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Dargavel Primary School

School Improvement Plan

2026/27

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
• 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)	• 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	• Team Around Child (TAC) meetings • Family Learning Sessions • Parent Council • Parents' meetings • Questionnaires • Monthly Newsletters (Have Your Say)	• 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
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) 2026-2027 Evidence from peer observations and stage meetings across the cluster identified the need for a coherent and consistent approach to skills development following the introduction of a cluster Skills Progression Pathway in August 2025.	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. 2026-2027 By June 2027, almost all staff will routinely use and be familiar with resources to develop skills across the curriculum. By June 2027 almost all staff will use self-evaluation checklist to reflect on practice and development of skills within their stage. By June 2027 almost all staff will have utilised the 'Cluster Skills Development Guidance' ensuring consistency across the cluster.	100% of class committed staff will have completed the 'Self-evaluation Checklist' in Term 1 and Term 3 and the data gathered will identify areas of strength and development across the cluster. Observations and professional dialogue within each establishment will evidence skills development. 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. SLT monitor digital platforms to ensure consistency across stages with 100% of pupils/trial	WTA – 1hr and time allocated Aug 26/Feb 27 inservice (introduced at August Inservice 30 minutes) Staff will pilot the 'Self-evaluation Checklist' in Term 1 and Term 3 to self reflect on their own practice and as a tool to track skills development across the cluster. Centralisation of resources by cluster groups across all levels to ensure accessibility. Staff will pilot the use of 'Cluster Skills Development Guidance' at the start of the academic year, review and feedback to cluster Feb inservice. Skills leads will Skills Leads to create a digital profile for pupils and conduct a small test of change with their class from Oct 26 (meet at Inchinnan on Wed 21st October).

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	By June 2027 almost all pupils in P1-6 can demonstrate their ability to identify and talk about the 5 Cs and the 6 cluster skills in P7, across the curriculum during learning, through learning conversations and tagging them using Seesaw to record achievements and next steps in skills development.	group having a digital skills profile.	• Evaluate profiles in Jan 27 and amend approach as appropriate (Leads to meet at 2.15pm at Inchinnan) • Prepare and present to cluster groups Feb 27 (Inset Day PM) • All staff trial profile Feb – May • Evaluate impact by end of session • Identify and plan next steps (Skills Leads to meet on 27th April all day)
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Improvement Priority 2 – Improvement in achievement, particularly 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
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
NUMERACY (Cluster) Overall analysis of cluster data tracking P7 cohort (20-21) highlights fewer pupils achieve Nat 5 in Maths (24-25) than they do in Literacy. Due to variation in staff confidence/ experience/ staff turn over, all schools have identified a need for consistent evidence based pedagogy to raise attainment and achievement in Numeracy. NUMERACY (school) SLT observations, staff self-evaluation activities and pupil focus groups have identified inconsistencies in approaches across the school, including Number Talks, Data Talks and SEAL. Staff self-evaluation activities and the PRD process has highlighted low staff	By June 2027, all staff will be using Number Talks as a consistent approach with their class. By December 2026, all classes (where required) will be using SEAL as an intervention to support target groups to raise attainment in Numeracy. Increase in staff confidence in specific areas of Numeracy, including Fractions, SEAL and Number Talks/ Data Talks Numeracy Data: Current P3 to increase from 73% to 80% Current P5 to increase from 78% to 83% Current P6 to increase from 66% - 75%	Maths recovery assessment scores – pre and post will show children's progression within the framework for number Tracking discussions evaluating progress of interventions Assessment data eg SEAL, Renfrewshire Pathway, cluster assessment Staff survey pre and post training and use of Framework in Number	Cluster HTs to analyse data progression from P7-S1 (24/25 & 25/26) to identify areas for development. Staff will work collaboratively in stage groups across the cluster chaired by a cluster HT. - Sharing practice/feedback through peer observations to take place between Sept-Dec (1.5 hours) 16th September (1.5 hours) meet in stage groups to share 2 Numeracy resources and organising pairing for peer observation - Feb Inset (PM) – 30 minutes peer observation feedback (P1 – Bishopton, P2 – Dargavel, P3 – Barsail, P4 – Inchinnan, P5 –

