Education – Improvement Planning Document – 2025-26

Establishment Name: Inverkip Primary & Nursery Class

CONTENTS

1. Establishment Vision, Values and Aims
2. 3 Year overview of priorities – based on the National Improvement Framework
3. Action Plan for session 2025-25 including PEF planning

|  |  |  |  |
| --- | --- | --- | --- |
| Head of Establishment | Mrs Una Nicolson | Date | June 2025 |

|  |  |  |  |
| --- | --- | --- | --- |
| Quality Improvement Officer | Mrs Alison McLellan | Date | June 2025 |

**Our Vision, Values and Aims**

**Vision:**

In Inverkip Primary & Nursery Class, we strive to provide the highest quality learning and teaching experiences to ensure that all children care about the world they live in and learn and develop the full range of skills to be citizens of the 21st century. We are developing our full potential and inspiring others to succeed within a climate of teamwork, respect and trust, where all our children aspire to become successful learners, confident individuals, responsible citizens and effective contributors. We believe that: ‘**Every Child and Person Matters and Every Moment Counts’.**

**Values:**

We have had a community wide review of our school values this year. Our new **ROAR** values are: **Respect, Optimism, Ambition and Resilience**

|  |  |  |  |
| --- | --- | --- | --- |
| **R** | **O** | **A** | **R** |
| Respect | Optimism | Ambition | Resilience |

We will now look to embed these across our school community alongside our Learner Qualities. A Kip Learner is encouraged to: **Connect, Wonder, Reflect, Question, Think and are Determined in their learning.** An ongoing priority will be to ensure that these values are embedded across the life of our nursery and school community to ensure they reflect the principles on which we base all our decisions and will be used to influence day-to-day practice.

**Our Inverkip Primary & Nursery Class we aim to:**

Provide education and care of the highest quality which:

* Provides a nurturing, happy environment where all pupils feel safe, healthy, achieving, nurtured, active, respected, responsible and included.
* Fosters creativity and confidence whilst developing every child’s skills, personality and talents
* Ensures they can achieve their full potential academically, emotionally and physically cultivating a love of learning
* Provides a safe, happy and motivating learning environment, at the heart of our community
* Our children and families are at the heart of all core decision making to ensure we ‘Get It Right for Every Child’. We are committed to building the necessary knowledge and competencies for pupils to thrive and succeed in learning and life. We have a supportive and active staff, community and partnerships who are open, committed and willing to do whatever it takes to ensure that each learner is stretched and experiences fulfilment in learning.

**3 Year Overview of Establishment Priorities**

The improvement priorities for our establishment are noted on the following page. They have been expressed in the context of the National Improvement Framework

Our Improvement Priorities extend in a rolling programme over three years. Each priority has been coded accordingly:

Session 2025-2026

Session 2026-2027

Session 2027 2028

Our outcomes and tasks are highlighted in:

* School – blue
* Nursery Class - purple
* School & Nursery Class – green

**Overview of rolling three year plan:** Our outcomes and tasks are highlighted: **School Nursery Both School & Nursery**

|  |  |  |  |
| --- | --- | --- | --- |
| **National Priorities** | **Session 2025-2026** | **Session 2026-2027** | **Session 2027-2028** |
| Improvements in attainment, particularly in literacy and numeracy | * Engage: Numeracy Framework * Continue Play pedagogy * Interdisciplinary Learning (IDL) * Tools for Writing – Spelling/Grammar * Define what a KIP lesson looks like (Knowledge, Involvement, Progress) * Align self-evaluation processes to the new Nursery Quality framework * Tracking/Monitoring + learning Journals | * Focus will emerge depending on contextualised assessment of data/need alongside Education Scotland Curriculum Review * ‘Let’s Grow & Cook Together’ project introduced alongside community partners * Review Expressive Arts pathway planning (Art & Design Focus) | * Review of BGE – Expressive Arts (Drama/Music) * Review social studies – people in society, economy and business linked to meta-skills |
| Closing the attainment gap between the most and least disadvantaged children | * Continue to review GIRFEC/Support for Learning Procedures (annual basis) Focus on chronologies/pastoral notes * Child Protection Peer Review * Early level Speech & language interventions * Attendance Policy developed | * Continue to review intervention strategies for individual children | * Continue to review intervention strategies for individual children |
| Improvement in children and young people's health and wellbeing | * Trauma Informed Practices: Nurture principle 5 (behaviour is communication) * SLT CLPL – ‘Signs of safety’ training * Anti- bullying charter and policy developed * Continue to embed PATHS * Development of Learning through landscapes parental partnership programme * Pupil Diversity Committee established * Equalities Policy document developed * RME Planners embedded | * Nurture Principle 4: Language is understood as a vital means of communication * Continue Trauma Informed Practices * Play pedagogy and playful learning approaches P4-7 | * Continued focus on mental health development |
| Improvement in employability skills and sustained positive school leaver destinations for all young people | * Meta skills framework * Outdoor learning * Cluster Pinkie Promise * Community Engagement: SIMOA in the community/Partnership work in Inverkip | * Continued development of all aspects of digital learning * Review Technology pathways * Develop pathways to embed ‘Financial’ literacy | * Learner Participation * Refresh of financial education |

|  |
| --- |
| **How were stakeholders views collected?**  Throughout the year we have been proactive in seeking views from across our school and nursery community. Views were gathered through a variety of ways such as:   * Regular Parent Council meetings who work alongside the school & nursery to discuss and plan school improvements. * Questionnaire (Microsoft Forms) sent home to all parents to gather views on school improvement priorities. * The Senior Leadership Team (SLT) regularly host pupil focus groups to gather pupil voice. * Pupil Committee groups meet on a regular basis to feedback on aspects of school improvement using questions from wee HGIOS to shape discussions. * Fortnightly Learning journals between home and school and weekly nursery Learning Journals. * Our Young Leaders of Learning (YLL) group and committee group views are sought on a regular basis. * Participation in Pupil Consultation meetings at Authority level.   C:\Users\Owner\Downloads\QRCode for Parent Feedback Questionnaire (March 2025) .pngIt should be noted that the QR code was from a parent survey in March 2025. Feedback from stakeholders remains limited, with only 11 responses received from our parent community. As such, the survey results presented below should be interpreted with caution, as they reflect the views of a small sample and may not be fully representative of the wider parent body. Moving forward, we remain committed to strengthening parental engagement and will continue to explore more inclusive and accessible ways of gathering stakeholder voice. |

|  |
| --- |
| **How was PEF spend consulted on?**  We consulted on the spending of our Pupil Equity Funding through consultation with our Parent Council. We reviewed the impact of 2024 2025 funding and then discussed collaboratively how we should allocate funding for the next year.  Through meetings with our Young Leaders of Learning (YLL) we were able to gain feedback and consult with pupils on the spending of 1% (£90) of our Pupil Equity Funding for the coming session. The YLL group then gathered views from across all classes before making a decision that the money should continue to be spend to build on our Outdoor learning and Loose Parts Play resources. |

Plan: Session 2025-26

|  |  |
| --- | --- |
| **Priority 1**  **Improvements in attainment, particularly in literacy and numeracy**  **Placing the human rights and needs of every child and young person at the centre of education** | |
| **National Improvement Framework Outcomes**  1. Empowered and accountable education system supporting lifelong learning.  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**  2.3 Learning, teaching and assessment  2.2 Curriculum  3.2 Raising attainment and achievement  4.3 Children's progress  2.1 Children experience high quality spaces  3.3 Learning, teaching and assessment | **UNCRC**  Article 28: (Right to education):  Article 29 (Goals of education): |

