



Inchinnan Primary School

School Improvement Plan

2026/27

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 values –

Respect Kindness Trust Teamwork Perseverance Equity

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
- P5 Young Leaders of Learning initiative
- Appointment of House and Vice Captains
- 8 Pupil led committees

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 – 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																																																
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 turnover, all schools have identified a need for consistent evidence based pedagogy to raise attainment and achievement in Numeracy. <table><tr><th colspan="8">% Achieved Expected Level – Current Year</th></tr><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>92%</td><td>100%</td><td>94%</td><td>100%</td><td>100%</td><td>92%</td></tr><tr><td>Reading</td><td>100%</td><td>85%</td><td>88%</td><td>94%</td><td>92%</td><td>94%</td><td>92%</td></tr><tr><td>Writing</td><td>100%</td><td>77%</td><td>88%</td><td>88%</td><td>85%</td><td>94%</td><td>92%</td></tr><tr><td>Numeracy</td><td>100%</td><td>92%</td><td>94%</td><td>94%</td><td>92%</td><td>94%</td><td>92%</td></tr></table> Number Talks Some class teachers use number talks in their classroom, but there is a need for a more consistent and planned approach throughout the school to increased fluency, flexibility and confidence.	% Achieved Expected Level – Current Year									P1	P2	P3	P4	P5	P6	P7	Listening & Talking	100%	92%	100%	94%	100%	100%	92%	Reading	100%	85%	88%	94%	92%	94%	92%	Writing	100%	77%	88%	88%	85%	94%	92%	Numeracy	100%	92%	94%	94%	92%	94%	92%	By May 2027 a coherent, evidence informed number pedagogy embedded across all stages. (P1-3 SEAL, P4-7 Number Talks) Following staff development opportunities all staff have Increased staff confidence and usage of at least 2 pedagogy numeracy/mathematics approaches Consistent approach by all P4-7 staff in the use of number talks focusing on sharing reasoning and strategies for mental maths, raising attainment and improving retention. Number talks will be evident in all (P4-7) classes 3-5 times a week, by May 2027	Tracking discussions evaluating progress of both reading and numeracy/ mathematical interventions Assessment data eg SEAL, Renfrewshire Pathway, cluster assessment Staff survey pre and post training and use of Framework in Number Class visit feedback evidences improved pedagogy in numeracy through Number Talks/SEAL Staff evaluations and results of individuals attaining in relation to SMART targets and interventions. Seal and end of pathway assessments will measure conceptual understanding	Cluster HTs to analyse data progression from P7-S1 (24/25 & 25/26) to identify areas for development. 2 collegiate sessions allocated from WTA for staff to attend either Number Talks (P4-7) or SEAL training (P1-3) and another training session in identified by individual staff member to address personal development need in this curricular area. A focus in SLT observations on use of these approaches within lessons. Support staff - PEF classroom assistant will work with targeted groups/individuals ensuing use of concrete materials and pictorial representations alongside abstract calculations
% Achieved Expected Level – Current Year																																																			
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Numeracy	100%	92%	94%	94%	92%	94%	92%																																												

OFFICIAL

SEAL Variation in staff confidence due to training differences and staff turnover has led to variation in pupils conceptual understanding and number sense Reading Comprehension The cluster moderation survey highlighted that almost all staff agreed with levels of attainment achieved by pupils across all stages, however, they identified the need to develop consistency of approaches across the cluster to improve/maintain attainment and achievement levels.	Consistent approach by P1-3 staff in daily use of SEAL approaches embedded in all early stages. SEAL approaches will be evidenced in all classes (P1-3) by May 2026 Staff engage meaningfully in peer observations and professional dialogue leading to - Improved staff confidence for all - Development of shared resource bank, with progression teaching on reading comprehension skills, evidence through increased reading attainment, especially P2,3, 5, 6 to ensure pupils are all on target - Improved consistency in teaching and learning of reading across the cluster and at transition (P7-S1) All pupils identified for PEF support from P3-7, will achieve predicted expected levels by end of the session.	Use of pupil learning conversations targeted at individual numeracy and reading comprehension targets, then tracked to allow individual to measure progress. (target jotters) Use of new forward planning literacy and numeracy school trackers. Assessment data eg phonics, common words, P6 & P7 RUAE Staff survey pre and post training and use of 'Reading House' EEF. Ongoing evaluation of staff confidence, understanding and progress with implementation of interventions.	Literacy Champ. continue to attend meetings and feedback to staff on latest developments 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 <i>(P1 – Bishopton, P2 – Dargavel, P3 – Barsail, P4 – Inchinnan, P5 – Bargarran, P6 – Langbank, P7 – Rashielea)</i> Collegiate calendar/INSET to include dedicated time for staff training, sharing of good practice and evaluation. (Peer observations within school and other establishments). (Cluster – WTA 3 hrs) 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. Creating a Reading resource bank on Cluster Teams page. Present to staff at August Inservice. Review and update at February Inservice. Collegiate calendar/INSET to include dedicated time for staff training, sharing of good practice and evaluation.
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Improvement Priority 2 – 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 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 to ensure all pupils are progressing through pathway as expected. 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 (introduced at August Inservice 30 minutes) 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 - Skills Leads to create a digital profile for pupils and conduct a small test of change with their class from Oct 26 (meet at Inchinnan on Wed 21st October). - Evaluate profiles in Jan 27 and amend approach as appropriate (Leads to meet at 2.15pm at Inchinnan) - Prepare and present to cluster groups Feb 27 (Inset Day PM) - All staff trial profile Feb – May - Evaluate impact by end of session - Identify and plan next steps (Skills Leads to meet on 27th April all day)

