



Renfrew High School

Renfrew Cluster



Standards and Quality Report 2025/26

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2026-2027. I hope that you find it helpful and informative.

Andrew Sutherland

Head Teacher

Our School Context

Renfrew High School is a six-year non-denominational secondary school that serves the town of Renfrew in Renfrewshire. The town of Renfrew is characterised by a mix of residential, commercial, and industrial areas. It is a historic town with a strong sense of community and a rich cultural heritage.

The main 3 catchment primary schools are Arkleston Primary School, Kirklandneuk Primary School and Newmains Primary School.

With a diverse school roll 859 young people in 2025/26, we focus on providing a supportive and inclusive environment that promotes both academic success and personal development.



School Vision and Values

At Renfrew High School, our vision is to Aim Higher! through our RENFREW values of Respect, Equality, Nurture, Friendship, Resilience, Excellence and Wonder:



School 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.

Some Successes and Achievements 2025-26

S2 Science STEM Leadership Project

S2 pupils taking the Science elective completed a STEM leadership project, designing and delivering engaging science lessons for S1 pupils and the lunchtime Science Club. The project developed pupils' subject knowledge alongside important skills in leadership, communication and teamwork.



Staff praised the confidence, creativity and organisation demonstrated by pupils, while feedback from S1 learners was very positive. Participants achieved the Young STEM Leader Award, recognising their contribution to STEM learning and their success in taking on meaningful leadership roles across the school.

Heartstart



Our successful Heartstart programme continued this session, ensuring all S2 pupils developed essential life-saving skills through Science and gained a recognised Heartstart certificate.

The value of this programme extends well beyond the classroom. Last session, a former participant used their Heartstart training to assist a member of the public during an emergency, demonstrating the genuine impact that these skills can have.



Heartstart remains an important part of our wider achievement offer, giving every young person the confidence, knowledge and practical skills to respond when it matters most.

Advanced Higher Chemistry Partnership

S6 Advanced Higher Chemistry pupils benefited from a partnership with the University of the West of Scotland, spending three days using university laboratory facilities and specialist equipment to complete practical work linked to their course.

The experience strengthened pupils' practical and analytical skills while providing valuable insight into university study. Pupil feedback was extremely positive, with learners highlighting increased confidence, deeper understanding of key concepts and greater preparedness for future study. The partnership provided an excellent example of meaningful, real world learning that supports our young people to Aim Higher!



Youth Philanthropy Initiative (YPI)



As part of our S2 curriculum, all pupils participate in the Youth and Philanthropy Initiative (YPI), led by our RMPS department. Pupils research important social issues, liaise with local charities and work in teams to champion a cause that matters to them, developing skills in communication, teamwork and active citizenship. YPI provides participating schools with a £3,000 grant to award to a local charity championed by pupils.

This session, finalists first presented to S1 pupils, inspiring them ahead of their own participation next session, before presenting to an audience of parents and carers. Molly, Emily, Cadan and Elliot successfully secured the £3,000 grant for ACCORD Hospice, a fantastic achievement which will make a meaningful contribution to our local community.



To build a lasting legacy from the project, the charities represented by our runner up finalists will become school charities next session, providing further opportunities for our young people to raise awareness and support these important local causes.

Winter Festival



Following the success of our first Winter Festival, the event returned this session as a wonderful celebration of our school community. Pupil leaders played a key role, organising and running a range of stalls, games and activities, while our talented young performers provided fantastic entertainment throughout the evening. We are also extremely grateful to our Parent Council for their continued support in helping to make the festival such a success.



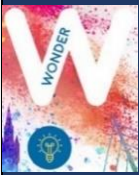
Renfrew/Trinity Christmas Jumper Day



We continued our annual Christmas Jumper Day in partnership with Trinity High School, raising £763.38 for local charity Brightest Star. The event brought both school communities together for a shared cause, with pupils and families supporting fundraising activities and demonstrating our commitment to making a positive difference within our local community.



