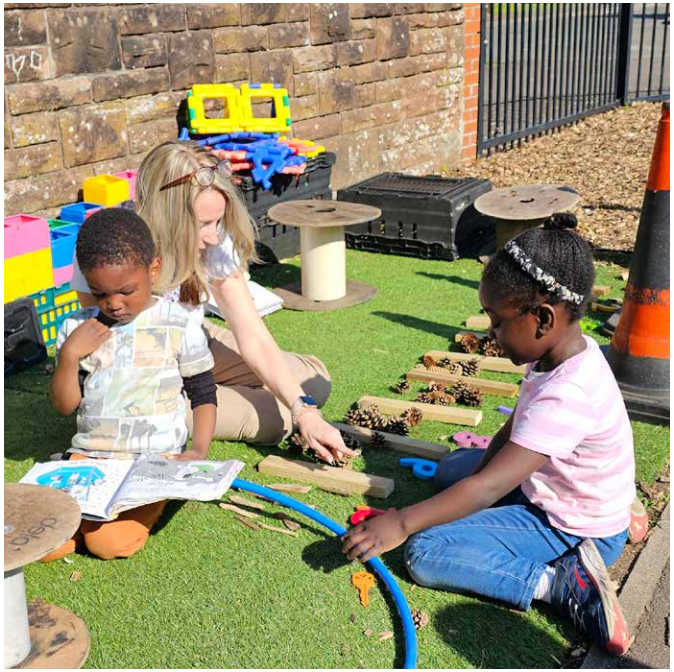


Education Improvement Plan 2025/26

Renfrewshire Council







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Introduction

Welcome to Renfrewshire Council's Education Improvement Plan for the school session 2025/26. This plan is informed by robust self-evaluation and evidence gathered by the Central Team, enabling us to identify meaningful next steps to enhance the learning experiences of all our children and young people.

Rooted in the Council's values—Fair, Helpful, Collaborative, Learning—this plan outlines how we will deliver on both local priorities and the national priorities set out in the National Improvement Framework.

Our plan focuses on three main themes, and the document itself is structured around these themes:

- Inclusion.
- Families and Communities.
- Curriculum, Learning, Teaching and Assessment.

We remain ambitious for every child and young person in Renfrewshire. While we aim to raise attainment for all, we maintain a sharp focus on narrowing and closing the poverty-related attainment gap. Through a blend of universal and targeted approaches, we will ensure that every learner is supported to succeed—both in school and in life beyond.

This plan represents our proactive and systematic approach to continuous improvement. We warmly invite parents, carers, and all our partners to work alongside our Early Learning and Childcare settings, schools, and services to help realise the outcomes and impacts we have identified within the plan.



Councillor Emma Rodden

Convener Education and Children's Services



Janie O'Neill

Director of Children's Services

Renfrewshire's Education Improvement Plan





This Education Improvement Plan supports the delivery of the priorities contained within key plans such as Renfrewshire Council's Plan, Children's Services Partnership Plan and Children's Services Improvement Plan. It also allows us to deliver on the National Improvement Priorities for education as well as other relevant strategic and policy drivers such as:

- 'Delivering Excellence and Equity in Scottish Education: A Delivery Plan for Scotland'.
- Scottish Equity Framework.
- Getting it Right for Every Child (GIRFEC).
- Whole Family Wellbeing.
- The Promise Scotland—findings of the Independent Care Review.
- Putting Learners at the Centre: Towards a Future Vision for Scottish Education—Professor Ken Muir.
- Additional Support for Learning Review—'Support for learning: all our children and all their potential'.
- United Nations Convention on the Rights of the Child (UNCRC) (Incorporation) (Scotland) Act 2024.
- General Teaching Council for Scotland Professional Standards 2021.
- Developing the Young Workforce.
- The Expansion of Early Learning and Childcare in Scotland.
- OECD report on 'Scotland's Curriculum for Excellence'.
- Mental Health Strategy 2017–2027.

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.

Our 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.

Renfrewshire Children's Services Vision

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

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

This report outlines the progress made in advancing our strategic priorities and highlights the positive impact of this work on our children and young people. Our improvement priorities are closely aligned with the key outcomes and objectives set out in the National Improvement Framework (NIF), ensuring coherence with national policy and direction.

5 National Improvement Framework (NIF) Priorities

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

Stretch aims

The local authority's approach to setting stretch aims is based on recovery and acceleration: recovery to pre-pandemic levels of attainment and then increase attainment beyond pre-pandemic levels from 2024 onwards. Local authority stretch aims have been set for 2025/26, with interim annual targets each year. To support this approach, schools set their own attainment targets following the same rationale. These annual school targets are intended to ensure that the approach is pupil centred and should lead to more effective tracking of progress across the broad general education.

Core plus aims are centred on writing across the broad general education (BGE). This is a key improvement area for the authority and was selected based on performance at each stage. We continue to use evidence-based interventions to support schools with improving writing. Additional stretch aims relating to attendance, exclusions and pupil wellbeing have also been included at local authority level. Across all measures, additional stretch aims have been identified for attainment gaps, measured using SIMD, as well as for all pupils. This is to maintain the joint focus of raising attainment for all and closing the poverty related attainment gap.





Inclusion

Inclusion Action Plan		
What will we do collectively?	**What difference will we make?**	**How will we measure success?**
Review of Renfrewshire's Vision for Inclusion		
Restatement of Renfrewshire's Vision for Inclusion to ensure a clear understanding of the presumption of mainstream; the profile of need of those who are most vulnerable, and needs are most complex; the expanding ASN estate and the importance of multi-agency working. Develop a shared understanding of Renfrewshire's Vision for Inclusion with partners e.g. Social Work and Health.	**By June 2026:** All children and young people will benefit from an ethos and culture of inclusive learning and teaching practices and relationships through: • Strong leadership. • Empowered staff who will use their knowledge of the children and young people to drive inclusive practice.	Through thematic establishment reviews evaluate the following: • Monitoring and tracking systems which reflect early intervention supports to ensure they are robust. • The assessment systems used to identify the needs of learners. • The strong leadership and distributed leadership driving inclusion. • Audit the flexible curriculum pathways for learners.

Inclusion Action Plan		
What will we do collectively?	**What difference will we make?**	**How will we measure success?**
Review of Renfrewshire's Vision for Inclusion (continued)		
Build capacity in those working with Renfrewshire's children and young people by working with partners to deliver joint training and services.	All children and young people will be supported to overcome barriers to learning and achieve their full potential through: • Early intervention. • Regular communication with children and young people, parents and carers to review learning. • Effective assessment systems which identify the diverse needs of children and young people. • Flexible learning pathways. **By June 2026**, the Flexible Learning Resource (FLR) will be structured to allow bespoke support to be provided in relation to the following needs: Attendance and Emotionally Based School Avoidance, interrupted learners, Social and Emotional needs, learners at risk of exclusion, social and communication needs.	Locality Education Officers will quality assure Child's plans through the Education Support Resource Group (ESRG) process this will include plans which require joint planning between base school and FLR. Moderation of Multi Agency plans will show that they are of a high standard and reflect joint planning. Termly analysis of attendance data will show an upwards trend across establishments. Attendance data in relation to children accessing support from the FLR will show an increase in attendance. An audit of reduced timetables recorded through ESRG will show that: • Reduced timetables are being used appropriately to support children and young people to increase time in school. • Reduced timetables are being regularly reviewed at school level.

