



STANDARDS AND QUALITY REPORT

June 2023

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2023-2024. I hope that you find it helpful and informative.

Gerry Carlton

Head Teacher

OUR SCHOOL

Dargavel Primary School opened in August 2021. From August to December, we operated out of Bishopton Primary School and on 6th January 2022, the new building opened. The school is located in the new Dargavel Village; the majority of our families live in SIMD 9 (approximately 70%) with the rest living in SIMD 5. The school roll in August 2023 will be approximately 600. We are a brand new school in a very new and growing community; our vision is to be at the heart of the community. We work closely with our local partners, including nurseries, primary schools and our associated secondary – Park Main High School. We also work with local businesses, creating meaningful links to develop skills for learning, life and work.

With the increase in school roll, 6 new modular classrooms have been installed in the school grounds and will be used by 6 classes from August 2023.

Growing our Community

Achieving our Potential

Shaping our Future

Kindness Respect Acceptance Growth

Aims

For our children to be:

- Safe, happy and nurtured
- Respectful, kind, confident and encouraged to be proud of their own uniqueness
- Ambitious, successful, independent learners who are motivated to learn and to be the best version of themselves
- At the centre of the school and have their voices heard

For our staff to be:

- Nurturing, understanding, supportive and encouraging to all children
- Approachable and sensitive to the needs of all children and their families
- Skilled, motivated, positive and encouraged to be life-long learners
- Valued and respected by the whole school community

For our families to be:

- Welcomed, listened to and respected
- Fully involved and engaged in their child's education and in decisions that affect them
- Valued as partners of the school and their skills and attributes shared to enhance the children's experience.

For our environment to be:

- Safe, welcoming and a happy place to learn and play
- Based on strong and stable relationships
- Stimulating, inspiring, engaging and a place that meets the needs of all learners
- For the outdoors and local community to be respected, cared for and valued as effective learning

SUCSESSES AND ACHIEVEMENTS

Creating our school community: Our most significant achievement this session has been the creation of our school community. We are still a very new school with a growing population; we therefore take every opportunity to ensure that every child, staff member and parent / carer feels listened to and valued.

Talk for Writing: a priority this session has been the introduction of Talk for Writing; this is an evidence-based approach to delivering high quality, engaging and relevant writing experiences. We have created a Talk for Writing leadership group who have been very effective in supporting colleagues with the implementation of the programme. Short term impact demonstrates higher learner engagement and enjoyment. We look forward to embedding the approach next session and seeing its positive impact on writing attainment.

Health & Wellbeing: The children's wellbeing is central to everything we do at Dargavel, and we ensure our families are involved in decisions that affect their children. In session 22/23 we created various nurture spaces across the school and utilised our highly skilled staff to train colleagues in CIRCLE (Child Inclusion Research into Curriculum, Learning and Education) and RICE (Renfrewshire's Inclusive Communication Environment). All staff also received training from When the Adults Change; this has helped the school to develop a consistent approach to inclusion and to promoting positive relationships and behaviour across the school.

We have provided a significant amount of support to those children with ASN (Additional Support Needs) or who are Care Experienced (or previously Care Experienced). We have accessed various funding opportunities to subsidise activities such as music therapy, yoga and mindfulness.

Opportunities: In session 22/23 we have provided a vast amount of extra-curricular opportunities for our learners. Primary 5 performed Dargavel's first ever school show - The Lion King. It was a resounding success and we plan to work with the Scottish Opera again next session. We have continued to provide a significant amount of extra-curricular clubs, approximately 60 different clubs across the school year. These clubs provide opportunities for children to experience success out with the classroom environment. Almost all of these clubs are run by support staff and teachers.

Sports Scotland Gold Award: In recognition of our commitment to keeping children active through participation, pupil voice and leadership opportunities and by providing a high-quality PE curriculum we have been awarded the Sports Scotland Gold Award.

Pupil Equity Funding (PEF)

Our strategy to close the poverty related attainment gap in Literacy and Numeracy is built around:

- improving the overall quality of teaching of writing.
- improving the overall inclusion support package for children with ASN and other barriers to learning such as attendance.
- providing targeted interventions in Literacy and Numeracy.

During session 22/23, in consultation with our school community we used our PEF to increase our core teaching staffing and increased our support staff by appointing Additional Support Needs Assistants (ASNA). This allowed us to provide targeted literacy support for pupils in P3, P4 and P7 to ensure that their health and wellbeing improved and to enable us to raise attainment in writing. As a result of successful team teaching and coaching and modelling approaches, Literacy attainment in P4 and in P7 has increased (2% in P4 and 5% in P7). Attainment in writing at the P7 stage has increased significantly from the previous year. All of these learners were part of the target group. Support for numeracy was also provided by the ASNA and this has impacted positively on attainment in P5, P6 and P7 where there has been an increase in attainment at numeracy (on average by 4%) and in reading for P7 (5% increase) and in writing for P5 (2% increase). Almost all of these learners received additional intervention support from the PEF ASNAs.