From Hollywood to Broadway



Our school show, From Hollywood to Broadway, was a wonderful showcase of the exceptional talent, creativity and commitment of our young people. Taking audiences on a journey through 100 years of iconic movies and musicals, including Grease, Les Misérables and Mamma Mia, our pupils brought the stage to life through outstanding performances. The show was a fantastic demonstration of our school value of Wonder, as pupils inspired audiences, challenged themselves and showed what can be achieved through creativity, confidence and teamwork.



Our pupil led AV team also played a vital role, taking responsibility for lighting and sound using professional equipment purchased through grant funding secured in partnership with our Parent Council. This provided pupils with valuable technical experience while helping create a memorable experience for performers and audiences alike.



The show provided pupils with new skills, friendships and memories that will last well beyond the final curtain. Its success was made possible by the tremendous dedication of our staff and the continued encouragement and support of our Parent Council.

Young Leaders of Learning



In our third year of involvement since we took part as a pilot school, our S2 and S3 Young Leaders of Learning continued to play an important role in school improvement, working in partnership with Trinity High School to identify priorities and turn their findings into meaningful action.

Recognising that awareness of the mental health and wellbeing support available in school could be improved, pupils developed new resources to help ensure young people know where and how to access support. Our S2 Young Leaders subsequently shared their work with pupils and staff from across Renfrewshire, including the Director of Education, and have been invited to present to members of Renfrewshire Council later in the year.



This is a fantastic example of pupil voice leading directly to positive change, while developing our young people's confidence, leadership and self-evaluation skills.

S1 Enterprise Team

Our S1 Enterprise Team enjoyed a highly successful year, working together to design, create and sell their own Huggables product. Supported by Miss Yang, the pupils received start-up funding from our Parent Council, whose support and trust enabled them to turn their ideas into a real enterprise.



Pupils took ownership of the project from planning and production through to marketing and sales, developing valuable skills in teamwork, organisation, creativity, problem solving and confidence. They also reflected on their experience and identified how they could improve their approach in future.

The team repaid the Parent Council's investment (who kindly re-donated it) and generated over £200 profit, which they chose to donate to Glasgow Children's Hospital. This was a fantastic example of pupil enterprise, partnership and social responsibility, with our young people using their learning to make a positive difference to others.



Extra-Curricular

We recognise that the curriculum is about the totality of experiences we provide for our young people. Beyond the classroom, we value the important role that extra-curricular opportunities play in helping pupils build friendships, develop confidence and create lasting memories. This session, pupils enjoyed a wide range of experiences, including, but not limited to, our S1 Panto and Flip Out trips, S2 visit to M&D's, S3 Blackpool trip, a Manchester City Champions League match for S1 to S3 pupils, a trip to Paris and a Dance trip to London. These opportunities continue to enrich the school experience and ensure our young people have memorable experiences beyond the classroom.



Sports Awards Dinner



Our Annual Sports Awards Dinner was a fantastic celebration of the sporting successes and achievements of our young people. More than 300 pupils, families, staff and guests came together at Paisley Town Hall to recognise achievement across our school sports teams and activities.



The evening provided an opportunity to celebrate not only sporting success, but also the commitment, teamwork, resilience and leadership demonstrated by our young people throughout the session. It was a wonderful celebration of school sport and the important contribution it makes to the wider life of Renfrew High School.



Mentors in Violence Prevention and Equally Safe at School



Our Mentors in Violence Prevention (MVP) programme continued to grow this session, with senior pupil mentors working with more S1 and S2 PSE classes, alongside established visits to our cluster primary schools. Mentors supported younger pupils to explore healthy relationships, respect and positive decision making, while developing their own confidence and leadership skills.

This work was strengthened through our involvement in Equally Safe at School (ESAS), a whole school approach which aims to promote equality, challenge gender-based violence and help create a culture where all young people feel safe and respected. Pupil voice is an important part of ESAS, with schools encouraged to use focus groups and other self-evaluation approaches to understand young people's experiences and identify areas for improvement.



Before leaving school, our MVP mentors contributed to our first ESAS focus groups, helping to ensure that young people's views directly inform our ongoing work to make our school as safe, respectful and inclusive as possible.

S3 Skills Development Programme



In March 2026, S3 pupils participated in the S3 Skills Development Programme at PGL Dalguise, Perth, an inspiring residential experience designed to develop leadership, confidence and self-awareness.



