



Dargavel Primary School

School Improvement Plan

2025/26

Planning framework

As part of Children's Services, Dargavel Primary School has developed this school improvement plan in line with the national and local priorities listed below.

National Improvement Framework Key Priorities

- Placing the human rights and needs of every child and young person at the centre of education;
- Improvement in children and young people's health and wellbeing;
- Closing the attainment gap between the most and least disadvantaged children and young people;
- Improvement in skills and sustained, positive school-leaver destinations for all young people; and
- Improvement in achievement, particularly in literacy and numeracy.

National Improvement Framework 7 Key Outcomes

- A globally respected, empowered, and responsive education and skills system with clear accountability at every level that supports children, young people and adult learners to thrive. The system enables the development of their knowledge, skills, values and attributes that give them the best opportunity to succeed and contribute to Scotland's society and economy.
- Young people experiencing the benefit of schools and early years settings working in excellent partnerships with wider children's services and other partners, families, and communities, in line with the GIRFEC approach.
- Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all.
- High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap.
- Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs.
- Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.
- An education system engaging in digital technology to enhance all aspects of learning and teaching, supported by a digitally skilled workforce and tackling digital inequality.

Renfrewshire Council Plan Strategic Outcomes

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

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.

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.

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.

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.

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.

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

Reduce child poverty in Renfrewshire and improving outcomes for children and families currently living in poverty	Place children and young people's human rights at the heart of the planning and delivery of services that affect them	Protect the most vulnerable members of our communities, including children and young people who are at risk	Support and nurture our children, families and communities	Create the best possible learning estate to allow children and young people to thrive	Raise attainment and enhance learning and teaching in an inclusive environment
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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?

Consultation with Children	Consultation with Staff	Consultation with Families	Consultation with Partners
<ul style="list-style-type: none">• Pupil Questionnaires• Active Assemblies• Pupil Council• Pupil Voice Groups• House Leadership Team• 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• Attainment and Getting It Right For Every Child (GIRFEC) meetings.	<ul style="list-style-type: none">• 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. The priorities and actions within our school improvement plan meet the needs of the school and articulate with the local and national priorities.

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
- Target setting for each child (regular reviews)
- Monitoring and tracking of children's learning and attainment at termly attainment meetings.
- Weekly Learning Logs
- 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.

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.

Improvement Priority 1 – Cluster based approach to skills development through practitioner enquiry.

NIF Priorities

Placing the human rights and needs of every child and young person at the centre of education
Improvement in children and young people's health and wellbeing

Closing the attainment gap between the most and least disadvantaged children and young people

Improvement in skills and sustained, positive school-leaver destinations for all young people

Improvement in achievement, particularly in literacy and numeracy

NIF 7 Key Outcomes (see page 2 for full descriptors)

Develop knowledge, skills, values and attributes to support children and young people to thrive

Excellent partnerships in line with GIRFEC

Inclusive and relevant curriculum and assessment

High levels of achievement across the curriculum with action to close the poverty-related attainment gap

Highly skilled practitioners and leaders driving excellent learning, teaching and assessment

Improving relationships behaviour and attendance with increased engagement in learning

Engaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality

Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>2023-2028 Cluster</p> <p>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.</p> <p>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>In February 25, 87% of Dargavel teaching staff scored the effectiveness of the cluster skills work as a 3 or above</p>	<p>2023-2028</p> <p>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.</p> <p>2025-2026</p> <p>By the end of the session, almost all teaching staff will demonstrate awareness, knowledge and confidence in skills development which will positively impact planned learning experiences.</p> <p>By the end of the session, almost all pupils will demonstrate their ability to identify and talk about the 6 identified skills through various</p>	<p>Quality Assurance observations within each establishment will evidence skills development.</p> <p>Pupil focus groups demonstrate a clear understanding of the skills they are learning and applying in different contexts and those they need to develop further.</p> <p>Qualitative feedback from peer observations across the cluster (February Inservice)</p>	<p>Cluster focus on 6 Key Skills identified by Park Mains Skills and developed in partnership with local employers:</p> <p>Teamwork Communication Thinking Skills</p> <p>Social Skills Creativity Problem Solving</p> <p>Lead practitioners to devise:</p> <ul style="list-style-type: none"> • Presentation of skills resource overview • Draft pathway of skills progression • Deliver presentation during collegiate session to all staff, including input on The Renfrewshire Way (Skills section) <p>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"> • Sharing practice/feedback through peer observations

