

# Education – Improvement Planning Document – 2025-26

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Establishment Name:

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Head of Establishment	Simone McCredie	Date	June 2025
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Quality Improvement Officer	Adam Stephenson	Date	June 2025
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# Our Vision, Values and Aims

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## Vision

“Love Learning, Learning for Life”

## Values

- *K - Kindness*
- *P - Positivity*
- *S - Success*



## Aims

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

- fosters creativity and confidence whilst developing every child's skills, personality and talents
- ensures they can achieve their full potential academically, emotionally and physically
- provides a safe, happy and motivating learning environment, at the heart of our community

## 3 Year Overview of Establishment Priorities

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

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

Session 2025-2026

Session 2026-2027

Session 2027-2028

Our outcomes and tasks are highlighted in:

- Kilmacolm Primary School - red
  - Kilmacolm Nursery Class - purple
  - Kilmacolm Primary School and Nursery Class - blue
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# Overview of rolling three year plan

National Priorities	Session 2025-2026	Session 2026-2027	Session 2027-2028
Placing the human rights and needs of every child and young person at the centre of education	<ul style="list-style-type: none"> <li>• Re-apply for the UNCR Gold Rights Respecting Schools award</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to ensure children's rights are embedded across the nursery and school</li> <li>• Review the KPS Anti-Bullying Charter</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to ensure children's rights are embedded across the nursery and school</li> <li>• Implement the reviewed Anti-Bullying Charter</li> </ul>
Improvement in children and young people's health and wellbeing	<ul style="list-style-type: none"> <li>• Ensure targeted groups of children complete the Glasgow Wellbeing survey in Aug/Sep, create pupil support plans where necessary</li> <li>• Monitor impact of Barnardos support worker on a targeted group of children and families</li> <li>• Continue to monitor attendance to sustain over 95% across the school</li> <li>• Continue to review GIRFEC/Support for Learning Procedures (annual basis), ensuring all children feel safe and included</li> <li>• Ensure all staff complete The Promise training</li> <li>• Continue to embed and monitor Trauma Informed practice and Circle Inclusive Classroom strategies through Quality Assurance procedures</li> <li>• Continue to embed Children's Rights across the school, re-apply for the Gold Rights Respecting Schools Award</li> <li>• Review the Anti-Bullying Policy and update the school Anti-Bullying Charter</li> <li>• Implement the updated Inverclyde PRPB and Attendance Policies</li> <li>• Continue to embed and monitor Circle and Up, Up and Away strategies through Quality Assurance procedures</li> <li>• Implement the Nurturing Nature Programme</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to ensure targeted groups of children complete the Glasgow Wellbeing survey in Aug/Sep, create pupil support plans where necessary</li> <li>• Continue to review GIRFEC/Support for Learning Procedures (annual basis)</li> <li>• Continue to embed and monitor Trauma Informed Practice and Circle Inclusive Classroom strategies through Quality Assurance procedures</li> <li>• Continue to embed Children's Rights across the school</li> <li>• Continue to embed and monitor Circle and Up, Up and Away strategies through Quality Assurance procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to ensure targeted groups of children complete the Glasgow Wellbeing survey in Aug/Sep, create pupil support plans where necessary</li> <li>• Continue to review GIRFEC/Support for Learning Procedures (annual basis)</li> <li>• Continue to monitor Trauma Informed practice and Circle Inclusive Classroom strategies through Quality Assurance procedures</li> <li>• Continue to embed Children's Rights across the school</li> <li>• Continue monitor Circle and Up, Up and Away strategies through Quality Assurance procedures</li> </ul>
Closing the attainment gap between the most and least disadvantaged children and young people	<ul style="list-style-type: none"> <li>• Implement the new processes for assessment, tracking, Quality Assurance and data analysis</li> <li>• Continue to upskill staff re assessment and data analysis (including the use of the Early Level tracker for the nursery)</li> <li>• Continue to plan/track/support children's needs and barriers</li> </ul>	<ul style="list-style-type: none"> <li>• Review the processes for assessment, tracking, Quality Assurance and data analysis</li> <li>• Continue to upskill staff re assessment and data analysis</li> <li>• Continue to plan/track/support children's needs and barriers</li> </ul>	<ul style="list-style-type: none"> <li>• Review the processes for assessment, tracking, Quality Assurance and data analysis</li> <li>• Continue to upskill staff re assessment and data analysis</li> <li>• Continue to plan/track/support children's needs and barriers</li> </ul>

