Education – Improvement Planning Document – 2025-26



Aileymill Primary School and Nursery Class

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| Head of Establishment | Greg McGowan | Date | August 2025 |

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| Quality Improvement Officer | Alison McLellan | Date | August 2025 |

Our Vision, Values and Aims

**Our Values:**

 Our core values are

* Respect (UNCRC Articles 7 and 16)
* Ambition (UNCRC Articles 4, 28 and 29)
* Honesty (UNCRC Articles 12 and 13)
* Caring (UNCRC Articles 19, 23 and 29)
* Responsibility (UNCRC Articles 12 and 42)
* Tolerance (UNCRC Articles 13, 14 and 30)

Our Aims:

Toactively develop our children’s skills and knowledge, developing their understanding of what successful learning looks like and how to develop this as a skill to enable them to become successful, lifelong learners.

To ensure that all our pupils have responsibility for their own learning; in partnership with their teacher, support staff, parents and carers

To afford our pupils with as wide a range of experiences as possible in order to develop an awareness of their place in their community and develop as responsible citizens.

To develop, in our pupils, the social skills and understanding of their roles and responsibilities within the school and its wider community, in order for them to develop as effective contributors

*Stakeholder’s views*

**How were stakeholders views collected?**

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| All staff views were gathered through the ongoing self-evaluation process of the school and nursery. These will form part of next session’s quality improvement calendar.  Pupil views are gathered through pupil council and wider committee meetings. The pupil parliament was responsible for feeding back to the pupils at assemblies and in classes after each meeting. Next session a family and pupil friendly SIP will be created to assist with this.  Stakeholder views were collected through consultation with parents through Microsoft Forms, pupil focus groups on school improvement and the quality assurance process with staff. There will be a renewed focus on the engagement of parents re stakeholder’s views this coming year, driven through the newly formed parent council. |

**How was PEF spend consulted on?**

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| Staff were presented with various options for targeted interventions and gave their views on which ones have made the most impact for their children.  Learner participation was represented through a representative group of senior pupils.  Parent council discussed PEF spend at a meeting in school. |

Nursery specific areas are detailed and highlighted this way.

Plan: Session 2025-26

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| **Priority 1**  Improvements in attainment, particularly in literacy and numeracy  Closing the attainment gap between the most and least disadvantaged children and young people | |
| **National Improvement Framework Outcomes**  **4. High achievement and reduced attainment gap for all learners.**  **5. Skilled teachers and leaders delivering excellent, inclusive education.**  [**Education - achieving excellence and equity: National Improvement Framework 2025**](https://www.gov.scot/publications/achieving-excellence-equity-2025-national-improvement-framework/pages/1/) | |
| **How Good is Our School/Quality Improvement Framework ELC**  2.3 Learning, teaching and assessment  2.4 Personalised support  3.2 Raising attainment and achievement | **UNCRC**  Article 28: (Right to education): |