Inclusion Action Plan		
What will we do collectively?	**What difference will we make?**	**How will we measure success?**
Review of Renfrewshire's Vision for Inclusion (continued)		
	Partners, including Social Work and Health will be kept updated in relation to Renfrewshire's ASN estate and processes in place to support children and young people in our education establishments.	Termly analysis of exclusion data will show a reduction in exclusion rates across all sectors. Exclusion data in relation to children accessing support from the FLR will show a decrease in number of exclusions. Achievement and attainment levels will improve for children and young people with ASN. Qualitative feedback from children and young people receiving support from FLR will be gathered to evaluate the effectiveness of support provided. Monitoring and tracking systems in our Flexible Learning Resource will show that the needs of learners are being met within this provision.

Inclusion Action Plan		
What will we do collectively?	**What difference will we make?**	**How will we measure success?**
Early Years		
Create an early years Flexible Learning Resource to support children with additional support needs. Bespoke packages of support will be accessed through ESRG process. A multi-agency plan for improving speech, language, and communication in the early years across Renfrewshire will be developed and piloted for 2–3 year olds. The pilot will explore: • CLPL for education and health practitioners. • Effective play spaces and resources. • Tracking and monitoring progress. • Targeted support and early intervention. • Parental involvement and community supports. • Mapping of community supports to develop intelligence to determine what families can already access and understand gaps in supports.	**By June 2026:** The Early Years FLR will support the implementation of universal and targeted supports within Renfrewshire's ELC. There will be an increase in support for Children and young people with language and communication needs. Improvements in workforce development and knowledge of early language and communication, how to identify needs and how to meet these needs.	Audit of ESRG information across establishments will provide information on impact of early intervention. Qualitative feedback from practitioners will be gathered via Forms and focus groups to evaluate effectiveness of EY FLR. Tracking and monitoring data from FLR will illustrate impact of early intervention. The Early Years data will be drawn from the 13–15 month; 27–30 month and 4–5 year ASQs. This data will show a reduction of developmental concerns over time. This is in line with the national aims.

Inclusion Action Plan		
What will we do collectively?	**What difference will we make?**	**How will we measure success?**
Early Years (continued)		
To launch the Early Years position statement in order that key messages are shared and embedded into practice across all ELC services.	ELC staff will be clear of the expectations in relation to providing high quality early learning provision in Renfrewshire.	On quality visits Education Managers/ Development Officers will gather information on the quality of provision. Care Inspectorate and Education Scotland inspection grades.
To promote the health and wellbeing of ELC leaders and staff through a target programme of support.	**By June 2026:** ELC leaders and practitioners will have increased resilience and capacity to support them in their roles. Improved attendance across the ELC workforce.	Pre and post training evaluations of ELC staff and leaders. Staff attendance levels.

Inclusion Action Plan		
What will we do collectively?	**What difference will we make?**	**How will we measure success?**
Early Years (continued)		
Continue the work to develop a new framework for Renfrewshire's children aged 0-3 which will maximise their development and support staff in adopting best practice in planning, assessment, recording and reporting.	**By June 2026:** Children are making very good progress in every aspect of their development. A revised framework will provide best guidance to staff supporting the overall development of children aged 0 to 3 years.	On quality visits Education Managers/ Development Officers will gather information on the quality of provision on: • the effectiveness of interactions and engagement to support the overall development of children aged 0 to 3 years. • planning, assessment, and tracking data for children aged 0 to 3 gathered at an individual establish level. Engagement and consultation with ELC staff on the effectiveness of the Framework in supporting practice. Care Inspectorate grades.

Inclusion Action Plan		
What will we do collectively?	**What difference will we make?**	**How will we measure success?**
Virtual Head Teacher/Skills Academy		
A newly created Virtual Head Teacher post will work closely with establishments to provide support to: • Children and young people who are experiencing attendance and emotionally based school attendance issues. • Children and young people at risk of or currently excluded. • Children and young people that require a Flexible Learning Placement. • Care experienced children and young people. The Virtual Head will support all learners to engage in an appropriate learning pathway by supporting the continuity of their wellbeing and learning to achieve aspirational education outcomes.	**By June 2026:** There will be a shared vision statement in relation to the FLR. Support will be equitably distributed across the FLR resource through VHT chairing the Staged intervention Support Panel. The needs of children and young people will be met as support packages will be tracked and monitored through a robust system. Regular review and evaluation of support packages will ensure the quality assurance of Child's plans and supports. There will be improved communication between base schools and FLR resource.	A shared understanding of the FLR role will be evident through an audit of Education Support Resource Group (ESRG) requests taken to Staged Intervention Support Panel. An audit of SISP tracker will demonstrate equitable distribution of resource and provide data in relation to the support needs of the children and young people supported through FLR. Locality Education Officers/Virtual Head Teacher will quality assure plans of children being supported through FLR resource. FLR data will show an increased number of children reengaging with base school.

Inclusion Action Plan		
What will we do collectively?	**What difference will we make?**	**How will we measure success?**
Virtual Head Teacher/Skills Academy (continued)		
This post will be a single point of contact for all Primary and Secondary FLR Principal Teachers.	Children and young people placed in FLR will have the opportunity to access a wide and varied curriculum and have achievement opportunities. Children and young people attending FLR have access to base school transition supports, wider achievement opportunities and community links.	Monitoring and tracking of FLR data will show: • An increase in children and young people attendance. • A decrease in incidents leading to exclusion • Improvements in achievement and attainment. • Positive and sustained destinations for school leavers. • Increase in HWB scores. An audit of FLR curriculum will show an increase in curricular and wider achievement opportunities for children and young people.

Inclusion Action Plan		
What will we do collectively?	**What difference will we make?**	**How will we measure success?**
Review of Coaching and Modelling—all sectors		
A short life working party of practitioners in FLR and mainstream will: • Provide a clear vision for the role of coaching and modelling officers. This will be clearly defined and shared with establishments. The resource will aim to build capacity in staff across establishments and a clear process to access this resource will be created.	**By August 2026:** A target group of practitioners will provide feedback on the impact of coaching and modelling, and this will shape next steps for the working party. Coaching and modelling staff will provide a consistent service appropriate to sector. Almost all referrals for coaching and modelling input will allow children and young people YP to remain in their base school. This early intervention will reduce number of referrals to SISP for FLR intervention. Practitioners across Renfrewshire establishments will be upskilled to allow the majority of pupil needs to be met in their mainstream establishment.	A shared vision statement will be created and there will be a shared understanding of the role of coaching and modelling officers across sectors. Impact data will report that children and young people remain at staged intervention 2 and remain in base school following a period of coaching and modelling. Audit of referrals to ESRG following period of coaching and modelling will illustrate impact of early intervention through coaching and modelling approach. Quality assurance of Child's plans will show that coaching and modelling strategies are embedded in base school practice. Qualitative feedback from practitioners will be gathered via Forms and focus groups to evaluate effectiveness of coaching and modelling.

