



Gryffe High School School Improvement Plan 2026/27

Planning framework

As part of Children's Services, Gryffe 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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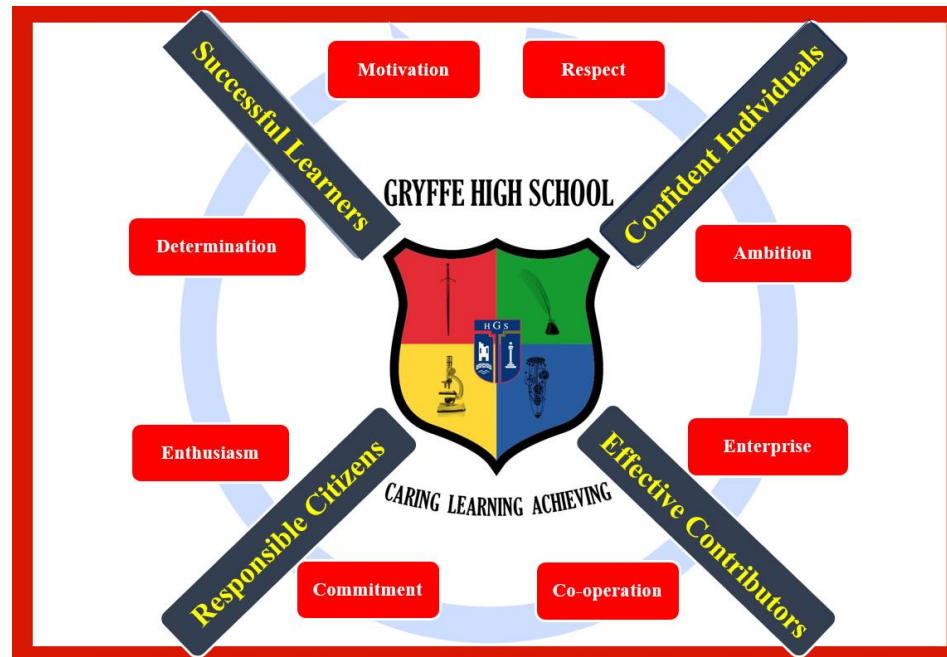
Our Vision, Values and Aims

Our School Vision

Gryffe High School is fully committed to maintaining consistently high standards in all aspects of school life. This will be achieved through fostering a caring environment, with learners at the centre, ensuring everyone feels safe and supported. We endeavour to promote effective learning and teaching and provide all pupils, and staff, with opportunities to enable their true potential to be realised in a challenging, supportive and enjoyable way.

Our School Values

CARING, LEARNING, ACHIEVING



We are committed to developing nurturing relationships in Gryffe High School

Who did we consult?

To identify our priorities for improvement, we sought the views of pupils, parents/carers, staff and partners. We used a variety of methods of getting the views of those who are involved in the life and work of Gryffe High School such as:

Pupils: Pupil Management Group, House Captains, Pupil Council, Assemblies, Pupil Focus Groups/surveys, Pupil and Staff Committees, Young Leaders of Learning.

Parents/Carers: Parent Council, PTA, School Website and other media, surveys, focus groups, Together for Learning working group.

Staff: ELT meetings, Senior Leadership Meetings, Staff Meetings, In Service Days, Sharing Effective Practice Meetings, Staff Focus Groups/surveys

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

Discussion with partner agencies such as SDS, Educational Psychology, Exchange Counselling, Headstrong and Police Scotland to identify strengths and areas of improvement in partnership working.

All information gathered is collated and used to assist us to identify next steps and areas for improvement.

How we will 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:

- Whole school, Department/Faculty Quality Improvement Calendars
- ELT fortnightly meetings and Annual Reviews: September and February
- SLT, Department/Faculty Minutes
- Continuous monitoring and tracking on a range of data
- Collegiate SIP working groups
- Focus groups and questionnaires of pupils, parents/carers, staff and partners

