



Cochrane Castle Primary School

School Improvement Plan

2026/27

Planning framework

As part of Children's Services, Cochrane Castle 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.
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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

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

Our Vision, Values and Aims

Cochrane Castle is a safe school where children are loved, welcomed and interested in their learning.

Values

Kindness – We care about each other. We value and respect each other. We think about the impact our words and actions have on each other, this includes when people are unhappy or not getting on well. We will always respond to this with kindness and love.

Ambition – We want to try our best and achieve our goals. We recognise that success means different things to different people. We measure success in terms of effort, hard work, achieving your goals and commitment.

Fairness – everyone gets the help that they need. We believe that everyone should get the same chance to learn and recognise that some may need extra support to get this. We value the voice of our pupils, and we will listen to them. We trust each other and we are honest.

Aims

We will listen to each other, respect everyone and always try our best.

Who did we consult?

To identify our priorities for improvement, we sought the views of all our stakeholders, namely the pupils, parents/carers, partners and staff. We used a variety of methods of getting the views of those who are involved in the life and work of Cochrane Castle Primary, including:

Staff - Planned calendar of in-service training events and CPD opportunities, staff meetings & collegiate sessions. - Regular meetings to discuss school improvement and progress being made. - Planning and Tracking Meetings - Evaluation of the service using How Good Is Our School? (HGIOS) 4 - Regular review of School Improvement Plan priorities - Annual Professional Review and Development meetings - Cluster arrangements	Parents/Carers - Parental Questionnaires/Surveys - Parents' Meetings/Phone Calls - School Website and Social Media feeds - Parental evaluations of school events - Induction Days - Team Around the Child Meetings (TAC) meetings - Open afternoons - Newsletters/ have your say forms.
Pupils - Learning conversations with their teacher. - Focus Groups - Class discussions - Pupil Voice meetings - Captain and Vice Captain Meetings - Pupil questionnaires/surveys - Young Leaders of Learning Feedback.	Partners - Active Schools coach. - Educational Psychology Service – meetings, discussions - Social Work department – meetings and discussions to support learners and families. - Campus partners: Adult Learning, West Johnstone ELCC, St David's Primary School - Amey Workforce - Education Scotland and National Improving Writing Programme (CYPIC) - Family Wellbeing Team

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. Monitoring and Evaluation of pupils' learning is an on-going process throughout the year by using the following methods:

- Forward Plan monitoring in school with evaluations, consultation and feedback to staff. Pupils' work – looking at sample jotters/ workbooks/learning profiles in a variety of subject areas throughout the year with feedback to staff.
- Class visits in various subject areas to monitor pupil's learning experiences and interaction with staff and other pupils.
- Learning conversations with pupils across the school to evaluate their learning and their understanding of their strengths and next steps and the impact of school improvements.
- Range and variety of assemblies where pupils show and explain a wide variety of very good work across the curriculum, this includes achievements attained out with school.
- Evaluation of PEF interventions with clear targets and measurable success criteria.
- Using our newly developed tracker system we will rigorously track attainment, achievement and wellbeing for all pupils.
- Assessment and Moderation
- Implementation of SNSA assessments at Primary 1, 4 and 7.
- ASN meetings as part of tracking with Principal Teacher, with each teacher and ELCO, taking place throughout the year to look at pupils' progress and discuss any possible concerns.
- A variety of forms of summative and formative assessments, including running records, IDL, yearly standardised spelling test along with classroom observations and practices.
- Information is used to identify progress and monitor pace of learning as a child progresses throughout their primary school years.
- We will be moderating in writing across the school to support Talk for Writing.
- Monitor Attendance / Late coming on a daily basis, any unexplained absences are followed up by a text, then a phone call to parents /carers. Attendance in the school is monitored by the Head Teacher on a monthly basis for absence and late coming. Concerns are raised with parents when appropriate.
- Overall, we have continued to develop and evaluate the systems we have in place for monitoring and tracking all areas. We will continue to further build upon and develop these, next session.

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.

Each year we also complete a standards and quality report and self-evaluation document which are monitored by Renfrewshire Council Children's Services' staff.

Improvement Priority 1 – Embed elements of highly effective practice to enhance consistency in learning, teaching, and assessment approaches, thereby improving attainment in literacy and numeracy.

