

Education Improvement Planning Document: 2026 - 27



Establishment Name: **Inverkip Primary & Nursery Class**

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Head of Establishment	Mrs Una Nicolson	Date	June 2026
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Our Vision, Values and Aims

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.

Our curriculum rationale was refreshed in 2024 through consultation with pupils, families, staff and partners and continues to provide a strong foundation for learning, teaching and achievement. As national developments emerge through the Curriculum Improvement Cycle (CIC) and Curriculum for Teaching Excellence (CfTE), our priority will be to strengthen the implementation of our existing curriculum, learning and teaching approaches and progression pathways, whilst evaluating the implications of national reform. A planned review of our curriculum rationale will be undertaken once greater clarity emerges from these developments.

3 Year Overview of Establishment Priorities

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

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

Session 2026-2027
Session 2027-2028
Session 2028-2029

Colour Key

School Priorities

Nursery Priorities

Joint Priorities

Overview of rolling three year plan: [Link to NIF 2026 National Improvement Framework 2026 - gov.scot](#)

Priority	2026-2027	2027-2028	2028-2029
Priority 1: Improvements in Attainment, Particularly in Literacy and Numeracy	Joint - Embed high-quality learning, teaching and assessment across the school and nursery. - Strengthen use of evidence, tracking and data to inform planning and next steps. - Develop assessment capable learners and children through effective feedback, dialogue and reflection School - Embed KIP Lesson Framework. - Introduce and utilise PIRA/PUMA assessments to strengthen tracking and moderation - Continue implementation of Tools for Writing - Embed Anti-Racist Critical Literacy (ARC). Nursery - Develop high-quality observations and Learning Journals. - Implement ELC Dashboard to support tracking and planning. - Upskill staff in the effective use of data to identify next steps and interventions. - Strengthen speech, language and communication through responsive interactions and high-quality pedagogy.	Joint - Review Curriculum rational, vision and aims - Refine learning, teaching and assessment approaches through self-evaluation and moderation. - Strengthen learner ownership of progress and achievement. School - Review impact of KIP Lesson Framework. - Further develop feedback, differentiation, challenge and learner agency - Develop Reading for Understanding and disciplinary literacy approaches across the curriculum. - Further develop mathematical reasoning and problem-solving Nursery - Use ELC Dashboard and Learning Journal evidence to identify trends and target support. - Develop practitioner enquiry approaches linked to children's progress and attainment. - Extend early literacy and numeracy progression pathways informed by dashboard data.	Joint - Evaluate impact of learning, teaching and assessment approaches. - Refresh assessment and tracking systems as required. - Review attainment and achievement trends over time to inform future priorities. School - Ensure consistency and coherence across learning, teaching and assessment practices - Review and strengthen writing attainment and learner agency. - Embed digital assessment and profiling approaches. Nursery - Develop children's self-assessment, reflection and learner voice.
Priority 2: Closing the Attainment Gap Between the Most and Least Disadvantaged Children	Joint - Strengthen equity through targeted support, early intervention and inclusive practice. - Use data to identify barriers to learning and target support effectively. School - Continue targeted use of Assistive Technology. - Use PEF to widen access to clubs, enrichment opportunities and targeted interventions. - Develop inclusive classroom practice to support identified learners. Nursery - Ensure equitable access to high-quality interactions, environments and experiences. - Use digital and assistive tools to support communication and engagement.	Joint - Evaluate impact of interventions on identified groups. - Strengthen targeted support through responsive planning and tracking. School - Review effectiveness of equity-based interventions and targeted supports. - Further develop inclusive pedagogies and universal supports. Nursery - Use Quality Framework evidence to evaluate outcomes for targeted groups. - Strengthen early intervention pathways.	Joint - Review long-term outcomes for identified groups. - Refresh equity strategies based on attainment and wellbeing data. School - Ensure equitable access, participation and achievement across all areas of learning.
Priority 3: Improvement in	Joint	Joint	Joint

Children and Young People's Health and Wellbeing	- Promote inclusive, nurturing and rights-based environments - Strengthen positive relationships and belonging. School - Develop Outdoor Learning pathways. - Embed Anti-Bullying, Equalities and Child Protection policies - Strengthen parental engagement and expand the role of PVG volunteers. - Develop trauma-informed leadership through Reflective Peer Support. Nursery - Develop Forest Family approach. - Strengthen family engagement and inclusive practice.	- Evaluate impact of wellbeing, inclusion and participation approaches. - Develop family learning opportunities. School - Develop progressive relationships, rights and participation pathways. - Strengthen pupil leadership within wellbeing and inclusion. Nursery - Review transition pathways Nursery to P1. - Further develop children's voice and participation.	- Sustain and evaluate wellbeing and inclusion approaches. - Refresh strategies in response to emerging needs and evidence .School - Review impact of RSHP, rights-based learning and participation - Develop leadership opportunities linked to wellbeing, equality and sustainability. Nursery - Self-evaluation using Quality Framework evidence.
Priority 4: Improvement in Employability Skills and Sustained, Positive Destinations	Joint - Engage with emerging Curriculum Improvement Cycle (CIC) developments and national guidance. - Audit current curriculum offer, learner entitlement and progression pathways. - Undertake small tests of change within Literacy, Numeracy and Health & Wellbeing as new frameworks emerge. - Gather pupil, parent, staff and partner voice to inform future curriculum developments. School - Develop Social Subjects pathways. - Introduce Financial Literacy pathway. - Strengthen interdisciplinary learning, pupil choice and skills development Nursery - Review curriculum offer against the Care Inspectorate Quality Framework - Strengthen skills for learning, life and work through STEM, problem-solving and play-based learning .Leadership & Improvement (Both) - Implement Learning Sprint model. - Embed robust self-evaluation processes. - Develop leadership at all levels.	Joint - Review and refresh Curriculum Rationale in light of CIC developments and stakeholder consultation. - Evaluate findings from curriculum audits and tests of change. - Review progression pathways and learner entitlements. School - Refine interdisciplinary learning and skills progression pathways. - Develop progressive pathways in: - Health & Wellbeing/ Digital Literacy/Outdoor Learning/Sustainability & Climate Education - Embed Financial Literacy across stages. Nursery - Use Quality Framework challenge questions to inform curriculum development and improvement planning. Leadership & Improvement (Both) - Strengthen practitioner enquiry. - Develop coaching, mentoring and peer learning approaches.	Joint - Implement and evaluate refreshed Curriculum Rationale. - Embed revised curriculum pathways and curriculum structures. - Evaluate impact on learner engagement, attainment and achievement .School - Develop coherent skills pathways for: Creativity/Enterprise & Employability/Leadership/Global Citizenship Nursery - Children's voice, agency and participation. • Responsive planning informed by observations. - High-quality interactions and sustained shared thinking. - Family learning and engagement. - Outdoor pedagogy. Leadership & Improvement (Both) - Evaluate leadership pathways and succession planning. Identify future improvement priorities informed by evidence and stakeholder voice.

Stakeholder's views:

How were stakeholders views collected?

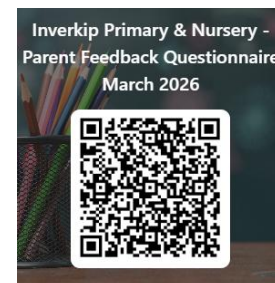
Throughout the year we have been proactive in seeking views from across our school and nursery community.

Views were gathered through a variety of ways such as:

- Regular Parent Council meetings who work alongside the school & nursery to discuss and plan school improvements.
- Questionnaire (Microsoft Forms) sent home to all parents to gather views on school improvement priorities.
- The Senior Leadership Team (SLT) regularly host pupil focus groups to gather pupil voice.
- Pupil Committee groups meet on a regular basis to feedback on aspects of school improvement using questions from wee HGIOS to shape discussions.
- Fortnightly Learning journals between home and school and weekly nursery Learning Journals.
- Our committee group views are sought on a regular basis.
- Participation in Pupil Consultation meetings at Authority level.

It should be noted that the QR code was from a parent survey in March 2026. Feedback from stakeholders remains limited, with only 12 responses received from our parent community. As such, the survey results presented below should be interpreted with caution, as they reflect the views of a small sample and may not be fully representative of the wider parent body.

We also interrogated the data we received from the Parental Involvement and Engagement Census 2025/2026. Moving forward, we remain committed to strengthening parental engagement and will continue to explore more inclusive and accessible ways of gathering stakeholder voice.



How was PEF spend consulted on?

We consulted on the spending of our Pupil Equity Funding through consultation with our Parent Council. We reviewed the impact of 2025 2026 funding and then discussed collaboratively how we should allocate funding for the next year. We also consulted using our Parent Survey form outlined above. Through meetings with our committee leadership groups, we were able to gain feedback and consult with pupils on the spending of 1% (£90) of our Pupil Equity Funding for the coming session. This allowed us to gather views from across all classes before deciding that the money should continue to be spend to build on our Outdoor learning and Loose Parts Play resources.