Inclusion Action Plan		
What will we do collectively?	**What difference will we make?**	**How will we measure success?**
Prioritise Attendance and Exclusion		
4 weekly and termly reports with a focus on the attendance/exclusions of those with Additional Support Need will be produced and monitored. This will inform the Target School Programme (CLTA). Link with colleagues at Educational Psychology Service working with our 5 pilot schools to: • Support their embedded EBSA cases. • Improve their recording and use of SEEMIS coding. • Create and implement consistent non-attendance processes and • Strengthen supports during transitions. The Renfrewshire attendance and EBSA guidance will be updated in partnership with the steering group, the five pilot schools and Educational Psychology Service.	**By June 2026:** Attendance and late coming data will show an upward positive trend. Exclusions will be monitored and reduced, with a specific focus on those young people who are care experienced. When implemented, part-time timetables will be appropriately and strategically implemented to help improve attendance among children and young people. EBSA pilot school data and good practice will be shared and disseminated amongst establishments.	Data on attendance and exclusions gathered termly including: Attendance gap monitored: • Difference in percentage attendance between 20% most. • Deprived and 20% least deprived. • % lost to unauthorised absence will decrease. • % lost to truancy or unexplained absence will decrease. • % lost to self-certified will decrease. • Number of late comings (arrives before mid-opening). • Number/Percentage of schools who have • Improved on the previous year. Audit of part time timetables submitted to ESRG will show that all have clear review dates. Sample of Child's plans will show: • That establishments have robust plans to increase child or young person's time in school. • That the views of the child or young person and parent have been captured.

Inclusion Action Plan		
What will we do collectively?	**What difference will we make?**	**How will we measure success?**
Update Transition Arrangements		
Improved transition arrangements will be created for Primary 6/7 into S1. Transition arrangements are being reviewed for children accessing Riverbrae ELCC. Training will be delivered in relation to the updated timelines.	**By June 2026:** A consistent transition process will be followed by all establishments and as a result children and young people will be better supported during transition. Consistent transition arrangements will ensure robust information is provided by establishments to inform ESRG decisions regarding ASN placements. There will be a clear process for children accessing Riverbrae ELCC for a period of assessment and to support transition back to base ELCC. All children and young people are placed appropriately and supported through enhanced transition.	Qualitative data from evaluation of Early Years into P1 process will show that stakeholders find the process transparent and consistent. Review of pilot timeline for P6/7 into S1 will show an improvement in consistency. Review of pilot process to access Riverbrae ELCC will show an improvement in consistency across locality. An audit of complaint numbers regarding communication and transparency of ASN placements will highlight improved arrangements. Audit of training evaluations will show increased understanding of transition processes and policy.

Inclusion Action Plan		
What will we do collectively?	**What difference will we make?**	**How will we measure success?**
Revise Home Education Process		
In line with revised guidance in relation to Home Education we will: • Revise process to ensure that it is in line with updated guidance – focus on opportunity for relationship building and collaboration. • Clear guidance will be provided to LA staff who will be identified as point of contact for HE requests. This will ensure a consistent response and clear process. • Ensure consistent responses to what support is offered to parents/carers. • Review record keeping process with a focus on children/young people who do not require consent.	**By June 2026:** The revised Home Education Policy will be fair, clear, transparent and provide clear guidance in line with updated guidance. Clear guidance and process will be shared with relevant staff and available online to parents/ carers so they have improved knowledge and awareness. The process will promote collaborative relationships with home educating families by informing families about what support may be available to them, and to signpost to practical support and resources as set out in the updated guidance.	A draft policy will be produced and shared with stakeholders for review. A clear central process will be implemented and evaluated. Quality assurance measures will be in place across Locality Education Officer team. There will be a central tracking system of requests which will show consistent recording of annual checks with families.

Inclusion Action Plan		
What will we do collectively?	**What difference will we make?**	**How will we measure success?**
Policy Updates		
The current Children's Behaviour Risk Assessment will be refreshed in partnership with key stakeholders including the Parent Ambassador Group and aligned with the language of the Promise.	**By August 2026:** Our Children's Behaviour Risk Assessment will be child centred and align with policy updates Included, Engaged and Involved.	Feedback from Parents Ambassador group will show that the Children's Behaviour Risk assessment is inclusive in its design taking in to account the needs of children and young people with additional support needs and care experienced.
	This will enhance the current processes for supporting children and young people with dysregulated behaviour.	Feedback from practitioners will show that the Children's Behaviour Risk assessment is user friendly and aligns with Renfrewshire's staged intervention approach.
We will continue to update key local policies based on national updates, guidance and local need.	Clear policies will be in place to support establishments and provide consistency across Renfrewshire.	Feedback from practitioners will show a greater understanding of policy and guidance in relation to ASN.
Additional Support Needs Assistant (ASNA) Contracts		
A proportion of contracts will be made permanent across Renfrewshire establishments to ensure consistency of support. Distribution of permanent ASNA support will be equitably distributed across establishments.	Support staff will feel part of their school community and secure in their workplace. There will be an equitable approach to the deployment of support.	There will be a reduction in number of temporary contracts. Feedback from senior leaders will show that workforce is more stable.

Inclusion Action Plan		
What will we do collectively?	**What difference will we make?**	**How will we measure success?**
Communication Strategy for Parents		
An audit will be carried out of the information available to parents and what information stakeholders find valuable. An online central place where parents can access information and support will be created by June 2026. The information will be easily accessible to parents. Practitioners across establishments will be aware of this resource and will signpost parents to it for information.	**By June 2026:** The audit will provide data on information available to parents/carers. This will allow us to identify gaps in information and ensure information is correct and current. Questionnaire feedback will provide data on the information stakeholders would find useful to ensure the proposed information to be shared in the central space algins with feedback from stakeholders. Audit of multiagency supports will provide live links to resources for parents/carers.	Gaps in information will be clearly identified. All links to resources will be live and relevant. We will have a clear vision of what information stakeholders find useful and would like access to.

Inclusion Action Plan		
What will we do collectively?	**What difference will we make?**	**How will we measure success?**
CAMHS Education Advisor		
There will be a single point of contact between CAMHS and Education. This role will also support wider collaboration across Specialist Children's Services (CAMHS and Neurodevelopmental Services) and Children's Services more broadly, including Education and Social Work. Termly neurodevelopmental training will be delivered as part of the universal and targeted offer. This will include personalised support for teachers, support staff, and senior leadership teams across a range of topics, delivered in collaboration with SCS clinicians.	**By June 2026**, there will be significantly improved partnership working expanding to all areas within and across Children's Services and Specialist Children's Service. Improved information sharing and improved expedience in support to families and schools (virtual school/HS) either directly or via signposting. Improved understanding of supporting Neurodivergence in the mainstream classroom- and development of individualised strategies to support specific individual cases.	Feedback from services supported by the Education Advisor role will highlight improvements in target children and young people's: • Engagement. • Attainment. • Attendance. • Wellbeing. • Capacity to self regulate. Practitioners will demonstrate increased confidence in delivering targeted interventions and creating inclusive environments, as evidenced by self-assessment surveys and feedback, and observed practice.

Inclusion Action Plan		
What will we do collectively?	**What difference will we make?**	**How will we measure success?**
CAMHS Education Advisor (continued)		
The partnership between Education and the Neurodevelopmental (ND) Assessment Process will be strengthened through the streamlining of the ND Pathway referral process which will align the CAMHS referral criteria and staged intervention levels. Schools will have access to, and be supported with, implementation of Discharge Plans.	Schools are active partners in the ND assessment process, attending multi-agency meetings and using ND resources effectively and at the earliest opportunity to support children and young people. Improved transition process as a result of wider ND understanding. ND Assessment of all children in Renfrewshire who require it by P4. Increased education access to clinicians. Improved quality of 'next steps' planning alongside families, clinicians and schools —post diagnosis. Improved quality and accuracy in Neurodevelopmental referrals from Children's Services. Appropriate support provided at the earliest opportunity. Improved understanding of how to support children and young people's mental health needs within school environment. Improved communication with parents.	Improved attainment from assessed children P4 onwards. Reduced requirement for ND referrals in early secondary. ND Data on school assessment. Feedback from establishments on ND assessment process. Reduced volume of declined referrals from Children's Services due to lack of information. Increased signposting to third sector partners. Feedback from establishments. Feedback from establishments. CAMHS re-referral data.

