



Renfrew High School

School Improvement Plan

2024-27
(Year 3 - 26/27)

Planning framework

As part of Children's Services, Renfrew High School has developed this school improvement plan in line with the national and local priorities listed below.

National Improvement Framework Key Priorities

- Placing the human rights and needs of every child and young person at the centre of education;
- Improvement in children and young people's health and wellbeing;
- Closing the attainment gap between the most and least disadvantaged children and young people;
- Improvement in skills and sustained, positive school-leaver destinations for all young people; and
- Improvement in achievement, particularly in literacy and numeracy.

National Improvement Framework 7 Key Outcomes

- A globally respected, empowered, and responsive education and skills system with clear accountability at every level that supports children, young people and adult learners to thrive. The system enables the development of their knowledge, skills, values and attributes that give them the best opportunity to succeed and contribute to Scotland's society and economy.
- Young people experiencing the benefit of schools and early years settings working in excellent partnerships with wider children's services and other partners, families, and communities, in line with the GIRFEC approach.
- Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all.
- High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap.
- Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs.
- Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.
- An education system engaging in digital technology to enhance all aspects of learning and teaching, supported by a digitally skilled workforce and tackling digital inequality.

Renfrewshire Council Plan Strategic Outcomes

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

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

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

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

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

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

Renfrewshire Council's Values

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

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

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

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

Children's Services Vision

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

Renfrewshire's Education Improvement Plan Priorities

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



At Renfrew High School, our ambition is to empower our young people to Aim Higher! Together we create an ethos of respect, equality, nurture, friendship, resilience, excellence and wonder. Our commitment to upholding the rights of the child, as outlined in the UNCRC, guides our actions and our decisions.

We strive to provide a safe and inclusive learning environment where every young person is happy, healthy, included and supported to reach their full potential. Through high-quality education, personalised support and a focus on developing the whole child, we aim to prepare our young people to become responsible global citizens who actively contribute to their communities.

Through the positive relationships we build at Renfrew High School, we are dedicated to nurturing a love of learning, encouraging curiosity and creativity, and instilling a sense of pride in our school and community. Together, we will inspire and challenge each other to Aim Higher and achieve greatness.

Who did we consult?

To identify our priorities for improvement, we sought the views of:

- Teaching and Support Staff
- All Departments
- Parent Council
- Parents and Carers
- Entire pupil body as well as pupil focus groups
- Directorate and development officer team at Renfrewshire Council Children's Services
- Other Secondary Head Teachers
- Education Scotland Attainment Advisor
- Renfrewshire's Educational Psychology Team
- Skills Development Scotland
- Who Cares Scotland
- Renfrewshire's Promise Keepers Network
- Equally Safe at School
- Renfrewshire's Coaching and Modelling Network
- UNICEF
- Partner schools such as Castlehead High School, Trinity High School, Arkleston Primary School, Newmains Primary School and Kirklandneuk Primary School.

We used a variety of methods to gather views of those who are involved in the life and work of Renfrew High School such as:

- Surveys
- Blether Café Sessions
- Parent/Carer Focus Groups
- Quality Assurance Meetings with Renfrewshire colleagues
- Planning meetings with partners such as Educational Psychology, Attainment Advisor, Who Cares Scotland Representative, St Mirren Community Team, Equally Safe at School Representative, Renfrewshire's Health and Wellbeing Team

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:

- Adherence to the Renfrewshire Council Quality Improvement Framework
- Whole school and department quality assurance programme using the quality indicators from HGIOS?4
- Whole school and departmental quality assurance activity aligned to the school and department improvement plans
- Weekly Senior Leadership Team meetings to ensure operational good practice and strategic improvement
- Regular Extended Leadership Team meetings with Principal Teachers to ensure operational good practice and strategic improvement
- Regular department meetings to ensure the smooth running of departments and progress with the department improvement plan. Attendance by link SLT member whenever practicable.
- Scheduled link SLT and Principal Teacher meetings to discuss school and departmental improvement: attainment, learning and teaching, improvement planning, Curriculum for Excellence, quality assurance, behaviour management and staff development.
- Closer look reviews of individual departments
- A programme of staff meetings on each in-service day
- In school programme of support, linked to Local Authority programme of support, for teaching staff at all levels, student teachers and Newly Qualified Teachers
- Regular review of pupil and departmental performance in certificated courses through attainment tracking using SEEMIS and inhouse tracking systems
- Pupil questionnaires and discussion groups on specific areas of development
- The school continues to actively seek the views of pupils, parents and staff through surveys and focus groups

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 – Improve the quality and consistency of learning and teaching across the school to meet the needs of all learners