Colour Key

School Priorities

Nursery Priorities

Joint Priorities

<u>NIF Priority 1:</u> Improvements in attainment, particularly in literacy and numeracy Placing the human rights and needs of every child and young person at the centre of education		
National Improvement Framework Outcomes 5. Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs. 4. High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap.		
How Good is Our School 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement 3.2 Securing children's progress 1.2 Leadership of learning	A Quality Framework for ELC 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): Article 29 (Goals of education): Article 42 (Knowledge of rights):
Rationale for change based self-evaluation including data and stakeholder (Early Years/Primary)		
<u>Attainment in Literacy and Numeracy</u> Robust self-evaluation, including attainment data, quality assurance activities and external validation through the Education Scotland thematic inspection, evidences very good progress across literacy and numeracy. Attainment in numeracy remains a significant strength, with 96.9% of learners achieving expected Curriculum for Excellence levels, demonstrating sustained improvement over time. Similarly, attainment in reading remains strong, with 94.4% of learners achieving expected levels, whilst almost all learners achieve expected levels in Listening and Talking (98.5%). In literacy, whilst most learners experience high quality, relevant and engaging learning, attainment in writing remains comparatively lower, with 89.2% of learners achieving expected levels. Although this represents a significant improvement from 82.6% in 2023-24 and 86.5% in 2024-25, writing continues to be the lowest attaining organiser. Analysis of attainment data, cohort tracking and professional dialogue indicates that most learners who are not yet achieving expected levels require continued support with the accurate application of spelling, grammar, sentence structure and vocabulary across a range of writing contexts. Thematic inspection findings highlighted strengths in learners' ability to apply literacy skills across the curriculum through rich and meaningful learning experiences. However, evidence from moderation activities, jotter scrutiny and attainment data indicates that further work is required to ensure a consistent whole school approach to writing pedagogy. In particular, there is a need to strengthen opportunities for regular writing practice, explicit teaching, modelling, feedback and the application of writing skills across the curriculum to ensure continued improvement and progression for all learners.		
<u>Learning, Teaching and Assessment</u> Across learning, teaching and assessment, there is evidence of improving consistency, supported by the introduction of the KIP Lesson Framework (Knowledge, Involvement and Progress), strengthened interdisciplinary learning processes and increasingly collaborative approaches to professional dialogue. Inspection evidence highlighted strengths in learner engagement, independence, collaboration and higher-order thinking. However, quality assurance activities, including learning visits, planning scrutiny, pupil focus groups and professional dialogue, indicate that the quality of learning experiences remains variable across classes. Whilst highly effective practice exists across the school, approaches to pace, challenge, differentiation, feedback and learner ownership are not yet		

consistently embedded. The development of the KIP Lesson Framework provides a shared vision for high-quality learning, teaching and assessment. Early evidence suggests positive impact where implemented effectively, including improved lesson structure, increased learner engagement and more focused learning conversations. The next stage of improvement is to ensure consistent implementation across all classes through professional learning sprints and robust quality assurance processes.

Staff Confidence and Pedagogical Consistency.

The introduction of the Progressive Spelling and Grammar Pathway and the Inverclyde Numeracy Framework has established clear structures for progression across the school. Staff are increasingly engaging with these frameworks; however, evidence from professional dialogue, learning visits and planning scrutiny indicates that confidence and consistency in application remain variable. In writing, this is reflected in inconsistencies in the teaching of grammar, sentence construction, vocabulary development and the use of scaffolding strategies. In numeracy, there is variability in the delivery of key concepts, mathematical reasoning and the level of challenge provided for higher attaining learners. While attainment remains strong overall, further professional learning is required to develop a shared understanding of effective pedagogy and ensure consistency across all stages. The school is now at a stage where key frameworks are in place. The priority for the coming session is therefore to move from implementation towards embedding practice and evaluating impact.

Critical Literacy and Curriculum Coherence

Recent developments in interdisciplinary learning have strengthened curriculum coherence, progression and opportunities for learners to apply literacy and numeracy skills in meaningful contexts. Inspection findings highlighted the quality of interdisciplinary learning experiences and learners' ability to make connections across their learning. The school has also made significant progress in promoting diversity, equality and representation through curriculum developments, including anti-racist practice and the introduction of diverse texts. The next phase of improvement is to embed the Anti-Racist Critical Literacy (ARC) framework across the curriculum, ensuring learners develop the skills to critically analyse texts, recognise bias, understand different perspectives and engage meaningfully with issues of equity, identity and representation. This work will strengthen both literacy outcomes and curriculum coherence while supporting the school's commitment to equality, diversity and inclusion.

Early Level and Nursery

Within the nursery, significant progress has been made in enhancing both the indoor and outdoor learning environments, resulting in high quality play based experiences which support children's engagement, independence and wellbeing. Observations, environmental audits and self-evaluation evidence indicate that almost all children are highly engaged in their learning and benefit from rich opportunities to develop early literacy and numeracy skills through purposeful play. Self-evaluation against the new Care Inspectorate Quality Framework has identified several strengths, including the quality of the learning environment, nurturing relationships and children's engagement in learning. However, further development is required in speech, language and communication, alongside the quality and consistency of observations, assessment and responsive planning. Whilst Learning Journals and tracking systems are now established, practitioners require further support to ensure assessment information is used consistently to identify next steps, plan responsive experiences and demonstrate progression across all curricular areas. The introduction of the ELC Dashboard provides an opportunity to strengthen the use of data and evidence to support children's progress and attainment. The nursery is therefore entering a phase of embedding practice, strengthening professional judgement and developing greater consistency in the use of observations, assessment and responsive planning to improve outcomes for all children.

Overall, the school and nursery class are now at a positive stage in their improvement journey where key systems, frameworks and structures are in place. The next phase of improvement requires a stronger focus on consistency, professional learning, implementation and measurable impact. These priorities build directly on evidence gathered through self-evaluation, attainment data, stakeholder consultation, quality assurance activities and external validation, and will support continued improvement in outcomes for all learners. As a result, the key priorities for session 2026-2027 are:

School

- High Quality Learning, Teaching and Assessment (KIP Framework)
- Raising Attainment in Writing
- Tools for Writing and Numeracy Pedagogy (Staff CLPL)
- Critical Literacy and Curriculum Coherence (ARC & IDL)

Nursery

- Speech, Language and Communication
- Observations, Assessment and Responsive Planning
- High Quality Learning Environments
- Effective Use of Learning Journals, ELC Dashboard and Data to Inform Next Steps

Intended PEF Spend: Plan A

Intervention	Rationale / Intended Impact	Spend
Targeted Literacy Interventions: Fresh Start, Toe by Toe, Repeated Reading, Nussy, Literacy 5-Minute Boxes	To improve reading accuracy, fluency, spelling and comprehension for targeted pupils experiencing poverty-related barriers. Pupils will demonstrate accelerated progress from their starting points, including measurable gains in reading age, improved phonological awareness and increased confidence in literacy.	Fresh start £600 Toe by Toe £120 Nussy £400 5 min Box £250 Read, Write Inc £400 Repeated reading book bank £300 Total: £2070
Targeted Numeracy Interventions: Power of 2, Plus 1, Numeracy 5-Minute Boxes, Sumdog	To develop number fluency, confidence and application of key numeracy concepts for targeted pupils. Pupils will demonstrate improved attainment and increased confidence in numeracy, evidenced through pre- and post-assessment data and programme analytics.	5 min box £250 Power of 2 £300 SumDog £500 Total: £1050
Standardised and Diagnostic Assessments (e.g. PIRA/PUMA)	To identify specific gaps in learning, inform targeted interventions and measure progress over time. This ensures that support is needs-led and that impact is tracked and evaluated effectively.	Targeted PIRA/PUMA -£1600 Total: £1600

Expected outcomes for learners (Early Years/Primary)

Who? By how much? By when? What?

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.

Measure of Impact: What we will see and where? (Early Years/Primary)

How will we measure this? What does “better” look like? How will we recognise better when we see it?

Measure of Impact: What We Will See and Where?

Improvements will be evidenced through increased attainment in writing, rising from 82.6% to at least 90%, with targeted gains for Primary 5 and Primary 7 cohorts. In numeracy, almost all learners will continue to achieve expected levels, with increased evidence of challenge, reasoning and depth of learning, particularly for higher-attaining pupils. Across classrooms, there will be consistent implementation of the KIP Lesson Framework, resulting in high quality learning, teaching and assessment characterised by clear learning intentions, success criteria, effective differentiation, appropriate pace and challenge, and high quality feedback. Learners will increasingly demonstrate ownership of their learning and be able to articulate their progress and next steps. Quality assurance evidence will demonstrate increased consistency in learning, teaching and assessment across all classes, with agreed pedagogical approaches evident in almost all learning environments.

Pupils will demonstrate improved accuracy in spelling, grammar and sentence construction, alongside increased confidence in applying literacy skills across the curriculum. Through implementation of the Anti-Racist Critical Literacy (ARC) framework and strengthened interdisciplinary learning, learners will demonstrate an increased ability to engage critically with diverse texts and perspectives.

Within the nursery, children will demonstrate improved speech, language and communication skills, increased confidence and sustained engagement in learning. Learning Journals, tracking systems and the ELC Dashboard will evidence clear progression across curricular areas, with practitioners using a Fact, Story, Action approach to analyse data, identify next steps and inform responsive planning. Rich, purposeful learning environments will support high levels of engagement, independence and application of early literacy and numeracy skills.

How Will We Measure This? What Does “Better” Look Like? How Will We Recognise It?

