



Bishopton Primary School

School Improvement Plan

2026/27

Planning framework

As part of Children's Services, Bishopton Primary 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

Vision

Building & Promoting Success

Values

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 expectation 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 need
- 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

Who did we consult?

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

- Regular meetings as a whole staff and as departments
- Planning meetings termly with a Senior Leadership Team (SLT) member
- Professional Review and Development meetings each session
- Plan and review of School Improvement Plan priorities
- Questionnaires/returns
- Auditing current practice
- Service Delivery Officer (SDO) and Environmental Meetings
- Transition events
- Inter-Agency Working
- Continuous Professional Development (CPD) activities linked to School Improvement priorities
- GLOW and other forms of online communication

Parents are consulted through:

- Parent Council meetings
- Nursery & P1 entrants meetings
- Pupil Progress Meetings – November & May
- School annual planner and Seesaw Posts
- Establishment website
- Team around the child (TAC) Framework
- Parental Questionnaires – general & returns regarding particular events
- Informal daily discussion

Pupils are consulted through:

- Various committees e.g. House Captains
- Circle Time
- TAC Framework including Childs Plans
- Weekly assemblies
- Suggestion boxes
- Open Door Policy of all SLT and school staff
- Questionnaires/Surveys e.g. Homework survey
- Pupil Council

Others/Community are consulted through:

- Copied into school newsletters
- Regular contact from designated member of SLT
- Nursery liaison

We have also consulted with our partners across and out with the Council to assist us in the delivery of our priorities.

- Regular meetings with Education Psychologists
- Meeting with Family Wellbeing staff
- Visits to feeder nursery schools

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 using quality assurance activities that include:

QUALITY ASSURANCE

- Curriculum for Excellence (CfE) teacher judgement levels of attainment
- STAR Reading Data P3-7
- Scottish National Standardised Assessment (SNSA) Data at P1,4&7
- Overall progress towards set targets
- Data collected nationally and/or locally
- Analysis of other key performance data, such as: finance, pupil/staff attendance, pupil exclusion rates, fires safety and health and safety
- Survey returns

PEOPLE'S VIEWS

- Individual interviews with members of staff including use of Professional Review and Development (PRD)
- Individual interviews with parents
- Dialogue with pupils
- Parent Council
- Staff, Parent, Pupil focus groups
- Cluster Working
- School website and blogs

- Open Afternoons , School Performances and wider publicity
- Assemblies and Circle Times
- Parent workshops and information sessions
- Professional dialogue at staff meetings and collegiate sessions
- Questionnaires and surveys gauging satisfaction and for suggestions for improving effectiveness
- In-service training for staff
- Evaluations from staff including planning and sharing good practice
- Regular team meetings at all levels

DIRECT OBSERVATION

- Teaching methodologies e.g. Assessment is for Learning (AiFL), cooperative and critical skills, number talks, literacy coaching
- Working collegiately with other teachers, colleagues across our cluster

DIRECT OBSERVATION - DOCUMENTS

- Pupils' work (including displays and photographic evidence)
- Reports to parents
- 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 – Improve Health, Wellbeing and relationships across the school community

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
In line with Renfrewshire's commitment to inclusion, equity and improving outcomes for all learners, the school will participate in the <i>NAIT We Were Expecting You</i> whole-school professional learning pilot, co-delivered by the Educational Psychology Service (EPS) and Speech & Language Therapy (SLT). This work aims to further develop a consistent, inclusive and neurodiversity affirming approach across the school community. This work aligns with Renfrewshire's Education Improvement priorities relating to inclusion, wellbeing, staged intervention and improving outcomes for children and young people with additional support needs. It also supports national priorities linked to GIRFEC, UNCRC, HGIOS4 and the development of communication-friendly, nurturing and relational learning environments. Participation in the pilot accelerates our strategic objective to embed sustainable, inclusive practices across our classes, the playground, and whole-school environments. By engaging in rigorous, collaborative self-evaluation and this targeted professional	To develop a whole-school, neurodiversity affirming and communication-friendly approach which improves participation, wellbeing, engagement and inclusion for all learners, particularly autistic children and young people and those with additional support needs. Through engagement in this pilot, staff will be supported to deepen their understanding of autism, communication differences, regulation and relational approaches, with a focus on strengthening universal provision and reducing barriers to participation, engagement and achievement. The pilot recognises that creating inclusive environments is a shared whole-school responsibility and that effective support for neurodivergent learners benefits all children and young people. Expected Impacts Staff will demonstrate increased confidence, knowledge and consistency in	- Training evaluations will demonstrate increased staff confidence and understanding. - Staff feedback will indicate increased confidence in supporting autistic/ neurodivergent learners. - Observations will evidence increased use of communication-friendly and inclusive strategies. - Increased visibility of universal supports across classrooms and shared spaces (e.g. visuals, structure, regulation supports, environmental adaptations). - Pupil voice will demonstrate increased feelings of belonging, safety and inclusion.	Participation in the <i>NAIT We Were Expecting You</i> whole-school professional learning pilot delivered by EPS/ SLT. October 19thth 2026 (In-service day - AM)) 20th January 2027 (Curriculum Development 2 hours) - Establishment of a school implementation group to support planning, self-evaluation and sustainability of the work. - Opportunities for ongoing coaching/ consultation with EPS and SLT via implementation group. - Development of consistent whole-school approaches to communication supports, regulation and inclusive practice. - Review of classroom and wider school environments to reduce barriers to participation and accessibility. - Implementation of agreed universal strategies across learning environments. - Sharing of effective practice across staff team to support sustainability and consistency.

