

Inverkip Primary & Nursery Class

Standards and Quality 2025-26

Context of the Establishment

Our Establishment:

Inverkip Primary School and Nursery class is a non-denominational school which serves the village of Inverkip. In session 2025/2026 we had 195 pupils over 8 classes. Staff included a Head Teacher, a Depute Head Teacher, 7 full time teachers, 3 part time (2 x 0.6 and 1 x 0.4) teachers and 1 newly qualified teacher (NQT). Our pupil support assistant (PSA's) staff consisted of 2 full time and 4 part time staff members.



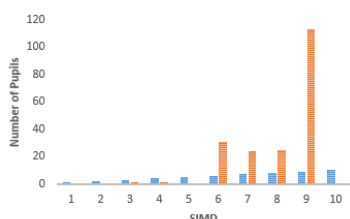
Our Nursery class had 30 children in full time placements. Our core staffing was one DHT, two EYECO's, three part time EYECO's and one Nursery assistant. We have two clerical staff plus one janitor.

Our L shaped building has 10 classroom areas (two rooms are used as a playroom/STEM area), two gym halls and three playground areas including a Multi-Use Games Area (MUGA). A virtual tour & 360-degree map can be found on our school website.

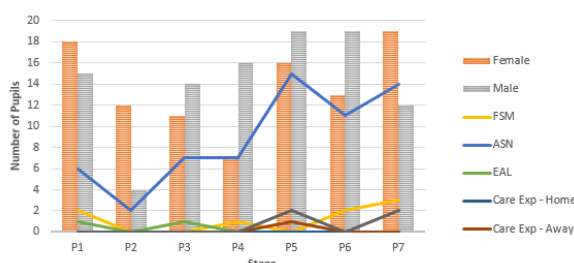
School Context:

- We have no pupils identified within SIMD deciles 1 or 2 and no pupils residing within SIMD deciles 4 or 5.
- 100% of pupils reside within SIMD deciles 3-10, with only a very small minority (1.0%) residing within SIMD decile 3.
- The school profile shows that a significant proportion of pupils (57.9%) reside within SIMD decile 9.
- 4.10% of pupils are identified as being entitled to Free Meal Entitlement (FME).
- 31.79% of pupils are identified as having an Additional Support Need (ASN).
- A very small minority of pupils have English as an Additional Language (1.03%).
- Attendance remains a significant strength, with overall attendance at 95.6%.
- Despite low SIMD and FME indicators, the school recognises the presence of hidden poverty and continues to target support to ensure equity, inclusion and positive outcomes for all learners.

SCHOOL ROLL BY SIMD



SCHOOL ROLL BY STAGE



Gender

The school has an overall relatively even split between boys (52.6%) and girls (47.4%). Variations are evident at specific stages. Primary 3 and Primary 5 have a higher proportion of boys and Primary 6 has a higher proportion of girls.

Balance:

Attendance, Absence & Inclusion

Attendance remains a significant strength at 95.6%, continuing a pattern of sustained high attendance and remaining above pre-pandemic levels. Attendance has increased from 92.3% in 2021-22 to 95.6% in 2025-26, reflecting positive engagement, strong relationships and effective partnership working with families.

- Most stages show consistently high attendance, reflecting positive engagement and strong relationships across the school community.
- The school continues to promote the importance of attendance through regular communication with families, including newsletters and targeted attendance letters.
- While attendance is strong overall, a small number of absences continue to be linked to family holidays, which remains an area for ongoing engagement with families.
- There have been no exclusions recorded over a four-year period, reflecting a highly inclusive ethos and effective use of restorative approaches to support positive relationships and behaviour.

Year	Attendance %
2025-2026	95.6%
2024-2025	95.9%
2023-2024	94.7%
2022-2023	94.2%
2021-2022	92.3%
2020-2021	97.5%

Vision:

At Inverkip Primary School and Nursery Class, we strive to provide the highest quality learning and teaching experiences, enabling all children to develop the knowledge, skills and attributes required to thrive as responsible citizens in the 21st century.

Our curriculum is designed in line with Curriculum for Excellence, supporting learners to develop the four capacities: to become successful learners, confident individuals, responsible citizens and effective contributors.



Through a balanced approach across the four contexts for learning: curriculum areas and subjects, interdisciplinary learning, ethos and life of the school, and opportunities for personal achievement. We strive to ensure a rich, coherent and progressive learning experience for all. Within a climate of teamwork, respect and trust, we support all learners to realise their full potential and inspire others to succeed. Our overarching vision is that:

‘Every Child and Person Matters and that 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

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 be 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:

At Inverkip Primary School and Nursery Class we aim to provide education and care of the highest quality which:

- Creates a nurturing, inclusive and motivating environment where all children feel safe, healthy, achieving, nurtured, active, respected, responsible and included, reflecting the wellbeing indicators and the ethos of our village community.
- Provides a broad, balanced and progressive curriculum across all four contexts for learning, ensuring opportunities for attainment, interdisciplinary learning, personal achievement and participation in the wider life of the school.
- Promotes high-quality learning and teaching through responsive, play-based and skills-focused approaches, particularly within the Early Level, supporting children to lead their learning and develop independence.
- Fosters creativity, confidence and resilience whilst developing each child's individual skills, personality and talents.
- Enables all learners to achieve their full potential academically, emotionally and physically, promoting a lifelong love of learning.

Our children and families are at the heart of all decision-making as we work to ensure we *‘Get It Right for Every Child’*. We are committed to building the knowledge, skills and competencies required for pupils to succeed in learning and in life. We benefit from a supportive and engaged staff team, strong partnerships and an active community, all of whom are committed to ensuring that every learner is appropriately challenged, supported and able to experience success and fulfilment in their learning.

Whilst this report outlines our ongoing improvement journey, it also identifies key priorities for the year ahead. Inverkip Primary School and Nursery Class remain firmly focused on its core purpose of high-quality learning and teaching, with evidence of sustained improvement in outcomes for learners.

Establishment 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****NIF Priority**

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

NIF Driver

Performance information
Assessment of children's progress

HGIOS

3.2 Raising attainment and achievement
3.2 Securing Children's Progress
1.1 Self-evaluation for self-improvement
2.3 Learning, teaching and assessment

QIF ELC QIs

1.2 Staff Skills, Knowledge, Values and Deployment
2.1 Children Experience High Quality Spaces
3.3 Learning, Teaching and Assessment
4.3 Children's Progress

UNCRC

Article 28: (Right to education):
Article 3 (Best interests of the child):

Outcomes (Session 2025 - 2026)**Literacy**

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 improved 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 demonstrate increased confidence in applying these skills across a range of writing genres, including appropriate challenge for learners working beyond expected levels.

Numeracy

2. By May 2026, all staff will engage with the Inverclyde Numeracy Framework to develop confidence in delivering key concepts, including number structures, fractions and mathematical talk. CLPL records, professional dialogue and questionnaire feedback will evidence increased staff confidence, with attainment data demonstrating improved outcomes in numeracy. A particular focus will be placed on increasing challenge for learners working beyond expectations.

Learning, Teaching and Curriculum

3. By June 2026, continue to embed IDL planning processes, ensuring all planning reflects meta-skills, a Big Question/Little Question approach and a balance across curriculum areas. A whole-school IDL Context Overview will be developed to support progression, pace and challenge. Quality assurance will evidence increasing consistency in planning approaches and pupil feedback will reflect increased ownership of learning.
4. By March 2026, co-create and begin to embed a 'Kip Learner' visual and KIP Principles (Knowledge, Involvement, Progress) to support a shared understanding of high-quality learning. Pupil voice and quality assurance processes will evidence improved consistency in learning conversations and classroom practice.

Early Level/Nursery

5. By May 2026, continue to embed tracking documentation within the nursery, ensuring staff effectively record, monitor and track children's progress across all curricular areas. This will support targeted interventions and improved planning for progression, with quality assurance evidencing consistent use.
6. By June 2026, establish a Quality Assurance Calendar within the nursery, aligned to the new Quality Framework, ensuring a systematic approach to self-evaluation and continuous improvement.
7. By May 2026, develop staff capacity in the use of Early SEAL arithmetic strategies and Inverclyde Numeracy Pathways, with professional dialogue and observations evidencing increased confidence and impact on children's numeracy development.
8. By May 2026, further enhance the nursery environment to ensure rich literacy and numeracy opportunities indoors and outdoors, with quality assurance observations evidencing purposeful play and increased learner engagement.

PEF used to support closing the poverty-related attainment gap (Priority 1: Attainment in Literacy & Numeracy):

Pupil Equity Funding has been used strategically to improve outcomes for children and young people affected by poverty-related barriers to learning, in line with the Scottish Attainment Challenge. While the school does not present with a significant measurable poverty related attainment gap based on SIMD data, it is recognised that poverty exists across all contexts, including within relatively affluent communities. As such, interventions have been carefully targeted towards identified learners impacted by hidden and situational poverty, including those

within the Scottish Government's priority family groups most at risk of poverty (e.g. lone parent families, larger families and those with additional support needs).

Targeted digital investment has enabled more personalised and flexible approaches to literacy and numeracy. The introduction of a mobile digital trolley/Ipads has ensured equitable access to technology across all classes, removing the need for timetabled access to the ICT suite. This has supported teachers to integrate digital tools more effectively within daily learning and teaching, enabling more responsive, differentiated support in reading, writing and numeracy tasks. Evidence from tracking data, teacher judgement and pupil voice indicates that most targeted learners are demonstrating increased engagement, independence and confidence, with early improvements in attainment.

The reallocation of the ICT suite to create a dedicated playroom for Primary 1-2 has further supported the development of play-based pedagogy, improving learners' readiness to learn and engagement in early literacy and numeracy. Early evidence from observations and quality assurance activities indicates that most learners in early stages are more engaged, motivated and able to apply skills through play-based contexts, supporting progress across early and first level.

PEF has also been used to reduce the cost of the school day, ensuring that almost all learners can access learning experiences and resources, reducing barriers associated with hidden poverty.

Overall, PEF is contributing to improved engagement, inclusion and early attainment in literacy and numeracy, while also strengthening the quality of learning and teaching. Continued focus is required to ensure that this impact is sustained and further evidenced through improvements in attainment over time.

PEF Spend (Session 2025 - 2026):

Intervention	Rationale / Intended Impact	Spend
Digital Inclusion (Mobile Digital Trolley/Ipads)	To provide equitable, flexible access to digital tools across all classes, supporting personalised literacy and numeracy interventions and improving engagement, independence and attainment.	£8,820.64
Cost of the School Day	To reduce financial barriers and ensure equitable access to learning experiences for pupils affected by hidden poverty.	£400
Participatory Budget: Outdoor Learning Resources	To increase engagement and wellbeing through pupil-led decision making, supporting readiness to learn.	£100

Progress and impact of outcomes for learners:

SLT and some staff have engaged proactively with emerging national developments, including the Curriculum Improvement Cycle (CIC) and Curriculum for Teaching Excellence (CfTE) professional learning opportunities. Given that the school's curriculum rationale was reviewed and refreshed within the last two years, the current focus has been on strengthening implementation and consistency rather than undertaking further curriculum redesign. Over the next two years, SLT and staff will continue to evaluate emerging national guidance and its implications for curriculum architecture, progression pathways and pedagogy, before undertaking a planned review of the curriculum rationale to ensure continued alignment with national developments and local priorities.