<p>(out of 5). Almost all teachers stated that the most beneficial aspect of the process was networking and that they would like to do more of this as a next step. Most staff also indicated for next steps that a progression framework be created to allow for consistency across the cluster and to ensure depth of learning. Some also indicated that continuing the cluster networks would be beneficial.</p> <p>Through SLT learning visits and pupil focus groups, it is evident that there is an improved awareness and understanding of skills development across almost all classes. The majority of children can talk confidently about skills and how these relate to their learning. This needs to be more consistent across the school with almost all children being able to talk about skills.</p>	<p>learning experiences across the curriculum.</p> <p>A progression framework will be finalised and will be implemented at all stages across the school. This will provide consistency and depth of learning.</p>		<p>Working time agreement time of 3 collegiate hours over the session.</p> <p>Collegiate calendar/INSET to include dedicated time for staff training, sharing of good practice and evaluation (Peer observations within school and other establishments).</p>
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Improvement Priority 2 – Raising attainment in literacy and numeracy through high quality learning and teaching.

NIF Priorities Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people’s health and wellbeing Closing the attainment gap between the most and least disadvantaged children and young people Improvement in skills and sustained, positive school-leaver destinations for all young people Improvement in achievement, particularly in literacy and numeracy		NIF 7 Key Outcomes (see page 2 for full descriptors) Develop knowledge, skills, values and attributes to support children and young people to thrive Excellent partnerships in line with GIRFEC Inclusive and relevant curriculum and assessment High levels of achievement across the curriculum with action to close the poverty-related attainment gap Highly skilled practitioners and leaders driving excellent learning, teaching and assessment Improving relationships behaviour and attendance with increased engagement in learning Engaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality	
Rationale for change	Outcome and Expected Impact	Measures	Interventions
CLUSTER READING MODERATION 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 2 nd Level at the end of P7 went on to attain Level 5. With this inconsistency, staff agreed to focus moderation on the assessment and achievement of Reading. In a teaching staff pre-inspection survey (February 25), 69% of staff <i>strongly agreed</i> and 31% <i>agreed</i> that moderation activities are helping them make sound professional judgements. Although these are positive statistics, almost all of the other questions within the survey had higher scores for <i>strongly agree</i> . This suggests that staff could be more	2024 - 2030 Tracking pupil attainment over time will demonstrate an increase in the number of pupils achieving second level Reading by the end of P7 who will attain Level 5 Literacy by the end of S4. By June 26, confidence in the accuracy of P1-5 teacher judgement will improve based on a range of evidence and moderation with cluster colleagues. By June 26, Reading attainment in P1 to be 90% or above. Session 24-25’s P1 attainment in Reading was 89%. Reading attainment across the school increased by 8% from June 24 (76%) to June 25 (84%). Our	Reading approaches evidenced through class visits, termly and weekly planning and evaluations of learning and teaching. Through discussions at tracking meetings, staff will provide a range of assessment information which will support accuracy of professional judgement. Reading assessments (IDL, STAR Reader, Pearson assessments, ongoing classroom assessments and observations)	Cluster stage groups established through skills development and previous reading moderation activity from session 24-25 will continue to moderate Reading. This session we are focusing on comprehension. Stage groups to meet on February Inservice Day (after Skills input) to discuss current practice in the teaching and assessment of reading comprehension. P1-5 teachers will select 3 pupils - one pupil on track, one pupil on the cusp of being on track and one child being challenged. Teachers to gather a range of evidence including children’s work and assessment data focusing on reading comprehension. P6 & P7 teachers will work with the Park Mains English department staff to share practice linked to the learning and teaching of reading comprehension e.g. PEEL (Point - Evidence -Explain – Link). Staff to agree on

