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Langbank Primary School

School Improvement Plan

2025/26

Planning framework

As part of Children’s Services, Langbank 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

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| 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**

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| 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. |

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| **Children’s Services Vision**  Working together to get it right for children, families and communities –  protecting, learning, achieving and nurturing | | | | | |
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| **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 School Community Vision**  “At Langbank Primary School we learn together, play together and succeed together”  **Our School Values**  Kindness Confidence Commitment Achievement  **School Aims**  At Langbank Primary we aim to know each individual and nurture the development of the whole child.  For our Children to be:  At the heart of the school, with their voices heard and valued.  Safe, happy and confident in being themselves.  Respectful, kind, committed learners who are motivated to grow and achieve.  For our staff to be:  Nurturing and supportive of all children.  Kind and sensitive to the needs of our children and families.  Committed to our learning community and motivated with high expectations and standards.  Respected and valued by our whole school community.  For our families to be:  Welcomed, respected and supported.  Fully engaged in their child’s learning journey and involved in key decisions.  Important partners of the school, providing skills and experiences to enrich learning events.  For our school environment to be:  Safe and welcoming with an inclusive ethos which promotes strong positive relationships that inspires a love of learning.  Engaging and inspiring to allow our children to thrive. |

Who did we consult?

To identify our priorities for improvement, we sought the views of staff, pupils, parents and carers and partners we used a variety of methods of getting the views of those who are involved in the life and work of Langbank Primary School such as

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| Learners | Parents/Carers | Staff | Partners |
| * Pupil Council meetings * Active Assemblies * House Representatives * School Committees * Hot Chocolate Friday – Informal Discussions * Pupil questionnaires and feedback * Strengths and improvement consultation * ‘I would like to say…’ box * ‘Our Ideas in Action’ Wall Display * Pupil Profiling via Seesaw * How Good is our School self-evaluation used during Pupil Voice Assemblies * Tracking and monitoring Glasgow Motivational and Wellbeing Profiling tool | * Annual Report feedback * Parent Evenings * Parent Council meetings * Monthly newsletters * Induction Days * Team around the Child meeting (TAC) * Parental evaluations of school events * Sharing the Learning/Communication via Seesaw app * Parent focus group * Class open afternoons and feedback * ‘Meet the teacher’ event in Sept. * Consultation on new policies e.g. Relationship Policy | * Staff meetings * In-Service Days * Curriculum Development Sessions * Regular Self-evaluation linked to Quality indicators (HGIOS 4) * Individual Forward Plan feedback with SLT * Annual Personal Review and Development meetings * Regular review of School Improvement Plan priorities * Education Scotland Professional Learning materials * Consultation exercise ‘Identifying Priorities for Improvement’ * Attainment and Getting it right for every child (GIRFEC) meetings | * Informal feedback through discussions * Park Mains Cluster Schools * Transition Meetings with Early Years Centres and Secondary Schools * Meetings with Active Schools Co-ordinator * Regular collaborative meetings with Educational Psychologist and Health Professionals * Feedback sessions with community partners Langbank Church, Langbank bowling club, Skoobmobile * Visitor feedback surveys. * Local Authority Inclusion Network * Regular Meetings with SDO regarding budget and funding |

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

* Regular Self-evaluation linked to Quality indicators (HGIOS 4)
* Target setting which allows tracking over the session to maintain highest attainment
* Forward Plans are reviewed by staff and Senior Leadership Team (SLT) termly, followed by professional dialogue
* Analysis of assessment data from ongoing class assessments, summative assessments and standardised assessments
* Class visits in various subject areas to monitor the children’s learning experiences
* Pupils’ work monitored termly – samples of jotters/workbooks, seesaw and learning conversations
* Monthly monitoring of attendance and late-coming
* Staff observing colleagues/classes at other stages and developing feedback/professional dialogue
* Termly GIRFEC meetings to monitor impact and/or identity early intervention
* ASN Overview within Whole School Tracker
* Team around the Child (TAC) meetings
* A range of award assemblies where success within the four capacities and wider achievement are celebrated
* Regular meetings with SFO’s to discuss repairs and maintenance of school building
* Regular meetings with SDO to keep up to date with school budget and spending

Each year we also complete a Standards and Quality report and self-evaluation document which are monitored by Renfrewshire Council Children’s Services’ staff.