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| **Rationale for change based self-evaluation including data and stakeholder views** |
| **Improvement in Literacy attainment using Listening and talking and reading to impact writing**  High quality learning and teaching and highly effective practice underpins the success of any school. Continuing to review and refresh key pedagogies is necessary to ensure consistency in learning and teaching across each stage of the school. Next year the staff have agreed to focus on **Listening and talking (Dialogic approaches)** along with **Innovative Reading approaches**. In Aileymill we can see a clear poverty related vocabulary gap. Improving children’s listening and talking skills, as well as exposing them to rich vocabulary filled texts will empower them to achieve greater standards of overall literacy. ‘If they can’t say it, they can’t write it’. As developed by Robin Alexander since the early 2000s, dialogic teaching harnesses the power of talk to engage interest, stimulate thinking, advance understanding, expand ideas, and build and evaluate arguments, empowering students for lifelong learning and democratic engagement.  We have chosen to focus attention on reading due to the power that engagement with texts can have on a child. Recent research from the National Literacy Trust shows that a mere 1 in 8 disadvantaged children own a book. We will work with children not only to give them the basic ‘mechanics’ for reading, but also to help foster a love of books and an appetite to read more widely.  In the Nursery, children are regularly engaging in reading and listening and talking based activities. They are keen to explore stories and to discuss their own ideas about them so the next step is to enhance the provocations we have in the different nursery areas to allow for a fuller exploration of these skills. |
| **Expected outcomes for learners**  **Who? By how much? By when? What?** | |
| **Focus on listening and talking and reading to impact overall literacy**  By June 2026, the attainment in Literacy will increase by the following in each stage by reviewing and implementing a whole school approach to listening and talking and reading:   1. **P1 targets: For 75% of pupils to be On Track in their literacy (31 pupils)** 2. P2 targets: increase from 68% at E to 75% at achieving F.1 (3 pupils) 3. P3 targets: increase from 67% at F.1 to 74% at achieving F.2 (3 pupils) 4. **P4 targets: increase from 65% at F2 to 71% at achieving First level (3 pupils)** 5. P5 targets: increase from 63% at First Level to 70% achieving S.1 (3 pupils) 6. P6 targets: increase from 50% at S1 to 60% achieving S2 (5 pupils) 7. **P7 targets: increase from 42% at S2 to 58% achieving Second Level (6 pupils)** | |
| **If PEF spend is supporting – how much and what?** | |
| PEF will support the provision of PSA support 2.2 FTE at a cost of £**56,900**  1FTE teacher to support interventions **£74,380** (scale POINT 4)  Uplift in salary for 2 PEF Principal Teachers running until April 2026 at a cost of **£8625.92** | |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
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| Familiarise and upskill staff on the use  of Inverclyde Literacy Framework to  support the teaching and assessment  of listening and talking and reading | Aug 25 – June 26 |  | HT and DHT leading at a whole school level  PTs leading at their level  Class teachers/PSAs | * Inverclyde Literacy Framework * Whole staff and individual CPL |
| Teacher/PSA reading to every class every day at a level of or just above their most able reader | Aug 25 – June 26 |  | Class Teachers/PSAs | * Investment in new novels for each class as they need them (chosen by the class) * Reciprocal reading strategies |
| Moderation of literacy level training will be undertaken at in service and collegiate times | Aug 25 – April 26 |  | Class Teachers/PSAs  Teachers from cluster schools  SMT from family group schools | * In house jotter and writing moderation in term 1 * Annual Achievement meeting in term 1 * Cluster moderation event used purposefully with feedback discussion and next steps * Samples of work from Family group schools to be moderated in term 2 |
| Training on dialogic approaches to be used throughout whole school and nursery | * August Inservice days * Staff collegiate times * October in service days |  | SMT leading training  Liz Ruddy giving input | * PASE website |
| Accelerated Reading to be used to   * Track progress * Motivate pupils * Inspire whole school love of reading and tracking of progress through assemblies | Aug 25 – June 26 |  | SLT to lead at stage meetings  Ross Boag to collate data and upskill new staff | * Accelerated reading programme * Banded books (newly organised and restocked) |
| Termly data meetings with each teacher to discuss successes and challenges | Aug25 – June 26 |  | SLT to lead  All class teachers | * Attainment data through dashboard and accelerated reading data * Teachers own assessment data |
| Support for learning will focus on targeted pupils to move them from behind expectations to on track across their literacy | Aug 25- June 26 |  | SLT to plan support groups  SFL teachers  PSAs | * Dialogic approaches training * Reading to pupils at a high level * Reciprocal reading approaches |

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| **Measure of Impact: What we will see and where?**  How will we measure this? What does “better” look like? How will we recognise better when we see it? |
| * All PTs providing a robust support programme at each level to ensure all pupils are receive high quality learning and teaching and aware of highly effective practice to raise attainment. * Teachers will be confident on moderation of a level, particularly in across literacy. * All SLT will track pupil progress and interventions to ensure pupil progress. * All teaching staff have access to assessment resources which assess and track progress. * SMT will present an increase in attainment data through termly data and progress reports. * Tracking and monitoring data (BGE dashboard) will show targets are met and an increase in attainment (particularly literacy). * Minutes of TAC meetings focusing on pupil progress in overall attainment will show improvement. |

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| **Priority 2**  Improvement in skills and sustained, positive school-leaver destinations for all young people | |
| **National Improvement Framework Outcomes**  **3. Inclusive curriculum and assessment for a sustainable future.**  **5. Skilled teachers and leaders delivering excellent, inclusive education.**  [**Education - achieving excellence and equity: National Improvement Framework 2025**](https://www.gov.scot/publications/achieving-excellence-equity-2025-national-improvement-framework/pages/1/) | |
| **How Good is Our School/Quality Improvement Framework ELC**  2.2 Curriculum  2.3 Learning, teaching and assessment  3.2 Raising attainment and achievement | **UNCRC**  Article 29 (Goals of education): |