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confidence in specific areas of teaching Numeracy and Mathematics. High levels of ASN at current P5 and P6 is having an impact on Numeracy attainment. Numeracy Attainment at current P4 and P7 is low compared to the rest of the school and compared with quartile schools.	Whole school Numeracy attainment to increase from 81% to 85%		<i>Bargarran, P6 – Langbank, P7 – Rashielea)</i> Collegiate calendar/INSET to include dedicated time for staff training, sharing of good practice and evaluation. (Peer observations within school and other establishments). (Cluster – WTA 3 hrs) All staff to attend Number Talks/ Data Talks training on 30th September All P1-3 staff to attend Playful SEAL on 7th October
READING (Cluster) In last session's Reading moderation exercise (April 2026), almost 63% of staff across the cluster felt highly confident in making professional judgements in Reading. The evidence collated as part of the exercise also indicates a strong consensus across the cluster, that staff were skilled at assessing Reading and used a range of evidence to support teacher judgement. Staff were consulted on what should be taken forward next session in terms of	2026 - 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 27, confidence in the accuracy of P1-5 teacher judgement will continue to have improved based on a range of evidence and improved teaching approaches.	Staff survey pre and post training and use of 'Reading House' EEF. 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 (Cluster) Whole school staff training to develop an understanding of the 'Reading House' EEF as a tool to identify areas of development. (Cluster) 14th August Inservice (PM). Collegiate follow up session in own establishment. P6 & P7 classes to undertake RUAE exposure in Term 4 of P6 and P7. Creating a Reading resource bank on Cluster Teams page. Present to staff

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Reading; almost all staff indicated that a consistent approach to Reading Comprehension across the cluster would be beneficial in terms of transition to high school and for linking with the cluster skills work. Some staff also suggested having a central location for sharing and accessing resources would support planning, preparation and sharing of good practice.	P3, P6 & P7 attainment in Reading to increase by at least 5%-8% at each stage. <i>(PEF)</i> Reading attainment across the school decreased by 5% from June 25 (84%) to June 26 (79%). Our aim is to increase this 6% in session 26-27 to 85%. <i>(PEF)</i>	Reading assessments (IDL, STAR Reader, Pearson assessments, ongoing classroom assessments and observations)	at August Inservice. Review and update at February Inservice. Promote The Renfrewshire Way as a tool for sharing and accessing resources. Engagement of staff in EEF resources to support TIG groups within their classes. Collegiate calendar/INSET to include dedicated time for staff training, sharing of good practice and evaluation.
READING (school) 2026-2028 Through analysis of reading data it is evident that Dargavel Primary is behind our comparator quartile 4 schools. From recent tracking meetings it is also evident that there is an increase in the number of children requiring support for reading in order to stay on track. In April 2026 staff completed a Reading survey which highlighted almost no staff (less than 10%) had experienced the Renfrewshire Literacy Approach training and therefore there	READING (school) 2026-2027 Attainment in Reading to increase (see above) All children will experience a highly positive reading culture, participation and exploration of reading for enjoyment. All teaching staff will receive CLPL training to provide a consistent pedagogical approach across the school, resulting in increased confidence amongst all staff.	READING (School) 2026-2027 Baseline data from staff pupils and parents was gathered in March – May 2026. Annual use of surveys will track progress. In p4-7 Accelerated reading data will measure time spent reading by each child and measure attainment data CLPL/Collegiate calendar	READING (school) Commitment to Reading Schools Accreditation for Core Level through the creation of an Action Plan by pupils, staff and parents coalition groups. This will be shared with whole school at start of term. Establishment of 3 coalition groups (May 2026) to lead calendar of reading events across the year. Groups will audit reading environments and support with purchase of new resources.