Through a range of challenging activities and reflective learning opportunities, pupils were encouraged to become more independent, build resilience and strengthen their personal effectiveness. The programme provided valuable opportunities for young people to step away from their everyday routines, reflect on their strengths and consider their future aspirations.

Pupils developed positive and sustainable relationships with their peers, enhanced their ability to manage change and overcome challenges, and increased their confidence and self-belief. By recognising and building upon their individual skills and qualities, pupils were empowered to realise their potential and take positive next steps in their learning and personal development.



This experience contributed significantly to our school's commitment to nurturing confident, resilient and ambitious young people who are equipped to lead themselves and others towards success.

School Improvement Priorities (SIP) 2024-25

Our school plan for 2025-26 session reflected the priorities outlined in the National Improvement Framework and Renfrewshire Children's Services Local Improvement Plan. Our priorities aligned with 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."

Session 25/26 was year 2 of a 3-year improvement plan. The priorities below were agreed based on our self-evaluation and following consultation with young people, parents, staff and external partners:

School Priority 1

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

School Priority 2

In-depth curricular review to ensure the curricular offer and experience meets the needs of our young people

School Priority 3

To ensure our school is as inclusive as it possibly can be

School Priority 4

Raise attainment and achievement of our young people

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

School Priority 1: Improve the quality and consistency of learning and teaching across the school to meet the needs of all learners

We continued to place high-quality learning and teaching at the heart of our work this session. Our classrooms are welcoming, inclusive and nurturing environments where young people are encouraged to participate, be challenged and achieve their best. Our commitment to positive relationships and children's rights remains a real strength, recognised through our Gold RNRA reaccreditation and Gold LGBT Charter accreditation. This is strongly supported by our families, with 97% of parents and carers agreeing that we treat young people fairly and with respect.

Across the school, almost all pupils engage positively in their learning and are becoming increasingly confident in talking about what they are learning and the progress they are making. 95% of parents and carers told us that their child is making good progress, while 98% expressed confidence in the quality of teaching at Renfrew High School.

A particular focus this session has been ensuring that learning provides the right level of support and challenge for every young person. Staff have worked together, undertaken professional learning and shared successful approaches to make lessons more accessible, engaging and appropriately challenging. Our strong focus on relationships ensures that staff know and understand our young people well, with 91% of parents and carers agreeing that staff know their child as an individual.

An important development has been the creation of the Renfrew Lesson, led by our staff led Learning, Teaching and Assessment School Improvement Group. This brings together the key features that we believe should underpin consistently high-quality learning across our school. Importantly, our young people have helped shape this work. Feedback from pupil focus groups and pupils' involvement in this year's Learning Rounds provided valuable insight into their experiences and the approaches they feel make the greatest difference to their learning.

We have also significantly increased our capacity for digital learning, investing in resources that give pupils greater access to high-quality technology across the school. This has included the rollout of new Promethean interactive boards, a refurbished high specification computer lab and additional classroom sets of laptops. Alongside this investment, staff are increasingly using digital tools and resources such as ClickView, TeachMate and Achieve to enhance lessons, provide appropriate support and challenge, and give pupils additional opportunities to practise and extend their learning. Together, these developments are helping us use technology purposefully to enhance learning and prepare our young people for an increasingly digital world.

Pupil voice remains central to improving learning and teaching. Through Young Leaders of Learning, pupil focus groups and Learning Rounds, young people have had meaningful opportunities to evaluate their learning experiences and share their views with staff, school leaders and our Parent Council. Importantly, their feedback is acted upon and is helping to shape how learning and teaching continues to develop across the school.

We have also continued to strengthen assessment and the way we monitor pupils' progress. Our S3 assessments are now well established, helping pupils develop important study skills, build confidence and prepare for the demands of the Senior Phase. Staff regularly use assessment and tracking information to identify where additional support or challenge may be required, helping us respond effectively to individual needs.

