



STANDARDS AND QUALITY REPORT

June 2024

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2024-2025. I hope that you find it helpful and informative.

Gerry Carlton

Head Teacher

OUR SCHOOL

Dargavel Primary School opened in August 2021. Our catchment takes in all of Dargavel Village and the majority of our families live in SIMD 9 (approximately 70%) with the rest living in SIMD 5. The school roll in August 2024 will be approximately 625. We work closely with our local partners, including nurseries, primary schools and our associated secondary – Park Mains High School. We also work with local businesses, creating meaningful links to develop skills for learning, life and work. We are very proud of the relationships we have built and the reputation we have developed in the short space of time the school has been open.

The school consists of the original main building and last summer three modular units (6 classrooms) were installed to provide capacity for the increase in the school roll.



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

SUCCESSSES AND ACHIEVEMENTS

Health & Wellbeing: This session, we have implemented our new Relationships Policy. This involved research from within and beyond our establishment, as well as consultation with school staff. A pupil focus group was established to further inform our planning and a parental steering group supported in evaluating our initial draft before rolling this out to our whole school. Following this, we have seen an increase in emotional literacy amongst our pupils. There has been a subsequent reduction in playground incidents and escalating behaviours within the classroom. Staff have embraced this policy, stating that they feel more confident in promoting positive behaviour and appreciate a consistent approach across the school. We have recently created a video version of this policy to ensure it is more user-friendly to all stakeholders. This will be shared in Term 1 (2024-25) as part of a parental engagement session before it features on our school website.

Talk for Writing: A priority this session has been embedding Talk for Writing across the school. This is an evidence-based approach to delivering high quality, engaging and relevant writing experiences. The impact so far demonstrates higher learner engagement and enjoyment in writing and, across the school, our overall writing attainment has increased by 5%.

Wider Achievement Opportunities: In session 23/24 we have provided a vast amount of extra-curricular opportunities for our learners. For example, Primary 5 performed Disney's Frozen. It was a resounding success and we plan to work with Scottish Opera again next session. We have continued to provide approximately 50 different clubs across the school year, for example, various sports, choir, arts and crafts. 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.

Funding and Partnerships: We were awarded £5000 from the Whole Family Wellbeing Fund. This money was used to fund a Youth Worker to support pupils from P5-7 in outdoor learning pursuits with a focus on wellbeing. As part of this partnership with the Renfrew YMCA, we were granted £1000 to spend on nurture resources and over £2000 on food vouchers to support our families.

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

UNCRC Bronze Award: In recognition of our journey to becoming a Rights Respecting School, we were awarded the Bronze level which demonstrates our commitment to the United Nations Convention on the Rights of the Child. We are now working towards the Silver award and hope to have achieved this by the end of session 24-25

Pupil Equity Funding (PEF)

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

- Providing Nurture to a target group of pupils in P1
- Improving the overall inclusion support package for children with ASN and other barriers to learning such as attendance (P5-7).
- Providing targeted interventions in Literacy and Numeracy (P5-7).

During session 23/24, in consultation with our school community we used our PEF to employ 1.5 Key Workers ~~posts~~ and increased our support staff by appointing a 0.5 Additional Support Needs Assistant (ASNA). This allowed us to provide targeted nurture support to P1 pupils, targeted wellbeing support to a target group of pupils in P5-7 and also targeted literacy support for pupils in P6 and P7. Our main objective is to improve outcomes for these learners; this includes attainment, attendance and overall engagement and readiness to learn.

Impact of Nurture Support on P1 target group

- 80% of the target group have made significant progress in their readiness to learn (developmental strand). For example, the children are able to take part in an adult centred group activity and are able to communicate appropriately with peers and adults.
- The majority of the target group have improved in areas which were identified as being difficult for them from their first Boxall evaluation. For example, their listening skills and ability to make reciprocal friendships has improved.
- P1 teachers have indicated that 80% of the target group are transferring their skills from the Nurture Class into their P1 class environment. Staff have said most of the children are thriving as a result of the intervention. 60% of the group are now on track for Writing and 80% for Numeracy.

