



Bargarran Primary School

School Improvement Plan

2025/26

Planning framework

As part of Children's Services, Bargarran 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



Our School Vision

At Bargarran Primary School, we learn and grow together.

Our School Values

be happy

be honest

be kind

be respectful

be responsible

be all you can be

Our School Aims

- to provide stimulating and supportive learning environments that support positive and inclusive relationships for all pupils.
- to engage parents and carers in their child's education.
- to ensure all staff feel valued and are provided with opportunities to develop professionally.
- to build and strengthen links with a range of partners that benefit the school and the wider community.

Who did we consult?

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

Voice of our Pupils:

Pupil focus groups, Pupil Questionnaires, Consultations during Assemblies, Pupil Council, Pupil Parliaments, Pupil Voice Board.

Voice of the Staff Team:

Staff meetings, Self-Evaluation, GIRFEC meetings, Tracking Meetings, Surveys.

Voice of Our Families:

Parent Partnership Meetings, Pupil Progress Meetings, Questionnaires, Newsletters, Parent Partnership Events.

Voice of our Partners/Other Agencies:

HMIE Report, Collaboration with Local Authority.

All information gathered is collated and used to assist us to identify next steps and areas for improvement.

How we will 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 by using quality assurance activities that include:

- Learning Walks
- Pupil Focus Groups
- Monitoring/Moderation of Children's Learning Experiences
- Peer Observations
- Cluster Working
- Tracking Meetings/Planning Monitoring
- Surveys (pupils, staff, parents and partners)
- Self-Evaluation activities involving all staff and conversations with stakeholders.
- Analysis of attainment throughout the school session

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 – Support children across the school to set targets for learning beyond Literacy and Numeracy in order to enable children to fully understand their progress and next steps in learning.

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>As a result of an inspection of the school by HMIE in November 2024 the following area for improvement was identified:</p> <p>‘As planned staff should support all children across the school to set targets for learning beyond literacy and numeracy. This will support children to understand fully their progress and next steps in learning across the curriculum.’</p> <p>The inclusion of the improvement priority in our School Improvement Plan is to develop the area for improvement highlighted by HMIE.</p>	<p>By June 2026 as well as having individual targets for literacy, numeracy, they will also have a health and wellbeing target that will promote informed choices and promote self awareness.</p> <p>By June 2026 almost all children will have an awareness of what their current targets are and will be able to confidently explain why they have chosen their individual targets and record and share their success in the targets they have achieved.</p> <p>By June 2026 a school guidance document will be in place to communicate school target setting practice to ensure a consistent whole school approach to target setting.</p> <p>By June 2026 there will be an increase in the parent feedback regarding engagement in their child's learning.</p>	<p>Pupil Focus Groups in term 1 and term 3 will provide information on the number and type of targets children have, how well children know their targets, the range of opportunities children are provided with to work on their targets, how children know they have been successful in achieving a target and how children can record and share their success in achieving their targets.</p> <p>Pupil Surveys will be undertaken to measure knowledge and understanding of the purpose and benefits of having their own targets (Sept 2025 and repeated in May 2026, using Child Friendly HGIOS 4 Part 2) Theme 2 <i>Our Learning and Teaching</i>.</p> <p>Quality assurance will be undertaken by staff during planned collegiate sessions in the final term to share good practice and to ensure that targets are high quality.</p>	<p>Working time agreement time of 6 collegiate hours over the session for staff to meet and develop consistency into whole school target setting approach.</p> <p>Collegiate calendar/INSET to include dedicated time for sharing of good practice and evaluation.</p> <p>Audit of practice, including Pupil Voice, in relation to target setting at all stages to determine range of targets, number of targets set, time provided to work on targets, recording of targets, evidencing of targets achieved and sharing achieved targets with parents and carers.</p> <p>Create school guidance to ensure a consistent approach to setting targets for literacy, numeracy and health and wellbeing.</p> <p>Develop use of Class Dojo as a tool to share target setting successes with parents and carers.</p>

Improvement Priority 2 – Cluster based approach to skills development through practitioner enquiry.

