



Bishopton 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.

Louise Chisholm

Head Teacher

OUR SCHOOL

Bishopton Primary is a non-denominational school in Bishopton, Renfrewshire with a current roll of 436 pupils. The school offers education for children aged 5-12 years. The existing school building was built in 1962 and comprises 15 classes within the main building and 2 classes in a newly built annexe in the main playground. The infant department has a well-resourced, shared open area that is used to facilitate play based learning across the infant bases. The main building also houses the dining hall, gym hall, nurture room, library and 2 additional resource spaces.

The school has a very good reputation within the local community and prides itself on its high levels of achievement and attainment. The school is very well supported by the Parent Council and the wider community. Bishopton Primary is a nurture school and is delighted to hold a Renfrewshire Nurturing Relationships (RNRA) Gold Award, a PATHS Worldwide Model Schools Award, Digital Schools Award, Sport Scotland Gold Award, a Rights Respecting School Silver Award, Reading Schools Silver Award and we are a Cycle Friendly School.

The dedicated staff team work closely together to provide a range of high quality, fun and engaging learning experiences for all pupils. The senior leadership team comprises a Head Teacher, 2 Depute Head Teachers and 2 Principal Teachers. There are 21 class teachers, 7 additional support needs assistants (ASNAs) and 1 pupil equity funded (PEF) ASNA supporting learning across 17 classes. 2 peripatetic music instructors deliver music tuition to small groups in the upper primaries.

Business Support and Soft Facilities Management staff support the school providing office, kitchen, cleaning and janitorial support.

For more information look at our website <https://blogs.glowscotland.org.uk/re/bishopton>

The school was visited in September 2023 by His Majesties Inspectorate of education (HMIe) and received a very positive report. [HMIe Report](#)

OUR VISION, VALUES AND AIMS

Bishopton Primary School

Building & Promoting Success



In Bishopton Primary we all share the following VALUES:-

- FAIRNESS everybody getting what they need in order to be successful
- INCLUSION opportunity for all
- HONESTY be truthful to yourself and others
- CHALLENGE high expectations for all
- GLOBAL CITIZENS creating a sustainable future

We aim to demonstrate these values as we-

- Enable everyone to achieve by providing high quality teaching and learning experiences that take account of individual needs
- Promote a safe, welcoming, nurturing ethos of equality, fairness, respect, equity and excellence that represents and values all members of the school community
- Provide leadership opportunities at all levels that allows everyone to develop skills for learning, life and work
- Provide a stimulating curriculum that is consistent with Local and National guidelines; is broad, balanced, coherent, challenging and progressive



SUCSESSES AND ACHIEVEMENTS

- The school has successfully maintained a number of key accreditations this session, including RNRA Gold Accreditation, Rights Respecting Schools Silver Award and the Eco Green Flag Award, recognising our strong commitment to nurturing relationships, children's rights and sustainability across the school community.
- Pupils have been actively involved in leadership opportunities through participation in Young Leaders of Learning, supporting school improvement by sharing their views on learning and teaching and contributing to meaningful change across the school.
- Pupils and families have engaged very well in active travel initiatives, with the school participating in the Big Walk and Wheel challenge, promoting healthy lifestyles and sustainable travel.
- We have supported parents in understanding digital wellbeing through a Screen Smart session, helping families to promote safe and balanced use of technology at home.
- Pupils across the school have had the opportunity to take part in a range of expressive arts activities, including participation in Glee Club, which has helped to build confidence, teamwork and performance skills.
- Pupils and families have developed their understanding of additional support needs through our Dyslexia Champions, helping to ensure that children receive the appropriate support they need to succeed in their learning.
- Our Primary 7 pupils marked the end of their primary school journey by hosting a Burns Supper, showcasing their learning about Scottish culture and traditions while demonstrating confidence, leadership and teamwork skills.
- Pupils in Primary 6 successfully completed the Bikeability programme, developing important skills in road safety and independent travel.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

	P1	P2	P3	P4	P5	P6	P7
Listening & Talking	96%	98%	100%	98%	98%	100%	98%
Reading	94%	81%	76%	90%	88%	93%	96%
Writing	92%	82%	74%	90%	86%	97%	92%
Numeracy	98%	93%	92%	92%	94%	97%	98%

This session, we have made very good progress in taking forward our improvement priorities. Our work has been clearly focused on improving outcomes for all learners through high-quality learning and teaching, developing skills for learning, life and work, and ensuring a nurturing and inclusive environment.