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 – CARING (including Health and Wellbeing)**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
1. We recognise, through our self-evaluation processes, that many young people experiencing EBSA feel like they quickly lose their connection with the school and staff – this can exacerbate fears of returning to school.	- By June 2027, all of our young people experiencing EBSA will be supported in maintaining their connection to Gryffe High School, and their relationships with key staff. - All of our young people experiencing EBSA will have access to a curriculum that meets their needs, which will lead to improved outcomes.	- Pupil and parent/carers views through TAC minutes - GIRFEC meeting minutes - Data gathered from GWP (Gryffe Wellbeing Profile) - Attendance data - Attainment and achievement data - Faculty/Departmental QI 3.1 audit documents.	- Utilise NVR approaches with young people experiencing EBSA, e.g. relational gestures in the form of emails and postcards. - Utilise EPS to review current EBSA toolkit and make appropriate adjustments. - Ensure that all pupils experiencing EBSA are discussed at monthly GIRFEC meetings and plans updated frequently. - Alternative pathways utilised to engage young people experiencing EBSA.
2. Exchange data tells us that those accessing counselling support are 66% female and 33% male, which reflects the national trend. We recognise the need to introduce targeted interventions to support boys' mental health.	All boys have the opportunity to access an evidence-based mental health and wellbeing support intervention of their choosing by the December 2026	- Data gathered from GWP - Pupil Focus groups - GIRFEC meeting minutes - TAC minutes	- Review PSE lessons to ensure language which normalises seeking support. - Working in partnership with MVP lead to raise profile of wellbeing interventions, such as Exchange and CBT. - Introduced Being Mankind to our suite of wellbeing interventions.
3. By utilising pupil voice in our evaluations of current PSE programmes, we recognise pupils'	By June 2027, all young people in the BGE will have had access to lessons on various additional	- Pupil surveys - Pupil focus groups - PSE evaluations	Develop PSE lessons, in collaboration with PT SFL.