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| **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**  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 Highlight as appropriate | | |
| **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 24-25 100% of Langbank 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. Improvements were noted in 5 out of 6 of the statements on the teacher skills survey. | 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, which will positively impact on planned learning experiences.  By the end of the session almost all pupils will demonstrate their ability to identify and talk about all 6 skills, through various learning experiences across the curriculum. | | Quality Assurance observations 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.  Qualitative feedback from peer observations across the cluster (February Inservice) | Cluster focus on 6 Key Skills identified by Park Mains Skills and developed in partnership with local employers:  Teamwork Communication Thinking Skills Social Skills Creativity Problem Solving  Lead practitioners to devise:   * Presentation of skills resource overview * Draft pathway of skills progression * Deliver presentation during collegiate session to all staff, including input on The Renfrewshire Way (Skills section)   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). |
| **Improvement Priority 2 –** Raising Attainment in literacy, numeracy and Health and Wellbeing 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**  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 Highlight as appropriate | | |
| **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.  All teaching staff at Langbank (100%) highlighted Reading Comprehension as a priority for next session. At recent PRDs, this was explored further, with most teachers explaining that they found the teacher judgement of Reading in some cases difficult to determine.  **PUPIL VOICE**   * **Target Setting**   Embedding pupil voice within the school improvement process ensures that decisions are informed by those most directly affected—our learners. When schools actively listen to and act on the views of pupils, it leads to more relevant, inclusive, and effective educational experiences.  Our pupil survey showed that 7% of pupils do not feel their views are listened to or taken into account with their learning or with school improvement.  Our parental survey showed that 11% (2 of 18) felt they did not receive regular feedback on their child’s learning and development.   * **Outdoor Learning**   Self-evaluation of QI 2.3 indicated that our school needs to make better use of our outdoor learning environment and community spaces to deliver high quality outdoor learning.  Recent parental survey showed that 11% (2 of 18) raised outdoor learning as an area for improvement.  Pupil focus group to discuss learning, teaching and assessment exposed outdoor learning as minimal but something they would like more opportunities for.   * **Play**   In Scotland, play is increasingly recognised as a fundamental right of the child, enshrined in the United Nations Convention on the Rights of the Child (UNCRC), which is now embedded in Scottish education policy. The Scottish Government’s “Play Strategy for Scotland” and the Curriculum for Excellence (CfE) both highlight the importance of play in supporting holistic development—particularly in early and first-level learning,but with relevance across all stages.  Our recent staff self-evaluation of QI 3.2 indicated that staff who are teaching first and second level are developing play approaches through skills-based learning experiences however confidence levels in tracking and monitoring the impact of play on wellbeing, engagement and attainment is low. | **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 who will attain Level 5 Literacy by the end of S4.  By June 2026 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 – P3, P4 & P5  By June 2026  All pupils will have clear, personalised targets in literacy, numeracy, and health and wellbeing that:  Reflect their individual strengths and areas for development. These will be regularly reviewed and understood by teachers, pupils and parents.  Greater pupil ownership of learning through self-assessment and reflection of targets.  Increased parental involvement when targets are shared and understood.  Teacher’s can use targets to inform planning, interventions and supports.  By June 2026  All staff will participate in high-quality professional development in outdoor learning to enhance their skills and build confidence in providing engaging and effective outdoor learning experiences.  All Children will benefit from more engaging, varied, and meaningful learning experiences in outdoor settings.  Outdoor learning will be embedded across the curriculum, supporting holistic development leading to improved engagement, motivation, and enjoyment of learning.  Children will demonstrate enhanced physical health, wellbeing, and social skills through increased time spent learning outdoors.  Children will demonstrate development of key life skills such as teamwork, resilience, problem-solving, and independence.  By June 2026  All staff have a shared understanding of the importance of play across the school community, underpinned by children’s rights.  Staff, pupils, and parents will see play as integral to wellbeing. A consistent, equitable approach to play will be established.  The school will progress through the RRSA stages embedding the UNCRC into whole-school policies and culture.  The school community will show improved understanding of how rights underpin behaviour, learning, and inclusion.  The creation of the Play Policy will provide an outline of the school ‘s vision, values and approaches to play.  Staff will gain skills, confidence, and strategies to implement high-quality play and playful pedagogy across the curriculum.  Learners will experience richer, more engaging and creative learning. Improved participation and collaboration will support increased wellbeing and attainment. | | 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 ( GL Assessment, Nessy, ongoing classroom assessments such as miscue analysis and observations)  Pupil focus group to reflect on their progress from introducing target setting across the three core areas.  Parental survey (March 2026) to measure impact of sharing targets at home and measure the impact on motivation, attainment and wellbeing.  Head teachers termly review the clarity and relevance of targets during planning meetings with class teachers as part of quality assurance.  Feedback from teachers and support staff on how well pupils are working towards their targets.  Pupil surveys and learning conversations to gather feedback on enjoyment, engagement, and development of skills during outdoor learningexperiences.  Staff pre and post confidence survey, August 2025 and March 2026 to show an increase in confidence and increase knowledge of the awareness of the positive impact of outdoor learning experiences.  Termly review of planning documents to ensure outdoor learning is being embedded across subjects.  Track variety and depth of learning experiences offered outside the classroom.  Self-evaluation QI2.3 will show a clear improvement from good to very good (March 2026)  Pre and post-training staff surveys with a focus on confidence using UNCRC in planning and classroom practice.  Head Teacher Learning walks show increased reference to rights and play.  SIP self-evaluation reflects rights-based pedagogy.  RRSA level Bronze achieved by December 2025 and progressing with silver by May 2026.  Pupil and staff surveys reflect increased awareness of rights.  Rights language used visibly across school (class charters, displays, assemblies).  Whole school Play Policy created  Pupil surveys show that all children feeling listened to.  Observable changes to playtimes/environments driven by pupil ideas.  GIRFEC/attainment meetings and GMWP show improvement in wellbeing. | 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 during 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. TEAR (technique, evidence, analysis, refer to question) / PC EAR (point, context, evidence, analysis, respond).  Staff to agree on aspects to develop as a small test of change in terms 2 and 3. Cluster groups will meet to discuss the evidence gathered and assessment of reading comprehension. Tuesday 28th April  Principal Teacher to lead Professional development focused on effective target setting—how to set SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals and differentiate for individual needs.  Communicate the importance of target setting to parents/carers through our first monthly newsletter.  Explore ways to support parents in ways to help their child achieve their targets.  Teacher to use children’s targets within pupil progress reports (June 2026)  Opportunities for children to share their targets with their peers and how they achieved that target.  Monitor target setting termly as part of quality assurance calendar.  Head teacher to arrange high quality staff training with expertise in outdoor learning (June 2025)  All staff participate in high quality outdoor learning training (Term 1)  Pupils will be involved in creating a new outdoor learning space a ‘numeracy garden’.  Create a new pupil committee ‘outdoor learning ambassadors.’  Principal Teacher to lead Curriculum Development focussed on creating planning documents that incorporates outdoor learning across the curriculum.  Staff plan and deliver high quality outdoor learning experiences.  Audit of resources to support outdoor learning.  Purchase additional resources if required.  Parent open afternoon with an outdoor learning focus.  Evaluate progress/next steps (March 2026)  Principal Teacher to lead staff development sessions highlighting the UNCRC articles and their direct link to play.  PT to lead Rights respecting school journey.  Create a pupil play committee that will work with PT to create a Whole-School Play Policy that reflects Article 31 and links to wellbeing, equity and attainment priorities.  Head Teacher to organise CLPL on play-based learning, risky play, outdoor learning, and loose parts play. Promote interdisciplinary links through playful approaches.  Children will lead and contribute to the development of a co-created Play Policy, shaping the play provision within Langbank Primary. |