## Classification : Official

<p>Improvement in skills and sustained, positive school-leaver destinations for all young people</p>	<ul style="list-style-type: none"> <li>• Implement the new KPS Curriculum Plans for STEM, Science, Outdoor Learning, Digital Literacy and the 'Let's Grow &amp; Cook Together' project, ensuring all children receive high quality learning experiences by linking STEM to other curricular areas</li> <li>• Continue to develop the children's Meta Skills and organise showcase events, to include parents and partners (ie KPS Meta Skills Showcase and KPS TV Festival)</li> <li>• Develop pupil and staff STEM leadership roles eg Spheros, Indi Bolts, Micro Bits, Ooni, Sonappa (see Priority 1)</li> <li>• Apply for the STEM Nation Award for the nursery class</li> </ul> <p><b>Maintenance:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop STEM community partners</li> </ul>	<ul style="list-style-type: none"> <li>• Review the new KPS Curriculum Plans for STEM, Science, Outdoor Learning, Digital Literacy and the 'Let's Grow &amp; Cook Together' project</li> <li>• Continue to develop the children's Meta Skills</li> <li>• Review and continue to develop pupil and staff STEM leadership roles</li> </ul>	<ul style="list-style-type: none"> <li>• Review the new KPS Curriculum Plans for STEM, Science, Outdoor Learning, Digital Literacy and the 'Let's Grow &amp; Cook Together' project</li> <li>• Continue to develop the children's Meta Skills</li> <li>• Review and continue to develop pupil and staff STEM leadership roles</li> </ul>
<p>Improvement in achievement, particularly in literacy and numeracy</p>	<ul style="list-style-type: none"> <li>• Implement the new KPS Curriculum Plan, ensuring all children receive high quality learning experiences across all areas of the curriculum</li> <li>• Review writing procedures in line with Inverclyde Writing Assessment criteria</li> <li>• Further develop an inclusive curriculum with a focus on Building Racial Literacy</li> <li>• Review the school Vision, Values and Aims with the school community (including the local community and partner agencies)</li> <li>• Continue to review the mental agility procedures, ensuring continued consistency of pedagogy, resources and assessment</li> <li>• Further develop pupil and staff leadership roles across the curriculum</li> <li>• Further develop staff knowledge and skills of Literacy, Numeracy and Play Pedagogy, through the PRD, Professional Learning and Quality Assurance processes</li> <li>• Introduce the new Quality Improvement Framework and review the current Quality Assurance procedures</li> </ul> <p><b>Maintenance:</b></p> <ul style="list-style-type: none"> <li>• Continue to implement the spelling procedures, ensuring continued consistency of pedagogy, resources and assessment</li> <li>• Review Homework procedures, ensuring children and parents see the impact on their progression in learning at home Further develop parental engagement across Literacy, Numeracy and Play Pedagogy</li> </ul>	<ul style="list-style-type: none"> <li>• Review the new KPS Curriculum Plan</li> <li>• Implement reviewed writing procedures</li> <li>• Review Building Racial Literacy approaches</li> <li>• Implement the reviewed school Vision, Values and Aims - monitor impact on daily practice</li> <li>• Monitor the impact of the the mental agility and spelling procedures</li> <li>• Review and continue to develop pupil and staff leadership roles across the curriculum</li> <li>• Review and further develop staff knowledge and skills of Literacy, Numeracy and Play Pedagogy, through the PRD, Professional Learning and Quality Assurance processes</li> <li>• Review staff self-evaluation skills through the new Quality Improvement Framework and the reviewed Quality Assurance procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to review the new KPS Curriculum Plan</li> <li>• Continue to monitor the impact of the reviewed school Vision, Values and Aims</li> <li>• Continue to monitor the impact of the the mental agility and spelling procedures</li> <li>• Review and continue to develop pupil and staff leadership roles across the curriculum</li> <li>• Review and further develop staff knowledge and skills of Literacy, Numeracy and Play Pedagogy, through the PRD, Professional Learning and Quality Assurance processes</li> </ul>

Improving outcomes of care experienced children, young people and their families	<ul style="list-style-type: none"> <li>• Implement the new Children's Service Plan</li> <li>• Implement the new ASN Action Plan</li> <li>• Implement the new Educational Psychology Plan</li> </ul>		
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## How were stakeholders views collected?

Throughout the year we collect the views from across our school and nursery community in a variety of ways:

- School improvement and the quality assurance processes captured the views of staff, pupils and partners. HIGIOUR was used with pupils to support the school's self-evaluation.
- Pupil focus groups (House Captain Team, Junior Leadership Team, Meta Skills Leadership Team, Woodwork Leadership Team, Building Racial Literacy Team, #KPSLovesReading Leadership Team, STEM Leadership Team) led improvements in the school and these groups helped to inform the school's next steps. The main development areas that the children led to improvements were: STEM Nation Award, Gold Reading Schools Award (re-accreditation), Fun Friday, Gold Assemblies, Woodwork Sessions, profile raised of Anti-Racism curriculum, KPS Meta Skills and review of 'The KPS Best Lesson'.
- Our Parent Partnership met regularly to discuss and plan school improvements.
- The children, staff and parents all completed a questionnaire in May 2025 (the results are below).

Results of the Pupil Questionnaire:



Results of the Parent Questionnaire:



Results of the Teaching Staff Questionnaire:



Results of the Nursery Staff Questionnaire:



Results of the Support Staff Questionnaire:



## How was PEF spend consulted on?

In May 2025:

- the parents were consulted on the PEF spend at a Parent Partnership Meeting
- the staff were consulted on the PEF spend at a Staff Meeting
- the children were consulted in meetings led by the Junior Leadership Team

The 1% participatory budget of £154.27 was discussed through a representative group of senior pupils. It was agreed that this budget would be increased to £300 to purchase an iPad for the school.