request for a greater focus on education around neurodivergence/ASN. 4. Evidence gathered through self-evaluation highlights the need to further increase opportunities for young people to engage in volunteering and wider achievement activities that support the development of skills, confidence, leadership, and responsible citizenship. 5. There is also a need to strengthen approaches to recognising, tracking, and celebrating pupil achievements to ensure that learners' successes are valued and visible. Promoting motivation, engagement, and positive outcomes for all. 6. We recognise the importance of tracking extra-curricular	support needs, including neurodivergence, in line with our school's neuro-affirming, inclusive ethos. - By June 2027, all young people will have had access to volunteering opportunities, and for these opportunities to be recognised by Saltire. This will improve community engagement and develop leadership qualities, increased confidence and skills for learning, life and work within pupils. It will also support future pathway decisions, and CVs, as well as UCAS/college applications. - By June 2027, all young people will have been provided with opportunities for achievements and personal development. - All young people will have had discussions around the importance of extra-curricular activities in terms of boosting confidence and self-esteem. - All young people will have received input on the	- Review number of pupils signed up for Saltire. - Review number of hours completed. - Pupil feedback within review lessons (PSE). - Recognise alongside merits at Awards Ceremony. - Number of pupils achieving a positive destination. - Tracking and monitoring of spreadsheet to identify gaps and support young people to access extra-curricular clubs/activities. - Pupil Focus groups. - Pastoral interviews	- Identify opportunities to reduce stigma around neurodivergence, for example via assemblies during ADHD Awareness Month (October 2026) and ASD Awareness Month (April 2027). - Relaunch Saltire programme in August 2026, via PSE lessons/assemblies. - Promote the benefits of volunteering to all pupils. - Track volunteering hours monthly via booklets. - Submit volunteering hours to the Saltire website. - Create spreadsheet by the end of September, detailing all extra-curricular clubs and activities. - Speak to all pupils re extra-curricular by the end of October. - Revisit at end of May – establish which clubs/activities were maintained. - Ensure that all pupils on Enhanced Monitoring spreadsheet are given opportunities for extra-curricular.
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clubs/activities available to pupils in and out with school. Ensuring that all young people have the opportunity to take part in activities/clubs which will improve health and wellbeing and develop social skills. 7. Our demerit data tells us that the classroom is a positive experience for our pupils. The NVR focus for this session is auto pilot statements and relational gestures to ensure continued positive interactions within the school community. This practice strengthens and improves relationships while providing emotional safety for many of our vulnerable young people. 8. Many of our school community have experienced bereavement and loss. Nationally, statistics show that roughly 92% of children will face a significant bereavement before the age of 16. By creating and implementing our own Bereavement Charter it establishes a formal, whole-school framework that provides interventions that are empathetic, practical and supportive.	importance of extra-curricular activities in supporting physical and mental health and wellbeing. - All class teachers make regular use of relational gestures and auto-pilot statements within their classroom. - All class teachers promote positive relationships within the classroom and across the school. - All young people have had opportunities to discuss positive relationships. - Reduced demerits and referrals. - All young people experiencing bereavement and loss feel supported with dignity, respect, and equity during times of loss. - The school will acknowledge changes in a pupil's circumstances in a sensitive and appropriate manner. This may include sending a condolence card and attending the funeral. - Relevant staff will be informed of changes in circumstances on a need-to-know basis, to ensure they are prepared to support the pupil in class and around the school.	- Reduction in demerits - Data from GWP - Pupil focus groups on relationships - Staff focus groups on relationships - Bereavement Charter Mark achieved. - Pupil focus groups on bereavement and loss. - Staff focus groups on bereavement and loss - Updated ASN/Enhanced monitoring sheet to ensure accurate and significant dates for pupils who have experienced bereavement and loss are included. - Subject specialists identify areas within their curriculum that may be triggering for pupils.	- Additional staff training on relational gestures and auto-pilot statements. - NVR training for staff who missed first round. - NVR groups for Parents and Carers including evaluation. - Nurture Nuggets for staff. - Highlight NVR approach for Parents/Carers via School Bulletin and Newsletter. - Work with St Vincents Hospice to create a whole School Bereavement Charter - Staff consultation on Bereavement Charter - Staff Bereavement and loss training % of staff trained - Staff consultation on managing a critical incident
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9. Data compiled by UNICEF UK highlights that achieving Silver status within Rights Respecting Schools Award will drive improvements across many areas such as attainment and engagement, pupil voice, positive relationships. We plan to gain accreditation for our Silver award demonstrating that children's rights are woven into our daily culture and practice. 10. We will continue our journey on creating a neuro-affirming environment. By using this model, we are demonstrating the idea that fairness does not mean treating everyone the same; it means giving everyone what they need to succeed.	- Increased opportunities across the school for pupil voice to effect change - All pupils will have had opportunities to discuss the role of rights and responsibilities. - Pupils feel valued, understood and included within a neuro-affirming environment. - Individual needs are recognised and supported, reducing barriers to learning. - Confidence, wellbeing and engagement in learning are enhanced. - Pupils experience equity through personalised support, enabling them to achieve their individual potential.	- Accreditation of Silver Award achieved. - Pupil focus groups - Staff focus groups - Outcomes from Young Leaders of Learning. - Pupil voice demonstrates that learners feel valued, understood and included. - Learning observations show consistent use of neuro-affirming strategies across classrooms. - Staff confidently adapt learning to meet individual needs. - Reduced incidents of dysregulation and increased engagement in learning. - Improved attendance, participation and wellbeing for identified pupils. - Positive feedback from parents/carers regarding the school's inclusive approach.	- Create a timeline to achieve accreditation for the Silver Award. - Presentation to all staff and pupils. - Continue to use the CIRCLE approach within the classroom. - Strip back classrooms to have less clutter. - Mute the colour of classroom wall displays. - Consider lighting options within the classroom.
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11. Nationally, care-experienced pupils often face lower expectations and as a result can face fewer positive outcomes on leaving school. Care-experienced young people do not just interact with teachers; their school day is shaped by every adult they meet. Full staff training to achieve the "We Promise" is important because we are demonstrating to our care-experienced young people that they are valued, safe and respected.	▪ All class teachers are aware of care experienced young people in their class (28 pupils across the school). ▪ All care-experienced young people will have access to supports necessary to succeed. ▪ Care-experienced pupils have first access to activities beyond the classroom- Activities Week, Clubs and Supported Study. ▪ Partnerships with other schools to create an Equity Charter bespoke for Gryffe.	▪ Staff training - We Promise ▪ Care-experienced pupils have first access to activities beyond the classroom eg. Activities Week, Clubs and Supported Study. ▪ Pupil focus groups ▪ Tracking data of care-experienced young people.	▪ Tracking of pupils on enhanced monitoring sheet. ▪ Attainment data ▪ Achievements data ▪ % of staff trained ▪ Baseline data for attainment and supports beyond the classroom. ▪ Work with partner schools on the Equity Charter.
12. We believe that creating an anti-racist culture is not achieved through isolated initiatives or punitive responses to incidents, but through sustained relationships, collective responsibility and a commitment to dignity for every member of our community. Our anti-racist approach is therefore underpinned by the principles of Non-Violent Resistance (NVR), recognising that meaningful cultural change occurs through connection, presence and persistence rather than control or punishment.	▪ All of our young people will feel physically, emotionally and psychologically safe to be themselves, knowing that racism and discrimination will be recognised, addressed and challenged consistently. ▪ All of our young people will develop a stronger sense of belonging, identity and connection within the school community, regardless of their race, ethnicity or cultural background.	▪ Support can be resources and financial ▪ Pupil focus groups ▪ Parent/carers questionnaires ▪ Staff focus groups ▪ Data gathered from GWP ▪ PSE evaluations ▪ Reduction in number of racist incidents	▪ Anti-racist Manifesto to be shared with all stakeholders in August. ▪ Anti-racist message will be reinforced for pupils through assemblies/PSE lessons, for parents/carers through school communications, and for teachers through in-service, Sharing Effective Practice meetings, ELT/DMs. ▪ Pupils and staff will be invited to physically sign a display board committing to the stance. ▪ Lanyards and badges will be worn to identify allies; a safe space will be created for pupils experiencing racist behaviour. ▪ Curriculum audit will take place, and appropriate recommendations made. ▪ Staff will be upskilled in responding to racist incidents, using the two NVR approaches of 'strike while the iron's cold'

			and autopilot statements, to ensure a consistent approach.
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Improvement Priority 2 – LEARNING (including L, T & A and Attainment)**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 descriptor)