Overall, we are proud of the progress made in learning, teaching and assessment this session. Strong relationships, high-quality teaching, meaningful pupil involvement, significant investment in digital learning and a shared commitment to continuous improvement are helping us provide learning experiences that support, challenge and inspire every young person to Aim Higher

School Priority 2: In-depth curricular review to ensure the curricular offer and experience meets the needs of our young people

We have made very good progress during the second year of our three-year curriculum review cycle, with a clear focus on curriculum development, learner pathways and increasing attainment for all young people. Building on the enquiry and evaluation work undertaken during Year 1, staff have worked collaboratively to implement meaningful curriculum changes that better meet the needs, aspirations and interests of our learners.

A key area of focus this session has been the review of the S4 curriculum and identifying ways to maximise attainment and achievement for all learners. Following consultation and careful evaluation, we introduced a revised Friday morning timetable structure. This change has enabled an increased number of pupils to access the West College Scotland Schools Programme while also creating a dedicated Flex period for all S4 learners. This innovative approach has broadened opportunities for young people to attain an additional qualification alongside their core curriculum.

The introduction of the Flex period has significantly enhanced our curricular offer. Learners have been able to access a range of qualifications tailored to their interests and future aspirations, including National 5 Application of Mathematics, National 5 Skills for Work Sport and Recreation, National 5 Physical Education, Level 5 Team Sports Award, Level 5 NPA Business and IT Award and the Level 5 Religion, Belief and Values Award. These additional opportunities have supported learners to gain valuable qualifications, develop transferable skills and strengthen positive destinations beyond school.

Significant progress has also been made through the implementation of the Elevate Academy. This bespoke curricular provision has provided targeted groups of learners with personalised pathways designed to meet their individual needs and maximise success. Through this approach, young people have achieved the Level 4 Employability Award, National 4 Mathematics, Numeracy Awards and National 4 English Units. The success of the Elevate Academy reflects our commitment to ensuring equity, inclusion and achievement for all learners.

Partnership working has continued to play a central role in enriching our curriculum and enhancing learner experiences. Through collaborations with Kustom Kruizers, OneRen's Outdoor Education Pilot Programme, Glasgow University's Top-Up Programme and Screen Scotland, learners have engaged in a wide range of authentic and meaningful learning experiences. These partnerships have strengthened opportunities for skills development, creativity, employability and personal achievement while ensuring strong connections between learning, the wider community and the world of work. We have also worked closely with our Parent Council Curriculum Group, with introductory sessions taking place to create a curriculum collaboration group with all stakeholders.

Creativity has remained a key consideration throughout our curriculum improvement journey. This session saw the establishment of a Staff Creative Thinking Group, providing opportunities for colleagues to reflect on and develop creative thinking through the lens of curriculum design. This work is helping to build the confidence, skills and understanding required to engage effectively with the Curriculum Improvement Cycle and support curriculum innovation over the coming years. Through ongoing professional dialogue and collaborative enquiry, staff are increasingly embedding creativity as a core element of learning and teaching.

Our Depute Head Teacher, Mr Paton, continues to play a pivotal role in shaping curriculum development locally and nationally through his involvement in Education Scotland's Curriculum Reform Group, Education Scotland's Curriculum Improvement Creativity Group and Renfrewshire's Curriculum Improvement Group. In addition, his engagement with the international Creativity, Culture and Education (CCE) network has provided valuable opportunities to explore innovative approaches to curriculum design and creative learning. This leadership helps ensure that our curriculum development remains informed by national policy, international research and emerging best practice.

As a school, we value the contribution of and act on our pupils' voice. Through surveys, focus groups and ongoing consultation activities, learners have continued to share their views on their experiences, aspirations and future pathways. This feedback has directly informed curriculum development and has resulted in the introduction of additional courses within the Broad General Education and Senior Phase. New opportunities now available to learners include Advanced Higher Physics, Level 6 First Aid Awards, Level 6 Social Services, Higher Health and Food Technology and National 4 People in Society. These developments demonstrate our commitment to creating a more personalised, relevant and responsive curriculum that reflects the interests and ambitions of our young people.