HGIOS4 QIs 1.2, 2.2, 2.3, 3.1, 3.2	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 and Moderation (CLUSTER) Self-evaluation, including attainment data and professional dialogue, highlights inconsistencies in teacher professional judgement within and across the cluster, particularly in numeracy. Moderation activity is evident but not yet sufficiently systematic or robust to ensure a secure, shared understanding of standards across all Curriculum for Excellence levels. Engagement with the West Partnership Assessment and Moderation Toolkit in Year 2 has improved awareness of effective practice. However, in the secondary context, this has not yet resulted in consistent, departmental approaches to assessment and moderation, leading to variability across subject areas. There remains variation in attainment between classes, stages and establishments, alongside misalignment in P7–S1 transition data, impacting continuity and progression in learning. Staff identify the need for more structured, sustained professional dialogue, supported by clear frameworks and shared exemplification.	Assessment and Moderation (CLUSTER) Increased reliability and consistency of teacher professional judgement across the school and cluster, supported by high-quality, embedded moderation practices. A shared and consistently applied standard in numeracy at each level, including improved alignment of assessment at the P7–S1 transition, ensuring continuity in learning. Improved attainment in numeracy, with increased proportions of learners achieving expected and beyond expected Curriculum for Excellence levels in line with school and cluster targets. Reduced variation in attainment between classes, stages and establishments, demonstrating greater equity in outcomes for all learners.	Assessment and Moderation (CLUSTER) Evidence from moderation activities, including sampling of learner work and recorded outcomes of professional dialogue, demonstrating increased agreement in teacher judgement over time. Quality of professional dialogue, evidenced through moderation records and practitioner reflection, showing increased clarity, confidence and shared understanding of standards. Analysis of P7–S1 transition numeracy data, evidencing improved alignment and progression across sectors. Attainment data in numeracy, including the proportion of learners achieving expected and beyond expected levels, with a focus on progress over time and reduction in variability. Progress through Stage 4 of the West Partnership Assessment and Moderation Toolkit, including evaluative evidence of impact on practice and consistency.	Assessment and Moderation (CLUSTER) Leadership engagement in the Renfrewshire Assessment and Moderation Group (RAMG) to support the development and implementation of a coherent, authority-wide approach, building on the 2025/26 cluster pilot to ensure consistency and sustainability. Systematic use of the West Partnership Assessment and Moderation Toolkit to support regular, high-quality moderation of planning, assessment tasks and learner evidence during stage and departmental collegiate time. A planned programme of moderation activities, including a cluster numeracy moderation event (Term 3) led by Primary Principal Teachers, focused on developing shared standards and expectations. Targeted collaboration between Renfrew High School and cluster primary schools to strengthen assessment and moderation at the P7–S1 transition, including joint moderation and shared analysis of learner data. Ongoing self-evaluation using the West Partnership Toolkit, supporting continuous improvement, departmental alignment in the secondary context,