<p>confident when making professional judgements.</p> <p>Reading attainment at almost every stage has increased steadily for the past two school sessions. Dargavel's attainment is above local and national averages, however, our attainment in Reading is below our local comparator school. Although Dargavel is a slightly different demographic to the comparator school, we would like our attainment to be in line with theirs.</p>	<p>aim is to increase this 4% in session 25-26 to 88%.</p> <p>The staff survey in February 2026 will show an increase in teacher confidence as a result of moderation activities.</p> <p>Across the seven schools, a deeper look at children who are on the cusp of being on track and those who are being challenged, leading to improved attainment in Reading for these target groups.</p>		<p>aspects to develop as a small test of change in terms 3 and 4.</p> <p>Cluster groups will meet to discuss the evidence gathered and assessment of reading comprehension. Tuesday 28th April</p>
<p>Target Setting</p> <p>Through various quality assurance activities, almost all teaching staff identified target setting as a priority for session 2025-26.</p> <p>SLT class visits and local authority review observations highlighted target setting as a priority, as although some children can talk about their targets or next steps, there is a requirement to have a more consistent approach across the school.</p> <p>In various pupil focus groups, almost all children were able to talk confidently about learning logs but only some</p>	<p>By January 2026, all classes will be using an approach to target setting which is purposeful, realistic and clearly links with learning logs.</p> <p>By April 2026, almost all children will be able to talk about their learning targets; the process of setting and reviewing targets and how these link with teacher, pupil and parental feedback</p> <p>There will be an increase in the parent/ carer survey scores in questions related to assessment and being involved in their child's learning</p>	<p>SLT class visits – during the October/November class visits, SLT will focus on targets within the trial classes.</p> <p>Pupil Focus Groups – these will be conducted during the SLT class visits in February. There will be a specific focus on targets and opportunities for pupil led learning.</p> <p>SLT quality assurance of targets and of Seesaw.</p> <p>SLT monitoring of pupil work.</p>	<p>A working party will focus on Target Setting. There will be representation of at least one or two teachers from each stage within the working party.</p> <p>Working party will look inwards at what is currently working well in Dargavel. They will look outwards to other schools within Renfrewshire and beyond to find good practice of target setting.</p> <p>Working party will have 4 collegiate sessions between August and October and will then feedback to rest of staff during October Inservice. Implementation plan will be created and specific classes will trial new format during October and December. This</p>

could talk confidently about their targets.			<p>will be reviewed and amendments made. Full implementation across the school from January 2026.</p> <p>Working party will create a model for effective feedback which links to children's targets and can be shared with parents/ carers.</p> <p>All staff to attend CIRCLE training with a focus on Motivation (see Wellbeing priority)</p>
<p>Outdoor Learning</p> <p>Over the past two sessions, Outdoor Learning has been identified by almost all teaching staff as a priority. Most teachers agreed that Outdoor Learning is done well in P1 and P2 but that it could be developed and increased from P3-7.</p> <p>During Pupil Focus groups, almost all children advised that they would like to do more outdoor learning and that they don't do enough of it.</p> <p>An area of development identified by the local authority review team is to <i>'continue with plans to develop the outdoor learning environment for all</i></p>	<p>From October onwards, there will be an increase in outdoor learning opportunities across all stages. In session 25-26, this will focus specifically on Numeracy and Science.</p> <p>Planning for outdoor learning opportunities will be more evident in termly and weekly plans.</p> <p>Pupil self-evaluation activities, such as focus groups and questionnaires will demonstrate a more positive attitude towards outdoor learning, with pupils being able to talk confidently about their outdoor learning experiences and skills</p>	<p>SLT class visits to observe outdoor experiences</p> <p>Pupil Focus Groups (specific set of questions on outdoor learning) report on having increased opportunities for outdoor learning</p> <p>Teachers' Planning demonstrates increased outdoor learning opportunities</p> <p>Pupils, Staff and Parents/ Carers annual surveys demonstrate the positive impact of the working groups and the value of the</p>	<p>A working party will focus on Outdoor Learning. There will be representation of at least one or two teachers from each stage within the working party.</p> <p>There will be 2 main objectives which will require 2 sub- groups:</p> <ol style="list-style-type: none"> 1. Outdoor Learning within Dargavel PS & in the local community 2. Developing Numeracy in Real-Life contexts, including outdoors. <p>The working party/ies will have 4 collegiate sessions between August and October and will then feedback to staff during the October Inservice. Expected outcomes could be a progression framework linking to skills work, a bank of outdoor learning</p>