Overall, very good progress has been made across identified priorities, with clear evidence of improved consistency in learning, teaching and assessment. Strong leadership has resulted in the development of key frameworks across literacy, numeracy and learning and teaching, providing a clear and coherent direction for sustained improvement. This evaluation is further supported by external validation through a recent Education Scotland thematic inspection (May 2025), which highlighted strengths in literacy across the school, including rich, relevant learning experiences and pupils' ability to apply skills across the curriculum. Written feedback from this was received in December 2026. Two areas of good practice have been highlighted and have been published as areas of highly effective practice. The areas are linked to our pupil leadership for creating a positive reading culture and our IDL literacy project on colonialism with the Watt Institute. These findings align with school self-evaluation and attainment data.

It is recognised that the pace of some developments, particularly within the nursery and in relation to professional learning, has been impacted by staffing challenges during the session. However, this has been effectively mitigated through prioritisation and a continued focus on maintaining high-quality learning experiences for pupils. Most developments are now in place, with a clear next step focused on embedding practice across all stages.

Attainment data shows that most learners are achieving expected levels across literacy and numeracy, with almost all achieving in Listening and Talking, demonstrating strong communication skills and the impact of increasingly

dialogic approaches to learning and teaching. Attainment data demonstrates very strong performance across all curricular organisers. Almost all learners are achieving expected Curriculum for Excellence levels in Listening and Talking (98.5%) and Numeracy (96.9%), whilst most learners achieve expected levels in Reading (94.4%) and Writing (89.2%). Writing remains the lowest attaining organiser and therefore continues to be an appropriate improvement priority. However, attainment has improved significantly over time, increasing from 82.6% in 2023-24, to 86.5% in 2024-25 and 89.2% in 2025-26. This demonstrates that the gap between writing and other organisers is continuing to reduce.

Literacy (Outcome 1)

The Progressive Spelling and Grammar Pathway has been developed and introduced across all stages, providing a clear structure for progression in writing. Staff have engaged in initial professional dialogue, however, a deeper understanding of 'Tools for Writing' including grammar, morphology and sentence construction is still developing. Planned professional learning, including engagement with key research such as *Closing the Writing Gap* and *The Writing Revolution*, has not yet been fully realised. As a result, implementation across classes remains at an early stage, with some variability evident in practice. Thematic Inspection evidence highlighted that pupils experience rich, relevant literacy learning across the curriculum, with opportunities to apply skills in meaningful contexts and develop independence and higher-order thinking skills. This is reflected in pupil dialogue and classroom observations. Writing continues to represent the lowest attaining organiser and therefore remains an appropriate focus for improvement. However, attainment has improved considerably over the last three years and now sits at 89.2%, demonstrating that the approaches introduced to strengthen writing are beginning to have a positive impact. Overall, progress in literacy is good, with strong foundations in place. However, evidence from quality assurance processes highlight the need for further professional learning and consistent implementation to improve outcomes in writing. This indicates that, while approaches are in place, there is not yet a consistent, embedded pedagogy for writing across all stages.

Numeracy (Outcome 2)

The Inverclyde Numeracy Framework has been introduced across the school, with staff engaging in initial professional learning and beginning to apply key approaches within their practice. This has resulted in increased awareness of progression and a more consistent focus on mathematical language across most classes. While early improvements in consistency are evident, the planned programme of targeted CLPL, including a focus on key concepts such as fractions and number structures, has not yet been fully realised. Similarly, approaches to increasing challenge for higher attaining pupils remain at an early stage of development. Attainment in numeracy is a significant strength, with 96.9% of learners achieving expected Curriculum for Excellence levels. This represents continued improvement over time from 91.3% in 2023-24 and 93.2% in 2024-25. Overall, progress in numeracy is very good, with consistently strong attainment, however, further professional learning and embedding are required to fully realise the intended impact of the framework and ensure appropriate challenge for all learners. This will be achieved next session through the KIP lesson framework with a specific focus on challenge and differentiation.

Learning, Teaching and Curriculum (Outcomes 3 & 4)

IDL planning processes have been reviewed and strengthened, with a whole school IDL overview now developed. This is supporting improved progression, coherence and breadth across the curriculum. While consistency is evident across most stages, further embedding is required to ensure a fully consistent approach.

The KIP Lesson framework (Knowledge, Involvement, Progress) has been developed and introduced, providing a clear framework for high-quality learning and teaching. Initial work has taken place to explore learner characteristics; however, the full co-creation process and development of shared visual representations are not yet complete.

Most staff are engaging with the framework, with early evidence of improved lesson structure, pace and learner engagement. However, consistency in application remains variable across the school.

The thematic inspection highlighted that pupils are developing independence, collaboration and critical thinking skills, supported by meaningful learning experiences and opportunities to apply learning across the curriculum. The introduction of a mobile digital trolley, alongside the creation of a dedicated P1-2 playroom, has enhanced flexibility in learning and teaching and increased engagement, particularly within early stages. There is evidence of improved application of literacy and numeracy skills through play-based approaches.

Overall, progress in learning, teaching and curriculum is good, with key systems in place, however, further embedding is required to ensure consistency and depth of practice across all classes.

Early Level/Nursery (Outcomes 5 - 8)

The nursery environment has been significantly enhanced, both indoors and outdoors, resulting in high quality, purposeful play-based learning experiences. A full refurbishment of indoor spaces has created clearly defined, well-resourced learning areas, supporting children's engagement, independence and progression.

Outdoor provision has also been strengthened, with improved use of space, increased opportunities for exploration and the introduction of high quality provocations to support literacy, numeracy and wider learning. Inspection evidence highlighted that play-based approaches are effectively supporting early literacy development, with children developing vocabulary, early writing skills and phonological awareness through meaningful play experiences. Environmental audits, including the use of Care Inspectorate guidance and ACERS principles, indicate a significant improvement in the quality of the learning environment. This aligns with the Care Inspectorate Quality Improvement Framework, particularly in relation to high quality interactions, play and learning. Observations and engagement data indicate that almost all children are highly engaged in their learning, demonstrating increased independence and sustained involvement.

Tracking systems are increasingly embedded, with staff using Learning Journals to support assessment and planning. However, further work is required to ensure consistency and depth across all curricular areas.

Progress towards establishing a structured Quality Assurance Calendar has been partially achieved, with slower progress due to staffing challenges and reduced management capacity. Despite this, key elements of self-evaluation have been maintained, with a clear plan for full implementation.

Overall, progress within the nursery is very good, with significant improvements in the learning environment and play-based pedagogy.

Overall

The school and nursery class have made very good progress in improving learning, teaching and the curriculum, supported by both internal evidence and external validation through thematic inspection findings.

Strong leadership has resulted in the development of key frameworks, including spelling and grammar, numeracy and the KIP lesson framework, providing a clear and coherent direction for improvement. While most developments are at an early stage of implementation and require further embedding, there is clear evidence of improved consistency in practice and a positive impact on learner engagement and attainment.

The nursery class has demonstrated particularly progress, with significant improvements in the learning environment and play-based pedagogy. Attainment in numeracy has been sustained at a high level over time, while writing continues to be an area for further improvement, particularly within the upper stages. The school and nursery class now have a clear and coherent KIP lesson framework with a strong focus on learning, teaching and assessment. This provides a clear and evidence informed rationale for the identified improvement priorities for session 2026 - 2027.

Next Steps (Session 2026 - 2027)

School: Outcome 1: High Quality Learning, Teaching & Assessment K.I.P (Knowledge/Involvement/Progress) Framework

By May 2027, almost all staff will consistently implement the KIP Lesson Framework and engage in collaborative professional enquiry through Learning Sprints, resulting in increased consistency in high quality learning, teaching and assessment, including pace, challenge, differentiation and effective feedback across the school. Almost all learners will be able to articulate their learning, progress and next steps, as evidenced through learning visits, pupil focus groups, jotter scrutiny and quality assurance evidence aligned to HGIOS 4 QI 2.3.

School: Outcome 2: Raising Attainment in Writing

By May 2027, writing attainment will increase from 89.2% to at least 92%, with a particular focus on identified learners currently working below expected levels with a particular focus on Primary 5 and Primary 7, where most learners will achieve expected Curriculum for Excellence levels. Most learners will demonstrate improved accuracy in spelling, grammar and sentence construction, as evidenced through tracking and monitoring data, moderation activities, jotter sampling and pupil voice.

School: Outcome 3: Critical Literacy and Curriculum Coherence (ARC & IDL)

By May 2027, the Anti-Racist Critical Literacy (ARC) framework will be embedded across the curriculum alongside the IDL overview, with almost all learners demonstrating the ability to engage critically with a diverse range of texts and apply literacy skills across the curriculum, as evidenced through planning scrutiny, pupil work, pupil voice and quality assurance activities.

Nursery: Outcome 4: Speech, Language and Communication

By May 2027, almost all children will demonstrate improved speech, language and communication skills through high quality adult-child interactions, sustained shared thinking and talk rich play environments, as evidenced through observations of practice, Leuven scales, Learning Journals and practitioner dialogue.

Nursery: Outcome 5: Observations and Responsive Planning

By February 2027, all practitioners will demonstrate increased confidence and consistency in high quality observations and responsive planning, resulting in improved progression in early literacy and numeracy for most children. This will be evidenced through Learning Journal analysis, tracking data, professional dialogue and quality assurance activities aligned to the Care Inspectorate Quality Framework.

Nursery: Outcome 6: Effective Use of Learning Journals, ELC Dashboard and Data

By May 2027, all practitioners will effectively utilise Learning Journals, tracking systems and the ELC Dashboard to monitor children's progress, identify next steps and inform responsive planning. Nursery staff will develop confidence in interrogating data using a 'Fact, Story, Action' approach, enabling them to identify trends, understand the reasons behind children's progress and take targeted action to improve outcomes. Professional dialogue, tracking data, quality assurance activities and self-evaluation evidence will demonstrate increased staff confidence in using data to support children's progress and attainment across all curricular areas.

Nursery: Outcome 7: High Quality Learning Environments

By May 2027, the nursery environment will provide rich, purposeful literacy and numeracy experiences indoors and outdoors, with almost all children demonstrating increased engagement, independence and application of early skills. This will be evidenced through Care Inspectorate Quality Framework evaluations, ACERS informed environmental audits, observations of play and learning, and tracking data.

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

NIF Priority

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

NIF Driver

Performance information

Assessment of children's progress

School Improvement

HGIOS

3.1 Ensuring wellbeing, equality and inclusion

3.2 Securing Children's Progress

1.5 Management of resources to promote equity

2.4 Personalised support

QIF ELC QIs

1.1 Leadership and Management of Staff and Resources

2.1 Children Experience High Quality Spaces

3.1 Play and Learning

4.2 Wellbeing, Inclusion and Equality

UNCRC

Article 3 (Best interests of the child):

Article 28: (Right to education):

Article 2 (Non-discrimination):

Outcomes (Session 2025 - 2026)

1. By June 2026, embed the use of digital technology to deliver targeted literacy and numeracy interventions for pupils identified through professional judgement as experiencing poverty-related barriers. Pupils will demonstrate improved attainment, confidence and independence through increased access to personalised, needs-led support.
2. By June 2026, reduce the cost of the school day for pupils from families most at risk of poverty, including those from priority family groups, ensuring equitable access to learning, wider achievement and school experiences.
3. By June 2026, involve pupils in participatory budgeting to enhance outdoor play and wellbeing, with pupil voice evidencing increased engagement, inclusion and a sense of ownership in school improvement.

