T&M meetings, with a sharper focus on pace, challenge, stretch aims and closing the attainment gap for identified groups. • Develop more consistent use of pre- and post-assessment approaches, ensuring data informs planning before, during and after learning sequences to maximise progress for all learners. National Writing Programme • Extend the CYPIC writing approach beyond the current 3 classes, prioritising P3 and P5 to accelerate progress and build on current gains. • Embed explicit teaching of writing tools and structured approaches consistently across all stages. • Strengthen moderation within and beyond the school, including partnership working to ensure shared standards. • Develop learner agency, ensuring all pupils can confidently articulate progress and next steps in writing.

- Implement consistent expectations for jotter presentation and high-quality feedback, monitored through quality assurance.
- Use assessment data (ACEL, run charts and T&M evidence) to identify targeted interventions and evaluate impact over time.

Becoming a Digital School

- Develop and implement a whole-school digital strategy, ensuring clear progression from P1–P7, with defined expectations at each stage.
- Introduce Education Scotland's 'Highly Effective Digital Learning' framework through CLPL, with a focus on improving classroom practice across all stages.
- Embed progressive cyber resilience learning, ensuring depth of understanding in P5–P7 and earlier introduction in P1–P3.
- Extend effective practice from P6–P7 (e.g. STEM and robotics) across other stages where appropriate.
- Ensure all P6–P7 classes utilise Teams or digital platforms consistently to support independent learning.
- Strengthen monitoring through learning visits, QA and learner conversations, focusing on how digital technology enhances learning, not just access.
- Develop and implement a Digital Schools Award action plan, with clear milestones and staff leadership.

Access to Digital Technologies

- Develop progressive digital learning pathways across P6–P7.
- Expand coding, robotics and STEM opportunities.
- Strengthen digital profiling and learner reflection.
- Provide further targeted CLPL to support staff confidence and consistency.
- Monitor impact through learner conversations and quality assurance.

Bikeability

- Deliver Bikeability Level 2 for P7 and Mini Riders for P4.
- Continue and expand the Bike Bus.
- Embed progressive cycling skills across all stages.
- Develop tracking of skills and wider achievement.

Key Transitions

- Develop and use transition feedback from learners, families and staff to inform improvements.
- Increase cross-stage and partnership transition activities.
- Strengthen pupil leadership roles (e.g. buddy systems).
- Continue to refine inclusive and individualised transition supports.
- Monitor impact through learner voice and stakeholder feedback.

Pupil Equity Fund: Evaluation

P.E.F. FUNDING ALLOCATIONS 25-26



Area of Focus Academic Session Spending					
	Teaching Staff	Non-Teaching Staff	Purchases	Total	% of Total
Attainment & Achievement	£ 4,002.56	£ 936.26	£ 3,108.81	£ 8,047.63	62.1%
Attendance	£ -	£ -	£ -	£ -	0.0%
Inclusion	£ -	£ -	£ 4,292.49	£ 4,292.49	33.1%
Engagement	£ -	£ -	£ 240.00	£ 240.00	1.9%
Participation	£ -	£ -	£ 384.97	£ 384.97	3.0%

- Implementation of Nurture Group (P3 & P5) and Social Communication Group (P3) [Previous Academic Year]

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

- H&WB EW
- Lego
- Blob Books
- Assessments
- SumDog
- GL Assessments
- Software Licences (£1898)
- L Journals
- CFE Machine
- Numeracy Resource
- Nessy
- Boost Reading
- Widgit

Approach/Intervention

Play Pedagogy & Active Learning (ELCP 35 hrs)

- 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.
- 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.

Impact

Report on how you have improved outcomes for learners impacted by poverty

Unfortunately, due to staff absence from Oct 2025 – March 2026 there was little impact of the ELCP this session.

From Aug – Oct, and April – June, 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

What evidence do you have of positive impact?
Outline the data that supports your findings.

Literacy & Numeracy Attainment levels in P1 – P3 demonstrating progress over time.
Evidence of impact is limited due to staff absence.

