

OFFICIAL



Ralston Primary School

School Improvement Plan

2026/27

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

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
---	---	---	--	---	--

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 2025 – 2026
- Use of Quality Indicators from 'How Good is Our School?' and 'The Quality Improvement Framework?' 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 – To further develop consistent nurturing and anti-racist approaches which promote wellbeing, positive relationships, equality, inclusion and belonging for all

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
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. Self-evaluation identifies the need to strengthen a consistent whole-school approach to positive relationships and to further develop staff confidence in using practical CBT-based strategies to support pupils experiencing anxiety, worry and other challenges affecting wellbeing.	By January 2027, almost all staff will confidently incorporate simple CBT-based strategies within classroom/playroom practice to support wellbeing. By June 2027, a revised Positive Relationships Policy, aligned with our use of Dojo, PATHS, nurturing approaches and equalities, will be embedded across the school. By June 2027, pupils will demonstrate increased resilience and confidence and will be increasingly able to identify strategies which support their wellbeing.	Playground and classroom/playroom observations will demonstrate increased resilience and confidence amongst pupils. Pupil survey will demonstrate children being able to understand anxiety, worry and other challenges which may affect their mental health and wellbeing and identify strategies to support them. GMWP profile will demonstrate an increase in pupil's agency, affiliation and autonomy.	Staff will undertake professional learning in CBT-based strategies to develop confidence in supporting children experiencing worry, anxiety, overwhelm and other barriers to wellbeing. Parents/carers will be offered opportunities to develop their understanding of CBT strategies which can support children's emotional wellbeing. The RNRA Core Group will lead continued development of nurturing approaches, with a focus on "Nurture is important for the development of wellbeing", and progress towards the Amethyst Award. The Positive Relationships Policy will be reviewed and refreshed to reflect PATHS,

OFFICIAL

Anti-racism is a key school and cluster priority. Our school community requires us to ensure that all children see themselves represented, feel a strong sense of belonging and experience an environment in which racism and discrimination are actively challenged. Our self-evaluation has identified a need to further develop staff confidence and pupil knowledge and understanding of anti-racism. It is important that children develop an understanding of different cultures, identities and experiences and are able to recognise racism and discrimination. We aim to strengthen a consistent whole-school approach to anti-racist education and practice, in line with our shared cluster priority.	By January 2027, all staff will know the school profile and demonstrate increased confidence in recognising and promoting the cultures and religions represented within our community. By June 2027, almost all pupils will report that they feel safe, included and respected and will demonstrate increased knowledge and understanding of anti-racism. By June 2027, all staff will use agreed, consistent responses to racist incidents and discriminatory language. By June 2027, all learning environments and reading resources will more accurately reflect the diversity of our school community. By June 2027 we will achieve our RNRA Amethyst Award.	Pupil survey completed in September 2026 and September 2027 will demonstrate an increase in pupil knowledge and understanding of anti-racism. Staff completion of EP Cultural Competence tool in September 2027 and May 2026 will demonstrate an increase in staff knowledge and understanding of anti-racism. Record of racial incidents to be monitored. GMWP audit will capture that all children feel safe and included Pupil reading survey will illustrate almost all pupils are satisfied that reading materials reflect their own experiences. RNRA evidence and Amethyst Award progress	RNRA and the school's commitment to equality and anti-racist practice. Staff will use the EP Cultural Competence Tool to evaluate current practice, identify areas for development and measure progress. An Anti-Racism Policy/guidance will be developed and be included in the school's Positive Relationships Policy. A Dojo guidance policy will be developed and included within the school's Positive Relationship Policy. Staff will utilise Anti-Racism Literacy Framework and Education Scotland resources to support progressive, age-appropriate learning about identity, diversity, race, racism, equality and discrimination. Class/playroom libraries, novel studies and learning resources will be audited and developed to ensure children encounter a broad range of cultures, identities, experiences and perspectives. The assembly calendar and wider curriculum will provide planned opportunities for children to develop their understanding of different cultures, identities, equality and anti-racism. Racist incident data and pupil voice will be reviewed regularly to evaluate the consistency and effectiveness of the school's approaches and identify further areas for improvement
--	---	--	--

Improvement Priority 2 – To develop consistent, high-quality approaches to assessment, moderation and tracking which inform learning and teaching and support improved outcomes for all learners

