



Inchinnan Primary School

School Improvement Plan

2025/26

Planning framework

As part of Children's Services, Inchinnan Primary School has developed this school improvement plan in line with the national and local priorities listed below.

National Improvement Framework Key Priorities

- Placing the human rights and needs of every child and young person at the centre of education;
- Improvement in children and young people's health and wellbeing;
- Closing the attainment gap between the most and least disadvantaged children and young people;
- Improvement in skills and sustained, positive school-leaver destinations for all young people; and
- Improvement in achievement, particularly in literacy and numeracy.

National Improvement Framework 7 Key Outcomes

- A globally respected, empowered, and responsive education and skills system with clear accountability at every level that supports children, young people and adult learners to thrive. The system enables the development of their knowledge, skills, values and attributes that give them the best opportunity to succeed and contribute to Scotland's society and economy.
- Young people experiencing the benefit of schools and early years settings working in excellent partnerships with wider children's services and other partners, families, and communities, in line with the GIRFEC approach.
- Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all.
- High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap.
- Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs.
- Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.
- An education system engaging in digital technology to enhance all aspects of learning and teaching, supported by a digitally skilled workforce and tackling digital inequality.

Renfrewshire Council Plan Strategic Outcomes

← Cross cutting theme: Improving outcomes for children and families →

We will encourage kind and connected communities—where our citizens take pride in their **place**, attracting others to move here and share in the opportunities Renfrewshire has to offer.

We will support a strong and flexible local **economy**—with Renfrewshire able to adapt after the pandemic, building up resilience to support good green jobs and skills for all local people to enjoy the benefits of both living and working here.

We want Renfrewshire to be a **fair** place—where all our people have the best chances to live happy, healthy and fulfilled lives, to feel safe, supported and empowered to unlock the strength of our collective potential.

We are working towards a **greener** future—taking responsibility for our impact on the planet and taking brave, bold steps to protect the natural environment that supports and benefits us all.

We want our employees to feel proud to work for Renfrewshire Council because we are a **values** driven organisation, where we all understand and value our contributions, and we are passionate about making a difference for Renfrewshire.

Renfrewshire Council's Values

We are **fair**, we treat each other and everyone we deal with respectfully and work hard to build trust in Renfrewshire Council.

We are **helpful**, we care about getting things right and are always approachable.

We are great **collaborators**; we work as one team and with people who care about this place.

We value **learning** to help us innovate, improve and deliver better services.

Children's Services Vision

Working together to get it right for children, families and communities –
protecting, learning, achieving and nurturing

Renfrewshire's Education Improvement Plan Priorities

Reduce child poverty in Renfrewshire and improving outcomes for children and families currently living in poverty	Place children and young people's human rights at the heart of the planning and delivery of services that affect them	Protect the most vulnerable members of our communities, including children and young people who are at risk	Support and nurture our children, families and communities	Create the best possible learning estate to allow children and young people to thrive	Raise attainment and enhance learning and teaching in an inclusive environment
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Our Vision, Values and Aims

Our vision - *Small School, Big Aspirations....*



Our aims are:

- *Foster a welcoming, safe, happy, and healthy learning environment*
- *Provide a relevant and challenging curriculum which ensures breadth and depth in line with Curriculum for Excellence.*
- *Celebrate achievement and attainment.*
- *Provide a variety of learning and teaching approaches to encourage personalisation and choice.*
- *Promote equity, equality and respect by supporting all.*
- *Encourage positive partnerships within school which extend to the wider community.*

Who did we consult?

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

Pupils:

- Regular use of learning conversations to review individual progress
- Formal and informal discussions
- Pupil questionnaire/surveys
- P6 Young Leaders of Learning initiative
- Appointment of House and Vice Captains

Parents:

- 2 Parent Questionnaires – focusing on school priorities and How Good Is Our School 4 (HGIOS 4) key evaluative questions
- Pupil Progress reports, includes parent voice section.
- Parent Evenings – discussion of pupil's progress, including ASN plans.
- Parent Council almost all meetings - Online
- Informal feedback (open door policy)
- Parent Information Meetings re Curriculum for Excellence developments – including August 'meet the teacher' afternoon then posted online/website.
- 'Meet and Greet', 'Coffee & Chat', drop in type events for parents and families.
- Sharing the Learning / communication – seesaw app.