READING		
	On Track	Off Track
P1	26	6
P2	28	3
P3	24	5

WRITING		
	On Track	Off Track
P1	27	5
P2	29	2
P3	23	6

	interventions are needed to address the needs of these pupils.	<table><tr><th colspan="3">LISTENING & TALKING</th></tr><tr><th></th><th>On Track</th><th>Off Track</th></tr><tr><td>P1</td><td>31</td><td>1</td></tr><tr><td>P2</td><td>31</td><td>0</td></tr><tr><td>P3</td><td>27</td><td>2</td></tr></table> <table><tr><th colspan="3">NUMERACY</th></tr><tr><th></th><th>On Track</th><th>Off Track</th></tr><tr><td>P1</td><td>32</td><td>0</td></tr><tr><td>P2</td><td>28</td><td>3</td></tr><tr><td>P3</td><td>22</td><td>7</td></tr></table>	LISTENING & TALKING				On Track	Off Track	P1	31	1	P2	31	0	P3	27	2	NUMERACY				On Track	Off Track	P1	32	0	P2	28	3	P3	22	7																																				
LISTENING & TALKING																																																																				
	On Track	Off Track																																																																		
P1	31	1																																																																		
P2	31	0																																																																		
P3	27	2																																																																		
NUMERACY																																																																				
	On Track	Off Track																																																																		
P1	32	0																																																																		
P2	28	3																																																																		
P3	22	7																																																																		
Classroom Assistants (Part Time) 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 has been prioritised for SEBN, however it has also offered the following: 5 Minute Box, additional reading slots, and supporting identified ‘boost children’.	P4 has been a key targeted stage by this resource. Within this stage, the following attained the national expected level: <table><tr><th>% Rating</th><th colspan="2">Reading</th><th colspan="2">Writing</th><th colspan="2">L&T</th><th colspan="2">Num</th><th colspan="2">H&WB</th></tr><tr><th></th><th>TP 1</th><th>ACEL</th><th>TP 1</th><th>ACEL</th><th>TP 1</th><th>ACEL</th><th>TP 1</th><th>ACEL</th><th>TP 1</th><th>ACEL</th></tr><tr><td>Exceeding</td><td></td><td></td><td>2</td><td></td><td></td><td></td><td>2</td><td>2</td><td></td><td></td></tr><tr><td>On Track</td><td>52</td><td>86</td><td>62</td><td>79</td><td>86</td><td>90</td><td>74</td><td>79</td><td>88</td><td>90</td></tr><tr><td>Gaps</td><td>40</td><td>7</td><td>29</td><td>17</td><td>12</td><td>10</td><td>17</td><td>17</td><td>12</td><td>10</td></tr><tr><td>Sig. Behind</td><td>7</td><td>7</td><td>7</td><td>5</td><td>2</td><td></td><td>7</td><td>2</td><td></td><td></td></tr></table>	% Rating	Reading		Writing		L&T		Num		H&WB			TP 1	ACEL	TP 1	ACEL	TP 1	ACEL	TP 1	ACEL	TP 1	ACEL	Exceeding			2				2	2			On Track	52	86	62	79	86	90	74	79	88	90	Gaps	40	7	29	17	12	10	17	17	12	10	Sig. Behind	7	7	7	5	2		7	2		
% Rating	Reading		Writing		L&T		Num		H&WB																																																											
	TP 1	ACEL	TP 1	ACEL	TP 1	ACEL	TP 1	ACEL	TP 1	ACEL																																																										
Exceeding			2				2	2																																																												
On Track	52	86	62	79	86	90	74	79	88	90																																																										
Gaps	40	7	29	17	12	10	17	17	12	10																																																										
Sig. Behind	7	7	7	5	2		7	2																																																												
Online & Physical Resources - Continue funding subscriptions to online resources –Giglets, Heinemann Active Maths, Reading Boost. - Introduction of SumDog, GL Assessments, Lego Resources, and Blob Books.	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.	In Early and First Level (P1–P4), almost all learners now confidently use digital technologies as touchscreen and typing devices, accessing programmes such as Nessy, SumDog and Cool Maths Games. This has led to notable improvements in independence, engagement and early digital skills, with most learners able to navigate digital platforms effectively to support literacy and numeracy. The introduction of a centralised system for assessment evidence gathering, alongside staff-led class folders, has strengthened approaches to data collection. As a result, most staff have increased confidence in triangulating assessment evidence, including GL Assessments, SNSA data, professional judgement, learner conversations and observations, to evaluate progress over time.																																																																		
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.	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.	Staff Post Survey (Review of Academic Year) GMWP Results Wellbeing Attainment Levels																																																																		