|  |
| --- |
| **Rationale for change based self-evaluation including data and stakeholder views** |
| A robust self-evaluation process has highlighted key areas for improvement within our school and nursery settings. Attainment data and stakeholder feedback have been instrumental in shaping our strategic priorities to ensure high-quality learning experiences and sustained improvement in educational outcomes.   1. **Progressive Spelling and Grammar Pathway**   The 2024/25 attainment data shows an overall improvement in writing from 82.0% to 86.4%, demonstrating progress but also highlighting an ongoing need for targeted support. While P5 writing attainment rose significantly from 75.9% to 93.7%, other stages, such as P6, saw a decline from 88.2% to 80%. Stakeholder feedback, including professional dialogue and pupil voice, indicates inconsistencies in the teaching of spelling and grammar. The development of a Progressive Spelling and Grammar Pathway will address these gaps by providing a structured approach to ‘Tools for Writing,’ ensuring appropriate challenge for high-achieving pupils and increased confidence in applying skills across writing genres.  **2. Inverclyde Numeracy Framework Implementation** Numeracy attainment has risen from 90.9% to 93.0%, demonstrating a positive trajectory. However, variability remains across year groups, with P7 showing an improvement from 84.4% to 90.9% while P4 saw a drop from 87.1% to 82.8%. Staff self-evaluations and professional discussions have identified the need for greater confidence in key mathematical concepts, including number structures and fractions. Engaging with the Inverclyde Numeracy Framework will enhance staff expertise, with professional learning records and questionnaire feedback evidencing impact. The framework will also support differentiated planning to better challenge pupils working beyond expected levels.  **3. Interdisciplinary Learning (IDL) Planning** Quality assurance findings and pupil voice sessions indicate that while progress has been made in embedding IDL approaches, inconsistencies remain in planning for progression, challenge, and curriculum balance. The introduction of a whole-school IDL Context Overview will provide clarity on meta-skills development, ensuring coherence and depth in learning. The use of a Big Question/Little Question approach will foster deeper inquiry and pupil ownership of learning, leading to improved engagement and attainment.  **4. Kip Learner Sketch Note & KIP Principles** Stakeholder engagement, including pupil focus groups and parental feedback, has highlighted the need for a shared understanding of what makes a successful learner at our school. The development of a Kip Learner Sketch Note and KIP Principles (Knowledge, Involvement, Progress) will establish a clear, pupil-friendly framework that supports effective learning conversations. Quality assurance observations will measure its impact on classroom consistency and pupil engagement.  **5. Nursery Tracking Documentation** The introduction of enhanced tracking documentation within the nursery has been positively received, but further embedding is required to ensure consistency. Self-evaluation findings indicate that improved tracking will lead to more precise monitoring of children's progress and more effective targeted interventions. This will support staff in planning purposeful learning experiences aligned with developmental needs.  **6. Nursery Quality Calendar Implementation** With the launch of Education Scotland and the Care Inspectorate’s new Quality Framework in February 2025, a systematic approach to self-evaluation and continuous improvement is essential. A structured Quality Calendar will support regular monitoring and reflective practice, ensuring that high standards are maintained. Evidence from quality assurance processes will demonstrate the effectiveness of this approach in driving improvement.  **7. Early SEAL & Numeracy Pathways in Nursery** Staff confidence in early numeracy strategies has been identified as a key area for development. Engaging with the Inverclyde Numeracy Framework and Early SEAL arithmetic strategies will enhance practitioner skills, with professional dialogue and observations evidencing improvements in children’s numeracy development. Tracking data will provide measurable evidence of impact.  **8. Enhancing Literacy and Numeracy in the Nursery Environment** Observations and feedback from staff and external partners indicate that while literacy and numeracy opportunities exist within the nursery environment, there is scope for further enhancement, particularly in outdoor settings. Quality assurance findings will track the integration of purposeful play opportunities, ensuring a rich, stimulating learning environment that supports early literacy and numeracy skill development.  The implementation of these strategic actions, informed by attainment data, stakeholder input, and quality assurance processes, will ensure a continued focus on raising attainment and improving learning experiences. By systematically addressing identified gaps and enhancing pedagogical approaches, we will build a more consistent, high-quality learning environment that meets the needs of all learners. |
| **Expected outcomes for learners**  **Who? By how much? By when? What?** | |
| 1. By May 2026, develop and implement a Progressive Spelling and Grammar Pathway from Early to Second Level, ensuring a consistent approach to the teaching of ‘Tools for Writing’. This will result in an increase in attainment in writing, evidenced through tracking and monitoring data, with a particular focus on the accuracy of spelling and use of grammar. Pupil dialogue and quality assurance will evidence improved confidence in applying these skills across a range of writing genres. The introduction of the pathway will ensure appropriate challenge for pupils working beyond expected levels. 2. By May 2026, all staff will engage with the newly launched Inverclyde Numeracy Framework to develop confidence in the delivery of key concepts, including number structures, fractions, and mathematical talk. CLPL records, professional dialogue and questionnaire feedback will evidence increased staff confidence, with attainment data showing rising attainment in numeracy from 91.3% in 2023/24 to a predicted 94% in 2024/25. A particular focus will be placed on more rigorous challenge for pupils working beyond expectations, with planning and assessment processes adapted to better meet the needs of these learners. 3. By June 2026, continue to embed our new IDL planning processes to ensure that all planning grids include meta-skills, a Big Question/Little Question approach and a balance across curriculum areas. A whole-school IDL Context Overview will be developed to ensure clear progression, pace, and challenge with identified gaps addressed. Quality assurance will evidence consistency in planning approaches and pupil feedback will reflect increased ownership of their learning. 4. By March 2026, co-create a visual ‘Kip Learner Sketch Note’ to outline the characteristics of a Kip Learner, using language accessible to pupils and families. This will be accompanied by the launch of ‘KIP Principles’ (Knowledge, Involvement, Progress), which will outline what a high-quality Kip lesson looks like across the school. Pupil voice groups will contribute to the design, and quality assurance processes will measure the impact on learning conversations and classroom consistency. 5. By May 2026, continue to embed the new tracking documentation within the nursery class, ensuring that staff use the system to record, monitor, and track individual children's progress across all areas of the curriculum. This will support targeted interventions and planning for progression, with quality assurance processes evidencing consistent and effective use. 6. By June 2026, establish a Quality Calendar for the nursery linked to the new Quality Framework launched by Education Scotland and the Care Inspectorate in February 2025. This will ensure a systematic approach to self-evaluation, quality assurance, and continuous improvement. 7. By May 2026, develop nursery staff capacity in the use of Early SEAL arithmetic strategies and Inverclyde's Numeracy Pathways through engagement with the Inverclyde Numeracy Framework. Staff confidence will be measured through professional dialogue, with observations and tracking data evidencing the impact on children's numeracy development. 8. By May 2025, further enhance the nursery environment to ensure it is rich in literacy and numeracy opportunities, both indoors and outdoors. Quality assurance observations will evidence a wide range of purposeful play opportunities that promote early literacy and numeracy skills. | |
| **If PEF spend is supporting – how much and what?** | |
| |  |  | | --- | --- | | **Intervention / Outcome** | **Detail of Spend** | | **Rationale: Targeted support - Digital**  Digital inclusion is central to delivering equitable access to learning. Many of our targeted pupils, particularly those with ASN or from priority family types identified by the Scottish Government, require additional access to devices to engage fully in personalised and differentiated learning. Increasing access to digital tools supports attainment in literacy and numeracy and fosters digital competence for all learners.  **Intended Impact and measure of success:**  **By June 2026,** embed the use of digital technology to deliver targeted literacy and numeracy interventions for pupils identified within the Scottish Government’s priority family types most at risk of poverty. Pupils will show improved attainment, confidence, and independence through increased access to personalised, needs-led support. Progress will be measured through tracking data, formative assessment, pupil voice, and teacher observations, evidencing enhanced digital skills, reading fluency, and learner autonomy. | 28 Ipads/covers  £8,820.64 | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Tasks to achieve priority** | **Timescale** | **RAG** | **Involved**  **responsible** | **Resources and staff development** |
| **Spelling and Grammar** | | | | |
| **Research & Professional Reading** –   * Engage with key texts (e.g. *closing the Writing Gap*, *The Writing Revolution, and emerging literacy*). Review Education Scotland guidance/Explore EEF research on literacy. | August 2025 - ongoing |  | SLT  All teaching staff  Literacy Lead | Professional reading time, Staff CPD sessions on research findings:   * *Closing the Writing Gap* – Alex Quigley * *The Writing Revolution* – Judith C. Hochman & Natalie Wexler * Emerging Literacy – James McTaggart |