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Rationale for change	Outcome and Expected Impact	Measures	Interventions
1. The current school vision, values and aims require review to ensure they accurately reflect the school's evolving context, aspirations and priorities. Changes in educational practice, learner needs, community expectations and national policy have highlighted the importance of having a clear, shared and meaningful framework that guides decision-making, curriculum design and school culture. A refreshed vision, values and aims will strengthen the school's identity, provide greater coherence across improvement priorities and ensure that all stakeholders have a shared understanding of what the school seeks to achieve for its learners.	▪ Learners will have a stronger sense of belonging, purpose and identity within the school community. ▪ Learners will better understand and demonstrate the school's values through their attitudes, behaviours and learning experiences. ▪ Increased learner engagement, motivation and participation in school life. ▪ Improved learner voice, with pupils actively contributing to the development and ongoing evaluation of the school's vision and values.	▪ Revised vision, values and aims agreed and formally adopted by staff, learners, parents/carers and partners. ▪ Increased stakeholder awareness and understanding of the refreshed vision and values as evidenced through surveys and focus groups. ▪ Evidence of the vision and values being embedded within the curriculum, learning experiences and school policies. ▪ Learner voice activities demonstrate understanding of and commitment to the school's values. ▪ Improved consistency in the language and expectations used across the school community.	▪ Establish a working group representing learners, staff, parents/carers and community partners. ▪ Conduct stakeholder consultation through surveys, workshops, focus groups and pupil voice activities. ▪ Review current vision, values and aims. ▪ Develop and agree a refreshed vision, values and aims statement. ▪ Launch the refreshed framework through assemblies, Sharing Effective practice sessions, parental engagement events and school communications. ▪ Embed the vision and values within the curriculum, behaviour expectations, learning conversations and school improvement processes. ▪ Develop visual displays, learner-friendly resources and celebration activities to reinforce the refreshed values. ▪ Monitor implementation through stakeholder feedback, SLT Values walks, self-evaluation activities and annual review processes.