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| **Rationale for change based self-evaluation including data and stakeholder views** |
| * Since 2021/22, the curriculum in Aileymill has focused mainly on literacy and numeracy in an attempt to close the poverty related attainment gap and help raise attainment in these vital areas. Literacy activities such as ‘Sick Sentences’ have been undertaken daily in every class which has led to a great deal of learning time being undertaken in an area that has not made the academic differences hoped. Other daily health and wellbeing focused activities, such as daily mindfulness, have again limited the amount of time and exposure that pupils can have to more diverse and engaging subject areas. * Ongoing pupil voice work has emphasised the joy and engagement that pupils get from exploring curricular areas such as science, technology and expressive arts. Engaging pupils in their immersive curriculum will help us to increase pupil engagement and ultimately, pupils’ attainment. * Attendance has dropped in Aileymill over the past 12 months. We are now seeking to find the ‘Pull to School’ that can be achieved through allowing pupils an element of personalisation and choice in their curriculum. Pupils must be able to see themselves in the curriculum offered and teachers in Aileymill are eager to be empowered to design their own curriculum, for their own class, to meet their needs. * Nursery pupils are already leading their own learning through the daily guided choices that they make in their play. This will be further developed in the different areas of the nursery with more carefully planned and well resources provocations. |
| **Expected outcomes for learners**  **Who? By how much? By when? What?** | |
| By June 2026, the following outcomes are expected in the school and nursery:   1. Each child receiving a full exposure to all areas within the Broad General Education (BGE) which they can discuss during learning conversations. Each class will also have a display outside their class which shows the different curricular areas they are learning about each term. This will be a stimulus for anyone visiting their class to engage in dialogic discussions with the pupils about their learning 2. Floor books will be used at all stages to evidence pupil voice in deciding their curricular focus each term 3. Each class/stage will showcase their BGE learning to others through parental workshops, assemblies, open door sessions at least twice per year 4. Each term, each class will have a celebration of learning day. This will be a day which the class builds towards throughout the term and in which they celebrate the things they have learned across different curricular areas. This should be a day where pupils are rewarded for their efforts and they should look forward to these days. 5. Attendance across the school will improve, from the 90.54 of June 2025 to 92%. This will be supported by the new attendance tracker being used by clerical staff, shared with SLT and class teachers 6. Nursery children will be able to speak about different curricular areas that they enjoy and there will be displays/signage related to different areas within the playroom and around the outdoor spaces. | |
| **If PEF spend is supporting – how much and what?** | |
| PEF will support the provision of PSA support 2.2 FTE at a cost of £**56,900**  1FTE teacher to support interventions **£74,380** (scale POINT 4)  Uplift in salary for 2 PEF Principal Teachers running until April 2026 at a cost of **£8625.92** | |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
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| Each class to have a termly display which tells of their current curricular journey. This should be an active display which the children have ownership of. SLT will discuss these when they are in classes | September 2025 then each term afterwards |  | Class teachers  Pupils  PSAs  SLT | Wall/display space  Display materials |
| Each class to begin a floor book that documents their pupils voice in decisions about curricular focus | September 2025 then each term afterwards |  | Class teachers  Pupils  PSAs  SLT | Training at August inservice on floor books from skilled existing staff  Floor books of teachers choice |
| Planning of showcase events for two points within the school year and celebration of learning days | Term 1 2026 |  | Class teachers  Pupils  PSAs  SLT | Collegiate calendar  Staff discussion time at collegiate times to plan events  Discussion at August inservice days about the way these could look and be pupil led |
| Weekly attendance tracking in each class by SLT and class teacher. This should focus on pupils with poor attendance and look at small test of change pull to school motivations that could be tried | Aug 25 – June 26 |  | Class teachers  PSAs  SLT | Weekly attendance tracker |
| Nursery environments to contain signage/displays related to different areas of the curriculum. Dialogic teaching times will make curricular areas explicit to children to enable them to discuss these | Aug 25 – June 26 |  | All nursery staff  HT | Staff training on different curricular areas at August inservice  Display materials |
| New attendance policy for school to be developed and launched | January 2026 |  | SMT  Clerical staff |  |