| **Curriculum Audit & Mapping**   * Review current spelling & grammar teaching approaches. * Identify gaps in progression and alignment with CfE benchmarks. * Ensure integration with literacy framework | Aug – Oct 2025 |  | SLT  All teaching staff  Literacy Lead | CfE Literacy Benchmarks, Existing school literacy plans |
| **Resource Development**   * Identify and source high-quality spelling & grammar resources. * Create a structured spelling list and rules. * Develop interactive & play-based grammar activities | Oct – Feb 2026 |  | SLT  All teaching staff  Literacy Lead | Literacy resource packs, Digital tools for spelling/grammar |
| **Staff CPD & Training**  Deliver professional learning on spelling & grammar pedagogy. Sessions on:   * The role of phonics, morphology, and etymology in spelling. * The impact of grammar on writing development. Use peer observations & coaching to embed best practice. | Oct 2025 |  | SLT  All teaching staff  Literacy Lead | In-service training, Collaboration with other schools, Literacy Pedagogical leads |
| **Developing a Consistent Approach**   * Create a structured grammar and spelling programme for first/second level. e.g., phonics-based approaches for early years, etymology (word origins) & morphology (word structures) for older learners. * Develop explicit grammar instruction strategies and application in writing. * Integrate cross-curricular grammar & spelling learning to enhance retention. | Jan – March 2026 |  | DHT  All teaching staff  Literacy Lead | CLPL on grammar and spelling, Writing moderation sessions, Progressive pathway resources  Inverclyde Literacy framework  Collins Grammar/spelling exemplars  VCOP resources/Boxed up planning tools |
| **Implementation & Trial Phase**   * Pilot new spelling & grammar pathways in selected classes. * Gather staff & pupil feedback and adjust based on early observations. | March – May 2026 |  | SLT  Pilot classes/teaching staff  Literacy Lead | Pupil writing samples, Feedback forms, Teacher reflections |
| **Monitoring & Evaluation**   * Use formative & summative assessments to track progress. * Compare writing outcomes before & after. * Adjust strategies based on pupil needs | June 2026 |  | SLT  All teaching staff  Literacy Lead | Assessment rubrics, Standardised Big Write assessments, Pupil progress meetings |
| **Word Aware – Nursery Class**   * Audit and adapt Word Aware programme within the nursery to include more ambitious vocabulary | Oct 2025 |  | Nursery DHT/Nursery staff | Word aware programme |
| **Emerging Literacy – Nursery Class**  Audit and engage with ‘Emerging literacy’ toolkits (James Cook):   * Phonological awareness (term 1) * Oral language (term 1) * Pencil control (term 2) * Working Memory (term 2-3) | Ongoing |  | Nursery DHT/Nursery staff | Emerging Literacy Toolkit - James McTaggart |
| **Inverclyde Numeracy Framework** | | | | |
| **Engage staff with the Inverclyde Numeracy Framework**   * Introduce the framework through staff meetings and working groups. * Provide an overview of expectations and progression pathways. | Aug - Dec 2026 |  | SLT, Numeracy Lead, All Teaching Staff | Inverclyde Numeracy Framework materials, LA Numeracy Advisors |
| **Conduct staff audit of confidence in numeracy delivery**   * Use surveys or professional dialogue to identify strengths and areas for development. * Analyse data to inform CPD planning. | Oct 2025 |  | SLT, Numeracy Lead, All Teaching Staff | Staff survey |
| **Develop focused CLPL sessions on key areas (fractions, number structures, etc.)**   * Use audit results to tailor CPD to staff needs. * Engage external numeracy specialists where needed. * Provide opportunities for peer collaboration * Ensure that the Nursery staff have access to training on early numerical concepts/strategies e.g. SEAL | Oct 2025 - Ongoing |  | SLT, Numeracy Lead, All Teaching Staff  Nursery staff | Inverclyde Numeracy Framework |
| **Implement challenge tasks for high-attaining pupils**   * Develop and share differentiated activities for higher-order numeracy skills. * Trial in selected classes before wider rollout | Aug 2025 |  | SLT, Pilot Classes, All Teaching Staff | Problem-solving tasks, NRICH/Scottish Heinemann resources |
| **Monitor impact through professional dialogue and tracking data**   * Use tracking systems to assess pupil progress in numeracy. * Hold regular professional discussions to review strategy effectiveness. * Adjust approaches based on data insights. | August 25 – Ongoing |  | SLT, Numeracy Lead, All Teaching Staff | Pupil attainment data, Moderation meetings, Professional dialogue sessions |
| **Interdisciplinary Learning (IDL)** | | | | |
| **Develop a consistent approach to IDL planning across all stages.**   * Staff all use standardised overview planning tool * Adapt timing/suggested contexts * Map out IDL contexts across all stages to ensure breadth, depth, and coherence. * Identify gaps and overlaps in IDL coverage. * Ensure relevance to local, national, and global contexts. | Aug 25 - Ongoing |  | SLT, Teaching Staff, Working Group | Planning templates, IDL exemplars |
| **Conduct quality assurance of IDL approaches**   * Gather staff feedback on IDL implementation. * Use learning walks, pupil voice, and planning scrutiny to evaluate impact. * Adjust approaches based on findings | Dec 2025 ongoing |  | SLT  All teaching staff | Pupil voice, staff reflections |
| **What makes a Kip learner?** | | | | |
| **Engage pupils in defining Kip Learner characteristics**   * Facilitate discussions with pupils about what makes an effective learner. * Link characteristics to the Meta-skills framework and Hattie's Visible Learning principles. | Aug 25 ongoing |  | SLT, Pupil Voice Groups | Meta-skills framework, Visible Learning resources, Pupil-led focus group |
| **Co-create ‘Kip Learner’ Sketch Note**   * Work with staff and pupils to develop a shared visual representation of the Kip Learner. * Ensure it reflects Knowledge, Involvement, and Progress. * Launch with whole-school engagement activities | Sept 2024 |  | Pupil Voice Groups  Parent Council  All staff | Pupil discussion sessions |
| **Create visual representation of the Kip Learner**   * Develop posters, infographics, and classroom materials to make learner characteristics visible. * Display across school and integrate into lessons. | Jan 2025 |  | SLT, Teachers | Design workshops |
| **Create a visual representation of ‘What makes a good lesson’ at the Kip**   * Engage pupils and staff in defining key elements of an effective lesson. * Design a shared visual guide to support lesson structure and expectations. (Knowledge, Involvement, Progress) | Jan 2025 |  | SLT  All teaching staff  Parent Council | CLPL sessions/professional reading with staff using:   * Teaching WalkThrus by Tom Sherrington * Power up your pedagogy by Bruce Robertson |
| **Early Years Quality Assurance & Tracking - Nursery Class** | | | | |
| **Align quality assurance processes to the new 'Quality Framework' from Care Inspectorate**   * Review the framework and audit current QA processes. * Develop a clear action plan to align practice with new standards. * Provide training for staff on expectations and implementation | May 2026 |  | Nursery Staff, SLT | Care Inspectorate 'Quality Framework'/30 minute soundbites  QA self-evaluation tools, Staff CLPL |
| **Establish a Nursery Quality Calendar**   * Develop a structured yearly calendar outlining key quality assurance activities. * Schedule regular review points for monitoring progress. * Ensure self-evaluation activities reflect the Care Inspectorate and New Improvement Quality framework frameworks. * Develop staff confidence in using self-evaluation tools effectively | Aug 25 ongoing |  | Nursery Staff, SLT | * Care Inspectorate Framework Training - Understanding quality indicators and their application. * Learning Journals Best Practice Sessions - Maximising the tool for tracking and parental engagement. |
| **Embed new planning/tracking documentation**   * Continue to embed use of new planning and tracking templates. * Monitor implementation and refine approaches through professional dialogue. * Ensure consistency across learning Journals/Planning documentation through moderation sessions | Aug 2025 ongoing |  | Nursery DHT  Nursery staff | CLPL sessions |
| **Refine the use of 'Learning Journals'**   * Ensure all staff are confident in using Learning Journals effectively. * Develop guidance on linking learning targets to tracking and parental feedback. * Regular review and update use of Learning Journals through moderation. | Aug 2025 ongoing |  | Nursery DHT  Nursery staff | Staff reflections, data analysis, moderation |
| **Introduce and embed the new planning format through learning Journals**   * Train staff on how to input and analyse data. * Use data to inform planning, interventions, and next steps for learners. * Monitor effectiveness and refine approaches based on staff feedback | Aug 2025 ongoing |  | Nursery DHT  Nursery staff | Learning journal training |
| **Nursery Literacy & Numeracy Environment** | | | | |
| **Audit current literacy and numeracy opportunities in nursery**   * Use environmental audit tools (e.g., Care Inspectorate ECERS tool),to assess current provision. * Continue to imbed use of current practitioner planner and audit tool. * Identify strengths and areas for development. * Gather pupil voice and staff reflections on existing literacy/numeracy experiences | Aug 2025 ongoing |  | Nursery DHT  Nursery staff | The Early Childhood Environment Rating Scale (ECERS) – Authors: Thelma Harms, Richard M. Clifford, Diane Cryer, Observation templates, Staff training on environmental audit (Circle toolkit) |
| **Develop literacy and numeracy-rich play environments indoors and outdoors**   * Introduce engaging, purposeful literacy/numeracy resources across all play areas. * Ensure continuous provision includes mark-making, number exploration, and real-world problem-solving opportunities. * Enhance outdoor spaces with numeracy trails, storytelling corners, and sensory-based literacy activities. * Ensure that the nursery environment continues to thrive around other curricular areas as well as Literacy/numeracy | Aug 2025 ongoing |  | Nursery DHT  Nursery staff | Staff engage with high quality research and reading materials:   * Realising the Ambition: Being Me * Loose Parts Play: A Toolkit – Author: Marcia L. McLennan * Creating Outdoor Classrooms: A Guide for Early Years Practitioners – Author: Karen Constable * The Pathway from Theory to Practice - Author: Marion Dowling |
| **Monitor impact through observations and pupil engagement**   * Conduct regular observations using Leuven scales and Care Inspectorate guidance. * Capture pupil interactions with new literacy/numeracy provisions. * Use staff feedback and pupil engagement data to refine practice. | Aug 2025 ongoing |  | Nursery DHT  Nursery staff | Leuven Scales training, Observation tools, Moderation meetings |