Inclusion Action Plan		
What will we do collectively?	**What difference will we make?**	**How will we measure success?**
CAMHS Education Advisor (continued)		
	Decline in avoidable re-referrals to CAMHS.	
CAMHS EO will Chair Principal Teacher Support for Learning monthly LISN meeting.	Creating monthly opportunity to share good practice, building resilience and capacity within schools.	Feedback from establishments. Feedback from Principal Teacher Support for Learning.
Participation in Transition Planning group. Provide in-clinic Family Advice/Advocacy.	Improved awareness/consideration at point of transition of children and young people on SCS Pathways. Improved transition for P7 children on SCS Pathways. Improved advocacy for families seeking school support in the clinical setting- improving their understanding of school supports and possible 'home based' strategies.	Feedback from parents will show an improvement in: • Feeling understood/listened to • Understanding of appropriate education support. • Understanding of appropriate 3rd Sector supports. • Feedback from establishments will show improved parental communication.

Inclusion Action Plan		
What will we do collectively?	**What difference will we make?**	**How will we measure success?**
CAMHS Education Advisor (continued)		
Work within the Partnership Working for Children with Disabilities WFWB 3rd Sector/ Neurodivergence and their Families, Steering Group.	Improved communication between home and school. Ensuring an overview of all 3rd Sector support to: • Support discharge planning. • Supporting waitlisted children and young. people on both pathways. • Appropriate early intervention. • Improved understanding of the needs of families with children and young people with ASN.	Increased 3rd Sector referrals. Feedback from families, children and young people.
There will be an ongoing partnership with the Whole Family Wellbeing school team in supporting children and young people around key areas such as attendance, attainment and health and wellbeing.	**By June 2026:** Through partnership working, children, young people and families get the right support at the right time. Improved family wellbeing which has a positive impact on areas such as attendance, attainment and health and wellbeing. Inappropriate referrals decrease as a result of streamlined referral processes and improved partnership working.	Ongoing monitoring of the following data: • Referral data. • Family Wellbeing Scale outcomes. • Qualitative case studies from children, young people and families accessing support. • Attainment data. • Attendance data. • Health and wellbeing data.


TRAIN STATION

Curriculum, Learning, Teaching and Assessment

Curriculum Learning, Teaching and Assessment Action Plan		
What will we do collectively?	**What difference will we make?**	**How will we measure success?**
The Renfrewshire Way, Renfrewshire's Learning, Teaching and Assessment Strategy.		
Provide CLPL programme for staff at all levels to support aspects of the new toolkit including: • Setting up an appropriate learning environment. • Using features of highly effective practice in learning and teaching such as retrieval practice and adaptive teaching. • Developing the Young Workforce in action. • Gathering and using class data. • Developing an enquiry approach. Development of 'Renfrewshire Way Practice on a Page' overviews for each of the areas identified within the toolkit. Create new cross sectoral working group of teachers and practitioners across all levels, with a passion for Learning and Teaching, to support the continued development and growth of the new online Toolkit:	**By June 2026:** All staff (individually or in groups) will use The Renfrewshire Way to implement our vision for highly effective learning, teaching and assessment. All staff are empowered and supported to strengthen their practice through collaboration and CLPL. Almost all children and young people's experiences improve as the vision for highly effective practice is implemented in each establishment. Features of highly effective learning, teaching and assessment are evident in almost all classes visited as part of Renfrewshire's Quality Improvement Framework.	Establishment standards and quality reports June 2026 highlight that use of the Renfrewshire Way has led to sustained change and positive impact in the classroom. CLPL evaluations will demonstrate that for almost all participants they have: • Increased confidence in how to successfully apply their new skills, knowledge and understanding in their teaching. • Increased confidence in evaluating the impact of this teaching on children and young people's progress and using this to inform next steps in learning. Ongoing development of The Renfrewshire Way through submission of resources created by schools and individual staff.

Curriculum Learning, Teaching and Assessment Action Plan		
What will we do collectively?	**What difference will we make?**	**How will we measure success?**
The Renfrewshire Way, Renfrewshire's Learning, Teaching and Assessment Strategy. (continued)		
• Addition of appropriate resources and removal of those which become outdated. • Develop future CLPL opportunities as the resource develops. • Link with Assessment and Moderation working group to incorporate resources created by them into The Renfrewshire Way. • Creation of bi-annual Renfrewshire Way newsletter to keep all informed on: • Additions to the toolkit. • Progress of the Renfrewshire Way Working Group. • Feedback from CLPL opportunities. • Best practice within and beyond the authority. Develop and distribute Renfrewshire Way baseline evaluation to all establishments. This will be followed up one year later to measure the success of the toolkit and improvements to Learning and Teaching.		Almost all QIF and external evaluations of HIGIOS Quality indicator 2.3 Learning, Teaching and Assessment are Good or better. The Renfrewshire Way evaluation (baseline & follow up) will demonstrate the success of the toolkit and improvements to Learning & Teaching.

Curriculum Learning, Teaching and Assessment Action Plan		
What will we do collectively?	**What difference will we make?**	**How will we measure success?**
Targeted Schools Programme		
Introduce and implement Target School Programme (Phase 3) to raise attainment and close the poverty related attainment gap across all literacy and numeracy measures for children in SIMD 1 and 2. This will include; • Identifying 17 target schools in primary sector through interrogation of data. • Deployment of additional staff in primary schools through the use of SAC funding. • Providing bespoke support to target schools and CLPL to staff through the engagement of Development Officers, and staff with specialist skills. • Monitoring the implementation of baseline assessment and interventions through Development Officer support.	**By September 2025:** The sharing of experiences and good practice in phase 1 and 2 will inform best practice in moving into phase 3. All leaders will identify the targeted groups of individuals using TSP criteria to ensure maximum support for the children and young people. **By June 2026:** The poverty gap will have narrowed from 24.6 to 22.6 percentage points in literacy and from 15.1 to 14.5 percentage points in numeracy. All class teachers in P1, P4 and P7 will demonstrate increased confidence in the implementation of both reading and maths recovery programmes including assessment. All schools will have access to additional support with regards to improving literacy and numeracy in P1,P4 and P7 bespoke to identified groups of children. strengthened approach to implementing GL standardised assessment approaches in literacy and numeracy will contribute to improvements in almost all children's experiences and progress.	Attainment and tracking data will show that almost all targeted children are making progress in literacy and numeracy with a trend towards closing identified attainment gaps. Overall attainment for literacy will improve to 80%. Overall Attainment for numeracy will improve to 87 %. Baseline assessment and post support assessment for individual targeted children will show improvement in attainment across literacy and numeracy. Qualitative feedback from children and all staff involved will be gathered via focus groups to evaluate effectiveness of the programme and will evidence their awareness of improvement in attainment.