2. Across Gryffe High School, self-evaluation evidence from Learning & Teaching showcases, faculty observations and staff feedback highlights a strong culture of evidence-informed practice. The whole school focus on questioning in 2025-26 has led to clear improvements in participation, with increased frequency, variety and depth of questioning observed across many classrooms. While questioning has improved, it is not yet consistently used as a tool for formative data collection to inform and adapt teaching in real time. As a result, there remains variability in pace, challenge and support across faculties. In some lessons, there continues to be over-reliance on volunteer responses, limited scaffolding for learners requiring support, and occasional passive engagement. We recognise that this impacts most significantly on learners requiring additional support. The key next step, therefore, is to build on the strong foundations of questioning by developing teachers' expertise in adaptive teaching. This involves using questioning and interaction to gather real-time information about knowledge, understanding and	By June 2027 - Greater consistency in high-quality learning and teaching across faculties. In almost all lessons, evidence of: - High participation, with almost all learners actively engaged - Teachers using questioning as formative assessment - Responsive teaching adjustments during lessons - Evidence of planning to support accessibility and inclusivity - Appropriate challenge for all learners. From pupil voice focus groups & surveys, learners will describe: - The ways they are expected to participate in lessons, and explain why - How teachers provide support or adapt tasks to facilitate success for everyone - The level of challenge within work. - There will be consistently increased active engagement across lessons, supporting improved confidence, understanding and progress.	- Learning & Teaching Showcases - Faculty observation time - SLT Values Visits - Faculty and SLT observation records and professional dialogue. <i>Observation will focus on themes highlighted from showcase, which may include learner participation, evidence of adaptive teaching, use of scaffolding, clarity of learning.</i> - Learner conversations and focus groups. - Participation in peer coaching. <i>Aim to increase to 10 pairs this session.</i> - Use of and contribution to the Learning & Teaching Padlet. - PRD discussions and staff feedback through annual survey. - Increased learner participation across lessons. - Departmental/Faculty QI 2.3 audit documents.	Whole School Focus on Adaptive Teaching - Focus on adaptive teaching for this session, building on our shared knowledge of questioning as a tool for formative assessment. - Emphasis on responsive teaching to address pace, challenge and support. Structured Observation and Professional Dialogue - Extend L&T Showcases – 4 faculties for Year A. - Where possible, time to be identified to allow for faculty observations and to facilitate observation-related discussion. This should allow all staff to observe and be observed annually. - Use of evidence-informed, hypothesis-led professional dialogue, including training from PT L&T on lesson observations through a community of practice supported by Centre for Teaching Excellence. Professional Learning & CLPL - Learning Lunches (Term 1) – video-based reflection on classroom practice. - Sharing Effective Practice meetings with integrated collegiate time: - Adaptive Teaching - Universal Support (Inclusive and Accessible Practice) - Scaffolding & Stretch - Subject-Specific Pedagogy - On going use of L&T Padlet and 'Wee Ideas'.
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ideas, then responding through adjustments to pace, challenge and support. 3. Evaluation of the Learning and Teaching Showcase pilot year has identified the need to refine and strengthen approaches to Senior Leadership Team (SLT) and Faculty Head/Principal Teacher (FH/PT) observations. Developing a more consistent and purposeful approach to observation and professional dialogue will enhance support for class teachers, promote the sharing of effective practice, and provide more robust evidence to inform faculty and whole-school improvement priorities.	- Improved learner experiences and outcomes as a result of high-quality teaching. - Increased engagement and learner motivation. - A consistent and supportive approach to classroom observation is implemented across the school. - Teachers engage in meaningful professional dialogue informed by observation evidence. - Effective learning and teaching practices are identified and shared, across faculties. - Observation evidence is used systematically to inform faculty and whole-school improvement planning.	- Observation evidence demonstrates increased consistency in agreed learning and teaching approaches. - Staff feedback indicates that observations and professional dialogue support professional growth and classroom practice. - Faculty and whole-school improvement plans are informed by observation findings. - Learner voice indicates positive experiences of learning and teaching. - Improvements in attainment, engagement, and participation data can be linked to identified teaching and learning priorities. - Faculty/Departmental Improvement plans.	Peer Coaching and Practitioner Enquiry - Expansion of Peer Coaching Programme. - Pilot practitioner enquiry group to support research-informed practice. Supporting Understanding of Learning - BGE assemblies on learning, memory and study approaches. - Extend Learning and Teaching Showcase to 4 faculties per session (using the model devised during the pilot year). - Review and revise the current observation framework for SLT/FH observations. - Develop a shared understanding of effective learning and teaching through showcases, SLT/FH observations. - Facilitate professional dialogue and coaching conversations following observations. - Create opportunities for staff to share effective practice through collegiate time, showcases, and faculty discussions. - Use observation findings to inform professional learning activities and improvement planning. - Monitor and evaluate the impact of changes through regular self-evaluation activities.
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4. Self-evaluation evidence, attainment analysis and professional dialogue indicate that while effective assessment practices exist across the Broad General Education (BGE), there is variability in approaches to moderation within and across faculties. Staff engage in professional discussions about standards and learner progress; however, opportunities for systematic moderation of assessment evidence are not yet sufficiently embedded to ensure consistency of professional judgement across all curriculum areas.	▪ All learners will experience greater consistency in assessment and feedback across the BGE. ▪ Attainment data will provide a more accurate reflection of learner progress and achievement. ▪ All learners requiring support or additional challenge will be identified more effectively. ▪ Increased confidence amongst staff in reporting achievement of Curriculum for Excellence levels.	▪ Analysis of BGE attainment and achievement data. ▪ Tracking of Curriculum for Excellence levels and learner progress. ▪ Professional dialogue records and faculty self-evaluation. ▪ QI 2.3 audit documents. ▪ Professional dialogue at ELT meetings providing an opportunity to share best practice and learn from each other. ▪ Evidence of engagement with local authority and cluster moderation activities (if appropriate). ▪ Pupil focus groups.	▪ Dedicated time for focused discussions/sharing effective practice during ELT meetings, in-service days and DMs. ▪ Strengthen engagement with cluster moderation activities to support progression from primary to secondary. ▪ Participate in cluster and local authority moderation activities. ▪ Reporting highlights progress and next steps in learning. ▪ Feedback is linked to success criteria and next steps. ▪ Monitor the impact of moderation through quality and assurance and self-evaluation activities.
5. Consultation with parents and carers through the Together for Learning project highlighted a desire for greater clarity, consistency and support around home learning. Families reported variation in expectations and identified a need for improved communication.	Establish a more consistent and supportive approach to home learning: ▪ Improved communication and shared understanding ▪ Increase pupil engagement with home learning tasks ▪ Improve homework completion rates ▪ Greater parental confidence in supporting learning at home	▪ Departmental homework completion and submission data. ▪ Parent/carer feedback gathered through surveys and Pupil Progress Evenings. ▪ Qualitative feedback from pupil support/SLT. ▪ Monitoring engagement with home learning resources.	Partnership Working with Parents/Carers ▪ Continued development of Together for Learning through S1 Parent/Carer event. ▪ Development and sharing of S1 Home Learning Guide to provide clear expectations and practical strategies. ▪ Delivery of S1 Parent/Carer information event.