<p><i>children to learn in a wider range of contexts.'</i></p>	<p>developed outdoors (link to the skills work) across the curriculum.</p> <p>Staff self-evaluation activities, such as the annual survey and the PRD process, will demonstrate an increase in teacher confidence in outdoor learning.</p>	<p>increased outdoor learning experiences</p> <p>Pupil Wellbeing surveys demonstrates the positive impact on wellbeing from being outdoors</p>	<p>experiences for each stage and links with local groups, businesses etc. These will be shared with all staff with an expectation of all classes increasing their outdoor learning experiences from October onwards.</p> <p>All teaching staff will attend a collegiate session looking at the Mathematics Thematic Inspection Report.</p>
<p>Digital Learning</p> <p>AI</p> <p>Advances in AI technology to support learning, teaching and assessment has been identified as an interest or development need through various PRDs.</p> <p>When used responsibly and strategically, AI can personalise learning, save teacher time, support inclusion, and prepare pupils for the future.</p> <p>Digital Schools Award</p> <p>Digital Learning is a strength of our school and this has been highlighted over the past two sessions during Quality Assurance visits. We want our strengths to be validated and celebrated and this will be achieved through the Digital Schools Award.</p>	<p>By December 2026, there will be a noticeable increase in how AI is used to support learning and teaching (Working Party classes – P1b, P6a and P4/3)</p> <p>By term 4 (April – June) all teaching staff will have trialled an AI resource to support and improve learning and teaching experiences in their classes.</p> <p>By June 2026, teacher confidence in the use of AI will have increased from start of session.</p> <p>By June 2026, the school will have achieved the Digital Schools Award.</p>	<p>SLT class visits – will observe AI in action, either through the pupils using it as a tool or teachers using it to support their planning and delivery.</p> <p>Pupil Views – these will be collected in May. June 2026, through focus groups and surveys.</p> <p>Digital Schools evidence catalogue .will demonstrate a wide range of digital experiences across all stages of the school.</p>	<p>A working party will focus on AI alongside collecting evidence for the Digital Schools Award.</p> <p>3 teachers will attend the AI Champion Educator training, provided by Education Scotland. The 8 sessions will focus on how AI tools on Glow can be used to support learning, teaching and assessment. These session take place between September and June.</p> <p>Working party will officially feedback to staff at the May Inservice, however, at different points throughout the year, the AI champions will share useful resources and tips.</p> <p>Working party will have 2 collegiate sessions between August and October to collate evidence for Digital Schools Award and to identify next steps. Action plan created with a timescale of February/ March 2026 for submission of evidence.</p>

<p>Progression Pathways</p> <p>Over the past 4 years, the school has introduced progression planners for Literacy, Numeracy, Sciences, Social Studies and MFL. To ensure progression and depth of learning across the whole curriculum, there is a requirement to create progression planners for all curricular areas.</p>	<p>The progression pathways will provide breadth and depth in learning across all curricular areas. The pathways will ensure there is full progressive coverage of the Es and Os from Early through to Second Level (and beyond for some).</p> <p>The pathways will allow teachers to better plan differentiated learning experiences for children who are not currently working on their expected level.</p>	<p>Teacher's Planning utilises new progressive planners</p> <p>SLT Observations</p>	<p>A larger working party will be sub-divided into the following:</p> <ul style="list-style-type: none"> • STEM • Expressive Arts • RME • Reading Comprehension <p>Working parties will research good practice exemplars from across Scotland and then create progression planners for each of the areas noted above.</p> <p>Staff will work on these during the 4 collegiate sessions and feedback during October Inservice. Full implementation of the new progression frameworks is not expected until August 26, however, staff will be expected to start using them from January 2026.</p>

Improvement Priority 3 – Improving wellbeing outcomes for all children.

NIF Priorities

Placing the human rights and needs of every child and young person at the centre of education
Improvement in children and young people's health and wellbeing

Closing the attainment gap between the most and least disadvantaged children and young people
Improvement in skills and sustained, positive school-leaver destinations for all young people
Improvement in achievement, particularly in literacy and numeracy

NIF 7 Key Outcomes (see page 2 for full descriptors)

Develop knowledge, skills, values and attributes to support children and young people to thrive
Excellent partnerships in line with GIRFEC
Inclusive and relevant curriculum and assessment

High levels of achievement across the curriculum with action to close the poverty-related attainment gap
Highly skilled practitioners and leaders driving excellent learning, teaching and assessment
Improving relationships behaviour and attendance with increased engagement in learning
Engaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality

Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>UNCRC</p> <p>Following the incorporation of the UNCRC into Scots Law in July 2024, it is now a legal duty for schools to uphold and promote the rights of all children and young people. As a school, we are committed to creating a learning environment where every child feels safe, respected, included, and heard. By embedding children's rights across our school culture, curriculum, and decision-making, we are also supporting key National Improvement Framework (NIF) priorities, particularly in relation to equity, wellbeing, and inclusion. A rights-based approach helps ensure that every learner has the opportunity to thrive and reach their full potential.</p>	<p>By June 2026:</p> <ul style="list-style-type: none"> Children's rights will be further embedded in everyday learning and teaching, with staff confidently planning and delivering lessons that reflect a rights-based approach across the curriculum. The school's ethos and relationships will continue to be rooted in kindness, respect, acceptance, and growth, creating a supportive environment that promotes wellbeing, engagement, and equity for all learners—especially those facing additional challenges. Children will have a stronger understanding of 	<ul style="list-style-type: none"> Achievement of the Rights Respecting Schools Silver Award. Pupil and Staff survey results. Children completed an initial survey to assess their understanding of rights in term 4 of 24/25. A follow-up survey will be conducted at the same time next session to measure how much their understanding has developed. Classroom observations Oct and Feb. Classroom observations will be used to evaluate how effectively children's rights are being integrated into daily 	<ul style="list-style-type: none"> Staff leads (L. Farrell & K. McLaughlin) will visit other Cluster Primary Schools to explore examples of effective practice in embedding children's rights within planning. Miss McLaughlin and RRS pupil group lead implementation of the Silver action plan. All staff will continue to create a class charter at the start of the school session. Playground charter will be updated, and Dinner Hall charter created. All staff will use the language of the articles in their restorative conversations. Whole-school and departmental assemblies as well as displays that focus on rights and school values. Right of the Fortnight shared at assembly and updated in classes.