Impact will be measured through a triangulation of evidence, including:

- Attainment, tracking and assessment data, demonstrating improved outcomes in writing and sustained attainment in numeracy.
- Standardised and diagnostic assessments (e.g. PIRA, PUMA and targeted assessments), evidencing progress over time and accelerated progress for targeted learners.
- Quality assurance activities, including learning visits, planning scrutiny, jotter sampling, observations of play and learning, and professional dialogue, demonstrating increased consistency in high quality pedagogy.
- Moderation activities at school, cluster and authority level, evidencing increased confidence and consistency in professional judgement.
- Pupil voice, learner conversations and stakeholder feedback, demonstrating increased learner ownership, engagement and understanding of next steps.
- Learning Sprint evaluations and CLPL activities, evidencing improved practitioner confidence and consistency in learning, teaching and assessment.
- Learning Journals, ELC Dashboard data and tracking information, demonstrating children's progress and informing responsive planning and targeted interventions.
- Care Inspectorate Quality Framework evaluations, environmental audits and observations, evidencing improvements in speech, language and communication, engagement, independence and the quality of learning environments.

Better will be recognised through: increased consistency in learning, teaching and assessment, improved writing attainment, confident and independent learners who can articulate their learning, progress and next steps, practitioners who effectively use assessment and data to inform responsive planning and clear evidence of progress over time through robust tracking, moderation, self-evaluation and quality assurance processes.

Outcome 1: High Quality Learning, Teaching & Assessment (KIP Framework) (School)				
Tasks to achieve priority	Timescale	RAG	Those involved/responsible including partners	Resources and staff development
Embed the KIP Lesson Framework across all classes: - Implement agreed lesson structure: ➤ Review ➤ Teach (10 - 15-minute maximum input) ➤ Practise & Review - Ensure Learning Intentions and Success Criteria are explicit and referred to throughout lessons. - Reduce teacher talk and increase pupil thinking and discussion time. - Build challenge into all lessons through: ➤ Prove it ➤ Explain it ➤ Apply it - Embed active and collaborative learning approaches including think-pair-share, dialogic teaching and cooperative learning. Adapt Timetabling Model across classes (Every Moment Counts) - Short, focused teaching blocks - Literacy & numeracy across the day - Daily reading, writing and numeracy inputs - Writing taught in short daily sessions - Align timetables across composite classes Assessment (All Curricular Areas) - Ensure at least one application task per block (e.g. problem solving in numeracy, investigation in science, extended writing in IDL) - Use baseline - formative - application cycle - Use written, oral and observational evidence - Include application task each block - Link assessment to SC - Use real-life contexts Feedback (Pupil Action) - Use child friendly progression ladders (CfE pathways) to identify and act on next steps - Use live verbal feedback	Aug 2026 - May 2027		HT DHT Teaching Staff PSA's	- Rosenshine Principles - Visible Learning (Hattie) - KIP Framework - CLPL - Learning Visits - Dylan Wiliam - CfE Benchmarks

• Build in DIRT (5-10 mins each lesson) – Directed Improvement and Reflection Time • Use whole class feedback (reduce marking) • Pupils edit, improve and redraft work • Use progression ladders to identify next steps Active & Collaborative Learning • Use think-pair-share and group tasks • Increase pupil talk (dialogic teaching) • Embed playful learning beyond early level • Use outdoor and real-life contexts				
Implement a Learning Sprint Programme to improve classroom practice: • Sprint 1 - Differentiation & Adaptive Teaching Use hinge questions to identify understanding. Plan support, core and depth learning pathways. Use scaffolds, worked examples and flexible grouping. • Sprint 2 - Challenge & Reasoning Develop higher-order questioning. Increase opportunities for reasoning and application. • Sprint 3 - Feedback & Learner Ownership Introduce progression ladders and learner reflection strategies. Embed DIRT (Directed Improvement and Reflection Time). • Sprint 4 - Assessment & Application Use baseline, formative and application assessment cycles. Plan meaningful application tasks across curricular areas.	Term 1 - Term 4		HT DHT Teaching Staff PSA's	• Dylan Wiliam • EEF Guidance Reports • Education Scotland Professional Learning • Curriculum Centre for Excellence

Outcome 2: Raising Attainment in Writing (School)

Tasks to achieve priority	Timescale	RAG	Those involved/responsible including partners	Resources and staff development
Embed Progressive Writing Pedagogy across all stages: • Implement Progressive Spelling and Grammar Pathway. • Deliver daily sentence-level teaching. • Use I Do -We Do -You Do model consistently. • Use modelled and shared writing approaches.	Aug 2026 - May 2027		HT DHT Teaching Staff PSA's	• Inverclyde Literacy Framework • Tools for Writing • Writing Revolution

• Provide structured scaffolds where appropriate. • Moderate writing termly. • Target identified gaps within P5 and P7 cohorts • Review impact at the end of each 6 week teaching cycle.				• Moderation Activities
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Outcome 3: Critical Literacy and Curriculum Coherence (ARC & IDL) (School)

Tasks to achieve priority	Timescale	RAG	Those involved/responsible including partners	Resources and staff development
Embed the Anti-Racist Critical Literacy (ARC) Framework across Literacy and IDL: • Plan learning progressively using ARC themes: ➤ Representation ➤ Bias ➤ Power ➤ Identity ➤ Equity ➤ Action • Use diverse, high-quality texts across all stages. • Facilitate critical discussions through dialogic approaches. • Ensure ARC is evident within interdisciplinary learning contexts. • Monitor progression through planning and pupil work.	Term 2 onwards		HT DHT Teaching Staff PSA's	• Education Scotland • ARC Materials • WOSDEC • Reading Framework • BRL Professional Learning

Outcome 4: Speech, Language and Communication (Nursery)				
Tasks to achieve priority	Timescale	RAG	Those involved/responsible including partners	Resources and staff development
Develop high-quality interactions to support speech, language and communication: • Use sustained shared thinking approaches consistently. • Embed Word Aware approaches. • Model and extend children's vocabulary through play. • Audit interaction quality through observations and professional dialogue.	Aug 2026 - May 2027		DHT Nursery ELC Staff	• Realising the Ambition • Word Aware • Care Inspectorate Quality Framework

Outcome 5: Observations and Responsive Planning (Nursery)				
Tasks to achieve priority	Timescale	RAG	Those involved/responsible including partners	Resources and staff development
Strengthen observations, assessment and responsive planning: • Develop high-quality observations linked to progression pathways. • Use floor books to capture child voice, interests and learning. • Identify and record clear next steps. • Strengthen links between observations, planning and learning experiences. • Monitor quality through termly quality assurance activities.	Aug 2026 - Feb 2027		DHT Nursery ELC Staff	• Care Inspectorate Quality Framework • Realising the Ambition • Moderation and Professional Dialogue

Outcome 6: Effective Use of Learning Journals, ELC Dashboard and Data (Nursery)				
Tasks to achieve priority	Timescale	RAG	Those involved/responsible including partners	Resources and staff development
Develop data literacy through Learning Journals, ELC Dashboard and Fact, Story, Action approaches: • Implement ELC Dashboard consistently across the nursery. • Conduct termly data reviews and attainment discussions. • Introduce Fact, Story, Action methodology during nursery attainment meetings. • Analyse trends and identify children requiring targeted support.	Aug 2026 - May 2027		HT DHT Nursery ELC Staff	• ELC Dashboard • Fact, Story, Action Model • Care Inspectorate Quality Framework • Data

• Audit Learning Journals termly to ensure progression and next steps are evident. • Use assessment evidence to inform interventions and responsive planning.				• Literacy Professional Learning
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Outcome 7: High Quality Learning Environments (Nursery)				
Tasks to achieve priority	Timescale	RAG	Those involved/responsible including partners	Resources and staff development
Enhance indoor and outdoor learning environments: • Develop rich literacy and numeracy opportunities across all areas. • Plan purposeful provocations linked to children's interests and identified next steps. • Embed outdoor learning through SIMOA and Forest Family approaches. • Use environmental audits and Quality Framework challenge questions to inform improvements. • Review provision termly and adapt based on observations and data.	Aug 2026 - May 2027		DHT Nursery ELC Staff	• Realising the Ambition • SIMOA • Care Inspectorate Quality Framework • ACERS Environmental Audits

NIF Priority 2:

Closing the attainment gap between the most and least disadvantaged children and young people

Placing the human rights and needs of every child and young person at the centre of education

National Improvement Framework Outcomes

3. Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, shape a sustainable future, while celebrating and supporting progression for all.

7. An education system engaging in digital technology to enhance all aspects of learning and teaching, supported by a digitally-skilled workforce, and tackling digital inequality.

How Good is Our School

- 1.5 Management of resources to promote equity
- 2.4 Personalised support
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Securing children's progress

A Quality Framework for ELC

- 1.1 Leadership and Management of Staff and Resources
- 2.1 Children Experience High Quality Spaces
- 3.3 Learning, Teaching and Assessment
- 4.2 Wellbeing, Inclusion and Equality

UNCRC

- Article 2 (Non-discrimination):
- Article 28: (Right to education):
- Article 23 (Children with disabilities):
- Article 3 (Best interests of the child):

Rationale for change based self-evaluation including data and stakeholder views (Early Years/Primary)**Understanding Equity in the Inverkip Context**

Inverkip Primary School and Nursery Class has very low levels of deprivation as measured by both SIMD and Free Meal Entitlement. Current data indicates that the vast majority of children and young people reside within SIMD deciles 6 -10, with Free Meal Entitlement remaining significantly below national averages. Whilst these indicators suggest limited socioeconomic disadvantage, self-evaluation, professional knowledge of families and ongoing pastoral support highlight a number of hidden and situational barriers which can impact upon children's outcomes. These barriers include families living in rented accommodation, single parent households, childcare costs associated with employment, family wellbeing concerns and additional support needs. As a result, the school and nursery adopts a broad understanding of equity, recognising that barriers to attainment, participation and wellbeing can exist regardless of socioeconomic indicators. The school and nursery have established strong systems for identifying and supporting vulnerable learners through pastoral notes, chronologies, wellbeing discussions, attainment meetings, observations, tracking systems and professional dialogue. The next stage of improvement is to further strengthen the identification, tracking and evaluation of these barriers to ensure support is targeted effectively and impact is clearly evidenced.