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| **Measure of Impact: What we will see and where?**  How will we measure this? What does “better” look like? How will we recognise better when we see it? |
| * Pupils who can openly discuss their experience across different curricular areas * Pupils who can discuss their role in planning their learning and direct staff to displays/floor books/jotter work that stimulates discussion * Displays/floor books in each class will show what learning is happening across BGE * Displays will contain the language of the curriculum * Planning will show a broad range of experiences for pupils * Pupils will regularly share their learning with staff, other classes and the wider community * Attendance will be tracked weekly with actions for pupils who are not engaging fully |

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| **Priority 3**  Human rights at the centre  Improvement in children and young people's health and wellbeing | |
| **National Improvement Framework Outcomes**  **6. Positive relationships, behaviour, and attendance in a respectful culture.**  **2. Strong partnerships between schools, services, families, and communities.**  **4. High achievement and reduced attainment gap for all learners.**  [**Education - achieving excellence and equity: National Improvement Framework 2025**](https://www.gov.scot/publications/achieving-excellence-equity-2025-national-improvement-framework/pages/1/) | |
| **How Good is Our School/Quality Improvement Framework ELC**  1.3 Leadership of change  1.5 Management of resources to promote equity  2.1 Safeguarding and child protection  3.1 Ensuring wellbeing, equality and inclusion | **UNCRC**  Article 19 (Protection from all forms of violence):  Article 2 (Non-discrimination): |

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| **Rationale for change based self-evaluation including data and stakeholder views** |
| This year, in Aileymill we have had some issues of bullying recorded at different stages across the school. Upon logging these incidents and speaking to pupils and their parents, we have become aware of the need to refresh, update and relaunch our anti-bullying policy. This has come at a time when Inverclyde Council have a newly developed policy and this will form the basis of our own.  The nurture approach using our nurture teacher and PSAs has remained the same at Aileymill for some time. We are finding that some of the behaviours and challenges we are facing are changing and the provision we have in place to support pupils must change and evolve too. We are fortunate to be one of only 4 primary schools in Inverclyde to have a full time nurture teacher. Adapting the approach and deployment of this staff member will help to shape a new provision.  Our school roll and demographic is changing. We are becoming more racially diverse in our school and nursery population and we must ensure that we are meeting the needs of all our families. An updated Equalities policy for our school will help us to ensure that we are keeping up to date with current developments and empowering our young people to meet the challenges of the future with an open mind and open hearts.  Next year, we also must ensure that we are fully up to date with HSCPs ‘Signs of Safety’ training and that all staff members are playing their part in this. |
| **Expected outcomes for learners**  **Who? By how much? By when? What?** | |
| 1. Aileymill record a reduced number of bullying incidents by making this a focus at all assemblies and parental meetings 2. New nurture class will allow for the learning and emotional wellbeing of 6 vulnerable and trauma impacted P2/P3 pupils to be improved 3. Aileymill will use its new Equalities Policy to better train teachers and help to educate children and families on the need for equality. This will become part of the day to day language within the school and nursery 4. Attendance at the ‘Signs of Safety’ training will allow all staff to be confident in their roles in this area. Staff will be confident in tackling and reporting issues. | |

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| **Tasks to Achieve Priority** | **Timescale** | **RAG** | **Those Involved / Responsible (Including Partners)** | **Resources and Staff Development** |
| Work with pupils parliament to use Inverclyde Council’s Anti-Bullying policy to devise our own Aileymill version | Aug25 – June 26 |  | SLT  Pupil parliament  All classes  Parents group (APP) | Inverclyde Council’s Anti-Bullying policy  National guidance from Respect Me |
| Set up new nurture class provision and contact parents to discuss pupils’ involvement in this | August 25 |  | HT  Nurture Teacher |  |
| Evaluate progress of nurture class at the end of Term 1 and plan for term 2 (This will be repeated each term) | End of each term |  | HT  Nurture Teacher  Class teachers of pupils in nurture class  Parents of nurture pupils  Pupils in nurture | Self evaluation questionnaires (Adult and pupil friendly versions) |
| Work with pupils parliament to devise an Aileymill Equalities Policy which will be shared with staff, pupils and parents | June 26 |  | SLT  Pupil parliament  All classes  Parents group (APP) | Existing equalities policies  CPD on what true equality should look like in a Primary school |
| Staff will participate in any ongoing signs of safety training | June 26 |  | All staff | HSPC training |