**A total of £33927.85 (£356750 - overspend of £2822.15) will be used to fund:**

- Full-time Pupil Support Assistants to support the health and wellbeing and levels of engagement of identified children (£18500)
- One iPad to support children who have barriers to their learning in Literacy and Numeracy (£300)
- Barnardos Support Worker (0.1) to support targeted groups of children and families who are 'not on track' with their learning (£5000)
- Support for Learning teacher to support targeted groups of children to sustain levels of attainment in P5-7 (blocks of time/days tbc) (£10127.85)



# Plan: Session 2025-26

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## Priority 1

Improvements in attainment, particularly in literacy and numeracy

### NIF Drivers

Assessment of children's progress

Teacher professionalism

Performance information

[Education - achieving excellence and equity: National Improvement Framework 2025](#)

### How Good is Our School/Quality Improvement Framework ELC

#### HGIOS/ELC QIs

3.2 Raising attainment and achievement

3.2 Securing Children's Progress

### UNCRC

Article 28: (Right to education)

Article 3: (Best interests of the child)

Rationale for change based self-evaluation including data and stakeholder views

### **1.1 SCHOOL VISION, VALUES & AIMS**

- The school Vision, Values & Aims were reviewed in Session 2021/22 and embedded across the school community. These will be reviewed again with all stakeholders this session to ensure that the KPS Vision, Values & Aims continue to be inclusive and reflect the needs and aspirations of the school community, aligning with the school's educational priorities.

### **1.2 CURRICULUM PLANNING**

- Quality Assurance and tracking data indicates that the implementation of a 'Play-based approach' is having a continued positive impact on the wellbeing, levels of engagement, attainment levels and skills development of the children across the school. To ensure the continuation of this approach, we will continue to embed and develop play pedagogy across the whole school using the new KPS Curriculum Plan.
- Feedback from staff indicates that their Play Pedagogy knowledge and skills are improving. Staff will further develop their knowledge and skills of Play Pedagogy through the PRD, Professional Learning and Quality Assurance processes.
- Quality Assurance evidence and feedback from staff indicates that their own and the children's knowledge of Anti-Racism and Global Citizenship and Cultural Diversity themes are developing. We will continue to develop our inclusive approach by further developing Building Racial Literacy into our curriculum using the Building Racial Literacy Curriculum Plan, UNCRC Children's Rights and the KPS Reading Framework.
- Positive impact of pupil and staff leadership roles is evident, however not all staff and pupils are involved in a leadership role. As a result, all staff and pupils will be involved in a curriculum leadership role to build leadership capacity and the promotion of pupil agency in learning.
- Feedback from nursery staff shows they have increased confidence and understanding when using the new Early Years Tracker, however a review of current planning is needed to ensure all areas of the curriculum are planned and tracked effectively to ensure breadth and depth of learning.

### **1.3 LITERACY & NUMERACY**

- The tracking and attainment data is showing sustained high levels of attainment in Literacy across all stages. The spelling 'test of change' showed that although there was an improvement in spelling results across the session, there continues to be inconsistencies of pedagogy and assessment across classes. Therefore, we will implement the new Literacy Curriculum Plan to ensure a consistency of approach and improved levels of confidence and attainment for all children, including a targeted group of children in spelling.
- The tracking and attainment data is showing sustained high levels of attainment in Writing across all stages. Quality Assurance highlighted inconsistencies of pedagogy and assessment across classes. Therefore, we will implement the new Inverclyde Writing Criteria to ensure a consistency of approach and improved levels of confidence in assessing writing and attainment for all children, including a targeted group of children in writing.
- The tracking and attainment data is showing sustained high levels of attainment in Numeracy across all stages. The review of mental agility highlighted inconsistencies of pedagogy and assessment across classes. Therefore, we will implement the new Numeracy Curriculum Plan to ensure a consistency of approach and improved levels of confidence and attainment for all children, including a targeted group of children in mental agility.
- The pupil and parent questionnaire results highlighted some concerns around the impact of homework and parents requested more support to help their child at home. Parents also highlighted the positive impact of parental engagement sessions in Literacy, Play and STEM. As a result, homework will be reviewed in Term 1 to ensure that all approaches to homework is consistent across the school and will include support and challenge for spelling and mental agility. The Curriculum Leadership Groups will plan and organise parental engagement sessions.

### **1.4 QUALITY IMPROVEMENT FRAMEWORK**

- The new Early Years Quality Improvement Framework will be launched in Session 2025/26, as a result there will be focus on up-skilling the staff on the effective use of the new document

**Expected outcomes for learners**  
Who? By how much? By when? What?

**1.1 SCHOOL VISION, VALUES & AIMS**

- All stakeholders will be involved in reviewing the school Vision, Values & Aims from September 2025 to March 2026
- By March 2026, the revised Vision, Values and Aims will continue to be inclusive and clearly reflect the school's needs and aspirations of the school community, aligning with the school's educational priorities
- All revised Vision, Values and Aims will be well communicated with and understood by all stakeholders by June 2026

**1.2 CURRICULUM PLANNING**

- The introduction of the new KPS Curriculum Plan will ensure teachers have improved knowledge, skills and confidence to plan high quality learning experiences that include progression, breadth and depth across all curriculum areas by March 2026.
- Pupil engagement, attainment and equity of experience will improve through a consistent approach across the school of pedagogy, resources and assessment by November 2025.
- Staff and pupils will engage in curriculum leadership teams, fostering a sense of ownership, collaboration, pupil voice and responsibility for curriculum development and improvement from August 2025 to May 2026.
- Nursery staff will review current planning to ensure all areas of the curriculum are planned and tracked by November 2025.