Curriculum Learning, Teaching and Assessment Action Plan		
What will we do collectively?	**What difference will we make?**	**How will we measure success?**
Assessment and moderation		
Improving attainment is a regular feature in School Improvement Plans, and therefore improving our assessment and moderation practice is vital in achieving this. • Clear assessment and moderation guidance for all sectors through a short life working group will be created. • A cross cluster approach to assessment and moderation in reading will be piloted.	**By January 2026:** Clear guidelines and resource materials will be accessed through the learning and teaching resource ensuring a consistent approach across the authority. **By May 2026:** All curricular networks will be familiar with the new guidelines to support consistent approaches in assessment and moderation. **By June 2026:** Early years practitioners and teachers from two clusters will be working together through professional discussion, sharing pedagogical approaches, resources and assessments in reading. This will support the improvement of teacher professional judgment across the levels.	Attainment and tracking data will show that almost all targeted children are making progress in literacy and numeracy with a trend towards closing identified attainment gaps. Overall attainment for literacy will improve to 80%. Overall Attainment for numeracy will improve to 87 %. Baseline assessment and post support assessment for individual targeted children will show improvement in attainment across literacy and numeracy. Qualitative feedback from children and all staff involved will be gathered via focus groups to evaluate effectiveness of the programme and will evidence their awareness of improvement in attainment.

Curriculum Learning, Teaching and Assessment Action Plan		
What will we do collectively?	**What difference will we make?**	**How will we measure success?**
Curriculum Reform		
Education Scotland has now begun work on the review of the Scottish curriculum also known as the Curriculum Improvement Cycle (CIC). Work with senior leadership and middle leadership teams to ensure the curriculum remains up to date and relevant for all children and young people. Tests of change to be supported across secondary schools in line with the share, learn and adopt model as identified in the CIC. Renfrewshire colleagues will engage with the SDS My World of Work Profiling Tool National co-design group to ensure access to ongoing developments in this key area of curriculum development. Staff will have access to high quality CLPL from SDS on Meta-skills and progression pathways.	**By June 2026:** Relaunch secondary curricular networks to build staff capacity to lead and deliver curriculum improvement with a clear rationale to support improvement. There will be an increased focus on staff CLPL on IDL/PBL to ensure Renfrewshire's children and young people have high quality curricular-linked learning experiences. Children and young people from P5–S6 will have access to the new national approach to learner profiles and will be supported to make natural links between the skills they are developing through their current learning, and possible future career paths.	There will be enhanced middle leadership and practitioner agency across all curricular areas and a greater understanding of the Know, Do, Understand model and technical frameworks as they are released by Education Scotland. Provide consistent opportunities for children and young people to access high quality interdisciplinary learning by developing capacity with identified secondary colleagues. Children and young people will feel empowered to make informed, confident decisions about their future and have a better understanding of the impact of wider achievement on their skills development. This will be reflected in positive, sustained destination figures.

Curriculum Learning, Teaching and Assessment Action Plan		
What will we do collectively?	**What difference will we make?**	**How will we measure success?**
Career Long Professional Learning (CLPL)—Universal and Targeted offers		
Deliver a comprehensive core programme of CLPL across sectors linked to professional standards and informed by local/national priorities.	**By June 2026:** Our strengthened approach to CLPL will better equip leaders and practitioners with the knowledge, skills and confidence to effect positive change for all children and young people. Almost all leaders and participants in CLPL will have a greater understanding of conditions required for successful implementation of learning and teaching approaches/interventions.	Evaluations post training will demonstrate that for almost all participants the training has: • Increased confidence in how to successfully apply their new skills, knowledge and understanding in their teaching and • Increased confidence in evaluating the impact of this teaching on children and young people's progress and using this to inform next steps in learning.
	A strengthened approach to implementing approaches /targeted interventions in literacy and numeracy will contribute to improvements in almost all children and young people's experiences and progress.	Attainment and tracking data shows that almost all targeted children and young people are making progress in literacy and numeracy with a trend towards closing identified attainment gaps.

Curriculum Learning, Teaching and Assessment Action Plan		
What will we do collectively?	**What difference will we make?**	**How will we measure success?**
Senior Phase—Consortium		
Continue to enhance the senior phase curricular offer to include a wide range of opportunities for achievement through the Scottish Credit and Qualifications Framework (SCQF).	**By June 2026:** A strengthened senior phase curriculum will equip all young people with the confidence, knowledge, skills and experience to achieve their full potential and the widest range of curriculum pathways.	SCQF Ambassador Programme promoted across all Renfrewshire secondary schools.
	Young people will have access to a wide range of vocational learning opportunities, experiences and qualifications linked to growth employment sectors and those with predicted skills shortages.	Evidence of increased awareness, availability and forward planning of vocational learning opportunities and bespoke pathways gathered through QIF visit and Improving Outcomes Meetings.
	We will increase the range of awards and qualifications available in the senior phase to ensure a valuable learning experience for all young people.	Career Ready Programme will continue to be upscaled to include young people from 4 secondary schools across Renfrewshire with a total of 25 young people engaging in the programme.
Increase awareness and uptake of Foundation Apprenticeships among pupils, parents, schools, and employers. Continue to strengthen partnerships with colleges, employers, and SDS to ensure Foundation Apprenticeship offerings are in line with local labour market needs and growth sectors.	Young people will access and successfully complete Foundation Apprenticeships in key employability areas. Foundation Apprenticeships will be promoted as a high-value pathway for senior-phase pupils supporting equity & employability.	The tracking of Foundation Apprenticeship will show increased uptake, completion, and progression to employment or further study. SDS data and feedback from young people and employers will be used to refine delivery and report on progress and best practices.

Curriculum Learning, Teaching and Assessment Action Plan		
What will we do collectively?	**What difference will we make?**	**How will we measure success?**
Developing Young Work Force		
Implement a refreshed DYW Work Placement model across all secondary schools to include meaningful school/employer partnerships to support an enhanced curriculum offer.	**By June 2026:** All young people in Quintile 1 will have access to suitable work placement opportunities aligned with their chosen career pathways and will receive the necessary support to secure and maintain a positive post-school destination. Business partnerships to support young people with employability skills.	Work placement data on RUBI and WorkIT will be evaluated to evidence improved engagement with relevant opportunities. Mapping exercise completed to ensure employer links are robust across all secondary schools. Employability Month (Sept 2025) will evidence an increased level of engagement with local employers in target sectors. DYW Ambassador Programme embedded across all Renfrewshire Secondary schools.
Implement Renfrewshire Future Pathways as the authority employability strategy to deliver 100% positive destinations by 2028.	All secondary schools will have identified business/employer links who are making valuable contributions to the curriculum. There will be structured systems and processes in all schools to support positive destinations as per the Future Pathways Meetings guidelines.	100% of young people will enter a positive destination. Increased % of young people from quintile 1 will achieve a positive destination. 100% of care experienced young people will achieve a positive destination.

Curriculum Learning, Teaching and Assessment Action Plan		
What will we do collectively?	**What difference will we make?**	**How will we measure success?**
Developing Young Work Force (continued)		
	Widening access strategies to support young people from Quintile 1 to access higher and further education.	16-19 participation measure—95% of young people will sustain positive destination.
	Young people will benefit from accessing employability programs funded and coordinated by the Local Employability Partnership (LEP).	Improved levels of scrutiny and support are demonstrated in the quality of tracking and monitoring data related to school leavers and destinations.
	Collaboration with SDS and Invest in Renfrewshire will ensure all young people are supported to enter and sustain positive destinations.	Monthly SDS data checks and use of the Participation Portal to evidence supports/ interventions in place for senior phase young people and their intended post school pathway.
Young Leaders of Learning (YLL) Programme		
Engage a second cohort of Young Leaders in the programme, and an increased number of establishments, to support learner participation in school improvement activity across primary and secondary establishments. This programme will include the below from the local authority: • CLPL for staff and pupils if required—schools can choose to train their next cohort of YLLs using YLLs from session 2024–25.	**By June 2026:** An ever-improving structure for the inclusion of learner voice into our self-evaluation processes is in place. Young Leaders from session 2024-25 and 2025-26 have an improved range of skills including teamwork, collaboration, organisation, leadership, evaluation and planning.	School staff and children and young people's pre & post YLL programme evaluation: • shows improvement in a range of skills and use of evaluative language. • shows improvement in collaboration and sharing good practice with other schools. • demonstrates increased learner participation in school improvement activity. Development and progress in school action plans following reciprocal visits.