There is therefore a need to embed a coherent cluster-wide and departmental approach to assessment and moderation. This will improve the reliability of teacher judgement, ensure greater consistency and equity, and lead to more accurate attainment data and improved numeracy outcomes for all learners. Improving the Consistency of High-Quality Learning, Teaching and Assessment Evidence from pupil and staff surveys, observation feedback and the March 2025 Local Authority review confirms that lessons are consistently well structured, calm and purposeful. However, this evidence also highlights the need to strengthen the consistency and quality of learning experiences across all classrooms, by embedding key elements of the school's Learning, Teaching and Assessment framework and securing a shared understanding of the Renfrew Lesson. Survey data indicates that the school's refreshed vision and values are increasingly evident in classroom practice but are not yet fully embedded across all departments. Ensuring this is consistently realised in every classroom remains a key next step. The March 2025 review, alongside learning rounds and staff feedback, identified inconsistencies in differentiation, including variable levels of challenge and support for different learners. While Year 2 improvement work has strengthened staff understanding, this now requires greater consistency in classroom practice and clearer impact on learners. Through ongoing self-evaluation, including the work of the Learning, Teaching and	Improving the Consistency of High-Quality Learning, Teaching and Assessment A shared and consistently applied understanding of the Learning, Teaching and Assessment Framework, with increased practitioner confidence and consistency across all departments. Agreed priorities embedded in classroom practice, resulting in improved quality and consistency of learning, teaching and assessment. Consistent use of the Renfrew Lesson and core principles of Reflect, Connect and Aim Higher, leading to engaging, aspirational and high-quality learning experiences. Effective adaptive teaching approaches in all classrooms, ensuring learning meets the needs of all learners, including those requiring additional support and the most able. Improved learner engagement, participation and attainment, with particular gains for identified groups including ASN and Level 1 and 2 learners.	Improving the Consistency of High-Quality Learning, Teaching and Assessment Evidence from classroom observations and learning rounds, demonstrating increased consistency in high quality learning, teaching and assessment and improved levels of appropriate challenge. Pupil voice evidence, including feedback from Young Leaders of Learning and wider surveys, demonstrating improved learner experience, engagement and participation. Departmental quality assurance evidence, including planning, learning activities and sampling of learner work, showing consistent application of agreed approaches and adaptive teaching. Records of professional dialogue within departments, demonstrating ongoing focus on Learning, Teaching and Assessment and sharing of effective practice. Staff confidence and skill in adaptive teaching, evidenced through survey data and observation of classroom practice. Whole school survey data from pupils, staff and parents and carers, showing improving perceptions of the quality and consistency of learning experiences.	and measurable improvements in consistency and attainment. Improving the Consistency of High-Quality Learning, Teaching and Assessment A representative Learning, Teaching and Assessment Group, led by a DHT and Lead Teacher, with membership from all faculties, to drive improvement, support collaboration and ensure consistency across the school. Whole school implementation of the Renfrew Lesson, supported by the consistent use of the one-page model in all classrooms to reinforce shared expectations. Clear leadership by Principal Teachers, ensuring that the school's vision, values and agreed Learning, Teaching and Assessment approaches are embedded in everyday practice. A structured and sustained programme of professional learning, including twilight sessions, in service days and external expertise, focused on high-quality pedagogy and adaptive teaching. Regular professional dialogue within departments, with Learning, Teaching and Assessment as a standing agenda item, to support collaboration, planning and sharing of effective practice. Systematic use of observation and learning rounds, including joint SLT, PT and peer approaches, to identify strengths and support continuous improvement.
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Assessment Group and Young Leaders of Learning, it has been agreed that the next stage is to move towards a more consistent approach to adaptive teaching. This will ensure learning is better matched to individual needs, improve engagement and participation, and support improved attainment and equity for all learners.	Increased practitioner confidence and skill, resulting in more consistent application of high-quality learning and teaching approaches. A strong professional learning culture, characterised by collaboration, reflection and sharing of effective practice across departments.	Evidence of impact of professional learning, including CLPL and external inputs, on classroom practice and consistency across the school. Regular review through Link DHT meetings, demonstrating progress and informing targeted support and next steps.	Ongoing engagement with local authority and wider networks, including Deputes Learning and Teaching groups, trios and the Renfrewshire Way, to access and share effective practice. Targeted support to meet diverse learner needs, including the work of the Primary Focus Teacher and use of resources such as Teaching Power Ups to support adaptive teaching and appropriate challenge. Planned opportunities to celebrate and share effective practice, including a May in service Celebration of Learning and regular Head Teacher communication to maintain focus. All teaching staff will create Pedagogy Improvement Plans to identify and implement targeted improvements in their classroom practice. Through reflection, professional learning and collaborative dialogue, staff will focus on enhancing learning and teaching to improve the overall pupil experience.
Pupil Voice (CLUSTER) Throughout years 1 and 2 of our improvement plan, the Young Leaders of Learning (YLL) have played an increasingly significant role in driving school improvement, both within the school and across the cluster. Their work has led to recognised and measurable improvements, demonstrating the impact of meaningful learner participation and leadership. However, current approaches are largely focused on specific groups of learners, limiting the extent to which pupil voice influences wider school improvement. There is a need to broaden participation and ensure that a wider range of learners are empowered to contribute meaningfully.	Pupil Voice (CLUSTER) Sustained and strengthened partnership working, including with Trinity High School, supporting delivery of pupil-led improvement priorities. Increased participation in pupil voice, ensuring a wider range of learners contribute to school improvement. Stronger sense of ownership, belonging and engagement, with learners confident in influencing change. Enhanced leadership skills among Young Leaders, including the use of evaluative language and active involvement in improvement planning.	Pupil Voice (CLUSTER) Pre- and post-programme evaluation of YLL, demonstrating increased confidence, leadership skills and understanding of improvement. Tracking of pupil-led improvement actions, evidencing impact on school practice and outcomes. Evidence of learner leadership skills, including confidence, evaluative language and progression into opportunities such as the SCQF Level 5 Leadership Award. Pupil voice and wellbeing data, showing increased proportions of learners reporting that they feel listened to, valued and safe. Impact of cluster collaboration, including progress towards shared approaches such as anti-bullying.	Pupil Voice (CLUSTER) Using the LUNDY Model, young people will have the Space, Voice, Audience and Influence to enact measurable change in line with Article 12 of the UNCRC. Embedding the Lundy Model to ensure pupil voice is meaningful, inclusive and leads to measurable change. Training and development of Young Leaders of Learning, including structured opportunities to build leadership and evaluative skills. A planned programme of collaboration and enquiry, where Young Leaders identify priorities, develop evaluative questions and lead improvement activity aligned with HGIOURS.