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are inconsistencies in pedagogical approach and methodologies. There is extensive research which highlights the importance of a positive reading culture in increasing reading engagement/reading for pleasure which in turn improves reading attainment. From a recent pupil engagement survey it was evident that many children were disengaged in reading and reluctant to read for pleasure.	All children will have improved access to a range of up-to-date literature around the school, as well as designated times and places to read these texts. Improving most children's attitudes towards reading through teachers having a better awareness of contemporary texts and supporting children in accessing these texts through recommendations and modelling opportunities. School will submit evidence for Core Reading accreditation by May 2026	Participation in CLPL Time built in for professional dialogue and sharing of good practice. Staff confidence levels gathered through Fortune lines. Staff meeting minutes Quality Assurance observations Inventory of class libraries Pupil focus groups	Target groups (PEF) with daily interventions and increased reading opportunities Staff show a commitment to CLPL to keep up to date with relevant literature Displays in the school and classes to promote reading – guided by action plan Opportunities for reading enjoyment utilising local library, parents and other partners to promote reading. Increased opportunities for reading with a peer or adult.
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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
Following our achievement of the UNCRC Silver: Rights Aware Award, we have firmly established a culture rooted in kindness, respect, and a foundational understanding of children's rights. However, we recognise that upholding these rights is an evolving legal duty that requires us to move from being "rights aware" to fully "rights respecting." We will incorporate anti-racist education within our work on rights to deepen our practice and ensure our school culture is explicitly inclusive and equitable for every learner. Integrating this new anti-racism strategy directly with our journey toward the Rights Respecting Schools Gold Award ensures that the core principles of non-discrimination,	Deepened Rights & Anti-Racist Understanding: The whole school community will demonstrate a clear understanding of rights as inherent, inalienable, indivisible, universal, and unconditional. Staff, pupils, and families will confidently use appropriate language to unpack complex concepts like equity, fairness, and non-discrimination. Explicit Planning & Curriculum Integration: Class teachers will explicitly and confidently embed both a wide range of UNCRC articles and anti-racist pedagogy across planning, daily interactions, and learning experiences.	Gold Award Readiness: Evidence of progress against the Rights Respecting Schools Gold action plan, with successful completion of the required self-evaluation and preparation for future accreditation. Staff and Pupil Perception Data: Pre- and post-intervention surveys measuring staff confidence in delivering anti-racist education, and pupil understanding of the ABCDE of rights, dignity, and equity. Curriculum and Policy Audits: Quality assurance reviews, including learning walks, and professional dialogues during tracking meetings evidencing	Professional Learning & Resources: Provide staff with professional learning focused on anti-racist education (provided by Educational Psychologist) and the RRSA guidance on <i>Exploring Dignity with Pupils</i>. Utilise core RRSA resources such as <i>Article of the Week</i>, <i>ABCDE of Rights</i>, and <i>Myths and Misconceptions</i> to ensure accuracy and depth in teaching. Policy Review & Duty Bearer Clarity: Collaboratively update school displays, documentation and policies to ensure adults are explicitly identified as duty-bearers who uphold rights. Ensure the concepts of dignity, fairness, and non-discrimination underpin all relationship and behaviour frameworks. Cross-Committee Global Goals Collaboration: Facilitate scheduled,

dignity, and equity are woven into our curriculum, policies, and daily interactions. Furthermore, we recognise that true rights-based education extends to global citizenship; by creating a purposeful partnership between our Pupil Rights Committee and the Eco Committee, we will empower our children to tackle issues of sustainable development and the Global Goals directly.	Collaborative Global Citizenship: Through a structured partnership between our Rights Committee and Eco Committee, children will have a well-developed understanding of sustainable development, exploring the UN Sustainable Development Goals (Global Goals) and their direct impact on children's rights and the wellbeing of the planet. Empowered Pupil Voice & Decision-Making: Children will continue to be at the heart of school decision-making. They will actively influence and shape the life and work of the school, including participating in pupil committees, focus groups, and wellbeing surveys. Active Advocacy & Community Engagement: Pupils will confidently lead and engage in localised and global advocacy, campaigning, and fundraising activities. Parents, carers, and families will be active partners in this journey, supported by child-	explicit, regular references to a broadened range of UNCRC articles and anti-racist perspectives across various subjects. Joint Committee Action Plans: A clear plan between the Rights Committee and Eco Committee, tracking pupil engagement with 'The World's Largest Lesson' and Global Goals initiatives. Community Engagement Metrics: Tracking attendance and feedback from family learning events, alongside data regarding parent/carers interaction with school newsletter features and website resources dedicated to the UNCRC and our 3-year anti-racism plan.	collaborative sessions between the Pupil Rights Committee and the Eco Committee to deliver Global Citizenship initiatives. Pupil-Led Leadership & Quality Assurance: Create structured opportunities for children to lead learning walks, evaluate classroom environments, and actively contribute to school improvement planning and policy reviews (link with YLL). Co-Created Family Learning: Launch a series of home learning activities, child-led workshops, and regular newsletter highlights designed to share our anti-racism roadmap and invite families to actively engage with our journey toward Gold.
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	led workshops, digital updates, and collaborative home-learning activities.		
Wellbeing & Inclusion Support (PEF) With Dargavel's significant level of ASN (40%) and high number of care-experienced children (10), 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. 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) A few children (5) children disengage from learning experiences and spend time out of the classroom environment.	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. Pre and post parent/ carer surveys (Family Learning Event and NVR group) will demonstrate an improved awareness from almost all respondents of how to support children with ASN and ND. Wellbeing survey results for all target pupils (ASN, ND & CE) will have improved from previous year, particularly in the 'Included' and 'Achieving' indicators. Engagement levels of for all target children will increase (PEF) through improved attendance, participation and time spent in class or engaging in activities with peers.	• SLT Classroom visits evidence nurturing and inclusive practice • Staged Intervention Plans • Inclusion Support Plans • RNRA questionnaires – start of year/ end of year • RNRA Accreditation -Ruby 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 • 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 to support with behaviour	Renfrewshire's Nurturing Relationships Approaches • To embed the previous two sessions' Nurture Principles: Learning is Understood Developmentally & the Environment is a Safe Base. • Core Group (PDSA) • Pupil Core Group • RNRA Family Learning Event with a specific focus on Neurodiversity and Learning is Understood Developmentally CIRCLE Framework • All staff to participate in CIRCLE training – with a refresh 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. Nurture and Inclusion Support (PEF Key Workers/ ASNA) • Continue with Nurture and Inclusion Support with target groups of P2-4 groups. This will include soft starts,

