

Education – Improvement Planning Document – 2026-27

Establishment Name:

CONTENTS

1. Establishment Vision, Values and Aims
2. 3 Year overview of priorities – based on the National Improvement Framework
3. Action Plan for session 2026-27 including PEF planning

Head of Establishment	Simone McCredie	Date	June 2026
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Quality Improvement Officer	Gavin Brown	Date	June 2026
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Classification :

Our Vision, Values and Aims

Vision

“Love Learning, Learning for Life”

Values

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

Aims

We aim for every child to confidently say:

‘In Kilmacolm Primary School and Nursery Class....we are safe, we are kind, we learn and play.

We try our best everyday to grow, be confident and shine our way.’



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

Overview of rolling three year plan

Link to NIF 2026 [National Improvement Framework 2026 - gov.scot](https://www.gov.scot/nif2026)

Key Priorities - National Improvement Framework	Session 2026-2027	Session 2027-2028	Session 2028-2029
Improvement in achievement, particularly in literacy and numeracy	• Ensure the reviewed school Vision, Values & Aims are visible, understood and embedded across the school community and are the key driver for all future planning • Continue to review and develop the new KPS Curriculum Plan (inline with the Curriculum Improvement Cycle), with a focus on Health and Wellbeing and Spanish • Continue to review and develop the mental agility procedures, ensuring continued consistency of pedagogy, resources and assessment • Review and further develop staff knowledge and skills of Literacy, Numeracy and Play Pedagogy, through the PRD, Professional Learning and Quality Assurance processes • Continue to engage in the moderation process to ensure that the high levels of attainment and progress which is clearly evident through observations and pupil work, is reflected in Teacher Professional Judgements • Continue to further develop systematic and coherent approaches to self-evaluation, planning, monitoring and gathering evidence of impact using the Quality Improvement Framework. • Review approaches to high-quality, open-ended questioning	• Monitor the impact of the reviewed school Vision, Values and Aims • Monitor the impact of KPS Curriculum Plan in line with the Curriculum Improvement Framework • Track and monitor progress across all curricular areas • Continue to monitor the impact of the reviewed self-evaluation processes and procedures • Continue to monitor the impact of the reviewed moderation process • Monitor the impact of the reviewed processes to self-evaluation, planning and monitoring	• Continue to monitor the impact of the school Vision, Values and Aims • Continue to monitor the impact of KPS Curriculum Plan in line with the Curriculum Improvement Framework • Continue to track and monitor progress across all curricular areas • Review the impact of the reviewed moderation process • Review the impact of the self-evaluation, planning and monitoring processes

Classification :

Closing the attainment gap between the most and least disadvantaged children and young people;	• Continue to identify/plan/track/support children's needs and barriers • Continue to keep up to date with current ASN legislative framework and implement any updates as required • Review the use of PEF to support children's wellbeing • Review the approaches to developing the use of individual children's targets within each area of the playroom environment to support greater depth and breadth in children's learning experiences • Review the approaches to creating Personal Learning Plans to ensure they provide a clear and progressive overview of each child's developmental journey • Focus on improving children's attendance in the school, with a focus on the nursery and children who are impacted by poverty • Continue to up-skill staff re assessment, tracking and data analysis	• Monitor and evaluate the impact of the processes to identify/plan/track/support children's needs and barriers • Further upskill staff re assessment and data analysis • Monitor and evaluate the impact of the new processes to target setting and Personal Learning Plans	• Continue to monitor and evaluate the impact of the processes to identify/plan/track/support children's needs and barriers • Continue to upskill staff re assessment and data analysis • Continue to monitor and evaluate the impact of the processes to target setting and Personal Learning Plans
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Classification :

Improvement in children and young people's health and wellbeing;	• Continue to review GIRFEC/Support for Learning Procedures (annual basis) • Continue to review and develop approaches to identify and support children • Continue to ensure targeted groups of children complete the Glasgow Wellbeing survey in Aug/Sep, create pupil support plans where necessary • Review the use of PEF to support children's wellbeing • Continue to monitor impact of Barnardos support worker on a targeted group of children and families • Monitor impact of the Health and Wellbeing Coach on a targeted group of children and families • Continue to review nurture and trauma informed practice training, engaging with Inverclyde ASN Team to keep up to date with best practice • Continue to develop the work on supporting mental health and wellbeing for all pupils. • Continue to adapt the support available to staff and pupils to accommodate the changing demographic of the school. • Review the structure and purpose of group time and lunches to reflect and evidence the inclusive practices that underpin the nursery • Create a whole school, consistent approach to Health & Wellbeing through a sustainable progression pathway.	• Continue to review GIRFEC/Support for Learning Procedures (annual basis) • Continue to review and develop approaches to identify and support children • Continue to ensure targeted groups of children complete the Glasgow Wellbeing survey in Aug/Sep, create pupil support plans where necessary • Review the use of PEF to support children's wellbeing • Monitor impact of nurture and trauma informed practice training, engaging with Inverclyde ASN Team to keep up to date with best practice • Continue to develop the work on supporting mental health and wellbeing for all pupils. • Continue to adapt the support available to staff and pupils to accommodate the changing demographic of the school. • Review and monitor impact of the Health & Wellbeing Curriculum Framework	• Continue to review GIRFEC/Support for Learning Procedures (annual basis) • Continue to review and develop approaches to identify and support children • Continue to review the use of PEF to support children's wellbeing
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Classification :