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Rationale for change	Outcome and Expected Impact	Measures	Interventions						
<p>2023-2028</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 (Cluster)</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. In 24-25 all Bargarran staff stated that their skills group collaborated and shared good practice and worked effectively together. This positive experience will be built upon with the introduction of peer observations in 25-26.</p> <p>Through our self-evaluation using HGIOS 4 quality indicators and as part of PRD process, staff identified the development of digital, outdoor learning and implementation of play pedagogy/inquiry-based learning with a focus on skills development throughout the school as a continued priority.</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 session end, almost all teaching staff will demonstrate awareness, knowledge, and confidence in skills development which will positively impact on their ability to embed skills within their practice and planning.</p> <p>By the end of the session almost all pupils will demonstrate their ability to identify, discuss and implement the 6 skills identified by the cluster through various different learning experiences across the curriculum. Increasing children’s awareness of real-world scenarios and enhancing their ability to be actively engaged in their learning.</p> <p>A Progression framework will be finalised and implemented at all stages across the school which will provide a clear progression pathway for all learners as well as the ability to track learner’s experiences</p>	<p>Quality Assurance observations within each establishment will evidence skills development.</p> <p>Pupil focus groups (Skills Pupil Parliament, will be running from September until June) 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> <table><tr><td>Teamwork</td><td>Communication</td><td>Thinking Skills</td></tr><tr><td>Social Skills</td><td>Creativity</td><td>Problem Solving</td></tr></table> <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 (staff will identify areas of their own practice they wish to share with other from across the curriculum) <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>	Teamwork	Communication	Thinking Skills	Social Skills	Creativity	Problem Solving
Teamwork	Communication	Thinking Skills							
Social Skills	Creativity	Problem Solving							

Improvement Priority 3 – Refresh whole school approaches to the teaching of phonics and spelling.

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Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>2025 - 27</p> <p>Through whole staff self-evaluation and discussion with individual staff members phonics and spelling were identified as areas for development due to the dated nature of the current phonics scheme and a variation in methodology of the teaching of spelling in middle to upper primary.</p> <p>The most recent Blackwell Spelling Test results from P.4 – P.7 show:</p> <p>50 % of children have spelling age equal to or above chronological age 15 % of children have spelling age between one month and a year below chronological age 35 % of children have a spelling age more than a year below chronological age</p> <p>Support new methodology through CLPL, develop and purchase resources, refresh assessment approaches and produce staff guidance in the teaching of phonics and spelling to enable full implementation in session 2027 – 28.</p>	<p>2025 – 26</p> <p>By June 2026 the revised school methodology for teaching of phonics and spelling will have been determined by working parties.</p> <p>Small cases of change carried out in classes to identify success of proposed changes in methodology.</p> <p>2026</p> <p>By June 2026 new methodologies will have been supported through CLPL, resources will have been developed and purchased, assessment approaches refreshed, and staff guidance produced to support the teaching of phonics and spelling to enable full implementation in session 2026 – 27</p> <p>2026-2027</p> <p>Full implementation of revised programmes and by June 2027 an increased number of children on track with phonics and with a spelling age equal to or greater to chronological age.</p>	<p>Audits of current practice of learning and teaching in phonics and spelling including children's views will identify resources and practice worthy of keeping and areas where improvement is required.</p> <p>Discussions between Senior Management Team (SMT) and working parties to identify progress made.</p> <p>Plans to develop teaching of Phonics and Spelling in session 2026-27 in place by June 2026.</p> <p>2026-2027 P.4 – P.7 Data from twice yearly Blackwell Spelling Tests. (Data to be gathered and analysed by working party leads and shared with HT)</p> <p>Robust evidence of Writing showing transfer of spelling skills for example: Talk for Writing hot pieces as well as free writing examples. This will be analysed by lead practitioners to ensure (Sept, Dec & April and June)</p> <p>Classroom Observations (Dec – March) will have a focus on Literacy and will provide feedback, where appropriate, on the small case of change ideas implemented by individual class teachers.</p>	<p>Two staff working parties to be set up and Lead Practitioners identified (1. Mrs Hunter P1-P3 & 2. Mrs McPherson P4-P7)</p> <p>Sept – Nov 2025</p> <p>One working party (1) will focus on refreshing and developing the teaching of phonics and (2) will focus on refreshing and developing the school approaches to teaching of spelling.</p> <p>Working parties will audit strengths and areas for improvement of current practice in the teaching of phonics and spelling which will include pupil views.</p> <p>Working parties will look outwards at practice in other establishments and authorities, investigate wider use of resources used in the teaching of phonics and spelling and identify methodology to be developed or appropriate resources to be purchased.</p> <p>Jan – April 2026</p> <p>Small tests of change carried out in classes to identify success of proposed changes in methodology</p> <p>May 2026</p> <p>Finalised position paper to be completed with accompanying planning and tracking format for the teaching of phonics and spelling across the school ready for the start of Session 2026-2027.</p>