learning, the initiative directly builds staff confidence and capacity. Crucially, this tailored approach addresses the rising demographic of pupils at Bishopton Primary with a neurodivergent (ND) diagnosis and those awaiting formal assessment, ensuring equitable support and proactive intervention across our school community. Culture & Community - Values Focus In session 2026/27, we will continue to implement a whole-school, multi-agency approach aligned with the GIRFEC framework and the <i>National Relationships and Behaviour Action Plan</i>. Focusing on fostering positive, safe, and anti-racist environments, this priority delivers on education's core purpose: empowering students to think critically, act ethically, and advocate for justice (Mockler, 2005). <i>We are...</i> • <i>Free to be who we are,</i> • <i>Accepting of all</i> • <i>Inclusive in school and community</i> • <i>Responsible for our actions.</i>	implementing inclusive and neurodiversity affirming approaches. • Universal supports across the school environment will be strengthened and more consistently embedded. • Learning environments will increasingly reflect communication-friendly, relational and regulation-informed practice. • Children and young people will experience increased participation, belonging, engagement and emotional safety. • Staff will demonstrate increased understanding of sensory differences, communication needs and barriers to participation. • There will be increased use of proactive and preventative approaches to support regulation and inclusion. • School improvement activity will increasingly reflect inclusive values and responsive practice for diverse learners Through a whole-school, multi-agency approach rooted in GIRFEC, we will fully embed the <i>Education Scotland Anti-racism Guidance 2026</i> and the <i>National</i>	• Parent/carer feedback will reflect increased confidence in inclusive school approaches. • Reduction in barriers to participation and dysregulation-related incidents for identified learners. • Evidence of inclusive and neurodiversity affirming approaches within planning, staged intervention and classroom practice. • Ongoing monitoring and evaluation of impact through staged intervention, QI processes and implementation planning. • Gathering and use of pupil, parent/carer and staff voice to inform ongoing improvement activity. • Data Monitoring: Track SEEMIS data (including recording of racist incidents) and stakeholder feedback to regularly monitor BRL Action Plan impact and the	• GMWP (Baseline May 2026; Progress Sept 2026 & May 2027), integrated into our collaborative Pupil Tracking meetings. • Data-Informed Actions: Implement a robust monitoring system using SEEMIS tracking (specifically focusing on the accurate recording of racist incidents) and regular stakeholder feedback to actively target and review the impact and visibility of the FAIR logo. • Curricular Delivery: Embed WOSDEC-resourced lessons across the curriculum to explicitly teach global citizenship and anti-racism, using the antiracist. scot resources to guide pupil understanding and drive active classroom engagement. • Staffroom Culture Shift: Co-create and implement a professional FAIR Staffroom Charter alongside termly staff surveys to
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Relationships and Behaviour Action Plan 2024-27

The immediate outcome will be a more robust, transparent system for fostering positive relationships and addressing racist incidents.

The ultimate impact will be a school culture where all learners feel safe and included, empowering them to think critically, act ethically, and advocate for justice throughout their lives (Mockler, 2005).

Reference: Mockler, N., 2005.

*Trans/forming teachers: new professional learning and transformative teacher professionalism. *Journal of in-service education*, 31 (4), 733–746.
doi:10.1080/13674580500200380

visibility/success of our values and logo.

- **Curricular Evaluation:** SLT monitoring cycles and formal observations will evidence the effective delivery of WOSDEC-resourced lessons, documenting pupil engagement and their understanding of global citizenship.
- **Culture Measure:** Cultivate a solution-focused, supportive staff culture where professional dialogue in all spaces consistently reflects the **FAIR** framework and maintains high expectations for all learners.