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

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
Evidence gathered from the January Quality Improvement visit, staff self-evaluation processes, classroom observations, and learner focus groups has identified inconsistencies in the quality of learning, teaching, and assessment across the school. The information received regarding new Primary 1 pupils for session 2025/2026 lacked full accuracy. It is essential that gaps in children's learning at this early stage are identified more promptly, enabling timely and targeted early intervention to address these needs effectively. Variability in planning formats across the school do not consistently evidence planned differentiation, support and challenge for all learners. Evidence from the Quality Improvement visit, discussions with children through focus groups, staff surveys, and jotter monitoring has identified that learners are not consistently clear about the purpose of their	Staff In August 2026, a new digital planning format will be piloted across the whole school to ensure consistency of approach and collegiate responsibility. This will ensure all learners are receiving high-quality learning experiences leading to improved attainment. From August 2026, milestone trackers for each learner, alongside a revised whole-school tracking format, will be piloted across the school. This approach aims to support staff in confidently gathering, presenting, and analysing data, providing a clearer and more robust understanding of pupil progress, attainment, identified gaps, and required interventions. In Primary 1 a new baseline assessment will be implemented in August/ September to clearly identify current attainment	Staff August (baseline) and June (endpoint): Staff confidence survey will be delivered in relation to new digital planning format to ensure support in using planner is provided as necessary, leading to enhanced quality and consistency of learning, teaching and assessment. September, January and May: Teacher judgement of attainment across all stages based on CFE Benchmarks will be gathered during Tracking and Monitoring Meetings using accurate and robust data. Tracking minutes will progress of targeted interventions for identified children. October, February and May: Self-Evaluation exercises will focus on the impact of IOS involvement on learning, teaching and assessment	<i>Teacher engagement in the Improving Our Schools (IOS) programme will ensure consistency of learning, teaching and assessment.</i> August New Forward Plan formats to be utilised with all teaching staff, led by Senior Leadership team. New Whole school tracking format to be introduced and utilised by all teaching staff. Milestone Trackers to be piloted for all children. New baseline assessment to be undertaken in P1 in August / September 2026. Pre-tracking meetings will take place to include SLT, class teacher and support staff with a focus on children "on-track with support". This will lead to a shared focussed on interventions required to reach stretch aims at all stages (Target Teacher / PEF support staff). September, January and May:

learning. In addition, the provision of feedback to support learners in understanding their next steps, alongside the consistent use of meaningful targets, is variable across the school. Recent staff survey results further confirm these inconsistencies.

Analysis of attainment over time indicates inconsistent performance in numeracy, with identified dips at P2, P3, P5, and P6, and in writing at P2, P3, and P6. ACEL data further highlights the need to continue and strengthen targeted support for identified learners across all stages.

		TIME 2D									
		16/17	17/18	18/19	21/22	22/23	23/24	24/25	25/26	26/27	27/28
P1 11(P1)	L+T								62%	70%	
	Reading								55%	70%	
	Writing								57%	70%	
	Numeracy								57%	70%	
P2 12(P2) 15(P2) 14(P2)	L+T							92%	86%	92%	
	Reading							87%	79%	77%	
	Writing							87%	85%	54%	
	Numeracy							87%	54%	82%	
P3 13(P3) 14(P3)	L+T						100%	93%	79%	79%	
	Reading						54%	53%	50%	64%	
	Writing						62%	53%	50%	57%	
	Numeracy						69%	67%	50%	50%	
P4 11(P1) 10(P2) 10(P3) 10(P4)	L+T				73%	90%	90%	90%	90%	92%	
	Reading				55%	80%	80%	82%	82%	92%	
	Writing				55%	70%	80%	80%	57%	50%	
	Numeracy				64%	70%	90%	90%	90%	82%	
P5 23(P1) 22(P2) 23(P3) 21(P4) 21(P5)	L+T				79%	82%	87%	95%	100%	90%	
	Reading				48%	50%	61%	62%	65%	68%	
	Writing				35%	41%	43%	52%	55%	55%	
	Numeracy				61%	68%	70%	76%	65%	60	
P6 14(P2) 14(P3) 15(P4) 13(P5) 13(P6)	L+T				93%	93%	93%	100%	100%	100%	
	Reading				50%	79%	67%	92%	75%	75%	
	Writing				64%	50%	47%	54%	58%	58%	
	Numeracy				71%	64%	60%	92%	58%	58%	
P7 18(P3) 17(P4) 18(P5) 18(P6) 18(P7)	L+T				94%	100%	100%	89%	90%	99%	
	Reading				44%	71%	67%	56%	62%	89%	
	Writing				39%	47%	56%	56%	62%	73%	
	Numeracy				67%	76%	72%	72%	76%	89%	

By October 2026, a collegiately agreed “what should we see in every lesson” will be co-designed by all staff within Learning and Teaching Policy, taking into account features of highly effective practice. This will be shared with pupils and families to ensure consistent expectations across the school community and support planning and teaching within the classroom.

By December 2026, 5x Improving Our Schools (IOS) sessions will be shared with all teaching staff. High level messages will be collegiately discussed and used to plan trio learning observations.

By January 2027, the impact of IOS training will ensure all staff will be more confident in accessing and analysing data tools to inform targeted interventions.

By April 2027, trio observation visits will take place with a focus on Learning Outcomes, Success Criteria and Effective Feedback. This will ensure all staff have the opportunity to share and learn from good practice across the school, and lead to an increase in the application of features of highly effective practice with a base measure taken from August 2026.

By June 2027, teachers will be more skilled in self-evaluation at class level using IOS and HGIOS4 frameworks. By June 2027, this will be embedded

against core Quality Indicators, evidencing improvements in classroom practice and higher quality learning experiences for all.

August (baseline):

Teacher survey to establish baseline data by asking, “Which strategies of highly effective practice do you use in almost all lessons?”