PEF used to support closing the gap:

Inverkip Primary School and Nursery Class continues to have a low proportion of pupils identified through traditional measures of deprivation. Data indicates that 99% of pupils reside within SIMD 6-10, with over 72% within SIMD 8 and 9, and 3.65% of pupils identified for Free Meal Entitlement (FME).

However, school self-evaluation, attainment data and professional knowledge highlight that a number of pupils experience hidden and situational poverty, including those within Scottish Government priority family groups most at risk of poverty, such as lone parent families, larger families, families with a child under one and those with additional support needs (29.17%).

This presents a distinct challenge in addressing the poverty-related attainment gap, as disadvantage is not always reflected through SIMD data. As a result, the school has adopted a targeted, needs led approach to closing the gap for identified learners.

To ensure that Pupil Equity Funding (PEF) is used effectively, the school has applied an 'Adopt, Adapt, Abandon' approach, enabling senior leaders to plan interventions based on robust data and individual need, adopt approaches which are evidence-informed and contextually relevant, and adapt or discontinue approaches which are not demonstrating sufficient impact.

As a result, PEF has been directed towards bespoke, targeted interventions, with a clear focus on improving attainment in literacy and numeracy, increasing engagement and removing barriers to participation. A key development this session has been the strategic shift towards digital inclusion, including the introduction of a mobile digital trolley and increased access to iPads, enabling more flexible and responsive approaches to targeted support within everyday learning and teaching.

Intervention	Rationale / Intended Impact	Spend
Digital Inclusion (iPads, Mobile Digital Trolley, Nessy, Sumdog)	To provide equitable, flexible access to digital tools across all classes, supporting personalised literacy and numeracy interventions	£8,820.64
Targeted Individual Support (Health & Wellbeing)	To remove individual barriers to learning through responsive, targeted support (e.g. regulation, engagement)	£897
Cost of the School Day	To reduce financial barriers and ensure equitable access to learning experiences	£400
Participatory Budget (Outdoor Learning)	To improve engagement, wellbeing and inclusion through pupil-led decision making	£100

Progress and impact of outcomes for learners:

Inverkip Primary School and Nursery Class continues to have a small percentage of pupils identified as experiencing poverty related barriers to learning. However, through robust analysis of attainment data and professional knowledge of families, the school has developed a clear understanding of those affected by hidden and situational poverty, including pupils within priority family groups and those with additional support needs. This has enabled a targeted and responsive approach to closing the poverty-related attainment gap.

The use of an 'Adopt, Adapt, Abandon' approach has ensured that Pupil Equity Funding is allocated strategically, with interventions reviewed and adapted to maximise impact. As a result, support is increasingly bespoke, focusing on removing individual barriers to learning and improving engagement, participation and attainment.

Digital Inclusion and Targeted Interventions (Outcome 1)

Very good progress has been made in embedding digital technology as a targeted intervention. Investment in digital resources, including the mobile digital trolley and increased access to iPads, has significantly improved equity of access and enabled more personalised approaches to literacy and numeracy within everyday learning and teaching.

Targeted digital interventions have demonstrated clear and measurable impact. All identified pupils accessed Nessy, with most demonstrating increased confidence and engagement and 80% showing improvements in phonological awareness. In numeracy, the use of Sumdog supported accelerated progress for 60% of targeted pupils. Across the school, most targeted learners are now demonstrating increased independence, engagement and confidence in their learning.

Tracking and monitoring data indicates that all targeted pupils have made measurable progress from their individual starting points, with bespoke supports, including those addressing barriers such as dyslexia and neurodiversity, improving access to learning, engagement and learner confidence. PEF has also enabled highly responsive individual support, including the provision of assistive technology such as AirPods to support sensory regulation, resulting in improved focus and participation. The introduction of the GL dyslexia assessment tool has strengthened both identification and targeted support, with staff and families reporting increased confidence in meeting learners' needs. Overall, progress towards this outcome is very good, with strong evidence of improved engagement and attainment for targeted learners.

Cost of the School Day (Outcome 2)

Very good progress has been made in reducing poverty-related barriers to participation and learning. Through targeted and discreet financial support, the school has ensured that almost all identified pupils can access the full range of learning and wider achievement opportunities.

Support has included school uniform, learning materials and assistance with participation in wider achievement activities, including sporting events. This has improved equity of access and reduced barriers to engagement. Feedback from families and staff indicates reduced financial pressure, increased participation in school life and improved readiness to learn. The respectful and targeted nature of this support has strengthened relationships with families and contributed to a more inclusive ethos. Overall, progress towards this outcome is very good, with a sustained impact on reducing barriers and improving equity.

Participatory Budgeting and Wider Achievement (Outcome 3)

Good progress has been made in developing participatory budgeting approaches. A pupil led outdoor learning committee has been established and is beginning to influence decision making and resource development, supporting increased pupil voice and ownership.

While progress has been impacted by staffing absence, there is emerging evidence of increased engagement in outdoor learning, improved wellbeing and collaboration, and early development of leadership skills.

Further work is required to extend participation to families, particularly those within priority groups, and to strengthen the targeting and tracking of impact.

Overall

The school has made very good progress in closing the poverty related attainment gap for identified learners, particularly through highly effective targeted digital interventions and bespoke support which have improved engagement, confidence and early attainment.

There is clear evidence of strong practice in identifying and supporting pupils affected by hidden poverty, with interventions carefully targeted through robust use of data and professional judgement. The impact of digital approaches and the reduction of cost-related barriers have been particularly significant in improving equity of access and participation.

While participatory approaches are at an earlier stage of development, strong foundations are now in place. Inverkip Primary School and Nursery Class is well placed to build on this progress and further strengthen the impact of PEF on attainment over time.

Next Steps (Session 2026-2027)

1. School: Closing the Poverty-Related Attainment Gap (Targeted Attainment)

By May 2027, targeted pupils will demonstrate measurable improvements in literacy and numeracy, including reading age, spelling accuracy and numeracy confidence. This will be evidenced through standardised assessments, CfE tracking data, programme analytics (e.g. PIRA, PUMA, Nessy and Sumdog) and professional judgement, with almost all targeted pupils making accelerated progress from their individual starting points.

2. School: Wider Achievement, Inclusion and Leadership

By May 2027, almost all targeted pupils will regularly access wider achievement opportunities through targeted lunchtime clubs and wider school activities. This will result in increased participation, confidence, belonging and leadership, with pupils increasingly taking on leadership roles, as evidenced through participation tracking data, pupil voice, wellbeing indicators and observations of leadership in practice.

3. Nursery & School: Digital Inclusion and Personalised Support

By May 2027, targeted learners will demonstrate increased independence, engagement and sustained progress in learning through the consistent use of digital tools and personalised interventions. Staff will confidently utilise assistive technologies and digital platforms to remove barriers and scaffold learning, with impact evidenced through tracking and monitoring data, programme analytics, learning observations and professional judgement.

4. Nursery: Early Identification, Intervention and Family Support

By May 2027, children requiring additional support will be identified at the earliest opportunity and provided with targeted interventions informed by observations, professional judgement and ELC Dashboard data. Through effective partnership working with families and agencies, almost all identified children will demonstrate improved engagement, wellbeing and progress from their individual starting points, as evidenced through tracking data, Learning Journals, observations and transition information.

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

NIF Priority

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

NIF Driver

School Improvement

School leadership

HGIOS

2.1 Safeguarding and child protection

2.2 Curriculum

3.1 Ensuring wellbeing, equality and inclusion

QIF ELC QIs

1.2 Staff Skills, Knowledge, Values and Deployment

2.1 Children Experience High Quality Spaces

3.1 Play and Learning

4.1 Nurturing Care and Support

UNCRC

Article 29 (Goals of education):

Article 28: (Right to education):

Article 31 (Leisure, play and culture):

Outcomes (Session 2025 - 2026)

Relationships, Behaviour and Restorative Practice

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. A cohort of Primary 6 pupils will be trained as Restorative Ambassadors to support peer led de-escalation and resolution 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.

Safeguarding and Universal/Targeted Support

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 June 2026, strengthen whole-school trauma-informed and safeguarding approaches through 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.

Nurture and Trauma-Informed Practice

6. 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 will build emotional literacy, resilience and understanding across the school community, with impact evidenced through increased staff confidence, more responsive support planning and improved wellbeing outcomes for pupils experiencing adversity.

Equality, Diversity and Inclusion

7. 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.
8. 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.

9. 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.

No PEF spend was used for this priority.

Progress and impact of outcomes for learners:

Inverkip Primary School and Nursery Class has made very good progress in improving health, wellbeing, safeguarding and inclusion. Through robust self-evaluation, stakeholder feedback and professional learning, the school has strengthened its understanding of pupil need and developed more consistent, proactive approaches to supporting all learners. A clear focus on relationships, safeguarding and equity has enabled the school to respond effectively to both universal and targeted needs. As a result of the Child protection audit processes, systems are now more structured and aligned to local and national guidance, supporting earlier intervention and improved outcomes for pupils.

Relationships and Behaviour (Outcomes 1 & 2)

Very good progress has been made in embedding restorative approaches across the school. Refresher training for PSA staff has strengthened confidence in leading restorative conversations, particularly during unstructured times, resulting in a reduction in incidents escalated to teaching staff and improved use of learning time.

A consistent whole school approach has been established through the use of restorative folders in all classes, where conversations, actions and next steps are recorded and revisited. This has strengthened accountability and contributed to a reduction in repeat incidents.

Primary 6 Restorative Ambassadors are increasingly supporting peer led conflict resolution, with senior pupils demonstrating growing confidence and ownership in using restorative language. Overall, restorative practice is well embedded and having a measurable impact on relationships and behaviour.

The Anti-Bullying Policy has been revised in consultation with pupils and the Parent Council and aligned to the *Respect Me* framework. This has improved clarity and shared understanding; however, further work is required to strengthen visibility and embed this fully across the school and nursery in a child friendly format. Progress in this area is good.

Safeguarding and Targeted Support (Outcomes 3, 4 & 9)

Very good progress has been made in strengthening safeguarding and targeted support systems. The use of pastoral notes, chronologies and attendance data is now more consistent and aligned with Inverclyde guidance, enabling earlier identification of patterns of concern and more effective intervention.

Staff confidence has increased, evidenced through professional dialogue and quality assurance of pastoral records, resulting in more proactive and preventative approaches to supporting vulnerable pupils.

The Glasgow Motivation and Wellbeing Profile (GMWP) is now embedded in practice and used to identify targeted supports. Targeted programmes, including *Seasons for Growth*, are also embedded, supporting pupils experiencing loss or change, with evidence of improved emotional wellbeing and readiness to learn.

A peer validated Child Protection Audit confirmed that safeguarding practice is robust and effective, highlighting strengths in systems, communication and preventative approaches. Building on this, the Head Teacher led a short life working group to develop an Inverclyde wide Child Protection induction booklet, ensuring all visiting staff are compliant with safeguarding expectations. This demonstrates strong leadership and contributes to system wide improvement.

Nurture and Inclusive Practice (Outcome 5)

Good progress has been made in embedding nurturing and inclusive approaches. Staff participate in reciprocal nurture peer observations, supporting professional dialogue, shared practice and increased consistency across stages.

