



Dargavel Primary School

School Improvement Plan

2024/25

Planning framework

As part of Children's Services, Dargavel Primary School has developed this establishment improvement plan which provides a framework for how we intend to achieve Children's Services' vision of *working together to get it right for children, families and communities – Protecting, learning, achieving and nurturing*.

National Priorities

We also have to take account of the Scottish Government's national improvement framework which provides a vision for education in Scotland, namely to:

1. place the human rights and needs of every child and young person at the centre of education;
2. improve attainment, particularly in literacy and numeracy;
3. close the attainment gap between the most and least disadvantaged pupils;
4. improve children's health and wellbeing; and
5. improve children and young people's employability skills so that they move into positive and sustained destinations.

Renfrewshire's Education Priorities

Our priorities will also align with the Renfrewshire Council Plan and Education Improvement Priorities listed on pages 3 and 4.

Pupil Equity Funding

Our school receives Pupil Equity Funding (PEF) to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap. This funding enables us to plan additional interventions to those which were already planned. These interventions are highlighted throughout this improvement plan using the (PEF) abbreviation.

The priorities and actions within this improvement plan address the needs of our school and articulate with local and national priorities.

Renfrewshire Council Plan Strategic Outcomes

← Cross cutting theme: Improving outcomes for children and families →

<p>We will encourage kind and connected communities—where our citizens take pride in their place, attracting others to move here and share in the opportunities Renfrewshire has to offer.</p>	<p>We will support a strong and flexible local economy—with Renfrewshire able to adapt after the pandemic, building up resilience to support good green jobs and skills for all local people to enjoy the benefits of both living and working here.</p>	<p>We want Renfrewshire to be a fair place—where all our people have the best chances to live happy, healthy and fulfilled lives, to feel safe, supported and empowered to unlock the strength of our collective potential.</p>	<p>We are working towards a greener future—taking responsibility for our impact on the planet and taking brave, bold steps to protect the natural environment that supports and benefits us all.</p>	<p>We want our employees to feel proud to work for Renfrewshire Council because we are a values driven organisation, where we all understand and value our contributions, and we are passionate about making a difference for Renfrewshire.</p>
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Renfrewshire Council's Values

We are fair, we treat each other and everyone we deal with respectfully and work hard to build trust in Renfrewshire Council.

We are helpful, we care about getting things right and are always approachable.

We are great collaborators; we work as one team and with people who care about this place.

We value learning to help us innovate, improve and deliver better services.

Children's Services Vision

Working together to get it right for children, families and communities – protecting, learning, achieving and nurturing

Renfrewshire's Education Improvement Plan Priorities

<p>Protecting the most vulnerable members of our communities including children and young people who are at risk. Work will progress to ensure Renfrewshire keeps the Promise and delivers improved outcomes for individuals who are care experienced. Where possible children will be kept within their families and priority given to securing provision for kinship care.</p>	<p>Family supports and focussing on early intervention, by equipping parents and carers with the information, skills and support they need to ensure positive outcomes for children and young people in their care, whilst providing opportunities for parents and carers to shape the services that impact them.</p>	<p>Enhancing supports around mental health and wellbeing, including the school-based mental health and wellbeing programme and the Ren10 network of staff and volunteers who provide early help services to those in need.</p>	<p>Enhance learning and teaching, delivering a meaningful, relevant and progressive curriculum that supports a wide range of learner pathways by placing the rights and needs of every child and young person at the centre of education. Efforts will focus on raising attainment while ensuring equity for all. There will be a sustained focus on delivering a curriculum that equips all children and young people to achieve success in life.</p>	<p>Through a shared vision and understanding of inclusion, children and young people will experience inclusive learning experiences and supportive relationships which lead to positive life outcomes</p>
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Our Vision, Values and Aims



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 spaces.

Who did we consult?

