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Mossvale Primary School

School Improvement Plan

2026/27

Planning framework

As part of Children's Services, Mossvale 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.
- 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 Children 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 Children, with action to close the poverty-related attainment gap.
- Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs.
- Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.
- An education system engaging in digital technology to enhance all aspects of learning and teaching, supported by a digitally skilled workforce and tackling digital inequality.

Renfrewshire Council Plan Strategic Outcomes

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

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

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

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

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

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

Renfrewshire Council's Values

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

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

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

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

Children's Services Vision

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

Renfrewshire's Education Improvement Plan Priorities

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

Vision: All children to be the best they can be!

Values: Positivity Respect Integrity Determination Equality
Take **PRIDE** in ourselves, our school and our community

Aims:

- To provide a positive and caring environment where everyone follows our values and are encouraged to do their best.
- To give children, parents and staff a strong voice which is always valued.
- To achieve the best outcomes for pupils and equip them with skills required to lead an active, healthy lifestyle with positive relationships.
- To actively involve children in their learning, encourage ambition and celebrate their achievements.

Who did we consult?

To identify our priorities for improvement, we sought the views of Staff, Pupils, Parents and Carers and our Community Partners. We also reflected on our HMIE Inspection report from January 2025 and the professional dialogue involved in this process. We used a variety of methods of getting the views of those who are involved in the life and work of Mossvale Primary School such as:

- HMIE surveys for all Staff, P4-7 Pupils, families and partners.
- Partnership Feedback Book and Partner Feedback including our Educational Psychologist
- Parent Council Meetings
- Staff Collegiate meetings, In Service Days and Tracking Meetings
- Pupil Focus Groups and Parent Focus Groups
- Feedback for Parent Learning Together Events
- Education Authority QI visits and HMIE visit Jan 2025

We have also consulted with our partners across and out with the Council to assist us in the delivery of our priorities. We have linked with Cluster Primaries regarding Writing Assessment and West Partnership schools, Numeracy Development officers for feedback on our assessment input to new planners, Educational Psychologist, Family Wellbeing lead and Social Work, network of schools including all our cluster schools and Paisley Grammar school through our moderation and Transition Literacy project. All information gathered is collated and used to assist us to identify next steps and areas for improvement. HT has this collated in a Full Self Evaluation overview to ensure all data, feedback and support is transparent and demonstrates our focus for improvement.

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 following our agreed quality assurance calendar which includes:

- Termly Tracking Meetings
- Data Analysis using school information and Data Dashboard
- Regular feedback e.g. pre and post surveys for improvement priorities
- Annual Staff, Pupil and Parent Surveys
- Parent Council meeting minutes
- Classroom Observations which include coaching model Professional Dialogue, Jotter and Planning audits.
- Feedback from external partners especially when delivering CLPL
- Regular stakeholders focus groups
- Termly HWB audits for pupils and biannual staff HWB audit
- Committee Feedback

Pupil Equity Funding Our school receives Pupil Equity Funding (PEF) to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap. This funding enables us to plan additional interventions to those which were already planned. **These interventions are highlighted throughout this improvement plan using the (PEF) abbreviation.**

Improvement Priority 1 – Improve the quality and consistency of learning, teaching and assessment in writing.**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