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
Assessment is integral to high-quality learning and teaching. Our self-evaluation has identified a need to review assessment to ensure well-designed, high-quality assessment is embedded within planning and used consistently to inform next steps. Professional dialogue with staff has identified the need for a clear whole-school framework for how progress and achievement are assessed, moderated, tracked and monitored. Self-evaluation detailed the need for a shared understanding of the evidence which supports robust professional judgement and of how assessment information should be used to improve outcomes for learners.	- By December 2026, all teaching staff will demonstrate a shared understanding of whole-school expectations for assessment and the range of evidence required to support professional judgement. - By January 2027, within all tracking meetings, teachers will use assessment evidence to discuss progress, attainment, barriers to learning and appropriate support and challenge. - By February 2027, almost all teachers will demonstrate increased confidence in making and justifying professional judgements about whether pupils are on track.	- Completion of the West Partnership Assessment Self-Evaluation Toolkit at the beginning and end of the improvement cycle will demonstrate progress in assessment practice, identify areas of strength and evidence improvement against identified next steps. - Staff questionnaires will demonstrate increased confidence and a shared understanding of whole-school expectations for assessment, including the range of evidence required to support professional judgement. - Tracking meeting evidence will demonstrate that teachers are confidently using a range	Staff will complete the West Partnership Assessment and Moderation Self-Evaluation Toolkit to evaluate current practice, identify strengths and agree clear next steps for improvement. Clear whole-school expectations for assessment will be agreed, including the range of assessment evidence used to inform planning, learning and teaching and professional judgement. The school’s Assessment Policy will be reviewed and refreshed to provide a consistent whole-school approach to assessment across the school and ELCC. An Assessment Calendar will be developed to provide a clear and manageable framework for assessment, moderation, tracking and monitoring throughout the session.

	- By March 2027, all stages will have participated in regular moderation activities, resulting in increased consistency and a shared understanding of standards. - By April 2027, almost all teachers will use a range of assessment approaches effectively to inform planning, learning and teaching and next steps. - By May 2027, completion of the West Partnership Assessment Self-Evaluation Toolkit will demonstrate progress from the initial baseline, with almost all identified areas for development showing improvement and clear next steps identified for 2027/28. - By May 2027, clearer and more consistent assessment pathways will be established across transitions, particularly from Early Level to First Level. - By June 2027, a revised whole-school Assessment Policy and Assessment Calendar will be in place across the school and ELCC.	of assessment evidence to discuss learner progress, attainment, barriers to learning and appropriate support and challenge. - Planning and quality assurance evidence will demonstrate that assessment information is being used consistently to inform planning, differentiation, learning and teaching and next steps for learners. - Moderation evidence will demonstrate increased consistency in professional judgement and a shared understanding of standards across stages and Curriculum for Excellence levels. - Pupil learning conversations will demonstrate that children understand their progress, can identify strengths and next steps and are increasingly involved in the assessment process. - Sampling of pupil work and assessment evidence will demonstrate that teachers are using a range of evidence to make and justify robust	Staff will participate in professional learning and collegiate activities focused on assessment and Assessment for Learning to develop confidence and consistency in practice. Regular moderation opportunities will be planned across stages and levels to develop a shared understanding of standards and increase confidence and consistency in professional judgement. Staff will be supported to use a range of assessment evidence within tracking meetings to make and justify robust professional judgements about whether learners are on track. Assessment approaches and pathways across Early and First Level will be reviewed to support greater consistency and progression across transitions. Learning visits, pupil learning conversations, planning and sampling of pupil work will be used to evaluate the consistency and impact of assessment approaches across the school. Assessment and attainment data will be reviewed regularly to evaluate the impact of improvement activity and inform next steps.
--	--	---	--

		professional judgements about whether learners are on track. • Quality assurance evidence will demonstrate greater consistency in assessment approaches across classes and stages. • Assessment evidence across Early and First Level will demonstrate clearer and more consistent approaches to assessment and progression across the transition between levels. • The revised Assessment Policy and Assessment Calendar will demonstrate agreed whole-school expectations for assessment, moderation, tracking and monitoring across the school and ELCC	
--	--	---	--

Improvement Priority 3 – To develop progressive approaches to Meta-Skills and STEM which enable children to recognise, articulate and apply their skills across learning and in new and unfamiliar contexts.