At cluster level, while the YLL programme is established in primary schools, there is no clear, progressive pathway into the secondary phase, limiting continuity in learner leadership. A more coherent, inclusive and progressive model of pupil voice is therefore required. This includes strengthening P7–S1 transition through joint projects and embedding learner participation more consistently within self-evaluation. This will support learners to take greater ownership of their learning and school community, leading to improved engagement, wellbeing and outcomes. Improved Use of Digital Resources to Improve the Learning Experience Over the past two years, significant progress has been made in developing the school's digital infrastructure and staff confidence in using a range of digital tools including Teams, Satchel One, TeachMate AI, Canva, ClickView and Teaching Power-Ups. Increased access to devices and improved ICT facilities have strengthened opportunities for digital learning. While these developments have enhanced classroom practice, self-evaluation indicates that the use of digital tools and resources is not yet consistent or fully maximised across all departments, particularly in relation to improving learner engagement, personalisation, feedback and challenge. There is also an opportunity to further utilise digital platforms to strengthen parental	A clear and embedded structure for pupil voice within self-evaluation, ensuring learner views consistently inform improvement. A sustainable peer leadership model, with Young Leaders training and supporting future cohorts. Improved progression in learner leadership across the cluster, including P7–S1 collaboration and shared priorities such as anti-bullying. Increased opportunities for wider collaboration, enhancing learner experience and impact. Improved Use of Digital Resources to Improve the Learning Experience Consistent and effective use of digital tools and resources, including Teaching Power-Ups, across all departments to enhance the quality of learning, teaching and assessment. Improved learner engagement, participation and independence, supported by interactive, accessible and well-paced digital learning experiences. Enhanced use of digital approaches to support feedback and adaptive teaching, leading to improved understanding of next steps for all learners. Improved attainment and equity, with digital tools and Teaching Power-Ups	Evidence of partnership working and sharing of practice across schools and wider networks. Improved Use of Digital Resources to Improve the Learning Experience Classroom observation and learning rounds evidence, demonstrating consistent, purposeful use of digital tools and Teaching Power-Ups to enhance learning and challenge. Learner feedback and pupil voice, showing increased engagement, independence and confidence in learning using digital approaches. Staff survey data, evidencing increased confidence and consistency in the use of digital tools. Attainment and engagement data, identifying improvements linked to digital and adaptive teaching approaches, including reduced gaps for targeted learners.	Pupil-led action planning, with learners driving and evaluating change within their school. Improved involvement of Young Leaders in learning rounds and self-evaluation, strengthening their role in improving learning, teaching and assessment. Strong links between YLL and the Learning, Teaching and Assessment Group, ensuring pupil voice directly informs classroom practice. Cluster collaboration, including joint P7–S1 projects to ensure continuity and progression in learner leadership. Improved Use of Digital Resources to Improve the Learning Experience Development of a clear whole-school digital learning strategy, outlining expectations for consistent and purposeful use of key platforms and resources, including Teaching Power-Ups. Targeted professional learning for staff, focused on effective digital pedagogy, including: • use of AI tools and digital platforms • integration of Teaching Power-Ups to support engagement, pacing, questioning and challenge • digital approaches to feedback and adaptive teaching Improving the effectiveness of core digital platforms such as Teams and Satchel One as standard for communication, assignment setting, feedback and parental engagement.
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engagement, ensuring parents and carers have clear, consistent access to information about learning, progress and how to support their child. A more strategic and consistent approach to digital learning and pedagogy, including the use of high-quality resources such as Teaching Power-Ups, is now required to maximise impact on learning, teaching and engagement.	supporting differentiation, challenge and accessibility. Increased staff confidence and consistency in digital pedagogy, including the effective integration of Teaching Power-Up strategies into everyday practice. Improved parental engagement, with increased use of digital platforms to communicate learning, progress and support strategies. Stronger home school partnerships, enabling parents and carers to better support learning through accessible and consistent digital communication.	Digital platform usage data (Teams, Satchel One, etc.), showing increased and more consistent engagement by staff, learners and parents. Parent and carer feedback, demonstrating improved engagement, understanding of learning and confidence in accessing digital communication. Quality of feedback and learner progress tracking, including use of digital tools to support clarity of next steps.	Systematic use of Teaching Power-Ups to enhance lesson delivery, support high-quality learning experiences and provide consistent strategies for engagement and challenge across departments. Opportunities to share effective practice, including digital showcases, peer learning and collaboration within and across departments. Use of digital tools to support adaptive teaching, including differentiation, accessibility features and personalised learning pathways. Planned development of learner digital skills, ensuring confident, responsible and effective use of technology. Enhanced parental engagement strategy, including: • guidance and support for parents in using digital platforms • consistent communication through agreed tools • digital information sessions or workshops Ongoing investment in digital infrastructure, ensuring equitable access for all learners. Regular self-evaluation and review, through leadership monitoring, faculty dialogue and stakeholder feedback to ensure continuous improvement and impact.
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Improvement Priority 2 – In-depth curricular review to ensure the curricular offer and experience meets the needs of our young people