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

Rationale for change	Outcome and Expected Impact	Measures	Interventions (Terms 1-4)
We recognise that literacy is fundamental to children's achievement across the curriculum and is a key driver in improving life chances and reducing the impact of poverty-related barriers. Within our school we have identified: • Writing is currently the weakest curricular area across the school. • P1 writing attainment is 55% • P4 writing attainment is 69% • P7 writing attainment is 74% • Writing attainment for Children living within SIMD 1–3 communities is 48.4%, compared to 70.2% for Children from SIMD 4–10 communities, representing a poverty-related attainment gap of 21.8 percentage points.	Staff Knowledge, Confidence and Practice • Most staff (75%-90%) demonstrate increased confidence in the teaching of writing, handwriting, grammar, spelling and phonics through professional learning evaluations and self-assessment. • Most classes (75%-90%) consistently implement agreed approaches to planning, teaching, assessment and moderation in writing as evidenced through learning walks, planning scrutiny and moderation activities. • A progressive whole-school framework for writing, handwriting, grammar, spelling and phonics is developed and implemented from Nursery to P7.	Staff Knowledge, Confidence and Practice • Professional learning evaluations demonstrate that almost all staff report increased confidence in the teaching of writing, handwriting, grammar, spelling and phonics. • Learning walks, planning scrutiny, jotter monitoring and moderation activities demonstrate that almost all classes consistently implement agreed approaches to writing, and an increased use of modelling, guided practice and checking for understanding within writing lessons. • Whole-school progression pathways for writing, handwriting, grammar, spelling and phonics developed and implemented from P1 to P7 by Term 4. Pupil Attainment and Achievement • Renfrewshire data dashboard and school tracker identifies improved outcomes at	Develop a Consistent Whole-School Writing Framework • Complete a whole-school audit of current approaches to writing, handwriting, grammar, spelling and phonics to identify strengths, areas for development and establish agreed next steps. (Term 1) • Develop progression pathways for writing, handwriting, grammar, spelling and phonics from P1 to P7. (Term 3) • Create progression overviews and agreed expectations for each stage to ensure continuity and progression. (Term 3) • Develop agreed approaches to assessment, moderation and feedback in writing. (Term 3) • Implement regular moderation activities and professional dialogue to ensure consistency in teacher professional judgement across the school. (Terms 2-4)