The use of the CIRCLE framework has strengthened inclusive classroom environments. Environmental audits have supported staff to develop predictable, structured and supportive learning environments, taking account of relationships, routines, differentiation and sensory needs. As a result, most learners demonstrate improved engagement, independence and participation. While staff confidence has increased, further work is required to ensure consistency across all stages. Overall, progress is good, with strong foundations in place.

Equality, Diversity and Inclusion (Outcomes 6, 7 & 8)

Very good progress has been made in promoting equality, diversity and inclusion. The RME curriculum pathway is now fully embedded across all stages, with quality assurance evidence demonstrating consistent delivery of diverse religious and cultural contexts.

Racial literacy is increasingly embedded within curriculum planning, with the IDL framework requiring staff to identify meaningful links. This ensures that learning is planned and progressive across the curriculum. Pupil leadership has been a key strength. The Cultural Diversity and Equalities Committees have engaged with a range of local partners to explore protected characteristics and promote inclusion, contributing to increased pupil awareness, empathy and understanding. We have now developed our Equalities Policy, and this will continue to be embedded next session.

Curriculum developments, including partnerships with the Watt Institute Museum and engagement with diverse authors, have strengthened representation and relevance within learning. This project has been validated and now published by HMIE as highly effective practice. Overall, progress in this area is very good, with clear impact on curriculum and pupil understanding.

Overall

Overall, the school and nursery class has made very good progress in improving health, wellbeing, safeguarding and inclusion. Strengths include effective restorative approaches, robust safeguarding systems and a strong commitment to equality and inclusion.

While some areas require further embedding, there is clear evidence of improved consistency in practice, increased staff confidence and positive outcomes for pupils. The school is well placed to build on this progress and continue to improve outcomes for all learners.

Next Steps (Session 2026 - 2027)

Equality, Inclusion and Pupil Voice

By May 2027, the Equalities Policy will be fully embedded across the school and nursery, with a child friendly version co-created through learner voice groups. Almost all children and young people will be able to articulate their rights, protected characteristics and what equality means in practice, as evidenced through learner voice, observations, learning conversations and quality assurance activities.

Anti-Bullying and Rights Respecting Culture

By May 2027, the Anti-Bullying Charter and school and nursery wide signage will be co-created and embedded through the Rights Respecting Schools group, resulting in a consistent, visible and learner-led approach to promoting respectful relationships across the school and nursery. This will be evidenced through pupil surveys, learner voice, learning environment observations and a reduction in reported incidents.

RSHP Curriculum Planning

By December 2026, the RSHP overview will be refined to provide greater clarity and consistency regarding when key learning is delivered across stages, in line with national guidance. This will support progressive learner experiences from Early Level to Second Level and be evidenced through planning documentation, professional dialogue and quality assurance activities.

Outdoor Learning and Curriculum Progression

By May 2027, a progressive outdoor learning framework will be developed and implemented across all stages from Nursery to P7, building on existing strengths and pupil led work. This will ensure planned and coherent progression in outdoor learning, sustainability, health and wellbeing and skills for learning, life and work, as evidenced through planning documentation, learner voice, quality assurance activities and increased participation in outdoor learning experiences.

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

NIF Priority

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

NIF Driver

School Improvement
School leadership

HGIOS

- 1.1 Self-evaluation for self-improvement
- 2.7 Partnerships
- 3.3 Increasing creativity and employability

QIF ELC QIs

- 1.2 Staff Skills, Knowledge, Values and Deployment
- 2.1 Children Experience High Quality Spaces
- 3.2 Curriculum
- 4.3 Children's Progress

UNCRC

Article 3 (Best interests of the child):

Article 28: (Right to education):

Article 29 (Goals of education):

Outcomes (Session 2025-2026)

1. Cluster Leadership (Pinkie Promise) (Outcome 1)

By May 2026, fully embed the Cluster Pinkie Promise across all stakeholders, ensuring its charter is consistently implemented across all primary and secondary schools. The Cluster Leadership Group will continue to expand its role in developing racial literacy and providing meaningful leadership opportunities for pupils. Impact will be assessed through questionnaires, pupil voice and stakeholder feedback.

2. Metaskills (Outcome 2)

By May 2026, further embed Metaskills across all areas of teaching by upskilling staff knowledge and ensuring consistent integration within planning, learning journals and displays. Metaskills will be adapted to the Inverkip context to support pupil understanding and engagement. Impact will be measured through pupil reflections, staff feedback and evidence in planning and classroom practice.

3. Wider Achievement (Outcome 3)

By May 2026, continue tracking wider achievement, targeting cohorts of pupils who are underrepresented in extracurricular activities. Expand the range of clubs and incorporate pupil voice into awards and recognition systems. Impact will be measured through participation data, pupil feedback and attendance records.

4. STEM (Outcome 4)

By May 2026, ensure that staff are confident in using STEM planning pathways, with a more structured approach to embedding STEM across the curriculum. Impact will be assessed through staff feedback, planning evidence and pupil engagement in STEM learning.

5. Digital Learning (Outcome 5)

By May 2026, ensure that digital tools are consistently and effectively used across all classes to support learning and teaching. Impact will be measured through classroom observations, staff feedback, pupil voice and attainment data.

6. Early Level Outdoor Learning (SIMOA) (Outcome 6)

By May 2026, embed the use of the Care Inspectorate's SIMOA guidance across the nursery to strengthen the quality and intentionality of outdoor learning. Impact will be measured through practitioner dialogue, observations and improvements in children's engagement and experiences.

Progress and impact of outcomes for learners:

Overall, very good progress has been made across this priority, with clear evidence of strengthened leadership, increased pupil voice and improved consistency in key areas of learning and teaching. A particular strength has been the development of collaborative approaches, both within the school and across the cluster, which have enhanced staff confidence and provided meaningful opportunities for pupils to take on leadership roles. There is clear evidence of improved engagement, increased visibility of key approaches and a growing consistency in practice across most areas. While some developments remain at an earlier stage, strong foundations are in place to support further improvement.

Outcome 1: Cluster Leadership (Pinkie Promise)

Very good progress has been made in embedding the Cluster Pinkie Promise across all stakeholders. A shared cluster-wide charter has been successfully developed, providing a clear and consistent framework for promoting racial literacy and pupil leadership across all establishments.

Cluster pupil leaders have played a central role in this work, collaboratively designing and delivering assemblies across cluster schools within local groupings. This has strengthened pupil voice and leadership, while ensuring consistent messaging and understanding across settings. The group also presented the charter at the May Head of Establishment meeting, demonstrating increased confidence, ownership and leadership capacity.

Pupil feedback highlights the impact of this work, with one pupil reflecting:

"It made me feel proud to share our ideas with other schools - we're helping everyone understand how to treat people fairly."

Individual schools are now beginning to embed the charter within their own contexts. Overall, progress towards this outcome is very good, with strong evidence of meaningful pupil leadership and increasing understanding of racial literacy across the cluster.

Outcome 2: Metaskills

Good progress has been made in embedding Metaskills across learning and teaching. The language of Metaskills is now increasingly visible across classrooms, with pupils regularly engaging with and applying these skills within their learning.

The introduction of fortnightly Learning Journals has strengthened this further, with pupils evaluating their progress using Metaskills in a consistent and meaningful way. Assemblies and whole school approaches have supported a shared understanding, contributing to increased pupil confidence in articulating their skills and learning.

Staff are demonstrating growing confidence in integrating Metaskills within planning and classroom practice, with evidence observed through quality assurance and pupil dialogue. Overall, progress towards this outcome is very good, with clear evidence of increased consistency and pupil engagement.

Outcome 3: Wider Achievement

Good progress has been made in tracking and promoting wider achievement across the school. There is increased visibility of achievements through assemblies, social media and whole-school events such as the talent show, supporting a culture which values success beyond the classroom.

Tracking systems are now in place, allowing the school to identify patterns in participation. While most pupils are engaging in wider achievement opportunities, analysis has identified a need to further target those not currently participating in extracurricular activities.

Overall, progress towards this outcome is good, with clear systems established and a strong foundation in place for more targeted approaches moving forward.

Outcome 4: STEM

Good progress has been made in developing staff confidence in using the Inverclyde STEM planning pathways. Staff have engaged in professional learning and are beginning to integrate STEM more consistently within their practice.

A key strength has been cluster collaboration, with a member of staff contributing to cluster-level leadership and supporting the delivery of a joint STEM event during the February in-service day. This provided staff with opportunities to engage in a range of practical workshops across Early to Second Level, enhancing understanding and confidence.

Staff feedback reflects the impact of this approach, with one member noting:

"The STEM workshops gave me practical ideas I could take straight back to class - it made the pathways feel much more manageable."

Staff have also been signposted to a range of resources, including the RAiSE platform, to support planning and delivery. Overall, progress is good, with increasing confidence and early evidence of more structured STEM learning.

Outcome 5: Digital Learning

Good progress has been made in developing the use of digital tools to support learning and teaching. Increased investment in digital infrastructure, including the introduction of iPads and a mobile digital trolley, has significantly improved access and flexibility, enabling digital approaches to be embedded more effectively within everyday classroom practice.

Staff have engaged in targeted CLPL, including sessions delivered by CALL Scotland, which have strengthened understanding of assistive technologies and their role in supporting learners. There is emerging confidence in using digital tools to scaffold learning and target gaps, particularly through established programmes such as Accelerated Reader and Nessy. These approaches are supporting more personalised learning and improved engagement for pupils. While the use of recorded content and digital platforms is developing, this remains an area for further improvement. Overall, progress towards this outcome is good, with clear evidence of increased staff confidence, improved access to digital tools and early impact on learning and teaching.

PEF investment has also supported more targeted and inclusive approaches, allowing staff to respond more effectively to individual needs and remove barriers to learning. This has contributed to increased engagement, independence and improved access to the curriculum for identified learners. While the use of recorded content and digital platforms is developing, this remains an area for further improvement. Overall, progress towards this outcome is good, with clear evidence of increased staff confidence, improved access to digital tools and early impact on learning and teaching.

Intervention	Rationale / Intended Impact	Spend
Digital Inclusion (iPads & Mobile Digital Trolley)	To provide equitable, flexible access to digital tools across all classes, supporting personalised learning, targeted interventions and improved engagement for pupils affected by poverty-related barriers.	£8,820.64

Outcome 6: Early Level Outdoor Learning (SIMOA)

Very good progress has been made in embedding SIMOA within the nursery, resulting in a significant improvement in the quality and intentionality of outdoor learning.

Children are increasingly able to articulate the principles of safe and meaningful outdoor play and are using this understanding to assess risk within their environment. This reflects a strong culture of independence and responsibility in learning.

Outdoor learning has been further enhanced through the development of community links, including the introduction of signage within the local village to extend learning beyond the nursery setting.

The nursery has also participated in a Forest programme led by an Early Years Childcare Officer, which included a series of sessions involving parents and carers. Activities such as leaf rubbing, nature bracelets, creating paint brushes from natural materials and building bird feeders have strengthened engagement, wellbeing and family involvement.

Overall, progress towards this outcome is very good, with clear evidence of high quality outdoor learning and increased engagement, independence and confidence among children.

Overall

Overall, the school and nursery class has made very good progress across this priority, with particular strengths in pupil leadership, Metaskills and outdoor learning. Strong collaborative approaches, both within school and across the cluster, have enhanced staff confidence and provided meaningful opportunities for pupil voice and leadership. While developments in STEM, digital learning and wider achievement are at an earlier stage, there is clear evidence of improving practice and a strong foundation for further progress. The school and nursery are well placed to build on this work and continue to strengthen outcomes for all learners.