HGIOS4 QIs 1.3, 1.5, 2.2, 2.4, 3.2, 3.3	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
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Rationale for change	Outcome and Expected Impact	Measures	Interventions										
- In a 25/26 staff survey, staff identified that young people could be more engaged in their learning; one of the reasons cited through discussion was the need to have a curriculum more appropriate and relevant to the needs and interest of our young people. - Through a pupil survey, the majority of young people stated that they make choices about how and what they learn. This needs to improve as our young people should be central to curricular development. - Reviewing the refresh of Scotland’s Curriculum and the emerging developments in the Curriculum Improvement Cycle and curricular reform means that our curriculum needs to be	We will apply the service design model to create our 3-year plan for curriculum review and reform: <u>Year 3 2026/27:</u> <u>Enquiry Stage and Provisional Plan:</u> Staff: 1. Shared Vision for Curriculum Improvement Outcome: Co-design Curriculum Group complete refreshed curriculum rationale aligned with the school’s values and learner needs. Impact: Greater sense of ownership and clarity across departments about curriculum goals and direction. 2. Enhanced Professional Dialogue regarding whole school curriculum, departmental curriculum and Curriculum Improvement Cycle Outcome: Staff engage in regular review and collaborative planning sessions. Staff engage in CIC Update sessions.	HGIOS 2.2 Challenge questions Curriculum rationale documents No. of review and collaborative sessions Session feedback Staff understanding surveys	<u>Curriculum Improvement Cycle</u> Engage all staff in Curriculum Improvement Cycle: <table><tr><td>Aug – Sept</td><td>Early Sense Making Resource Review draft samples KDU Model</td></tr><tr><td>Sept - Nov</td><td>Feedback sessions on KDU Models</td></tr><tr><td>Oct - Nov</td><td>Draft Curriculum Design Guidance Draft KDU Model (full) Feedback sessions</td></tr><tr><td>Jan</td><td>Final publication of: Refreshed Curriculum Design Guidance Final KDU Model</td></tr><tr><td>Mar - Jun</td><td>Final Curriculum Design Guidance Final KDU Model Use of digital tool to access & explore updated guidance Facilitation sessions</td></tr></table> <u>Curriculum Design</u>	Aug – Sept	Early Sense Making Resource Review draft samples KDU Model	Sept - Nov	Feedback sessions on KDU Models	Oct - Nov	Draft Curriculum Design Guidance Draft KDU Model (full) Feedback sessions	Jan	Final publication of: Refreshed Curriculum Design Guidance Final KDU Model	Mar - Jun	Final Curriculum Design Guidance Final KDU Model Use of digital tool to access & explore updated guidance Facilitation sessions
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Mar - Jun	Final Curriculum Design Guidance Final KDU Model Use of digital tool to access & explore updated guidance Facilitation sessions												

reviewed to ensure we are meeting the needs of all pupils. Authority Review actions for 2.3: There is a need for greater use of creative and engaging learning experiences to ensure all young people are motivated and actively engaged in their learning.	Impact: Strengthened collegiality, shared pedagogy, and reflective practice linked to pupil voice and needs. Increased understanding of CIC and refreshed curriculum documentation. 3. Data-Informed Planning Outcome: Staff use survey data, attainment info, and destination tracking to inform curriculum development. Departments identify external partners to co-design areas of department curriculum. Impact: A relevant, engaging curriculum that's more targeted toward equity, employability, and pupil aspiration. Pupils: Outcomes and Expected Impact 1. Increased Pupil Voice in Curriculum Design Outcome: Pupils are consulted and involved in shaping learning contexts, especially in elective areas or IDL projects. Impact: Pupils feel more valued and engaged in their education. 2. Early Improvements in Equity and Inclusion Outcome: Targeted support and differentiated pathways are introduced or improved for disadvantaged pupils. Impact: Early signs of narrowing gaps in engagement and achievement. 4. Understanding the “Why” of Learning Outcome: Pupils develop clearer insight into how their learning links to future pathways and opportunities. Impact: Improved focus, aspiration, and confidence in planning post-school destinations. <u>Year 4 2027/28</u> <u>Curriculum Delivery</u>	Feedback from CIC sessions on refreshed materials Use of data in planning Equity linked curriculum changes DM Minutes Course audit reports Audit of departmental partnership working Pupil involvement in curriculum co-design group Pupil voice survey Pupil forum minutes Planning documents Data by equity group Support uptake Attainment tracking Support logs Reflection tools Learner journey documents Destination planning	- Create Co-Design Curriculum Group including teachers, children and young people, parents and carers, employers and community groups - Review BGE Curriculum through the lens of creativity and creative thinking <u>Curriculum Development</u> - Establish ‘Elevate Academy: The Aim Higher Pathway’ to provide bespoke curricular pathways for target groups. (PEF) - Review BGE Curriculum through the lens of creativity and creative thinking - Embed Anti-Racist Education into all Curricular Areas - Increased engagement with partner agencies to enhance pupil experience. - Enhance Quality Assurance and Self-Evaluation processes around QI 2.2 ensuring involvement of all stakeholders.
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Improvement Priority 3 – To ensure our school is as inclusive as it possibly can be

HGIOS4 QIs 2.1, 2.4, 3.1	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	
Health and Wellbeing During Year 2 almost all staff have engaged with the Equally Safe at School online training. Currently approx. 67% of staff have completed the training. This aims to continue to tackle the gender disparity shown in the National Wellbeing Survey 2025: female pupils report an average wellbeing score of 46.9, compared to 50.4 for male pupils. This gap is particularly evident in areas related to confidence, self-esteem, and the ability to manage anxiety. The ESAS 25/26 report indicates that pupils are aware of support pathways and have high confidence in staff responses to issues. Almost all staff have engaged with WOSDEC training on Anti-Racist Education covering levels 1 and 2 during Year 1 & 2. We are still awaiting results of the 2026 survey but data	Health and Wellbeing By embedding the Equally Safe at School programme into our school culture, we aim to: - Develop a more inclusive and respectful environment for all learners. - Empower female pupils to develop stronger self-worth and coping strategies. - Reduce the gender gap in wellbeing outcomes. Staff and student experiences and perceptions relating to GVB are regularly monitored and findings are acted on. Based on pupil and staff feedback we have identified that more visibility of	Health and Wellbeing We will use the data from the 2025/26 & 2026/27 National Wellbeing Survey and compare it with this year’s data. We will use our health and wellbeing check in data from PSE to measure pupils’ confidence and belonging scales. This will be tracked monthly and reviewed at meetings between PTPS and DHTs. Utilise ESAS dashboard to track and monitor progress of implementation across the school. ESAS post e-learning module evaluation highlights the increase in knowledge and understanding of GVB (to be provided by local authority)	We aim to reach the target of 100% staff completing the Equally Safe at Schools online training. This will include a refresher session in Term 1 of 2026 for new staff appointed to the school. Evaluations to be completed by staff to assess their confidence and understanding of GVB. Embed ESAS resources into curriculum areas such as PSE. Link with work on pupil voice. Monitor through annual survey. We will continue to engage with the educational psychology Culture Competence Tool with all staff to raise awareness of the 8 different areas of being culturally awareness in our teaching practice. Engage with WOSDEC and the new Anti-racist education materials. A session on this will also take place during Term1 to allow for training of new staff.	