Looking ahead to Year 3, our focus will be on further embedding the Curriculum Improvement Cycle through continued curriculum development and strengthened partnership working. Building upon the progress made to date, we will continue to implement changes that reflect our shared vision, values and aspirations, with creativity remaining a key driver of innovation and improvement. The establishment of a curriculum co-design group with pupils, parents, teachers, employers and partners, who will create a clear, research-informed curriculum rationale, will continue to guide this work, ensuring coherence, equity and ambition for all learners across every stage of their educational journey.

School Priority 3: To ensure our school is as inclusive as it possibly can be

The wellbeing of our young people remains at the heart of everything we do at Renfrew High School. We are extremely proud that, for the second year running, our pupils reported the highest wellbeing scores in Renfrewshire. This reflects the positive relationships, strong sense of belonging and supportive culture across our school.

Almost all young people feel safe, valued and supported and know where to go if they need help. Strategically planned wellbeing check ins, surveys and focus groups ensure that we listen carefully to our young people and use their views to shape the support and experiences we provide.

This session, we introduced a weekly staff update to strengthen communication about the needs and circumstances of our young people. This provides staff with relevant and up to date information to ensure the most appropriate support can be provided in class and promotes a consistent approach to wellbeing and inclusion.

Our nurturing approach also contributes to work across Renfrewshire. Our Head Teacher is the secondary school representative on Renfrewshire's Nurturing Relationships (RNRA) Steering Group, and the school regularly contributes to the leadership and delivery of nurture training for colleagues across the authority.

Our commitment to wellbeing extends beyond the classroom. As a Gold School of Sport, young people benefit from an extensive range of sporting and extracurricular opportunities. Our Magic Breakfast provision supports over 100 young people each day, providing a welcoming start while supporting wellbeing, positive relationships and readiness to learn.

We continue to strengthen opportunities for young people to have a meaningful voice in school life. More than 350 pupils contributed to the review of our PSE curriculum, helping ensure that learning reflects the issues that matter to them. Our work through Mentors in Violence Prevention also promotes positive, safe and respectful relationships across our school and wider community.

Ensuring every young person feels included and able to succeed remains a key priority. Strong support for pupils with additional support needs, young carers, care experienced young people and those facing barriers to learning helps us respond effectively to individual circumstances. Our exclusion levels remain significantly

below local and national averages, reflecting our focus on positive relationships, nurture and early intervention.

Strong partnerships with our associated primary schools, families and other agencies support effective transitions into Renfrew High School, with enhanced arrangements helping young people who require additional support to develop confidence and a sense of belonging.

Safeguarding remains central to our work, supported by clear child protection procedures, regular staff training and strong partnership working. Improved sharing of information helps staff understand individual needs and respond appropriately.

We are particularly proud of the outcomes achieved for our care experienced young people. For the past two years, all care experienced school leavers have progressed to a positive destination, reflecting our commitment to ensuring every young person is supported to achieve and take their next steps with confidence.

Overall, our self-evaluation demonstrates a strong and sustained culture of wellbeing, equality and inclusion. Our authority leading wellbeing results for two consecutive years, alongside our contribution to nurturing practice across Renfrewshire, demonstrate the positive impact of this work. We will continue to build on these strengths so that every young person feels they belong and has the opportunity to thrive.

School Priority 4: Raise attainment and achievement of our young people

Areas for Strength in Literacy and Numeracy

Our young people continue to perform strongly in literacy and numeracy throughout the Broad General Education (BGE). Renfrewshire's benchmarking information shows that, by S3, our pupils are performing above similar schools across all Level 3 literacy measures and in line with similar schools in numeracy.

We are also seeing an encouraging increase in the number of young people arriving in S1 having already achieved the expected levels in literacy and numeracy. This reflects the hard work of our young people and the strong learning and teaching taking place across our cluster primary schools.

Our commitment to literacy extends beyond attainment and as such, have achieved the Scottish Book Trust Reading Schools Gold Award, recognising many years of work across the school to develop a positive reading culture and encourage a lifelong love of reading.

Improving attainment in National 5 Literacy was a key priority within our School Improvement Plan. Although this particular S4 year group had been identified as having lower levels of literacy attainment when they entered S1, they made significant progress. This session, 86% of S4 pupils achieved National 5 Literacy, compared with 71% in 2025. This is a particularly positive outcome and reflects the commitment of our young people alongside the targeted support and high expectations of staff across the school.

