



Arkleston Primary School

School Improvement Plan

2025/26

Planning framework

As part of Children's Services, Arkleston 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



THE MORE WE LEARN
THE BRIGHTER WE SHINE

Success × Teamwork × Attitude × Respect

We aim to live and breathe our values by creating an environment that is:

S – Safe
Protecting everyone from abuse, neglect or harm

H – Happy and Healthy
Helping everyone to fulfil their potential

I – Inclusive
Allowing everyone to play an active part in their learning

N – Nurturing
Ensuring everyone thrives

E – Equitable
Treating everyone fairly, in accordance with their level of need

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ARKLESTON PRIMARY SCHOOL
OUR CURRICULUM

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THE MORE WE LEARN
THE BRIGHTER WE SHINE

AIMS
Safe
Happy, healthy
Included
Nurtured
Equitable

VALUES
Success
Teamwork
Attitude
Respect

OUR CURRICULUM WILL...

- Support the development of a sustainable future
- Ensure children's rights are enjoyed
- Help children achieve, be safe, be healthy & active, be nurtured & included, be respected & responsible
- Develop character strengths
- Teach the citizens of today to be the leaders of tomorrow

RENFREW PAST
1397 Royal Burgh
Cradle of the House of Stewart
1164 Battle of Renfrew
River Clyde & Court Bridge

RENFREW PRESENT
Glasgow Airport Braehead Westway

RENFREW FUTURE
River Clyde Bridge
Clyde Waterfront
Centre of Innovation

SCOTLAND - RENFREW - RINN FRIO - THE WORLD

We are citizens of...



THE MORE WE LEARN
THE BRIGHTER WE SHINE

Success × Teamwork × Attitude × Respect

Our school values:

S – Success
Achieving success both in and out of school

T – Team
Everyone playing their part to achieve our vision

A – Attitude
Being the best you can be in all areas of life

R – Respect
Showing respect through our actions. (Respecting the rights of the child)

Who did we consult?

To identify our priorities for improvement, we sought the views of pupils, staff, parents and partners. We used a variety of methods of getting the views of those who are involved in the life and work of Arkleston Primary School such as:

Staff are consulted through:

- Regular Planning and tracking meetings throughout the session with SMT
- Professional Review and Development meetings each session
- Plan and review of School Improvement Plan priorities
- Policies and amendments drawn up through consultation and discussion
- Staff contributions to meeting agenda
- Questionnaires/returns
- Auditing current practice
- BSO and Environmental Meetings
- Cluster Meetings
- LISN Cluster Group
- Transition events
- Inter-Agency Working
- CPD activities linked to School Improvement Plan priorities

Parents are consulted through:

- Parent Council meetings
- Focus groups
- Nursery & P1 entrants' meetings
- Parent, Pupil, Teacher Conferences
- Parents' Meetings
- Whole school assemblies
- School annual planner and newsletters
- Establishment website
- ASN Framework
- Parental Questionnaires
- SEESAW

- Informal daily discussions

Pupils are consulted through:

- Committee Time – In line with citizenship programme
- Focus Groups
- Circle Time following Quiet Assemblies
- Discussion Time following quiet assembly
- ASN Framework including PSPs, IEPs, CSPs and IAs
- Weekly assemblies
- Open Door Policy of all SMT and school staff
- Questionnaires/Surveys
- SEESAW
- Pupil, Parent, Teacher Conferences
- P6 Young Leaders of Learning

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:

QUANTITATIVE DATA

- CfE Teacher Judgement
- Standardised Testing in spelling
- SNSA Data for P1, P4 and P7
- Screening Assessment at P2/3
- Monthly behaviour data
- Pupils' progress from prior levels of attainment
- Pupils' progress in meeting targets
- Overall progress towards set targets
- Data collected nationally and/or locally establishing patterns over time
- Returns from questionnaires

- Analysis of other key performance data, such as: finance, pupil/staff attendance, pupil exclusion rates, fire safety and health and safety

PEOPLE'S VIEWS

- Individual interviews with members of staff including use of PRD
- Individual conversations with parents via telephone
- Dialogue with pupils e.g., Target Setting Meetings, PLPs
- Parent Council Meetings
- Cluster Working
- School website and SEESAW
- Meet the Teacher, Online Parent/Pupil/Teacher Conferences
- Quiet Assemblies followed by discussion
- Parent Engagement opportunities
- Questionnaires and surveys gauging satisfaction and for suggestions for improving effectiveness
- Inset for staff
- Evaluations from staff including planning and sharing good practice
- Teacher Enquiry projects
- Written responses and detailed comments
- Team meetings at all levels

DIRECT OBSERVATION

- Shadow individual pupils
- Teaching methodologies
- Learning visits
- Teachers observing each other – Sharing Good Practice within and beyond establishment
- Working collegiately with other teachers, colleagues - Cluster CPD

