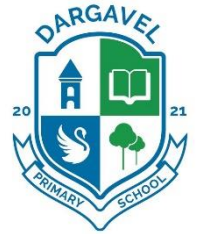


Dargavel Primary School



STANDARDS AND QUALITY REPORT

June 2026

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2026-2027. 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 2026 will be approximately 640. 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 grown in the community.

The school consists of the original main building and three modular units (6 classrooms) which are located in the grounds at the front of the school. A new car park and drop off zone was created over the summer of 2025 as well as the resurfacing of the school's MUGA pitch.



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

SUCCESSES AND ACHIEVEMENTS

UNICEF Rights Respecting Schools: Silver Award

- Achieved our Silver: Rights Aware Award in May! This celebrates how successfully our children and staff have embedded the UNCRC rights into our daily school life and school values.
- The award recognises that pupil voice is at the heart of Dargavel, with our children actively shaping their own learning and school community.

Digital Schools Award

- Earned our Digital Schools Award Scotland status in June, recognising our fantastic progress in digital learning.
- This award highlights our innovative use of technology in the classroom, giving our pupils the digital skills and confidence they need for the future.

Nurturing Schools (RNRA) – Jade Award

- Attained our RNRA Jade Status in September, a proud milestone in our journey with the Renfrewshire Nurturing Relationships Approach.
- This recognises our team's hard work in putting positive relationships and emotional wellbeing at the centre of everything we do, ensuring every child feels safe and supported.

School Life and Ethos

- Brought our community together through a brilliant whole-school Fun Run, promoting health, fitness, and a fantastic team spirit across all year groups. £5000 was raised and used to benefit the Dargavel pupils.
- Our families and pupils showed incredible kindness and citizenship through various charity fundraising events, proving once again how generous and caring our school community is.

Young Leaders of Learning (YLL):

- Mrs Ferry, DHT and a group of P6 pupils paired up with Barsail Primary School to take part in year two of the YLL project. This allowed the new recruits to be actively involved in self-evaluation activities leading to school improvement by taking part in reciprocal visits to share good practice and identify areas for development.
- The focus this session has been Learning and Teaching. This culminated in the P6 pupils presenting to other Renfrewshire schools, sharing their successful journey. You can click on the QR link overleaf which showcases our YLL journey.

Pupil Equity Funding (PEF)

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

- Providing inclusion and attainment support to a target group of pupils in P3
- Improving the overall inclusion support package for children with ASN and other barriers to learning such as attendance and engagement (P5-7), including yoga and mindfulness sessions provided by Rainbow Yoga.
- Providing targeted interventions in Literacy and Numeracy (P7).

During session 25/26, in consultation with our school community we used our PEF to employ 1.5 Key Workers and increased our support staff by appointing a 0.5 Additional Support Needs Assistant (ASNA). This allowed us to provide targeted nurture support to P3 pupils, wellbeing and inclusion 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 P3 target group

- 23% of the target group were identified in Term 1 as being off track in Reading, Writing and Numeracy. That has reduced to 16% in Term 4 with two of those children now being identified as on track with support.
- 10% of the target group were identified as requiring support in Reading and 20% for Writing. All of these children are now on track in these areas. In Numeracy, 20% were identified as requiring support whereas there are now only 13% as of Term 4.
- Nurture and Wellbeing support provided by the Key Worker has demonstrated a positive impact on engagement levels and in improved relationships and behaviour in almost all pupils in the target group.

Pupil Equity Funding (PEF) Continued

- For one small target group, engagement in learning and in the amount of time spent in class has increased significantly. Extra-curricular clubs are being accessed; and frequency of dysregulated behaviour has decreased considerably.
- The average attendance of the target group has also increased by 5% on the previous year.

Inclusion and Wellbeing support provided by the P5-7 Key Worker has demonstrated the following:

- P7 target group: their wellbeing scores have increased on the previous year, with almost all pupils indicating that they feel welcomed and included in class, that they feel accepted, that they have someone to talk to about their feelings and that they have access and support to overcome barriers to learning.
- P7 target group previously impacted by EBSA have all consistently increased their attendance over the past 18 months, with one pupil having an increase of over 40% in a 12-month period.
- Engagement levels for the same target group have increased significantly on the previous year. Pupils are now spending almost all of their time in class and this is having a positive impact on their assessment data. Although not on track in all areas; they are making incremental progress.

Impact of additional support staff on target group of P7 attainment:

- 50% of the target group who were 'On Track with Support' for Reading at the start of the year achieved Second Level in June 26.
- All of the target group have made incremental progress in Reading, Writing and Numeracy.

P5 Yoga and Mindfulness

Pre and Post pupil evaluations for the target group have indicated the following

- All pupil scores increased for '*I know how to calm myself down if I am worried or angry.*'
- All pupil scores increased for '*I have someone I can talk to if I'm worried.*'
- Almost all pupil scores increased for '*I understand mindfulness and how it can help me.*'
- All pupils were able to talk confidently about strategies they can use to support their wellbeing, including '*finger breathing*', '*5,4,3,2,1 countdown*' and '*positive affirmations*'.