Pupil Equity Funding (PEF) Continued

Impact of Key Worker Support on P5-7 target group

- There are improvements in both developmental and diagnostic strands (Boxall) for all pupils in the target group.
- The scores from GMWP (Glasgow Motivational Wellbeing Profile) and wellbeing wheels have steadily increased between September and May for almost all of the target group.
- For most of the target group, their time in class and engagement in learning has significantly increased and this has had a positive impact on their attainment with some learners now on track for Writing and Numeracy.
- There has been an average 7% increase in attendance for the target pupils in P5-7
- The target group of pupils evaluated their time spent with the Key Worker:
 - All pupils stated that time with the key worker made them feel better about themselves and about being at school.
 - Almost all of the target group indicated following a key worker session that they either felt 'happier', 'calmer' or 'more relaxed' The same pupils were also able to identify strategies that they can use to help regulate their emotions.

Impact of additional support staff on target group

- Almost all of the target group (P6 & P7) increased their spelling age and reading score by over one year.
- All of the target group have made incremental progress in Reading and Writing, with most of them now on track for both organisers.

After consultation with learners, staff and parents, next session the PEF plan will remain the same as 23-24. Key Workers and additional support staff 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; this is based on the CIRCLE framework and our Relationships Policy.
- 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. In the recent Parent/ Carers' Annual Survey (May 2024), 100% of respondents agreed or strongly agreed that the school was well led and managed.
- Professional learning in Talk for Writing, CIRCLE, Renfrewshire's Nurturing Relationships Approaches (RNRA) and Numeracy has provided staff opportunities to 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, Numeracy, Digital Learning, Outdoor Learning, Inclusion and Pupil Leadership.
- Pupil Leadership Groups are now embedded and are successfully taking forward improvement priorities which impact positively on their experience at Dargavel. Our P7 House representatives have increased their remits and are now leading termly House Assemblies where they promote the school values and motivate the rest of their house members through the creation of the House Chants.
- We have a number of children who now lead lunchtime clubs. They use their leadership and teamwork skills to provide clubs for younger children, sharing their talents and knowledge of specific areas of interest, such as art, dance and gymnastics.

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 early arithmetic learning), CIRCLE and RNRA. Two members of SLT have attended Non-violent Resistance (NVR) level 1 training and almost all staff have attended various training opportunities on supporting Care Experienced children.
- Our Nurture Teacher and one of the PEF funded Key Workers have completed almost all of the Nurture UK accreditation certificate. This has been significant in the success of the Nurture Class and Nurture groups. These groups are based on the principles of nurture and evaluated using the Boxall profiles.
- Our approach to Play and enquiry-based learning at first level has been highlighted within the local authority as effective practice. As a result, our Principal Teacher delivered a presentation on our work in Dargavel to the lecturers at the University of Strathclyde.
- All teaching staff are members of School Improvement Working Parties, where each group takes a school priority which will improve outcomes for children and raise attainment. It also develops the leadership skills of our staff.
- We now have three teachers who have completed Renfrewshire's Aspiring Principal Teacher course; this demonstrates a commitment from staff that they wish to accelerate their career into middle management.
- Two teachers successfully completed their Masters this session and one teacher completed the Improving Our Classrooms (IOC) programme. All three teachers have been able to share their knowledge and the impact from projects. The IOC project implemented in a P3 class was very successful in raising Literacy attainment; the approach will now be used to raise attainment for target groups at second level in session 24-25.
- Our teaching staff are held in very high regard amongst our parents/ carers, with 99.5% of respondents in the annual survey (May 2024) agreeing or strongly agreeing that they were overall satisfied with the quality of teaching in the school.

Parental Engagement

- The feedback from the most recent Parents/ Carers' annual survey (May 2024) was overwhelmingly positive.
 - 99% of respondents agreed or strongly agreed that they receive helpful, regular feedback about how their child is learning and developing.
 - 97% of respondents agreed or strongly agreed that 'the school gives me advice on how to support my child's learning at home'.
 - 99% of respondents agreed or strongly agreed that they feel comfortable approaching the school with questions, suggestions and/ or a problem.
- Opportunities and events for parents/ carers to discuss their child's progress have been very well attended this session, with an average attendance of 96% at each event. These include Meet the Teacher, Target Setting and Pupil Progress Meetings.
- Nursery to Primary 1 Transition Events: A range of family learning events to support an effective transition process were implemented in May/June. These were very well attended with the feedback from families being very positive.
- We have a very strong Parent Council who work hard to ensure the children receive the best possible experience at Dargavel. There has been more of a focus on fundraising this session which has been a positive change. This session, the Parent Council have purchased Friendships Benches, noticeboards for the Rights Committee and they paid for the creation of the Relationships Policy video. We are very grateful for their support.