Areas for Strength in Attainment for All / Breadth and Depth

Our senior phase attainment demonstrates strong improvement over the past four years, with particularly positive progress at S4. In 2025/26, 93% of S4 pupils achieved at least one SCQF Level 5 qualification, compared with 82% in 2022/23.

There has also been significant improvement in the number of young people achieving a broader range of qualifications. The proportion of S4 pupils achieving five or more qualifications at SCQF Level 5 increased from 51% (22/23) to 72% (25/26), while those achieving seven or more increased from 35% to 55%.

Across the senior phase, the longer-term picture is also positive. Attainment at SCQF Levels 6 and 7 has improved compared with 2022/23, demonstrating continued progress in supporting young people to achieve as they move through the school.

The table below shows clear ongoing progress in key performance measures for young people achieving a certain number of SCQF level 5s, 6s and 7s at all stages.

Stage	Measure	22/23 Cohort Percentage	23/24 Cohort Percentage	24/25 Cohort Percentage	25/26 Cohort Percentage
S4	1 or more SCQF Level 5s	82%	89%	90%	93%
S4	5 or more SCQF Level 5s	51%	63%	56%	72%
S4	7 or more SCQF Level 5s	35%	38%	42%	55%
S5	1 or more SCQF Level 6s	49%	65%	67%	63%
S5	3 or more SCQF Level 6s	32%	43%	44%	42%
S6	1 or more SCQF Level 7s	18%	20%	20%	23%

Internal tracking systems have been highlighted as examples of good practice during authority reviews and other quality assurance activities. These tools have enabled timely identification of learners requiring support and have facilitated effective planning and evaluation of interventions. The embedding of S3 Exams has received positive stakeholder feedback and contributed to improved assessment literacy and preparedness for the Senior Phase.

Equity for All Learners

We continue to be committed to closing the poverty related attainment gap and improving outcomes for young people who face additional barriers to learning.

In S4, young people from our most deprived communities achieved an increased number of qualifications. 42% achieved seven or more SCQF Level 5 awards, compared with 35% last session and 33% the previous year, demonstrating a sustained pattern of improvement. In S5, outcomes for young people from our most deprived communities were also particularly strong, with our lowest and middle attaining groups performing above national, Renfrewshire and similar school comparisons.

Underpinning this progress is our commitment to ensuring that every young person receives the support and opportunities they need to succeed. Our Elevate Academy plays an important role in this, providing personalised curricular pathways and targeted support for young people who benefit from a different approach to learning.

This is strengthened by the work of our Inclusion Department and our partnerships with St Mirren Foundation, Rangers Foundation, Broadloan Gardens, Kustom Kruizers and OneRen. Together, we provide additional learning, wellbeing and wider achievement opportunities that reduce barriers, improve engagement and help every young person achieve and progress towards a positive future.

Overall Quality of Learners' Achievement

The school continues to broaden the definition of achievement beyond traditional qualifications as can be seen from summary of progress in Improvement Priority 2. Examples of the impact of these changes include the following achievements:

- 134 pupils achieved a National 5 in Mental Health and Wellbeing
- 65 pupils achieved a National 4 in Employability
- 35 pupils achieved a National 5 in Barista Skills
- 29 pupils achieved a National 5 in Early Learning and Childcare
- 34 pupils completed the Level 6 Leadership Award

A standout success this session was that an exceptional 99.4% of school leavers progressed to a positive destination. This reflects the highly effective and strategic work of our Destinations Team, who ensure young people receive the right guidance, opportunities and support to make successful transitions beyond school. The strength of this practice has been recognised across Renfrewshire, with the team invited to share their sector leading approach at the authority's SLFU Network Meeting.

Pupil Equity Funding (PEF)

Our school receives Pupil Equity Funding (PEF) to support our commitment to closing the poverty related attainment gap and improving the health and wellbeing, attainment and achievement of young people. PEF enables us to provide additional and targeted interventions, staffing and resources beyond our planned universal provision, with a particular focus on young people experiencing barriers associated with poverty.