	<p>their rights. They will feel confident in expressing their views and participate in decisions that affect them, promoting these values in everyday interactions.</p> <ul style="list-style-type: none"> • Parents and carers will be actively involved in understanding and supporting children's rights. • Staff, pupils, and families will collaborate to create a consistent, whole-school approach to upholding children's rights. 	<p>teaching and learning. SLT will look for evidence of rights-based language, opportunities for pupil voice, and the demonstration of our school values in interactions and activities.</p> <ul style="list-style-type: none"> • Family learning events. These events will provide opportunities for families to engage with the school, deepen their understanding of children's rights, and work together to nurture our shared values at home and in the community. 	<ul style="list-style-type: none"> • Opportunities for pupils and parents to provide feedback, including surveys to assess progress in understanding of rights. • Opportunities for parents and children to learn about children's rights together through rights-focused activities that families can explore at home.
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<p>RNRA, CIRCLE & Inclusion Support (PEF)</p> <p>With Dargavel's significant level of ASN (38%) and high number of care-experienced children (12), there is a requirement to ensure staff and parents/ carers know how best to meet the needs of these children. Responding to children in terms of their developmental stage, not chronological age, with a non-judgemental and accepting attitude. Thinking about what the child needs to learn, giving consideration to what might have happened to them during their development.</p> <p>Through conversation with parents/ carers and staff observations, there is a need to support the wider community with understanding and accepting differences, including those with ASN, Neurodivergent (ND) pupils and Care-Experience (CE)</p> <p>Some children disengage from learning experiences and spend time out of the classroom environment. Although there is a need for such <i>planned</i> time out of class, staff observations have highlighted that some of these children are opting out of learning. Motivation and self-esteem are factors which</p>	<p>The expected impact from this priority will be that all staff are more confident when planning learning experiences for children with ASN and those that are Neurodiverse. All children</p> <p>Pre and post parent/ carer surveys (Family Learning Event) will demonstrate an improved awareness of how to support children with ASN and ND.</p> <p>Wellbeing survey results for target pupils (ASN, ND & CE) will have improved from previous year, particularly in the 'Included' and 'Achieving' indicators.</p> <p>Engagement levels of target children will increase (PEF) through improved attendance, participation and time spent in class or engaging in activities with peers.</p>	<ul style="list-style-type: none"> • Boxall Profiles • SLT Classroom visits evidence nurturing and inclusive practice • Staged Intervention Plans • Inclusion Support Plans • RNRA questionnaires – start of year/ end of year • RNRA Accreditation -Jade level • Wellbeing Surveys (Ice Pack) • End of year pupil surveys • Tracking Meetings • GIRFEC Meetings – staff discussion demonstrates a firm understanding of nurturing and inclusive practice • Leuven Scale • RICE evaluations • Pre and Post parent evaluations demonstrate an increasing understanding of nurturing and inclusive practice • HGIOS4 staff surveys • Interrogation of data, including the number of times SLT are called to classes support with behaviour • CIRCLE assessments • Pupil reflections will demonstrate an increase in 	<p>Renfrewshire's Nurturing Relationships Approaches</p> <ul style="list-style-type: none"> • All staff to participate in RNRA training for the nurture principle - Learning is Understood Developmentally (Aug inservice) • Core Group (PDSA) • Pupil Core Group – set up Sept 25 • Peer Mediation • RNRA Family Learning Event with a specific focus on Neurodiversity and Learning is Understood Developmentally <p>CIRCLE Framework</p> <ul style="list-style-type: none"> • All staff to participate in CIRCLE training – with a focus on Motivation • All staff to receive training on the CIRCLE Participation Scale (CPS) • All staff to implement CPS for an individual or group of learners as a test of change. <p>Nurture and Inclusion Support (PEF Key Workers/ ASNA)</p> <ul style="list-style-type: none"> • Continue with Nurture and Inclusion Support with target groups of P2-4 groups. This will include soft starts, nurture groups and alternative activities • Continue with Nurture and wellbeing at P5-7 with a focus on social skills,
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<p>impact on these learners. There is therefore a requirement to ensure they feel listened to and that the learning is tailored to meet their needs and interests (PEF).</p>		<p>children's ability to talk about triggers and de-escalation techniques.</p>	<p>developing resilience, readiness to learn and attendance</p>
<p>Wellbeing Curriculum</p> <p>Ice Pack The Ice Pack Wellbeing Resource along with the Wellbeing Pupil Survey Dashboard were purchased in March 2025. Together, these resources will provide a comprehensive approach to delivering an effective wellbeing curriculum.</p> <p>Anti-Racism Education The local authority review team highlighted the following area for development:</p>	<p>Increased staff confidence when delivering the health and wellbeing curriculum.</p> <p>All teaching staff will be more skilled at using the data from the wellbeing survey to then plan and implement targeted interventions for individuals, groups and whole class.</p> <p>All children will engage in relevant and purposeful wellbeing lessons which are linked to Rights and to the school values.</p>	<ul style="list-style-type: none"> • Teacher's Planning • SLT observations • Pupil Focus Groups • SEEMIS recording • Pupil Wellbeing Surveys 	<ul style="list-style-type: none"> • All staff to attend collegiate session on the Ice Pack resource and following this to implement as the school's main wellbeing approach. • To create a Health and Wellbeing overview to ensure coverage and progression across all aspects of Health and Wellbeing. • All staff to attend training delivered by Ice Pack staff, which will demonstrate how to make effective use of the data gathered from the new Wellbeing Survey to identify priorities/ interventions for individuals, groups and whole school. • DHT to attend training on Anti-Racism Education (September 25).

<p>Staff should continue to strengthen children's knowledge about equalities, diversity and inclusion through well-planned and progressive opportunities. For example, children should continue to learn about issues related to the protected characteristics. This should enable children to better recognise and confidently challenge discrimination and intolerance should it arise.</p> <p>Due to a few incidents of racist language being used, the school have decided to focus on anti-racism education for session 25-26.</p>	<p>Almost all children will feel they are listened to and their views acted upon. The wellbeing survey result for 'People listen to what I have to say' will increase from 84% to 90%</p> <p>All staff will be more confident in delivering ant-racism education and become more skilled at providing practical ways to approach a range of themes such as identity, belonging, race and racism.</p> <p>All children will become better equipped at taking action when either witness to or victim of a racist incident.</p>		<ul style="list-style-type: none"> • Action plan created for implementation of Anti-Racism Education. Roll out of plan from January 2026. • Make use of different anti-racism resources, including I am Me and the antiracisted.scot resource
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Improvement Priority 4 – Young Leaders of Learning priorities for pupil voice and skills development (completed with YLL Pupil Leads)

NIF Priorities

Placing the human rights and needs of every child and young person at the centre of education

Improvement in children and young people's health and wellbeing

Closing the attainment gap between the most and least disadvantaged children and young people

Improvement in skills and sustained, positive school-leaver destinations for all young people