Assessment of Children's Progress

- Dargavel's Attainment Data for June 2024 is (those on track to achieve expected level):

	P1	P2	P3	P4	P5	P6	P7
Reading	88%	81%	86%	88%	78%	79%	86%
Writing	87%	84%	74%	82%	70%	77%	86%
Listening & Talking	99%	96%	98%	97%	99%	100%	100%
Numeracy	88%	88%	82%	80%	85%	88%	84%

- Dargavel's whole school attainment continues to increase in all areas of Literacy and Numeracy: Listening and Talking has increased by 1% to 98%, Reading has increased by 5% to 84%, Writing has increased by 5% to 85% and Numeracy has increased by 3% to 85%.
- 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, Quality Assurance activities, 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 have resulted in raised attainment for our pupils. 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 activities linked to 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, CIRCLE, RNRA (including Nurture). 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.

- All teachers make effective use of the new *Fact-Story-Action* format for monitoring and tracking. Teachers bring a quality body of evidence to termly tracking meetings which supports their teacher judgement. All teachers have a good understanding of their class attainment including those learners who are not currently on track but, with interventions, could be on track by the end of the session. They use data to plan for all learners, including those with ASN.
- Very good use is made of establishment and local authority/ quartile attainment data used to analyse and compare, 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 completion of termly wellbeing wheels. 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 2023-24 attendance rate was 95.43% with zero exclusions.



KEY STRENGTHS OF THE SCHOOL

- ★ Values and 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. Our school values of Kindness, Respect, Acceptance and Growth are completely embedded in our curriculum and in the life and ethos of the school. This session we ensured all assemblies were Values based and the introduction of Pupil of the Month (Dargavel Delights) allowed us to celebrate children’s commitment to displaying our school values.
- ★ 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. 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 our school values of Kindness, Respect, Acceptance and Growth. We work very closely with partners such as our Educational Psychologist, Home Link, School Nurse and Exchange Counselling to ensure we work in partnership to get it right for our learners and their families.
- ★ Play Pedagogy: We are immensely proud of our journey with Play and Discovery learning. The approach is now being successfully implemented in P2-P4 with plans to extend it across the whole school. We are seeing increased levels of engagement and motivation in pupils which is impacting positively on attainment levels. We have received a number of visits from other establishments from Renfrewshire, East Renfrewshire and Glasgow authorities to observe our approach. Emma Murdoch, Principal Teacher was asked to present to the lecturers at the University of Strathclyde, to share our journey and its successes.
- ★ Funding: This session, we have been successful in obtaining grants to provide extra-curricular activities for our pupils. These have included £5000 from the Family Wellbeing Fund, over £2000 in food vouchers and £7000 to provide music and art therapy next session.

OUR NEXT STEPS – PRIORITIES FOR 2024-25

We believe that we have made Very Good progress during session 2023-24 and we will use the improvement priorities listed below to build on this progress moving forward.

- ★ Skills Development
 - Teaching staff will be working with cluster colleagues to share good practice and conduct a Practitioner Enquiry in Skills Development.
 - Young Leaders of Learning: Dargavel Primary will be working with Barsail Primary on a project which provides pupils with the opportunity to visit and evaluate the good practice taking place in a different school. Children will have direct input into quality assurance whilst developing their skills for learning, life and work.
- ★ Raise attainment in Literacy
 - Whole school focus on Reading Comprehension, including Reciprocal Reading strategies.
 - Increase Parental Engagement with a specific focus on Literacy (Reading and Writing).
 - Continue to embed Talk for Writing as the main approach to writing.
 - Reading Moderation with cluster colleagues and continue with cross-quartile moderation group established in 23-24.
- ★ Children's Wellbeing (maintenance priority)
 - Embed Relationships and Expectations Policy.
 - Continue with PEF plan which includes Key Worker nurture and wellbeing support.
 - Embed CIRCLE into all learning environments.
 - Embed the principles from Renfrewshire's Nurturing Relationships Approaches and apply for RNRA accreditation.

Dargavel Primary School
Arrochar Drive
Bishopton
PA7 5HP
0300 300 1481
Twitter: @dargavelps

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 (see QR code below) and by completing evaluations at school events.

Full details of the school's improvement priorities and actions are detailed on the school improvement plan which can be accessed on our website or by scanning the QR code below.



School Improvement Plan 24-25



Have Your Say Survey



Relationships Policy Film