Next steps

1. Cluster STEM & Outdoor Learning (Science Focus)

By May 2027, staff across the cluster will demonstrate increased confidence and consistency in delivering progressive, enquiry-based science through outdoor learning. Through collaborative professional learning, moderation activities and professional dialogue, staff will develop a shared understanding of progression in scientific enquiry skills, resulting in increasingly high-quality and engaging learning experiences for learners across the cluster, as evidenced through planning scrutiny, learning visits, staff evaluations and learner voice.

2. Cluster Professional Learning, Leadership Development & Sharing Effective Practice

By May 2027, staff across the cluster will demonstrate increased confidence in leading, sharing and implementing highly effective practice through collaborative professional learning opportunities, practitioner enquiry and leadership development activities. This will strengthen professional dialogue, build leadership capacity at all levels and contribute to increased consistency in learning, teaching and improvement across establishments, as evidenced through staff evaluations, professional dialogue, self-evaluation activities and collaborative improvement work.

3. Cluster Equality, Inclusion & Pupil Leadership

By May 2027, staff and learners across the cluster will demonstrate an increased shared understanding of equality, inclusion and respectful relationships through the development and implementation of a child-friendly Cluster Equality & Inclusion Charter. Through the work of the Cluster Pupil Leadership Group and staff leaders, learners will play an active role in shaping and promoting a shared cluster approach to equality and inclusion, as evidenced through learner voice, staff feedback and increasingly consistent approaches across establishments.

4. Cluster Transitions, Family Support & Wellbeing

By May 2027, staff across the cluster will demonstrate increased confidence and consistency in supporting targeted learners and families through improved transition planning, information sharing and family-centred approaches. This will strengthen continuity of learning, wellbeing and support across key transition points, as

evidenced through transition evaluations, professional dialogue, pastoral tracking, attendance information and stakeholder feedback.

5. Nursery: Early Years Tracking, Moderation & Quality Assurance

By May 2027, Early Years practitioners across the cluster will demonstrate increased confidence and consistency in the use of Learning Journals, observations, responsive planning and quality assurance processes. Through collaborative moderation, professional dialogue and the work of the Cluster Nursery DHT Network, practitioners will develop a shared understanding of high-quality practice aligned to the Care Inspectorate Quality Improvement Framework, as evidenced through moderation activities, quality assurance evidence and practitioner feedback.

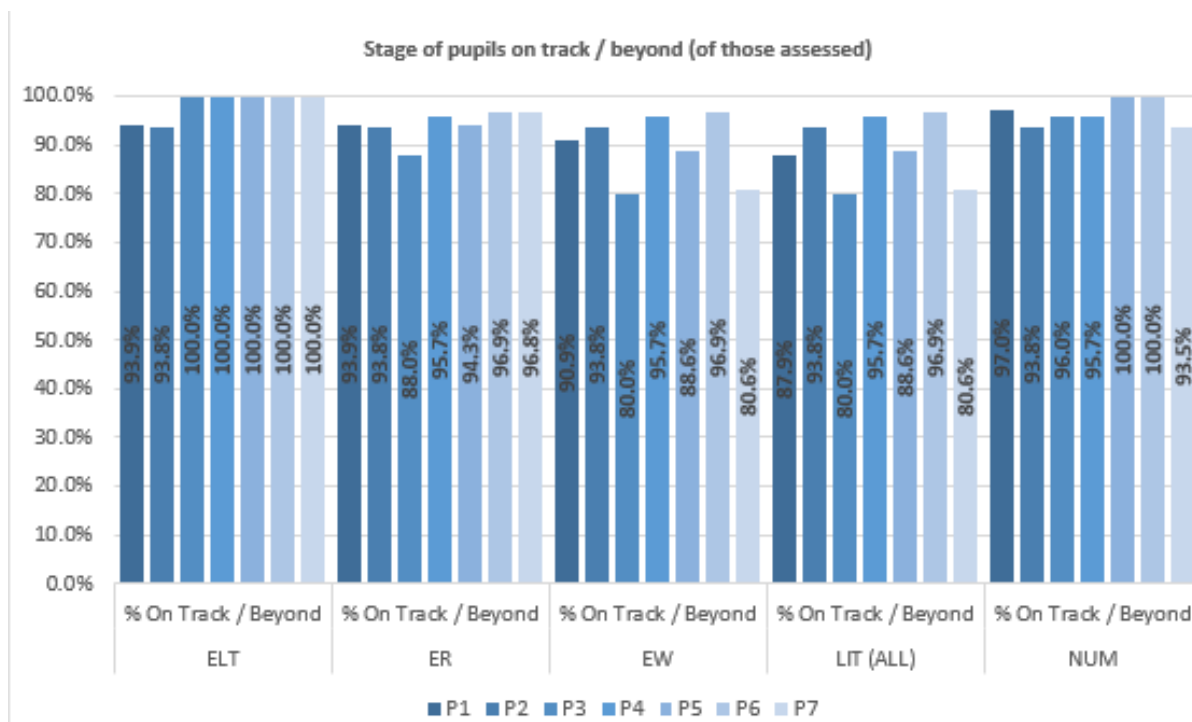
6. Nursery Curriculum Development, Digital Learning & Learning Environments

By May 2027, children will demonstrate improved progress in early literacy and numeracy, alongside increased engagement, independence and creativity in their learning. Practitioners will demonstrate increased confidence and consistency in using Learning Journals, digital technologies and high-quality literacy and numeracy-rich environments to support learning, assessment and planning, informed by the Care Inspectorate Quality Improvement Framework and emerging national curriculum developments. This will be evidenced through observations of practice, Learning Journals, tracking data, quality assurance activities and practitioner dialogue.

Data

Inverkip Primary School and Nursery Class has made progress across its identified improvement priorities. Strong leadership, effective self-evaluation and robust quality assurance processes have supported sustained improvement in outcomes for learners. External validation, including thematic inspection findings and recognition of highly effective practice, further confirms the impact of the school's improvement work. The school and nursery class demonstrate a strong capacity for continuous improvement, evidenced through collaborative leadership, reflective practice, effective use of data and a clear evidence-informed agenda for future improvement.

Analysis of attainment data is primarily focused on national key reporting stages (Primary 1, Primary 4 and Primary 7), in line with local authority and national reporting expectations. However, the school also analyses attainment trends and cohort progress across all stages to ensure a robust understanding of learner progress over time, identify emerging strengths and areas for improvement and support targeted interventions. Due to relatively small cohort sizes, percentages can fluctuate year on year and are considered alongside professional judgement, cohort tracking and qualitative evidence.



Key Strengths

School Fact:

- Overall attainment across the school remains very strong, with evidence of improvement over time across most curricular areas. Teacher professional judgement data for **2025-2026** shows:
 - Listening & Talking: **98.5%**
 - Reading: **94.4%**
 - Writing: **89.2%**
 - Numeracy: **96.9%**
- Attendance remains a significant strength at **95.6%**, continuing a sustained pattern of high attendance and positive engagement across the school community.
- Strong cohort progress and improvement over time are evident across several stages, including:
 - **Primary 4** improvements in Reading (+4.7%) and Numeracy (+9.3%), with attainment now at 95.7% across Reading, Writing and Numeracy.
 - **Primary 5** improvement in Writing (+5.7%) and Numeracy (+2.9%), with Numeracy now at 100%.
 - **Primary 6** attainment of 100% in Listening & Talking and Numeracy, with Writing improving from 93.8% to 96.9%.
 - **Primary 7** improvement in Reading (+5.9%), Writing (+1.8%) and Numeracy (+6.1%) compared to the same cohort at Primary 4.

- Listening & Talking remains a consistent strength across all stages, with almost all learners achieving expected levels.
- Tracking evidence demonstrates that pupils identified within the school's FME cohort continue to make positive progress and are appropriately supported through targeted interventions.
- Targeted interventions and inclusive approaches are supporting most pupils with ASN to make positive progress from their individual starting points.
- Writing attainment has improved from 82.6% (2023- 2024) to 89.2% (2025-2026), demonstrating continued improvement over time and narrowing the gap between writing and other curricular organisers.

Story:

Strong attainment reflects increasingly consistent approaches to learning, teaching and assessment across the school. Robust moderation, tracking and professional dialogue support staff to accurately identify next steps and provide targeted support and challenge for learners. The impact of dialogic teaching approaches is evident in consistently high attainment in Listening & Talking, with pupils increasingly confident in articulating their thinking and engaging in meaningful discussion. Attainment in Writing continues to improve, reflecting the positive impact of the Progressive Spelling and Grammar Pathway, Tools for Writing approaches and increased opportunities for pupils to apply literacy skills across the curriculum. The significant improvement in Numeracy attainment to 96.9% reflects increasingly consistent approaches to mathematical learning, problem solving and targeted support. Digital technologies and targeted interventions continue to support increased engagement, independence and equity for identified learners.

Although SIMD data does not indicate a measurable poverty related attainment gap, the school maintains a strong understanding of hidden and situational poverty, ASN and wider barriers to learning. Targeted interventions, nurturing approaches and positive relationships continue to ensure identified learners make strong progress from their individual starting points.

Nursery Class Fact:

- There are currently 14 children transitioning from nursery to Primary 1.
- Tracking evidence demonstrates that the majority of children (approximately 85%) are on track to achieve expected early level outcomes and individual targets across literacy and numeracy pathways prior to transition to Primary 1.

Story:

Children are making positive progress across early level learning within a nurturing and play based environment. Increasingly robust tracking and monitoring approaches, alongside responsive planning, are supporting staff to identify next steps in learning and provide targeted support where required. Strong transition arrangements between nursery and Primary 1 support continuity in learning, wellbeing and progression.

Key Priorities for Improvement

School: Fact

- Writing remains the lowest attaining curricular organiser overall at 89.2%, despite continued improvement over the last three years (82.6% to 86.5% to 89.2%).
- Primary 7 Writing attainment remains lower than other curricular areas at 80.6%, although attainment has improved compared to previous years.
- Cohort tracking demonstrates greater variability in attainment and progress across some upper-stage cohorts, particularly within Writing.
- Attainment data, moderation activities and quality assurance evidence indicate a need to further strengthen challenge, depth and learner independence across all stages.
- Higher attaining learners are not yet consistently achieving beyond expected Curriculum for Excellence levels across all curricular areas.

Story

Tracking, moderation and quality assurance evidence indicate that writing attainment continues to improve across the school. The implementation of the Progressive Spelling and Grammar Pathway, Tools for Writing approaches and increased opportunities for writing across the curriculum are beginning to demonstrate a positive impact on learner outcomes. However, attainment data and professional dialogue indicate that further work is required to ensure consistency in the teaching and application of spelling, grammar, sentence construction and vocabulary

across all stages. Analysis of cohort journeys highlights the need to continue strengthening progression, pace and challenge, particularly within upper stages, ensuring all learners are appropriately supported and challenged to achieve their full potential. Whilst staff are increasingly confident in using attainment and standardised assessment data to inform planning and interventions, there is now a need to further develop responsive teaching approaches which use assessment evidence to identify gaps, inform next steps and accelerate progress for targeted learners. Quality assurance evidence also highlights opportunities to further develop challenge, learner ownership and the application of literacy skills across a range of meaningful and interdisciplinary contexts.