|  |
| --- |
| **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? |
| Improvements will be evident through increased attainment in writing and numeracy, as reflected in tracking and monitoring data, with particular gains for pupils requiring additional challenge. In classrooms, we will observe greater consistency in the teaching of spelling, grammar, and numeracy concepts, with pupils demonstrating improved accuracy and confidence in applying these skills across different contexts.  Lesson observations and quality assurance activities will show a more structured and progressive approach to interdisciplinary learning, with pupils engaging meaningfully in inquiry-based learning linked to meta-skills development. Staff confidence in delivering key numeracy concepts and early learning strategies will be evidenced through professional dialogue, CLPL evaluations, and questionnaire feedback, demonstrating increased pedagogical expertise. In the nursery, tracking systems will be embedded effectively, ensuring targeted support for children and clear evidence of progress across all curricular areas.  Learning environments will be rich in literacy and numeracy opportunities, fostering engagement and skill development through purposeful play. The impact of the Kip Learner Sketch Note and KIP Principles (Knowledge, Involvement, and Progress) will be seen in enhanced pupil discussions about their learning and greater consistency in high-quality teaching and learning experiences. ‘Better’ will be recognised through a shared understanding of effective practice across the school and nursery, leading to improved attainment, engagement, and confidence among learners. The success of these initiatives will be measured through a combination of attainment data analysis, stakeholder feedback, learning conversations, professional reflections, and quality assurance observations, ensuring a holistic approach to evaluating impact. |