Our targeted wellbeing supporting children with ASN and other barriers to learning has had a significant impact on the overall wellbeing of the target group. Although the impact on Literacy and Numeracy attainment may not be substantial at this point, the impact on engagement, readiness to learn and enjoyment of school has increased for 75% of the target group. Furthermore, in a recent staff self-evaluation survey, 90% of staff strongly agreed that the inclusion package provided for these learners has had a positive impact on the target children and also on the overall ethos of the class.

After consultation with learners, staff and parents, next session, our main focus will be on supporting our most vulnerable pupils through the recruitment of Key Workers. A Key Worker will provide significant support to children and families, focusing on securing positive outcomes for them, with a clear focus on engagement, readiness to learn, wellbeing and inclusion.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

School Leadership

- The whole staff team demonstrates effective leadership towards creating a positive learning environment, centred around our school values of Kindness, Respect, Acceptance and Growth. All staff are committed to ensuring every child feels safe and included at Dargavel and are consistently using agreed approaches which promote inclusion.
- The Senior Leadership Team (SLT) have forged strong relationships with each other, with the rest of the staff team and school community. They instil trust, respect and integrity and have high expectations and aspirations for all. Their leadership has been central to the success of Dargavel's first two years.
- Professional learning in Writing, CIRCLE and Learning, Teaching and Assessment has offered staff the opportunity to pioneer and lead learning within their classroom and across the wider school informed by newly acquired skills and experiences. Staff are now leading on various aspects of the curriculum, including Literacy, Digital Learning, Science, Technology, Engineering and Mathematics (STEM), Inclusion and Pupil Leadership.
- Pupil Leadership Groups were launched in session 22/23; these include Pupil Council, Eco Committee Digital Leaders, Sports Committee and Rights Respecting School. Each group created their own action plan and have implemented this throughout the session. They regularly present at assembly and consult with their peers to ensure all pupils have a voice in improving our school.
- In conjunction with our Eco Committee, parents have organised and led a uniform swap shop. This successful venture has allowed the school to promote sustainability whilst supporting families in the cost-of-living crisis.

Teacher Professionalism

- All staff actively engage in professional learning and dialogue in order to ensure our knowledge and skills are up to date and enable us to meet the needs of our children. Training this year has included Talk for Writing, SEAL (stages of arithmetic learning), Learning, Teaching & Assessment Cycle and CIRCLE. Two teachers have attended Non-violent resistance (NVR) level 1 training and almost all staff have attended STEM training in conjunction with the Glasgow Science Centre.
- To support the inclusion agenda and to promote the work of The Promise, almost all staff received the Virtual Reality (VR) headset training, where staff participated in a group session focussing on the impact trauma can have on childhood development. 5 staff also attended training on trauma informed practices in conjunction with Cairellot Nursery and Inverclyde Psychological services.
- The Acting PT has delivered various training on aspects of inclusion, including RICE, Widgit and aspects of Emotion Works. There has also been a significant focus on transitions, ensuring children feel safe and included when they experience a new transition.
- Our approach to Play and enquiry based learning at first level has been held up as effective practice with our Acting PT being asked to deliver a presentation at the University of Strathclyde's Play conference. This has resulted in various visits from colleagues from a range of neighbouring authorities.
- SLT and more recently all staff are trained in the Renfrewshire's ASN paperwork, providing a consistent and robust staged intervention approach to planning for and meeting children's needs.
- Mrs Farrell, DHT, successfully completed the Renfrewshire's Aspiring DHT course and the HT successfully completed a coaching programme in conjunction with the West Partnership. Both professional learning opportunities have provided the SLT with a stronger skillset to support the whole school community.

Parental Engagement

- 303 parents completed a self-evaluation survey based on their own and their child's experience at Dargavel. Almost all of the results were very positive. The responses have been collated and will inform priorities for next session.
- Target setting was introduced this session and proved very popular with parents and staff. The sessions allowed children, families and staff to meet together to discuss progress and to set targets for the term ahead. There was 92% attendance at these sessions.
- Nursery to Primary 1 Transition Events: A range of family learning events to support an effective transition process were implemented in May/June. The enhanced transition process for 12 children was very successful and has made the children and their families feel more confident about starting Dargavel in August.
- We have a very strong Parent Council who work hard to ensure the children receive the best possible experience at Dargavel. This session has brought many challenges, however, the Parent Council have worked closely with the school's SLT to try and get the best outcome for the children and wider community.

Assessment of Children's Progress

- Dargavel's Data for June 2023 is (those on track to achieve expected level):

	P1	P2	P3	P4	P5	P6	P7
Reading	88%	81%	77%	74%	80%	72%	83%
Writing	85%	78%	69%	69%	73%	75%	74%
Listening & Talking	93%	97%	96%	97%	96%	98%	100%
Numeracy	89%	78%	80%	80%	88%	76%	80%

- All teachers make effective use of formative and summative assessment data, including NSAs (National Standardised Assessments), to support accurate professional judgements. By incorporating this data into our tracking systems, our teachers can target specific gaps and areas for development for individual pupils.
- All staff, families and partners contribute to the triangulation of assessment data for pupils. Information is collated from the collegiately agreed Assessment Calendar, SLT observations, Educational Psychologist, and Cluster LISN (Locality Inclusion Support Networks) group. By working in partnership, we are effectively placed to access a wide range of supports to the benefit of our pupils.
- Our support staff are effectively deployed to provide literacy and numeracy interventions, which has resulted in raised attainment for over half of these pupils. Our pupils with ASN and barriers to learning are very effectively supported to access the curriculum resulting in appropriate progress being made in relation to their individual milestones.