Actions

- Continue implementation of the Progressive Spelling and Grammar Pathway and consistent Tools for Writing approaches across all stages.
- Strengthen progression, pace and challenge across the curriculum, with a particular focus on Writing and higher-order thinking.
- Further develop approaches which promote depth, challenge and achievement beyond expected levels for higher attaining learners.
- Continue refining the use of attainment, assessment and standardised data to inform responsive teaching, targeted interventions and evaluation of impact.
- Further embed high-quality interdisciplinary learning opportunities which support the application of literacy skills across the curriculum.
- Strengthen learner ownership through effective feedback, assessment-capable approaches and increased opportunities for reflection on learning.

Nursery Class Fact:

- A small number of children continue to require targeted support to fully achieve expected early level outcomes prior to transition to Primary 1.

Story:

Tracking and observation evidence highlights that while most children are making strong progress, a minority require additional support in specific areas of early language, communication and self-regulation. Staff are increasingly using responsive planning approaches to support targeted next steps and ensure children are appropriately supported prior to transition.

Actions:

- Continue targeted interventions and enhanced transition arrangements for identified children.
- Further strengthen partnership working with families and external agencies to support individual needs.
- Continue to develop staff confidence in using assessment evidence to inform responsive planning and targeted interventions.

Attainment Over Time at Key Reporting Stages (P1, P4 and P7)

Stage	Year	Listening & Talking	Reading	Writing	Numeracy
Primary 1	2024 2025	93.3%	93.3%	93.3%	93.3%
	2025 2026	93.9%	93.9%	90.9%	97.0%
Primary 4	2024 2025	100.0%	94.3%	82.9%	97.1%
	2025 2026	100.0%	95.7%	95.7%	95.7%
Primary 7	2024 2025	97.0%	90.9%	78.8%	87.9%
	2025 2026	100.0%	96.8%	80.6%	93.5%

Primary 1

Attainment remains strong across all curricular organisers, reflecting the impact of effective Early Level pedagogy, play-based learning and strong transition arrangements between Nursery and Primary 1. Compared to 2024–2025, attainment has improved in Listening & Talking (+0.6%), Reading (+0.6%) and Numeracy (+3.7%). Writing remains strong at 90.9%, although slightly lower than the previous year (-2.4%). Overall, the cohort demonstrates a strong foundation in literacy and numeracy.

Primary 4

Attainment at Primary 4 is a significant strength. All learners are achieving expected levels in Listening & Talking (100%), whilst attainment in Reading, Writing and Numeracy sits at 95.7%. Compared to the previous year, Reading has improved by +1.4% and Writing has improved significantly from 82.9% to 95.7% (+12.8%). Numeracy remains very strong at 95.7%. These outcomes reflect strong progress over time and demonstrate the positive impact of consistent learning and teaching approaches across the early and middle stages.

Primary 7

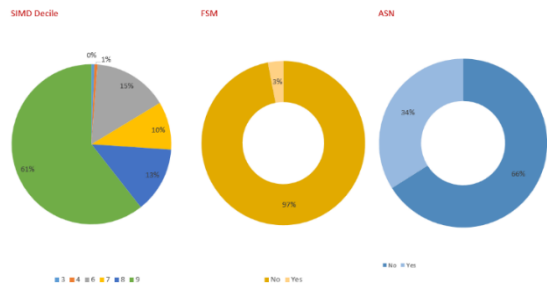
Attainment at Primary 7 remains strong overall. Compared to the previous year, attainment has improved across all curricular organisers, with Listening & Talking increasing from 97.0% to 100%, Reading from 90.9% to 96.8% (+5.9%), Writing from 78.8% to 80.6% (+1.8%) and Numeracy from 87.9% to 93.5% (+5.6%). Whilst Writing remains the lowest attaining organiser within this cohort, the data demonstrates continued improvement and reflects the positive impact of targeted support and increasingly consistent approaches to learning and teaching.

Patterns of Progress Over Time

Cohort tracking demonstrates strong progress across early, middle and upper stages. Evidence of accelerated progress can be seen within several cohorts, including the current Primary 4 cohort, where attainment has improved significantly in Reading (+4.8%), Writing (+13.9%) and Numeracy (+9.3%) since Primary 1. Similarly, the current Primary 7 cohort has demonstrated improvement in Reading (+5.9%), Writing (+1.8%) and Numeracy (+5.6%) compared to the previous session. Strong cohort progress is also evident within the current Primary 6 cohort, where Writing improved from 93.8% to 96.9% and Numeracy increased from 90.6% to 100%. While attainment remains very strong overall, analysis continues to highlight Writing as the lowest attaining curricular organiser across the school. Consequently, improving consistency in writing pedagogy, increasing opportunities for purposeful writing across the curriculum and strengthening challenge for all learners remain important priorities for continued improvement.

Equity and Attainment Gap

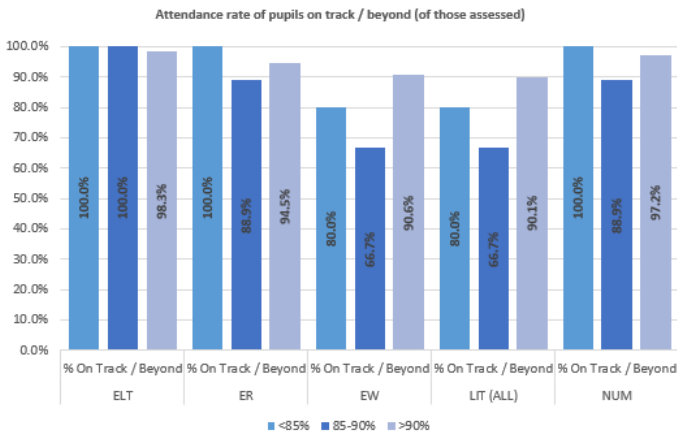
Contextual Measure	Percentage
SIMD 1–2	0%
SIMD 3–10	100%
Free Meal Entitlement (FME)	4.10%
Additional Support Needs (ASN)	31.79%



Although the school does not demonstrate a measurable SIMD related attainment gap, there is a strong understanding of hidden and situational poverty, ASN and wider barriers to learning. Tracking evidence demonstrates that identified learners are making positive progress from their individual starting points through targeted, needs-led interventions and nurturing approaches.

Attendance

Year	Attendance
2022 2023	94.2%
2023 2024	94.7%
2024 2025	95.9%
2025 2026	95.6%



Attendance remains a significant strength across the school. Following a sustained increase from 94.2% in 2022-2023 to 95.9% in 2024-2025, attendance remains high at 95.6% in 2025-2026. This reflects strong pupil engagement, positive relationships and effective partnership working with families. The school continues to monitor attendance closely and provide targeted support where required to ensure all learners can fully access their education.

Overall Evaluation

Overall, Inverkip Primary School demonstrates very strong attainment with clear evidence of improvement over time, underpinned by increasingly consistent approaches to learning, teaching and assessment. Robust tracking, targeted interventions and a strong focus on equity and inclusion ensure the school is well placed to continue improving outcomes for all learners.

National Improvement Framework Quality Indicators

1.3 Leadership of Change Very Good	1.3 Leadership of Continuous Improvement (ELC QIF) Good
Key Strengths: School and Nursery class As national educational reform continues to emerge through the Curriculum Improvement Cycle (CIC) our approach will be one of thoughtful engagement rather than reactive change. The priority over the next two years will be to strengthen implementation of existing improvement work whilst evaluating national developments before undertaking a planned refresh of the curriculum rationale. • The school and nursery have a clear, shared vision and values which are fully embedded across the life of the school. The ROAR values underpin relationships, behaviour and decision making, contributing to a strong, inclusive ethos. The school and nursery have continued to implement the curriculum rationale developed through extensive stakeholder consultation. Staff have focused on ensuring that the rationale is reflected within learning, teaching and assessment approaches through the development of KIP principles, interdisciplinary learning planning, metaskills development and outdoor learning experiences. • Leaders have engaged with emerging national developments including the Curriculum Improvement Cycle (CIC) and Curriculum for Teaching Excellence (CfTE) professional learning opportunities. At this stage, the school has prioritised maintaining a stable and coherent curriculum offer whilst gathering evidence and developing understanding of the implications of national reform. • A full review of the curriculum rationale is not currently required. Instead, SLT will continue to evaluate emerging CIC and CfTE developments over the next two years before undertaking a planned curriculum rationale refresh to ensure alignment with national expectations whilst retaining the distinctive features of the Inverkip curriculum bespoke to our village context. • SLT demonstrate highly effective leadership of change. There is a clear strategic direction, supported by a robust Quality Calendar and well established self-evaluation processes, ensuring improvement is carefully planned, prioritised and monitored for impact. • Self-evaluation is rigorous and evidenceinformed, drawing on attainment data, wellbeing data (including GMWP), pastoral tracking and stakeholder voice. This ensures that improvement priorities are responsive and focused on improving outcomes for learners. • The development of the KIP Lesson Framework (Knowledge, Involvement, Progress) is strengthening a shared understanding of high quality learning and teaching. Early evidence from quality assurance activities indicates greater consistency in lesson structure, pace, challenge and learner engagement across most classes. • A strong culture of distributed leadership is evident. Staff across the school and nursery led key areas of improvement, including digital learning, STEM, racial literacy and curriculum development, contributing to increased ownership and collective responsibility for improvement. • Pupil leadership is an emerging strength. Pupils are actively involved in leading change through a range of committees and leadership roles. At cluster level, pupils have played a central role in developing and delivering the Pinkie Promise Charter, demonstrating high levels of confidence, ownership and understanding of equality and inclusion. • Cluster collaboration is highly effective and enhances leadership capacity. Through strong strategic leadership at cluster level, a shared vision for improvement has been established, resulting in the successful development and implementation of the Pinkie Promise Charter across all establishments. This has strengthened consistency, pupil leadership and a shared commitment to equity and inclusion. • Within the nursery, leadership of change continues to develop positively despite significant staffing challenges and reduced management capacity throughout the session. A continued focus on improving the learning environment, strengthening play-based pedagogy and aligning practice with the Care Inspectorate Quality Framework has supported improvements in children’s engagement and the quality of learning experiences. Increasingly robust approaches to observation, responsive planning and quality assurance are beginning to support greater consistency across the setting. • Children’s voice and responsive planning approaches are increasingly informing learning experiences and next steps within the nursery environment.	

Key Priorities: School and Nursery Class

- Further develop and refine the structure and impact of pupil leadership groups, ensuring roles are clearly defined, progressive and lead to sustained, measurable improvements across the school.
- Continue to embed the KIP Lesson Framework to ensure consistently high quality learning, teaching and assessment across all classes, with a focus on pace, challenge and effective feedback.
- Strengthen the evaluation of improvement activity, ensuring that all change is clearly linked to measurable impact on attainment, wellbeing and engagement.
- Extend opportunities for staff to lead beyond the school, particularly at cluster level, to further build leadership capacity and support system-wide improvement.
- Continue to build on cluster collaboration, particularly in relation to leadership, curriculum development and positive destinations.
- Further embed the Care Inspectorate Quality Framework within the nursery, further developing a systematic and evidence informed approach to self-evaluation which strengthens practitioner confidence, ensures consistency in quality assurance processes and supports continuous improvement across all areas of practice.
- Continue to strengthen leadership capacity within the nursery to ensure improvement activity, quality assurance and monitoring processes remain sustainable and consistent despite ongoing staffing and management challenges.