**1.3 LITERACY & NUMERACY**

- All children, including a targeted group of children will show an increase in confidence and attainment results in spelling and writing by November 2025
- All children, including a targeted group of children will show an increase in confidence and attainment results in mental agility by November 2025
- Quality Assurance will show a consistent approach to pedagogy, resources and assessment in spelling, writing and mental agility by November 2025
- Pupil and parent questionnaires will show positive feedback from the reviewed homework policy and parental engagement sessions by May 2026
- Increase levels of attainment for: P7 in Writing by 4% and Numeracy by 2%, P6 in Writing by 3% and Numeracy by 6%, P5 in Reading, Writing and Numeracy by 2%, P4 in Listening & Talking and Numeracy by 3%, Reading and Writing by 4%

**1.4 QUALITY IMPROVEMENT FRAMEWORK**

- All nursery staff will have a clear understanding of the new Quality Improvement Framework by December 2025
- Nursery Quality Assurance procedures will be reviewed in line with the new Quality Improvement Framework by November 2025

**If PEF spend is supporting - how much and what?**

**A total of £33927.85 (£356750 - overspend of £2822.15) will be used to fund:**

- Full-time Pupil Support Assistants to support the health and wellbeing and levels of engagement of identified children (£18500)
- One iPad to support children who have barriers to their learning in Literacy and Numeracy (£300)
- Barnardos Support Worker (0.1) to support targeted groups of children and families who are 'not on track' with their learning (£5000)
- Support for Learning teacher to support targeted groups of children to sustain levels of attainment in P5-7 (blocks of time/days tbc) (£10127.85)

Tasks to achieve priority	Timescale	RAG	Those involved/responsible - including partners	Resources and staff development
<b>1.1 SCHOOL VISION, VALUES &amp; AIMS</b> <ul style="list-style-type: none"> <li>Review the school Vision, Values and Aims with the school community (including the local community and partner agencies)</li> <li>Share the reviewed school Vision, Values and Aims with all stakeholders</li> </ul>	September 2025 - March 2026  Launch of reviewed Vision, Values & Aims in June 2026		<ul style="list-style-type: none"> <li>Simone McCredie (HT), Lisa Conway (Nursery Depute) and Tracey O'Donnell (Senior EYECO)</li> <li>All nursery and school staff</li> <li>All stakeholders (children, parents, partners, partner agencies)</li> </ul>	<ul style="list-style-type: none"> <li>Inservice Day 3 (gather views)</li> <li>Inservice Day 4 (update and sharing of all stakeholder views)</li> <li>Professional Learning Session x2 (Term 3)</li> </ul>
<b>1.2 CURRICULUM PLANNING</b> <ul style="list-style-type: none"> <li>Implement the new KPS Curriculum Plan</li> <li>Monitor and review the KPS Curriculum Plan every term with all staff during Quality Assurance Week</li> <li>Further develop an inclusive curriculum with a focus on Building Racial Literacy and Children's Rights</li> <li>Further develop staff knowledge and skills of Play Pedagogy through the PRD, Professional Learning and Quality Assurance processes</li> <li>Develop pupil and staff curriculum leadership roles</li> <li>Plan school and parental engagement curriculum events throughout the year (organised by the Curriculum Leadership Teams)</li> <li>Nursery planing to be reviewed in line with the Early Level tracker</li> </ul>	August 2025 - March 2026		<ul style="list-style-type: none"> <li>Simone McCredie (HT), Lynn McPherson (DHT), Lisa Conway (Nursery Depute) and Tracey O'Donnell (Senior EYECO)</li> <li>All nursery and school staff</li> </ul> Staff and pupil leadership teams: <ul style="list-style-type: none"> <li>Building Racial Literacy Leadership Team</li> <li>#PlayTheKPSWay Leadership Team</li> <li>#KPSLovesReading Leadership Team</li> <li>#KPSLovesWritng Leadership Team</li> <li>#KPSLovesMaths Leadership Team</li> </ul>	<ul style="list-style-type: none"> <li>Inservice Day 1 (launch)</li> <li>Inservice Days 3-5 (monitor &amp; review)</li> <li>Professional Learning Session x3 (during Quality Assurance Week - Term 1-3)</li> <li>Professional Learning Sessions x5 (Term 2 &amp; 3) 'Leadership Teams'</li> <li>Curriculum Parental Engagement events (organised by the Curriculum Leadership Teams - dates tbc)</li> </ul>