|  |  |
| --- | --- |
| **Establishment priority 2**:  **Closing the attainment gap between the most and least disadvantaged children and young people**  **Placing the human rights and needs of every child and young person at the centre of education** | |
| **National Improvement Framework Outcomes**  4. High achievement and reduced attainment gap for all learners.  6. Positive relationships, behaviour, and attendance in a respectful culture.  7. Digital technology enhancing learning and tackling digital inequality.  [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**  3.1 Ensuring wellbeing, equality and inclusion  1.5 Management of resources to promote equity  2.4 Personalised support  4.2 Wellbeing, inclusion and equality  4.3 Children's progress  4.1 Nurturing care and support | **UNCRC**  Article 4 (Protection of rights):  Article 3 (Best interests of the child): |

|  |
| --- |
| **Rationale for change based self-evaluation including data and stakeholder views** |
| A comprehensive analysis of attainment data and stakeholder feedback highlights the need for targeted interventions to address barriers to learning faced by pupils impacted by poverty. Although our school has a low percentage of pupils identified within SIMD 1–4, a significant proportion of our families face financial hardship due to other socio-economic factors. In particular, the six priority family types identified by the Scottish Government as being at the highest risk of experiencing poverty are present within our school community. Given that 38% of pupils are identified with an additional support need (ASN), and 4% are eligible for Free School Meals (FME), it is essential to ensure equitable access to learning and enrichment opportunities.   1. **Targeted digital support interventions**   Digital inclusion is central to delivering equitable access to learning. Many of our targeted pupils, particularly those with ASN or from priority family types identified by the Scottish Government, require additional access to devices to engage fully in personalised and differentiated learning. Increasing access to digital tools supports attainment in literacy and numeracy and fosters digital competence for all learners.   1. **Removing Poverty-Related Barriers to Learning**   Although our SIMD profile does not reflect high levels of deprivation, we recognise that poverty exists across all postcodes. This fund provides discreet, respectful financial assistance for families experiencing hidden or situational poverty, reducing stigma and ensuring full inclusion in school life.  **2. Participatory Budgeting to Enhance Wider Achievement** Evidence from our school’s previous engagement with participatory budgeting highlights its success in empowering families to influence spending decisions. Ensuring equity of access to sports clubs and outdoor learning aligns with the Scottish Attainment Challenge's aim of reducing financial barriers to wider achievement. Research indicates that participation in extra-curricular activities positively impacts confidence, engagement, and attainment. Through continued collaboration with families, we will prioritise funding to support those who may otherwise be excluded from enrichment opportunities, with ongoing monitoring through participation data and family feedback. |
| **Expected outcomes for learners**  **Who? By how much? By when? What?** | |
| 1. **By June 2026,** embed the use of digital technology to deliver targeted literacy and numeracy interventions for pupils identified within the Scottish Government’s priority family types most at risk of poverty. Pupils will show improved attainment, confidence, and independence through increased access to personalised, needs-led support. Progress will be measured through tracking data, formative assessment, pupil voice, and teacher observations, evidencing enhanced digital skills, reading fluency, and learner autonomy. 2. By June 2026, reduce the cost of the school day for pupils from families most at risk of poverty, including larger families, lone parent households, and families with a child under one, through targeted resourcing. Feedback from families and pupils will evidence increased inclusion, reduced financial pressure, and greater access to learning opportunities. 3. By June 2026, involve pupils in participatory budgeting to enhance outdoor play and wellbeing through pupil chosen resources. Pupil voice and observation will evidence increased engagement, wellbeing, and a sense of ownership in school improvement. | |
| **If PEF spend is supporting – how much and what?** | |
| |  |  | | --- | --- | | **Intervention / Outcome** | **Detail of Spend** | | **Targeted support - Digital**  Digital inclusion is central to delivering equitable access to learning. Many of our targeted pupils, particularly those with ASN or from priority family types identified by the Scottish Government, require additional access to devices to engage fully in personalised and differentiated learning. Increasing access to digital tools supports attainment in literacy and numeracy and fosters digital competence for all learners.  **Intended Impact and measure of success:**  **By June 2026,** embed the use of digital technology to deliver targeted literacy and numeracy interventions for pupils identified within the Scottish Government’s priority family types most at risk of poverty. Pupils will show improved attainment, confidence, and independence through increased access to personalised, needs-led support. Progress will be measured through tracking data, formative assessment, pupil voice, and teacher observations, evidencing enhanced digital skills, reading fluency, and learner autonomy. | 28 Ipads/covers  £8,820.64 | | **Cost of the school day**  Although our SIMD profile does not reflect high levels of deprivation, we recognise that poverty exists across all postcodes. This fund provides discreet, respectful financial assistance for families experiencing hidden or situational poverty, reducing stigma and ensuring full inclusion in school life.  **Intended Impact and measure of success:**  By June 2026, reduce the cost of the school day for pupils from families most at risk of poverty, including larger families, lone parent households, and families with a child under one, through targeted resourcing. Feedback from families and pupils will evidence increased inclusion, reduced financial pressure, and greater access to learning opportunities. | Clothing/School Supplies: £400 | | **Participatory budget – Outdoor resources**  Including pupil voice in budgeting ensures that PEF decisions reflect the lived experience and priorities of children. Outdoor play contributes to physical, social and emotional development and is a key part of our wider wellbeing strategy.  **Intended Impact and measure of success:**  By June 2026, involve pupils in participatory budgeting to enhance outdoor play and wellbeing through pupil chosen resources. Pupil voice and observation will evidence increased engagement, wellbeing, and a sense of ownership in school improvement. | Outdoor Play Equipment (Participatory Budgeting): £100 | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Tasks to Achieve Priority** | **Timescale** | **RAG** | **Involved/Responsible** | **Resources and Staff Development** |
| **Further embed digital technologies to support identified pupils impacted by poverty** | | | | |
| * Identify pupils who would benefit from digital interventions based on attainment data and teacher assessments. | September 2025 |  | Teachers, PSA/EYCO, Support for Learning | Data on literacy and numeracy gaps, Nessy, Accelerated Reader, Sumdog subscriptions |
| * Deliver targeted CLPL sessions for staff on effectively integrating digital technologies to support disadvantaged learners. | November 2025 |  | Digital Lead, SLT | CPD on supporting disadvantaged learners through digital technologies |
| * Implement digital interventions with identified pupils and monitor engagement and progress. | January 2026 |  | Class teachers, PSA/EYCO | Devices, software access, individual pupil plans |
| * **Continue to involve families in participatory budgeting** | | | | |
| * Identify priority areas for funding using consultation methods across the school community (e.g., residential trips, clubs) | November 2025 |  | Family Engagement Officer, SLT | Data on family needs, access to clubs and outdoor learning resources |
| * Implement participatory budgeting processes with families | December 2025 |  | Family Engagement Officer, HT | Tools for budgeting with families, information on funding allocation |
| * **Continue to address poverty-related barriers to learning through bespoke financial support** | | | | |
| * Identify families/pupils who require financial support using a variety of feedback tools. | September 2025 |  | PSA/EYCO, Support for Learning | Pupil assessment data, family surveys on financial needs |
| * Develop clear criteria for financial support (e.g., residential trips, resources) | November 2025 |  | Finance Officer, SLT | Best practices for allocating financial support, resource planning tools |
| * Communicate available support to families | December 2025 |  | Family Engagement Officer, SLT | Communication strategies for engaging families in available support options |
| * Monitor the effectiveness of financial support on pupils' learning and participation | March 2026 |  | SLT, Class Teachers | Evaluation tools, data tracking support for pupil participation |

|  |
| --- |
| **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? |
| Digital Technology for Literacy and Numeracy Interventions -The impact of this intervention will be measured through triangulated evidence including quantitative data (attainment tracking, SNSA results, and standardised assessments), and qualitative data (pupil voice, teacher observations and learning journals). Targeted pupils are expected to demonstrate improved reading fluency, numeracy confidence, and independence in their learning. Staff will report greater effectiveness in delivering differentiated support using digital tools, and pupils will show increased motivation and digital literacy. Evidence of progress will be captured termly and used to inform ongoing support and planning.  Reducing the Cost of the School Day- Success will be measured by tracking participation in school trips, extracurricular activities, and wider learning experiences among pupils from identified priority family types. Feedback from families, collected through conversations and surveys, will reflect a reduction in financial stress and a greater sense of inclusion in school life. Staff observations will note increased consistency in attendance, engagement, and readiness to learn. The discreet and respectful delivery of support will contribute to strengthened relationships with families, enhancing trust and partnership.  Participatory Budgeting for Outdoor Play- Impact will be assessed through pupil focus groups, wellbeing check-ins, and staff observations of outdoor learning and play. Pupils will report an increased sense of ownership and pride in contributing to school decisions, with evidence of greater engagement in outdoor spaces. The use of selected resources will promote physical activity, collaborative play, and emotional regulation. The approach will also support children in developing key skills such as decision-making, communication, and responsible citizenship |