Rationale for change	Outcome and Expected Impact	Measures	Interventions (Terms 1-4)																																
- Writing attainment remains below national expectations across all stages. <table> <tr> <th>Stage</th><th>National Writing (2024-25)</th><th>School Writing (2025-26)</th><th>Difference</th></tr> <tr> <td>P1</td><td>66%</td><td>55%</td><td>-11 percentage points</td></tr> <tr> <td>P4</td><td>74.2%</td><td>69%</td><td>-5.2 percentage points</td></tr> <tr> <td>P7</td><td>78.2%</td><td>74%</td><td>-4.2 percentage points</td></tr> </table> - Writing attainment remains below Renfrewshire averages across all stages. Whilst attainment improves as Children move through the school, the significant gap at Early Level highlights the need to strengthen early writing experiences. <table> <tr> <th>Stage</th><th>School</th><th>Renfrewshire</th><th>Difference</th></tr> <tr> <td>P1 Writing</td><td>55%</td><td>81%</td><td>-26 percentage points</td></tr> <tr> <td>P4 Writing</td><td>69%</td><td>76%</td><td>-7 percentage points</td></tr> <tr> <td>P7 Writing</td><td>74%</td><td>80%</td><td>-6 percentage points</td></tr> </table> - Self-evaluation activities, attainment analysis, moderation activities and professional dialogue indicate inconsistency in approaches to writing, grammar, handwriting, spelling and phonics across the school.	Stage	National Writing (2024-25)	School Writing (2025-26)	Difference	P1	66%	55%	-11 percentage points	P4	74.2%	69%	-5.2 percentage points	P7	78.2%	74%	-4.2 percentage points	Stage	School	Renfrewshire	Difference	P1 Writing	55%	81%	-26 percentage points	P4 Writing	69%	76%	-7 percentage points	P7 Writing	74%	80%	-6 percentage points	- Most teaching staff (75%-90%) participate in professional learning relating to Talk for Writing, Read & Write and accessibility tools and demonstrate evidence of implementation within classroom practice. (Term 4) - Most staff demonstrate increased confidence in using explicit instruction, effective questioning and high-quality feedback to improve writing outcomes. (Term 4) - Most staff effectively apply Rosenshine's Principles and relevant WalkThrus strategies within writing lessons. (Term 4) Pupil Attainment and Achievement - Primary 1 writing attainment will increase from 55% to at least 65+%, with an identified writing gap reduction of 10% from 35%. - Primary 4 writing attainment will increase from 69% to at least 76%, in line with Renfrewshire 25-26 (76%) and above National 24-25 (74.2%). - Primary 7 writing attainment will increase from 74% to at least 78%, broadly in line with Renfrewshire 25-26 (80%) and above National 24-25 (76.9%).	all stages with a reduction in the poverty-related gap. - Moderation activities demonstrate increased consistency in professional judgement across all stages. - Writing across the school demonstrates measurable progress - Children show an increase in independence in writing and agency around resources best suited to their needs. - Jotter monitoring demonstrates improvements in handwriting, spelling, grammar and overall quality of written work. - Children demonstrate increased independence in writing through high-quality modelling, guided practice and opportunities to apply feedback. Inclusion, Accessibility and Wellbeing - Learner surveys demonstrate that almost all children report increased confidence and engagement in writing. - Increased use of Read & Write, accessibility features and digital supports evidenced through observations, learner voice and digital audits. - Targeted Children receiving interventions demonstrate measurable progress in writing attainment and engagement. - Wellbeing and engagement data demonstrate reduced anxiety and increased confidence when participating in writing activities.	Improve Learning, Teaching and Assessment in Writing - Signpost teachers to professional learning on Talk for Writing and effective writing pedagogy. (Terms 1-3) - Deliver professional learning focused on explicit instruction, Rosenshine's Principles and WalkThrus to strengthen the teaching of writing. (Terms 1-3) - Deliver professional learning focused questioning, checking for understanding and responsive teaching to improve learner engagement and progress in writing. (Terms 1-3) - Develop a writing moderation calendar to support consistency of professional judgement. (Terms 1-4) - Use collegiate sessions, professional dialogue and learning visits to evaluate impact and refine practice. (Terms 2-4) Strengthen Digital Accessibility and Inclusion - Deliver Read & Write professional learning for all staff to improve accessibility and remove barriers to writing- Cluster INSET in February 27. (Term 3) - Audit and streamline digital tools and applications which support writing and accessibility. (Term 1) - Teach learners to independently access accessibility features on Chromebooks and iPads to support writing. (Terms 1-3) - Staff CPD in the use of digital accessibility tools to support ASN learners and reduce barriers to writing. (Terms 2-3)
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Rationale for change	Outcome and Expected Impact	Measures	Interventions (Terms 1-4)
- Staff have identified a need for a clear progression pathway from Primary 1 to P7 and agreed approaches to planning, teaching and assessment. - Some Children experience barriers to writing linked to additional support needs, confidence, fine motor development, language acquisition and wellbeing. - Through learning walks and peer observations, we have identified a need to strengthen the consistency of learning and teaching in writing through greater use of explicit instruction, effective questioning, modelling, guided practice and high-quality feedback. Developing a shared understanding of Rosenshine's Principles and WalkThrus will support consistency in classroom practice and improve outcomes for children across the school.	- The poverty-related attainment gap in writing will reduce from 21.8 percentage points to below 15 percentage points. - Writing attainment for learners living within SIMD 1–3 communities increase from 48.4% to at least 60%. Current SIMD attainment = 48.4% → Target = 60% Current gap = 21.8pp → Target = <15pp - Most Children (75%-90%) demonstrate improvement in handwriting, spelling, grammar and written communication through class-based assessment, moderation activities and writing portfolios. - Most Children (75%-90%) demonstrate increased independence and confidence in writing as identified within writing moderation sessions. (Term 4) Inclusion, Accessibility and Wellbeing - Most classes (75%-90%) consistently utilise agreed accessibility supports, scaffolds and inclusive approaches to writing - Most identified Children (75%+) independently access appropriate digital tools,	- ASN learner profiles and targeted tracking demonstrate reduced barriers to writing and increased participation. Early Intervention and Family Learning - Nursery and Primary 1 moderation activities demonstrate increased consistency in planning, assessment and progression across stage. - Learning walks and environment audits demonstrate increased opportunities for mark making oral language development, fine and gross motor development and purposeful writing. - Parent workshop evaluations demonstrate that most parents report increased confidence in supporting writing at home. - Increased participation in family learning opportunities linked to literacy and writing.	- Digital Committee to gather learner voice, evaluate accessibility tools and contribute to ongoing improvements. (Terms 2-4) Strengthen Early Intervention - Continue PEF-funded full-time ELCO within Primary 1 to improve writing outcomes and support Early Level literacy development. (Terms 1-4) - Enhance indoor and outdoor learning environments to promote mark making, oral language and purposeful writing opportunities. (Terms 1-3) - Build on outstanding nursery practice in P1 through increased collegiate working, professional dialogue and shared planning opportunities. (Terms 1-4) - Nursery staff to support Primary 1 environment development, transitions and early writing provision. (Terms 1-2) - Deliver parent workshops focused on supporting early literacy, handwriting and writing development. (Term 3) Remove Barriers to Writing - Utilise PEF-funded ASNA support to provide sensory regulation opportunities and wellbeing support for learners whose anxieties impact writing. (Terms 1-4) - Implement inclusive, kinaesthetic and multi-sensory approaches to writing to increase engagement and participation through PEF funded interventions. (Terms 1-4)