To identify our priorities for improvement, we sought the views of various stakeholders in a variety of ways:

Consultation with Children	Consultation with Staff	Consultation with Families	Consultation with Partners
<ul style="list-style-type: none"> • Pupil Questionnaires • Active Assemblies • Pupil Council • House Representatives • Learning conversations with their teacher and Senior Leadership Team (SLT) • Pupil Focus Groups • Throughout planning for curricular activities, Mind Mapping, Floorbooks and other appropriate methods) 	<ul style="list-style-type: none"> • Staff meetings • Annual Professional Review and Development meetings • Evaluation of the service using How Good Is Our School (HGIOS) 4 • Identifying strategic actions for School Improvement Plan collegiately. • Staff Questionnaires • Regular children’s progress/target setting meetings. • Attainment and Getting It Right For Every Child (GIRFEC) meetings. 	<ul style="list-style-type: none"> • Induction Days • Parent Workshops • Team Around Child (TAC) meetings • Family Learning Sessions • Parent Council • Parents’ meetings • Questionnaires • Fortnightly Newsletters 	<ul style="list-style-type: none"> • Questionnaires • Cluster meetings

All information gathered is collated and used to assist us to identify next steps and areas for improvement.

How will we know if we are achieving our aims?

We will measure and evaluate the progress we are making to achieve the key outcomes set out in this plan. We do this using quality assurance activities that include:

- Quality Assurance calendar which ensures a rigorous approach to monitoring improvement
- Regular staff meetings
- Monitoring of planning and evaluations of learning
- Target setting for each child (regular reviews)
- Monitoring and tracking of children's learning and attainment at termly attainment meetings
- Termly GIRFEC meetings to monitor impact and/or identify early intervention and personalised support.
- Termly pupil learning conversations and individual target setting.
- Analysis of assessment data from ongoing class assessments, summative assessments and standardised assessments
- Collegiate and in-service training (INSET) self-evaluation activities using HGIOS 4 and Education Scotland guidance/resources.
- Education Scotland and other in-house devised questionnaires to staff, parents, children and partners and analysis of results to inform improvements.
- Monitoring and moderation of standards of pupil/children's work, targets, displays and evaluations.
- Monitoring of learning and teaching during classroom visits, including Focus Groups
- Peer learning visits
- Liaison with external partners who provide support for children and pupils (e.g. Speech and Language Therapy, Nurture) to ensure best provision for children.

Each year we also complete a Standards and Quality report and self-evaluation document which are monitored by Renfrewshire Council Children's Services' staff.

