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| **Establishment Inverclyde Academy Cluster Action Plan 2025 2026** |
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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 prioritiesContinue 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 feedbackIssue pre evaluation forms (pupils and staff) | August - September 2025 |  | Cluster HTsVirtual HT (S Chambers) | HGIOS 4Microsoft 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 SLTsVirtual 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 SLTsVirtual HT (S Chambers) | Shared assembly materialsPinkie 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?** |
| 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. |