After consultation with learners, staff and parents, next session the PEF plan will remain the same as 25-26. 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 raising attainment, readiness to learn, wellbeing and inclusion.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

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

Almost all staff are becoming more confident with teaching the skills and using the language of the 6 key skills in their daily teaching experiences (Teamwork, Communication, Thinking Skills, Social Skills, Creativity and Problem Solving) The introduction of the Skills Progression Framework and the cluster peer observations have allowed teaching staff to share good practice and to have consistency across the cluster.

Through Pupil Focus groups and Learning Visits, the majority of pupils were able to talk confidently about the skills and how these are an important part of their learning. They can also talk about how these skills will help them beyond school.

Improvement Priority 2 – Raising attainment in Literacy and Numeracy through high quality learning and teaching.

All teaching staff have been part of working parties this session. These have included: Digital, Outdoor, STEM, Reading and Target Setting. See progress of each working party on the next page.

Digital: The Digital Working Party has been evaluating AI platforms like Gemini and Adobe Express to streamline teacher workloads and enhance pupil creativity. Key successes include the "Glow and Tell" knowledge-sharing sessions, which have empowered staff to confidently use Gemini Canvas for lesson planning and slideshow generation. These efforts were part of a structured action plan toward achieving the Primary Digital Award this session.

Pupil engagement has also increased through collaborative peer-mentoring sessions, where older students helped P1s use Chromebooks to generate AI imagery for their "Talk for Writing" projects. Building on this momentum, the team is refining their expertise with Adobe Express through classroom trials. The next phase involves leading staff meeting training sessions to scale these digital tools across the entire school, ensuring all teachers can integrate these creative resources into their practice.

Outdoor: The Outdoor Learning Working Party have achieved almost all of their original objectives: to support staff with increasing outdoor learning experiences in the school grounds and local community; developing Numeracy in Real-Life contexts, including outdoors, the creation of a progression framework linking to skills and providing a bank of outdoor learning experiences for each stage. The next phase is to develop the area behind the MUGA into a dedicated outdoor learning space for older pupils.

STEM: The STEM Working Party has successfully created a STEM progression planner providing coverage of the Es and Os from Early through to Second Level (and beyond for some). They have researched good practice exemplars from across Scotland and created a document which compliments the Dargavel context. The working party has also audited the STEM resources within Dargavel and organised them to ensure the pupils have full benefit of the resources/equipment which will enhance their STEM learning experiences.

Reading: To enhance the assessment of Reading, the working party has created comprehension questions to go with each running record for Big Cat bands. These have been used by all teaching staff this session and are useful to ensure the pupils' understanding of a text is in line with their tools for reading. The staff have also created a bank of texts with questions to assess reading comprehension at the end of each band. In addition to this, they have created a checklist of skills for reading comprehension which are to be taught across the year.

Target Setting: This session, the Target Setting Working party successfully transformed how we track and share learner progress by fully utilising Seesaw as a dynamic platform for individual target setting. The group established a Target Setting folder within Seesaw, streamlining the entire process for staff and pupils. To make target selection efficient and consistent across relevant stages, the team developed comprehensive literacy and numeracy target "webs" or "mind maps" alongside structured targets derived from the Everyday Toolkit for Writing, while newly creating aligned toolkits for Reading and Listening & Talking. Widgit visuals have been used to create clear visual representations for each target—such as punctuation and multiplication cue. This robust framework now allows both teachers and pupils to actively upload live evidence of progress once a concept has been taught, reinforced, and independently demonstrated, creating a meaningful, visual journey of achievement that is easily shared with families.

Improvement Priority 3 – Improving wellbeing outcomes for all children

To strengthen our inclusive capacity, SLT developed tiered specialist expertise in **Non-Violent Resistance (NVR)**, ranging from Level 1 to Level 3 (Distinction). In partnership with the Family Wellbeing service, we have directly supported targeted families through an 8-week NVR Parent Group in Term 3. Focusing on the nurture principle *'learning is understood developmentally'*, the programme achieved significant impact: 100% of parents shifted their perspective from viewing challenging behaviour as a provocation to recognising it as a developmental need and emotional overwhelm. All reported improvement in how to support their child's behaviour by the end of the programme with one saying, *"The content is really more than I expected to now be able to understand why behaviours are happening and how to manage them."* Evaluative data confirmed a marked improvement in parental understanding, while 100% of surveyed children reported feeling happier at home following the intervention. Consequently, embedding nurture principles within parental engagement will remain a key priority in future school sessions.

Rights Respecting Schools (Silver Award Achievement)

To further embed our rights-based ethos, the school successfully achieved the UNICEF Rights Respecting Schools Silver: Rights Aware Award. Evaluative feedback highlighted that pupil voice is a significant strength at Dargavel Primary, with children supported to participate in shaping our curriculum rationale, playground awards, and school charters.