Improvement Priority 1 – Developing Skills for Learning, Life and Work

HGIOS/HGIOELC QIs 1.3 2.3 3.3	NIF Priorities <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children Improvement in children's and young people's health and wellbeing Improvement in employability skills and sustained, positive school leaver destinations for all young people 	NIF Drivers <table border="0"> <tr> <td>1. School Leadership Progress</td> <td>4. Assessment of Children's Progress</td> </tr> <tr> <td>2. Teacher Professionalism</td> <td>5. School Improvement</td> </tr> <tr> <td>3. Parental Engagement</td> <td>6. Performance Information</td> </tr> </table>	1. School Leadership Progress	4. Assessment of Children's Progress	2. Teacher Professionalism	5. School Improvement	3. Parental Engagement	6. Performance Information
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p><u>CLUSTER SKILLS – PRACTITIONER ENQUIRY</u> 2023-2028 As part of their learner journey, all children and young people are entitled to experience a coherent curriculum from 3 – 18, in order that they have the opportunities to develop the knowledge, skills and attributes they need to adapt, think critically and flourish in today's world (Cluster)</p> <p>2024-2025 Through cluster HT professional dialogue, it was evident that differing approaches to skills development was impacting on the application of skills as pupils progressed through the BGE. It was agreed that a cluster approach was required to provide a more consistent experience for pupils with a shared language of skills.</p> <p>Last session, as a cluster, each establishment undertook an awareness raising session led by PMHS</p>	<p>2023-2028 A skills framework is developed within the cluster and pupils will be able to reflect upon the skills for learning, life and work they have developed as an integral part of their education/learning experiences and be clear about how all their achievements relate to these. The framework will provide overall consistency of practice across all cluster primaries and Park Mains</p> <p>2024-2025 By the session end, almost all teaching staff will have an increased awareness, knowledge, and confidence in skills development.</p> <p>By the end of the session all pupils will have increased ability to identify and talk about skills.</p> <p>The pupil wellbeing surveys will demonstrate an increase in how</p>	<p>2024-25</p> <p>Cluster baseline and post survey to evaluate staff's confidence around skills development.</p> <p>Pupil will undertake a pre and post survey to identify their understanding, awareness and confidence around skills.</p> <p>Pupil focus groups and learning visits at Dargavel will have a focus on skills development</p>	<p>Staff will receive refresh input from PMHS to raise awareness and have a shared understanding of the 6 key skills developed in partnership with local employers and liaise with PMHS project lead.</p> <p>Teamwork Communication Thinking skills Social skills Creativity Problem solving</p> <p>Practitioner Enquiry, based approach - Staff will work collaboratively in stage groups across the cluster chaired by a lead practitioner within the year group to focus on</p> <ul style="list-style-type: none"> Share practice in relation to skills Planning for skills Research for skills Create proposal for implementation Trial within own environment Evaluation Share practice/feedback <p>Working time agreement time of 8 hours over the session.</p> <p>Collegiate calendar/INSET to include dedicated time for staff training, sharing of good practice</p>

<p>Dargavel pupil focus groups in January 2024, indicated that less than half the pupils were able to talk confidently about skills.</p> <p>Learning visits by SLT (with a Play focus) indicated that in less than half the classes observed, pupils were not able to talk confidently about the skills they were developing through Play.</p> <p>Pupil wellbeing surveys in session 23-24 concluded that 83% of pupils are 'good at working with others'. The 17% shortfall are predominantly from P4 and above. Communication skills and teamwork skills therefore need to be developed as a priority.</p>	<p>pupils view themselves working with others.</p>		<p>and evaluation (Working groups/practitioner enquiry within school and other establishments).</p> <p>Principal Teacher, Emma Murdoch will provide a high level of support to P2-4 classes around Discovery learning and ensure that skills are central to this pedagogy.</p> <p>The Play working party will create a rationale and Play/ Discovery progression for middle to upper stages. The focus will be on social, communication and teamwork skills.</p>
<p><u>YOUNG LEADERS OF LEARNING</u></p> <p>Education Scotland have developed a Young Leaders of Learning programme (YLL). The programme aims to engage with children and young people to listen to their views and ensure they impact on school evaluation processes and feed directly into improvement priorities.</p> <p>The 'Relationships' theme from HGIOURS will be the focus of the above work. In session 24-25, we will be embedding the Relationships and Expectations policy; the work with YLL will ensure we are sharing good practice and learning from other schools who already have this embedded.</p>	<p><u>2024-2026</u></p> <p>Through YLL, pupils will be further involved in school improvement and self-evaluation activities which will increase learner participation and empower pupils.</p> <p>Collaborative working through this programme, which includes reciprocal visits, will identify what is working well, areas for improvement and effective practice.</p> <p>Year 1 findings will be documented in the school Standards and Quality report and will directly</p>	<p><u>2024-2026</u></p> <p>Pre/post evaluation of the programme.</p> <p>YLL pupil group learning conversations and feedback from reciprocal visits.</p> <p>Evidence of positive change linked to the theme identified by YLL pupil group e.g. photos, videos, PowerPoint, surveys.</p>	<p>Amy Ferry, DHT trained in relation to YLL and identified as the lead.</p> <p>Lead to liaise and work closely in all planning with partner school lead.</p> <p>YLL lead to interview applicants and form a YLL pupil group consisting of P6 pupils.</p> <p>YLL group attend the pupil training in early August.</p> <p>YLL pupil group to use the YLL question grid to identify a theme(s) from 'How Good is OUR School' and/or the Dargavel SIP then use this to create an action plan.</p>