Decisions about PEF are informed by our wider approach to self-evaluation. We analyse attainment, achievement, attendance and wellbeing information alongside SIMD and Free Meal Entitlement data, observations and our knowledge of individual young people and families. The views of young people, parents, staff and partners are also important in identifying priorities and evaluating provision, through approaches including surveys, focus groups, Pupil Leadership Groups and engagement with our Parent Council. This evidence informed our PEF planning and allowed us to target resources towards identified needs and barriers.

A key priority was ensuring that young people were ready and able to learn. Investment in Magic Breakfast, supplemented by fresh fruit, milk and other food, ensured access to breakfast without cost being a barrier. Healthy food was also provided through our after-school Study Café, supporting equitable participation in additional study and academic support. PEF increased access to learning resources through laptops, scientific calculators, Show Me Boards and IDL resources. TeachMateAI supported staff to differentiate learning more effectively, while specific resources for young people with dyslexia and investment in our Inclusion Classroom helped address barriers associated with additional support needs. PEF also increased staffing capacity within our Inclusion Department and supported bespoke interventions through our Extended Support Resource Group for young people requiring more intensive support.

There is encouraging evidence of improving attainment in areas identified through our self-evaluation. Investment in numeracy included Zeta Maths to support Level 6 Applications of Mathematics and Numeracy. S5 achievement at Level 6 Numeracy increased from 26% to 28%, while S6 achievement increased from 25% to 32%. Across S4, the proportion of young people achieving seven or more qualifications at Level 4 or above increased from 69% to 78%, an improvement of 9 percentage points in one year.

This positive trajectory is also reflected in literacy, a key priority within our School Improvement Plan. As outlined elsewhere in this report, National 5 Literacy attainment in S4 increased from 71% to 86%, despite this cohort entering S1 with comparatively lower levels of literacy attainment. This represents significant progress in an identified area of need and reflects the contribution of targeted support, high expectations and bespoke curricular offers.

Targeted support through our Elevate Academy has further contributed to a sustained improvement in the breadth of S4 attainment. Since 2022/23, the proportion of young people achieving at least one Level 5 qualification has increased from 82% to 93%, five or more Level 5 qualifications from 51% to 72%, and seven or more Level 5 qualifications from 35% to 55%. This provides strong evidence that targeted interventions are supporting more young people to develop stronger attainment profiles and improved pathways for progression.

Our approach to equity recognises that improving outcomes requires a strong focus on early intervention, prevention, wellbeing, engagement and healthy lifestyles alongside attainment. The St Mirren SMART Football Programme targeted young people using a range of information, including SIMD and Free Meal Entitlement

data, and supported 120 young people across S1 to S3 during session 2024/25. Alongside regular football sessions, including before, in-school, and after school provision, coaches provided pastoral support and mentoring, mental health workshops, equality education and learning around our school values. This has provided an important additional means of engaging identified young people, promoting positive relationships, wellbeing and healthy lifestyles.

PEF also helped to raise aspiration and widen access to opportunities. Nineteen identified young people from SIMD deciles 1 to 4 were supported to participate in the University of Glasgow Top Up Programme, helping to remove financial barriers and widen access to opportunities supporting progression to higher education. Our PE staff and Sports Leaders also delivered the Dynamic Youth Award across our three cluster primary schools, promoting achievement, leadership and positive transitions.

Overall, our self-evaluation indicates that PEF has enabled us to develop a more targeted, preventative and inclusive approach to improving attainment, wellbeing, engagement and aspiration. Improvements across literacy, numeracy and the breadth of S4 attainment provide measurable evidence of positive progress, while investment in inclusion, digital access, food provision and targeted programmes has strengthened our capacity to address barriers to learning and participation. Importantly, our approach recognises that poverty can intersect with additional support needs and other forms of disadvantage, with resources and staff capacity increasingly supporting inclusive and equitable practice within classrooms.

Strengths of Our School

The key strength of our school continues to be our people: our inspiring young people, committed and caring staff, supportive parents and carers, and the wide range of partners who enrich the experiences and opportunities available to our pupils. We recognise the importance of leadership at all levels and are proud of the contribution our whole school community makes to helping every young person Aim Higher!