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| **Measure of Impact: What we will see and where?**  How will we measure this? What does “better” look like? How will we recognise better when we see it? |
| * Pupils will be able to discuss bullying openly and with a shared understanding of what bullying is * Staff will feel empowered to deal with incidents of bullying in the school/nursery * Parents will feel comfortable and supported in approaching the school about bullying and feel satisfied with the actions taken and resolutions to issues * Our nurture class will develop nurture based principles whilst covering literacy and numeracy outcomes in a supportive environment * Pupils in the nurture class will demonstrate a more settled and happy nature around the school, knowing that they belong to the nurture class and to their own registration class also |

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| **Priority 4**  Choose an item  Choose an item | |
| **National Improvement Framework Outcomes**  **2. Strong partnerships between schools, services, families, and communities.**  **3. Inclusive curriculum and assessment for a sustainable future.**  **5. Skilled teachers and leaders delivering excellent, inclusive education.**  [**Education - achieving excellence and equity: National Improvement Framework 2025**](https://www.gov.scot/publications/achieving-excellence-equity-2025-national-improvement-framework/pages/1/) | |
| **How Good is Our School/Quality Improvement Framework ELC**  1.3 Leadership of change  2.3 Learning, teaching and assessment  2.6 Transitions  2.7 Partnerships  3.2 Raising attainment and achievement | **UNCRC**  Article 29 (Goals of education):  Article 3 (Best interests of the child): |

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| **Rationale for change based self-evaluation including data and stakeholder views** |
| Ongoing self-evaluation across the Inverclyde Academy Cluster highlights positive progress in collaboration, pupil participation, and leadership alongside areas for continued development. Analysis of quantitative data, qualitative feedback from stakeholders, and professional dialogue has directly informed the identification of cluster improvement priorities for session 2025-2026.  **Pupil Leadership, Participation & The Promise** As a cluster, we remain committed to embedding the principles of The Promise across all settings to ensure that every child experiences consistent, nurturing, and inclusive practice. Demographic analysis indicates a continued increase in the number of Care Experienced Young People (CEYP) across the cluster, alongside a rise in the number of families facing socio-economic and wellbeing challenges. Stakeholder feedback from pupils, staff and families strongly reinforces the need for approaches that build strong relationships, empower young people, and promote a sense of belonging. The Cluster Pupil Leadership Group has made strong progress over the past year, successfully co-creating the Pinkie Promise charter, alongside Inverclyde’s Virtual Head teacher, to capture and embed key messages aligned with The Promise. Self-evaluation indicates that this work has significantly raised pupil awareness of their rights, responsibilities, and the importance of inclusive, compassionate school cultures. Feedback from pupils demonstrates enthusiasm to further develop their leadership role and extend their influence. In response, the group will now create and deliver an assembly programme across cluster schools, supporting consistent messaging and promoting shared values, while offering meaningful opportunities for pupil leadership in action.  **Early Learning & Childcare Quality Framework** Cluster-wide self-evaluation against the new National Quality Framework for Early Learning and Childcare has highlighted both areas of strength and next steps. Peer moderation and professional dialogue through the Cluster Nursery Depute network have been well received, offering opportunities for shared reflection, collaborative problem-solving, and the development of consistent high-quality practice. Going forward, the network will continue to focus on strengthening consistency in observation, assessment, and responsive planning to ensure all children benefit from rich, high-quality early years experiences.  **Curriculum Coherence: Science and STEM** Through cluster curriculum self-evaluation and professional dialogue, variation in Science delivery across primary stages has been identified. The implementation of the Inverclyde Science Planners offers an opportunity to strengthen progression, ensure coverage of key concepts and skills, and build teacher confidence. Staff have identified the need for cluster-wide CLPL opportunities to support consistent delivery, with a particular focus on skills-based, hands-on learning aligned to Metaskills and Developing the Young Workforce (DYW). Pupil voice activities indicate strong engagement and motivation when Science is taught in practical, real-life contexts. To support this, Inverclyde Academy staff will collaborate with primary colleagues to co-deliver science experiences, providing opportunities for staff upskilling and ensuring a coherent pathway from Early to Senior Phase.  **Leadership Development & Professional Collaboration** Feedback from cluster Head Teachers continues to emphasise the value of protected Cluster HT development time, allowing for regular professional dialogue, moderation of improvement priorities, and shared leadership learning. This structure remains a key driver in maintaining collective ownership, building leadership capacity, and ensuring alignment of practice across the cluster. |
| **Expected outcomes for learners**  **Who? By how much? By when? What?** | |
| **1. Pupil Leadership & The Promise** By May 2026, the Cluster Pupil Leadership Group will design and deliver a series of pupil-led assemblies across all cluster establishments, embedding key messages from The Promise and developing pupil understanding of care experience and inclusion. The impact of this work will be measured through pre and post pupil and staff questionnaires (November 2025 and June 2026), evidencing increased pupil confidence in leadership roles and greater understanding of care experience across the cluster.  **2. Cluster Nursery Depute Network – Quality Framework** By May 2026, the Cluster Nursery Depute Network will fully engage with the National Quality Framework, developing shared approaches to observation, assessment and planning. All cluster nurseries will participate in collaborative moderation and professional dialogue, with pre and post self-evaluation audits evidencing improved consistency and confidence in delivering high-quality Early Learning and Childcare.  **3. Science Curriculum & Moderation** By May 2026, all schools within the cluster will have implemented the Inverclyde Science Planners, with joint moderation taking place during the February 2026 In-Service Day. Staff confidence in delivering skills-based science will increase, with planning, learning visits, and pupil feedback evidencing more consistent and engaging science experiences that promote Metaskills and Developing the Young Workforce.  **5. Cluster HT Development Days** By June 2026, Cluster Head Teachers will continue to engage in one full protected development day per term, providing time for professional dialogue, moderation of improvement priorities, and shared leadership learning. Evaluation of HT sessions will evidence the impact on leadership capacity, shared self-evaluation and alignment of practice across the cluster | |