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from the 2025 National Wellbeing survey indicated that BME are reporting lower wellbeing scores than their peers. Although this has not been a consistent trend year-on-year, the 2025 data signal a critical need for targeted support which is still relevant today. A number of staff are currently involved in MVP within the school and all staff have been trained in NVR. For Year 3 we have 32 pupils trained to support the implementation of key messages with younger pupils. Safeguarding Over year one of the improvement plan we raised the whole school attendance from 86% to 88%. However, this stayed stagnant during year two and is below the national average. Internal truancy has increased with a number of young people requesting out of class during the day.	aspects such as MVP is required to continue to build on existing strengths. Staff have an increased awareness, knowledge and understanding following the completion of the e-learning module which may lead to further staff engaging with MVP training. Expectation that female pupils feel equally as valued and safe as their male peers. Our goal is for the wellbeing score of our female pupils to be a minimum of 50.4, in line with males from the 2025 survey. In triangulating views of staff, pupils and parent/carer and auditing of records and data, while almost all pupils state that they feel safe in the school, we want this to be all pupils. Safeguarding We aim to increase the whole school percentage from 88% to 90% by the end of 2027. By implementing targeted attendance improvement strategies, more young people will achieve attendance levels of 90% or above. We aim to increase the proportion of pupils meeting this benchmark from 55% to 58%, with a particular focus on supporting those currently attending between 80% and 89%.	Schedule and act upon feedback from staff focus groups on ESAS. Schedule and act upon feedback from pupil focus groups on ESAS. Explore links with MVP training. Numbers of staff engaging with MVP training. Feedback from parents will demonstrate that all parents believe that their young person is safe at school. Tracking from the bullying and discrimination log will demonstrate a decrease in racial incidents. Data from the 2025/26 national wellbeing survey will demonstrate an increase in the wellbeing of BME young people. Safeguarding The data from Renfrewshire Attainment Challenge Dashboard will be used on an annual basis alongside ongoing review of school attendance data at GIRFEC Meetings. Weekly attendance stage reports from SEEMIS will be tracked to identify progress and success. Tracking of internal truancy will demonstrate a decrease in school but not in class. Implementation of a Supporting Attendance policy to help track and ensure early intervention.	Identify curricular areas tackling racism as an opportunity to share good practice across the school. Work collegiately with the Learning & Teaching Committee. Expand the whole school approach to the CIRCLE Framework Environmental Scale fully embedded in every classroom and learning space and focus on Structures and routines and also re-visiting our physical environment in term 3. Review of Pupil Profile Information with staff focus groups to ensure information is practical and informative. Fully embed the use of the weekly 2.4 Personal Support update to staff. Review and update based on feedback for 26/27 session. Raise awareness of promoting positive attendance with parents at information evenings and target groups. Introduce refreshed policy outlining procedures for all stakeholders. Introduction of fortnightly Pupil Support meetings with year heads to track and monitor attendance using the new attendance tracking system. Introduction of curricular PT's attendance at GIRFEC meetings every 8 weeks to look at support plans and interventions. Continued staff engagement with NVR training and opportunities for new staff to take part in the training. MVP pupil representatives will deliver lessons in PSE and at cluster primaries. Pupils have one timetabled period a week to engage with the programme. Review of our Positive Relationships Policy. Launch of refreshed policy in session 26/27 taking account of feedback from stakeholders.
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Inclusion There is a notable increase in the number of young people with Additional Support Needs (ASN). This trend reflects broader national patterns and underscores the importance of ensuring that our learning environment is fully inclusive, equitable, and responsive to the diverse needs of all learners. During Year 2 we introduced our 2.4 Weekly Update to ensure staff were more fully informed to meet the needs of learner, there is a need to further embed this. Over the course of Year 1 and Year 2 we have appointed a Principal Teacher of Inclusion to oversee transitions and support for our young people. This has resulted in a consistent and safe space for targeted support for pupils with ASN. We will continue to build on the use of the CIRCLE framework in Year 1 & 2 to ensure this is fully embedded across the school.	Inclusion Our school will provide a more inclusive, supportive, and accessible learning environment where all young people, including those with ASN, can thrive. Staff will be better equipped to identify, understand, and respond to a wide range of needs through inclusive practices and personalised support. Learners with ASN will experience greater participation, engagement, and achievement across all areas of school life.	Inclusion Feedback from staff demonstrating an increase in confidence and knowledge in meeting young people's needs. Staff will continue to use the participation scale within the CIRCLE framework to assess and meet pupils needs. Feedback from pupils at 1A will demonstrate that almost all feel supported by class teachers. Class observations by the learning and teaching committee will report that engagement of all learners has improved. Implementation of Pupil Voice opportunities linked to UNCRC. Feedback from evaluations of support at 1B will demonstrate that almost all feel supported by our inclusion support department. This will also be recorded in pupil voice within their child's plans. Feedback from parent/carers evaluations will demonstrate that almost all feel that their young person is supported well. Exclusions have reduced from 8(2024/25) to 6 during 2025/26. We aim to maintain this low number of exclusions and use this option only as a very last resort in line with Renfrewshire's Standard Circular 8. Views of staff, pupils and parents/carers will demonstrate that all pupils feel safe at school and that if they have any concerns all will be able to demonstrate how to report concerns.	Enhance Quality Assurance and Self-Evaluation processes around QIs 2.1, 2.4 and 3.1 ensuring involvement of all stakeholders. Refreshed Pupil Support Remits to support with this. Continue to track and monitor the support plans of pupils and look to build this into the school calendar to ensure supports are always appropriate and effective. Staff training in partnership with Ed Psych to build staff confidence in use of the Lundy model for gathering and acting upon pupil voice.
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Improvement Priority 4 – Raise attainment and achievement of our young people			
HGIOS4 QIs 1.3, 2.4, 3.2, 3.3	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
Literacy and Numeracy Robust analysis of school tracking data alongside Renfrewshire's Data Dashboard has identified a specific cohort of young people, namely S3 into S4 girls in receipt of Free School Meals, whose attainment in literacy and numeracy is significantly below both local and national expectations and below that of their peers. Current data highlights a gap in the proportion achieving Level 4 in reading, writing and numeracy, alongside lower overall course attainment and attendance. This cohort is overrepresented within the lowest attaining 40% of learners. Closing this attainment gap is a key priority to ensure equity, improve life chances, and secure	Literacy and Numeracy By June 2027, learners within the identified cohort will demonstrate accelerated and sustained progress in literacy, numeracy and wider attainment. Specifically, we will achieve: - An increase in the proportion achieving Level 4 Literacy from 45% to at least 65% - An increase in the proportion achieving Level 4 Numeracy from 55% to at least 70% 100% of identified learners achieving a minimum of Level 3 in Literacy and Numeracy - At least 85% of learners achieving five or more awards	Literacy and Numeracy Baseline data (2025 to 2026): Level 4 Reading: 45% (cohort 76%); Level 4 Writing: 45%(cohort 73%); Level 4 Numeracy: 55% (cohort 85%); Level 3 across literacy and numeracy: 73% (cohort above 94%); Attendance and attainment tracking identifies learners within bottom 40%. Measures: Percentage achieving Level 3 and Level 4 in Literacy and Numeracy (tracking and Achievement of a Level data); Number of S4 course awards per learner (Insight / school tracking); Attendance rates and late coming data; Coursework completion rates across subject areas. Additional evidence (qualitative): Learner voice on confidence and engagement; Staff professional	Literacy and Numeracy Strategic deployment of an Inclusion Teacher, funded through Pupil Equity Funding, to deliver targeted, high quality, data informed interventions focused on improving literacy and numeracy outcomes for the identified cohort. [PEF] Targeted deployment of an Additional Support Needs Assistant, funded through Pupil Equity Funding, to provide in class support, scaffolding learning, and supporting engagement, attendance and completion of coursework. [PEF] Establish two Project Leader posts, one for Numeracy and one for Literacy to provide targeted support to young people at risk of not achieving their potential in these areas. [PEF]