<p>The pupil wellbeing surveys in session 23-24 identified 'Included' as the wellbeing indicator which requires the most improvement. 80% of pupils feel included at Dargavel, however, the 20% shortfall is significant and something which needs to be addressed. Learning from other schools will support this.</p>	<p>influence the next School Improvement Plan.</p> <p>Young Leaders will have an enhanced range of skills including:</p> <ul style="list-style-type: none"> - communication - team work - resilience - time keeping - organisation - and social skills <p>An enhanced relationship with Barsail Primary school by August 2025 will allow:</p> <ul style="list-style-type: none"> - further sharing of good practice - more collaborative opportunities such as moderation and further YLL opportunities 		<p>Support pupils to plan their activities for reciprocal visits.</p> <p>Undertake reciprocal visits and compile feedback.</p> <p>Support the pupil group to lead improvement in their own school following the visits.</p> <p>YLL pupil group to prepare a short report for Dargavel Standards and Quality report 2024-2025.</p> <p>Identify theme for session 2025-2026 to be included in School Improvement Plan.</p>
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Improvement Priority 2 – Raising attainment in Literacy

HGIOS/HGIOELC QIs 2.2 2.4 2.3 2.5 3.2	NIF Priorities <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children Improvement in children's and young people's health and wellbeing Improvement in employability skills and sustained, positive school leaver destinations for all young people 	NIF Drivers <table border="0"> <tr> <td>1. School Leadership Progress</td> <td>4. Assessment of Children's Progress</td> </tr> <tr> <td>2. Teacher Professionalism</td> <td>5. School Improvement</td> </tr> <tr> <td>3. Parental Engagement</td> <td>6. Performance Information</td> </tr> </table>	1. School Leadership Progress	4. Assessment of Children's Progress	2. Teacher Professionalism	5. School Improvement	3. Parental Engagement	6. Performance Information
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Rationale for change	Outcome and Expected Impact	Measures	Interventions																																		
<p>RAISE ATTAINMENT IN READING</p> <p>Attainment Data Reading attainment over time is increasing at a steady pace. Whole school Reading attainment in 22/23 was 79%, rising to 84% in 23/24. However, two stages (P2 and P6) have not improved their attainment on the previous year. P1 reading attainment has remained at 88% for the past two sessions.</p> <p>ACEL Targets The majority of stages achieved or exceeded their ACEL target in Reading in 23-24 (P3, P4, P5 & P7)</p> <p>Quartile/ Authority Comparisons P1, P4 and P7 are above the Renfrewshire average in Reading. However, P1 & P7's Reading attainment is less than comparator schools. -2% in P1 and -3% in P7</p>	<p>Whole School Reading Attainment This will continue to increase in session 24/25.</p> <table border="1" data-bbox="654 746 1077 823"> <thead> <tr> <th>22/23</th> <th>23/24</th> <th>24/25</th> </tr> </thead> <tbody> <tr> <td>79%</td> <td>84%</td> <td>87%</td> </tr> </tbody> </table> <p>Stage Attainment Reading attainment will increase at every stage by:</p> <table border="1" data-bbox="654 963 1037 1259"> <thead> <tr> <th>Stage</th> <th>23/24</th> <th>24/25</th> <th>+%</th> </tr> </thead> <tbody> <tr> <td>P2</td> <td>88%</td> <td>90%</td> <td>+2%</td> </tr> <tr> <td>P3</td> <td>81%</td> <td>85%</td> <td>+4%</td> </tr> <tr> <td>P4</td> <td>86%</td> <td>90%</td> <td>+4%</td> </tr> <tr> <td>P5</td> <td>88%</td> <td>90%</td> <td>+2%</td> </tr> <tr> <td>P6</td> <td>78%</td> <td>80%</td> <td>+2%</td> </tr> <tr> <td>P7</td> <td>79%</td> <td>84%</td> <td>+5%</td> </tr> </tbody> </table> <p>Target Groups We will close the gap between male and female reading attainment(20% gap) by increasing the number of</p>	22/23	23/24	24/25	79%	84%	87%	Stage	23/24	24/25	+%	P2	88%	90%	+2%	P3	81%	85%	+4%	P4	86%	90%	+4%	P5	88%	90%	+2%	P6	78%	80%	+2%	P7	79%	84%	+5%	<ul style="list-style-type: none"> Pre/post teacher judgement data Accelerated Reading Star Reader scores Reading Eggs Assessment scores