Curriculum Learning, Teaching and Assessment Action Plan		
What will we do collectively?	**What difference will we make?**	**How will we measure success?**
Young Leaders of Learning (YLL) Programme (continued)		
• Provision of an appropriate partner school, looking at a similar theme from HIGIOURS – majority have identified Learning and Teaching as the overarching theme for session 2025–26. • Quality assurance of school visits—link Education Manager (EM) will join a sample. • Ongoing support for and liaison with establishments during session 2025–26. • Facilitation of a Sharing Showcase in June 2026 for all taking part. • Following feedback from those involved in session 2024-25, provision of YLL badges and certificates to all participants. In each establishment, YLLs from session 2024-25 will use their leadership skills to deliver improvement through their formal action plans. Establish a Teams page for partner schools to share resources created as a result of participation in the programme.	They will develop personal confidence, build relationships and friendships and will drive forward improvement in their own school through YLL Action Plans. Young Leaders are confident to share practice in their school and are more familiar with the language and processes of school improvement. Enhanced relationships between partner schools will allow for further collaboration. Participating schools will have access to resources created by other YLLs—enhancing their own YLL action plan/school improvement plan. YLLs will develop relationships and friendships sustained beyond the programme.	Progress reported by YLLs in June 2026 school Standards & Quality reports. School Improvement Plans 2026-27 detail how YLL programme will be further developed in each participating school – this information should be provided by the YLL themselves. Progress and impact of 2024-25 action plans gathered in October 2025 demonstrates most identified improvements have been completed by YLLs. This will be almost all by March 2026.

Curriculum Learning, Teaching and Assessment Action Plan		
What will we do collectively?	**What difference will we make?**	**How will we measure success?**
Anti- Racism Education		
Deliver a programme of online CLPL in partnership with WOSDEC for leaders at all levels to increase confidence in the implementation of whole establishment approaches to anti racism.	**By June 2026:** All participants will have increased confidence and understanding in delivering an anti-racist curriculum through a whole school approach.	Qualitative data from participants, including post evaluations, will be collated to demonstrate impact of training.
Three establishments will be involved in implementing the self-evaluation toolkit designed by EPS to engage staff across those establishments in bespoke anti racist activity.	Participants will have carried out self-evaluation and will have a deeper understanding and reflection of their values and approaches to diversity and inclusion across the establishment.	Establishments involved will measure success through school improvement planning and self-evaluation.
A cluster of establishments will be developing a training programme for staff in partnership with WOSDEC. This will involve exploring generic anti-racist principles, along with focussed small group/stage or level specific discussion of and practice in the new national anti-racist resource.	All staff in participating schools will have developed an understanding of anti-racism through a number of planned discussions, activities and events.	Pre and post CLPL statements will demonstrate that all staff have increased knowledge and confidence and will be acknowledged through establishment self-evaluation.


Building Challenge!
Use your building bricks to create an alien.
Building Challenge!
Use your building bricks build a robot.
Building Challenge!
Build a rocket.
Building Challenge!
Use your building bricks to make your favourite animal.
Challenge!
Bargoed Primary School

Curriculum Learning, Teaching and Assessment Action Plan		
What will we do collectively?	**What difference will we make?**	**How will we measure success?**
Create and develop a Renfrewshire Digital Learning Strategy		
Following our self-evaluation of digital learning requirements across the education estate, throughout session 2025–26 time will be prioritised to ensure the development of a digital learning strategy with a view to implementation and evaluation throughout session 2026–27. "Transform to Innovate Renfrewshire" will focus on Transformation, Capacity Building and Innovation. This will include; • Further developing cross sector working groups to support the creation of this strategy. • Developing a calendar of Professional Learning for leaders at all levels alongside relevant support materials and including Professional Learning Networks for sharing practice. • Alignment with both the wider Council Digital Strategy and "The Renfrewshire Way", enhancing and enriching understanding of the features of highly effective practice using digital to support implementation.	**By June 2026:** All staff understand the vision for "Transform to Innovate Renfrewshire" including expectations in delivering highly effective digital practice. All staff are empowered and supported to strengthen their digital practice through collaboration and professional learning. Features of highly effective digital learning are evident in almost all classes visited as part of Renfrewshire's Quality Improvement Framework, with the ongoing device refresh contributing to these improvements.	School standards and quality reports highlight that high quality digital professional learning has led to sustained change and positive impact in the classroom. Evaluations post training and at regular intervals will demonstrate that for almost all participants the training has: • Increased confidence in how to successfully apply their new skills, knowledge and understanding in their teaching. • Increased confidence in evaluating the impact of using these digital tools with learners. We will see an increase in the number of staff certifications in using digital tools effectively, such as Apple Teacher, Google and Adobe Express Educators, alongside an increasing number of staff "sharing their digital learning" and accessing DigiLearnRen.

Curriculum Learning, Teaching and Assessment Action Plan		
What will we do collectively?	**What difference will we make?**	**How will we measure success?**
Create and develop a Renfrewshire Digital Learning Strategy (continued)		
• Continued refresh of staff and learner devices to ensure access to high quality devices to allow access to appropriate digital tools, including new Promethean panels • Investigation and development of a business case linked to 1-2-1 devices • Ensure a consistent approach to communication across establishments, including core content for websites, guidance for social media use and support for additional tools available via Parents' Portal and Groupcall, including absence reporting • Alignment of digital strategy with relevant CIC emerging technologies guidance • Development of operational guidance around key digital areas to ensure a consistent approach across establishments	**By June 2026:** 95% of families will be registered for Groupcall and Parents Portal, making use of the range of communications tools available to them, leading to a reduction in print costs linked to the print strategy. The Professional Learning networks will realise a 5% increase in the number of establishments applying for Digital Awards meaning almost all learners' experiences improve as the vision for highly effective digital practice is realised in each establishment.	Analysis of refresh data in relation to number of devices, including Promethean panels which have been refreshed this session. The operational guidance which will form part of the digital learning strategy will be tested with a focus group of staff from across schools and a cross-sector group of senior leaders.


BOTNETS
BOTNETS
BOTNETS
Effective Color Displays
Theory and Practice

Families and Communities—Health and Wellbeing

Families and Communities: Health and Wellbeing		
What will we do collectively?	**What difference will we make?**	**How will we measure success?**
Informed by local and national priorities, develop and deliver a comprehensive programme of universal, targeted and bespoke professional learning to support effective delivery of Health and Wellbeing across all sectors. Topics will include: • Understanding self-harm and suicide • Relationships & sexual health including LGBTI education. • Alcohol & Substance Awareness • Online safety. • Themes emerging from surveys, counselling statistics and feedback from children, young people and schools/centres.	**By June 2026:** Almost all children and young people (CYP) have increased knowledge and understanding of the health and wellbeing supports available to them and access these as required to improve mental health and wellbeing. Almost all participants have improved knowledge, confidence and practice across a range of health and wellbeing topics. Almost all participants understand and are clear about how to respond to the distressed behaviour of CYP. There will be an ASIST (Applied Suicide Intervention Skills Training) trained member of staff in all secondary schools. Pupil Support teams who are better-equipped to respond to young people and others presenting with suicidal ideation. All establishments engaging with Education Scotland's LGBT Inclusive Education have an improved knowledge, confidence and skills in how to create a welcoming and equitable learning environment. LGBT young people feel included and see themselves reflected in their learning and are protected from discrimination and harm.	Qualitative feedback from young people will be gathered via Forms and focus groups to evaluate effectiveness of HWB programmes and will evidence their awareness of available supports and how these are being accessed and used. Number of hits of the Renfrewshire digital signposting resources indicate that CYP, staff and parents/carers know where to access support information. Professional learning pre and post evaluations and focus groups demonstrate improved scores in knowledge and confidence. A target group of practitioners will provide feedback on the longer-term impact of their CLPL on CYP and case studies will be developed to evidence this. CLPL participation statistics highlight the reach of the training across Renfrewshire. Case Studies evidence the longer-term impact of CLPL on the mental health and emotional wellbeing of CYP.