Improvement in achievement, particularly in literacy and numeracy

NIF 7 Key Outcomes (see page 2 for full descriptors)

Develop knowledge, skills, values and attributes to support children and young people to thrive

Excellent partnerships in line with GIRFEC

Inclusive and relevant curriculum and assessment

High levels of achievement across the curriculum with action to close the poverty-related attainment gap

Highly skilled practitioners and leaders driving excellent learning, teaching and assessment

Improving relationships behaviour and attendance with increased engagement in learning

Engaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality

Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p><u>2024-2025</u></p> <p>As a school, we are participating in the Young Leaders of Learning project. Our rationale for participating in this project was to promote further opportunities for pupil voice in our school. Pupil voice is a vital element in creating inclusive, empowering, and effect learning environments. In line with Education Scotland's commitment to ensuring children are active participants in decisions affecting their lives, valuing pupil voice supports learners to develop confidence, leadership, and a sense of ownership through meaningful dialogue and partnership with children. We are doing this so young people can develop skills for when they grow up and understand these more (Alia).</p> <p>Pupil RNRA surveys carried out in Term 3 indicated that most (80%) children feel supported and listened to by adults in our school. The 20% shortfall is</p>	<p><u>Terms 1 and 2:</u></p> <p>The current YLL group will lead the improvement ideas as identified in collaboration with Barsail during our visit in term 3 of this session. The improvement ideas are as follows:</p> <p>Pupil Groups:</p> <p>Our current pupil groups introduced 2024-2025 were seen as a strength by the YLL's. To improve, the group will support in consulting with pupils and staff on how these groups can focus on skills development through 'masterclass' sessions. This will allow for all pupils to develop new skills as well as further opportunities for distributed leadership amongst children and staff.</p>	<p>Pre/post evaluation of the programme.</p> <p>YLL pupil / staff focus group 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>Class surveys on theme of learning and teaching from HGI Ours – identifies the focus area within L&T for Dargavel</p> <p>Evidence of paired reading impact in Fact Story Action from tracking meetings.</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>Current YLL group to carry out follow-up visit to Barsail (term 1/term 2) to check in on improvement ideas identified 2024-2025.</p> <p>The YLL's will consult with pupils and staff on skills ahead of implementing masterclass sessions.</p> <p>The YLL's will deliver an assembly where they discuss paired reading with all children and staff. Staff lead to share with staff team as part of curriculum development.</p> <p>The YLL's will work with our Literacy leads to support in finding and training Pupil Librarians for our school. They will support these pupils to plan and deliver an assembly</p>

<p>significant and something we feel can be addressed through ongoing participation in this project this session, and throughout 2025-2026.</p>	<p>Paired Reading: From both the pupil and staff focus group discussions during our visit, the current paired reading taking place in P3 and P6 was seen as good practice. Paired reading will therefore be rolled out across the school with there being a desired positive impact on attainment and relationships.</p> <p>Pupil Librarians: Following the visits, good practice witnessed in Barsail was the use of Pupil Librarians. Implementing this approach in Dargavel will create a more organised system for pupils to check out Accelerated Reading books, and in turn, promote further engagement when using this library.</p> <p>Class Bank: The group observed the use of 'Class Bank' as good practice during their visit to Barsail. In turn, this was fed back as an improvement idea for our school. The group felt that our senior pupils would respond well to this programme and would gain meaningful skills for life from it.</p>		<p>where they share their role with children and staff.</p> <p>YLL's and staff lead to carry out visit to Barsail and receive training on Class Bank. Findings to be shared with P7 teachers and pupils in Dargavel.</p> <p>In term 3 25-26 , YLL lead and current YLL pupils to interview applicants and form next YLL pupil group consisting of P6 pupils.</p> <p>YLL group attend the pupil training in January/February. This will done in-house.</p> <p>Support pupils to plan their activities for reciprocal visits.</p> <p>Undertake reciprocal visits and compile feedback (March/April 2026).</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 2025-2026.</p> <p>Identify theme for session 2026-2027 to be included in School Improvement Plan.</p>
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	<p><u>Term 3-4:</u></p> <p>The current YLL's will support in training the new cohort of pupils. The new cohort will take part in school improvement and self-evaluation activities with a focus on learning and teaching. Reciprocal visits will take place with Barsail Primary in Term 3. Improvement ideas from these visits will inform improvement planning for the coming session during term 4.</p>		
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