Running Reading Records Learning Conversations (individual target setting, focus groups etc.) Pre/post reading and writing engagement surveys for pupils Standardised assessment data including NSA/ACEL at P4 and P7 Class formative assessment Levels of staff engagement with CLPL 	<p>Reading Engagement</p> <ul style="list-style-type: none"> Timetabling of Reading (increased opportunities for reading throughout the day and at home) Reading Cafes with families Accelerated Reading – book band all class & school libraries to ensure children have wider access to challenging texts Homework consistency (Reading working party) – share at Meet the Teacher Curriculum Workshops – there will be a range of workshops for families to attend, with reading strategies and reciprocal reading being the focus of two workshops. <p>Reading Comprehension</p>
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<p>Across the school, 60% of those not on track in Reading are boys. Data from Pupil Reading Survey (June 2024) Most pupils (75%) indicated that they really enjoy reading at school.</p> <p>The majority of pupils (65%) indicated that they prefer reading alone as opposed to reading aloud (10%).</p> <p>Less than half of pupils (32%) indicated that the books they read are challenging enough</p> <p>Less than half of pupils (47%) indicated that they read at home or are read to at home 3+ times per week. 19% indicated that they never read at home.</p> <p>Data from Staff Survey (May 2024) Most teaching staff (79%) identified Reading Comprehension as a priority for raising reading attainment in session 24/25.</p> <p>Data from Parent Survey (May 2024) 12% of respondents disagreed that activities where children and parents and children learn together were planned for at Dargavel</p> <p>Other The cross-quartile moderation group led by Amy Ferry has concluded that there are clear disparities between teacher judgement in Reading.</p>	<p>boys attaining across the school by 10%.</p> <p>P5 Target Group – 8 pupils To maintain the attainment levels within reading by focusing on spelling, motivation and engagement.</p> <p>P6 Target Group – 4 pupils Current reading attainment is 75%. This is an even split between boys and girls. The target for this group is between 75% - 80% (4 pupils)</p> <p>Pupil Engagement in Reading We will see improvements in all scores, particularly around the level of challenge and the amount of time pupils read or are read to at home.</p> <p>Parental Engagement Increase parental engagement in Reading. Parental opinion will increase from 88% - 95%</p> <p>Teacher judgement in Reading will improve and teachers will have a more robust bank of evidence which will support their teacher judgement. This will include IDL scores, STAR reader scores, spelling</p>	<ul style="list-style-type: none"> • Ongoing evaluation of staff confidence, understanding and progress with implementation • Tracking meetings • Learning Visits • Learner feedback – focus groups 	<ul style="list-style-type: none"> • Consistent approach to Reciprocal Reading across the school and an increase in the teaching of these strategies at P4-7. • Timetabling (improved balance between the teaching of reading and writing) • Teaching and Assessment of Comprehension - The cross-quartile moderation group will create a bank of reading comprehension assessments over the course of next session. They will also create an overview of progressive comprehension skills to be covered from P1-P7. • Teachers will be using Pearson comprehension assessments linked to child's level of book band. • The moderation group will meet at the end of next session to moderate and evaluate the reading comprehension assessments. <p>Working Parties</p> <ul style="list-style-type: none"> • Revise spelling progression and approaches. Incorporate approaches from North Lanarkshire, Phonics International and Wraparound. • Visit other establishments for sharing good practice • Create progressive word lists for P2-P7