Staff:

- Regular school self-evaluations linked with HGIOS 4 quality indicators including review of Improvement Plan, attainment and achievement.
- Staff meetings / In service days / Curriculum Development Sessions
- Review and update practices and procedures both formally and informally
- Individual Forward Plan feedback/Target Setting/ monitoring feedback
- Team Around the Child meetings, transition and interagency meetings
- Individual Professional Review and Development and Professional Update meetings

Various pastoral wellbeing check ins with pupils, parents and staff were undertaken, mostly informally.

We have also consulted with our partners across and outwith the Council to assist us in the delivery of our priorities. For example, through formal and informal discussions with partners re the impact of their services on the pupils, parents, and staff within the school as well as the needs of the wider community.

All information gathered is collated and used to assist us to identify next steps and areas for improvement. The priorities and actions within our school improvement plan meet the needs of the school and articulate with the local and national priorities.

How will we know if we are achieving our aims?

We will measure and evaluate the progress we are making to achieve the key outcomes set out in this plan. We do this using quality assurance activities that include:

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

- Forward Plan monitoring with evaluations, consultation and feedback to staff
- Pupils' work – HT and class teachers looking at sample jotters/ workbooks in main subject areas, through seesaw and undertaking learning conversations.
- Discussion with pupils to evaluate understanding of Learning strategies (AifL) and ability to identify their strengths and next steps
- Assemblies where pupils show and explain a wide variety of very good work across the curriculum, as well as share wider achievements.

Curriculum for Excellence Benchmarking and Assessment

- Using the school attainment spreadsheet, staff termly identify all pupils' levels within literacy, numeracy and health and wellbeing, to track progression.
- Through various forms of summative and formative assessments, including, the use of Accelerated Reading programme, STAR Reading Tests, NSA assessments, Miscue analyse, Weekly Seesaw reports, numeracy planner assessments.
- Where possible, staff use IDL challenge-based assessments to bundle outcomes and assess learning across curricular areas.

Moderation

- We continue to use an in school moderated writing assessment session, based on the benchmarks for each level, to assess and monitor progress in writing.
- We have worked within and outwith the cluster to moderate writing, considering varying approaches to the teaching of writing being used.
- We continue to use progressive pathways, for all aspects of literacy and numeracy to ensure consistency, pace and challenge at all stages.

Attendance

- On a daily basis, any unexplained absences are followed up by a text, then a phone call to the home.
- Attendance is monitored by the Head Teacher monthly for absence and late coming.
- Concerns are raised with parents where appropriate, with support offered where possible/appropriate.

Budget

- Regular weekly meetings are held with the Senior Service Delivery Officer (SSDO) to keep up to date with change in various budget lines.
- Monthly reports are issued by SSDO and discussed with HT
- Repairs and maintenance of the building is discussed between HT, Senior Facilities Operative and SSDO as required to identify any issues and organise priorities.
- Staff and Parent Council are kept up to date with the school's budget and any other implications on in-service days and through staff 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 – 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 Engaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality	
Rationale for change	Outcome and Expected Impact	Measures	Interventions
2023-2028 Cluster 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. Through cluster HT professional dialogue, it was evident that differing approaches to skills development was impacting on the application of skills as pupils progressed through the BGE. It was agreed that a cluster approach was required to provide a more consistent experience for pupils with a shared language of skills. In 24-25 90% of Inchinnan staff stated that their skills group collaborated and shared good practice and worked effectively together. This positive experience will be built upon with the introduction of peer observations in 25-26.	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. 2025-2026 By the session end, almost all teaching staff will demonstrate awareness, knowledge, and confidence in skills development. By the end of the session almost all pupils will demonstrate their ability to identify and talk about skills.	 <	