DIRECT OBSERVATION - DOCUMENTS

- Pupils' work
- Reports to parents
- Data Tracking Sheet
- SEESAW
- Programmes of study
- Teachers' plans and evaluations

- Progress reports on the development plan
- Policies and guidelines
- Minutes of meetings

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 – Assessment Approaches within the Learning and Teaching Cycle

NIF Priorities

Highlight as appropriate

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)

Highlight as appropriate

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><i>Where are the barriers identified through analysis of data and self-evaluation information? What is our self-evaluation information telling us? Where are the gaps?</i></p> <p>Our annual staff questionnaire shows that almost all colleagues feel well supported with planning, preparation, and assessment. At the same time, the responses highlight an opportunity to strengthen support even further:</p> <ul style="list-style-type: none"> • Over 90% of teaching staff feel confident in this area, while 8% would welcome additional support. • Among support staff, two-thirds feel supported, with one-third identifying this as an area where extra guidance or resources could help them thrive. <p>This feedback provides a valuable opportunity to build on existing strengths and ensure all staff feel fully equipped in their roles.</p> <p>Almost all parents feel confident in understanding how their child's progress is</p>	<p><i>What change do we want to see for learners? By how much? Who are the target group? By when? (timescales can extend beyond 1 academic year if appropriate)</i></p> <p>Data from IDL digital platform and PEF funded 5 Minute Phonics and Numeracy shows an increase in literacy and numeracy skills from Sept-April for targeted pupils. 70% of targeted pupils to show an increase in reading and spelling age of 1 year.</p> <p>High quality assessments created by staff evidence achievement against the benchmarks in other curricular areas for children at all stages by June 2026.</p>	<p><i>How will we know the change is an improvement? What information/data will we gather to measure progress and impact?</i></p> <p>Oct-April – staff planning meetings with SMT, reflect teachers' judgement. Discussions show children are working at appropriate levels, based on assessment evidence gathered. Assessments demonstrate that children have achieved their individual targets and this is shared with parents and families.</p> <p>Sept/Nov/Mar – 12-week planners evidence that children's learning is:</p> <ul style="list-style-type: none"> • Evidencing planned assessments using the Say, Write, Make, Do Approach • Assessment evidence ensures that planning is meeting children's needs and providing the appropriate level of 	<p><i>What do we plan to do? What evidence informed approaches might be effective? What have others done when facing similar issues in a similar context (collaboration)?</i></p> <ul style="list-style-type: none"> • Build on our recent work with formative assessment by exploring how both formative and summative assessment strategies contribute to a comprehensive understanding of pupils' strengths, learning gaps, and areas for development. Use these insights to design high-quality assessments that enable children to effectively demonstrate their conceptual understanding, skill proficiency, and ability to apply knowledge in meaningful contexts. Referring to the Know-Do-Understand Framework. • Analyse Building the Curriculum 5 and Curriculum Improvement Cycle – Towards an Evolved Technical Framework to support raised awareness of current educational changes. • Introduce the new Renfrewshire Council Learning, Teaching and Assessment Guidance (The Renfrewshire Way) to