School data shows that almost all children are achieving expected levels in listening and talking (98%) and numeracy (95%), with good attainment in reading (88%) and writing (88%).

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

We have made very good progress in developing a consistent and shared approach to skills across the school and with our cluster partners.

This has been supported through:

- All staff working collaboratively in cluster stage groups to share practice, plan learning and trial new approaches
- Opportunities for peer observation and professional dialogue to improve consistency in teaching skills
- Development of streamlined planning approaches to ensure skills are clearly built into learning

As a result:

- Almost all staff demonstrate increased confidence in planning for skills.
- Almost all children can clearly identify and talk about the skills they are developing.
- There is improved consistency in learning experiences across the school.

This work is having a positive impact on learners' ability to apply their skills across different areas of learning

Improvement Priority 2 – Improving achievement and attainment through high quality learning and teaching approaches

We have made very good progress in improving the quality and consistency of learning and teaching.

This has been supported through:

- Introduction of a whole-school approach to formative assessment, including strategies such as *no hands up* and whole-class response systems
- Development of a consistent assessment calendar to better track progress and plan next steps
- Continued use of Talk for Writing approaches across all classes, supported by home learning resources for families
- Targeted interventions including Maths Recovery and literacy support groups, supported by additional staffing (PEF)

School data shows:

- Listening and talking remains very strong at 98% across the school
- Numeracy attainment continues an upward trend, now at 95%
- Reading and writing attainment are both at 88%, demonstrating good overall performance

As a result:

- Almost all staff are using a wider range of effective strategies to support learning.
- Most children are increasingly aware of their progress and next steps.
- Targeted support has had a positive impact on raising attainment, particularly in writing.

There is clear evidence of improvement, including a reduction in the number of children who are off track in writing, although continuing improvements are required in reading and writing across some stages.

Improvement Priority 3 – Improving children’s health and wellbeing through nurturing approaches and positive relationships

We have made very good progress in embedding nurturing approaches and promoting positive relationships across the school.

This has been supported through:

- Ongoing use of Non-Violent Resistance (NVR) and CIRCLE approaches to support behaviour and wellbeing
- Targeted wellbeing support, including access to safe spaces such as the Snug (PEF)
- Development of individual support plans in partnership with Educational Psychology and other services
- Regular monitoring of wellbeing through tools such as the Glasgow Motivation and Wellbeing Profile (GMWP)

As a result:

- Almost all children learn in a calm, inclusive and supportive environment.
- Almost all staff demonstrate increased confidence in supporting emotional wellbeing.
- Targeted interventions are improving outcomes for children requiring additional support.

This work has contributed to a positive, nurturing ethos across the school, supporting children to be ready to learn.

Overall, our improvement work this session has had a positive and measurable impact on outcomes for learners. We have:

- Sustained very strong attainment in listening and talking and Numeracy
- Maintained good attainment in reading and writing, with clear plans for further improvement
- Strengthened a positive, nurturing ethos which supports both wellbeing and achievement

We will continue to build on this progress in session 2026–2027, with a focus on raising attainment further in literacy and numeracy and continuing to close the attainment gap.

PUPIL EQUITY FUNDING

Quality assurance information from all stakeholders in our school community is used effectively to inform PEF spending. The views of our parents, partners and children are very important to us and we use a variety of methods to ensure everyone has their say, for example questionnaires and event evaluations. Our findings are collated and analysed by the staff team. Results are shared with all stakeholders and used to inform interventions, resource purchase and the focus of professional learning.

Collated consultation information is used alongside monitoring and tracking evidence to help us pinpoint what we need to stop doing; what needs changed; any barriers to improvement; and to agree our short, medium and long-term improvement priorities for the following school year. This

ensures a collegiate approach to school improvement and pupil equity fund spending with the views of all in the school community at the heart of decision-making.

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

- *improving the overall quality of learning and teaching through effective teaching and learning with a specific focus on Assessment is for Learning (AifL) strategies.*
- *Talk for Writing and Numeracy support*
- *developing digital literacy – Clicker and Chromebook allocated to pupils as a support strategy*
- *support by PEF funded ASNA*

During session 25/26, PEF was used to increase our support staff by 0.8fte to provide targeted support for learning in Literacy and Numeracy as well as Health and Wellbeing support in the Snug during break and lunch times.