Improvement Priority 4 – Raise Attainment in literacy through high quality learning and teaching

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Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>CLUSTER READING MODERATION</p> <p>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 2nd Level at the end of P7 went on to attain Level 5. With this inconsistency, staff agreed to focus moderation on our assessment of Reading.</p> <p>This observation by the cluster was further supported by reflecting on the past two years of attainment data. It shows that whilst attainment is overall very good across all year groups and is steadily improving year on year, there are inconsistencies with regards to teacher judgement when year groups are compared from one year to the next.</p> <p>Following on from the successful joint working between Bargarran and St John Bosco on the teaching of Reading last session, professional dialogue between staff indicated that there were anomalies in teacher</p>	<p>2024 - 2030</p> <p>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.</p> <p>Confidence in the accuracy of P1-7 teacher judgement will improve based on a range of evidence and moderation with cluster colleagues.</p> <p>Reading attainment across the school increased by 4% from June 24 (86% to June 25 (90%). Our aim is to bring our current P5s from 86% to 90% (an increase of 2 children achieving) and for our current P6s to increase from 84% to 90% (an increase of 2 children achieving).</p>	<p>Reading approaches evidenced through class visits, termly and weekly planning and evaluations of learning and teaching.</p> <p>Through discussions at tracking meetings, staff will provide a range of assessment information which will support accuracy of professional judgement.</p> <p>Reading assessments (IDL, STAR Reader and AR quizzes, classroom assessments and observations)</p>	<p>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.</p> <p>Stage groups to meet on February Inservice Day (after Skills input) to discuss current practice in the teaching and assessment of reading comprehension.</p> <p>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.</p> <p>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 aspects to develop as a small test of change in terms 3 and 4.</p>

judgement and in particular, the assessment of reading.

2024-25	P1	P2	P3	P4	P5	P6	P7
Listening & Talking	93 %	100 %	100 %	100 %	97 %	97 %	91 %
Reading	93 %	88 %	88 %	86 %	84 %	100 %	94 %
Writing	89 %	78 %	91 %	86 %	71 %	87 %	88 %
Numeracy	93 %	85 %	85 %	86 %	90 %	90 %	94 %

2023-24	P1	P2	P3	P4	P5	P6	P7
Listening & Talking	97 %	97 %	100 %	97 %	97 %	91 %	97 %
Reading	88 %	85 %	83 %	81 %	90 %	88 %	86 %
Writing	88 %	85 %	86 %	81 %	86 %	91 %	86 %
Numeracy	85 %	85 %	86 %	93 %	90 %	91 %	86 %

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.

Cluster groups will meet to discuss the evidence gathered and assessment of reading comprehension. Tuesday 28th April

Staff to agree on aspects to develop as a small test of change in terms 3 and 4.

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. TEAR (technique, evidence, analysis, refer to question) / PC EAR (point, context, evidence, analysis, respond).