Tasks to achieve priority	Timescale	RAG	Those involved/responsible - including partners	Resources and staff development
<b>1.3 LITERACY &amp; NUMERACY</b> <ul style="list-style-type: none"> <li>• Implement the new KPS Curriculum Plan, ensuring all staff plan high quality learning experiences in Literacy and Numeracy</li> <li>• Review writing procedures in line with new Inverclyde Writing Assessment criteria</li> <li>• Moderate the impact of the introduction of the new writing criteria</li> <li>• Further review the mental agility procedures during Quality Assurance Week, ensuring continued consistency of pedagogy, resources and assessment</li> <li>• Further develop staff knowledge and skills of Literacy and Numeracy through the PRD, Professional Learning and Quality Assurance processes</li> <li>• Review the homework policy to ensure there is a consistent approach across the school and includes support and challenge for spelling and mental agility</li> <li>• Plan parental engagement curriculum events throughout the year (organised by the Curriculum Leadership Teams) with a focus on writing and mental agility</li> </ul>	August 2025 - May 2026		<ul style="list-style-type: none"> <li>• Simone McCredie (HT), Lynn McPherson (DHT), Lisa Conway (Nursery Depute) and Tracey O'Donnell Senior)</li> <li>• All nursery and school staff</li> <li>• #KPSLovesReading Leadership Team</li> <li>• #KPSLovesWriting</li> <li>• #KPSLovesMaths</li> </ul>	<ul style="list-style-type: none"> <li>• Inservice Day 1</li> <li>• Inservice Day 2</li> <li>• Professional Learning Sessions x3 (during Quality Assurance Week - Term 1-3)</li> <li>• Moderation sessions (every Term)</li> <li>• Professional Learning Sessions x5 (Term 2 &amp; 3) 'Leadership Teams'</li> <li>• Curriculum Parental Engagement events (organised by the Curriculum Leadership Teams - dates tbc)</li> </ul>
<b>1.4 QUALITY IMPROVEMENT FRAMEWORK</b> <ul style="list-style-type: none"> <li>• Develop staff understanding of the new Quality Improvement Framework</li> <li>• Review the Quality Assurance procedures in line with the new Quality Improvement Framework</li> </ul>	August 2025 - March 2026		<ul style="list-style-type: none"> <li>• Lisa Conway (Nursery Depute) and Tracey O'Donnell Senior)</li> <li>• All nursery staff</li> </ul>	<ul style="list-style-type: none"> <li>• Inservice Day 1</li> <li>• Professional Learning Sessions x3 (during Quality Assurance Week - Term 1-3)</li> </ul>

### **Measure of Impact: What we will see and where?**

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

#### **1.1 VISION, VALUES & AIMS**

Quality Assurance and self-evaluation data will show:

- Participation of all children, staff and the majority of parents and partners in the review of the vision, values and aims
- An awareness and understanding of the reviewed Vision, Values and Aims (from pupil, staff, parent and school community feedback)

#### **1.2 CURRICULUM PLANNING**

Quality Assurance, self-evaluation, tracking and attainment data will show:

- Consistent and high quality planning of learning experiences of the new KPS Curriculum
- Increased staff understanding, confidence and effectiveness in the delivery of the new KPS Curriculum
- A continued positive impact on the attainment levels of almost all children
- An increase in pupil engagement and positive pupil feedback on relevance, enjoyment and challenge within the KPS Curriculum

#### **1.3 LITERACY & NUMERACY**

Quality Assurance, self-evaluation, tracking and attainment data will show:

- Teacher observations will show an increase in children’s confidence, use of a Growth Mindset, strategies and attainment during mental agility, writing and spelling sessions
- Consistent and high quality planning and delivery of mental agility and spelling lessons
- Consistent approach and accuracy to assess writing using the new Inverclyde Writing Criteria
- Consistent and high quality feedback in writing (teacher/self and peer assessment) using the new Inverclyde Writing Criteria

#### **1.4 QUALITY IMPROVEMENT FRAMEWORK**

Quality Assurance, self-evaluation, tracking and attainment data will show:

- An increase in staff confidence and skills to effectively plan, assess and track children’s learning in the nursery

## Priority 2 Closing the attainment gap between the most and least disadvantaged children and young people

### National Improvement Framework Drivers

Assessment of children's progress  
Teacher professionalism  
Performance information

### [Education - achieving excellence and equity: National Improvement Framework 2025](#)

**How Good is Our School/Quality Improvement Framework ELC**  
3.2 Raising attainment and achievement  
3.2 Securing Children's Progress

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

## Rationale for change based self-evaluation including data and stakeholder views

### 2.1 DATA ANALYSIS

- The tracking data shows a positive impact on the well-being and attainment for children who are impacted by poverty as a result of the GIRFEC and Support for Learning procedures in place.
- In Session 2024/25:
- The attendance of children impacted by poverty rose by 1.3% to 94.3%
- The overall attainment of children impacted by poverty was above 84%, however the overall poverty attainment gap was over 7% in P1, P2, P3, P6 and P7. As a result we aim to reduce the poverty attainment gap in all these classes by over 3%,
- As a result, we will further develop the tracking procedures and upskill the staff in the analysis of data to ensure there is a continued focus on the wellbeing and attainment of the children who live in SIMD 1-2 and for the children who are entitled to free school meals (FME)

### 2.1 PUPIL PLANNING

- There is a positive impact on progress and attainment from individual planning for children who are impacted by poverty
- As a result we will continue to upskill staff in the writing, assessing and monitoring pupil plans to ensure needs are being met for targeted groups of children impacted by poverty

**Expected outcomes for learners**  
**Who? By how much? By when? What?**

**2.1 DATA ANALYSIS**

- New tracking procedures and data analysis will ensure there is a streamlined approach to monitoring pupil progress and attainment by November 2025
- Increased staff confidence and skills will ensure tracking and data analysis is consistent and accurate by November 2025
- Reduction in overall poverty attainment gap in Literacy and Numeracy by 2%
- Reduction in poverty attainment gap in P7 by 3% in Listening & Talking, Writing and Numeracy
- Reduction in poverty attainment gap in P4 by 4% in Literacy and Numeracy
- Reduction in poverty attainment gap in P3 by 4% in Reading
- Reduction in poverty attainment gap in P2 by 4% in Reading, Writing and Numeracy