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<p>Learning visits, pupil focus groups and the 2.3 local authority visit have all highlighted differentiation as not being explicit enough. There is also a lack of consistency in terms of effective feedback; it is strong in Writing but not as effective in other areas of the curriculum.</p>	<p>and reading ages and Pearson assessments.</p> <p>Differentiation will be more explicit across all stages. Almost all pupils will evaluate their work as being 'hard enough' (increase from 90% to 95% in GMWP survey)</p> <p>Effective feedback will be explicit and will have clear next steps on how to improve. There will be an obvious link between teacher feedback and the children's targets.</p>		<p>CLPL</p> <ul style="list-style-type: none"> All teaching staff to participate in CLPL opportunities with a focus on Differentiation and Effective feedback. These will be practical sessions using examples of good practice from across the school and using materials from Education Scotland and the West Partnership. 																																		
<p>RAISE ATTAINMENT IN WRITING</p> <p>Attainment Data Writing attainment over time is increasing at a steady pace. Whole school Writing attainment in 22/23 was 75% rising to 80% in 23/24. However, two stages (P2 & P3) have not improved their attainment on the previous year.</p> <p>Quartile/ Authority Comparisons P1, P4 & P7 are exceeding the Renfrewshire average in writing attainment. However, P1's Writing attainment is less than comparator schools and P4 & P7 are exactly comparable.</p> <p>ACEL Targets Less than half the stages achieved or exceeded their ACEL Writing target (P4, P6 & P7)</p> <p>Data from Pupil Focus Groups</p>	<p>Whole School Writing Attainment This will continue to increase in session 24/25.</p> <table border="1" data-bbox="654 740 1077 815"> <tr> <td>22/23</td> <td>23/24</td> <td>24/25</td> </tr> <tr> <td>75%</td> <td>80%</td> <td>83%</td> </tr> </table> <p>Stage Attainment Writing attainment will increase at every stage by:</p> <table border="1" data-bbox="654 959 1037 1278"> <thead> <tr> <th>Stage at 24-25</th> <th>23/24</th> <th>24/25</th> <th>+%</th> </tr> </thead> <tbody> <tr> <td>P2</td> <td>87%</td> <td>90%</td> <td>+3%</td> </tr> <tr> <td>P3</td> <td>84%</td> <td>87%</td> <td>+3%</td> </tr> <tr> <td>P4</td> <td>74%</td> <td>78%</td> <td>+4%</td> </tr> <tr> <td>P5</td> <td>82%</td> <td>84%</td> <td>+2%</td> </tr> <tr> <td>P6</td> <td>70%</td> <td>72%</td> <td>+2%</td> </tr> <tr> <td>P7</td> <td>77%</td> <td>80%</td> <td>+3%</td> </tr> </tbody> </table> <p>Target Groups P5 Target Group – 7 pupils To maintain the attainment levels within writing by focusing on</p>	22/23	23/24	24/25	75%	80%	83%	Stage at 24-25	23/24	24/25	+%	P2	87%	90%	+3%	P3	84%	87%	+3%	P4	74%	78%	+4%	P5	82%	84%	+2%	P6	70%	72%	+2%	P7	77%	80%	+3%	<ul style="list-style-type: none"> Pre/post teacher judgement data IDL assessments Learning Conversations (individual target setting, focus groups etc.) Pre/post writing engagement surveys Standardised assessment data including NSA/ACEL at P4 and P7 Class formative assessment Levels of staff engagement with CLPL Ongoing evaluation of staff confidence, understanding and progress with implementation Tracking meetings Learning Visits 	<p>Talk for Writing</p> <ul style="list-style-type: none"> In full consultation with staff, every class will now teach one Talk for Writing unit per term. New staff will receive training on specific aspects of Talk for Writing at their request. Approximately 5 staff will require non-fiction training. One moderation activity with stage partners using the new assessment rubrics. Creation of an updated operational plan, by October '24, for implementation of the Talk for Writing approach (fiction and non-fiction) to include: <ul style="list-style-type: none"> maintaining/evaluating whole school reading spine maintaining/evaluating whole school overview with resource linked units adapt templates for unit planning to align with existing planning approaches