June (end point):

Repeat the teacher survey, asking, “Which strategies of highly effective practice do you use in almost all lessons?” to measure progress against the baseline established in August 2026.

Pupils

Milestone trackers will be maintained on an ongoing basis for all learners to monitor progress, inform next steps, and contribute to the triangulation of attainment data.

August

Primary 1 baseline assessment data will be analysed to identify attainment levels, strengths and areas for development, informing targeted interventions and support. This will then be revisited throughout the session.

November, January and March:

Regular pupil focus groups (including YLL) will provide evidence of pupils'

Teaching staff will use data to increase ownership of tracking meetings using *Fact > Story > Action* approach.

Use of PISA &PUMA /NSA/SIMD/Quintile/FSM/CG other PEF factors to inform learning, teaching and assessment as well as tracking and attainment conversations.

August to December:

Using IOS Framework, teaching staff participate in learning webinars (x5).

October

SLT classroom observations focusing on features of highly effective practice. Consistency to be analysed and shared with staff, thereafter, agreeing a shared focus and direction for IOS.

October, February and May:

Staff Self-Evaluation of Q. Is 3.1 (Oct), 2.3 (Feb) and 3.2 (May).

October, February and May:

Mid-point audits of Forward Planning framework.

October, January and March:

Pupil Focus Groups taken by SLT.

Term 3:

Trio class observations focussing on features of highly effective practice.

March (P4 and 7) and May (P1):

NSA administration and results analysed by teaching staff ahead of Tracking and Attainment meetings.

September (baseline) and May(endpoint) (whole school):