2.3 Learning, teaching and assessment**Very Good****3.3 Learning, teaching and assessment (ELC QIF)****Very Good****Key Strengths: School and Nursery Class**

- Two areas of highly effective practice were recognised and published nationally by HM Inspectors of Education in May 2026, highlighting strong, consistent practice across literacy, effective pedagogy and innovative approaches to learning and teaching across the school.
- Highly effective dialogic teaching approaches are embedded across the school. Pupils are confident, articulate and able to discuss their learning in depth, demonstrating strong listening and talking skills. This is a key strength and is contributing to high levels of engagement and attainment. The development of the KIP Lesson Framework is strengthening consistency in learning and teaching. Early evidence from quality assurance activities shows improved lesson structure, pace and challenge, with learners increasingly able to articulate their learning and next steps.
- Staff use a range of formative and summative assessment approaches effectively to monitor progress and inform next steps. Regular professional dialogue and tracking meetings ensure that data is used purposefully to support learner progress and identify gaps.
- Digital technology is used effectively to enhance learning and support inclusion. Thematic inspection findings highlighted the purposeful use of tools such as iPads, Nessy and immersive reader to support learners, particularly those affected by barriers to learning. Increased investment in digital resources has further strengthened access and flexibility within learning.
- There is a strong and well established reading culture across the school. The library and initiatives such as ERIC time promote reading for enjoyment and support the development of literacy skills across all stages.
- Learning is increasingly relevant and contextualised through effective interdisciplinary learning (IDL) approaches. Inspection evidence and nationally published practice highlighted strong approaches where pupils apply literacy skills in meaningful, real life contexts.
- Across the nursery, practitioners provide high quality play based learning experiences, with responsive interactions and skilled questioning supporting children's language, thinking, creativity and independence. Observations and environmental audits indicate high levels of engagement, sustained involvement and positive relationships.
- Significant improvements have been made to both the indoor and outdoor nursery learning environments. The outdoor environment is now used effectively as a rich learning space which promotes curiosity, creativity, problem solving, physical development and independence through high quality play experiences. Children are increasingly engaged in purposeful, sustained play across all areas of the curriculum.
- Practitioners within the nursery are increasingly confident in using responsive planning approaches to build on children's interests and prior learning. Learning experiences are becoming more child-centred and appropriately challenging, with children demonstrating increasing independence, confidence and engagement within the learning environment.

- Across the school and nursery, staff engage in ongoing professional learning and collaborative practice, including peer observations, moderation and professional dialogue, contributing to continuous improvement in pedagogy and increasingly consistent approaches to learning and teaching.

Key Priorities: School and Nursery Class

- Develop and implement a progressive spelling and grammar pathway from early to second level.
- Continue to embed the KIP Lesson Framework to ensure consistently high quality learning, teaching and assessment across all classes, with a particular focus on pace, differentiation and effective feedback.
- Further develop a consistent, progressive approach to the teaching of writing, including spelling, grammar and sentence construction, to improve attainment across all stages.
- Strengthen challenge for higher attaining learners, ensuring that almost all pupils are supported to achieve beyond expected levels.
- Continue to develop the use of digital technology, particularly in relation to recorded content and digital platforms, to further enhance learning, teaching and assessment.
- Further embed interdisciplinary learning (IDL) approaches, ensuring coherence, progression and meaningful application of skills across the curriculum.
- Within the nursery, continue to strengthen tracking, assessment and responsive planning approaches, ensuring increasing consistency across all curricular areas and clearer progression in learning.
- Continue to develop the nursery outdoor environment to further extend opportunities for creativity, problem solving, early literacy and numeracy and child led investigation through high quality play experiences.

3.1 Ensuring wellbeing, equity and inclusion

Very Good

4.2 Wellbeing, inclusion and equity (ELC QIF)

Very Good

Key Strengths: School and Nursery Class

- Inverkip Primary School and Nursery Class have an inclusive, nurturing ethos where almost all children and young people feel safe, respected and valued. This is underpinned by strong relationships and the embedded ROAR values, which are evident across daily practice and interactions.
- There is a clear and consistent approach to safeguarding and child protection, aligned with local and national guidance. The strategic use of pastoral notes, chronologies and attendance data has significantly strengthened early identification of need and supports more proactive, preventative interventions.
- Our peer validated Child Protection Audit confirmed that safeguarding practice is robust and effective, highlighting strengths in systems, communication and staff understanding. This has been further strengthened through the development of an Inverclyde wide Child Protection induction booklet, led by the Head Teacher, supporting compliance and consistency across establishments.
- Staff demonstrate increased confidence in identifying and responding to wellbeing needs, supported by the embedded use of the Glasgow Motivation and Wellbeing Profile (GMWP) and targeted interventions such as Seasons for Growth, which are improving emotional wellbeing and readiness to learn for identified pupils.
- Restorative approaches are well embedded across the school. PSA staff are confident in leading restorative conversations, supported by consistent systems such as restorative folders and pupil-led approaches through Primary 6 Restorative Ambassadors. This has resulted in fewer escalations and improved relationships across the school.
- The school has strengthened its approach to equity and inclusion, with targeted support informed by robust tracking systems. Staff demonstrate a strong understanding of learners affected by additional support needs, hidden poverty and wider barriers to learning.
- Nurture and trauma informed practice are developing well. Staff engage in reciprocal nurture peer observations, supporting professional dialogue and consistency in practice. The use of the CIRCLE framework has improved classroom environments, ensuring they are structured, inclusive and responsive to learners' needs.
- There is a strong commitment to equality, diversity and inclusion. The RME curriculum pathway is fully embedded across all stages, ensuring consistent and progressive learning about diverse religious and cultural contexts.
- Racial literacy is increasingly embedded within the curriculum through progressive interdisciplinary learning approaches and structured reading pathways. A racial literacy interdisciplinary learning project exploring colonialism and its impact was recognised as highly effective practice and published nationally by HM Inspectors of Education in May 2026. This has strengthened pupils' understanding of equality, identity, inclusion and social justice.

- The Cultural Diversity and Equalities Committees provide meaningful opportunities for pupil leadership, contributing to increased awareness of protected characteristics, rights and inclusion across the school community.
- Effective partnerships with a range of local organisations and community groups have enhanced learning and inclusion, providing pupils with real life contexts to explore equality, diversity and inclusion. Visible community signage and pupil led messaging linked to keeping safe and inclusion have further strengthened community awareness and shared responsibility.
- Transition arrangements across the nursery and school are highly effective and support continuity in wellbeing, learning and inclusion. Enhanced transition approaches, robust information sharing and close partnership working with families ensure children are well supported at key points of transition and settle quickly into new learning environments.
- Within the nursery, practitioners provide a highly nurturing, inclusive and responsive environment where children are settled, engaged and developing positive relationships. Care plans and tracking evidence demonstrate progress in children's wellbeing, independence and individual targets, with responsive support ensuring children receive the right support at the right time.
- Across the nursery environment, children demonstrate increasing awareness of routines, personal safety and positive relationships. Practitioners effectively support children to develop confidence, independence and self-regulation through consistent nurturing approaches and high-quality interactions.

Key Priorities: School and Nursery Class

- Fully embed the recently developed Anti-Bullying and Equalities Policies, including the creation of child-friendly versions through pupil leadership groups, ensuring increased pupil ownership, understanding and consistency across the school community.
- Further develop a pupil led approach to anti-bullying, inclusion and rights based practice, including the co-creation and embedding of a whole-school charter and visible signage through the Rights Respecting Schools group.
- Continue to strengthen consistency in nurturing and trauma informed practice across all stages, ensuring all staff confidently apply approaches to support learners experiencing adversity.
- Further refine the use of pastoral data and wellbeing tracking systems to ensure impact is consistently measurable and informs targeted interventions.
- Continue to develop pupil leadership structures, ensuring equity of opportunity and clear progression across committees and groups.
- Within the nursery, continue to strengthen approaches to wellbeing tracking, responsive planning and partnership working to ensure early intervention and support remain timely, consistent and clearly evidenced across all areas of practice.

3.2 Raising attainment and achievement/Securing children's progress Very Good

4.3 Children's progress (ELC QIF) Very Good

Key Strengths: School and Nursery Class

- Inverkip Primary School demonstrates consistently high levels of attainment, with most learners achieving expected levels in Reading and Numeracy and almost all in Listening & Talking. Attainment data shows a positive improving trend over time, particularly in Reading, Writing and Numeracy.
- The school has a robust and well embedded tracking and monitoring system, supported by regular professional dialogue between staff and senior leaders. This ensures that attainment data is used effectively to identify gaps, target support and monitor progress over time.
- Staff have a strong understanding of individual learners and cohorts, enabling targeted interventions which are responsive to need. This has supported measurable progress for identified pupils, including those affected by additional support needs and hidden poverty.
- There is clear evidence of impact from targeted interventions, particularly through the use of digital tools and structured programmes, which are improving engagement, independence and attainment for targeted learners.
- The school demonstrates a strong commitment to equity, with effective use of Pupil Equity Funding to remove barriers to learning and improve outcomes. Almost all targeted pupils are making measurable progress from their starting points.

- Learners benefit from a wide range of leadership and wider achievement opportunities, with systems now in place to track participation and celebrate success across the school. This supports confidence, engagement and the development of skills for learning, life and work.
- Metaskills are increasingly embedded across the school, with pupils able to reflect on and articulate their skills through learning journals and classroom dialogue, supporting deeper understanding of their learning and progress.
- In the nursery, children experience high-quality play-based learning, with most demonstrating strong engagement, independence and progress across early level. Practitioners use professional judgement effectively to support children's development and identify appropriate next steps in learning.
- The introduction of a nursery attainment and tracking dashboard has strengthened approaches to monitoring children's progress across early level. Practitioners are increasingly rigorous in planning, tracking outcomes and identifying next steps, supporting a clearer understanding of children's progress over time.
- Within the nursery, responsive planning approaches are increasingly effective in adapting provocations and learning experiences to support children's attainment and progress across literacy, numeracy and health and wellbeing. Learning environments are increasingly purposeful and linked to identified developmental needs and children's interests.
- Care plans, observations and tracking evidence demonstrate that most nursery children are making positive progress across early level, with targeted interventions and responsive support approaches ensuring children's needs are identified and supported at an early stage.

Key Priorities: School and Nursery Class

- Further improve attainment in Writing, particularly in upper stages, ensuring greater consistency in spelling, grammar and sentence construction across all classes.
- Continue to strengthen progression, pace and challenge, particularly at Primary 7, ensuring sustained attainment as learners move through the upper stages.
- Increase challenge for higher attaining learners, ensuring almost all pupils are supported to achieve beyond expected levels.
- Further embed consistent, high quality approaches to learning, teaching and assessment, ensuring impact is evident across all classes.
- Strengthen the use of data to evidence impact, particularly in relation to targeted interventions, ensuring progress is clearly measurable over time.
- Continue to improve equity of participation in wider achievement, ensuring all pupils access and benefit from opportunities beyond the classroom.
- Within the nursery, continue to strengthen the use of the attainment dashboard, tracking and monitoring systems, ensuring increasing consistency and depth across all curricular areas and strengthening links between observation, assessment and responsive planning.
- Further embed a systematic approach to measuring and evidencing progress across early level, ensuring attainment data, observations and planning evidence clearly demonstrate children's progress and inform next steps in learning.