Improvement in skills and sustained, positive school-leaver destinations for all young people	• Continue to develop the STEM Curriculum ensure high quality learning experiences in across the school • Continue to track attainment of the STEM experiences and outcomes • Apply for the STEM Nation Award for the nursery • Continue to promote pupil voice and pupil leadership to ensure all children contribute to school improvement • Review the approach to the KPS Leadership Teams, continuing to ensure all nursery and teaching staff are involved with an increased number of children • Continue to gather the views and opinions of all stakeholders and impact statements using the data to inform future planning • Continue to develop self-evaluation processes with a particular focus on the use of HGIOURS to develop the language and understanding of pupils in discussing their role in school improvement.	• Review the assessment and tracking of STEM attainment across the whole school • Monitor the impact of pupil voice and leadership on school improvement • Continue to use views and opinions of all stakeholders to inform future planning	• Continue to monitor the impact of pupil voice and leadership on school improvement
Placing the human rights and needs of every child and young person at the centre of education	• Continue to ensure children's rights are embedded across the nursery and school • Apply for the reaccreditation of the Gold Rights Respecting School Award • Review the new KPS Anti-Bullying Policy • Introduce the new KPS Anti-Bullying Policy with all stakeholders	• Monitor and measure the impact of children's rights across the nursery and school • Monitor and measure the impact of the KPS Anti-Bullying Policy	• Continue to monitor the impact of children's rights across the nursery and school • Continue to monitor the impact of the KPS Anti-Bullying Policy

Stakeholder s views

How were stakeholders 'views collected? (Early Years/Primary/ Secondary)

From last year:

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. HIGIOURS was used with pupils to support the school's self-evaluation.
- Pupil focus groups (led by the P7 House Captain Team gathered feedback and led the review of the KPS Vision, Values and Aims
- The KPS Leadership Teams (#KPSLovesLiteracy, #KPSLovesNumeracy, #KPSLovesRights, #KPSLovesSTEM, KPS Equalities Group) run by children and staff led to 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: the development of the KPS Equalities Policy
- Our Parent Partnership met regularly to discuss and plan school improvements.
- The children, staff and parents all completed a questionnaire in April 2026 as part of the Peer Review (the results are below).

			
Peer Review Pupils Survey Results	Peer Review Teaching Staff Survey Results	Peer Review Partners Survey Results	Peer Review Support Staff Survey Results
			
Peer Review Parents Survey Results	Peer Nursery Staff Survey Results	Peer Nursery Parents Survey Results	

Classification :

How was PEF spend consulted on?

From last year...

In May 2026:

- the parents were consulted on the PEF spend at a Parent Partnership Meeting and through an online Forms
- the staff were consulted on the PEF spend at the Inservice Day
- the children were consulted in meetings led by the P7 House Captain Team

The 1% participatory budget of £300 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.



Link to the results of the Parents Consultation on the PEF spend for Session 2026/27



Link to June 2026 Sway Newsletter which details the results of the consultation on the PEF spend for Session 2026/27

A total of £36750 will be used to fund:

- Barnardos Support Worker (0.2) to support targeted groups of children and families who are 'not on track' with their learning (£10000)
- Full-time Health and Wellbeing Coach to support the health and wellbeing and levels of engagement of identified children (£23000 approx)

Classification :

- One iPad to support children who have barriers to their learning in Literacy and Numeracy (£300)
- Support for Learning teacher to support targeted groups of children to sustain levels of attainment in P5-7 (blocks of time/days tbc - £3450 approx)

Colour Key

School Priorities

Nursery Priorities

Joint Priorities

Priority 1: Improvement in achievement, particularly in literacy and numeracy

National Improvement Framework 2026 Priorities

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in achievement, particularly in literacy and numeracy

National Improvement Framework 2026 Outcomes

1. A globally respected, empowered, and responsive education 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, and attributes that give them the best opportunity to succeed and contribute to Scotland's society and economy.
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.
3. Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all.
4. High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap.
5. Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs.
6. Improving relationships and behaviour, and attendance, with increased engagement in learning in a culture of dignity and respect for all.
7. An education system engaging in digital technologies to enhance all aspects of learning and teaching, supported by a digitally-skilled workforce and tackling digital inequality.