Level Achieved Progress Level- P2 <table><tr><td>Curricular Area</td><td>1. Exceeding</td><td>2. On track</td><td>3. Potential to achieve</td><td>4. Not yet on track</td></tr><tr><td>1. Listening & Talking</td><td></td><td>12</td><td></td><td></td></tr><tr><td>2. Reading</td><td>1</td><td>9</td><td></td><td>1</td></tr><tr><td>3. Writing</td><td></td><td>7</td><td></td><td>4</td></tr><tr><td>4. Numeracy</td><td>1</td><td>7</td><td></td><td>3</td></tr></table> Progress Level- P3 <table><tr><td>Curricular Area</td><td>2. On track</td><td>3. Potential to achieve</td><td>4. Not yet on track</td></tr><tr><td>1. Listening & Talking</td><td>11</td><td></td><td>3</td></tr><tr><td>2. Reading</td><td>9</td><td></td><td></td></tr><tr><td>3. Writing</td><td>8</td><td></td><td>2</td></tr><tr><td>4. Numeracy</td><td>7</td><td></td><td>2</td></tr></table> Progress Level- P5 <table><tr><td>Curricular Area</td><td>1. Exceeding</td><td>2. On track</td><td>3. Potential to achieve</td><td>4. Not yet on track</td></tr><tr><td>1. Listening & Talking</td><td></td><td>18</td><td></td><td>2</td></tr><tr><td>2. Reading</td><td>3</td><td>10</td><td></td><td>3</td></tr><tr><td>3. Writing</td><td>2</td><td>9</td><td></td><td>3</td></tr><tr><td>4. Numeracy</td><td>1</td><td>11</td><td></td><td>4</td></tr></table> Progress Level- P6 <table><tr><td>Curricular Area</td><td>2. On track</td><td>3. Potential to achieve</td><td>4. Not yet on track</td></tr><tr><td>1. Listening & Talking</td><td>12</td><td></td><td></td></tr><tr><td>2. Reading</td><td>9</td><td></td><td>2</td></tr><tr><td>3. Writing</td><td>7</td><td></td><td>3</td></tr><tr><td>4. Numeracy</td><td>7</td><td></td><td>4</td></tr></table> In addition, both attainment over time and ACEL data demonstrate that the proportion of pupils achieving expected levels in writing remains significantly lower compared to other curricular areas. Young Leaders of Learning (YLL) Since engaging with the Young Leaders of Learning (YLL) programme in 2024, we have strengthened pupil leadership and increased	Curricular Area	1. Exceeding	2. On track	3. Potential to achieve	4. Not yet on track	1. Listening & Talking		12			2. Reading	1	9		1	3. Writing		7		4	4. Numeracy	1	7		3	Curricular Area	2. On track	3. Potential to achieve	4. Not yet on track	1. Listening & Talking	11		3	2. Reading	9			3. Writing	8		2	4. Numeracy	7		2	Curricular Area	1. Exceeding	2. On track	3. Potential to achieve	4. Not yet on track	1. Listening & Talking		18		2	2. Reading	3	10		3	3. Writing	2	9		3	4. Numeracy	1	11		4	Curricular Area	2. On track	3. Potential to achieve	4. Not yet on track	1. Listening & Talking	12			2. Reading	9		2	3. Writing	7		3	4. Numeracy	7		4	across the whole school leading to consistent approaches to learning, teaching and assessment and improved outcomes for all children. Pupils Pupils will engage in termly learning conversations that demonstrate their understanding and acquired skills in features of highly effective practice, e.g., how Learning Intentions/Success Criteria and Feedback support their learning. This will develop the use of consistent evaluative stage-appropriate skills-based language for all pupils. Attainment across all stages and organisers will remain consistent or have increased compared to 25/26 ACEL data, ensuring improved outcomes for all learners. There will be an increase in attainment over time for all learners as evidenced in Milestone Trackers. The Young Leaders of Learning programme is embedded within the school’s self-evaluation and improvement	understanding of what they are learning, their awareness of next steps, and the quality of feedback they receive. March (P4 and 7) and May (P1): NSA assessments will be carried out to support teachers' professional judgement when evaluating pupil progress and achievement. September (baseline) and May (endpoint) (whole school): PURA and PiMA standardised assessment data will be used to measure and monitor pupil progress in literacy and numeracy and contribute to the triangulation of data. May (endpoint): ACEL Data will be compared to previous session as well as Quartile and Local Authority comparators. - Number and quality of applications received for the Young Leaders of Learning programme. - YLL induction/training evaluation completed by participants.	PISA and PUMA Assessments administered, and results analysed by teaching staff ahead of Tracking and Attainment meetings. May: End point ACEL Data collated and analysed.
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opportunities for meaningful pupil voice across the school. Pupils have evaluated aspects of school life using HGIOS, contributed to school improvement through a wider range of leadership groups, increased the profile and impact of the Pupil Council, enhanced recognition of wider achievement, and supported the embedding of our school values. These improvements have been driven by two cohorts of YLLs through the creation, implementation and evaluation of their own action plans, developing key leadership, collaboration and communication skills. Feedback from participants indicates increased confidence, greater opportunities to connect with peers from other schools, and a stronger sense of influence in shaping school improvement. Focus group discussions have identified that learners are not always clear about what they are learning, why they are learning it, or how they can improve. To support our school improvement priority of raising attainment, this year's YLL work will partly focus on <i>My Learning and Teaching</i>, gathering pupil voice and supporting improvements in learning, teaching and assessment across the school	processes, ensuring that pupil voice continues to inform and drive meaningful school improvement. This will contribute to the ongoing development of the Learning and Teaching Policy, including a shared understanding of <i>What a Good Lesson Looks Like</i>. • Young Leaders will demonstrate increased confidence and capability in leadership, teamwork, communication and improvement planning through their active involvement in school improvement activities. • Young Leaders will confidently articulate their role in school improvement, share effective practice with others and demonstrate an increased understanding of the language, processes and impact of self-evaluation and improvement planning. • Learners across the school will have a clearer understanding of what they are learning, how they are learning and the steps they need to take to improve, contributing to increased engagement, ownership of learning and improved.	• Pupil leadership self-assessment and reflection activities. • Evidence of increased use of evaluative language during YLL meetings, learning walks and focus groups. • Records of collaboration activities and engagement with other schools. • Pupil voice surveys and focus group feedback demonstrating increased ownership of school improvement. • YLL learning walks and classroom observations. • YLL evidence gathering on learners' understanding of learning intentions, success criteria, feedback and next steps in learning. • Recommendations and contributions from YLLs informing the Learning and Teaching Policy and <i>What a Good Lesson Looks Like</i> guidance. • Evaluation of YLL action plan progress, impact and next steps. • Minutes, reports and presentations produced by the YLL group.	Aug 2026 - Current YLLs will recruit 3 or 4 new members to join their cohort (2026-27) through an application and interview process. August 2026 - New group attendance at LA pupil training session Sept 2026 –YLLs meet with Head Teacher to discuss current practice. Meetings with partner school: Meeting 1 – building relationships (Oct 2026) Teams or in person. Meeting 2 – Evaluative Language (Nov 2026) in person Meeting 3 – Discussing areas of focus and potential evidence (Jan 2027) include Learning Focus Group. Meeting 4 – Visit planning (March 2027) in person. April 2027 - YLLs will take part in reciprocal visits in Kilbarchan Primary school and identify: - strengths of the focus area in each school - areas for development in each school May 2027 - YLLs will contribute to creation of Pupil section on What a Good Lesson looks like. Produce an action plan to take forward the areas for development identified during the visit to our school. This will be incorporated into our school improvement plan for session 2027-28.
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Improvement Priority 2 – Embed the systematic implementation of the National Improving Writing Programme within Primary 4 to enhance attainment in writing.

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

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.

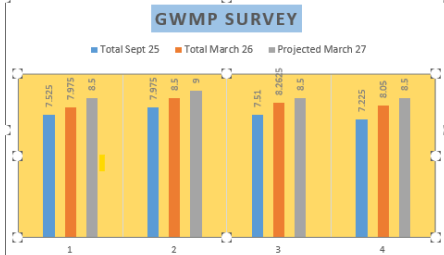
Highly skilled practitioners and leaders driving excellent learning, teaching and assessment.