7 pupils received literacy, numeracy or health and wellbeing support.

As a result of this support:

- *In P2 pupils increased their phonics scores by 59%, writing scores by 22% and numeracy scores by 67%*
- *In P3 pupils have made at least 11% increase in writing scores.*
- *In P5 pupils have improved their reading scores by 15% and are now on track for numeracy*
- *In P7 pupils have accessed the Snug at break and lunch times*

A small number of pupils used The Snug at playtime or lunchtime as an alternative to the playground. Those pupils showed an average increase on their Glasgow Motivation and Wellbeing Profile (GMWP) of 4.57% in the Health and Safe category.

KEY STRENGTHS OF THE SCHOOL

- A positive and nurturing school ethos which reflects our values (FAIRNESS, INCLUSION, HONESTY and SUCCESS) and Renfrewshire's Nurturing Relationships Approach (Gold Award).
- High levels of engagement and achievement in learning, across all areas of the curriculum.
- Motivated and ambitious staff who are committed to improving the health and wellbeing needs, as well as the academic achievements of all our learners through equitable high-quality learning experiences which motivate, engage and inspire individuals to progress.
- As a result of an on-going commitment to raising the attainment of all children, staff have undertaken training and demonstrate increased knowledge and confidence of effective pedagogical approaches for teaching and learning including creating learning intentions and success criteria, assessment, feedback, metacognition, differentiation and effective questioning.
- High levels of attendance (95.43%) and attainment throughout our school with almost all children meeting (or exceeding) national educational levels and engaging appropriately with learning.
- The Parent Council and the local community are supportive and work in partnership with the school to provide additional opportunities for our children. This includes discos,

Christmas Fayre, Christmas parties and movie afternoons, Bishopton Day float and Ice Cream van visit. The parent council also funded SumDog for all classes, installed goals on the playing field and replaced the basketball hoops in the playground.

- Success in extra-curricular activities: Particularly in School Football, Tennis, Cross Country, Road Race and Chess.

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.

Priority 1 – Improving health and wellbeing, inclusion and relationships

We will continue to strengthen our nurturing and inclusive school environment so that all children feel safe, respected and ready to learn.

We will:

- Take part in a whole-school programme (*We Were Expecting You*) to help staff better support all learners, particularly those with additional support needs
- Develop more consistent approaches to supporting communication, emotional wellbeing and behaviour across the school
- Review and enhance our classroom environments to reduce barriers to learning and support all children to take part fully
- Continue to promote positive relationships, equality and respect, including a clear focus on anti-racism and inclusion

This work will help ensure that every child feels they belong, is supported effectively and is able to participate fully in school life.

Priority 2 – Raising attainment in Literacy and Numeracy

We will continue to focus on improving outcomes for all learners, with a particular emphasis on reading and numeracy.

We will:

- Introduce clearer approaches to teaching reading, with a focus on understanding and talking about texts
- Provide additional support for groups of children who need help to make progress, particularly in the middle stages
- Strengthen numeracy learning through approaches such as regular number talks, practical activities and problem solving
- Provide staff training to ensure consistent, high-quality teaching across all classes
- Track children's progress closely and use this information to plan next steps

This work will support all children to make steady progress, achieve their best and ensure greater consistency across the school.

Priority 3 – Developing skills for learning, life and work

We will build on our work with cluster schools to further develop a shared approach to skills across the curriculum.

We will:

- Support children to understand and talk about key skills such as teamwork, communication and problem solving
- Introduce ways for children to record and reflect on their skills, including the use of digital profiles
- Provide more opportunities for children to apply their skills across different areas of learning
- Work with Park Mains cluster schools to ensure a consistent approach to skills development as children move through their education

This will help children become confident, capable learners who are well prepared for the next stage of their education and beyond.

Overall Aim

Through these priorities, we will continue to:

- Improve outcomes for all learners
- Raise attainment in literacy and numeracy
- Strengthen inclusion, wellbeing and positive relationships

- Ensure every child is supported to achieve their full potential

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 contacting the school office.

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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 and by completing evaluations at school events.