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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 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).		• CIRCLE assessments	nurture groups and bespoke inclusion plans • Continue with wellbeing inclusion support at P6-7 with a focus on social skills, developing resilience, readiness to learn and attendance. • In session 26-27, the PEF Key Workers and ASNA remits will have more of focus on raising attainment in Reading and Numeracy alongside Inclusion and Wellbeing. Non Violence Resistance (NVR) Parent Group • 8 Week Parent Group with 2 reconnector sessions, led by Mrs Ferry and Mrs Farrell, DHTs. • Staff CLPL on NVR approaches and how these can be utilised in the classroom environment.
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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
<u>2025-2026</u> Our school is proud to continue its involvement with the Young Leaders of Learning initiative. We initially joined this program to expand the ways our students can shape their own education. Authentic student input is essential for building a classroom environment where everyone feels included, motivated, and successful. This aligns closely with Education Scotland's vision of involving young people in the decisions that impact them. By prioritising student perspectives, we help our learners build confidence, step into leadership roles, and take true ownership of their education through genuine collaboration. With many of last year's Young Leaders progressing into new roles like the House Leadership Team, we are eager to offer this opportunity to a new cohort. This initiative provides a vital platform for our pupils to build	<u>Terms 1 and 2:</u> The current YLL group will lead the improvement ideas as identified in collaboration with Barsail during our visit in term 4 of this session. The improvement ideas are as follows: <u>Feedback Policy:</u> Our Pupil Council will create a Feedback Policy. This will be done in a video format, similar to that of Barsail. The new policy will be implemented in all classes and used by almost all pupils; resulting in a consistent approach to feedback. Almos all children will be able to talk confidently about how their feedback impacts positively on their learning. <u>Accelerated Reading Data Sharing:</u> All Primary 4-7 classes will share their Accelerated Reading data	Pre/post evaluation of the programme. YLL pupil / staff focus group conversations and feedback from reciprocal visits. Evidence of positive change linked to the theme identified by YLL pupil group e.g. photos, videos, PowerPoint, surveys. Class surveys on theme of learning and teaching from HGIOur – identifies the focus area within L&T for Dargavel Evidence of paired reading impact in Fact Story Action from tracking meetings.	Amy Ferry, DHT trained in relation to YLL and identified as the lead. Lead to liaise and work closely in all planning with partner school lead. Current YLL group to carry out follow-up visit/meeting with Barsail (term 1/term 2) to check in on improvement ideas identified 2025-2026. The YLL's will deliver an input on good practice to all teaching staff in term 1. HT to work with Pupil Council on creating Feedback Policy. In term 3 26-27 , YLL lead and current YLL pupils to interview applicants and form next YLL pupil group consisting of P6 pupils. YLL group attend the pupil training in January/February. This will be done in-house.

the confidence and skills that will serve them well in learning, life, and work. During last session, our pupil RNRA surveys carried out in Term 3 indicated that most (80%) children feel supported and listened to by adults in our school. This has increased to almost all (93%) this session, and we feel that a great deal of that is down to the work of the Young Leaders. This is a trajectory we therefore want to continue on. Last session our theme was Relationships with agreed improvement ideas laid out in our SIP. This year, our focus has been on Teaching and Learning. We will select a new theme for next session which in turn will support us in making continuous and meaningful improvements to our school.	(quiz results, words read etc) on Seesaw. Reading engagement will increase across all classes with almost all children achieving their reading targets. Parent survey responses will indicate an increase in questions such as, <i>'parents being kept up to date with pupil progress'</i>. <u>Current YLLs</u> The current YLL's knowledge of quality assurance and school improvement will have increased significantly from the start of the year. All YLL pupils will have an increased confidence when presenting to peers and staff.		Support pupils to plan their activities for reciprocal visits. Undertake reciprocal visits and compile feedback (Term 4). Identify theme for session 2027-2028 to be included in School Improvement Plan.
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