|  |  |
| --- | --- |
| **Establishment priority 3:**  **Improvement in children and young people's health and wellbeing**  **Placing the human rights and needs of every child and young person at the centre of education** | |
| **National Improvement Framework Outcomes**  6. Positive relationships, behaviour, and attendance in a respectful culture.  2. Strong partnerships between schools, services, families, and communities.  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**  3.1 Ensuring wellbeing, equality and inclusion  2.1 Safeguarding and child protection  2.2 Curriculum  4.1 Nurturing care and support  4.4 Safeguarding and child protection  3.1 Play and learning | **UNCRC**  Article 31 (Leisure, play and culture):  Article 4 (Protection of rights): |

|  |
| --- |
| **Rationale for change based self-evaluation including data and stakeholder views** |
| **1. Embedding Restorative Approaches** Self-evaluation data highlights that class teachers are managing a high volume of behavioural conversations following breaks, impacting teaching time. Stakeholder feedback from PSAs indicates a need for additional training in restorative approaches to build confidence in leading conversations. Pupil voice surveys suggest that older pupils are eager to take on leadership roles in supporting peer conflict resolution. By introducing P6 ‘Restorative Ambassadors’ and upskilling PSAs, we aim to reduce reliance on class teachers while fostering a positive playground culture. **2. Embedding the Revised Anti-Bullying Policy** Parental feedback and pupil focus groups highlight inconsistencies in the understanding and application of anti-bullying procedures across the school community. The national ‘Respect Me’ framework provides an opportunity to standardise approaches, ensuring a shared language and clear expectations. Pupil-led assemblies and displays will reinforce key messages, increasing pupil ownership and engagement. Quality assurance processes will monitor the impact of this initiative through incident tracking and stakeholder surveys. **3. Strengthening Universal and Targeted Provision** Audit data shows that while legislative compliance is met, a more strategic and data-driven approach is needed to track patterns across specific cohorts. Staff voice suggests that pastoral notes and chronologies could be used more effectively to pre-emptively identify pupils requiring targeted support. Developing clear, structured processes will improve early intervention, ensuring that provision is both proactive and responsive to individual needs. **4. Peer Review Child Protection Audit in Nursery & School** A self-assessment of current child protection practices indicates a need for external validation to ensure best practice. Engaging in a peer review audit will provide constructive feedback, identifying any gaps in safeguarding procedures. Parental and staff surveys highlight strong existing procedures but suggest areas for improved communication and training. Addressing actions from the audit will further enhance child protection standards within the nursery setting.  **5.Trauma Informed practice: Signs of Safety** As part of our commitment to becoming a trauma-informed establishment, we continue to build staff capacity in understanding and responding to the needs of pupils affected by adversity. The use of Tree of Knowledge health and wellbeing resources will support staff to deliver class-based lessons that promote emotional literacy, equity, and inclusion, while reinforcing a whole-school culture of nurture and resilience. In parallel, Signs of Safety training for senior leaders will strengthen our safeguarding and multi-agency planning processes by providing a consistent, relational framework for assessing risk and involving families in solution-focused dialogue. Self-evaluation has highlighted the need for greater confidence and consistency across stages when supporting vulnerable pupils. These developments will ensure a coordinated and compassionate approach that meets pupils’ needs both within the classroom and in wider planning contexts.**6. Equalities Policy development** As part of our ongoing commitment to equity and inclusion, self-evaluation has identified the need for a clearly articulated Equalities Policy that aligns with Inverclyde Council’s Equalities Framework and the Equality Act (2010). While equality is embedded across our curriculum and ethos, the absence of a standalone policy limits consistency in practice and clarity for stakeholders. School level data shows low incidence of prejudice based behaviour but highlights variability in staff confidence when addressing complex equality related issues, particularly around race, gender identity, and disability. Developing this policy will enable us to communicate expectations more clearly, support professional learning, respond consistently to equality matters, and ensure that all learners feel safe, valued, and represented. **7. Embedding Racial Literacy and Promoting Cultural Diversity** Building Racial Literacy (BRL) training and stakeholder feedback indicate that racial literacy must be explicitly embedded within the reading framework to ensure sustained impact. Pupil engagement data highlights a desire for greater representation within the curriculum. Establishing a pupil-led Cultural Diversity Committee will empower pupils to drive change and promote equity and inclusion across all subject areas. Monitoring and evaluation will focus on pupil participation, curriculum audits, and stakeholder feedback. **8. Fully Embedding the RME Curriculum Pathway** Quality assurance of RME delivery highlights inconsistencies in depth and breadth across stages. Staff surveys indicate a need for clearer guidance on delivering diverse religious and cultural contexts. Embedding the RME curriculum pathway with robust monitoring processes will ensure that all pupils receive a rich and inclusive learning experience. Classroom observations, planning audits, and pupil feedback will assess the impact of this implementation. By addressing these priorities, we will create a more inclusive, responsive, and high-quality learning environment that meets the diverse needs of all pupils   1. **Development of Learning through landscapes parental partnership programme**   Parental feedback has highlighted strong recognition of the benefits of outdoor play and learning. Family engagement sessions and workshops have been well-received, reflecting a shared commitment to holistic child development. This new initiative builds on that success by offering meaningful, practitioner-guided opportunities for parents to engage 1:1 with their child in nature. By modelling high-quality interactions and fostering responsive relationships, staff further strengthen the home-setting partnership, enhancing children’s wellbeing, communication, and confidence. This approach ensures outdoor learning becomes a shared, impactful experience rooted in mutual respect and measurable developmental gains. Pre and post questionnaires will be shared with families to measure impact on them and their interaction and relationship with their child. |
| **Expected outcomes for learners**  **Who? By how much? By when? What?** |
| 1. By May 2026, further embed restorative practices across the school by training PSA staff in the use of the Restorative Conversation Toolkit, reducing the number of incidents escalated to teaching staff and promoting relational repair at the point of need. Introduce and support a cohort of Primary 6 pupils as Restorative Ambassadors, enabling peer led de-escalation and resolution strategies in the playground. Impact will be measured through incident tracking, pupil feedback, and staff confidence evaluations.  2. By May 2026, embed the revised Anti-Bullying Policy through the whole-school launch of the Respect Me framework, ensuring consistent understanding and implementation across all stakeholders. Pupil-led assemblies, displays, and classroom activities will reinforce anti-bullying messages and promote a respectful, inclusive school culture. Evaluative evidence will include reductions in reported incidents, stakeholder surveys, and classroom climate observations.  3. By May 2026, ensure all legislative safeguarding duties are consistently met by strengthening the strategic use of pastoral notes, chronologies, and attendance data to proactively identify patterns of concern. Targeted and universal supports will be shaped to meet identified need, with impact demonstrated through improved pupil outcomes, early intervention case studies, and quality assurance of wellbeing processes.  4. By May 2026, nursery staff will engage in a rigorous Peer Review Child Protection Audit, identifying areas of strength and addressing any actions for improvement in line with local and national safeguarding guidance. Outcomes will be monitored through action tracking, staff reflection, and updated documentation of safe practice.  **5. By May 2026,** deepen trauma-informed practice by embedding the Six Principles of Nurture, enhancing the diagnostic use of Boxall Profile assessments, and integrating Tree of Knowledge resources to support staff in delivering high quality class based lessons on trauma, equity, and inclusion. This holistic approach will build emotional literacy, resilience, and understanding across the school  6. By June 2026, continue to embed racial literacy across the curriculum through the use of a progressive reading framework and the development of a pupil-led *Cultural Diversity Committee*. This will support representation, inclusion, and equity across learning contexts. Impact will be measured through pupil engagement, classroom audits, and stakeholder feedback.  7. By June 2026, fully embed the school’s progressive RME pathway across all stages, ensuring consistent delivery of diverse religious and cultural contexts. Quality assurance processes will include planning moderation, pupil voice, and classroom observations to ensure relevance, inclusivity, and progression.  8. By June 2026, develop and implement a school Equalities Policy aligned with Inverclyde Council guidance and the Equality Act (2010). This will ensure a strategic and coherent approach to promoting equity, diversity, and inclusion. The policy will be co-constructed with stakeholders, and impact will be evidenced through staff confidence data, pupil feedback, and improved alignment between values, policy, and practice.  9. By June 2026, strengthen the school’s trauma-informed and safeguarding approaches by training senior leaders in the *Signs of Safety* framework. This will enhance staff confidence in assessing and responding to risk, improve the quality of child planning processes, and foster more effective multi-agency collaboration. Evaluative evidence will include staff reflection, planning documentation, and case audit outcomes.  10. By June 2026, all families will have participated in our Learning through Landscapes programme, engaging meaningfully with their local environment. Measurable outcomes will include improved parent child interactions, enhanced child communication and confidence, increased parental engagement, and stronger home-setting partnerships. Pre and post programme questionnaires will evidence developmental gains, environmental connection, and sustained behavioural change across families and children. |
| **If PEF spend is supporting – how much and what?** |
| |  |  | | --- | --- | | **Tree of Knowledge**  Mental health and wellbeing underpin pupil engagement and attainment. Many of our learners, especially those experiencing family instability, ASN, or economic stress, benefit from structured wellbeing input. This programme provides targeted support for emotional regulation, resilience, and confidence, building capacity for learning.  **Intended Impact and measure of success:**  By June 2026, deliver the Tree of Knowledge Health and Wellbeing programme to support pupils experiencing emotional distress, low confidence or family related challenges, including those from priority family types such as lone parent households. Wellbeing assessments, pupil voice, and staff observations will evidence increased emotional resilience, improved coping strategies, and enhanced readiness to learn. | Tree of Knowledge Programme: £897 | |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Involved**  **responsible** | **Resources and staff development** |
| --- | --- | --- | --- | --- |
| **Restorative Approaches** | | | | |
| * Continue to train PSA staff in restorative conversation techniques using the toolkit to ensure a consistent and structured approach to resolving minor conflicts independently. | Aug 25 - ongoing |  | DHT  PSA staff | Restorative Conversation Toolkit, CLPL sessions, mentoring support from trained staff |
| * Monitor the implementation of PSA led restorative conversations through professional dialogue and staff feedback. | Aug 25 - ongoing |  | DHT  PSA staff | Observations, restorative logs, case studies/examples |
| * Develop outdoor signage for the playground that is child friendly and gives visual cues for pupils to carry out a restorative conversation. | Oct 25 - ongoing |  | DHT  PSA staff  All staff and pupils | Playground Signage |
| * Establish and train P6 Restorative Ambassadors, ensuring they understand the principles and techniques of peer-led conflict resolution. | Aug 25 - ongoing |  | DHT  PSA staff | Pupil training resources, role descriptions, ongoing mentoring |
| * Conduct pupil and staff evaluations to assess the impact of restorative practices, particularly in reducing the burden on class teachers. | Aug 25 - ongoing |  | DHT  PSA staff | Pupil focus groups, staff surveys, behaviour monitoring data |
| * Continue to develop, refine and embed PATHs programme within our nursery class and introduce child friendly nursery appropriate ‘restorative’ cards for children and adults to use. | Aug 25 - ongoing |  | Nursery DHT  Nursery staff | PATHs programme |
| **Embedding the Anti-Bullying Policy** | | | | |
| * Launch the ‘Respect Me’ policy, ensuring all staff, pupils, and families are fully aware of its principles, expectations, and reporting mechanisms. | Aug 2025 - Ongoing |  | SLT, Class Teachers, Support for Learning | Inverclyde Anti Bully Policy |
| * Deliver pupil-led assemblies across all stages, reinforcing anti-bullying messages and empowering children to recognise, report, and challenge bullying behaviours. * Renew focus on our Anti-Bullying charter and policy across the school and nursery community and in class. | Aug 2025 - Ongoing |  | SLT, Class Teachers, Support for Learning | Kip Anti-Bullying charter |
| * Develop systems to ensure that patterns in behaviour are noted and evaluated. SLT ensure that quality assurance processes review chronologies, pastoral notes and restorative conversation logs. | Aug 2025 – Ongoing |  | SLT, Class Teachers, Support for Learning | SEEMIS pastoral system |
| **Strengthening Universal and Targeted Provision** | | | | |
| Conduct a quality assurance review of targeted provision and pastoral tracking, gathering feedback from staff and external partners to refine processes:   * Refine the use of pastoral notes and chronologies to ensure robust tracking and identification of pupils requiring additional support. * Analyse pastoral records termly to identify trends and patterns, ensuring early intervention and targeted support for at-risk pupils. * Refine and ensure single-agency plans are high quality, clear, and reviewed effectively to meet individual pupil needs. HT to sample on a termly basis and moderate quality. * Develop and implement clearer systems and procedures for targeted support, including structured timetabling, enhanced collaboration between class teachers and the Support for Learning teacher, and streamlined information-sharing processes. * Increase pupil voice within the Additional Support Needs (ASN) process by developing accessible self-reflection tools and ensuring pupils contribute to their own support plans and attendance at meetings. * Introduce whole-class awareness sessions to help all pupils understand additional support needs, including dyslexia, ASD, ADHD, and other neurodivergences, fostering an inclusive learning environment. * Continue to embed the use of digital tools (e.g., Nessy, Sumdog, Clicker, immersive reader technology) to support identified pupils, ensuring accessibility and engagement. * Staff CLPL offer for the use of digital technology to supported targeted interventions. * DHT to audit and refine the use of HWB assessment tools to assess pupils with a key focus on impact. HT to sample on a termly basis. * Develop and refine attendance tracking procedures to identify patterns/trends for cohorts of pupils. | Aug 2025 - Ongoing |  | SLT, Class Teachers, Support for Learning | Quality Calendar  Data tracking systems, pupil support review framework  Digital subscription for Nessy and Sum Dog  Glasgow Motivational Wellbeing Tool  Assembly materials, lesson plans, pupil-friendly resources |
| **Child Protection** | | | | |
| * Conduct an internal self-evaluation of child protection procedures before the Peer Review Audit, identifying strengths and areas for development * Participate in the Peer Review Child Protection Audit, ensuring staff engage with external auditors and provide a comprehensive overview of current safeguarding practices. * Develop and implement an action plan in response to audit findings, ensuring all recommendations are addressed promptly and effectively. * Conduct follow-up monitoring to assess the effectiveness of changes and ensure sustained improvements in child protection practice. * Adapt Child Protection ppt at the start of term to include key messages from PREVENT. Ensure that there are termly reminders issued to staff regarding Child protection. | Aug 2025 - Ongoing |  | SLT, Class Teachers, Support for Learning  All staff | Inverclyde Child protection audit tool  PREVENT training materials  Authority mandatory slides for In-service day |
| **Trauma Informed Practice** | | | | |
| * Continue to provide CLPL on trauma-informed practice, ensuring staff have a comprehensive understanding of needs through the CIRCLE training materials and environmental checklists | Aug 2025 - Ongoing |  | SLT, Class Teachers | CIRCLE audit for classroom environment |
| * Continue to develop staff confidence and understanding of the 6 Principles of Nurture and how to implement supportive strategies using the Nurture Peer Observation toolkit. | Aug 2025 - Ongoing |  | SLT, Class Teachers | Nurture Peer Observation toolkit |
| * SLT participate in the ‘Sign of Safety’ training and share key messages across the staff team | TBC |  | SLT | Signs of safety training course |
| * Develop staff awareness and skills in using the ‘Tree of knowledge’ resources and the use of the Boxall assessment tool to identify need and relevant interventions |  |  | SLT, Class Teachers | Boxall assessment material |
| **Anti- Racism** | | | | |
| * Establish a pupil-led Cultural Diversity Committee to drive inclusion initiatives and promote cultural awareness. * Develop an offer of CLPL Racial Literacy activities for staff that is integrated in to the collegiate calendar. * Diverse Visual Displays: Create inclusive classroom displays showcasing diverse role models and key anti-racist messages. * Book Corners: Label diverse books in classrooms to ensure they are prominent and easily accessible. * Monthly Anti-Racism Quote or Challenge for Staff Reflection: Encourage staff to engage in ongoing personal reflection | Aug 2025 - Ongoing |  | SLT  Ms D’Souza | CLPL materials from BRL Education Scotland |
| * Expand the reading framework to ensure a diverse range of authors and perspectives are represented across all stages * Pilot WOSDEC literacy material across specific year groups | Aug 2025 - Ongoing |  | SLT, Class Teachers,  All staff | CLPL materials from BRL Education Scotland, WOSDEC material |
| * Develop interdisciplinary links to racial literacy within IDL topics, ensuring learning is embedded across subjects | Aug 2025 - Ongoing |  | SLT, Class Teachers,  All staff | IDL planning template |
| * Launch newly developed RME planners with staff and embed in planning process throughout the session. * Deliver targeted CLPL on the RME curriculum to ensure all staff feel confident in delivering diverse religious and cultural contexts. * Adapt assembly planner to ensure that there is representation of diverse religious and cultural contexts. * Create an ‘Equalities’ policy and share this across all stakeholders. | Aug 2025 - Ongoing |  | SLT, Class Teachers,  All staff | RME Progressive planner/Overview Grid  Inverclyde ‘Equalities’ policy |