School Improvement

- School improvement information is collected using various formats of the How Good Is Our School?4 (HGIOS?4) framework and all stakeholders are involved in this process through questionnaires, feedback forms and discussions. By working in this way, we ensure all members of our school community have regular opportunities to engage and influence school improvement.
- The information gathered is used to support self-evaluation and improvement planning. Our School Improvement Plan references the feedback given by pupils, families and staff within our rationale for change. Single page overviews of our School Improvement Plan, our Pupil Equity Fund (PEF) strategy and

National Improvement Framework (NIF) approaches are discussed with the Parent Council at the Annual General Meeting each year

- School priorities this session have included: Talk for Writing, Play in P1-3, Learning, Teaching and Assessment Cycle, RNRA which has included RICE and CIRCLE. Staff regularly review the progress of each priority and the impact it is having on learner engagement and attainment.

Performance Information

- There is clear articulation between quality assurance, school improvement planning and our collegiate calendar. This enables the whole school community to contribute to our priorities.
- Attainment across Literacy, Numeracy and Maths and Health and Wellbeing is tracked termly by all teachers. The progress of all pupils with vulnerable and protected characteristics is prioritised to ensure equity.
- 'Stage on a Page' allows staff to gain easy access to the attainment data of their class and other quantitative data such as FME and SIMD information
- Very good use is made of establishment and local authority attainment data trend analysis, and this is shared termly with all teachers. By working in this way, we demonstrate a continued focus on promoting positive outcomes across vulnerable groups and for all pupils. This analysis underpins professional dialogue relating to the equitable use of PEF spend, the allocation of resources and the development of the School Improvement Plan.
- The health and wellbeing of our pupils is tracked using both the Glasgow Mental Wellbeing Profile and the national Health and Wellbeing survey. The CIRCLE framework is also used as a tool to support learners and staff by ensuring the environment provides a safe space for the children.
- Session 2022-23 attendance rate was 95.11% and with zero exclusions.



KEY STRENGTHS OF THE SCHOOL

- ★ Relationships – we are very proud of the strong, positive and nurturing relationships that we have established across our whole school community this session. In a short space of time, we have developed an ethos where children, staff and families feel valued and supported.
- ★ Dedicated and Committed Staff: Our whole staff team go above and beyond every day and this is something which is commented on regularly by parents / carers. Our staff are completely dedicated and committed to ensuring they provide the best possible experience for the pupils.
- ★ Inclusion: We are committed in ensuring all children feel included at Dargavel. Our school value of Acceptance is evident in everything we do and every decision we make. Consistency and predictability are essential components for successful inclusion. We strive to achieve this through whole school approaches, such as visuals, consistent language and relationships built on kindness and respect. We work very closely with partners such as our Educational Psychologist, Home Link and School Nurse to ensure we work in partnership to get it right for our learners and their families.
- ★ Partnership working: We have created very strong partnerships with businesses and organisations, both local and from further afield. This session, we have worked with the Scottish Opera and Disney New York. We have very strong links with the Science Centre, Rolls Royce and the Royal Navy. We continue to work closely with local businesses such as Scoff and Patter and Sainsburys. Most recently, we set up a partnership with Enzo's. These links provide effective learning and teaching opportunities and allow children to develop their skills for learning, life and work.
- ★ Funding: This session, we have been successful in obtaining grants to improve our outdoor learning spaces. We have secured funding from various local housing developers. We also secured funding donations to provide music therapy to some of our pupils.

OUR NEXT STEPS – PRIORITIES FOR 2023-24

We believe that we have made good progress during session 2022-23 and we will use the improvement priorities listed below to build on this progress moving forward.

- ★ Embed Talk for Writing across the school to raise attainment in Writing
- ★ Refresh our Reading curriculum to ensure reading for enjoyment and reader engagement are central to our Literacy approaches.
- ★ Continue on our Renfrewshire's Nurturing Relationship Approaches (RNRA) journey, with a focus on the nurture principle "All Behaviour is Communication"
- ★ Continue on our CIRCLE journey, with a focus on the Social Environment
- ★ Continue to develop and strengthen our approaches to nurture, inclusion and positive relationships and behaviour across the school.
- ★ Work in partnership with cluster colleagues and local partners to deepen our knowledge and understanding of skills-based curriculum.

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HAVE YOUR SAY!

Please take the opportunity to share your thoughts with us as we use feedback to help us make improvements to the school. You can do this by speaking to staff, participating in Parent Council meetings, responding to questionnaires/surveys and by completing evaluations at school events.