**2.2 PUPIL PLANNING**

- Almost all children will show an improvement in progress in learning as a result of effective planning and targeted support

**If PEF spend is supporting - how much and what?**

**A total of £33927.85 (£356750 - overspend of £2822.15) will be used to fund:**

- Full-time Pupil Support Assistants to support the health and wellbeing and levels of engagement of identified children (£18500)
- One iPad to support children who have barriers to their learning in Literacy and Numeracy (£300)
- Barnardos Support Worker (0.1) to support targeted groups of children and families who are 'not on track' with their learning (£5000)
- Support for Learning teacher to support targeted groups of children to sustain levels of attainment in P5-7 (blocks of time/days tbc) (£10127.85)



Tasks to achieve priority	Timescale	RAG	Those involved/responsible - including partners	Resources and staff development
<b>2.1 DATA ANALYSIS</b> <ul style="list-style-type: none"> <li>Implement the new processes for assessment, tracking, Quality Assurance and data analysis</li> <li>Continue to upskill staff re assessment and data analysis (including the new Early Level tracker for the nursery)</li> </ul>	August 2025 - March 2026		<ul style="list-style-type: none"> <li>Simone McCredie (HT), Lynn McPherson (DHT), Lisa Conway (Nursery Depute) and Tracey O'Donnell Senior)</li> <li>All nursery and school staff</li> </ul>	<ul style="list-style-type: none"> <li>Inservice Day 1 (overview of data)</li> <li>Data Analysis session with Mark Coyle (Term 1)</li> <li>Professional Learning Sessions x3 (November, February, May)</li> </ul>
<b>2.2 PUPIL PLANNING</b> <ul style="list-style-type: none"> <li>Continue to plan/track/support children's needs and barriers</li> <li>Create clear guidelines for writing, monitoring and assessing pupil plans</li> </ul>	August 2025 - March 2026		<ul style="list-style-type: none"> <li>Lynn McPherson (DHT), Lisa Conway (Nursery Depute) and Tracey O'Donnell Senior)</li> <li>All nursery and school staff</li> </ul>	<ul style="list-style-type: none"> <li>Inservice Day 2 (overview of planning procedures)</li> <li>Professional Learning Sessions x3 (November, February, May)</li> </ul>

### Measure of Impact: What we will see and where?

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

#### 2.1 DATA ANALYSIS

- There will be a consistent approach to gathering and analysing data across the school
- There will be a streamlined approach to tracking and Quality Assurance procedures
- Targeted groups of children will be monitored more closely using data analysis to ensure children's needs are met and supported in a responsive manner
- Staff will show increased confidence when tracking and analysing data

#### 2.2 PUPIL PLANNING

- There will be a consistent approach to writing, monitoring and assessing children's plans
- Pupil plans for targeted groups of children will be monitored more closely to ensure children's needs are met and supported in a responsive manner
- Staff will show an increased confidence when writing, monitoring and assessing children's plans

## Priority 3 Improvement in children and young people's health and wellbeing

### National Improvement Framework Outcomes

#### Assessment of children's progress

[Education - achieving excellence and equity: National Improvement Framework 2025](#)

#### How Good is Our School/Quality Improvement Framework ELC

3.2 Raising attainment and achievement

2.3 Learning, teaching and assessment

2.4 Personalised support

2.6 Transitions

#### UNCRC

Article 28: (Right to education)

### Rationale for change based self-evaluation including data and stakeholder views

#### 3.1 GIRFEC PROCEDURES

- The self evaluation, Quality Assurance and tracking data show a positive impact on the well-being for children who are impacted by trauma as a result of the Trauma Informed, The Promise and Circle Inclusive Classroom procedures in place. We will continue to ensure Trauma Informed Practice, The Promise, the Circle Inclusive Classroom strategies and Circle 'Up, Up and Away' are embedded across the whole school.
- Most staff participated in The Promise training last session, to continue the positive impact from the training all staff will participate in The Promise training

#### 3.2 HEALTH & WELLBEING CURRICULUM

- The self evaluation, Quality Assurance and tracking data show a positive impact of the KPS Health & Wellbeing Curriculum, however inconsistencies across classes were highlighted.
- As a result, we will implement the new Inverclyde Health & Wellbeing Curriculum Plan to ensure there is a consistent approach of high quality learning experiences across the school.
- The school was awarded the Gold Rights Respecting Schools Award in 2022, as a result Rights Education is embedded across the school but staff highlighted that we need to review our procedures to ensure there is a more clear and consistent approach across the school.
- The Gold Rights Respecting school will be due at the end of this session, the school will focus on achieving the re-accreditation

**Expected outcomes for learners**  
**Who? By how much? By when? What?**

**3.1 GIRFEC PROCEDURES**

- All nursery and school staff will be trained in The Promise by November 2025
- All nursery and school staff will have a refresher in GIRFEC procedures by August 2025
- Targeted groups of children will continue to have their wellbeing tracked and monitored using Quality Assurance, Pupil Voice and the Glasgow Wellbeing Survey re feeling safe and included

