



Ralston Primary School  
and  
ELCC

# School Improvement Plan 2025/26

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# Planning framework

As part of Children's Services, Ralston 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

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

Our School Vision is **'To learn with a Happy Heart'**

## Our Values:

- **Success**
- **Honesty**
- **Inclusion**
- **Respect**
- **Kindness**

## Our Aims:

In Ralston Primary School and Early Learning and Childcare Class, we aim to promote high achievement and learning for life by encouraging pupils and staff;

- To provide a caring and nurturing environment where children feel safe and secure and are treated as individuals.
- To provide a high standard of education where each child is supported to have high levels of achievement and attainment
- To develop resilience, motivation, confidence and self-esteem
- To provide opportunities for every child to develop skills for lifelong learning
- To foster effective partnerships with pupils, parents and the wider community to ensure a sustainable future
- To promote active and healthy lifestyles

### **Who did we consult?**

To identify our priorities for improvement, we sought the views of parents, carers, children and partners. We used a variety of methods of getting the views of those who are involved in the life and work of Ralston Primary School and ELCC such as;

- Views from parents, pupils, staff and wider community.
- Staff – through professional dialogue, meetings, agendas and minutes.
- Professional Review and Development
- Child's Plans and minutes from Educational Review Meetings.
- Staff discussions and evaluation of feedback from Parents' Evenings.
- Children's views through self evaluation, the House System, Leadership Groups, Learning Conversations and questionnaires

We have also consulted with our partners across and outwith the Council to assist us in the delivery of our priorities.

All information gathered is collated and used to assist us to identify next steps and areas 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 using quality assurance activities that include:

- CFE levels and progress between levels.
- Staff planning and assessment including NSA data
- Attendance, Attainment and Exclusion Profile.

### **Views**

- Dialogue with parents, including the Virtual Parent Council, pupils, staff and wider community.
- Virtual Meet the Teacher/Parents' Night appointments
- Evaluating the impact of last year's Improvement Plan.
- Cluster working
- Staff meetings, agendas and minutes

### **Observation**

- Head Teacher and promoted staff observations of classroom and nursery practice throughout the year
- Peer observations

- A programme of monitoring throughout the year of pupil's class work and homework

#### Documents

- Tracking records.
- School Self-Evaluation which includes statements from regular monitoring procedures.
- School Policies and guidelines
- Pupil Reports
- CLASSDOJO
- Child's Plans and minutes from Team Around the Child Meetings.
- Expectations set out by the Authority.
- Professional review and development Session 2024 – 2025
- Use of Quality Indicators from 'How Good is Our School?' and 'How Good is our Early Learning and Childcare?' to take a broad look across all key areas

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 – Further develop approaches to ensure wellbeing, equality and inclusion.**

**NIF Priorities**

Placing the human rights and needs of every child and young person at the centre of education

Improvement in children and young people’s health and wellbeing

Closing the attainment gap between the most and least disadvantaged children and young people

Improvement in skills and sustained, positive school-leaver destinations for all young people

Improvement in achievement, particularly in literacy and numeracy

**NIF 7 Key Outcomes**

Develop knowledge, skills, values and attributes to support children and young people to thrive

Excellent partnerships in line with GIRFEC

Inclusive and relevant curriculum and assessment

High levels of achievement across the curriculum with action to close the poverty-related attainment gap

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

Improving relationships behaviour and attendance with increased engagement in learning