Rationale for change	Outcome and Expected Impact	Measures	Interventions (Terms 1-4)
This work aligns with: • HGIOS4 Quality Indicators 2.2, 2.3, 2.4 and 3.2 • UNCRC Articles 2, 12, 28 and 29 • GIRFEC • Scottish Attainment Challenge • Curriculum for Excellence Literacy and English • Talk for Writing • Education Scotland Literacy and English Benchmarks • National Improvement Framework Priorities and Key Outcomes • Digital Inclusion and Accessibility Guidance	accessibility features and writing supports. • Targeted children receiving interventions demonstrate measurable progress in writing attainment, participation and engagement. • Learner wellbeing data demonstrates reduced anxiety and increased confidence when engaging in writing tasks. (Term 4) Early Intervention and Family Learning • Almost all Nursery and Primary 1 staff (90%+) report increased confidence in progression, planning and assessment through collegiate working and moderation activities. • Increased opportunities for mark making oral rehearsal, fine motor, gross motor and purposeful writing are evident across all Early Level learning environments. • Most families (75%+) participating in workshops report increased confidence in supporting writing development at home. (Term 4)		• Provide targeted bespoke writing interventions through PEF-funded additional ASNA hours for identified learners in P1-3. (Terms 1-4) • Provide targeted resources for children to support with concentration and focus during in class and small group interventions. • Utilise PEF-funded ASNA support to provide sensory and movement breaks to increase focus and concentration for children when in class. (Terms 1-4)

Rationale for change	Outcome and Expected Impact	Measures	Interventions (Terms 1-4)
Improvement Priority 2 – Ensure that children will experience inclusive learning & supportive relationships which lead to positive life outcomes.			
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		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	

Rationale for change	Outcome and Expected Impact	Measures	Interventions (Terms 1-4)
- 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 our school we have 22 different nationalities represented and currently, 22.3% (42 children) of the children come from homes	- Staff demonstrate increased confidence in recognising, responding to and preventing racism (90%+ Almost All) and have an improved understanding of the school's cultural and ethnic profile. (Term 4) - Staff apply a consistent approach to addressing racism and promoting inclusion through the implementation of updated anti-racist guidance within the Positive Relationships Policy (90%+ Almost All). (By Term 2) - Learning environments and resources reflect the diversity of the school community and wider society. (Term 3) - An Equity and Inclusion Committee and Kindness Leadership Group are established within the pupil leadership structure,	Staff Knowledge, Confidence and Practice - Staff racial literacy audit (using the NEU Framework for Developing an Anti-Racist Approach) completed pre- and post-intervention, demonstrating measurable improvement in staff knowledge, confidence and practice. - Professional learning evaluation feedback. - Learning walks, class observations and planning scrutiny evidencing the implementation of anti-racist and culturally responsive approaches. - Monitoring of implementation of anti-racist guidance within the Positive Relationships Policy. Pupil Inclusion, Belonging and Racial Literacy - SHANARRI wellbeing data demonstrating that almost all children feel respected, included and valued regardless of race, ethnicity or religion. - Pupils focus groups, learner conversations and pupil voice activities evidencing increased confidence to	Develop staff racial literacy and anti-racist practice - Implement a structured programme of professional learning using: (Terms 1-4) - Education Scotland's Building Racial Literacy Programme - The Renfrewshire Way - Professional Reading uploaded onto the school Padlet - Create a CPD Learning library for staff - Use school demographic data and the school's cultural profile to deepen staff understanding of the experiences, cultures, languages and religions represented within the school community. (By Term 2) - Facilitate professional dialogue, self-evaluation and collaborative enquiry using the NEU Framework for Developing an Anti-Racist Approach. (By Term 2) - Cluster February INSET Day 2027- Anti-Racism Approach (Term 3) - CPD facilitated by 'Show Racism the Red Card'. (By Term 4)