Community Measure: Evidence parental engagement and awareness by October 2026 through the structured sharing via MS SWAY of anti-racist teaching and community learning resources, tracked via parent feedback and participation rates.

actively foster a solution-focused narrative about all learners.

- **Home-School Partnerships:** Launch a targeted community initiative by October 2026 to share *antiracisted.scot* teaching resources with parents and carers, establishing a unified anti-racist language between home and school.

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

Engaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality

Rationale for change	Outcome and Expected Impact	Measures	Interventions
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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. Bishopton Summary of attainment data (key trends) • Whole school numeracy attainment has improved steadily over time, rising from 88% (18-19) to 95%(25-26), indicating generally strong and improving performance. • Despite this, stage-level analysis shows inconsistency, particularly across the middle stages (P3-P5): ○ In 25-26, numeracy drops from P1 98% and P2 93% to P3 92% and P4 92% before recovering at P6 97% and P7 98%. ○ A similar pattern is evident in previous years, with lower attainment evident in P3-P5 cohorts, for example: ■ 23-24: P5 90% and P6 82% show a dip ■ 22-23: P5 81% notably below other stages ■ 21-22: P4 73% significantly lower than P1-P3 • Cohort tracking also indicates a recurring dip as pupils move into and through the middle stages, suggesting this is a systemic pattern rather than a one-off cohort issue. • While overall attainment is strong, the gap between early/upper stages and middle stages persists, highlighting lack of consistency in progression. Although overall numeracy attainment remains high and has improved over time, a closer analysis of stage-by-stage data identifies inconsistent pupil progress across the middle stages (P3-P5). This dip, evident across multiple cohorts and sustained over several years, suggests that learners are not	Numeracy • By June 2027, whole school numeracy attainment will be maintained at 95%+, as measured through SEAL and Renfrewshire pathway data. • By June 2027, attainment in P3-P5 will increase by 3-5%, with: ○ P3 improving from 92% → ≥95% ○ P4 improving from 92% → ≥95% ○ P5 cohorts achieving ≥95% consistently • By Term 3 (March 2027), 85-90% of pupils in middle stages will be on track in tracking discussions, demonstrating expected or better progress. • Pre- and post-assessments (e.g. Maths Recovery, SEAL) will show measurable gains in key number concepts, particularly place value, operations and fractions. • 2026, all target groups in P3-P5 will be clearly identified and receiving appropriate intervention. • By June 2027, 80-85% of pupils receiving targeted support will demonstrate accelerated progress within Maths Recovery frameworks. • Tracking meetings each term will show reduced numbers of pupils requiring intensive support in middle stages. • By December 2026, all classes will routinely implement: ○ Number Talks (minimum 3-4 times weekly) ○ CPA approaches and SEAL strategies • By February 2027, peer observations and professional dialogue will evidence consistent use of agreed numeracy pedagogy across stages. • By June 2027, 90%+ of observed lessons will demonstrate high-quality numeracy teaching, with a particular improvement in P3-P5. • By September 2026, targeted training delivered on Number Talks and Playful SEAL, in response to identified staff needs.	Numeracy • SEAL and Renfrewshire Pathway assessment data analysed termly to track attainment and progress in numeracy, with a specific focus on P3-P5. • Whole-school and stage-level attainment data will demonstrate: ○ maintenance of overall numeracy attainment at 95%+ ○ a 3-5% increase in attainment across P3-P5 by June 2027. • Maths Recovery assessments (pre- and post-intervention) will evidence progress within number for targeted learners. • Tracking meetings will demonstrate: ○ accelerated progress for 80-85% of targeted pupils ○ reduced numbers of pupils requiring intensive support in the middle stages. • Learning visits, peer observations and professional dialogue will evidence consistent use of agreed numeracy approaches (Number Talks, CPA, SEAL), particularly in P3-P5. • By June 2027, almost all of observed numeracy learning will demonstrate high-quality learning and teaching. • Moderation activities (school and cluster) will confirm consistency of teacher judgement and progression across Early, First and Second Levels. • Pre- and post-CLPL staff surveys will evidence increased confidence and consistency in numeracy teaching (target: almost all of staff reporting improved confidence). • Records of professional learning will show all staff engaged in numeracy-focused CLPL aligned to identified needs. • Pupil voice and learning conversations will indicate increased confidence and	Numeracy 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 – Bargarran, P6 – Langbank, P7 – Rashielea) Collegiate calendar/Inservice to include dedicated time for staff training, sharing of good practice and evaluation. (Peer observations within school and other establishments). (Cluster – WTA 3 hrs) • Cluster HTs to analyse P7-S1 numeracy data and identify key areas for development. • Staff to engage in stage/cluster collaboration to support moderation, progression and shared expectations. • September 2026: Staff training in Number Talks and Playful SEAL. • Staff to engage in targeted CLPL based on survey (e.g. Maths Recovery, CPA, fractions, multiplicative thinking, retrieval practice). • Collegiate calendar to provide ongoing CLPL, sharing practice and evaluation opportunities. • Implement a consistent whole-school numeracy approach, including: ○ regular Number Talks (3-4 times weekly) ○ CPA approaches and use of SEAL frameworks • Establish numeracy resource bank (cluster Teams) to support progression in key areas. • Peer observations (Sept-Dec) focusing on numeracy pedagogy, with feedback in February Inservice.