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

Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>Following staff and pupil discussion, it became clear that our current Health and Wellbeing programme required to be revised. Pupils were not clear about Bounce Back and teachers indicated resources were lacking and not relevant. Monitoring of planning indicated there was not a consistent approach to delivering our HWB programme.</p> <p>We continue to recognise the value that nurture, and nurture approaches play in supporting the health and wellbeing of children and continue to develop our nurturing approaches to ensure wellbeing for all.</p>	<p>By June 2026 PATHS will be embedded across the ELCC and School, with almost all pupils developing emotional skills to help them make more positive life choices.</p> <p>By June 2026, a consistent approach to delivering HWB will be in place across the ELCC and school.</p> <p>Pupils showing distressed behaviours will have a quiet place to go to de-escalate to allow them to prepare to return to their class.</p>	<p>Playground and classroom/playroom observations will demonstrate increased resilience amongst pupils.</p> <p>Pupil survey will demonstrate children being able to understand emotions and identify strategies to enable positive choices.</p> <p>Restorative conversations demonstrate an increase in responsibility and empathy</p> <p>GMWP profile will demonstrate an increase in pupil’s autonomy.</p> <p>Parent and staff survey will identify key areas for RNRA Action Plan</p>	<p>ELCC and school staff will continue to receive training from PATHS (Barnardos) throughout the session to ensure staff are confident in the delivery of the programme.</p> <p>School staff will receive training from Fiona White Development Officer - Health and Wellbeing on CBT strategies. (August 2025)</p> <p>RNRA core group will focus on ‘Nurture is important for the development of wellbeing’. We will achieve our Amethyst award by June 2027.</p> <p>Roll out auto pilot statements from RNRA working group on All behaviour is communication.</p> <p>Room 8 and our Nurture Room will be used effectively by pupils and staff to support children’s emotional and learning needs.</p>

<p>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></p> <p>Class and playroom resources with a focus on reading materials do not reflect our school profile.</p>	<p>Ensure <b>all</b> staff know our school profile and the different cultures and religions that should be recognised</p> <p>In a pupil survey, almost all children will record they feel included and respected no matter their race or religion.</p> <p>All staff have a policy linked to Positive relationships policy and auto pilot statements that allow them to feel confident in supporting inclusion across our school. June 2027</p> <p>Class library and playroom library audit will ensure there is a clear reflection of all our children.</p>	<p>Pupil survey completed in September 2025 and September 2026 will demonstrate an increase in pupil knowledge and understanding of anti racism</p> <p>Staff completion of EP Cultural Competence tool in September 2025 and May 2026 will demonstrate an increase in staff knowledge and understanding of anti racism</p> <p>Pupil reading survey will illustrate almost all pupils are satisfied that reading materials reflect their own experiences.</p> <p>P7 transition reading project feedback will demonstrate an increased understanding of diversity within Scotland.</p>	<p>Head Teacher will Provide an overview of our cultural context for all classes.</p> <p>Staff audit using EP Cultural competence tool to ensure we have clear focus for priority and to allow us to measure success.</p> <p>Link with partners who can support our priority such as WOSDEC (February 2026) In Service and Education Psychology</p> <p>Establish a pupil leadership committee who will focus on diversity and inclusion.</p> <p>RNRA CORE group create an Anti Racism policy linked to our Positive Relationships policy. June 2027</p> <p>Creation of auto pilot statements for consistency across the school.</p> <p>Plan P7 reading project using a novel/poem in consultation with PGS English department and create a simple reading project for all P7 pupils.</p>
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## Improvement Priority 2 – To continue to raise attainment across the ELCC and School through 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
<p>Staff self evaluation has highlighted the need for us to continue to develop play based learning from P3-7 with a focus on meta skills</p> <p>Significant work has been undertaken in relation to building a playful pedagogy across the Early Years, as well as providing meaningful opportunities for learning outdoors. In order to ensure equitable and high quality learning experiences across the school a coherent and progressive approach to outdoor learning is required.</p> <p>Professional dialogue with staff, indicates they would like to refresh our planners and programmes for Expressive Arts ensuring there is greater depth, relevance and they link more closely to the CfE benchmarks.</p>	<p>By June 2026 we will have built on good practice within Early Years and all pupils will have experience of learning through play and enquiry based approaches</p> <p>By June 2026 a clear, structured, progressive and consistent approach to outdoor learning will be established throughout the entire establishment, facilitating opportunities for curiosity, problem solving and creativity.</p> <p>Increased confidence in pupils applying skills in practical situations with and without adult/suggestion/prompts.</p> <p>By August 2026, all pupils will engage in a progressive, stimulating and relevant programme in Expressive Arts from ELCC to Primary 7.</p>	<p>Class visits and pupil learning conversations with SLT will demonstrate greater pupil involvement in play/in their learning.</p> <p>Staff survey will demonstrate an increase in almost all staff confidence in a play/enquiry based approach.</p> <p>Staff survey will demonstrate an increase in almost all staff confidence in delivering outdoor learning.</p> <p>During class learning visits, children will reference Meta skills they have developed indoors and outside.</p> <p>Class planners will identify skills progression in Expressive Arts.</p>	<p>Continue to develop Rm 12 to allow opportunities for P4-7 classes to investigate resources through enquiry based approaches and meta skills.</p> <p>By June 2026 pupils will have experienced all Meta skills outlined in the Skills Development Scotland Toolkit and will be able to identify when they are using them.</p> <p>By June 2026, outdoor learning zones including gardening/mini beast zone and construction will be established within the school playground areas and ELCC outdoor area.</p> <p>Outdoor Learning Working Party will be established in August 2025 which will focus on resources and skills development</p> <p>Staff will introduce Charanga Music Resource and will implement new planners in August 2025</p>