Families and Communities: Health and Wellbeing		
What will we do collectively?	**What difference will we make?**	**How will we measure success?**
Deliver safeTALK suicide prevention training for young people aged 16 and over and staff as requested by establishments.	Young people and staff participating in safeTALK have an improved knowledge and confidence around the topic of suicide prevention.	Number of schools engaging with LGBT Inclusive Education across the curriculum. CLPL feedback from Public Health Scotland in relation to safeTALK, demonstrates improved scores of knowledge and confidence.
Develop robust approaches to improve learner voice in relation to Personal and Social Education (PSE) courses within secondary settings—aligns to wider work of Children's Services Partnership.	**By June 2026:** All secondary schools have participated in activities in relation to learner voice included in the delivery and development of the PSE curriculum. Developed resources are based on the Lundy Model of Child Participation. There is a consistent approach to gathering the views of young people across all secondaries. Young people know and understand what action has been taken as a result of their feedback.	Audit of learner voice responses from all secondary schools will provide qualitative data for improvement of the PSE curriculum. Improvements will be reflected in school PSE plans.
Support schools to deliver an appropriate level of SQA Mental Health Award as part of their curricular Mental, Emotional, Social and Physical Wellbeing approaches.	Participating schools expand their delivery of the SQA Mental Health Award to include levels 4, 5 and 6 where appropriate to increase the opportunities and attainment of young people.	Audit of schools will demonstrate an increased number of young people completing SQA Mental Health Award units.
	Young people have improved skills and knowledge about mental health and develop positive coping strategies to address mental health concerns.	SQA data will show an increased number of schools and young people gaining SQA Mental Health Award accreditation.

Families and Communities: Health and Wellbeing		
What will we do collectively?	**What difference will we make?**	**How will we measure success?**
In partnership with Barnardo's, additional Early Years and Primary establishments will be supported to implement evidence-based emotional literacy programme PATHs (Promoting Alternative Thinking Skills).	**By June 2026:** PATHS is embedded across participating establishments to support the teaching of emotional literacy from Early Years–P7. Consistent approaches are evident across participating establishments. All children from participating establishments have strategies to manage and regulate their emotions enabling them to make more positive choices.	PATHS quarterly reports and impact reports show high levels of engagement in the programme and improved scores for targeted children.
Further promote and enhance Renfrewshire's Alcohol and Substance Awareness Education Programme, to assess its reach and impact. Collaborate with partners in NHSGGC and I am Me Scotland to support its implementation across the wider health board and to address any gaps. Through the NHSGGC board-wide Vaping strategy group and Renfrewshire's Vaping and Young People group (including HSCP, Trading Standards and Youth services), explore early intervention and prevention measures as well as board-wide policy development on Vaping, contextualised for implementation in Renfrewshire schools.	**By March 2026:** The programme has been reviewed and gaps addressed to reflect Scottish Government Vaping legislation, current research and key information from partners. **By June 2026:** All establishments are embedding the programme into the PSE curriculum and CYP have increased knowledge and understanding of how to keep themselves safe and healthy in relation to alcohol and substances. Almost all participants in CLPL have improved knowledge and understanding and are confident to teach the programme in their classes.	NHSGGC reports will demonstrate the impact of the board-wide work in tackling Vaping in YP. Audit information across all establishments provides evidence that the resource is embedded in HWB/PSE programmes. Platform analytics provide information about reach as well as feedback from users – practitioners and CYP. CLPL feedback from staff demonstrates an increased knowledge in relation to alcohol, substances and vaping.

Families and Communities: Health and Wellbeing		
What will we do collectively?	**What difference will we make?**	**How will we measure success?**
	A Renfrewshire schools' policy on Vaping, aligned to NHSGGC board-wide policy, has been disseminated to schools ensuring consistent approaches to tackling Vaping. Fewer young people are Vaping in schools and there is less disruption to learning and teaching thus improving the school environment.	Feedback from children and young people demonstrates an increased knowledge around topics in relation to alcohol, substances and vaping. Audit of Vaping use in schools pre and post implementation of policy will evidence improvements.
Create and deliver a series of online parent/carer sessions alongside bespoke in-person training for individual establishments as required. Topics will include: • Understanding anxiety. • Harmful behaviour including self-harm. • Restorative approaches. • De-escalation techniques for parents/carers. • Keeping your child safe online.	**By June 2026:** Parents/carers are more knowledgeable and confident in supporting their child's wellbeing.	Online courses have been developed for target audiences. Pre and post evaluation data from parent/carers demonstrates improvement in knowledge, understanding and confidence.

Families and Communities: Health and Wellbeing		
What will we do collectively?	**What difference will we make?**	**How will we measure success?**
Conduct a HWB survey (WEMWBS) across all establishments with all CYP from S1–S6, providing us with this data set for a 5th year. Analyse results/trends at authority and school level to identify actions/strategic priorities. In partnership with the data team and Educational Psychology team, support schools to make effective use of HWB data to identify priorities and bring about improvement.	**By June 2026:** Analysis of survey results has led to identification of strengths and areas for improvement to be actioned. **By October 2026:** Almost all schools have engaged with HWB datasets to identify school priorities. **By June 2026**: Improvements in ensuring wellbeing, equity and inclusion are such that all schools evaluate QI 3.1 as 'Good' or better and an increasing number of schools evaluate QI 3.1 as 'Very Good' or better from the June 2025 figure.	WEMWBS survey scores for 2026 show that wellbeing is improving. Average wellbeing scores will increase from the 2025 figure and the % of young people S1-6 falling into the low wellbeing score will decrease from the 2025 figure. (Average wellbeing scores improved from 45.7% in 2022 to 48.6% in 2025. The % of young people S1-6 falling into the low wellbeing score has decreased from 31.3% in 2022 to 23.8% in 2025). Schools' self-evaluation gradings for QI 3.1 at June 2026 compared to the June 2025 gradings: 76% (48 schools) VG. 22% (14 schools) Good. 1 school Satisfactory. All Education Scotland inspections grade QI 3.1 as 'Good' or better. Through QI Visits and scrutiny of school improvement plans it is evident that the rationale for HWB improvements is based on sound self-evaluation including use of data.