Rationale for change	Outcome and Expected Impact	Measures	Interventions (Terms 1-4)
where English is not the first language. - In the last two years, we have seen a decline in the number of racist incidents reported from 5 to 2 incidents. However, we feel that further CPD for staff is required to identify when an incident should be categorised as a racist incident. 40% of staff reported a lack of confidence and understanding in responding to racist incidents, and appropriate language and approach to use. - Almost all pupils reported that they feel happy, safe, respected, and included at school, although this wasn't directly linked to different cultures reflected within the environment and curriculum offer. Class resources, reading materials and promotional events and materials do not reflect our school profile.	empowering pupils to lead improvements that promote equity, diversity, inclusion and belonging across the school. (Term 1) - Cultures and traditions represented within the school community are recognised and celebrated throughout the year, increasing pupils' sense of belonging and inclusion. (Terms 1-4) - Learning and teaching across all stages reflects diverse voices, cultures and perspectives and is responsive to the lived experiences of pupils and families (75–90% Most). (Term 4) - Almost all children (90%+) feel respected, included and valued regardless of race, ethnicity or religion and are confident discussing race, identity, culture and inclusion. - Parents and carers report maintained confidence in the school's commitment to inclusion and effectiveness in addressing racist incidents- 90%+ Almost All. (Term 4) - A more inclusive school culture results in fewer incidents of racism, with no more than two racist incidents recorded on SEEMiS. (Term 4)	challenge discrimination and contribute to an inclusive school culture. - Equity and Inclusion Committee membership records demonstrating representation across the school. - Committee meeting minutes, action plans and progress reviews evidencing regular engagement with equity, diversity, inclusion and belonging priorities. - Evidence of pupil-led initiatives, campaigns, consultations and cultural events delivered through the Equity and Inclusion Committee. - The Kindness Pupil Leadership Team to provide information on playground conduct to Equity and Inclusion Committee Curriculum, Learning Environment and Representation - Class library and resource audits demonstrating increased representation of diverse cultures, ethnicities, religions and family backgrounds. - Learning environment audits and photographic evidence of improvements. - Curriculum audits, planning scrutiny and moderation activities evidencing increased representation of diverse voices, perspectives and experiences across learning. Family and Community Engagement - Parent/carers surveys demonstrating increased confidence in the school's commitment to inclusion and	Strengthen whole-school systems and policy to promote inclusion and address racism - Collaborate with colleagues from St. James' Primary School to strengthen whole-school and shared campus systems. (Terms 1-4) - Review and update the Positive Relationships Policy in line with Respect for All. (Term 1) - Develop staff guidance and response prompts to ensure a consistent approach across the school. (By Term 4) - Monitor and review racist incidents regularly to inform ongoing improvement. (Terms 1-4) Improve representation, diversity and belonging across the curriculum and learning environment - Conduct a whole-school audit of learning environments, class libraries, curriculum resources and displays to ensure they reflect the diversity of the school community and wider society. (Term 3) - Increase the use of diverse texts, resources, perspectives and lived experiences across all curriculum areas. (Term 4) - Use planning scrutiny, moderation and learning walks to support consistency and share effective practice across the school. (Terms 1-4) Empower pupil leadership to promote equity, inclusion and belonging - Establish an Equity and Inclusion Committee and Kindness Leadership