6. Current attainment data is shared effectively at transition and throughout the Broad General Education (BGE); however, there is a need to strengthen the consistent use and analysis of this information to ensure targeted support in Literacy and Numeracy and to improve learner outcomes. 7. While attainment actions and interventions are informed by data, there is a need to further develop a responsive and flexible approach to tracking progress and adapting support throughout the session, ensuring that all learners receive timely interventions that meet their changing needs.	▪ By May 2027, 90% of S3 pupils will achieve Level 4 Numeracy. ▪ By May 2027, 94% of S3 pupils will achieve Level 4 Writing (Literacy). ▪ SP Achieve Local Authority Senior Phase Attainment targets agreed in August/Sept 2026.	▪ In Service Day/Sharing Effective Practice Presentations and tasks. ▪ FH/PT collegiate discussion time and feedback. ▪ Attainment data – SNSA & Reporting data. ▪ FH/PT/ SLT – Insight training. ▪ HT/PT Annual Reviews – change in paperwork with focus on Enhanced Monitoring and ASN. ▪ Pre/Post Accelerated Reading Data. ▪ Pre/post numeracy intervention data. ▪ All departments and Attainment Team will sample reports. ▪ Learner conversations. ▪ S1 & S2 will engage in a weekly library period to promote a culture of reading. ▪ Analysis of reporting data measured against National Standards or previous reporting data. ▪ Analysis of care experienced attainment data. ▪ Regularly updated ASN spreadsheet to inform staff. ▪ In-service day launch of new intervention tracker and DM support for staff. ▪ FH/PT collegiate discussion time.	▪ Project Leader Attainment BGE to analyse attainment data and provide targeted interventions. ▪ Accelerated Reading Programme (PEF). ▪ 0.2FTE Numeracy to support creative and bespoke interventions including transition work with Cluster primaries (PEF). ▪ P7 Subject time within Cluster Primaries – Weekly: 2 periods English and Maths. ▪ Pupil Passports for BGE pupils (SfL). ▪ Enhanced use of attainment data to support pupils in appropriate options choices ▪ Following the positive impact of sharing the reading ages of ASN pupils with staff, this practice will now be extended to all BGE pupils to further support the development of literacy across the school. ▪ By streamlining intervention procedures, pupil progress will be monitored more effectively, enabling timely identification of needs and the implementation of appropriate interventions at an earlier stage. ▪ Enhanced Monitoring pupils will remain a key focus within the revised procedures, ensuring that their needs are consistently prioritised and monitored through the collation of relevant information. ▪ Change of S3 June reports to Tracking and Monitoring to be in line with SNR phase reporting. ▪ PT Attainment to analyse attainment data and provide targeted interventions.
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		▪ Attainment data – SQA, Insight & Reporting data. ▪ All departments and Attainment Team will sample reports ▪ National Qualifications – targeted group ▪ No. of care experienced pupils staying on beyond S4 compared to their peers. ▪ Departmental/Faculty QI 3.2 documents.	▪ Introduction of Departmental/Faculty collaboration to ensure consistency in interventions. ▪ Regularly updated ASN spreadsheet to inform staff ▪ Continued use of S3 examination diet to support transition and interventions at start of Senior Phase. ▪ Change in Senior Leadership Team structure with Year Group continuity to enhance interventions with pupils and parents/carers ▪ Inclusion of S4-S6 Study Skills Workshops and Parent Information evenings to support pupils effective study approach. Sessions run by Attainment Team and through collaboration with Glasgow University ▪ Adjusting the timing of reports and Pupil Progress Evenings throughout the session will ensure that parents/carers receive timely information to better support their child's progress and attainment. ▪ Following successful introduction in two key curricular areas, we are keen to support lower year groups with S6 Ambassadors. ▪ Introduction of alternative pathways (in the senior phase) to ensure the needs of all pupils are met. ▪ Focus FH/PT collaboration to support a uniform approach to interventions.
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Improvement Priority 3 – ACHIEVING (including DYW and Wider Achievement)			
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
1. Self-evaluation activities indicate that while learners develop valuable skills through their experiences across the Broad General Education (BGE), opportunities to explicitly identify, develop and reflect upon skills are not yet sufficiently consistent across all curricular areas. To ensure learners are well prepared for the Senior Phase and future pathways, we will develop a more coherent and progressive approach to skills development across the BGE. This will support learners to recognise, articulate and apply their skills confidently.	By June 2027: A coherent whole-school approach to skills development will be developed across the BGE. In almost all curricular areas: - Skills for learning, life and work will be explicitly planned for and referenced within learning experiences. - Learners will have regular opportunities to develop, apply and reflect on key transferable skills. - Staff will make clear connections between subject knowledge, skills development and future pathways. - Skills progression will be evident within curriculum planning and learner experiences. Through learner conversations, surveys and profiling activities, most young people will be able to:	- Faculty curriculum plans and course documentation. - Learner profiles and skills reflection activities. - Learning and Teaching observations and learning walks. - Learner focus groups and surveys. - Sampling of learner work demonstrating skills application. - Staff self-evaluation and professional dialogue. - Participation and achievement in interdisciplinary learning and wider achievement opportunities. - Tracking of learner engagement and participation. - Feedback from partners, employers and DYW activities.	Developing a Whole-School Skills Framework - Create and implement a shared BGE Skills Framework aligned to Skills for Learning, Life and Work. - Identify a core set of transferable skills to be developed progressively across all curricular areas. - Establish common language and expectations for discussing skills with learners. Curriculum Planning and Progression - Audit existing BGE curriculum offers to identify strengths, gaps and opportunities for skills development. - Embed explicit skills outcomes within curriculum planning. - Develop progression pathways to ensure skills are revisited and extended across S1–S3. Learning, Teaching and Assessment - Support staff to make skills development explicit within learning experiences. - Develop approaches that enable learners to reflect on, evidence and articulate their skills.