|  |
| --- |
| **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? |
| Embedding restorative practices will result in increased use of restorative conversations by PSAs and Primary 6 Restorative Ambassadors, particularly during unstructured times such as playtimes and transitions. We expect to see fewer incidents being escalated to teaching staff and a greater emphasis on relational repair at the point of need. These improvements will be measured through the analysis of behaviour logs, incident tracking, and qualitative feedback from staff and pupils. A more peaceful playground environment, fewer repeated behavioural incidents, and greater pupil ownership of conflict resolution will indicate success. Staff and pupil surveys, as well as observational data, will demonstrate that restorative approaches have become an embedded feature of our school culture.  The launch and embedding of the revised Anti-Bullying Policy through the Respect Me framework will lead to increased visibility of anti-bullying messages and a shared understanding of respectful behaviour across the school and nursery. This will be evident in pupil-led assemblies, corridor displays, classroom dialogue, and day-to-day interactions. Success will be measured through a reduction in recorded incidents of bullying, alongside stakeholder surveys and classroom climate observations. A more respectful and inclusive school ethos will be recognised through pupil feedback indicating a stronger sense of safety and belonging, as well as a demonstrable shift in peer relationships and confidence in seeking help when needed.  The strategic use of pastoral notes, chronologies, and attendance data will allow staff to identify emerging patterns of concern earlier and respond more effectively to pupil needs. We will see more consistent and accurate recording of wellbeing information and increased staff confidence in interpreting this data to inform planning. Measures of impact will include quality assurance of SEEMiS entries, attendance reviews, and case file audits. Evidence of improvement will be found in earlier intervention, better targeted support strategies, and improved outcomes for pupils. “Better” will be recognised in fewer escalated safeguarding concerns and more robust preventative planning at an earlier stage.  Nursery staff will complete a Peer Review Child Protection Audit, which will provide external validation of current practices and support the identification of any areas for improvement. We will observe a strong understanding of safeguarding responsibilities among staff, supported by consistent procedures and documentation. The impact of this process will be measured through the successful implementation of any required actions, alongside staff reflection and feedback. The audit will enhance confidence and clarity around child protection processes, and improved documentation and shared language around safeguarding will indicate that high standards of safe practice are firmly embedded. |

|  |  |
| --- | --- |
| **Establishment priority 4**:  **Improvement in skills and sustained, positive school-leaver destinations for all young people**  **Placing the human rights and needs of every child and young person at the centre of education** | |
| **National Improvement Framework Outcomes**  3. Inclusive curriculum and assessment for a sustainable future.  1. Empowered and accountable education system supporting lifelong learning.  2. Strong partnerships between schools, services, families, and communities.  [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**  3.3 Increasing creativity and employability  2.7 Partnerships  3.2 Raising attainment and achievement  3.2 Curriculum  2.1 Children experience high quality spaces  4.3 Children's progress | **UNCRC**  Article 29 (Goals of education):  Article 28: (Right to education): |

|  |
| --- |
| **Rationale for change based self-evaluation including data and stakeholder views** |
| **Embedding Metaskills in Teaching and Learning**  Metaskills are essential for lifelong learning, employability, and adaptability in an evolving world. Integrating them within the curriculum ensures that pupils develop key competencies such as critical thinking, communication, and self-management. By creating context-specific character names and embedding Metaskills in lesson planning and pupil reflections, we enhance engagement and relatability. Evaluating impact through surveys, lesson observations, and pupil assessments allows us to measure the effectiveness of this approach. A fully embedded Metaskills framework will be evident in pupils demonstrating transferable skills across subjects, increased teacher confidence in applying Metaskills, and a school culture that actively promotes skills for learning, life, and work.  **Tracking and Expanding Wider Achievements**  Participation in extracurricular activities is linked to increased confidence, resilience, and academic success. However, gaps in engagement among certain pupil groups can lead to inequalities in wider achievement. By systematically tracking participation and actively seeking pupil voice in developing clubs and recognition systems, we ensure all children have access to enriching opportunities. Evaluating impact through participation data and pupil feedback allows for targeted interventions to encourage underrepresented groups to engage. A strong extracurricular programme fosters a culture of inclusion, broadens pupil experiences, and ensures that achievement is recognised in a way that aligns with the school’s values and UNCRC principles.  **Enhancing the Use of Digital Tools in Learning**  Effective of digital technology enhances personalised learning, accessibility, and engagement, supporting both pupil attainment and teacher efficiency. The strategic integration of platforms such as Teams and OneNote ensures a consistent and purposeful approach, rather than sporadic digital use. Providing targeted CLPL addresses gaps in confidence and skills among staff, ensuring technology is used to its full potential. Evaluating success through observations, surveys, and attainment data allows for continuous improvement. A digitally competent school will be characterised by pupils confidently using technology for learning, teachers embedding digital tools seamlessly, and improved learner outcomes through effective differentiation and engagement strategies.  **Nursery: Outdoor Risky Play**  In line with national guidance and our commitment to high-quality outdoor play and learning, we will further develop our use of our nursery mascot “SIMOA the elephant”. SIMOA, inspired by Care Inspectorates- Safety, Inspect, Monitor, Observe, Act guidance, has had a positive impact on children and staff alike and their awareness of safety when assessing risks in play. Outdoor learning is a central feature of our nursery ethos and practice; however, self-evaluation has identified the need for a more structured and reflective approach to ensure consistency, challenge, and progression in how we plan for and use outdoor spaces to incorporate more aspects of challenge and risky play. Engaging with SIMOA and through focused and detailed observations we can evaluate the quality of children's outdoor experiences and identify areas for improvement based on children's rights, voice, and engagement. Additionally, we recognise the unique opportunity our village setting provides to extend this work into the wider village community, promoting outdoor learning partnerships and community-based experiences for children and families.  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.  **Cluster: 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.  **Cluster: 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.  **Cluster: 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. By May 2026, further embed Metaskills across all areas of teaching by upskilling staff knowledge and ensuring consistent integration of Metaskills in lesson planning, learning journals, and displays. Metaskills will be adapted to the Inverkip context, with character names created to engage pupils and make the skills more relatable. The impact will be measured through pupil reflections and assessments on Metaskills, teacher surveys on integration in planning, and evidence in learning journals and displays. Pupil surveys will also evaluate how well Metaskills are understood and applied in their daily learning. 2. By May 2026, continue tracking wider achievements, targeting specific cohorts of pupils who are underrepresented in extracurricular activities. Expand the range of after-school and lunchtime clubs to appeal to a broader audience, incorporating pupil voice into the development of awards and recognition systems that reflect the school’s values and the UNCRC articles. Success will be evaluated through participation data in extracurricular activities, feedback from pupils on the variety of clubs offered, and the impact of awards and recognition systems as evidenced through pupil satisfaction surveys and attendance records. 3. May 2026, ensure that digital tools are consistently and effectively used across all classes, with staff maximising the use of recorded content and platforms such as Teams and OneNote. Additional CLPL sessions will be provided to address specific areas of need, ensuring digital technology continues to positively impact pupil attainment and learning outcomes. Success will be evaluated through classroom observations, teacher surveys on digital tool usage, pupil feedback on the effectiveness of digital tools in supporting their learning, and tracking progress in attainment data linked to digital intervention strategies. 4. **By May 2026, the language related to SIMOA will be imbedded by practitioners and children i.e. “SIMOA says” when discussing and measuring risks or guidance in keeping safe in our environment and surroundings.**  As part of this work, the nursery will also begin to develop community links within the village to extend outdoor learning beyond the nursery gates and into the wider environment. **Visuals and shared community work will have commenced with SIMOA building a visual representation in the local community in a meaningful way for the children.**   **Shared Cluster Outcomes:**  **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.  **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.  **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.  **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. |
| ​**If PEF spend is supporting – how much and what?** |
| **No PEF used to support closing the gap within this priority.** |