Targeted Attainment and Intervention

Attainment data demonstrates that most learners, including those within identified equity groups, are achieving expected Curriculum for Excellence levels. Analysis of attainment and tracking data indicates that targeted interventions are contributing positively to outcomes. However, there remains a need to strengthen the evaluation of impact and ensure interventions are adapted in response to emerging needs and evidence. Targeted literacy and numeracy interventions, digital technologies, assistive technology and personalised support programmes have supported identified learners to make progress. Moving forward, the school will further strengthen the use of attainment, wellbeing and participation data to identify barriers, target support and evaluate the effectiveness of interventions. Through a clear focus on early identification, targeted intervention and rigorous tracking, the school aims to further improve outcomes for learners who may be at risk of underachievement.

Digital Inclusion and Personalised Support

The school has invested significantly in digital technologies and assistive technology to improve accessibility, participation and independence for learners. Digital tools, including iPads, Immersive Reader and C-Pens, are increasingly supporting learners to access the curriculum and demonstrate their learning. Self-evaluation evidence, pupil voice and professional dialogue indicate that these approaches are having a positive impact on learner confidence, engagement and attainment. The next phase of development is to ensure digital tools are used consistently and purposefully to remove barriers to learning, improve learner independence and support sustained progress across all stages.

Wider Achievement, Participation and Inclusion

The school recognises the important role that wider achievement opportunities play in promoting equity, wellbeing and inclusion. Participation in clubs, leadership opportunities, committees, sports, creative activities and community projects contributes positively to learners' confidence, sense of belonging and wider achievement. Whilst participation levels are generally high, self-evaluation activities have highlighted the need to ensure that all learners, particularly those facing barriers to participation, are supported to engage fully in the wider life of the school. The school will continue to strengthen targeted approaches to wider achievement, ensuring that opportunities are accessible, inclusive and responsive to individual needs.

Early Intervention and Equity in the Nursery

Within the nursery, practitioners have established positive relationships with children and families and are increasingly using observations, professional dialogue and tracking information to identify children requiring additional support. Early intervention remains a key strength, enabling staff to respond quickly to emerging needs and provide targeted support at the earliest opportunity. As the ELC Dashboard becomes embedded, there is an opportunity to further strengthen the identification, tracking and monitoring of vulnerable groups, including children requiring additional support, children experiencing speech, language and communication difficulties, social and emotional wellbeing needs, and those facing wider family challenges. Strengthening the use of data, observations and professional judgement will support more targeted interventions and ensure that barriers to learning are identified and addressed as early as possible. The nursery will continue to work closely with families and partner agencies to promote equity, inclusion and positive outcomes for all children, ensuring that support is responsive, proportionate and tailored to individual needs. Through effective transitions, targeted interventions and strong partnerships, children will be supported to make positive progress and achieve the best possible outcomes. The school and nursery have established strong inclusive practices and targeted supports which contribute positively to outcomes for children and young people. The next phase of improvement will focus on strengthening the identification and tracking of barriers to learning, evaluating the impact of interventions more rigorously and ensuring that all learners have equitable access to high-quality learning experiences and wider achievement opportunities.

As a result, the key priorities for session 2026 - 2027 are:

School

- Targeted literacy and numeracy interventions to accelerate progress for identified learners.
- Enhanced identification, tracking and evaluation of equity barriers through robust use of attainment, wellbeing and participation data.
- Increased use of digital and assistive technologies to improve accessibility, independence and engagement.
- Expanded opportunities for wider achievement, leadership and participation for identified learners.

Nursery

- Strengthened early identification and intervention for children experiencing barriers to learning.
- Improved use of ELC Dashboard data, observations and professional judgement to monitor progress and identify targeted support.
- Enhanced partnership working with families and agencies to promote equity, inclusion and positive outcomes for children.
- Effective transition planning to support continuity of learning and wellbeing for vulnerable children and families.

Expected outcomes for learners (Early Years/Primary)

Who? By how much? By when? What?

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.

Intended PEF Spend: Plan A

Intervention	Rationale / Intended Impact	Spend
Targeted Literacy Interventions (Fresh Start, Toe by Toe, Repeated Reading, Nessy, Literacy 5-Minute Boxes)	To improve reading accuracy, fluency, spelling and comprehension for targeted pupils experiencing poverty-related barriers. Pupils will demonstrate accelerated progress from their starting points, including measurable gains in reading age, improved phonological awareness and increased confidence in literacy.	Fresh start £600 Toe by Toe £120 Nessy £400 5 min Box £250 Read, Write Inc £400 Repeated reading book bank £300 Total: £2070
Targeted Numeracy Interventions (Power of 2, Plus 1, Numeracy 5-Minute Boxes, Sumdog)	To develop number fluency, confidence and application of key numeracy concepts for targeted pupils. Pupils will demonstrate improved attainment and increased confidence in numeracy, evidenced through pre- and post-assessment data and programme analytics.	5 min box £250 Power of 2 £300 SumDog £500 Total: £1050
Digital Inclusion (iPads & Assistive Technologies)	To provide equitable access to digital tools and assistive technologies (e.g. immersive reader, Clicker, accessibility features) which support personalised learning, remove barriers and scaffold learning for targeted pupils. This will improve engagement, independence and access to the curriculum.	Clicker £1000 Total: £1000
Standardised and Diagnostic Assessments (e.g. PIRA, Puma)	To identify specific gaps in learning, inform targeted interventions and measure progress over time. This ensures that support is needs-led and that impact is tracked and evaluated effectively.	Targeted PIRA/PUMA -£600 YORK £1000 Total: £1600
Targeted Wider Achievement Opportunities (Clubs / Lunchtime Provision)	To increase participation in wider achievement for pupils who are underrepresented in extracurricular activities, improving confidence, wellbeing and sense of belonging.	Additional PSA support 4 hours per week: Total: £3800

Measure of Impact: What we will see and where? (Early Years/Primary)

How will we measure this? What does “better” look like? How will we recognise better when we see it?

Measure of Impact: What We Will See and Where?

Improvements will be evidenced through accelerated progress in literacy and numeracy for targeted learners, with almost all pupils receiving targeted support demonstrating measurable gains from their individual starting points. Learners will demonstrate increased confidence, engagement and independence in their learning, supported by targeted interventions, personalised support and effective use of digital and assistive technologies.

Targeted pupils will participate more fully in the wider life of the school through increased engagement in clubs, leadership opportunities, wider achievement activities and community experiences. This will result in increased confidence, belonging and participation, particularly for learners who may previously have experienced barriers to engagement. Across the school, staff will demonstrate an increased ability to identify, track and respond to barriers to learning through robust use of attainment, wellbeing and participation data. Targeted support will be increasingly responsive to individual needs, with interventions adapted in response to evidence of impact. Within the nursery, children requiring additional support will be identified at the earliest opportunity and provided with timely interventions informed by observations, professional judgement and ELC Dashboard data. Strong partnerships with families and partner agencies will support improved engagement, wellbeing and progress for identified children, ensuring barriers to learning are addressed before transition to primary school.

How Will We Measure This? What Does “Better” Look Like? How Will We Recognise It?

Impact will be measured through a triangulation of evidence, including:

- Standardised and diagnostic assessment data (e.g. PIRA, PUMA, Nussy and Sumdog), demonstrating accelerated progress in literacy and numeracy for targeted learners.
- Curriculum for Excellence tracking data and professional judgement, evidencing improved attainment and progress over time.
- Intervention tracking and programme analytics, demonstrating the impact of targeted supports and personalised interventions.
- Participation tracking data, pupil voice and wellbeing indicators, evidencing increased engagement in wider achievement opportunities, leadership roles and school life.
- Learning observations, professional dialogue and assistive technology monitoring, demonstrating increased independence, engagement and accessibility for targeted learners.
- Pastoral notes, wellbeing discussions and tracking information, evidencing earlier identification of barriers and more responsive support.
- Nursery tracking data, Learning Journals, ELC Dashboard information and observations, demonstrating improved engagement, wellbeing and progress for identified children.
- Family feedback, partner agency involvement and transition information, evidencing effective partnership working and positive outcomes for children and families.