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| **Improvement Priority 3 – Raising attainment in STEM through the development of professional capital to enhance staff expertise and improve learning experiences for all learners.** | | | | |
| **NIF Priorities** Highlight as appropriate  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) Highlight as appropriate  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 Highlight as appropriate | | |
| **Rationale for change** | **Outcome and Expected Impact** | | **Measures** | **Interventions** |
| Langbank Primary School are prioritising STEM to prepare our learners for a changing world by developing critical thinking, creativity, and collaboration through real-life, interdisciplinary contexts. Building on staff expertise, we will enhance equity and engagement in STEM across all stages, ensuring learners develop the knowledge, skills and ambition to thrive in a future driven by innovation and technology.  Staff self-evaluation of professional capital identified key staff strengths and areas of development. Building staff capacity and leadership, through coaching opportunities were identified to empower all staff to embed high-quality STEM learning.  The STEM Nation programme provides a national framework that supports schools in evaluating and developing STEM practice across five key elements. This aligns with our focus on building professional capital and improving learner experiences and attainment in STEM. | Increased consistency and quality of STEM experiences across all classes.  Staff learn collaboratively through observation, dialogue, and shared planning. A supportive, open learning culture builds staff confidence, trust, and collective expertise in delivering STEM.  By October 2026  Staff will have increased self-awareness of their strengths and areas for development in STEM teaching. | | |  | | --- | |  |  |  | | --- | |  |   Record coaching/support provided by STEM lead.  Feedback from staff on the impact of coaching/support sessions to evaluate the impact on their confidence.  SLT Learning observation with a focus on increased use of STEM approaches.  All teaching staff will complete a STEM survey in August in-service Day 2025.  STEM Lead to analysis survey to identify common strengths and gaps.  STEM lead to feedback to staff and share appropriate CLPL and agree coaching opportunities.  Evidence of progression toward STEM Nation recognition. | Primary 6/7 Teacher will take on the leadership role as our school STEM lead to model and support high-quality STEM practice.  STEM lead to deliver targeted CLPL on STEM pedagogy and outdoor STEM and areas identified during self-evaluation task.  Staff self-evaluation of professional capital to identify STEM strengths and development areas (June 2025).  STEM Lead will engage with the STEM Nation programme to support a whole-school approach to improving STEM learning and teaching through professional collaboration, leadership development, and curriculum innovation. |