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| **Tasks to Achieve Priority** | **Timescale** | **RAG** | **Those Involved / Responsible (Including Partners)** | **Resources and Staff Development** |
| **Pupil Leadership & The Promise** |  |  |  |  |
| Establish Cluster Pupil Leadership Group and agree annual priorities  Continue to develop Pupil leadership Identity e.g. T-Shirts with Pinkie Promise logo | August - September 2025 |  | Cluster HTs, PTs, Pupil Leadership Groups | Cluster meeting time, previous year’s Pinkie Promise work, school staff support |
| Create pre/post evaluations to gather pupil and staff feedback  Issue pre evaluation forms (pupils and staff) | August - September 2025 |  | Cluster HTs  Virtual HT (S Chambers) | HGIOS 4  Microsoft Forms |
| Pupil Leadership Group to design pupil-led assembly content linked to The Promise | September - December 2025 |  | Pupil Leadership Group, Cluster link staff | Staff mentoring, assembly planning time, HT support |
| Deliver pupil led assemblies across all cluster schools | January - April 2026 |  | Pupil Leadership Group, Cluster HTs and SLTs | Assembly delivery time, shared assembly materials |
| Gather and collate post evaluation data (pupils and staff) | November 2025 & June 2026 |  | Cluster HTs, SLTs, class teachers | Evaluation tools (questionnaires), data collation support |
| Create a recorded content version of the pupil assembly | January - April 2026 |  | Pupil Leadership Group, Cluster HTs and SLTs  Virtual HT (S Chambers)  WB HT (E Morris) | Assembly materials |
| Pupils to deliver Pinkie Promise at Inverclyde heads meeting (Alison to liaise with MR re: dates) | May 2026 |  | Pupil Leadership Group, Cluster HTs and SLTs  Virtual HT (S Chambers) | Shared assembly materials  Pinkie promise |
| **Cluster Nursery Depute Network Quality Framework** |  |  |  |  |
| Continue Cluster Nursery Depute meetings focused on National Quality Framework priorities | August 2025 – May 2026 (ongoing) |  | Cluster Nursery Deputes, Cluster HTs, ELC QIO | National Quality Framework documentation, CI guidance, self-evaluation tools |
| Identify and moderate key themes (observation, assessment, planning) | Termly moderation cycles |  | Nursery Deputes, Cluster HTs | Moderation frameworks, peer observation opportunities |
| Conduct pre/post self-evaluation audits across nurseries | September 2025 & May 2026 |  | Nursery Deputes, Cluster HTs, ELC QIO | Self-evaluation audit templates, staff discussion time |
| **Science Curriculum & Moderation** |  |  |  |  |
| Schools will engage with Inverclyde Science Planners as appropriate for their individual improvement agendas | August 2025 - May 2026 |  | Cluster HTs, Science coordinators, Class teachers, Secondary Science staff | Inverclyde Science Planners, planning meetings, CLPL sessions |
| Plan and deliver joint CLPL session at February In-Service.  Coordinator for this identified as G McGowan (Aileymill) and secondary links identified in Sept 2025 | February 2026 |  | Cluster HTs, Science leads, Secondary Science staff | In-Service day programme, joint planning time, external CLPL input if required |
| Conduct joint moderation and professional dialogue during In-Service | February 2026 |  | All teaching staff, HTs | Moderation pro formas, exemplification materials |
| Collect pupil feedback on science experiences | April - May 2026 |  | Class teachers, SLTs | Pupil voice templates, surveys or focus group time |
| **Cluster HT Development Days** |  |  |  |  |
| Facilitate 4 protected Cluster HT development days | October 2025, February 2026, May 2026 |  | Cluster HTs | Protected diary time, agreed agendas and QI focus areas |
| Use HT development time for self-evaluation and moderation of SIP priorities | Throughout year |  | Cluster HTs, QIO support where appropriate | HGIOS 4 QI frameworks, SIP documentation, peer review processes |