Better will be recognised through:

- Accelerated progress for targeted learners
- Increased independence, confidence and engagement in learning
- Improved participation in wider achievement opportunities
- Earlier identification and support for children experiencing barriers to learning
- Clear evidence that targeted interventions are improving outcomes for children and young people

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

Tasks to achieve priority	Timescale	RAG	Those involved /responsible including partners	Resources and staff development
Deliver targeted literacy and numeracy interventions for identified learners: - Identify targeted pupils through attainment, wellbeing and participation data. - Implement 6 week intervention cycles using baseline, intervention and review processes. - Utilise targeted programmes including Nessy, Sumdog and additional literacy and numeracy supports. - Track progress through attainment meetings and pupil progress discussions. - Adapt interventions in response to evidence of impact. - Monitor attainment and progress for targeted pupils throughout the session.	Aug 2026 - May 2027		HT DHT Teaching Staff PSA's	- PIRA/PUMA - Nessy - Sumdog - Inverclyde Literacy & Numeracy Frameworks - Attainment Meetings

Outcome 2: Wider Achievement, Inclusion and Leadership (School & Nursery)

Tasks to achieve priority	Timescale	RAG	Those involved/responsible including partners	Resources and staff development
Increase participation, inclusion and leadership opportunities for targeted learners: - Identify pupils requiring support to access wider achievement opportunities. - Provide targeted access to lunchtime clubs. - Monitor participation across clubs, committees, leadership groups and wider achievement opportunities. - Create opportunities for targeted learners to undertake leadership roles. - Celebrate wider achievement through assemblies, profiling and pupil recognition systems. - Track participation and engagement termly to identify and address barriers.	Aug 2026 - May 2027		HT DHT Teaching Staff PSA's Community Partners	- HGIOS 4 QI 3.1 Participation - Tracking Systems - UNCRC - Wider Achievement

Outcome 3: Digital Inclusion and Personalised Support (Nursery)

Tasks to achieve priority	Timescale	RAG	Those involved/responsible including partners	Resources and staff development
Strengthen digital inclusion and personalised support to remove barriers to learning: • Audit and identify learners who would benefit from assistive technology and digital supports. • Embed use of iPads, Immersive Reader, C-Pens and accessibility tools within daily learning. • Provide targeted support and training for staff and pupils in the effective use of assistive technologies. • Monitor impact on learner engagement, independence and attainment. • Share effective practice through Learning Sprints, professional dialogue and quality assurance activities. • Review digital supports regularly to ensure interventions remain responsive to learner needs.	Aug 2026 - May 2027		HT DHT Teaching Staff PSA's	• Microsoft Accessibility Tools • C-Pens • Assistive Technology Training • CALL Scotland

Outcome 4: Early Identification, Intervention and Family Support (Nursery)

Tasks to achieve priority	Timescale	RAG	Those involved/responsible including partners	Resources and staff development
Strengthen early identification, targeted intervention and family support within the nursery: • Use observations, professional dialogue and ELC Dashboard data to identify children requiring additional support at the earliest opportunity. • Track progress of identified children through Learning Journals, tracking systems and attainment discussions. • Develop targeted interventions to support speech, language, communication, wellbeing and early learning needs. • Strengthen partnership working with families through regular communication, support planning and shared next steps. • Engage with partner agencies where appropriate to ensure timely support. • Enhance transition processes to ensure continuity of support and effective information sharing.	Aug 2026 - May 2027		HT DHT Nursery ELC Staff Families Partner Agencies	• ELC Dashboard • Learning Journals • Care Inspectorate Quality Framework • Realising the Ambition • Transition Guidance

NIF Priority 3:**Improvement in children and young people's health and wellbeing****Placing the human rights and needs of every child and young person at the centre of education****National Improvement Framework Outcomes****6. Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.****2. Young people experiencing the benefit of schools and early years settings working in excellent partnerships with wider children's services and other partners, families, and communities, in line with the GIRFEC approach.****How Good is Our School**

3.1 Ensuring wellbeing, equality and inclusion

2.1 Safeguarding and child protection

2.7 Partnerships

1.2 Leadership of learning

A Quality Framework for ELC

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 3 (Best interests of the child):

Article 6 (Survival and development):

Article 29 (Goals of education):

Article 31 (Leisure, play and culture):

Rationale for change based self-evaluation including data and stakeholder views (Early Years/Primary)**School & Nursery: Equality, Inclusion and Pupil Voice**

Inverkip Primary School and Nursery Class is committed to promoting an inclusive, nurturing and rights-respecting environment where all children feel valued, represented and empowered. Significant progress has been made in recent years through Building Racial Literacy (BRL), the development of diverse curriculum resources and the introduction of a revised Equalities Policy. Self-evaluation activities, pupil voice and quality assurance evidence demonstrate that learners increasingly recognise the importance of fairness, inclusion and respect. Whilst strong foundations are in place, there is a need to ensure that children and young people develop a deeper understanding of equality, protected characteristics and their rights. The next phase of improvement will focus on embedding the Equalities Policy in practice and co-creating a child friendly version with learners to ensure that equality and inclusion are understood, visible and meaningful across the school and nursery community.

School & Nursery: Anti-Bullying and Rights Respecting Culture

The school and nursery have recently reviewed and refreshed approaches to promoting positive relationships and preventing bullying in line with national guidance and local authority expectations. Restorative approaches, nurturing relationships and children's rights are increasingly embedded across the learning community, with most children reporting that they feel safe, respected and included.

The next stage of development is to strengthen learner ownership and visibility of anti-bullying approaches through the creation of a pupil led Anti-Bullying Charter and associated signage. Through the work of the Rights Respecting Schools group and wider pupil participation opportunities, children and young people will play a leading role in promoting positive relationships and ensuring that expectations around respectful behaviour are understood consistently across the school and nursery.

School & Nursery: RSHP Curriculum Planning

Relationships, Sexual Health and Parenthood (RSHP) education is delivered through a progressive curriculum aligned with national guidance. Planning pathways are established and staff have access to a range of high-quality resources to support delivery.

Self-evaluation has identified an opportunity to further refine curriculum planning to ensure greater clarity and consistency regarding when key learning contexts are delivered across stages. This will support progression, avoid duplication and provide a clear overview of learner experiences from Early Level to Second Level. Content will not be adapted just the overview of what is taught when.

School & Nursery: Outdoor Learning and Curriculum Progression

Outdoor learning is a recognised strength across the school and nursery. Children regularly engage in high quality outdoor experiences through local environmental visits, interdisciplinary learning, outdoor play, community partnerships and planned learning within the local area. Learner voice consistently highlights outdoor learning as a motivating and engaging aspect of learning.

Whilst a wide range of high quality experiences are already provided, self-evaluation activities have identified the need to move from individual experiences towards a coherent and progressive outdoor learning framework from Nursery to P7. This will ensure that skills, knowledge and experiences build progressively over time and are clearly linked to Curriculum for Excellence, sustainability, health and wellbeing and skills for learning, life and work.

The school and nursery also recognise the value of family and community partnerships in enriching learning experiences. Building on the successful recruitment of PVG volunteers, there is an opportunity to further utilise the skills, knowledge and expertise of parents and community members to enhance outdoor learning opportunities and strengthen connections between the school, nursery and wider community.

The school and nursery have established strong inclusive practices, positive relationships and meaningful opportunities for learner participation. The next phase of improvement will focus on strengthening learner understanding of equality and rights, increasing pupil ownership of anti-bullying approaches, refining RSHP curriculum planning and developing a coherent outdoor learning pathway which supports progression from Early Level through to Second Level.

As a result, the key priorities for session 2026 - 2027 are:

School & Nursery

- Embed the Equalities Policy through meaningful learner participation and the development of a child-friendly version.
- Strengthen rights respecting and anti-bullying approaches through learner leadership and increased visibility across the learning environment.
- Refine RSHP curriculum planning to ensure clarity, consistency and progression across all stages.
- Develop and implement a progressive outdoor learning framework from Nursery to P7.
- Increase opportunities for family and community involvement through effective use of PVG volunteers to support outdoor learning and wider learning experiences.

Expected outcomes for learners (Early Years/Primary)

Who? By how much? By when? What?

School & Nursery: 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.

School & Nursery: Anti-Bullying and Rights Respecting Culture

By May 2027, the Anti-Bullying Charter and school 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.

School: 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.

School & Nursery: 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.

No PEF Spend intended for this priority

Measure of Impact: What we will see and where? (Early Years/Primary)

How will we measure this? What does “better” look like? How will we recognise better when we see it?

Measure of Impact: What We Will See and Where?

Improvements will be evidenced through children and young people demonstrating a stronger understanding of equality, inclusion, rights and respectful relationships across the school and nursery. Learner voice activities, classroom discussions and everyday interactions will demonstrate increased confidence in discussing equality, protected characteristics and children's rights, with learners able to explain how these are promoted within the learning community. The Anti-Bullying Charter and associated signage will be visible across the school and nursery, supporting a consistent, learner-led approach to promoting positive relationships. Children and young people will demonstrate increased ownership of anti-bullying approaches and a shared understanding of expectations regarding respectful behaviour, inclusion and belonging.

RSHP planning will provide a clear and progressive pathway from Early Level to Second Level, ensuring consistency in learner experiences and greater clarity regarding when key learning contexts are delivered. Staff will demonstrate increased confidence in planning and delivering progressive RSHP learning where content taught is age/stage appropriate.

Outdoor learning will become increasingly progressive and embedded across the school and nursery through the implementation of a coherent framework from Nursery to P7. Children and young people will regularly apply skills for learning, life and work through meaningful outdoor experiences, demonstrating increased confidence, resilience, independence and engagement. Increased involvement from families, community partners and PVG volunteers will further enrich outdoor learning experiences and strengthen links between the school, nursery and wider community.

How Will We Measure This? What Does “Better” Look Like? How Will We Recognise It?