	- Identify the key skills they are developing across different subjects. - Explain how these skills support success in learning, life and work. - Provide examples of applying skills in a range of contexts. - Articulate their strengths and next steps in skills development. As a result: - Learners will demonstrate increased confidence in recognising and discussing their skills. - Learner engagement and ownership of learning will improve. - Young people will be better prepared for Senior Phase pathways, wider achievement opportunities and future employment. - Skills development will be more visible, progressive and consistent across the BGE.		Learner Reflection and Profiling - Introduce regular opportunities for learners to identify and reflect upon skills development. - Strengthen profiling processes to support learners in recognising achievements and next steps. - Develop learner understanding of how skills connect to future pathways and career aspirations. Partnerships and Wider Achievement - Strengthen links with employers, community partners and Developing the Young Workforce initiatives. - Increase opportunities for learners to apply skills in real-life and interdisciplinary contexts. - Promote wider achievement opportunities that support skills development and learner leadership.
2. Self-evaluation has identified the need to further strengthen careers education and work-based learning opportunities to ensure all young people develop a comprehensive understanding of the range of pathways available to them. Our Pupil Support Team and DYW	- By June 2027, over 95% of S4 pupils take part in a work experience placement. 100% of S1 pupils will be registered on My World of Work by September 2026 which will help build career management skills and discover what careers	- Destinations Audit completed twice a year for S4-6 future career tracking - Pupil Voice 16+ Participation Portal - SDS Partnership - UCAS Destinations Data	- Parental engagement padlets including DYW - S2 One to One SDS careers interview - S1-6 SDS Career Group Work input by SDS - Enhanced Service Offer via Matrix data for S4-6

Coordinators will continue to support all young people to make informed decisions about their future education, training, and employment destinations. 3. Strong collaborative partnerships with Skills Development Scotland and Invest Renfrewshire play a key role in supporting learners to achieve positive post-school destinations. Evidence demonstrates the value of these partnerships in providing targeted advice, guidance, and support. We recognise the importance of maintaining and further strengthening these collaborative approaches to ensure all young people continue to be supported in achieving successful and sustained destinations.	match pupil skills, interests, education, and experience. ▪ My World of Work platform will be used by 100% of S3 for profiling by June 2027. This will give pupils the opportunity to explore their interests and strengths using the online tools. ▪ By May 2027, increase employability qualifications for pupils at risk of not achieving a positive destination to ensure 100% of pupils achieve a positive destination. ▪ Begin to embed Career Education Standards by May 2027.	▪ Use of UCAS Top-up to support Enhanced Monitoring Pupils. ▪ Curricular (subject) promotion of Career Educations. ▪ Insight data – Parental engagement Padlets. ▪ Tracking via dept padlets / MS forms. ▪ Parental Survey ▪ Work experience data analysis ▪ Pupil Evaluations of employability events. ▪ Project Leader STEM.	▪ PL Employability Tracking, Monitoring and Interventions (Additional DYW Scottish Government Funding) ▪ DYW coordinator – targeted interventions, including work experience placements, for S4 and S5 Winter Leavers and those at risk of a negative destination ▪ Full week work experience placement for all S4 pupils with in-house programme in place for all pupils unable to secure an external placement. ▪ Increase opportunities for bespoke work experience for those pupils identified through our destination audit at risk of a negative destination ▪ Increase work with partner agencies to improve sustained destinations – LA link D Conway: CSCS card training. ▪ Partnership work with employability schemes such as Barnardo's, Street League and Kings Trust to target most vulnerable pupils to provide opportunities for employment. ▪ Inclusion of Employability class from start of timetable to allow additional qualifications to be gained to supplement QS qualifications. Focus on employability skills. ▪ Bi-annual Careers Fayre to take place to provide opportunities for pupils to engage with future employers. ▪ Increase profile of Careers Advisor with presence at assemblies as well as Pupil Progress Evenings, Options Evenings and Information nights.
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			▪ Presentation to staff On Career Education Standards - what this means and how to bring it into class lessons
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Improvement Priority 4 (Written by our Young Leaders of Learning)