Rationale for change	Outcome and Expected Impact	Measures	Interventions (Terms 1-4)
This work aligns with: - HGIOS4 Quality Indicators 2.3, 2.4 and 3.1 - UNCRC Articles 2, 12, 29 and 30 - GIRFEC - Scottish Government Race Equality Framework for Scotland 2016–2030 - Scottish Government Anti-Racist Curriculum Principles - Education Scotland Building Racial Literacy Programme - Respect for All: The National Approach to Anti-Bullying - Rights Respecting Schools Award (RRSA) - National Improvement Framework Priorities and Key Outcomes - Renfrewshire's commitment to Equity, Diversity, Inclusion and Belonging		effectiveness in addressing racist incidents. - Evidence of family contributions to learning experiences, policy development and cultural celebrations. School Culture and Reduction in Racist Incidents - Tracking and analysis of racist incidents through Business World/SEEMiS focusing on accuracy of evaluation and next steps. - Reduction in the number of racist incidents recorded, with no more than two incidents recorded by June 2027. - Behaviour and wellbeing data demonstrating improved relationships, inclusion and belonging. - Pupil, parent and staff feedback indicating a more inclusive and respectful school culture.	Team, as part of the school's pupil leadership structure. (Term 1) - Support pupils to develop and implement an action plan focused on equity, diversity, inclusion and belonging. (Term 2) - Use pupil voice to inform decision-making and evaluate the impact of school improvement activities. (Terms 1 and 2) Celebrate diversity and strengthen a sense of belonging across the school community - Create meaningful opportunities throughout the year (Assemblies, National and Local Events) to celebrate diversity and increase awareness, understanding and respect for different cultures and identities. (Term 1) - Engage families and community partners in planning and delivering cultural learning experiences and events (This includes the Parent Council Members). (Terms 1-4) - Continue with 'Faces of Belonging' group for Primary 7 children from Mossvale and St. James'. (Terms 1-4) Strengthen partnerships with families to support racial literacy and inclusion - Establish regular consultation opportunities through surveys. (Terms 1 and 4) - Communicate the school's anti-racist approach, progress and impact through newsletters and workshops. (Terms 1-4)

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Rationale for change	Outcome and Expected Impact	Measures	Interventions (Terms 1-4)
			Promote pupil wellbeing, inclusion and racial literacy • Use Rights Respecting Schools, restorative approaches and pupil voice activities to promote respectful dialogue and challenge discrimination. (SHANARRI-Terms 1 and 4) • Implement targeted wellbeing and belonging initiatives to ensure all children feel safe, respected and included. (Terms 1-4)

Improvement Priority 3 – Improve learner agency, participation and outcomes through inclusive learning environments.
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

Rationale for change	Outcome and Expected Impact	Measures	Interventions (Terms 1-4)
- We recognise that all children learn differently and require equitable access to environments, resources and approaches which enable them to participate fully in learning. - Research from CAST's Universal Design for Learning (UDL) framework highlights the importance of providing multiple means of engagement, representation and action and expression to reduce barriers and increase learner agency. Current research by Loui Lord Nelson and other leading UDL practitioners demonstrates that intentionally designed learning environments can improve engagement, wellbeing, independence and learner outcomes.	Learner Agency and Participation - Children demonstrate increased autonomy in making decisions about how, where and with what resources they learn. - Children confidently identify and use classroom environments, digital tools and accessibility supports which help remove barriers to their learning. - Children contribute to the evaluation and ongoing development of classroom environments through regular consultation and learner-led audits. (Term 4)	Learner Agency, Inclusion and Wellbeing Data - SHANARRI wellbeing questionnaires completed in Terms 1,4 demonstrating improvements in wellbeing indicators. - CIRCLE Learning Environment Audit completed in Term 1 and repeated in Term 3 evidencing improvements in inclusive classroom environments. - Children surveys demonstrating increased confidence in selecting learning spaces, resources and accessibility tools which support learning.	Develop Staff Knowledge and Practice in Inclusive Learning Environments - Deliver professional learning on Universal Design for Learning (CAST) and inclusive classroom design. (Terms 1-3) - Engage with research from CAST, Loui Lord Nelson and current evidence relating to flexible learning environments and learner agency. Provide updates on School Padlet. (Terms 1-4) - Facilitate professional dialogue and collaborative enquiry focused on reducing barriers to learning. (Terms 1-4) - Share effective practice across Upper Base through learning visits and collegiate sessions. (Terms 2-4) Develop Flexible Learning Environments Across Upper Base - Establish a pilot flexible learning environment within Primary 6