<p>assessed. A small proportion (6%) expressed some uncertainty, which provides a useful opportunity to further strengthen communication and clarity around assessment processes.</p> <p>While all teachers agree that moderation activities support sound professional judgement, a gap remains between teacher assessments and data from standardised national assessments. In Primary 1, 4, and 7, the average variance between these two measures is 7%.</p> <p>Across the authority there was an average drop in attainment in writing of 10% from children achieving second level in P7 to</p>	<p>Children's self-efficacy in self and peer assessment improves and their confidence grows in their ability to assess their own work and the work of their peers.</p> <p>The gap between teacher assessments and data from standardised national assessments in Primary 1, 4, and 7 reduced by 5% by June 2026.</p> <p>Greater consistency in assessment of a level in writing from Early to Fourth Level.</p> <p>Children are more confident in assessing their strengths and articulating their next steps and areas for development by June 2026.</p> <p>Increased levels of engagement for 17% of children identified at levels 1-3 by 5% by June 2026.</p>	<p>challenge, breadth & application within a real-life context.</p> <p>Nov/Feb -SMT classroom observations evidence increased consistency across the school in the use of formative assessment strategies.</p> <p>Greater alignment between SNA Standardised assessment data and teacher professional judgement. Data gathered on tracking spreadsheet.</p> <p>Nov/May – Focus groups of children can talk with confidence about their character strength assessments, articulating where their strengths and areas for development lie.</p> <p>Nov/Feb/May – Pupil/Parent/Teacher Conferences allow children the opportunity to discuss their strengths and identify next steps.</p>	<p>promote common understanding amongst all staff who are involved with learners of what constitutes highly effective practice and apply this in our classrooms.</p> <ul style="list-style-type: none"> • Training for support staff on gathering IDL/5 Minute Assessment evidence and using this information to inform next steps. • Create an assessment strategy and assessment calendar that supports teachers in gathering appropriate and meaningful evidence of progress and achievement of a child's knowledge and understanding of the curriculum, skills, attributes and capabilities. Create a parent friendly version to demonstrate how we assess children as part of teaching and learning. • Feb Inset Day - Work with schools in the Renfrew Cluster to moderate writing from P2-S3 using the same genre of writing to review progression between stages and across levels, including the point of transition. • Use our language of character strengths to create a refreshed strengths assessment, supporting children's wellbeing and understanding of self, which in turn will increase confidence, happiness and positive relationships. • Trial the use of the Glasgow Motivation and Wellbeing Profile. Target children, focusing on views of themselves and their emotions. Analysing current experiences and encourages them to consider how they can increase their own
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Improvement Priority 2 – Parental Engagement to support EAL pupils and parents			
NIF Priorities Highlight as appropriate 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) Highlight as appropriate 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><i>Where are the barriers identified through analysis of data and self-evaluation information? What is our self-evaluation information telling us? Where are the gaps?</i></p> <p>A situational analysis carried out by the DHT identified the need for improvement in parental involvement and engagement, particularly with parents of pupils who have English as an Additional Language (EAL). Currently, 13% of pupils have EAL, with 14 languages spoken and 5 main religions observed within the school community. This represents a 10% increase over the past six years. While an EAL teacher works with a limited number of pupils weekly, the situational analysis highlighted a lack of support for EAL parents.</p>	<p><i>What change do we want to see for learners? By how much? Who are the target group? By when? (timescales can extend beyond 1 academic year if appropriate)</i></p> <p>Questionnaires show an increase for EAL parents in confidence in working alongside the school and in levels of engagement within the school</p> <p>Parental information sessions attendance to increase by 5%. Focus on EAL parents to show attendance increase.</p>	<p><i>How will we know the change is an improvement? What information/data will we gather to measure progress and impact?</i></p> <p>June 25 – parental questionnaires issued and returned to gather baseline data with a follow-up questionnaire in June 26</p> <p>Analysing EAL pupils’ current attainment data using assessments, teacher judgements.</p> <p>Analysing EAL pupil’s current achievement data using information already gathered in relation to in house clubs, extra-curricular clubs and clubs within the local area.</p>	<p><i>What do we plan to do? What evidence informed approaches might be effective? What have others done when facing similar issues in a similar context (collaboration)?</i></p> <p><i>If PEF intervention, denote with (PEF). Ensure that the PEF intervention correlates with the contents of your PEF Spreadsheet Plan</i></p> <ul style="list-style-type: none"> • Create a Parental Engagement and Involvement policy and strategy to better reflect the needs of our diverse school community. • Staff training focussing on effective engagement, unconscious bias, and barriers faced by EAL parents. • Create a calendar of events to reflect the school’s cultural diversity, with parents helping to shape celebrations of key festivals such as Eid, Diwali, and Holi. • Each class to plan and deliver engagement sessions, including at least

<p>Our annual parental questionnaire showed 83% of parents agree that the school gives advice on supporting learning at home and 63% agree that the school organises activities where parents and children can learn together. There is scope to improve in both of these areas.</p> <p>34% of children with English as an additional language are working on the support path for literacy and/or numeracy.</p>	<p>Class parental engagement sessions to be attended by 40% of all parents and 50% of EAL Parents.</p> <p>Staff to complete questionnaire using HGIOS4 Family Learning 2.5 features of highly effective practice in August 25 & Jun 26. Scoring to increase by 1 scaling point by June 2026 e.g. satisfactory to good.</p> <p>Number of EAL pupils on a support path in literacy and/or numeracy to decrease by 5%.</p> <p>EAL pupils attending curricular clubs such as lunch clubs and OneRen after school clubs to increase by 5%</p>	<p>June 26 - parental questionnaires issued and returned. Data to show increase in following questions.</p> <ul style="list-style-type: none"> • I am aware of what my child is learning in school • I feel more confident to support my child's learning at home • I feel confident in approaching the school • I am satisfied with the current strategy <p>Aug/April – Whole staff CLPL and staff meetings. Self-evaluation against the features of Highly Effective Practice for 2.5 Family Learning. Planning together an effective and inclusive parental engagement session focussing on literacy or numeracy.</p> <p>Aug/Nov – HT/DHT to hold two information sessions based on ASN and</p> <p>Oct/Nov/Feb/March – Each base to hold 1 engagement session. Evaluation to show that parents are more confident to support children at home using skills learnt at the session.</p> <p>Oct/Feb/April – monitor extra-curricular clubs' attendance for EAL pupils. Data to show an increase in EAL pupils' attendance at clubs including lunch clubs.</p>	<p>one for Literacy or Numeracy, alongside more informative workshops on key topics like ASN, curriculum, and supporting learning at home.</p>
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