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
1. Pupils felt that there could be some small improvements to help young people who are struggling, either with their schoolwork or their personal life, in accessing support. Pupils felt there could be more/different ways to access help/support.	- Pupils feel safe, supported and listened to in school. - The wellbeing needs of all pupils are met effectively. - Young people are more aware of the supports available to them and become more confident in seeking help. - Increased confidence in seeking support when required.	- Pupil surveys - Pupil focus groups - Pastoral interviews - Data gathered from GMWP - SEEMiS data	- Increased promotion and normalisation of support services during PSE and assemblies. - Regular reminders regarding how to access support through bulletins, digital screens and year group assemblies. - Easier and more visible ways to access help, including posters/displays in the Pupil Support Corridor. - Teacher emails displayed around school.
2. Pupils felt that the school has an excellent system sharing information and has a wide range of communication channels. They felt that there could be some small improvements to increase consistency of delivery.	- Pupils are well informed about school activities, events, clubs and day-to-day information. - Communication is clear, consistent and accessible to all pupils. - Increased pupil engagement in school life and opportunities. - Pupils feel safe and respected within the school environment. - Pupils understand how to report concerns and access support. - Increased awareness of anti-bullying procedures and restorative approaches.	- Pupil surveys - Focus groups - Attendance at clubs/events - Bullying and behaviour incident data - Pastoral interviews - Key messages displayed on TVs	- Use TV screens and social areas more effectively to share key information. - Repeat key messages regularly (e.g. Friday reminders and multiple bulletin days). - More consistent staff use of communication systems and platforms. - Hard copies of key information available from the school office where appropriate. - More visible anti-bullying information across the school, including posters, displays and digital screens. - Promotion of reporting systems and trusted adults. - Anti-bullying awareness campaigns and pupil-led activities.

3. Pupils do not fully understand what it means to be a Rights Respecting School. 4. Pupils felt that there is a strong awareness of clubs for young people to join activities with others who share their interests. Pupils felt there could be some small improvements made here. 5. All pupils felt that there is at least one adult who knows them well and who they could talk to if they needed support?	- Reduction in bullying incidents and related concerns. - Pupils will have an increased understanding of what it means to be a Rights Respecting School. - Pupils will understand the relationship between rights and responsibilities. - Rights-based approaches will become more visible across the school community. - Pupils feel included and engaged in the wider life of the school. - Pupils are supported in establishing friendships and interests out with the classroom. - Increased participation across all year groups, particularly senior pupils. - Pupils feel safe, valued and supported in school. - Positive relationships between staff and pupils.	- Pupil surveys and focus groups - Rights Respecting Schools evidence gathering - Classroom observations and faculty feedback - Participation and attendance data for clubs - Pupil surveys and focus groups - Wider achievement tracking - Pupil surveys - Pastoral interviews - Data gathered from GWP - Attendance data	- Rights education reinforced across a wider range of subjects and year groups. - Greater focus on rights and responsibilities during assemblies, PSE and bulletins. - More visible promotion through posters, displays and weekly highlights. - Opportunities for pupil leadership linked to rights awareness campaigns. - Collaboration with Humanities and Rights Respecting Schools leads to embed learning consistently across the curriculum. - Introduce more non-sporting activities (e.g. cooking club, school show, "Doodle and De-stress", creative and wellbeing clubs). - Develop opportunities for trips and wider experiences (e.g. ski trips, UK-based activity weeks). - Promote clubs more regularly through assemblies, social media and digital screens. - Continue to strengthen positive relationships
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	▪ Early identification of wellbeing concerns and support needs. ▪ Reduction in recorded bullying.		▪ Continue to maintain Pastoral Interviews for all and regular check ins for targeted pupils. ▪ Ensure pupils know who their trusted adults are within school. ▪ Continue to provide ongoing CLPL for staff regarding relationship-based approaches.
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