Furthermore, parental feedback indicated a deep community impact, with families reporting that children feel safe, respected, and loved within our learning environment, noting that *"the kindness shines through, even out into the community."* Building on this momentum and empowering our pupils to lead the school community will remain a key priority as we progress towards the Gold: Rights Respecting Award over the next two school sessions.

Anti-Racism Education

Staff have been introduced to evidence-based resources, such as 'I am Me' and antiracisted.scot and are being encouraged to access these to support a structured and age-appropriate approach to anti-racist education. Mrs Farrell, DHT completed a book audit and has successfully expanded our range of inclusive children's literature, spending £500 on over 40 different texts ensuring that protected characteristics are better represented within our reading materials.

We have a growing focus on events like Black History Month. By providing a resource and activity guide, we are making sure that diversity is celebrated throughout the year. The current P6 pupils used what they learned to teach the P2/3 class while showcasing their learning to parents, which helped spread these important messages across the school and home.

Throughout session 2025-26, we have continued on our journey of ensuring Dargavel is an inclusive school, this has been achieved by providing opportunities to understand the importance of wellbeing and inclusion. All learners evaluate themselves against the wellbeing indicators using the **Ice Pack** Wellbeing Survey. Using the data from these surveys, interventions are planned for individuals, groups and whole class. Our **Relationships Policy** has been refreshed with updated guidance, visuals and new Values in Action slips; this ensure parents/ carers are involved and behaviours are tracked and plans put in place where required. Crucially, many inclusive practices are now consistently embedded across all classrooms and communal spaces, ensuring a unified approach to supporting every child.

As part of our **RNRA** journey, all staff were trained in the Nurture Principle, Learning is Understood Developmentally. The Core Group took forward PDSA change ideas, including, Growth Mindset, Parental Engagement and promoting positive behaviour in the playground. A pupil group was established, and they will continue into the new session. Accreditation paperwork for Ruby has been submitted and we await the outcome.

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. In the school's local authority review (April 25), relationships between *all* were highlighted as a 'formidable strength' of the school. All staff across the school have very positive, respectful and supportive relationships with children, founded on a climate of mutual respect within a strong sense of community, shared values and high expectations.
- ★ Inclusion: There is a strong ethos and culture of inclusion, participation and positive relationships across the school. All staff create safe, nurturing, inclusive environments in which children learn. Through early intervention we strive for all children to receive the right support at the right time, ensuring their needs are met in a responsive and personalised manner. We work in close partnership with parents, carers and external agencies to wrap a holistic blanket of support around every child, ensuring consistency between home and school.
- ★ Learning and Teaching: We have created consistent structures and routines in all classes which provide stability and predictability for all children. This increases their readiness to learn which in turn improves engagement and attainment. We strive to ensure all children are highly engaged and motivated and this is achieved through high quality teaching and learning experiences and making effective use of a variety of approaches, such as digital technologies, outdoor learning and enquiry-based learning. By placing pupil voice at the heart of our curriculum, we ensure that children have a meaningful say in how they learn, fostering a deep sense of ownership and pride in their achievements.

OUR NEXT STEPS – PRIORITIES FOR 2026-27

We have made very good progress during session 2025-26 and we will use the improvement priorities listed below to build on this progress moving forward.

- ★ Skills Development (Year 4 of priority)
 - Teaching staff to embed the Skills Framework and the checklist into their practice
- ★ Raising attainment in Literacy and Numeracy through high quality Learning and Teaching.
 - Cluster Numeracy Networks which will include sharing of resources and peer observations
 - Cluster Reading Comprehension CLPL (Reading Comprehension House)
 - Whole school and stage specific Numeracy CLPL, including Number Talks and Playful SEAL.
 - Dargavel Reading Project with a focus on reading for pleasure, parental engagement and upskilling staff on the Renfrewshire Literacy Programme.
 - PEF interventions for target groups of learners for raising attainment in Reading and Numeracy.
- ★ Improving Children's Wellbeing
 - Continue with PEF plan which includes Key Worker nurture and inclusion support.
 - Introduce new CIRCLE strand – Motivation
 - Anti-Racism Education – Year 2 of plan
 - NVR Parent Group led by Mrs Farrell and Mrs Ferry
 - Parent Led Inclusion Hub (led by Mrs Murdoch, DHT)
- ★ Young Leaders of Learning (Year 3 of priority):
 - Current YLL leaders will train up a new group of YLL pupils to participate in a new project with Barsail Primary.
 - To implement the improvement priorities as created in collaboration with Barsail Primary:
 - Feedback Policy
 - Accelerated Reading Data Sharing on Seesaw
 - Class Bank

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.



Young Leaders of Learning



School Improvement Plan 26-27



Curriculum Rationale



Relationships Video



Relationships Policy Update – Jan 26



Have Your Say Survey

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 Arrochar Drive
 Bishopton
 PA7 5HP
 0300 300 1481

Email: dargavelenquiries@renfrewshire.gov.uk

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 above) and by completing evaluations at school events.