Improvement Priority 3 – Improve Health & Wellbeing and relationships across the school

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
Renfrewshire Nurturing Relation Approach (RNRA) – 3rd principle - “Nurture is important for the development of wellbeing” The wellbeing of staff, children and families within Inchinnan Primary School community is still one of our highest priorities as we want everyone to feel looked after and valued within our service. Our RNRA journey plays an integral part in raising attainment to ensure motivation, engagement and reduction of stress for all. The UNCRC is central to Scotland’s national approach to improving outcomes for children. Incorporating the UNCRC is critical to ensuring children’s rights and needs are at the centre of our decision making in Scotland. We Were Expecting You (WWEY) In line with Renfrewshire’s commitment to inclusion, equity and improving outcomes for all learners, the school will participate in the NAIT’ We Were Expecting You’ whole-school professional learning pilot. This work aims to	By end of session, all teaching staff will have completed interventions as stated on our RNRA action plan, working towards the next level of RNRA accreditation. Parents and families will have a greater understanding of nurture and the nurture approaches used in Inchinnan Primary School. Rights Respecting School awards - achieve silver in this academic session. To develop a whole-school, neurodiversity affirming and communication-friendly approach which improves participation, wellbeing, engagement and inclusion for all learners, particularly autistic children	Core group of staff to work with Educational Psychologist, receiving training and input as required. Results from questionnaire from Staff, parents and pupils will indicate if a positive change has taken place. Rights committee achieve Silver award Training evaluations will demonstrate increased staff confidence and understanding. Increased visibility of universal supports across classrooms and	Pupil lead committee with nurture focus, meeting every 2 weeks. Planned collegiate time lead by PT/Educational Psychologist with increased opportunities/focus for staff wellbeing. Discrete lessons on “resilience” and building that into everyday language. Follow up HWB lessons around this. Pupil lead committee with Rights focus, meeting every 2 weeks, working on finishing Silver (to achieve award) and start work on Gold. Participation in the NAIT We Were Expecting You whole-school professional learning pilot delivered by EPS/ SLT. WTA and Inservice time to reflect allocated time for staff training – October Inservice (am) @

further develop a consistent, inclusive and neurodiversity affirming approach across the school community, recognising that creating inclusive environments is a shared whole-school responsibility and that effective support for neurodivergent learners benefits all children. Participation in the pilot will support the school to engage in collaborative self-evaluation, build staff confidence and embed sustainable inclusive practices across classroom, playground and wider school contexts tailored to the unique requirements of the school context. . Anti – Racism Education One of our school values is ‘Equality’ and in line with National priorities the Local Authority have asked that all schools in Renfrewshire undertake work ensuring staff considering the curriculum content and delivery to strength children’s knowledge about equalities, diversity and inclusion through well planned and progressive opportunities for example children should come to learn about issues related to the protected characteristics. This should enable children to better recognise and be able to challenge discrimination and intolerance should it arise.	and young people and those with additional support needs. Through engagement in this pilot, all staff participating will be have 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. 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 Increased staff confidence when delivering anti-racism education and become more skilled at providing practical ways to approach a range of themes such as identify, belonging, race and racism. All children will engage in relevant and purposeful wellbeing lessons which are linked to ongoing work on Children’s Rights and school values Almost all children will continue to feel they are listened to and their views are acted upon, reflected through Pupil survey result from GMWP.	shared spaces (e.g. visuals, structure, regulation supports, environmental adaptations). Evidence of inclusive and neurodiversity affirming approaches within planning, staged intervention and classroom practice. Staff feedback will indicate increased confidence in supporting autistic/ neurodivergent learners. Teacher planning to reflect discrete anti racism education lessons. Pupil focus group to evaluate impact of anti-racism input in class and across school. Library committee continued focus on black history month. SEEMIS recording – specific stats or continued nil returns. Glasgow Motivation and Wellbeing Profile (GMWP) Surveys – to monitor impact on pupil wellbeing	Bargarran and twilight collegiate session on Wednesday 20 Jan. 2027 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. Principal Teacher to attend training on Anti-racism Education. Review library and whole school resources to ensure a true reflection of our diverse society. Collegiate session , supported by Education Psychologist to support staff discussions and exploration of what ‘ equalities, diversity and inclusion’ looks like in our school. Explore links between Rights of the Child and bullying, specifically focusing on protected characteristics. Staff explore and make use of different anti-racism resources, including ‘I am Me’, and the antiracisited.scot resources.
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