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consistently building secure numeracy understanding at this critical phase of learning. As a result, some pupils require to “catch up” in the upper stages, where attainment recovers. This pattern aligns with both Renfrewshire’s focus on raising attainment for all, with particular emphasis on closing gaps and improving consistency of learner journey, and the Scottish Government’s priorities within the National Improvement Framework, which highlight: • improving numeracy outcomes, • ensuring equity and excellence, and • strengthening progression pathways across CfE levels. The identified middle stage dip indicates a need to: • strengthen the continuity and progression of numeracy learning from early to second level, • ensure greater consistency in pedagogical approaches, assessment and moderation, and • support staff in developing high-quality numeracy teaching and learning that secures understanding rather than surface coverage. Focusing on numeracy will therefore support the school to move from generally strong attainment to consistently high attainment across all stages, ensuring that all learners achieve their full potential and that progress is sustained rather than recovered later. Literacy Whole-school attainment data over time demonstrates that, while overall attainment remains strong, reading is consistently the least secure area of literacy compared to listening & talking and writing and shows greater variability across cohorts. • Current (2025–26) whole-school literacy attainment: ○ Listening & Talking: 98.3% ○ Reading: 88.3% ○ Writing: 87.6% • Attainment over time (2018–2026):	• By October 2026, all staff not attending core sessions will have engaged in alternative CLPL aligned to individual needs (e.g. Maths Recovery, fractions, multiplicative thinking). • By February 2027, 100% of staff will have participated in numeracy CLPL and evaluated impact through follow-up sessions. • Pre- and post-staff surveys will show increased confidence (target: 90% of staff reporting improved confidence) in teaching numeracy. • By March 2027, pupil voice will indicate 85%+ of learners in P3–P5 feel confident in numeracy and can explain their thinking. • By June 2027, learners will demonstrate improved mathematical language, reasoning and problem-solving, evidenced through classwork and moderation activities. • By June 2027, the attainment gap between middle stages and early/upper stages will be reduced or eliminated. • Evidence from tracking, assessments and observations will demonstrate a more consistent learner journey from Early to Second Level, reducing the need for “catch-up” in upper stages. Literacy • By June 2027, whole-school reading attainment will increase by 3–5%, with improved consistency across stages, particularly in P3–P5. • By June 2027, reading attainment will be more closely aligned with Listening & Talking and Writing, reducing the current gap between literacy organisers. • By March 2027 (Term 3), 85–90% of pupils will be on track in reading, as evidenced	engagement in numeracy for 85%+ of learners in P3–P5. • Evidence from learners’ work will demonstrate improved mathematical language, reasoning and problem-solving skills. • Cohort analysis will demonstrate a reduction in the middle-stage dip and improved continuity of progress across the learner journey. Literacy • Whole-school and stage-level reading attainment data analysed termly to track progress and consistency, with a focus on P3–P5. • STAR Reading data (P3–P7), SNSA (P1, P4, P7) and teacher judgement will demonstrate: ○ a 3–5% improvement in reading attainment by June 2027 ○ reduced variability between stages.	• Tracking meetings to identify and monitor P3–P5 target groups. • Use of Maths Recovery and SEAL assessments (pre/post) to measure progress and inform interventions. • Deliver targeted interventions (including PEF where appropriate) focused on number, place value and operations. • Embed high-quality pedagogy and engagement strategies (maths talk, retrieval practice, play-based learning). • Ongoing monitoring through learning visits, data and staff/pupil feedback to ensure consistency and impact. Literacy • 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.