As a school, we are extremely proud of:

- Our nurturing, inclusive and relational culture, where young people feel safe, valued, respected and supported to thrive.
- Our continued focus on high-quality learning and teaching, supported by strong relationships, meaningful pupil voice, effective self-evaluation and increasing use of digital technology.
- Our ambitious and increasingly flexible curriculum, providing a growing range of pathways, qualifications and wider experiences to meet the different needs, interests and aspirations of our young people.
- Our commitment to equity, providing targeted support and removing barriers to ensure every young person has the opportunity to achieve and succeed.
- Our sustained improvement in attainment and achievement, particularly across the Senior Phase, alongside strong outcomes in literacy and numeracy.
- The exceptional breadth of leadership, wider achievement and extracurricular opportunities that allow our young people to develop confidence, skills and talents while making a positive contribution to their school and community.
- Our focus on preparing young people for life beyond school, reflected in 99.4% of our leavers progressing to a positive destination.
- Our strong partnerships with parents, carers, primary schools and community partners, which enhance learning, wellbeing and opportunities for our young people.

Message from our Head Pupils

Kelsey Barr

Ever since beginning at Renfrew High School, I have been constantly amazed by the support and opportunities I have been given, some I didn't know were possible, but never felt unachievable. This is a result of how seriously our school takes our wellbeing by growing trusting bonds and always prioritising us, the pupils, first which I am forever grateful for. Things like getting the exact same opportunities as our peers and clear after school pathways lead us towards successful outcomes and undeniably important qualities such as respect and resilience that can be turned into tangible results later on.

My favourite thing about being a Renfrew High pupil is definitely the way we are always taught to keep striving for improvement, no matter how "perfect" our results may appear. This has taught me that excellence isn't a one-way street, and there are so many alternative ways to further achieve your goals. That "can do" atmosphere has also helped me feel safe in the school environment and feel confident in my abilities without fearing failure.

Overall, Renfrew High School has given me not only a strong education and academic skills, but also a strong sense of community values and nurturing that I will carry with me into the future.

Leena Paterson

Renfrew High has been consistently supportive, nurturing, and dependable during my time as a pupil. The school has never once given up on a pupil and always strives to give us the best opportunities for in and outside of the building. Every pupil has had access to unlimited career appointments, career fairs and opportunities posted on Sachel One and during exam season every pupil has had support, personalised feedback and a safe study space offered. From talking to other pupils these opportunities have had a significant positive impact on school life and having this excellent support during stressful times has been invaluable.

The staff at Renfrew are genuinely some of the kindest and most compassionate teachers, who always encourage us to aim higher and thrive. They never give up on students who are having a tough time or have additional needs. They always find a way and fight for what is best for the pupils. I have experienced and seen first-hand just how helpful the teachers are across all departments. Whether this be supplying coloured paper to dyslexic pupils in History for example, offering copious amounts of support through supported study and bespoke feedback after tests in the Sciences or Pupil Support Teachers just checking in when something does not seem right. Renfrew High has excelled in supporting pupils and guiding them onto the path that is right for them, whether it be the conventional choice or not. Renfrew has always believed and supported its students throughout any situation or scenario.

Our Next Steps – Priorities for 2026-27

We have made very good progress during session 2025-26 and we will use the improvement priorities listed below to build on this progress moving forward. This will be year 3 of a 3-year improvement plan under these 4 key priorities:

- Improve the quality and consistency of learning and teaching across the school to meet the needs of all learners.
- In-depth curricular review to ensure the curricular offer and experience meets the needs of our young people.
- To ensure our school is as inclusive as it possibly can be.
- Raise attainment and achievement of our young people.

Full details of the school's improvement priorities and actions are detailed in the school improvement plan which can be accessed on our website or by contacting the school office.

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Have Your Say!

Please take the opportunity to share your thoughts with us as we use feedback to help us make improvements to our school. You can do this by speaking to staff, participating in Parent Council meetings, responding to questionnaires/surveys and by completing evaluations at school events.