Impact will be measured through a triangulation of evidence, including:

- Learner voice activities, surveys and focus groups, demonstrating increased understanding of equality, rights, inclusion and respectful relationships.
- Quality assurance activities, including learning visits, planning scrutiny, learning environment audits and professional dialogue, evidencing consistent implementation of agreed approaches.
- Participation and leadership data, demonstrating increased learner involvement in rights-respecting, equality and wider achievement initiatives.
- Review of anti-bullying records, wellbeing indicators and stakeholder feedback, evidencing positive relationships and a consistent approach to promoting inclusion.
- RSHP planning documentation, professional dialogue and quality assurance activities, demonstrating increased clarity, consistency and progression across stages.
- Outdoor learning planning, learner profiles, observations and learner voice, evidencing progressive skills development and increased participation in outdoor learning experiences.
- Feedback from families, community partners and PVG volunteers, demonstrating increased engagement and contribution to outdoor learning and wider school experiences.

Better will be recognised through children:

- Who can confidently articulate their rights, responsibilities and understanding of equality
- Demonstrate consistent and progressive RSHP learning experiences
- Show increased participation, confidence, independence and skills development through high-quality outdoor learning opportunities across the school and nursery

Outcome 1: Equality, Inclusion and Pupil Voice (Nursery & School)				
Tasks to achieve priority	Timescale	RAG	Those involved/responsible including partners	Resources and staff development
Embed the Equalities Policy through learner participation and explicit teaching of equality and inclusion: • Audit current equality and inclusion practice across the school and nursery. • Develop and launch a child-friendly version of the Equalities Policy through learner voice groups and committees. • Plan explicit learning linked to protected characteristics, children's rights and equality across the curriculum. • Embed equality and inclusion within RME, ARC, IDL and daily learning experiences. • Provide opportunities for learners to lead assemblies, campaigns and awareness-raising activities. • In nursery, use stories, role play, provocations and daily interactions to explore fairness, inclusion and diversity.	Aug 2026 - May 2027		HT DHT Teaching Staff ELC Staff Pupil Leadership Groups	• Equality Act 2010 • Education Scotland Equalities Resources • ARC Framework • UNCRC

Outcome 2: Anti-Bullying and Rights Respecting Culture (Nursery & School)				
Tasks to achieve priority	Timescale	RAG	Those involved/responsible including partners	Resources and staff development
Strengthen learner ownership of anti-bullying and rights-respecting approaches: • Co-create an Anti-Bullying Charter through the Rights Respecting Schools group. • Develop consistent child-friendly signage and shared language across the school and nursery. • Deliver planned learning linked to respectful relationships, rights and inclusion. • Use restorative approaches consistently to resolve conflict and support positive relationships. • Explicitly teach the difference between conflict, unkind behaviour and bullying • Promote pupil leadership through rights-respecting and anti-bullying initiatives. • In nursery, model emotional literacy, kindness, turn-taking and respectful relationships through play based learning.	Aug 2026 - May 2027		HT DHT Teaching Staff ELC Staff RRS Group	• Respect Me • UNCRC • Rights Respecting Schools • Restorative Practice Toolkit

Outcome 3: RSHP Curriculum Planning (Nursery & School)				
Tasks to achieve priority	Timescale	RAG	Those involved/responsible including partners	Resources and staff development
Review and refine RSHP curriculum pathways to ensure clarity and progression: • Audit current RSHP delivery across Early, First and Second Levels. • Map key RSHP learning contexts across stages to identify progression, duplication and gaps. • Refine the RSHP overview to provide greater clarity regarding when key learning is delivered. • Ensure planning reflects national RSHP guidance and local authority expectations. • Monitor implementation through planning scrutiny and professional dialogue. • In nursery, ensure RSHP experiences are embedded through routines, relationships and play based learning.	Aug 2026 - Dec 2026		HT DHT Teaching Staff ELC Staff	• RSHP Guidance • Education Scotland Resources

Outcome 4: Outdoor Learning and Curriculum Progression (Nursery & School)				
Tasks to achieve priority	Timescale	RAG	Those involved/responsible including partners	Resources and staff development
Develop and implement a progressive Outdoor Learning Framework from Nursery to P7: • Audit current outdoor learning experiences across all stages. • Map progressive skills, knowledge and experiences from Early Level to Second Level. • Identify non-negotiable outdoor learning experiences for each stage. • Link outdoor learning progression to literacy, numeracy, health and wellbeing, STEM, sustainability and skills for learning, life and work. • Develop planning guidance and progression pathways to support consistency across the school and nursery • Embed outdoor learning within annual and termly planning cycles. • Strengthen pupil leadership through outdoor learning groups and participatory decision-making.	Aug 2026 - May 2027		HT DHT Teaching Staff ELC Staff PVG Volunteers Community Partners Blooming Inverkip	• SIMOA • Education Scotland Outdoor Learning Resources • Learning through Landscapes • Realising the Ambition

• Develop a PVG Volunteer Programme to utilise parent and community skills in supporting outdoor learning experiences. • Strengthen partnerships with community organisations and local environmental groups. • In nursery, embed SIMOA principles, provocations and risk-benefit approaches to support daily outdoor learning.				
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NIF Priority 4:

Improvement in skills and sustained, positive school-leaver destinations for all young people

Placing the human rights and needs of every child and young person at the centre of education

National Improvement Framework Outcomes

7. An education system engaging in digital technology to enhance all aspects of learning and teaching, supported by a digitally-skilled workforce, and tackling digital inequality.

1. A globally respected, empowered and responsive education and skills system with clear accountability at every level that supports children, young people and adult learners to thrive. The system enables the development of their knowledge, skills, values

How Good is Our School	A Quality Framework for ELC	UNCRC
3.3 Increasing creativity and employability 2.7 Partnerships 1.1 Self-evaluation for self-improvement	1.2 Staff Skills, Knowledge, Values and Deployment 2.1 Children Experience High Quality Spaces 3.2 Curriculum 4.3 Children's Progress	Article 3 (Best interests of the child): Article 42 (Knowledge of rights): Article 29 (Goals of education): Article 12 (Respect for the views of the child):

Rationale for change based self-evaluation including data and stakeholder views (Early Years/Primary)

School & Nursery: Cluster Learning, Teaching and Professional Learning

Collaborative working across the Inverclyde Academy Cluster continues to be a significant strength and provides valuable opportunities to improve outcomes for learners through shared professional learning, moderation and improvement activity. Staff regularly engage in collaborative dialogue, moderation activities and professional learning opportunities which support increased consistency and confidence in learning and teaching approaches across establishments.

Self-evaluation activities and professional dialogue have identified opportunities to further strengthen collaborative approaches to curriculum development, enquiry-based learning and practitioner leadership. Through the cluster STEM priority, staff will work collaboratively to develop a shared understanding of progression in scientific enquiry skills and effective outdoor learning pedagogy. The cluster sharing effective practice event will further support practitioner leadership, professional enquiry and the dissemination of highly effective practice across establishments.

The development of a Future Ready Steering Group, comprising teaching staff and leaders from across the cluster, provides a significant opportunity to build leadership capacity whilst exploring future curriculum innovation. Through partnership working, external funding opportunities, professional dialogue and targeted tests of change, the steering group will develop a bespoke pathway focused on financial literacy, enterprise and employability which reflects the unique

needs of learners across the cluster. This work will support middle leadership development, collaborative curriculum design and long-term strategic planning across establishments.

In addition, Head Teachers across the cluster have identified the importance of creating dedicated opportunities for professional learning, leadership development and collaborative problem-solving. Through the establishment of Cluster HT Development Days, leaders will engage in professional dialogue, collaborative enquiry and leadership learning linked to the GTCS Standards for Leadership and Management. This will support succession planning, strengthen leadership capacity across the cluster and further develop a culture of collaborative improvement.

School & Nursery: Equality, Inclusion and Learner Leadership

The school and nursery are committed to promoting inclusive, rights respecting learning environments where children and young people feel valued, represented and empowered. Across the cluster, establishments have undertaken significant work to strengthen equality, inclusion and respectful relationships through policy development, learner participation and curriculum design.

Whilst individual establishments have developed strong practice, self-evaluation and professional dialogue have identified opportunities to strengthen consistency across the cluster. Through the work of the Cluster Pupil Leadership Group and staff leaders, learners will take a central role in shaping a shared child-friendly Equality and Inclusion Charter which reflects the values, aspirations and expectations of all cluster communities. This work will support a more consistent approach to equality, inclusion and learner voice whilst further strengthening pupil leadership across establishments.

School & Nursery: Transitions, Family Support and Wellbeing

Supporting continuity of learning, wellbeing and attainment across key transition points remains a priority across the cluster. Strong relationships already exist between establishments; however, self-evaluation activities and professional dialogue have highlighted opportunities to strengthen consistency in transition planning, information sharing and targeted support for identified learners and families.

Through increased collaboration between primary and secondary colleagues, more consistent use of transition information and the development of shared approaches to supporting targeted learners, establishments will strengthen continuity across transitions. The cluster will continue to develop family-centred approaches through collaborative working and, where appropriate, the use of Team Around the Child and Team Around the Family processes to ensure support is timely, responsive and aligned to identified needs.

The development and implementation of a shared transition numeracy assessment will further strengthen professional dialogue and support continuity in learning pathways as learners progress into secondary education.

School & Nursery: Early Years Collaboration, Moderation and Quality Assurance

The Cluster Nursery DHT Network has provided valuable opportunities for professional dialogue, moderation and collaborative self-evaluation across early years settings. Practitioners have engaged positively in discussions relating to observations, responsive planning, Learning Journals and quality assurance processes.