**3.2 HEALTH & WELLBEING CURRICULUM**

- All staff will be confident in the implementation of the Inverclyde Health & Wellbeing Curriculum, ensuring they plan high quality learning experiences by March 2026
- All pupils and staff will increase their knowledge and understanding of children's rights and how they are embedded into daily practice and across the KPS Curriculum by March 2026
- The school will be successful in gaining the reaccreditation of the Gold Rights Respecting Schools Award in June 2026

**If PEF spend is supporting - how much and what?**

**A total of £33927.85 (£356750 - overspend of £2822.15) will be used to fund:**

- Full-time Pupil Support Assistants to support the health and wellbeing and levels of engagement of identified children (£18500)
- One iPad to support children who have barriers to their learning in Literacy and Numeracy (£300)
- Barnardos Support Worker (0.1) to support targeted groups of children and families who are 'not on track' with their learning (£5000)
- Support for Learning teacher to support targeted groups of children to sustain levels of attainment in P5-7 (blocks of time/days tbc) (£10127.85)

Tasks to achieve priority	Timescale	RAG	Those involved/responsible - including partners	Resources and staff development
<b>3.1 GIRFEC PROCEDURES</b> <ul style="list-style-type: none"> <li>• Continue to review GIRFEC/Support for Learning Procedures (annual basis)</li> <li>• Continue to monitor attendance to sustain over 95% across the school</li> <li>• All staff will participate in a refresher session on strategies to support children's wellbeing (Trauma Informed Practice, The Promise, the Circle Inclusive Classroom strategies and Circle 'Up, Up and Away')</li> <li>• Implement the nursery 'Nurturing Nature' programme</li> <li>• All staff will be trained in The Promise</li> <li>• Continue to monitor the impact of the GIRFEC strategies on a targeted group of children</li> <li>• Ensure targeted groups of children complete the Glasgow Wellbeing survey in August, create pupil support plans where necessary</li> <li>• Implement and monitor a plan for the Barnardos support worker on a targeted group of children and families</li> <li>• Implement the updated Inverclyde PRPB, Anti-Bullying and Attendance policies</li> </ul>	August 2025 - March 2026		<ul style="list-style-type: none"> <li>• Lynn McPherson (DHT)</li> <li>• Tracey O'Donnell (Nursery Senior EYECO) - 'Nurturing Nature' programme</li> <li>• All nursery and school staff</li> </ul>	<ul style="list-style-type: none"> <li>• Inservice Day 2</li> <li>• Professional Learning Sessions x3 (November, February, May)</li> <li>• Professional Learning Sessions x4 (Term 2) The Promise training</li> </ul>
<b>3.2 HEALTH &amp; WELLBEING CURRICULUM</b> <ul style="list-style-type: none"> <li>• Continue to embed Children's Rights across the school, re-apply for the Gold Rights Respecting Schools Award</li> <li>• Implement the new Inverclyde Health &amp; Wellbeing Curriculum Plan</li> <li>•</li> </ul>	August 2025 - March 2026		<ul style="list-style-type: none"> <li>• Lynn McPherson (DHT)</li> <li>• All nursery and school staff</li> <li>• Rights Respecting Schools Leadership Team</li> <li>• Inverclyde Children's Rights Officer</li> </ul>	<ul style="list-style-type: none"> <li>• Inservice Day 2 (Overview)</li> <li>• Professional Learning Sessions x9 (Term 1-3)</li> </ul>

### Measure of Impact: What we will see and where?

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

### 3.1 GIRFEC PROCEDURES

- The self evaluation, Quality Assurance and tracking data will show a positive impact on the well-being for a targeted group of children ensuring all children feel safe and included
- Staff will show an increasing understanding of child trauma and the strategies to put in place to support children's wellbeing

### 3.2 HEALTH & WELLBEING CURRICULUM

- Staff will confidently plan high quality learning experiences using the new Inverclyde Health & Wellbeing Curriculum Plan
- Pupils and staff will show an increasing understanding of Children's Rights and how they are embedded into daily practice and across the KPS Curriculum
- The school will be awarded the reaccreditation of the Gold Rights Respecting Schools award

## Priority 4 Improvement in employability skills and sustained positive school leaver destinations for all young people

### National Improvement Framework Outcomes

Assessment of children's progress

Teacher professionalism

Performance information

[Education - achieving excellence and equity: National Improvement Framework 2025](#)

### How Good is Our School/Quality Improvement Framework ELC

3.2 Raising attainment and achievement

2.3 Learning, teaching and assessment

3.2 Securing Children's Progress

### UNCRC

Article 28: (Right to education)

Article 3: (Best interests of the child)

Rationale for change based self-evaluation including data and stakeholder views

#### 4.1 KPS STEM CURRICULUM PLAN

- As a result of observations of high quality learning experiences and positive feedback from the children, staff and parents and community partners we will continue to develop and track the attainment of STEM across the whole school
- Feedback from the Parent Microsoft Forms Questionnaire highlighted the request from parents to be involved in more STEM initiatives and activities (including #KPSLovesOutdoorLearning, #KPSLovesSTEM, #KPSLovesICT, #KPSLovesCooking)
- The school has been recognised for the development of STEM, with the achievement of the STEM Nation Award (June 2025)

#### 4.2 KPS META SKILLS

- As a result of the development work of the Meta Skills Leadership team, the children are now familiar with the KPS Meta Skills. The majority of the children are able to articulate how the Meta Skills link to their learning, However, we need to ensure that the KPS Meta Skills are embedded into daily practice to ensure almost all children are confident when speaking about their skills development.