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<p>Most children in the upper stages focus groups described Talk for Writing as enjoyable but that too much time was spent on it. Some pupils described it as being too repetitive.</p> <p>Data from Staff Self Evaluation Most teachers (88%) identified '<i>a consistent structure for the implementation of writing (including T4W and free writing)</i>' as a priority for next session.</p> <p>Almost all teachers (90%) concluded that it was a struggle to fit other areas of the curriculum into their week due to the significant amount of time spent on Talk for Writing units.</p> <p>Almost half (48%) the teachers identified the assessment of writing (through T4W) as an aspect they felt least confident in.</p>	<p>spelling, tools for writing (editing) as well as motivation and engagement.</p> <p>P6 – current writing attainment is 70%. This is an even split between boys and girls. The target for this group is between 70% - 77% (5 pupils)</p> <p>To close the gap between male and female. To increase the number of boys attaining by 10%</p>	<ul style="list-style-type: none"> • Learner feedback – focus groups • Cold and Hot pieces • Free writing jotters • Writing rubrics 	<ul style="list-style-type: none"> ○ establish teaching non-negotiables (one unit per term) and ensure consistent implementation across the school ○ establish/maintain effective procedures for quality assurance of the approach with a focus on consistency and quality <p>Other Writing interventions</p> <ul style="list-style-type: none"> • Increased opportunities for free writing across the week in all stages • Increased opportunities through writing activities for improving the editing process (P2- P7) • Spelling Progression (see Reading priority) • IOC project – Emmett Galloway introduced a new writing intervention in session 23-24 (Plan – Monitor – Evaluate) which resulted in significant improvements for the target group of pupils. The intervention which focuses on self-talk, scaffolding and editing will be used with target pupils in P5-7. <p>Support Staff (PEF)</p> <ul style="list-style-type: none"> • Provide support in writing, specifically at the editing process. • Provide support to P3-7 target groups through the delivery of literacy interventions, including IDL, 5 minute box, Reading Eggs, editing process, fine motor skills.
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<p>CLUSTER READING MODERATION</p> <p>Analysis of cluster data over time showed almost all learners progress from Level 2 to achieving Level 5 Literacy by the end of S4. In comparison to local authority data our cluster schools highlighted that 74% of pupils who did not achieve 2nd Level at the end of P7 went on to attain Level 5. With this inconsistency, staff agreed to focus moderation on our assessment of Reading.</p> <p>Almost all teaching staff at Dargavel (90%) highlighted Reading Comprehension as a priority for next session. At recent PRDs, this was explored further, with most teachers explaining that they found the teacher judgement of Reading in some cases difficult to determine.</p>	<p>Confidence in the accuracy of teacher judgement will improve based on a range of evidence.</p> <p>Reading ACEL Targets P4 (86% - 90%) P7 (79%-84%)</p> <p>4 out of the 13 pupils off track in Reading in P4 are on the cusp. 3 out of the 12 pupils off track in Reading in P7 are on the cusp. With interventions and improved teacher judgement processes, these children will be on track by June 2025.</p>	<p>Staff evaluation will show confidence in accuracy of professional judgement and ability to provide/discuss supporting evidence in tracking meetings.</p> <p>Reading assessments (IDL, STAR Reader, Pearson assessments, ongoing classroom assessments and observations)</p>	<p>Cluster stage groups already established through skills development and will be used for reading moderation activity in Term 3, focusing on Reading.</p> <p>Cluster HT deliver shared presentation and menti of moderation task in their own establishment. Each teacher will select 2 pupils, one pupil on track (currently 1) and one pupil on cusp of being on track (currently -1) to gather a range of evidence and detail of current practice and targeted interventions.</p> <p>Cluster groups will meet to discuss the evidence gathered and share good practice in learning, teaching and assessment of reading.</p>
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Improvement Priority 3 – Improving the wellbeing outcomes for children