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
In Ralston Primary School and ELCC, children develop a wide range of skills through learning, play and wider experiences. Self-evaluation and pupil dialogue indicate, however, that many children are not yet confident in identifying and articulating the skills they are developing or recognising how these can be transferred and applied in different contexts. There is therefore a need for a more consistent and explicit approach to skills development across ELCC–P7.	By December 2026: - Staff will have developed an increased shared understanding of the Skills Development Scotland Meta-Skills framework. - A common language for Meta-Skills will be agreed across ELCC–P7, providing greater consistency in how skills are identified and discussed with children. By April 2027: - Meta-Skills will be increasingly evident within learning conversations, planning evidence and learning environments across ELCC–P7.	Staff baseline and follow-up questionnaires will demonstrate increased confidence and understanding of the Skills Development Scotland Meta-Skills framework, Skills for Learning, Life and Work and approaches to making skills explicit within learning and teaching. By December 2026, 100% of teaching staff will have engaged in professional learning around Meta-Skills and a shared language and agreed approach will be established across ELCC–P7. By April 2027, learning visits and planning scrutiny will demonstrate that Meta-Skills are increasingly being made explicit within learning, teaching, play and pupil	Introduce the Skills Development Scotland Meta-Skills framework and develop a shared understanding and approach across ELCC–P7. Engage with West Partnership, Skills Development Scotland and Education Scotland guidance and professional learning. Provide professional learning to develop staff confidence and understanding of Meta-Skills. Agree a shared, child-friendly language for Meta-Skills across ELCC–P7. Develop approaches and resources to help children identify, discuss and reflect on their Meta-Skills. Embed Meta-Skills within learning, teaching, play and pupil learning conversations.

In line with the national focus on Skills for Learning, Life and Work, we will use the Skills Development Scotland Meta-Skills framework to develop a shared understanding and common language for skills across the school and ELCC. This will support staff to make skills development more explicit within existing learning and teaching and enable children to increasingly recognise, articulate, reflect upon and take ownership of their skills development. STEM, play and enquiry-based learning will provide meaningful contexts for children to develop and apply Meta-Skills through practical, collaborative and problem-solving experiences. The development of Room 12 as an enhanced STEM and enquiry learning environment for P4–7 will strengthen opportunities for children to apply, transfer and reflect upon their skills in practical and unfamiliar contexts.	• Most children will be increasingly able to identify and articulate the Meta-Skills they are developing through learning, play and wider experiences. • Staff will demonstrate increased confidence in making reference to Meta-Skills explicit within learning, teaching and play. By June 2027 • Almost all children will be increasingly able to identify, articulate and reflect upon their Meta-Skills and recognise how these can be transferred and applied within different contexts. • Children will demonstrate increased confidence and independence in applying Meta-Skills through practical, collaborative, enquiry and problem-solving experiences. • Room 12 will be used effectively as an enhanced STEM and enquiry learning environment for P4–7, providing opportunities for	learning conversations across ELCC–P7. By April 2027, pupil learning conversations will demonstrate that most children can identify and articulate at least some of the Meta-Skills they are developing through their learning. By June 2027, pupil learning conversations and pupil voice will demonstrate that almost all children can identify and articulate the Meta-Skills they are developing, with increasing ability to reflect on how these support their learning. By June 2027, most children will be able to provide examples of how they have applied or transferred skills within different, practical or unfamiliar contexts. Learning visits, pupil observations and examples of learning will demonstrate increased opportunities for children to develop creativity, collaboration, communication, critical thinking, problem-solving and independence through STEM, play and enquiry-based learning.	Use learning visits, planning and pupil voice to evaluate the impact of the Meta-Skills approach. Develop progressive STEM and enquiry-based learning opportunities across ELCC–P7, linked to Meta-Skills and Skills for Learning, Life and Work. Develop Room 12 as a STEM and enquiry learning space for P4–7, supporting practical, collaborative and problem-solving learning. Provide opportunities for staff to share effective Meta-Skills, STEM and enquiry practice. Evaluate children’s ability to identify, articulate, apply and transfer their Meta-Skills across different contexts. Evaluate staff and pupil confidence and use findings to identify next steps for 2027/28.
--	--	---	---

OFFICIAL

	children to apply, discuss and reflect upon their Meta-Skills. • Evaluation evidence will demonstrate increased staff and pupil confidence in identifying, articulating and applying Meta-Skills, informing next steps for continued development in 2027/28.	Room 12 timetables, learning evidence and pupil voice will demonstrate regular and purposeful use of the space by P4–7 for STEM, enquiry and problem-solving experiences. • P4–7 pupil voice will demonstrate that children can identify the Meta-Skills developed and applied through their experiences within Room 12.	
--	---	---	--