Rationale for change	Outcome and Expected Impact	Measures	Interventions (Terms 1-4)
Within our school: 42% of pupils live within SIMD deciles 1-3. - School attendance currently sits at 90.8%, below both national primary attendance (93.4%) and Renfrewshire primary attendance (93.5%). - Across the school there remains an attainment gap between SIMD 1-3 and SIMD 4-10 children, particularly in reading, writing and numeracy. The gap is greatest in writing where the school-wide gap is 21.8 percentage points. - Current attainment data indicates that writing remains our weakest curricular area across the school, with only 64% of the current P6 cohort (pilot class) achieving expected level in P5 with a 36% percentage point gap between SIMID 1-3 and SIMID 4-10. - Analysis of attainment data highlights significant poverty-related attainment gaps across the school, with the largest gaps evident in literacy. Writing attainment gaps range from 12.5 to 36 percentage points across stages, while reading attainment gaps range from 9.4 to 35 percentage points. This reinforces the need for targeted interventions, high-quality learning and teaching and continued investment of PEF	Inclusion, Wellbeing and Belonging - SHANARRI wellbeing data demonstrates increased percentages of children reporting that they feel included, respected, supported and able to participate fully in learning. - Children report reduced feelings of anxiety and cognitive overload within learning environments. - All Upper Base Children have access to a range of sensory supports and an identified sensory regulation space when required. (Term 4) Learning Environment and Teaching Practice - Most staff (75%-90%) consistently apply UDL principles when designing learning environments and experiences. - Classroom environments demonstrate an appropriate balance between supportive visual resources and reduced cognitive load. - Flexible learning environments are embedded across Upper Base, with an enhanced pilot	- Evidence from learner-led environmental audits coordinated through YLL. Staff Knowledge, Confidence and Practice - Staff self-evaluation demonstrating increased confidence in applying UDL principles and creating inclusive learning environments. - Learning walks, observations and professional dialogue evidencing implementation of flexible learning environments and learner agency. - Evidence with lessons and planning of consistent use of accessibility features across Chromebooks and iPads. Engagement, Attendance and Attainment - School Tracker shows attendance and punctuality data for the pilot class showing improvement across session 2026-27. - Attainment data demonstrating improved progress for identified children within x3 Tracking	incorporating a range of seating, standing, collaborative and independent learning options action point for YLL. Funded through PEF (Terms 1 and 2) - Introduce flexible seating opportunities across all Upper Base classes. Funded through PEF (Terms 1-4) - Support children to make informed choices about learning environments which best meet their needs. (Terms 1-4) - Conduct learner-led evaluations of classroom environments through YLL participation and classroom audits. (Terms 2 and 4) Reduce Cognitive Overload Through Environmental Design - Review classroom and communal displays and visual information to ensure resources support learning without creating unnecessary cognitive load. (Terms 1-2) - Use UDL and CIRCLE guidance to create calm, accessible and purposeful learning environments. (Terms 1 and 2) Establish Sensory Regulation Supports - Identify and develop a sensory space within Upper Base to support emotional regulation, wellbeing and inclusion. Funded through PEF (Terms 1-2) - Purchase and implement sensory regulation resources across Upper Base classrooms. Funded through PEF (Terms 1-2)