Improvements were noted in 5 out of 6 of the statements on the teacher skills survey. Comparing the Skills Staff surveys in May '24 and Feb '25 average ratings for each statement there was an improvement noted for every statement with an increase by an average of 0.1-0.3. During PRD discussion with staff 6/7 staff involved spoke about positive experience of process and an increase in confidence and frequency of use of skills language in their classroom. 91% of pupils survey in core stage scored themselves as 3 or above (from 5-point scale) as being confident about talking about skills and can use them well to work on different situations. 96% scored themselves as 3 or above for being confident about talking about times when they will need to use skills outside school. Next session a wider section of the pupil body will be surveyed to ensure these results are a true reflection across the stages. Through our self-evaluation using HGIOS 4 quality indicators and as using recently published HMIE school report to identify practice, staff identified the development of differentiation, challenge, inquiry-based learning, pupil voice- pupil target setting and skills development throughout the school as a continued priority.		Qualitative feedback from peer observations across the cluster (February Inservice)	Staff will work collaboratively in stage groups across the cluster chaired by a lead practitioner within the year group to focus on Sharing practice/feedback through peer observations Working time agreement time of 3 collegiate hours over the session. Collegiate calendar/INSET to include dedicated time for staff training, sharing of good practice and evaluation (Peer observations within school and other establishments).
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Improvement Priority 2 – Raising Attainment in literacy 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																																								
CLUSTER READING MODERATION Analysis of cluster data over time showed almost all learners progress from Level 2 to achieving Level 5 Literacy by the end of S4. In comparison to local authority data our cluster schools highlighted that 74% of pupils who did not achieve 2nd Level at the end of P7 went on to attain Level 5. With this inconsistency, staff agreed to focus moderation on our assessment of Reading. Almost all teaching staff at Inchinnan Primary (90%) highlighted professional judgements of reading levels based mostly on reading level. with most teachers explaining that they found the teacher judgement of reading in some cases difficult to determine. Through discussion with staff a deeper look at reading skills teaching and assessment, especially reading comprehension was required to give a more indepth judgement of readers overall ability. % Achieved Expected Level Current Year <table><tr><th></th><th>P1</th><th>P2</th><th>P3</th><th>P4</th><th>P5</th><th>P6</th><th>P7</th></tr><tr><td>Listening & Talking</td><td>100%</td><td>100%</td><td>94%</td><td>100%</td><td>88%</td><td>92%</td><td>100%</td></tr><tr><td>Reading</td><td>100%</td><td>94%</td><td>87%</td><td>93%</td><td>88%</td><td>96%</td><td>100%</td></tr><tr><td>Writing</td><td>100%</td><td>94%</td><td>87%</td><td>86%</td><td>81%</td><td>96%</td><td>95%</td></tr><tr><td>Numeracy</td><td>100%</td><td>100%</td><td>93%</td><td>100%</td><td>94%</td><td>92%</td><td>100%</td></tr></table>		P1	P2	P3	P4	P5	P6	P7	Listening & Talking	100%	100%	94%	100%	88%	92%	100%	Reading	100%	94%	87%	93%	88%	96%	100%	Writing	100%	94%	87%	86%	81%	96%	95%	Numeracy	100%	100%	93%	100%	94%	92%	100%	2024 – 2030 Tracking pupil attainment over time will demonstrate an increase in the number of pupils achieving second level Reading by the end of P7. Confidence in the accuracy of P1-5 teacher judgement will improve based on a range of evidence. Across the seven schools, a deeper look at children who are on the cusp of being on track and those who are being challenged leading to improved attainment in Reading: Target year groups for Reading - P2 & P3	Comprehensive list of school resources and approaches used (age/stage/levels) in school to develop reading comprehension. Reading approaches evidenced through class visits, termly and weekly planning and evaluations of learning and teaching. Through discussions at tracking meetings, staff will provide a range of assessment information which will support accuracy of professional judgement. Reading assessments (IDL, STAR Reader and AR quizzes, classroom assessments and observations)	Staff to undertake audit of current resources/materials used to develop comprehension skills. Cluster stage groups established through skills development and previous reading moderation activity from session 24-25 will continue to moderate Reading. This session we are focusing on comprehension. Stage groups to meet on February Inservice Day (after Skills input) to discuss current practice in the teaching and assessment of reading comprehension. P1-5 teachers will select 3 pupils - one pupil on track, one pupil on the cusp of being on track and one child being challenged. Teachers to gather a range of evidence including children’s work and assessment data focusing on reading comprehension. P6 & P7 teachers will work with the Park Mains English department staff to share practice linked to the learning and teaching of reading comprehension e.g. PEEL (Point - Evidence -Explain – Link). Staff to agree on aspects to develop as a small test of change in terms 3 and 4. Cluster groups will meet to discuss the evidence gathered and assessment of reading comprehension. Tuesday 28th April Staff to agree on aspects to develop as a small test of change in terms 3 and 4.
	P1	P2	P3	P4	P5	P6	P7																																				
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			P6 & P7 teachers will work with the Park Mains English department staff to share practice linked to the learning and teaching of reading comprehension e.g. TEAR (technique, evidence, analysis, refer to question) / PC EAR (point, context, evidence, analysis, respond
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Improvement Priority 3 – Developing consistent and high quality approaches to 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
Attainment in writing has continued to plateau or in the case of P4 decline in recent years (insert data), despite the introduction of Write Stuff. Barriers to implementing Write stuff effectively include: - New staff coming to the school with limited/no knowledge of the programme. - Inconsistencies between classes over how writing lessons are planned and delivered. - Feedback not providing enough information for pupils to develop their next steps.	Targeted pupils in P3 – P6 will have increased by the following: Learners currently on track of writing (Classes as of June 2025) P2 – 88% (1 child off track) P3 – 72% is this taking in to account 3 who have left (2 children off track) P4- 86% (2 children off track) P5- 81% (3 pupils off track) P6 – 96% (1 pupil off track) P1 & P2 will have a clearer progression planner in line with the Es and Os for their classes	School will engage in in the continual audit of ‘Improving Our Schools’ timeline of implementation. June 2025 Staff will complete self-evaluation of highly effective practice (based on IOS framework) and in Q1 2.3 and Q1 3.2 Staff will be asked to regularly share their progression as IOS timeline develops (dates to be added) Targeted intervention group will be surveyed at the beginning of the intervention against the pupil writing survey and again at the end of the intervention. Parental engagement Survey at both parents’ nights to evaluate Q1 2.5	Engagement of all staff in the IOS framework and calendar of CLPL finalised by Sep 25. Enhanced understanding of how writing is delivered (CLPL arranged for staff) Support staff to develop their understanding of how to support learners, Local Authority Inservice training opportunities. Engagement in writing moderation around the ‘Teaching and Learning Cycle including trio visits (as part of IOS planner).