As the Care Inspectorate Quality Improvement Framework becomes increasingly embedded, there is an opportunity to strengthen consistency in professional judgement and quality assurance approaches across establishments. Through collaborative moderation, practitioner enquiry and the sharing of highly effective practice, practitioners will develop increased confidence in using evidence to evaluate impact and support improvement.

This work will contribute to a clearer shared understanding of high-quality early years practice and support more consistent approaches to tracking, planning and assessment across the cluster.

No PEF Spend intended for this priority

Nursery: Curriculum Development, Digital Learning and Learning Environments

Within Inverkip Nursery, practitioners have continued to develop high-quality learning environments which support engagement, independence and progression across early level. Learning Journals are increasingly used to record learning and identify next steps, while digital technologies are beginning to play a greater role in supporting assessment, communication and children's learning experiences.

The introduction of the Care Inspectorate Quality Improvement Framework and emerging national curriculum developments provide an opportunity to further strengthen curriculum design, learning environments and approaches to assessment. The nursery will continue to develop literacy and numeracy-rich environments, strengthen the use of digital technologies and enhance practitioner confidence in using Learning Journals to track progress and inform responsive planning. Through ongoing self-evaluation, professional learning and quality assurance activities, practitioners will ensure that curriculum developments remain evidence-informed, responsive and aligned to national expectations.

The school and nursery recognise the value of collaboration, professional learning and distributed leadership in driving continuous improvement. Strong foundations are already in place through cluster partnerships, learner leadership opportunities, transition processes and early years collaboration. The next phase of improvement will focus on strengthening consistency, developing shared approaches and increasing the impact of collaborative improvement activity across establishments.

As a result, the key priorities for session 2026 - 2027 are:

School & Nursery

- Strengthen cluster collaboration through STEM, outdoor learning and professional learning opportunities.
- Increase practitioner confidence and leadership through the sharing of highly effective practice, collaborative enquiry and moderation.
- Develop leadership capacity across the cluster through HT Development Days, collaborative professional learning, coaching and mentoring opportunities.
- Establish and develop a Future Ready Steering Group to explore financial literacy, enterprise and employability pathways through partnership working, external funding opportunities and targeted tests of change.
- Develop a shared Cluster Equality and Inclusion Charter through meaningful learner participation and leadership.
- Strengthen transition planning, family support and information sharing to improve continuity of learning and wellbeing.
- Implement a shared transition numeracy assessment to support learner pathways and professional dialogue.

Nursery

- Strengthen moderation, quality assurance and professional judgement through the Cluster Nursery DHT Network.
- Improve consistency in the use of Learning Journals, observations and responsive planning across early years settings.
- Enhance digital learning, curriculum development and learning environments within Inverkip Nursery.
- Ensure practice remains aligned to the Care Inspectorate Quality Improvement Framework and emerging national curriculum developments.

Expected outcomes for learners (Early Years/Primary)

Who? By how much? By when? What?

School/Nursery/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.

School/Nursery/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.

School/Nursery/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.

School/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 (P7 – S3), 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.

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.

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.

Measure of Impact: What we will see and where? (Early Years/Primary)

How will we measure this? What does “better” look like? How will we recognise better when we see it?

Measure of Impact: What We Will See and Where?

Improvements will be evidenced through increased collaboration, consistency and leadership across the school, nursery and wider cluster. Staff will demonstrate greater confidence in leading improvement, engaging in professional enquiry and sharing highly effective practice, resulting in increasingly consistent approaches to learning, teaching and curriculum development across establishments.

Through the cluster STEM priority, learners will experience high-quality, progressive and engaging outdoor science learning. Staff will demonstrate increased confidence in delivering enquiry-based science through outdoor learning, with greater consistency in the development of scientific enquiry skills across establishments. Collaborative professional learning, moderation and shared planning approaches will contribute to improved learner experiences and outcomes.

Learners across the cluster will demonstrate an increased understanding of equality, inclusion and respectful relationships through the development and implementation of a shared Cluster Equality and Inclusion Charter. Increased opportunities for learner leadership and participation will support children and young people to play an active role in shaping inclusive practices across their establishments.

Transition arrangements and family support approaches will become increasingly consistent across the cluster. Improved communication, information sharing and collaborative planning between establishments will support continuity of learning and wellbeing for identified learners and families, particularly at key transition points.

Within Early Years settings, practitioners will demonstrate increased confidence and consistency in the use of Learning Journals, observations, responsive planning and quality assurance processes. Collaborative moderation and professional dialogue will support a shared understanding of high-quality practice aligned to the Care Inspectorate Quality Improvement Framework.

Within Inverkip Nursery, children will experience increasingly rich literacy, numeracy and digital learning opportunities through high quality environments and responsive planning approaches. Practitioners will use digital technologies more confidently to support learning, communication, assessment and reflection, resulting in increased engagement, independence and progress for children.

How Will We Measure This? What Does “Better” Look Like? How Will We Recognise It?

Impact will be measured through a triangulation of evidence, including:

- Staff evaluations, professional dialogue and self-evaluation activities, demonstrating increased confidence in leadership, collaborative improvement and practitioner enquiry.
- Planning scrutiny, moderation activities, learning visits and quality assurance evidence, demonstrating increased consistency in learning, teaching and curriculum approaches across establishments.
- STEM professional learning evaluations, planning documentation and learner voice, evidencing improved confidence and consistency in enquiry-based outdoor science.
- Learner voice, pupil leadership evaluations and stakeholder feedback, demonstrating increased understanding of equality, inclusion, rights and respectful relationships.
- Transition evaluations, pastoral tracking, attendance information, TAC records and stakeholder feedback, evidencing improved continuity of learning, wellbeing and support for identified learners and families.

- Cluster moderation activities, Learning Journals, observations and responsive planning documentation, demonstrating increased consistency in Early Years practice.
- Quality assurance evidence aligned to the Care Inspectorate Quality Improvement Framework, evidencing improvements in learning environments, assessment practices and practitioner confidence.
- Nursery observations, Learning Journals, tracking information and practitioner dialogue, demonstrating increased use of digital technologies, improved learner engagement and enhanced progress in early literacy and numeracy.

Better will be recognised through:

- Increased leadership capacity across the cluster
- Greater consistency in learning, teaching and curriculum design
- Improved collaboration between establishments
- Stronger learner leadership and participation with more effective transition and family support processes
- Increasingly confident Early Years practitioners delivering high quality learning experiences informed by evidence, collaboration and self-evaluation

Outcome 1: Cluster STEM & Outdoor Learning (Science Focus)

Tasks to achieve priority	Timescale	RAG	Those involved/responsible including partners	Resources and staff development
Develop a shared cluster approach to enquiry-based science through outdoor learning: • Plan and deliver cluster in-service focused on outdoor science pedagogy • Model progressive scientific enquiry skills (predict, test, observe, record, explain). • Develop shared planning exemplars and progression pathways from Early Level to Second Level. • Support staff to plan outdoor science experiences linked to CfE pathways and local contexts. • Embed outdoor science within learning programmes rather than one-off events. • Evaluate impact through professional dialogue, planning scrutiny and learner voice.	Aug 2026 - May 2027 (Cluster In-Service Feb 2027)		Cluster HT's STEM Leads Teaching Staff ELC Staff	• Education Scotland • STEM Resources • Outdoor Learning Resources • Cluster STEM In-Service

Outcome 2: Cluster Professional Learning, Leadership Development & Sharing Effective Practice

Tasks to achieve priority	Timescale	RAG	Those involved/responsible including partners	Resources and staff development
Strengthen leadership capacity and collaborative improvement across the cluster: • Deliver annual Cluster Sharing Effective Practice event. • Create professional learning materials to support dissemination of highly effective practice. • Establish four Cluster HT Development Days focused on leadership development, professional dialogue and collaborative enquiry • Develop coaching, mentoring and practitioner enquiry opportunities across establishments. • Establish a 'Future Ready' Steering Group comprising staff from across the cluster. • Undertake targeted tests of change relating to financial literacy, enterprise and employability. • Explore external funding opportunities and partnerships to support future pathway development.	Aug 2026 - May 2027		Cluster HT's Teaching Staff Future Ready Steering Group External Partners	• GTCS Standards for Leadership & Management • Future Ready Pathway • Professional Reading • Practitioner Enquiry

Outcome 3: Cluster Equality, Inclusion & Pupil Leadership

Tasks to achieve priority	Timescale	RAG	Those involved/responsible including partners	Resources and staff development
Develop a shared Cluster Equality & Inclusion Charter through meaningful learner participation: • Establish new Cluster Pupil Leadership Group cohorts (P6-S1 representatives). • Review existing cluster work, including the Pinkie Promise. • Explore equality, inclusion, rights and respectful relationships through learner-led activities. • Co-create a child friendly Cluster Equality & Inclusion Charter.	Aug 2026 - May 2027		Cluster Pupil Leadership Group Cluster HT's RRS Leads Teaching Staff	UNCRC Equalities Policies Rights Respecting Schools Resources

• Develop shared visuals and signage for all establishments • Launch the charter through assemblies, pupil presentations and learner-led activities. • Embed the charter through Rights Respecting Schools work and daily practice. • Review impact annually through learner voice and staff feedback.				
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Outcome 4: Cluster Transitions, Family Support & Wellbeing