Rationale for change	Outcome and Expected Impact	Measures	Interventions (Terms 1-4)															
resources to improve outcomes for learners affected by poverty. - Through learner discussions, classroom observations and staff evaluation, children report differing needs regarding movement, sensory regulation, collaboration, independent working and access to learning resources. - Environmental audits indicate that some classroom spaces contain high levels of visual information which may contribute to cognitive overload, increased anxiety and reduced independence for some Children. - Staff recognise the need to further develop inclusive learning environments which proactively remove barriers rather than relying on individual adaptations. - The implementation of flexible learning environments, sensory supports and consistent UDL-informed approaches across Upper Base (P3-P7) will enable children to exercise greater choice, independence and ownership of their learning whilst improving engagement, wellbeing and participation. This work aligns with: - HGIOS4 Quality Indicators 2.3, 2.4 and 3.1 - UNCRC Articles 2, 12, 23, 28 and 29	model established within Primary 6. (Term 4) Attainment, Attendance and Engagement - Increased learner engagement and participation evidenced through classroom observations and feedback. - Improved attendance and punctuality within the pilot class, to be broadly in line with Renfrewshire and national attendance benchmarks. National 24-25 93.4%, Renfrewshire 25-26 93.5%, Pilot class in 25-26 (P5) 90.5%. - Improved attainment outcomes for children within the pilot class to be broadly in line with Renfrewshire outcomes 25-26 in P6. <table><tr><td></td><td>Renfrewshire Primary 6 data 25-26</td><td>School Primary 5 data 25-26</td></tr><tr><td>L+T</td><td>92</td><td>84</td></tr><tr><td>R</td><td>83</td><td>76</td></tr><tr><td>W</td><td>76</td><td>64</td></tr><tr><td>N</td><td>80</td><td>80</td></tr></table> - SIMD 1-3 children in pilot P6 class to show an increase in attendance of 4% from previous session in 25-26- 89.3% compared to whole school SIMD 1-3 attendance of 90.4%.		Renfrewshire Primary 6 data 25-26	School Primary 5 data 25-26	L+T	92	84	R	83	76	W	76	64	N	80	80	Meetings and Pupil Support Planning Meetings, Family and Community Engagement - Parent/carer feedback demonstrating increased confidence in the school's approach to inclusion, learner agency and wellbeing. - Parent consultations indicating positive impact on children's engagement and wellbeing.	- Monitor impact through learner voice, wellbeing data and staff observations. (Terms 2-4) Strengthen Learner Leadership and Voice - YLLs to support learner consultation and environmental evaluations across Upper Base. (Terms 1-4) - Children complete audits identifying spaces that support collaboration, creativity, quiet working, independent learning and reflection. (Terms 1 and 4) - YLL contribute to action planning and evaluation of flexible learning environments. (Terms 2-4) Maximise Accessibility Through Digital Technologies - Audit current digital tools and applications available across the school- Digital Committee to lead on this (Term 1 and 2) - Streamline digital resources to ensure consistency and mastery by staff and Children. (Terms 1-4) - Teach children to independently access and use accessibility features on Chromebooks and iPads. (Terms 1-4) - Monitor the impact of digital accessibility tools on engagement, participation and independence- Digital Committee to lead on this. (Terms 2-4)
	Renfrewshire Primary 6 data 25-26	School Primary 5 data 25-26																
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- GIRFEC - CIRCLE Framework - Universal Design for Learning (CAST Guideline 3.0) - OECD Innovative Learning Environments research - Barrett et al. (University of Salford) <i>Clever Classrooms</i> study - Flexible Learning Spaces Scotland (FLS) research - Scottish Attainment Challenge guidance on inclusive environments	Improved attainment outcomes for children within the pilot class, particularly for those affected by poverty-related SIMD 1-3. (Term 4) Primary 5 25-26 <table><tr><td></td><td></td><td>T&L</td><td>R</td><td>W</td><td>N</td><td>HWB</td></tr><tr><td rowspan="2">Class</td><td>On Track</td><td>84.00%</td><td>76.00%</td><td>64.00%</td><td>80.00%</td><td>84.00%</td></tr><tr><td>Off Track</td><td>16.00%</td><td>24.00%</td><td>36.00%</td><td>20.00%</td><td>16.00%</td></tr><tr><td></td><td>On track</td><td>16</td><td>14</td><td>11</td><td>15</td><td>16</td></tr><tr><td>SIMD 1-3</td><td>Off track</td><td>4</td><td>6</td><td>9</td><td>5</td><td>4</td></tr><tr><td rowspan="2">SIMD 4-10</td><td>On track</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td></tr><tr><td>Off track</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr><tr><td colspan="2">% Point Gap</td><td>-16.00%</td><td>-24.00%</td><td>-36.00%</td><td>-20.00%</td><td>-16.00%</td></tr></table> Predictions for P6 26-27 <table><tr><td>Area</td><td>New % Point Gap</td></tr><tr><td>T&L</td><td>-10%</td></tr><tr><td>R</td><td>-20%</td></tr><tr><td>W</td><td>-35%</td></tr><tr><td>N</td><td>-20%</td></tr><tr><td>HWB</td><td>-10%</td></tr></table>			T&L	R	W	N	HWB	Class	On Track	84.00%	76.00%	64.00%	80.00%	84.00%	Off Track	16.00%	24.00%	36.00%	20.00%	16.00%		On track	16	14	11	15	16	SIMD 1-3	Off track	4	6	9	5	4	SIMD 4-10	On track	5	5	5	5	5	Off track	0	0	0	0	0	% Point Gap		-16.00%	-24.00%	-36.00%	-20.00%	-16.00%	Area	New % Point Gap	T&L	-10%	R	-20%	W	-35%	N	-20%	HWB	-10%		Strengthen Partnerships with Families - Share developments and research through newsletters, workshops, parent council and learning showcases. (Terms 2-4) - Involve families in evaluating the impact of learning environments on wellbeing and engagement. (Terms 3-4)
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