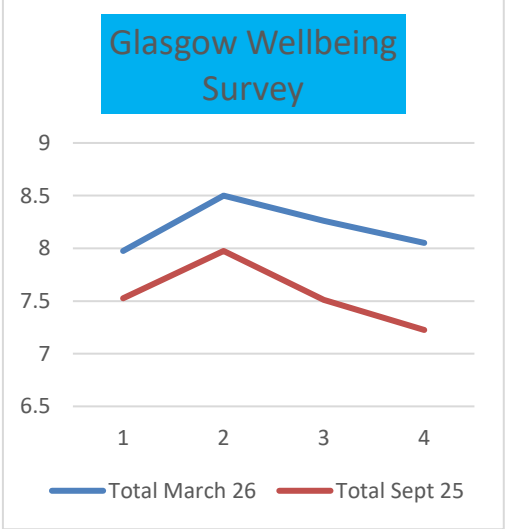
Improving relationships behaviour and attendance with increased engagement in learning

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

Rationale for change	Outcome and Expected Impact	Measures	Interventions																																																												
Attainment Data from session 2025/26 has shown an improvement in pupils achieving the expected level in writing through the Talk for writing Approach in P1 and P7, Literacy Champion Support (PEF) and Target teacher support (In P1, P4 and P7) P1 62% - 69% P7 54% - 76% However, the data in P4 shows a slight dip of 2% from 52% to 50%. Current figures in P3 show an increase in attainment since the end of Primary 2 but figures are still lower than those in Primary 1.  Cochrane Castle Primary School – Attainment Over Time June 26 <table><tr><th>Session</th><th></th><th>16/17</th><th>17/18</th><th>18/19</th><th>21/22</th><th>22/23</th><th>23/24</th><th>24/25</th><th>25/26</th><th>JAN 26</th><th>JUN</th></tr><tr><td>P3</td><td>L+T</td><td></td><td></td><td></td><td></td><td></td><td>100%</td><td>93%</td><td>79%</td><td>79%</td><td></td></tr><tr><td>13(p1)</td><td>Reading</td><td></td><td></td><td></td><td></td><td></td><td>54%</td><td>53%</td><td>50%</td><td>64%</td><td></td></tr><tr><td>14(p3)</td><td>Writing</td><td></td><td></td><td></td><td></td><td></td><td>62%</td><td>53%</td><td>50%</td><td>57%</td><td></td></tr><tr><td></td><td>Numeracy</td><td></td><td></td><td></td><td></td><td></td><td>69%</td><td>67%</td><td>50%</td><td>50%</td><td></td></tr></table>	Session		16/17	17/18	18/19	21/22	22/23	23/24	24/25	25/26	JAN 26	JUN	P3	L+T						100%	93%	79%	79%		13(p1)	Reading						54%	53%	50%	64%		14(p3)	Writing						62%	53%	50%	57%			Numeracy						69%	67%	50%	50%		- By December 2026, almost all P4 learners will demonstrate improvement in achieving success criteria aligned to explicit teaching aims focused on tools for writing. - By December 2026, learners will articulate their learning journey with increasing confidence, focussing on their learning intentions, success criteria and next steps, demonstrating a deeper understanding of their writing progress. - By June 2027, participating staff will be more confident and skilled in implementing components of the Writing Change Bundle and using Improvement Science methodology. - By June 2027, almost all children will demonstrate increased engagement,	- Teacher Professional Judgement and ACEL data will be collected throughout the session. - Writing assessments will be carried out throughout the programme to assess progress and inform next steps using samples of children’s writing over time and across the curriculum. - Pupil learning conversations held throughout the process to ascertain children’s growth in articulating their learning journey. - Writing engagement surveys carried out at the beginning and end of the process. - Standardised assessment carried out using PIMA assessment, in September and April. - Self and peer assessments - Class formative assessment	Headteacher and Primary 4 Class Teacher will attend the National Improving Writing Programme (CYPIC) Participation in a comprehensive programme of professional learning and moderation activities for Class Teacher and Headteacher via the CYPIC National Improving Writing Programme to upskill staff to: - improve children’s attainment in writing. - implement a successful Improvement Science writing programme. - equip teachers and SLT with Quality Improvement knowledge to understand and apply tools and techniques with a proven record of impact. Participating teacher will fully implement the Writing Change Bundle and use this to plan learning and teaching experiences in writing with identified classes at first level including: - children writing 3-5 times per week.
Session		16/17	17/18	18/19	21/22	22/23	23/24	24/25	25/26	JAN 26	JUN																																																				
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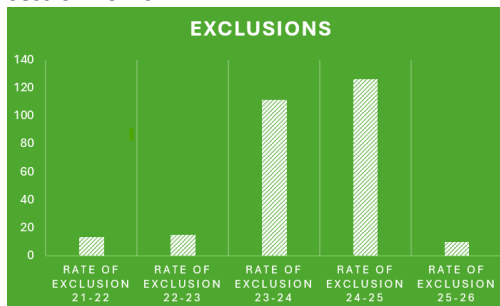
maximise the clear links between pupil engagement and attainment in writing.	knowledge and skill in the writing process. • By June 2027, attainment in writing among Primary 4 pupils will have increased, alongside improved confidence in writing for all learners. • The proportion of pupils achieving the expected level will rise by at least 15%, from 57% to 72%, with an aspirational (stretch) target of 77% in line with ACEL predictions for 2027. • Pupils currently on track are expected to demonstrate sustained progress through Milestone trackers and achieve First Level in writing.	• Tracking and monitoring meetings will be undertaken in September, January and May to review progress of learners using data gathered and analyse against aims. • QI tools - Pareto charts, fishbone diagrams, run charts will be used to support evidence-based decision-making and continuous improvement. • Ongoing evaluation of staff confidence, understanding and progress with implementation, including peer class visit feedback. • Learner feedback - target group • QI tools - Pareto charts, fishbone diagrams, run charts. • Class stretch aim and at least 2 specific aims relating to measurable tools for writing skills. • QI poster(s) highlighting journey, impact and learning. • Pupil voice (qualitative feedback) • Samples of children's writing over time and across the curriculum • Session feedback (data over time demonstrating increase in QI knowledge, confidence and application)	• write for 25 minutes, 5 minutes to self-check teacher input aligned to aim (stimulus, dialogue, model) • share learning intentions and make success criteria explicit. • assess and feedback against success criteria. • involve children in the process. • children act on feedback. Class Teacher and Headteacher will use a range of Quality Improvement tools (Pareto charts, run charts and fishbone diagrams) to identify strengths and areas for improvement at all levels. Class Teacher and Headteacher will use the PDSA approach (Plan-Do-Study-Act) to test and implement changes, planning improvement via the use of driver diagrams. Targeted pupils will receive additional support from the Target Teacher and support staff to identify gaps in learning and address barriers to progress (PEF). The Literacy Lead will provide targeted support to strengthen writing across First Level (PEF). Monthly attainment meetings will be held in addition to tracking and monitoring meetings to analyse and interrogate data, informing next steps for improvement (PEF).
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Improvement Priority 3 – To Improve the Health and Wellbeing of our Pupils			
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
Rationale for Change (June 2025) Analysis of the 2024–2025 Glasgow Motivation and Wellbeing Profile (GMWP) identified a decline across all categories. This, alongside a high number of recorded incidents (83) on Business World and climbing number of exclusions highlighted a significant need to strengthen approaches to behaviour, emotional regulation, and wellbeing. As a result, it became clear that prioritising the creation of a safe, calm and supportive learning environment was essential. Our focus was to ensure that children can manage their emotions, regulate their behaviour and be ready to learn, while staff feel confident and supported in responding to distressed behaviour. In response, Health and Wellbeing was identified as a key improvement priority for	By June 2027 all categories in the Glasgow Motivation and Wellbeing profile for Primary 4 to Primary 7 will show an increase: Category 1: Affiliation (Nurture and Included) Category 2: Agency- Active and Achieving Category 3 – Autonomy – Respected and Included Category 4: Feeling Safe and Healthy. 	GWMP survey carried out in September for all pupils to identify children who would benefit from Nurture/ Art Therapist Input/ Key Worker support. GWMP survey carried out in March 2027 for all pupils to evaluate the impact of the Interventions in 26 to 27. The number of violent incidents will continue to be logged and monitored monthly. Surveys from Renfrewshire Non-violent Resistance (NVR) training will be gathered to evaluate the impact of	Year 2 Renfrewshire Non-Violent Resistance (NVR) training delivered as a whole school initiative for all school staff. First session to be delivered in August In -service day by Educational Psychologist and NVR Core Group. The NVR Core Group monthly meetings will interrogate data and plan for support. This data will be shared to all staff through protected time at curriculum development meetings and support staff meetings. Step changes will be introduced/ modelled and evaluated by NVR core group. Staff will trial positive outcomes of evaluated step changes with their own classes/ remit. Educational Psychologist will deliver whole school training and work regularly with NVR Core group to support introduction of step changes, distribution of surveys and measure the impact of the approach