Digital Resources • Purchase of additional laptops, cables, charging stations and laptop bags to support the use of Chromebooks.	Digital technology both hardware and digital subscriptions were purchased and used across P7 to support and enhance, learning and teaching. 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.	All P7 pupils are using Chromebooks regularly in class. 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 • 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, but work is required for staff and pupils to post more regularly. 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	5 (Very Good)
Quality Indicator 2.3 Learning, Teaching and Assessment	4 (Good)
Quality Indicator 3.1 Ensuring Wellbeing, Equality and Inclusion	4 (Good)
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 well embedded across the school, with most staff, learners and families contributing to improvement priorities. Leadership is increasingly distributed, with the majority of learners now having opportunities to contribute to decision-making, lead initiatives and share ideas within school life through electives introduced in Term 3. However, only 22% of pupils form part of a Leadership Group and this will be further developed to ensure it aligns strongly with HGIOS4 QI 1.3.

There is a developing stronger culture of leadership across staff and learners, supported by CLPL, professional dialogue and leadership roles linked to the SIP. Most staff demonstrate ownership of improvement priorities, although consistency in leadership practice and confidence across all staff remains variable. Rights Respecting Schools is a key strength, with almost all learners able to articulate UNCRC articles, contributing positively to wellbeing, inclusion and pupil voice. While leadership is strong, further work is required to ensure consistent implementation, robust tracking of impact and equitable leadership opportunities for all learners.



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

There is good progress in learning provision, with most learners experiencing more consistent, engaging and inclusive learning environments aligned with HGIOS4 QI 2.3 and 3.1.

Staff engagement in CLPL has strengthened pedagogy, with most staff developing their use of adaptive teaching, AiFL strategies and inclusive approaches. Universal supports, communication-friendly environments and relational practice are increasingly embedded, resulting in most learners feeling safe, supported and ready to learn. Curriculum development demonstrates good progress, with increasing consistency in planning and delivery. Most learners benefit from progressive BGE experiences, with improvements in STEM and digital learning approaches.

Play pedagogy in P1–P3 and digital learning across stages are enhancing engagement and independence. However, inconsistencies remain in pace, challenge and progression, with further development required in French, outdoor learning and consistent application of the Learning & Teaching Cycle. Overall, the school provides a nurturing, inclusive and increasingly high-quality learning environment, though greater consistency across all stages remains a priority.

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

The school is making good progress in improving outcomes for learners, supported by robust tracking and monitoring processes and increasing use of data to inform interventions. Most learners are making appropriate progress in literacy, numeracy and wellbeing, aligning with HGIOS4 QI 3.2.

Writing attainment is a key strength, with most stages meeting or exceeding stretch aims, including significant improvement in P4 and P7, and emerging strengths in P3 where 20% of learners exceed expected levels. Targeted interventions, including the CYPIC programme, are improving outcomes where implemented.

Wellbeing outcomes are positive, with most learners reporting strong relationships, inclusion and support, supported by nurturing approaches and targeted interventions. Attendance has improved to 93.1%, with most learners engaging regularly in school life.

Wider achievements are a strength, including cycling, digital learning and leadership opportunities, with national recognition for aspects such as Bikeability. Transitions are also strong, with most learners demonstrating confidence and readiness for their next stage.

While outcomes are positive overall, variability remains across stages and groups, particularly in writing (P5), digital learning consistency and use of data to inform improvement. Continued focus on equity, consistency and targeted intervention will support further improvement.

Overall, Darvel Primary demonstrates a strong trajectory of improvement, with clear strengths in leadership and communication friendly inclusive environments.

Clear next steps to improve HGIOS gradings are in:

- Consistency of practice across all stages
- Full embedding of key approaches (digital, writing, pedagogy)
- Robust evaluation of impact