HGIOS/HGIOELC QIs 2.3 2.5 3.1 3.2	NIF Priorities <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children Improvement in children's and young people's health and wellbeing Improvement in employability skills and sustained, positive school leaver destinations for all young people 	NIF Drivers <table border="0"> <tr> <td>1. School Leadership Progress</td> <td>4. Assessment of Children's</td> </tr> <tr> <td>2. Teacher Professionalism</td> <td>5. School Improvement</td> </tr> <tr> <td>3. Parental Engagement</td> <td>6. Performance Information</td> </tr> </table>	1. School Leadership Progress	4. Assessment of Children's	2. Teacher Professionalism	5. School Improvement	3. Parental Engagement	6. Performance Information
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>Last session, a consistent approach to nurture and to positive relationships and behaviour was identified as an improvement priority through pupil, staff and parent/carer self-evaluation activities. This session, we have created our new Relationships Policy. As we have a high number of new staff joining us and from ongoing self-evaluation, we will have a focus on embedding this policy next session.</p> <p>The majority of staff (60%) stated that we should embed our current nurture principles as well as the social and physical environment as a priority next session. The majority of staff (57%) agree that we have been successful in implementing our relationships policy this session. Less than half (34%) strongly agree with this statement. We want all staff to feel that they have been successful in implementing this policy.</p>	<p>RNRA accreditation (Level 2: Ruby).</p> <p>All staff feeling more confident in their delivery of our Relationships Policy.</p> <p>Number of playground incidents will reduce.</p> <p>Wellbeing wheels scores to increase. Almost all (over 90%) children will score an 8 and above for feeling safe, included, respected and nurtured.</p> <p>From feedback and monitoring, the number of children going beyond Step 2 on classroom plan will reduce.</p>	<ul style="list-style-type: none"> Boxall Profiles SLT Classroom visits RNRA questionnaires – start of year/ end of year RNRA Accreditation GMWP – start and end of year End of year pupil surveys Tracking Meetings GIRFEC Meetings Leuven Scale RICE evaluations Pre and Post parent evaluations HGIOS4 staff surveys Interrogation of data, including the number of times SLT are called to classes support with behaviour CIRCLE assessments Pupil reflections 	<p>Relationships Policy</p> <ul style="list-style-type: none"> Staff refresh Pupil refresh Launch of Relationships Video at Curriculum Evening <p>CIRCLE/ RNRA</p> <ul style="list-style-type: none"> Staff refresh of Physical and Social Environment action plans Staff refresh of Nurture principles RNRA core group to meet monthly (pupils, staff, families and professionals) <p>Nurture and Wellbeing (PEF Key Workers)</p> <ul style="list-style-type: none"> Continue with Nurture provision with P1 morning group Continue with Nurture and wellbeing at P5-7 with a focus on social skills, developing resilience, readiness to learn and attendance. <p>NVR Parents' Group (SPACE)</p> <ul style="list-style-type: none"> Educational Psychologist and Amy Ferry, DHT will lead a NVR Parents' Group specifically for Dargavel parents.

<p>Of those who responded, all staff stated that they would like further time to embed our Relationships Policy. They expressed that this could be achieved through further training on consequences and moderation consistency against the classroom plan.</p> <p>In our recent wellbeing web exercise and when rating themselves as a 9 or 10, most (83%) children expressed that they feel safe. Most stated that they felt nurtured (88%) and included (77%). The majority (74%) stated that they felt respected.</p> <p>During a recent House Assembly, most children selected our values of kindness and respect as the values they would like to work on.</p>			
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