positive and sustained destinations for all young people.	by the end of S4, including Literacy, Numeracy and at least three additional full course awards Attendance for the targeted group improving to consistently above 87% Young people will demonstrate increased confidence, engagement and independence in their learning. This will be evidenced through improved participation, completion of coursework, and more positive learner voice.	judgement on progress and participation; Tracking of intervention attendance and engagement.	Regular tracking and review meetings to monitor progress, adjust interventions and ensure timely and responsive support. Planned collaboration with curricular areas to ensure consistent, high-quality literacy and numeracy approaches across learning, teaching and assessment. Engagement with learners and families to support attendance, motivation and sustained participation in learning.
Destinations Our school has a strong track record in supporting young people into positive post school destinations, with 99.4% of leavers progressing to a positive destination in the February 2026 Insight update, which is above our virtual comparator. However, a small number of young people do not yet secure or sustain a positive outcome. Ensuring that every learner moves into a sustained, positive and appropriate destination remains a key priority in delivering equity and excellence. Further strengthening our approaches to early identification, targeted support and partnership working will ensure that no young person is at risk of leaving without a clear and viable pathway.	Destinations By June 2027, all young people will transition successfully into sustained positive destinations. Specifically we will achieve: 100% of leavers progressing to a positive destination, as evidenced through Insight data - Improved sustained destination data across follow up measures - Increased learner engagement with career planning tools and experiences, including My World of Work - All young people at risk of a negative destination identified early and supported effectively through targeted intervention Young people will demonstrate increased aspiration, clarity in career pathways and confidence in their next steps, supported by strong partnerships with families, SDS and external providers	Destinations The February Insight update will demonstrate that 100% of our learners have progressed to a positive destination. SDS data will identify numbers of learners engaging with My World of Work. Our internal tracking processes will ensure that anyone at risk of not progressing to a positive destination is discussed at GIRFEC meetings and support provided accordingly.	Destinations Ongoing strategic work of the Positive Destinations Team, meeting regularly to rigorously track, review and plan post school pathways for all learners, with a clear focus on those at risk. Strengthened partnership working with Skills Development Scotland, ensuring all learners are supported to engage meaningfully with My World of Work and career planning processes. Enhanced universal and targeted provision of post school information, advice and guidance, including increased opportunities for work experience, employer engagement and post school events. Early identification and targeted support for young people at risk, with structured discussion and planning through GIRFEC processes to ensure appropriate interventions are in place. Continued participation in and expansion of high impact programmes, including progression pathways such as Glasgow University's Top Up Programme, to raise aspiration and widen access Ongoing engagement with young people and families to ensure informed decision making and sustained progression pathways