Families and Communities: Health and Wellbeing		
What will we do collectively?	**What difference will we make?**	**How will we measure success?**
Facilitate implementation of The Exchange counselling service to all establishments and Place2Be counselling service in targeted schools.	**By June 2026:** All CYP requiring specialist Counselling, receive timeous support to cope with issues and build resilience. Staff benefit from consultancy support where required e.g. advice, guidance and strategies in relation to supporting targeted CYP as required.	Counselling service termly reports provide referral data and qualitative information to highlight the positive impact of the service on CYP's mental health and wellbeing. 100% CYP access counselling screening appointment within 5 days of referral. More than 83% secondary YP show clinical improvement post counselling. More than 88% primary children show clinical improvement post counselling Improved attendance at appointments greater than 80% in secondary and greater than 94% in primary.
In partnership with an accredited CBT therapist, provide a 5-week professional learning course to a further 2 cohorts of teachers on skills and knowledge around Cognitive Behaviour Therapy (CBT). Offer a universal 'Introduction to CBT' session for all education staff to promote a consistent use of language across establishments.	Teachers participating in the CBT training demonstrate more confidence and skills in supporting young people in one-to-one discussion and benefit from the structure CBT provides. All participants have basic skills in CBT language and can support CYP through having an effective CBT conversation.	Qualitative data from CBT participants, including pre and post questionnaires, will be collated to demonstrate impact with an additional follow up impact questionnaire 6 months post training.

Families and Communities: Health and Wellbeing		
What will we do collectively?	**What difference will we make?**	**How will we measure success?**
Provide the training and resources to build on Gender Based Violence (GBV) work and Mentors in Violence Prevention (MVP) programme across all mainstream secondary schools. Training will focus on building capacity in existing and newly trained schools. In line with the ADES commitments in relation to GBV, provide support to secondary schools implementing Equally Safe at School (ESAS) to take a whole-school approach to address GBV.	**By June 2026:** All secondary schools are implementing the MVP programme/GBV prevention approaches. All participating practitioners have an enhanced knowledge and understanding of the MVP programme and are better prepared for conversations/teaching relating to GBV. Almost all participating young people are empowered and have the skills to challenge abusive, bullying, and discriminatory behaviours which affect relationships within our schools and communities. **By April 2026:** Key staff complete the ESAS e-learn module to enable them to effectively lead GBV prevention work in their schools. All ADES commitments related to GBV will have been overtaken.	Pre and post CLPL evaluations demonstrate that all staff have increased knowledge and confidence. Focus groups of mentors and mentees evidence that young people confidently deliver lessons to their peers. Pre and post evaluations demonstrate an improvement in knowledge and confidence of young people in relation to GBV. Observation of MVP in action in a sample of schools by Renfrewshire training team at agreed points in the academic year. Number of MVP and ESAS schools show that all secondaries are participating and committed to tackling GBV.
Renfrewshire's peer education offer in schools will be developed and enhanced to include a Mental Health Ambassador Programme.	**By June 2026:** Key teachers are trained to deliver the Renfrewshire Mental Health Ambassador Programme to pupils within the senior phase. The peer education model improves young people's knowledge and ability to recognise issues related to mental health and wellbeing.	Number of schools participating in the Mental Health Ambassador Programme. Pre and post evaluations from staff and young people.

Families and Communities: Health and Wellbeing		
What will we do collectively?	**What difference will we make?**	**How will we measure success?**
In partnership with I Am Me Scotland, NSPCC and partners in health, youth services and Police Scotland, Renfrewshire schools will take part in a local campaign focussing on exploitation.	**By June 2026:** All secondary schools are implementing the MVP programme/GBV prevention approaches. All participating practitioners have an enhanced knowledge and understanding of the MVP programme and are better prepared for conversations/teaching relating to GBV. Almost all participating young people are empowered and have the skills to challenge abusive, bullying, and discriminatory behaviours which affect relationships within our schools and communities. **By April 2026:** Key staff complete the ESAS e-learn module to enable them to effectively lead GBV prevention work in their schools. All ADES commitments related to GBV will have been overtaken.	Pre and post CLPL evaluations demonstrate that all staff have increased knowledge and confidence. Focus groups of mentors and mentees evidence that young people confidently deliver lessons to their peers. Pre and post evaluations demonstrate an improvement in knowledge and confidence of young people in relation to GBV. Observation of MVP in action in a sample of schools by Renfrewshire training team at agreed points in the academic year. Number of MVP and ESAS schools show that all secondaries are participating and committed to tackling GBV.
Renfrewshire's peer education offer in schools will be developed and enhanced to include a Mental Health Ambassador Programme.	**By June 2026:** Key teachers are trained to deliver the Renfrewshire Mental Health Ambassador Programme to pupils within the senior phase. The peer education model improves young people's knowledge and ability to recognise issues related to mental health and wellbeing.	Number of schools participating in the Mental Health Ambassador Programme. Pre and post evaluations from staff and young people.

Families and Communities: Health and Wellbeing		
What will we do collectively?	**What difference will we make?**	**How will we measure success?**
In partnership with I Am Me Scotland, NSPCC and partners in health, youth services and Police Scotland, Renfrewshire schools will take part in a local campaign focussing on exploitation.	**By October 2025:** A group of young people in S2 have produced materials to be used in campaign work and workshops to be delivered across all Renfrewshire secondary schools. A group of young people in S2 in targeted schools have participated in a play and workshops focussing on exploitation. **By March 2026:** Young people in S2 pupils across all secondary schools have participated in workshops focussing on exploitation. All young people have increased awareness of how to recognise, resist and report exploitation helping them stay safe and make informed choices in their lives.	Pre and post evaluations demonstrate an improved shift in knowledge of young people in relation to exploitation.
Using the audit information gathered, finalise the Primary Physical Education skills framework and pilot in sample schools. In partnership with OneRen, provide professional learning for teachers on the teaching of key skills in PE.	**By December 2025:** A draft skills framework for Curriculum for Excellence Early-Second Level has been developed. **By June 2026:** The skills framework has been piloted across a sample of establishments and user data gathered to inform refinement of the framework. Teachers participating in CLPL are more knowledgeable about, and confident in teaching the key skills in PE.	Feedback from schools (teachers and children) and key partners demonstrates that the final skills framework reflects user views. Audit across pilot primary schools demonstrates the positive impact of the skills framework on learning and teaching. Pre and post CLPL evaluations show increased knowledge and confidence of teachers.

Appendix

Appendix 1

Stretch aims

Measure	Type	2017/ 2018	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022 (Baseline)	2022/ 2023	2023/ 2024	2023/ 2024	Target- 2024/ 2025	Difference to Target	Difference to Baseline
% primary pupils achieving expected level in literacy	Core	76%	76%	-	70%	72%	74%	76%	78%	79%	-1.4%	6%
% primary pupils achieving expected level in numeracy	Core	83%	84%	-	80%	81%	83%	84%	85%	87%	-2.1%	4%
% P1 pupils achieving expected level in writing	Core +	83%	83%	-	78%	81%	81%	83%	82%	85%	-2.9%	1%
% P4 pupils achieving expected level in writing	Core +	77%	76%	-	70%	69%	74%	76%	77%	79%	-1.6%	8%
% P7 pupils achieving expected level in writing	Core +	76%	76%	-	70%	73%	74%	77%	79%	78%	0.7%	5%
% 16-19 olds participating in education, employment or training	Core	91.6%	91.7%	92.4%	93.0%	93.3%	92.8%	-	-	95.2%	-	-
% leavers achieving 1 or more pass at SCQF level 5 (All SCQF)	Core	90.0%	91.4%	92.6%	93.4%	91.5%	90.9%	-	-	93.3%	-	-
% leavers achieving 1 or more pass at SCQF level 6 (All SCQF)	Core	69.1%	69.7%	71.4%	77.1%	72.9%	70.5%	-	-	75.0%	-	-

For further information, please contact

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Renfrewshire
Council