Other quality indicators evaluated from 3-year plan (Schools)		Other quality indicators evaluated from 3-year plan (Nursery)	
HGIOS		ELC QI's (QIF)	
2.4 Personalised support 1.2 Leadership of learning 2.2 Curriculum 2.7 Partnerships	Very Good Good Good Very Good	1.2 Staff Skills, Knowledge, Values and Deployment 2.1 Children Experience High Quality Spaces 3.1 Play and Learning 4.3 Children's Progress	Good Very Good Very Good Good

Key Strengths: School and Nursery Class

- Inverkip Primary School and Nursery Class demonstrate a strong culture of continuous improvement, with self-evaluation approaches increasingly embedded across all levels of the organisation. Improvement activity is increasingly evidence informed, reflective and focused on improving outcomes for children and young people.

- Over the past two years, the school and nursery have successfully refreshed and renewed the shared vision, values and curriculum rationale in collaboration with staff, children, parents and partners. This session has focused on embedding these approaches across the life and work of the school and nursery, resulting in increased consistency, shared understanding and stronger alignment between ethos, curriculum and improvement priorities.
- The school has a robust and coherent improvement cycle which supports strategic planning, monitoring and evaluation of improvement priorities over time. Approaches to monitoring and evaluation are systematic and increasingly focused on measuring impact. SLT make effective use of attainment data, wellbeing information, stakeholder voice and quality assurance evidence to identify priorities and support continuous improvement.
- Staff across the school and nursery engage increasingly confidently in professional dialogue, moderation, collaborative planning and self-evaluation activities. This is strengthening collective responsibility for improvement and supporting leadership capacity at all levels.
- Cluster collaboration is a significant strength and is contributing positively to leadership development, moderation and curriculum improvement across establishments. A clear cluster action plan supports shared approaches to leadership, moderation and sharing practice, including four annual cluster development days focused on collaborative improvement activity and professional learning.
- The cluster Pinkie Promise initiative has strengthened pupil leadership, inclusion and understanding of rights and equity across establishments. Children and young people have played an active role in shaping and leading this work, demonstrating increasing confidence, ownership and understanding of equality and inclusion.
- Joint cluster STEM learning events and collaborative professional learning opportunities have strengthened middle leadership and practitioner confidence across the cluster. Staff are increasingly engaging in opportunities to lead curricular developments and share effective practice beyond their own establishment.
- Curriculum development has been strengthened through the creation of progressive RME planners and an overview framework for Social Subjects, supporting increased coherence and progression across stages.
- Staff continue to engage positively in professional learning, including Building Racial Literacy (BRL) alumni work, numeracy transition groups and collaborative moderation activities. This is strengthening pedagogy, professional confidence and shared understanding across the school and cluster.
- Pupil participation and leadership are embedded across the school and nursery, with all children provided with opportunities to contribute to committee and leadership groups. Committees, including Gardening, Literacy, Numeracy, Charities, Equalities, support children to develop leadership skills, confidence, responsibility and teamwork while contributing meaningfully to school improvement and the wider community. Nursery children are increasingly involved in leadership opportunities, supporting early development of voice, independence and participation.
- Inverkip Primary School and Nursery Class provide highly responsive personalised support, ensuring almost all learners receive the right support at the right time. Approaches are aligned to GIRFEC and underpinned by strong relationships and a strong understanding of individual needs and barriers to learning.
- The use of pastoral notes, chronologies, attendance data and wellbeing tracking has strengthened early identification and intervention. Staff demonstrate increasing confidence in identifying need and implementing targeted supports which improve engagement, wellbeing and readiness to learn.
- The school makes effective use of digital tools and assistive technologies to reduce barriers and support inclusion, engagement and learner independence.
- Effective partnerships with local organisations and community groups enrich learning experiences and strengthen children's sense of belonging within the community. Wider partnership working through initiatives such as Eco Week and Health Week has strengthened pupil engagement, participation and meaningful real-life learning experiences across the school and nursery.
- Strong partnership working with Blooming Inverkip supported the creation of a school and nursery sensory garden, significantly enhancing opportunities for outdoor learning, wellbeing, creativity and child-led exploration.
- Within the nursery, practitioners demonstrate increasing confidence in using observations, tracking information and responsive planning approaches to support children's progress across early level. The introduction of nursery planning and tracking tools has strengthened practitioners' understanding of individual progress and next steps in learning.
- Practitioners within the nursery provide high quality play-based learning experiences which are increasingly responsive, child led and appropriately challenging. Skilled interactions, effective questioning and carefully planned provocations support children to develop language, creativity, problem solving and independence across all areas of learning.

- Children experience high quality indoor and outdoor learning environments which are nurturing, stimulating and increasingly well matched to children's developmental needs and interests. Recent developments to the nursery outdoor environment have significantly strengthened opportunities for curiosity, investigation, physical development and sustained play.
- Learning Journals across the nursery are of a high quality and increasingly demonstrate progression in learning, responsive planning and meaningful engagement with families. Family learning approaches, including the Family Forest programme, have strengthened parental engagement, outdoor learning experiences and relationships between home and nursery.
- Care plans, observations and tracking evidence demonstrate that most nursery children are making positive progress across early level. Practitioners are increasingly confident in adapting learning experiences and provocations to support attainment and progress across literacy, numeracy and health and wellbeing.

Key Priorities: School and Nursery Class

- Further strengthen approaches to self-evaluation across the school and nursery, ensuring impact is consistently measurable and clearly linked to improved outcomes for children and young people.
- Continue to develop staff confidence and consistency in professional learning and leadership of improvement. The introduction of Learning Sprints and the continued embedding of the KIP Lesson Framework next session will support a more focused, collaborative and evidence informed approach to professional learning and pedagogical improvement across the school and nursery.
- Further strengthen moderation and collaborative professional dialogue across the cluster to ensure increasing consistency in standards, expectations and progression.
- Continue to develop progressive curricular pathways, particularly within interdisciplinary learning and outdoor learning, ensuring coherence, progression and meaningful application of skills across the curriculum.
- Review and refresh the curriculum rationale in line with emerging Curriculum Improvement Cycle (CIC) guidance and Education Scotland curriculum developments, ensuring continued alignment between curriculum design, pedagogy and the evolving needs of learners and the community.
- Strengthen the use of data to evaluate the impact of targeted interventions and support approaches, ensuring progress and impact are consistently measurable over time.
- Continue to develop opportunities for pupil leadership and learner participation within self-evaluation and improvement activity.
- Within the nursery, continue to strengthen the consistency of responsive planning, high-quality interactions and tracking approaches to ensure children's progress across early level is clearly evidenced and informs next steps in learning.
- Further develop outdoor learning approaches across the school and nursery, ensuring high-quality outdoor experiences continue to support attainment, wellbeing, creativity and skills development across early to second level.

Key Achievements of the Establishment

Celebrating Activities, Awards, Events and Partnerships at Inverkip Primary and Nursery Class

Leadership, Ethos and Recognition

- Inverkip Primary School and Nursery Class continues to demonstrate a strong commitment to children's rights, sustainability and inclusion, maintaining Gold Rights Respecting School status and Eco-Schools Green Flag accreditation.
- These awards reflect a deeply embedded ethos where pupils understand their rights and responsibilities and are actively involved in leading change across the school and wider community.
- The school maintains a highly visible and active presence on social media (X), regularly sharing learning, achievements and events. This has strengthened communication with families and the wider community and celebrates the success of learners in real time.

Pupil Leadership and Wider Achievement

- There is a strong culture of celebrating success through monthly award assemblies, recognising achievements both within and beyond school.
- Wider achievement is increasingly visible and valued, with pupils sharing successes through assemblies, social media and whole-school events, including the introduction of termly talent shows which have enhanced confidence and pupil voice.
- Pupils have taken on meaningful leadership roles across the school, including Restorative Ambassadors, supporting positive relationships and peer conflict resolution.

- At cluster level, pupils have played a key role in leading the Pinkie Promise, collaboratively developing and delivering a shared charter across schools. This has strengthened leadership skills, collaboration and understanding of racial literacy across the cluster.

Sport, Health and Wellbeing

- The school continues to demonstrate outstanding success in sport. The athletics team achieved first place in the Inverclyde Sports Hall Athletics competition for the 15th consecutive year, reflecting sustained excellence, teamwork and commitment.
- A newly established netball team has successfully participated in local tournaments, increasing opportunities for participation and inclusion.
- Strong partnerships with Active Schools and Morton in the Community have enriched opportunities for pupils to engage in sport and wider activities, supporting health and wellbeing.

Curriculum Enrichment, STEM and Digital Learning

- Pupils have engaged in a wide range of STEM and interdisciplinary learning experiences, including coding workshops, STEM sessions in partnership with the Royal Navy, participation in Women in Science events and collaboration with the Watt Institute.
- Increased investment in digital technologies, including iPads and mobile digital resources, has enhanced access to learning, supported creativity and enabled more inclusive and personalised approaches.
- These experiences have supported the development of problem-solving, collaboration and skills for learning, life and work.

Creativity and the Arts

- The school provides rich opportunities for creative expression through performing arts and music.
- Pupils in Primary 3-7 delivered a full school production of "Star Wars", showcasing confidence, teamwork and creativity.
- Primary 5 pupils participated in the Youth Music Initiative, culminating in a performance for families, demonstrating progression in musical skills.
- Seasonal performances and events across the school and nursery such as nativity performances, assemblies and church services continue to strengthen confidence, creativity and community engagement.

Community Engagement and Partnerships

- Inverkip Primary School and Nursery Class has strong and sustained partnerships within the local community.
- The school continues to work closely with Blooming Inverkip, achieving a Gold award at the Scone Palace garden competition and success in a local hanging basket competition. These partnerships promote sustainability, community pride and pupil leadership.
- Pupils actively contribute to the community through participation in Kip Fest, engagement with Warm Space events and charitable work with Compassionate Inverclyde.
- The Equalities Committee has worked with a range of partners including Inverclyde Centre for Independent Living, Carers Gateway, Barnardo's and local organisations, increasing awareness of protected characteristics and inclusion.
- Pupils have also engaged in a museum partnership project focused on decolonisation, developing digital outcomes and contributing to wider learning within the community.
- These experiences support the development of responsible citizenship and strengthen community connections.

Residential and Life Experiences

- Primary 7 pupils participated in a 4 night, 5 day residential experience at Nethy Bridge, developing independence, resilience and key skills for learning, life and work in preparation for the transition to secondary school.

Nursery Achievements

- The nursery has undergone significant development and refurbishment of indoor and outdoor learning environments, resulting in high quality, engaging and purposeful play spaces which support children's independence, creativity and progression.
- Practitioners have embedded the use of SIMOA guidance, with children increasingly able to articulate safe and meaningful approaches to outdoor learning. This has extended beyond the nursery through engagement with the local community.
- Children participated in a forest learning programme, engaging in a series of outdoor sessions alongside parents and carers. Activities such as nature based art, environmental exploration and creative play have strengthened engagement, wellbeing and family involvement.

- Family engagement remains a key strength, with home visits, well-attended Stay and Play sessions and strong use of online Learning Journals supporting positive relationships and communication with families.
- The nursery has developed a more inclusive approach to seasonal events, replacing traditional performances with a carousel of Christmas activities, allowing all children to participate in meaningful, play based experiences.
- Children regularly engage in themed learning experiences, supporting curiosity, creativity and early skills development.