session 2025–2026, with whole-school and targeted interventions introduced to address these needs. (NVR Year 1, PATHS Year 2, PEF Funded Nurture Teacher, Art Therapist and Key Worker Input) As a result of these Interventions in 2025/2026 the Glasgow Wellbeing Survey showed an increase in score across all areas of wellbeing, most significantly in area 4 – Healthy and Safe (0.8-point increase).  Barnardo's Promoting Alternative Thinking Strategies in School (PATHS) has significantly enhanced children's emotional literacy. Focus Group Results: May 2026 100% of children enjoy PATHS lessons. 100% appreciate being the pupil of the day.	By June 2027 staff surveys will show an increase in knowledge of practical NVR strategies which will support staff and children. By June 2027 parent surveys will show an increase in an awareness of NVR approaches used in school. By June 2027, the number of recorded violent and aggressive incidents on Business World will remain low. As a result of its demonstrated success as a Health and Wellbeing Programme, PATHS will continue to be delivered twice weekly across the school and will maintain a prominent position within both the curriculum and the wider life of the school.	training on staff understanding and confidence. Data will be gathered from pupil focus group and GMWP survey to evaluate impact of NVR and PATHS across the school. Data will be gathered from parent events to evaluate whether parents show an awareness of the NVR approaches which are taking place in the school. Surveys from targeted family groups will demonstrate positive impacts from NVR approaches. Incidents recorded on pastoral notes will continue to be monitored to evaluate patterns of distressed/ dysregulated behaviour and impact of measures in place.	through data gathered through surveys and focus groups. A pupil focus group will be created and meet regularly to discuss the impact of the approach. A pre and post NVR training survey will be submitted to measure the impact of NVR year 2. NVR will be showcased at parent events such as Meet the teacher afternoon, parent evenings and online communication platform class dojo. Art Therapist will work with targeted groups and families to improve emotional regulation. (PEF) Key Worker (17.5 hrs PEF) will support targeted children and families in NVR approaches. Key worker will work with targeted pupils to support adapted timetables to improve outcomes for them. (PEF) Early Learning and Childcare Officer (ELCO) (21 hours PEF) will support Sensory Circuits to improve transitions for target groups. Key worker and ELCO will support targeted groups through transitions, developing social skills and encouraging attendance. (PEF) Nurture sessions timetabled across the week for identified children to support targeted groups to develop strategies for regulation and enhance social skills. PATHS will continue to be delivered twice weekly across the school and will maintain a prominent position
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- 94% can articulate their feelings using appropriate words.
- 94% have discovered new emotions through PATHS.
- 94% have learned techniques to achieve a calmer state.