Tasks to achieve priority	Timescale	RAG	Those involved/responsible including partners	Resources and staff development
Strengthen transition, family support and information-sharing processes across the cluster: • Review and refine transition procedures across establishments. • Increase attendance at TAC meetings between primary/secondary where appropriate. • Develop consistent approaches to transition information sharing. • Facilitate targeted transition discussions between primary and secondary colleagues. • Implement and evaluate a shared transition numeracy assessment. • Use pastoral tracking, attendance information and professional dialogue to identify and support targeted learners. • Gather learner and family feedback to evaluate effectiveness of transition arrangements.	Aug 2026 - May 2027		Cluster HT's Secondary Colleagues Pastoral Staff Families Partner Agencies	• GIRFEC planning • Transition Assessment Materials

Outcome 5: Cluster Early Years Tracking, Moderation & Quality Assurance				
Tasks to achieve priority	Timescale	RAG	Those involved/responsible including partners	Resources and staff development
Strengthen consistency in Early Years tracking, moderation and quality assurance across the cluster: • Deliver Cluster Nursery DHT Network meetings throughout the session. • Moderate Learning Journals, observations and responsive planning approaches. • Develop shared quality assurance approaches aligned to the Care Inspectorate Quality Improvement Framework. • Engage in collaborative self-evaluation and professional dialogue. • Share highly effective practice across establishments. • Use moderation findings to inform improvement planning and professional learning.	Aug 2026 - May 2027		Nursery DHT Network ELC Staff Cluster Primary HT's	• Care Inspectorate Quality Improvement Framework • Realising the Ambition • Learning Journals • Fact/Story/Action materials

Outcome 6: Nursery Curriculum Development, Digital Learning & Learning Environments				
Tasks to achieve priority	Timescale	RAG	Those involved/responsible including partners	Resources and staff development
Enhance digital learning, curriculum development and learning environments within Inverkip Nursery: • Audit current use of digital technologies within the nursery. • Introduce and embed a wider range of digital tools, including cameras, tablets and recording devices. • Use digital technologies purposefully to support creativity, communication, assessment and child voice. • Strengthen practitioner confidence through CLPL and professional dialogue focused on digital pedagogy. • Develop literacy and numeracy rich environments informed by the Care Inspectorate Quality Improvement Framework.	Aug 2026 - May 2027		HT DHT Nursery ELC Staff	• Care Inspectorate Quality Improvement Framework • Realising the Ambition • Assisted technology tools • Learning Journals

- Strengthen the use of Learning Journals to track progress and inform next steps. - Engage with emerging national curriculum developments and evaluate implications for practice.				
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Appendix A: PEF Plan 2026 2027

Inverkip Primary & Nursery Class: Pupil Equity Funding Plan 2026-2027

Rationale

Robust self-evaluation, including attainment data, intervention tracking and professional judgement, confirms that while most targeted pupils are making progress from their starting points, there remains variability in the pace and consistency of progress, particularly within literacy.

Despite low SIMD and Free Meal Entitlement indicators, the school has strong evidence of hidden and situational poverty, impacting a targeted group of learners. Barriers include limited home learning support, attendance and anxiety related factors, family circumstances and a high proportion of Additional Support Needs.

Evaluation of current PEF approaches indicates that:

- Targeted interventions are improving outcomes, however impact is not yet consistently accelerated across all learners
- Use of data requires further refinement to ensure interventions are precisely targeted and regularly reviewed
- Digital tools are improving engagement, but are not yet consistently embedded to remove barriers
- Participation in wider achievement remains variable for a small group of pupils

The school is now at a stage where systems and interventions are in place; the next phase requires greater consistency, tighter implementation and measurable impact through robust plan-do-review cycles.

PEF is therefore strategically allocated to:

- Accelerate progress in literacy and numeracy through targeted 6-week intervention cycles
- Strengthen data informed practice and tracking of impact
- Improve equity through digital inclusion and cost of the school day
- Increase participation in wider achievement and leadership opportunities



Intervention	Rationale (Evaluative)	Implementation	Intended Impact (Measurable)	Costings
Targeted Literacy Interventions (Fresh Start, Toe by Toe, Nesy, Literacy 5-Minute Boxes, Read Write Inc, Repeated Reading)	Evidence indicates variability in literacy progress, particularly in reading accuracy, fluency and spelling. Current approaches require greater consistency and precision to maximise impact.	Pupils identified through assessment and professional judgement. Baseline established (e.g. reading age/York). Targeted interventions delivered in short, frequent sessions. Progress reviewed at 6 weeks and interventions adapted accordingly.	Almost all targeted pupils demonstrate accelerated progress, including increased reading age (6-12 months+), improved spelling accuracy and increased fluency. Increased confidence and engagement evident.	£2070
Targeted Numeracy Interventions (Power of 2, Plus 1, Numeracy 5-Minute Boxes, Sumdog)	While overall attainment is strong, targeted pupils require increased support to develop fluency and confidence. Delivery of interventions is not yet consistently impacting all learners.	Baseline assessment identifies gaps in number sense and fluency. Interventions delivered in focused sessions within class. Pre/post assessments used within 6-week cycles to measure impact and inform next steps.	Targeted pupils demonstrate measurable gains in numeracy assessments, improved accuracy and increased confidence in applying number skills.	£1050
Standardised & Diagnostic Assessment (PIRA, PUMA, York)	Evaluation highlights the need for more robust and consistent use of data to inform interventions and measure impact.	Standardised and diagnostic assessments used to establish baseline, inform intervention planning and measure progress at key points (including within 6 week cycles).	Clear identification of gaps, improved targeting of support and measurable progress over time, including accelerated progress for targeted pupils.	£1600

Staff CLPL (Targeted Interventions & Inclusive Practice)	Staff confidence and consistency in delivering interventions and using data remains variable.	Ongoing CLPL supports staff in delivering interventions, using data and embedding inclusive practice. Impact reviewed through QA and professional dialogue.	Increased staff confidence and consistency, leading to improved outcomes for targeted pupils.	Within existing budget
Cost of the School Day (Uniform, resources, trips)	Financial barriers continue to impact participation for a small number of pupils.	Targeted support provided based on identified need. Ongoing monitoring ensures timely support and responsiveness.	Increased participation and inclusion, with reduced financial barriers for targeted pupils.	£200
Targeted Wider Achievement Opportunities (Clubs & Lunchtime Provision - PSA support)	Participation tracking shows a minority of pupils are not accessing wider achievement opportunities.	Target pupils identified and supported to access clubs. PSA facilitates engagement. Participation tracked and reviewed regularly to ensure sustained involvement.	Almost all targeted pupils participate in wider achievement, with improved confidence, wellbeing and sense of belonging.	£3800
Total PEF Spend: £9800				

PEF Evaluation & Impact

What we will see:

- Targeted pupils making accelerated progress from baseline within 6-week intervention cycles
- Reduced variability in attainment for pupils affected by poverty-related barriers
- Increased engagement, independence and confidence in learning
- Increased participation in wider achievement and leadership opportunities
- Targeted support clearly embedded within classroom practice (not isolated)

How we will measure this:

- Pre/post data from 6 week intervention cycles
- Standardised and diagnostic assessments (PIRA, York, programme data)
- Attainment tracking and cohort analysis
- Intervention tracking (baseline - review - impact - next steps)
- Quality assurance (learning visits, planning scrutiny)
- Pupil voice and wellbeing data
- Participation tracking for wider achievement

What “better” looks like:

- Almost all targeted pupils demonstrate accelerated progress over time
- Interventions are consistently delivered, reviewed and adapted
- Staff confidently use data to plan and evaluate impact
- Learners are more independent, engaged and included
- Financial and participation barriers are significantly reduced

Appendix B: Child Friendly Improvement Plan 2026 2027



KIP ROARS!

Inverkip Primary School and
Nursery Class Improvement Plan
2026 - 2027

Shared Vision

Every child and
person matters
Every moment
Counts

Core Values

Respect
Optimism
Ambition
Resilience

ROAR!



Our School Improvement Plan is a list of the most important things we want to work on and get better at this year. There are 4 main priorities we want to focus on to make our school even better.

WE ARE A UNICEF GOLD
RIGHTS RESPECTING SCHOOL

Children's rights are learned, understood
and lived in this school.



1 Literacy and Numeracy

Embed the KIP Lesson Framework

High-quality teaching and learning
with a focus on...



Effective Feedback

Pupil Voice



Responsive Teaching

Pace and Challenge



Tools for Writing

To improve overall writing attainment
with a focus on...

Spelling



Grammar

Structured
Writing
Approaches



Anti-Racist Critical Literacy

ARC Framework to develop critical
literacy and ensure diverse texts and
perspectives.



Assessment Capable Learners



Tracking



Strengthen pupil feedback



Improve learner understanding

2 Closing the Attainment Gap

All children, no matter their background, will have the same chances and opportunities in Inverkip Primary and Nursery.

Responsive Teaching Through Data

Using attainment data and assessment evidence to target support and challenge



Wider Achievement and Success

Track and promote clubs, leadership and achievements so every pupil can participate.



Equity Through Opportunity

PEF funding to widen access to clubs and enrich learning experiences.

In Inverkip Primary and Nursery, we get what we need to succeed.



3 Health and Wellbeing



Wider Achievement

Develop pupil leadership and create lunchtime clubs based on pupil interest.



Outdoor Learning Progression Pathways

Develop consistent outdoor learning from nursery to P7.



RSHP Curriculum Review

Ensure progression and coverage of RSHP lessons.



Positive Relationships and Inclusion

Embed Anti-bullying, Equalities and Child Protection policies.