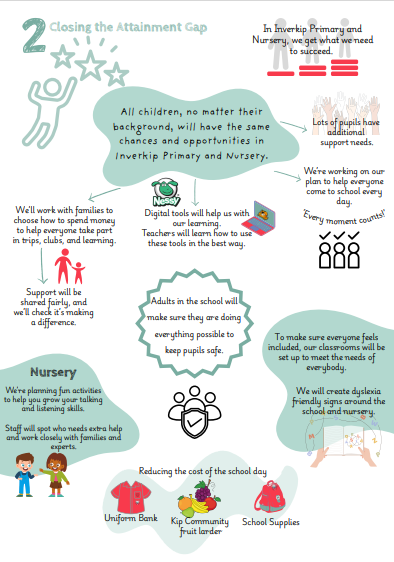
| **Tasks to achieve priority** | **Timescale** | **RAG** | **Involved/responsible** | **Resources and staff development** |
| --- | --- | --- | --- | --- |
| **MetaSkills** | | | | |
| **Develop staff understanding of the Meta-skills Framework**   * Provide CLPL sessions on the Skills 4.0 Meta-skills Framework*.* * Support staff in embedding meta-skills in daily learning experiences. * Provide guidance on incorporating meta-skills into IDL plans. * Support staff in developing meaningful Big Questions/Little Questions to enhance inquiry-based learning: * Education Scotland Meta-skills Webinars - Introduces the *Skills 4.0* framework and how to integrate it into learning. * Skills Development Scotland (SDS) Training - Practical strategies for developing key skills like resilience, problem-solving, and critical thinking. * Deliver Metaskills CLPL sessions to enhance staff confidence in embedding skills across all subjects. * Develop Inverkip specific Metaskills characters to enhance pupil engagement and understanding * Embed Metaskills into classroom displays, learning journals, and lesson objectives to ensure visibility and consistency. * Introduce pupil self-assessment tools for Metaskills, ensuring learners can track their own progress. * Monitor impact through lesson observations, pupil focus groups, and teacher feedback | Oct 25 - Ongoing |  | SLT  All teaching staff | Education Scotland Meta-skills Webinars Skills Development Scotland (SDS) Training: |
| **Wider Achievement Tracking and Extracurricular Participation** | | | | |
| * Develop a robust tracking system to monitor extracurricular participation, identifying pupils who require encouragement to engage. * Conduct pupil surveys to gather insights into club preferences and barriers to participation. * Expand club offerings, ensuring a diverse range of activities that align with pupil interests and UNCRC principles. * Review awards system that recognises participation and achievement in extracurricular activities taking in to account pupil voice e.g. talent show/lunch time table etc. | Aug 25 - Ongoing |  | DHT  All staff | Pupil version HGIOUS |
| **Digital Tools Integration in Teaching and Learning** | | | | |
| * Conduct a staff audit to identify digital training needs and gaps in technology use. * Provide targeted CLPL sessions on effective use of Teams, OneNote, and digital recording tools. * Implement digital tracking and assessment strategies to measure impact on attainment. * Review progress through classroom observations and ensure that digital tools are embedded in to our ‘What makes a good lesson’ KIP template. | Aug 25 - Ongoing |  | SLT  Digital Lead  All staff | PASE glowblog materials |
| **Nursery: Outdoor Risky Play** | | | | |
| Develop a shared understanding among staff of the purpose behind promoting SIMOA and outdoor learning within the village. Ensure clear messaging that reflects the values of child-led, rights-based outdoor learning and its benefits   * Co-create a short statement or tagline for signage and displays (e.g. "Learning that ROAR’s – Right Outside Our Door!") * Identify the key principles from SIMOA we want the community to recognise (e.g. inclusion, connection to nature, risk-positive play). * Agree on consistent language to use in all materials   Create signage across key outdoor spaces in the village (e.g. local parks, walks, woodlands) that highlights these areas as part of the nursery’s outdoor learning community, with reference to SIMOA principles.   * Involve children in designing signs with drawings, messages, or symbols that reflect their experiences in outdoor play. * Include QR codes or short descriptors explaining how the space supports wellbeing, inquiry, and learning. * Seek permissions from local authorities or landowners if required. * Install signs in accessible, visible locations linked to regular nursery use   Celebrate the launch of the signage and outdoor learning trail with a community event that involves families, local partners, and stakeholders.   * Plan a village walk with families and community partners, stopping at each sign to showcase learning. * Include interactive stations (e.g. storytelling, nature crafts, den building) to model outdoor learning in practice. * Provide information leaflets or digital resources explaining SIMOA and the school’s approach to outdoor play and learning. | Aug 25 - Ongoing |  | Nursery DHT  All nursery staff | Care Inspectorate guidance  Quality framework  SIMOA resources |

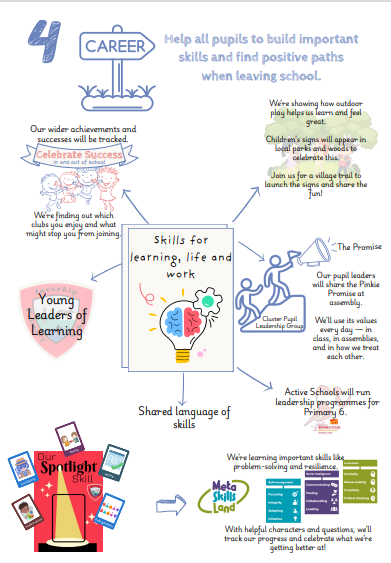
|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Tasks to Achieve Priority** | **Timescale** | **RAG** | **Those Involved / Responsible (Including Partners)** | **Resources and Staff Development** |
| **Cluster: Pupil Leadership & The Promise** |  |  |  |  |
| Establish Cluster Pupil Leadership Group 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 |
| **Cluster: 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 |

|  |
| --- |
| **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? |
| We will demonstrate a consistent and inclusive culture that empowers young people to take the lead in promoting respect and fairness.  Metaskills will become a visible and meaningful part of daily learning, evident in wall displays, planning, and pupil learning journals. Pupil reflections and surveys will show their growing ability to recognise and apply Metaskills across the curriculum, supported by character driven approaches that bring them to life. Teachers will report increased confidence in planning for Metaskills and making them explicit in lessons. Over time, we expect to see pupils demonstrating greater independence, resilience, and problem-solving in their work, and staff embedding Metaskills language and approaches consistently across the school.  Participation data will reflect an increase in engagement in wider achievement activities, particularly among pupils from underrepresented groups. A broader and more inclusive range of clubs and awards will emerge, shaped by pupil voice and aligned with school values and UNCRC rights. Pupil feedback will indicate a stronger sense of belonging and recognition, while parents will report increased awareness of opportunities. The impact will include more equitable access to extra-curricular provision and a more diverse picture of pupil achievement across the school.  In classrooms, we will observe purposeful and consistent use of digital tools such as Teams and OneNote to enhance teaching and learning. Staff will access targeted CLPL to address areas of development, and surveys will show increased confidence in using technology to support assessment, differentiation, and learner engagement. Pupil feedback will reflect more meaningful use of digital tools, with evidence of increased independence, accessibility, and enjoyment. These improvements will contribute to raised attainment in areas where digital tools have been strategically used to support progress.  In nursery, we will see outdoor learning shaped by children’s interests and enhanced by intentional planning guided by the SIMOA framework. Staff reflections and discussions will reference SIMOA indicators regularly, and floorbooks and displays will document rich outdoor learning experiences. Links with the village community will expand learning beyond the nursery garden, offering children opportunities to explore, play, and connect with their environment. Families and partners will report increased understanding and value of outdoor learning, and practitioners will feel confident in delivering high-quality experiences that are developmentally appropriate, inclusive, and engaging.  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 In-Service 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. |

**Appendix A: Child Friendly Improvement Plan 2025 2026**

****

****

****

**Appendix B: PEF Plan 2025 2026**

|  |  |
| --- | --- |
| **PEF Plan 2025 2026 - Overall spend: 10,251.52** |  |
| **Intervention / Outcome** | **Detail of Spend** |
| **Rationale: Targeted support - Digital**  Digital inclusion is central to delivering equitable access to learning. Many of our targeted pupils, particularly those with ASN or from priority family types identified by the Scottish Government, require additional access to devices to engage fully in personalised and differentiated learning. Increasing access to digital tools supports attainment in literacy and numeracy and fosters digital competence for all learners.  **Intended Impact and measure of success:**  **By June 2026,** embed the use of digital technology to deliver targeted literacy and numeracy interventions for pupils identified within the Scottish Government’s priority family types most at risk of poverty. Pupils will show improved attainment, confidence, and independence through increased access to personalised, needs-led support. Progress will be measured through tracking data, formative assessment, pupil voice, and teacher observations, evidencing enhanced digital skills, reading fluency, and learner autonomy. | 28 Ipads/covers  £8,820.64 |
| **Rationale: Targeted support – HWB**  Mental health and wellbeing underpin pupil engagement and attainment. Many of our learners, especially those experiencing family instability, ASN, or economic stress, benefit from structured wellbeing input. This programme provides targeted support for emotional regulation, resilience, and confidence, building capacity for learning.  **Intended Impact and measure of success:**  By June 2026, deliver the Tree of Knowledge Health and Wellbeing programme to support pupils experiencing emotional distress, low confidence or family related challenges, including those from priority family types such as lone parent households. Wellbeing assessments, pupil voice, and staff observations will evidence increased emotional resilience, improved coping strategies, and enhanced readiness to learn. | Tree of Knowledge Programme: £897 |
| **Rationale: Targeted support – Cost of the school day**  Although our SIMD profile does not reflect high levels of deprivation, we recognise that poverty exists across all postcodes. This fund provides discreet, respectful financial assistance for families experiencing hidden or situational poverty, reducing stigma and ensuring full inclusion in school life.  **Intended Impact and measure of success:**  By June 2026, reduce the cost of the school day for pupils from families most at risk of poverty, including larger families, lone parent households, and families with a child under one, through targeted resourcing. Feedback from families and pupils will evidence increased inclusion, reduced financial pressure, and greater access to learning opportunities. | Clothing/School Supplies: £400 |
| **Rationale: Participatory budget – Outdoor resources**  Including pupil voice in budgeting ensures that PEF decisions reflect the lived experience and priorities of children. Outdoor play contributes to physical, social and emotional development and is a key part of our wider wellbeing strategy.  **Intended Impact and measure of success:**  By June 2026, involve pupils in participatory budgeting to enhance outdoor play and wellbeing through pupil chosen resources. Pupil voice and observation will evidence increased engagement, wellbeing, and a sense of ownership in school improvement. | Outdoor Play Equipment (Participatory Budgeting): £100 |
| **Projected total spend:** | **£10,217.64** |