Exclusions showed a noted decrease in session 25-26.



Staff surveys show that confidence has improved when dealing with distressed behaviour.

There has been approximately a **96% reduction** in violent and aggressive incidents.

A draft Positive Behaviour Policy was created in collaboration with staff and pupils, incorporating a staged approach to managing incidents, including the use of PATHS and NVR strategies. This has been shared with children and trialled since Term 3.

Building on the very positive progress achieved during Year 1 of the two-year improvement priority, the school will continue to embed a consistent, whole-school approach to wellbeing and behaviour. In Year 2, the focus will be on further embedding the

within both the curriculum and the wider life of the school.

PATHS presentation to be shared at Induction Days.

PATHS will be showcased at parent events such as Meet the Teacher afternoon and Parent Evenings.

The draft Positive Relationships Policy, created during session 2025–2026, will be reviewed and updated to reflect relevant learning and any changes arising during sessions 2026–2027. It will then be shared with pupils and parents/carers prior to finalisation.

PATHS programme across all stages and implementing the second year of Non-Violent Resistance (NVR) training for all staff. This will ensure sustainability, deepen staff confidence, and strengthen practice in supporting children's emotional regulation and behaviour. Key worker and Art therapist support will also continue for Identified children. Young Leaders of Learning (YLL) Through pupil surveys and consultation activities, the Young Leaders of Learning identified a strong desire among children for greater connection and collaboration with St David's Primary. Pupils expressed a wish to spend more time learning, socialising, and participating in joint activities with their peers from St David's. They also highlighted opportunities to make better use of shared spaces, particularly the playground and lunch hall, in a more integrated and inclusive way.	• Increased opportunities for children from both schools to build positive relationships and friendships through shared experiences. • Improved sense of belonging, inclusion, and community across the school campus. • More effective and purposeful use of shared spaces, including the playground and lunch hall. • Enhanced social skills, confidence, and communication through regular interaction with a wider peer group. • Greater pupil engagement and wellbeing as children see their views reflected in school improvement actions. • Increased collaboration and participation in joint activities, leading to a more cohesive learning community. • Smoother transitions between settings through familiarity with peers, staff, and shared environments. • Development of a more inclusive culture that values diversity and promotes mutual respect among all learners.	• Pupil surveys conducted before and after implementation to measure changes in pupils' sense of belonging, inclusion, and satisfaction with opportunities to interact with peers from St David's Primary. • Focus groups and pupil voice activities to gather detailed feedback on children's experiences of shared spaces and joint activities. • Observation data from playground and lunch hall staff, recording the frequency and quality of interactions between children from both schools. • Participation rates in shared activities, events, and initiatives. • Wellbeing indicators, including data from wellbeing surveys and discussions with pupils. • Behaviour and relationship data, such as incidents recorded during break and lunchtime and evidence of positive peer interactions. • Staff feedback on the effectiveness of integrated	• Young Leaders of Learning (YLL) to write a letter to both Headteachers outlining pupil views and proposed improvements. • Headteachers to meet with YLL representatives and playground support staff to consider recommendations and agree next steps. • Conduct a whole-school baseline survey to gather pupil views on the playground environment, activity areas, and overall playground experience. • Analyse survey findings and work collaboratively with pupils to identify and trial targeted activity zones and playground initiatives. • Monitor implementation through monthly review meetings involving YLL and relevant staff. • Repeat the pupil survey in April to evaluate progress against the baseline and measure impact. • Refine and adapt activities and designated areas in response to pupil feedback and ongoing evaluation. • Explore the establishment of a pupil-led Play Team as a citizenship group to support playground engagement, inclusion, and sustainability of improvements.
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Anti- Racism We recognise, as outlined in The Scottish Government Race Equality Framework for Scotland 2016-30 that, <i>“Scotland has a wonderfully diverse society and we are all, each and every one of us, equal citizens and stakeholders of Scotland. Our vision is that Scotland in 2030 is a Scotland where people are healthier, happier and treated with respect, and where opportunities, wealth and power are spread more equally.”</i> Within the school community, a small but growing range of nationalities is represented, alongside a modest increase in families where English is an additional language. While there have been no recorded incidents of racism, current societal attitudes highlight the importance of proactively promoting inclusion, ensuring that all pupils develop a strong understanding of diversity, respect, and cultural awareness.	Enhanced understanding of race and racism amongst staff and pupils. Increased cultural awareness and sensitivity amongst pupils and staff. Increased confidence amongst pupils in discussing issues of race and identity. Increased confidence amongst staff to effectively address issues of race and racism in the classroom/playground.	use of spaces and the development of relationships across the school community. • Parent/carers feedback where appropriate, regarding children's attitudes towards school and friendships. Pre- and post-implementation pupil surveys will be used to evaluate impact. Findings will demonstrate increased levels of racial literacy, more positive attitudes towards diversity and inclusion, and a growing sense of empowerment among pupils to appropriately challenge discrimination.	▪ The Senior Leadership Team (SLT) will deliver staff training on race and racism to all staff supported by Educational Psychologist. ▪ A member of staff will join the Renfrewshire Anti-racism network and lead on this initiative. ▪ Staff will be provided with links to professional learning modules on race and diversity, which will be completed as part of ongoing professional development. ▪ Monthly assemblies will incorporate themes relating to race, diversity, and inclusion. ▪ The school will actively participate in Black History Month through assemblies and classroom-based learning activities. ▪ An Anti-Racism Focus Group will be established to support the delivery of assemblies and present at Parents’ Evening in February. ▪ Classroom resources will be audited and further developed to ensure that diversity is consistently represented across the curriculum
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YOUNG LEADERS OF LEARNING ACTION PLAN