Improving Our Schools (IOS) is an opportunity for the leadership team to undertake high quality training leading to more effective self-evaluation, bespoke staff training and improved teaching, learning and attainment.

Attainment levels show:

Writing		P 1	P 2	P 3	P 4	P 5	P 6	P 7
Ahead	2							
	1	4		1		4	5	
On Track	0	10	15	12	12	9	18	18
Behind	1		1	1	1	3		1
	2			1	1		1	

% Achieved Expected Level

Current Year

	P1	P2	P3	P4	P5	P6	P7
Listening & Talking	100%	100%	94%	100%	88%	92%	100%
Reading	100%	94%	87%	93%	88%	96%	100%
Writing	100%	94%	87%	86%	81%	96%	95%
Numeracy	100%	100%	93%	100%	94%	92%	100%

There is a greater focus on personal and functional writing at PMHS rather than imaginative. This balance is not reflected at IPS (children have more experience with imaginative and functional writing projects). More experiences with functional and personal writing would support their transition to high school.

By June 2026, a clear, structured, progressive, consistent approach to fiction and non-fiction writing will be evident at all stages using the write stuff approach in combination with additional evidence-based reading and writing pedagogies.

Staff new to the school will be able to effectively deliver writing regardless of experience around school's Write Stuff approach. This will enhance learner's progression through writing outcomes having a positive impact on engagement and attainment.

Support staff will have a broader understanding around how groups/individuals can be supported both when working in class and through targeted intervention groups.

Planning will be streamlined and learners' specific difficulties will be effectively tracked as they progress through the school. Allowing a breadth and depth of writing experiences for all learners.

CFE levels will be analysed throughout the session through pre and post intervention.

Engagement with other school participating in the IOS framework to share ideas, good practice and improvement.

Targeted intervention groups – highlighted at tracking meetings, class teachers to set appropriate targets and intervention strategies to be targeted by either CT or through PEF support/PT

Moderation of writing (currently carried out once per term by CTs and then by SLT) and undertaken with groups/ schools

The breadth and frequency of functional writing will be increased at second level.