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○ Reading has fluctuated between ~82% and 91%, with no sustained upward trend. ○ Despite improvement in 2023–24 (90.9%), reading attainment has declined again in 2024–25 (89.3%) and 2025–26 (88.3%). In contrast: ■ Listening & Talking remains consistently high (95–98%+). ● Stage-level variation: ○ Notable dips in reading attainment at early and first level (e.g., P2 and P3 in 2025–26 at 0.81 and 0.76) suggest inconsistency in skill development across the school. Overall, the data indicates that although most learners achieve expected levels, reading attainment is comparatively weaker, less stable over time, and more variable between stages, suggesting a need for a more systematic, evidence-informed approach. Improving reading comprehension aligns directly with Scottish Government and Renfrewshire priorities, including: ● Raising Attainment in Literacy, with a specific focus on closing attainment gaps. ● Ensuring equity through improved language and literacy outcomes for all learners. ● Developing learners' ability to access the full curriculum, recognising that reading comprehension underpins attainment across all curricular areas. The data suggests that current approaches are not yet securing consistent progression in comprehension skills, particularly in the middle stages. This reinforces the need to move beyond decoding and fluency towards a stronger emphasis on purposeful comprehension instruction. The decision to adopt the Education Endowment Foundation (EEF) Reading House model, with a focus on Language Comprehension, is well evidenced by the data: ● The gap between strong listening & talking and weaker reading outcomes suggests that oral	through tracking discussions and assessment data. ● By June 2027, stage-level variability in reading attainment will be reduced, with fewer dips evident in early and first level cohorts. ● By December 2026, all classes will implement a consistent, evidence-based approach to reading comprehension, using the EEF Reading House model, with a particular focus on Language Comprehension. ● By June 2027, learners will demonstrate improved: ○ vocabulary knowledge ○ inferencing skills ○ understanding and engagement with a range of texts. ● By June 2027, 80–85% of pupils receiving targeted literacy support (including TIG groups) will demonstrate accelerated progress in reading comprehension. ● By February 2027, professional dialogue and peer observations will evidence consistent teaching of reading comprehension strategies across stages. ● By June 2027, 90%+ of observed literacy learning will demonstrate high-quality teaching of comprehension, with a particular improvement in the middle stages. ● By June 2027, learners will demonstrate increased confidence in reading and talking about texts during learning conversations and pupil voice activities. ● Staff confidence in delivering comprehension lessons will improve, leading to better quality teaching and more consistent teaching across and within stages.	● Assessment data (e.g. phonics, common words, reading comprehension tasks, P6 & P7 RUAE exposure outcomes) will evidence improved progression in reading. ● Tracking meetings will demonstrate: ○ 85–90% of pupils on track in reading by Term 3 ○ accelerated progress for 80–85% of pupils in targeted literacy groups. ● Learning visits, peer observations and professional dialogue will evidence consistent use of: ○ EEF Reading House model ○ explicit teaching of vocabulary, inference and comprehension strategies. ● By June 2027, 90%+ of observed literacy learning will demonstrate high-quality teaching of reading comprehension. ● Moderation activities (school and cluster) will confirm improved consistency in teacher judgement and expectations in reading across stages. ● Pre- and post-CLPL staff surveys will evidence increased confidence and consistency in teaching reading comprehension (target: 90% positive response). ● Pupil voice and learning conversations will indicate increased confidence and engagement in reading, particularly in P3–P5. ● Pre and post training evaluations will show increased staff confidence (target: 90% of staff) in teaching reading comprehension using the Reading House model. ● Evidence from learners' work will demonstrate improved: ○ depth of understanding ○ use of vocabulary ○ ability to explain and justify responses to texts. ● Cohort analysis will demonstrate reduced dips in reading attainment and a more	● Creating a Reading resource bank on Cluster Teams page. Present to staff at August Inservice. Review and update at February Inservice. ● 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.
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language skills are not fully transferring into reading comprehension. • The variability across stages indicates a need for structured, progressive teaching of comprehension strategies. • A focus on language comprehension will: ○ Strengthen vocabulary, inferencing, and understanding of texts. ○ Support equitable access for all learners, including those at risk of underachievement. ○ Enable improved outcomes not only in reading but across all areas of the curriculum.		consistent literacy learner journey across the school.	
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OFFICIAL

Improvement Priority 3 – 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

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. 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.	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 group having a digital skills profile.	WTA – 1hr and time allocated Aug 26/Feb 27 inservice 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 • create a digital profile for pupils and conduct a small test of change with their class from Oct 26. • Evaluate profiles in Jan 27 and amend approach as appropriate • Prepare and present to cluster groups Feb 27 • All staff trial profile Feb – May • Evaluate impact by end of session • Identify and plan next steps