Attainment for All Across Years 1 and 2 of the improvement plan, we have successfully embedded our school vision Aim Higher! and our RENFREW values. However, further development is required to ensure these are consistently influencing day to day learning experiences across all classes. A pilot programme in May and June 2026 focused on celebrating pupil success through our values has informed the next phase of this work. In Year 2, a whole school audit of home learning in the senior phase was undertaken. This led to the development of a consistent senior phase home learning framework. In parallel, all departments engaged with Stages 1 to 3 of the West Partnership Assessment and Moderation Toolkit to strengthen understanding of what, why and how we assess. In addition, informal S3 examinations were introduced following curricular changes. Evaluation has shown that while these have value, their impact on attainment and preparedness for the senior phase could be improved. Tracking and Monitoring Following our local authority school review, we identified the need to improve how we track and recognise wider achievement across the school. A Year 2 review of departmental tracking highlighted variability in approaches, indicating a need for greater consistency in tracking and monitoring practices at department level. Across Years 1 and 2, we have developed a robust system for tracking attainment and	Attainment for All Increased intrinsic motivation and aspiration among pupils to Aim Higher! and consistently demonstrate our RENFREW values. Consistent and meaningful use of home learning across all departments, with a clear positive impact on learning and attainment. An enhanced S3 experience that better prepares young people for the demands of the senior phase, including assessment and coursework. Tracking and Monitoring Increased attainment for young people through effective use of the wider SCQF framework, enabling achievement to be recognised across the full breadth of the curriculum. All teaching staff confidently and proactively use tracking data to inform targeted, in class support, ensuring all learners receive appropriate challenge and support.	Attainment for All Weekly reporting and tracking of pupil successes linked to school values. Classroom observations demonstrating that vision and values are embedded in learning and teaching. Staff observations indicating improved pupil motivation and engagement. Use of tracking data to monitor progress and attainment trends. Pupil focus groups, quality assurance activities and parental feedback confirming consistent implementation of the senior phase home learning framework. Improved attainment evidenced through prelim and final examination results. Increased pupil engagement and improved attainment data linked to refinements in the S3 assessment model Tracking and Monitoring Tracking systems include and capture wider achievement across the curriculum. Senior Phase breadth and depth measures demonstrate increased attainment and participation. Quality assurance audits confirm that all departments are using consistent and effective tracking systems by December 2026. Tracking reports are produced after each tracking period, with clear evidence of engagement through	Attainment for All Review the Nurturing Positive Relationships Policy to strengthen the use of a Celebrating Success Framework, ensuring it builds intrinsic motivation and reinforces school values. Fully implement the senior phase home learning framework across all departments, ensuring consistency and impact. Review and refine the structure, purpose and rationale of end of S3 assessments to maximise their effectiveness in preparing pupils for the senior phase. Tracking and Monitoring Further develop Senior Phase and BGE tracking systems to include wider achievement and full curricular pathways, informed by collaboration with other schools and local authority partners. Principal Teachers to work closely with the Depute Head Teacher for Attainment to audit departmental tracking systems and processes, leading to targeted improvements where required. Following each tracking period, the Depute Head Teacher for Attainment will produce and share a
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progress within the BGE, with a strong focus on equity. Moving into Year 3, the priority is to ensure that this data is used more effectively and consistently to support earlier intervention and to further reduce the poverty related attainment gap.	Early identification of pupils whose attainment or progress is of concern, leading to timely, targeted interventions with measurable impact. A consistent, equity focused approach to analysis following each tracking period, ensuring all staff contribute to closing the poverty related attainment gap.	departmental meeting minutes, agendas and whole staff GIRFEC discussions. Ongoing monitoring of targeted pupils and the poverty related attainment gap demonstrate measurable improvement.	summarised analysis of attainment, with a clear focus on pupil equity. Establish a Project Leader for Equity role who will engage with enhanced tracking data and liaise with colleagues to improve outcomes for learners impacted by poverty. [PEF]
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