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| **Measure of Impact: What we will see and where?**  How will we measure this? What does “better” look like? How will we recognise better when we see it? |
| For Pupil Leadership & The Promise, we will see pupil-led assemblies being delivered across all cluster schools, observed and supported by senior leadership teams and staff. Pre- and post-questionnaires carried out in November 2025 and June 2026 will show increased confidence amongst pupils in their leadership roles and an improved understanding of care experience and inclusion across the cluster. Pupil voice groups and class discussions will reflect this growing awareness, with pupils able to articulate the key messages of The Promise and recognise care experience as part of their school communities. Staff and Head Teachers will provide positive feedback on the consistency of messaging across establishments, while the visibility of The Pinkie Promise charter in school environments, planning documentation and displays will further evidence the embedding of this work into daily school life.  For the Cluster Nursery Depute Network Quality Framework*,* we will see moderation records and professional dialogue notes capturing shared approaches to observation, assessment and planning across all cluster nurseries. Pre and post self-evaluation audits will demonstrate improved consistency and increased confidence in applying the National Quality Framework. Nursery planning documentation, Learning Journals and pupil profiles will show the consistent application of shared language and practice. Feedback from nursery staff will indicate growing confidence in understanding and applying the key quality indicators, while evaluations of Cluster Depute Network meetings will evidence that they continue to serve as valuable forums for professional learning, peer support, and leadership development.  In relation to Science Curriculum & Moderation*,* we will see all schools fully implementing the Inverclyde Science Planners, as evidenced in forward planning, teacher planning folders and tracking systems. Learning visits and classroom observations will demonstrate the increased use of practical, skills-based science experiences at all stages. Joint moderation activities held during the February 2026 InService Day will capture shared professional judgement on consistency and progression in learning and teaching in Science across the cluster. Pupil feedback gathered through surveys, learning conversations and focus groups will reflect high levels of engagement, enjoyment and understanding of science learning. Staff feedback will show increasing confidence in delivering skills-based science, making clear links to Metaskills development and Developing the Young Workforce.  For Cluster HT Development Days, records of Head Teacher development days, including agendas, minutes and action points, will reflect alignment with shared improvement priorities. Evaluations from Head Teachers will indicate growing confidence in strategic leadership, self-evaluation, and improvement planning. Shared practice and increased consistency will be visible within individual school improvement plans, standards and quality reports, and self-evaluation evidence across the cluster. Collaborative self-evaluation using HGIOS 4 quality indicators will further evidence improved consistency and leadership capacity across the cluster |