#### 4.3 LEADERSHIP AT ALL LEVELS

- As a result of the positive development work of the P7 pupil leadership groups and the staff strategic teams, there have been positive outcomes on their leadership skills and confidence. However, we need to ensure that all staff and almost all children from P5-7 participate in a leadership team to further develop leadership skills, whilst ensuring more voices are heard across the school.

### Expected outcomes for learners

Who?	By how much?	By when?	What?
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#### 4.1 KPS STEM CURRICULUM PLAN

- The introduction of the new KPS Curriculum Plan will ensure teachers have improved knowledge, skills and confidence to plan high quality learning experiences that include progression, breadth and depth across all curriculum areas by March 2026.
- Pupil engagement, attainment and equity of experience will improve through a consistent approach across the school of pedagogy, resources and assessment by March 2026.
- Recognition of the development of STEM in the nursery by achievement of the STEM Nation Award by June 2026.

#### 4.2 KPS META SKILLS

- Almost all nursery and P1-7 children will continue to articulate their STEM knowledge and skills across curricular areas by May 2026
- Staff and pupil feedback will show a continued increase in confidence of the children's understanding of the KPS Meta Skills and how they support their own learning by May 2026

#### 4.3 LEADERSHIP AT ALL LEVELS

- Staff and pupils will engage in curriculum leadership teams, fostering a sense of ownership and responsibility for curriculum development and improvement by March 2026.
- Staff and pupils will be involved in meaningful opportunities for collaboration, leadership, pupil voice ensuring planning for curriculum events is informed by all views by March 2026.

If PEF spend is supporting - how much and what?

**A total of £33927.85 (£356750 - overspend of £2822.15) will be used to fund:**

- Full-time Pupil Support Assistants to support the health and wellbeing and levels of engagement of identified children (£18500)
- One iPad to support children who have barriers to their learning in Literacy and Numeracy (£300)
- Barnardos Support Worker (0.1) to support targeted groups of children and families who are ‘not on track’ with their learning (£5000)
- Support for Learning teacher to support targeted groups of children to sustain levels of attainment in P5-7 (blocks of time/days tbc) (£10127.85)

Tasks to achieve priority	Timescale	RAG	Those involved/responsible - including partners	Resources and staff development
<b>4.1 KPS STEM CURRICULUM PLAN</b> • Implement the new KPS Curriculum Plans for STEM, Science, Outdoor Learning, Digital Literacy and the ‘Let’s Grow & Cook Together’ project, ensuring all children receive high quality learning experiences by linking STEM to other curricular areas	August 2025 - March 2026		• Simone McCredie (HT) • All school staff • STEM & Meta Skills Leadership Team	• Inservice Day 1 (launch) • Inservice Days 3-5 (monitor & review) • Nursery Professional Learning Sessions x9 (Term 1-3)
<b>4.2 KPS META SKILLS</b> • Continue to develop the children’s Meta Skills and organise showcase events, to include parents and partners (ie KPS Meta Skills Showcase and KPS TV Festival)	August 2025 - March 2026		• Simone McCredie (HT) • All school staff • STEM & Meta Skills Leadership Team	• Inservice Day 1 • Professional Learning Sessions x12 (Term 1-3) ‘Leadership Teams’ • STEM Showcase events (school and cluster dates tbc)
<b>4.3 LEADERSHIP AT ALL LEVELS</b> • Develop pupil and staff STEM leadership roles eg Spheros, Indi Bolts, Micro Bits, Ooni, Sonappa (see Priority 1) • Pupils and staff to share their expertise in area of STEM across the school and cluster	August 2025 - March 2026		• Simone McCredie (HT), Lynn McPherson (DHT), Lisa Conway (Nursery Depute) and Tracey O’Donnell Senior) • All nursery and school staff	• Inservice Day 1 (launch) • Professional Learning Sessions x4 (Term 2-3) • Inservice Days 3-5 (monitor & review) • STEM Showcase events (school and cluster dates tbc)

#### Measure of Impact: What we will see and where?

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

#### **4.1 KPS STEM CURRICULUM PLAN**

Quality Assurance, self-evaluation, tracking and attainment data will show:

- Consistent and high quality planning (medium and long-term) and delivery of the new KPS STEM Curriculum Plan
- Increase staff understanding, confidence and effectiveness in the delivery of the new KPS STEM Curriculum Plan
- A continued positive impact on the attainment levels of almost all children
- An increase in pupil engagement and positive pupil feedback on relevance, enjoyment and challenge within the new STEM KPS Curriculum Plan

#### **4.2 KPS META SKILLS**

Quality Assurance, self-evaluation, tracking and attainment data will show:

- Continued knowledge and development of the KPS Meta Skills of children and staff
- Staff observations will show an improvement of children's knowledge and development of the KPS Meta Skills
- Increase pupil confidence when discussing and describing the KPS Meta Skills in relation to progression in curricular areas

#### **4.3 LEADERSHIP AT ALL LEVELS**

Quality Assurance, self-evaluation, tracking and attainment data will show:

- Impact of pupil and staff leadership roles is evident, however not all staff are involved in a leadership role. All staff will be involved in a leadership role along with all pupils to build leadership capacity and promoting pupil agency in learning.