What are we going to improve in our school?	What actions need to be taken?	Who will be responsible for the actions?	When will the actions be carried out?
Improvement 1 Providing a space for children in upstairs corridor to regulate. Younger children in the downstairs corridor have a place to go when they need to regulate emotions before being ready for learning. The YLL group wish to repurpose a 'spare' room in the upstairs corridor for the older children to use.	Seek permission from Mrs W and Mr C (SLT) Remove games and other resources – find a space for them Literacy resources to be removed to make room for regulation stations. Clear space for literacy resources in cupboards in downstairs corridor	YLL – ask classes what things they would like in the room to help with regulating e.g. cushions, blankets, fidget toys, lighting. Anything we need to purchase? Speak to Mrs W and Mr C (SLT) about a budget. Mrs McLeod to source resources, lighting etc.	Complete room by Christmas. Take photos and share with classes – explaining the zones of regulation and the resources/ how they can be used.
Progress update: Budget agreed. Room has been emptied, and new items have been added to allow for a variety of ways to regulate emotion, ensuring we are ready to learn. Room regularly used by a few pupils. YLL regularly inspect room and tidy/ organise when required. YLL to speak to whole school at assembly about using the room and how it should be left for the next user.			
Improvement 2: From our pupil survey, we see that our children want to join with St David's more – especially at playtime. We want to use the playground space like we used to.	YLL Speak to or send a letter to the SLT of both schools for a meeting. We have listened to the feedback people gave us, and it has helped us understand what needs to be better. We would like to make some changes to improve things for everyone. Children from both schools would like to use the whole playground at break time and lunch time, just like we did before the pandemic. Should there be a joint campus play team? Eg children from both	YLL will write a letter to both headteachers of the joint campus and ask to have a meeting where the pupil voices can be heard. YLL to use previous playground plan as a starting point for how we could work it at break and lunches to allow the children from both schools to mix and use the full playground.	YLL to speak to both headteachers in final term and create a plan of action for the new session.

	schools working together to lead games and activities outside?		
Progress update: This is still ongoing. YLL are planning their letter and follow up meeting.			
Improvement 3: As part of the Improving Our School initiative, the YLL will be working with Mrs Mcleod and the SLT to build on current good practice and refine whole school knowledge of learning intentions, success criteria and feedback to help increase attainment.	The Young Leaders of Learning (YLL) will visit classes in both schools and work with Mrs McLeod to find out: • How children know what they are learning. • How children know what a good piece of work looks like. • What helps children to improve their work and become even more successful. The YLL will listen to everyone's ideas and share what they find out to help make learning even better for all children.	YLL will report back their findings to HT and PT and discuss what a good lesson would include to ensure children can have the same approach across the whole school in their learning. These findings will be incorporated into Learning and Teaching Policy by the YLL and SLT.	Over session 26-27.
Progress update: Will start session 2026-27.			