In Ralston Primary, although pupils are developing many skills through approaches to learning and teaching; in discussions, most pupils are not able to identify the skills they are developing or need to employ when faced with new or unfamiliar contexts.

Attainment data shows that levels of attainment in Numeracy are lower than those of literacy.

June 2025	P7	P4	P1
Reading	89%	92%	91%
Writing	91%	82%	81%
L & T	96%	96%	94%
Maths	89%	80%	89%

Our Education Scotland inspection report August 2024, identified attainment in numeracy to be a focus building on our successful approaches to raising attainment in literacy.

SLT identified a need for resources to be revised to reflect CFE benchmarks at First level with a focus at Primary 2 stage.

Pupils will be able to articulate skills learned and skills required in varying learning situations.

By June 2027, Teachers will begin to assess and track skills in Art, Music and Drama.

Increased confidence in parents supporting their child with Maths by June 2026.

During pupil learning conversations with SLT, pupils can talk confidently about learning experiences and new skills developed in Expressive Arts, Play and Outdoor Learning

During tracking meetings, staff can confidently talk about pupil progress in Expressive Arts.

Maths engagement survey will illustrate that almost all children have a positive attitude to Maths.

Parental survey will illustrate that most parents have increased confidence in supporting their child with Maths activities

By June 2026, Numeracy attainment will improve in P4-P7

P2 Maintain 89%  
 P3 Maintain 88%  
 P4 Increase by 4% to 87%  
 P5 Increase by 5% to 85%  
 P6 Increase by 5% to 84%  
 P7 Increase by 3% to 90%

Refreshed programmes in place for Drama and Art by August 2026

Numbots digital resource will be introduced in P1-4 to support children's understanding of number bonds and addition and subtraction skills.

Timestable Rockstars to be introduced at P4-7 to motivate and engage pupils in learning multiplication tables

Primary 2 will use the Leckie Maths resource to support learning and teaching of SEAL strategies and Concrete Pictorial Abstract

ELCC staff will embed Maths through Stories to allow children to experience Maths in a different context

Teaching staff will share good practice to ensure consistency of approach and continued use of RC planners

Maths Recovery will be used at P3 for identified pupils to identify gaps in learning. **PEF**

Primary 6 and 7 Maths Leaders will use SEAL Key Chains to support identified pupils in Primary 4 and Primary 5

<p>Conversations with parents indicate a lack of confidence in supporting their child with Maths. Feedback from our annual parent survey (May 2025) highlighted that parents/carers wish more information on how to support their child's learning.</p>			<p>Maths workshop for families planned for September 2025</p> <p>Appointment of classroom assistants (27.5hrs) <b>(PEF £27000)</b> to provide targeted interventions to identified groups to raise attainment in Literacy and Numeracy.</p>
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