Classification :

How Good is Our School 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 2.2 Curriculum 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability	A Quality Framework for ELC Leadership • Leadership and management of staff and resources • Staff skills, knowledge, values and deployment • Leadership of continuous improvement Children thrive and develop in quality spaces • Children experience high quality spaces Children play and learn • Playing, learning and developing • Curriculum • Learning, teaching and assessment Children are supported to achieve • Nurturing care and support • Wellbeing, inclusion and equality • Children's progress	UNCRC • Right to non-discrimination (Article 2) • Best interests of the child (Article 3) • Right to be heard (Article 12) • Right to freedom of expression (Article 13) • Right to freedom of thought and religion (Article 14) • Right to access information (Article 17) • Rights of children with disabilities (Article 23) • Right to an education (Article 28) • Goals of education (Article 29) • Right to play, relax enjoy cultural and artistic activities (Article 31)
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Classification :

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

1.1 SCHOOL VISION, VALUES & AIMS

- At Kilmacolm Primary School, we believe that our vision, values and aims should be evident in every aspect of school life. By ensuring that our vision, values and aims are reflected in learning and teaching, relationships, decision-making and wider school experiences, we will continue to create a strong sense of identity, belonging and shared purpose.
- Embedding our vision and values will also strengthen our inclusive, nurturing and rights-respecting ethos by providing a common language and set of expectations that guide behaviour, celebrate achievement and support wellbeing. Through regular reflection and engagement with all stakeholders, we aim to ensure that our vision, values and aims are understood, lived and experienced by everyone within our school community.

1.2 CURRICULUM PLANNING

- At Kilmacolm Primary School, we are committed to providing a high-quality curriculum that reflects the needs, interests and aspirations of our children while supporting excellence and equity for all. The KPS Curriculum Plan was highlighted as being 'sector leading' by the Peer Review Team in Session 2025/26.
- We recognise that curriculum development is an ongoing process and that regular review is essential to ensure our curriculum remains relevant, progressive and responsive to emerging priorities. Using the Curriculum Improvement Cycle will enable us to evaluate the effectiveness of our curriculum, identify strengths and areas for development, and make evidence-informed decisions about future priorities. Through systematic self-evaluation, improved moderation, stakeholder engagement, professional dialogue and analysis of attainment, achievement and wellbeing data, we can ensure that our curriculum continues to meet the needs of all learners.

1.3 QUALITY IMPROVEMENT FRAMEWORK

- Kilmacolm Nursery Class is committed to a culture of continuous improvement that leads to better outcomes for all children. Developing staff knowledge and understanding of the Quality Improvement Framework is essential to ensuring that self-evaluation, planning, monitoring and improvement activities are consistent, evidence-informed and focused on impact.
- By increasing staff confidence in using quality indicators, improvement methodologies and self-evaluation tools, we aim to strengthen professional reflection and collective responsibility for school improvement. A shared understanding of the framework will support staff to identify strengths, prioritise areas for development and implement changes that lead to measurable improvements in learning, teaching, wellbeing and attainment.

Expected outcomes for learners (Early Years/Primary/ Secondary)

Who? **By how much?** **By when?** **What?**

1.1 SCHOOL VISION, VALUES & AIMS

- By November 2026, surveys and quality assurance will show that almost all, children can recognise and demonstrate the values across the school
- By February 2027, surveys will show strong stakeholder feedback regarding the school's ethos, culture and sense of community.

1.2 CURRICULUM PLANNING

- By May 2027, almost all children will show increased engagement when observed during quality assurance weeks
- By May 2027, evidence from self-evaluation activities will show regular curriculum review and improvement with all stakeholders and learner conversations will demonstrate increased understanding of their learning journey.
- By May 2027, there will be continued positive trends in attainment, achievement, engagement and wellbeing data.
- By May 2027, quality assurance data will show clear evidence of a positive impact of the the curriculum review, implementation and evaluation improvements

1.3 QUALITY IMPROVEMENT FRAMEWORK

- By November 2026, almost all nursery staff will demonstrate increased confidence in using the Quality Improvement Framework to evaluate practice and identify next steps
- By November 2026, almost all nursery staff will confidently articulate strengths, areas for development and improvement priorities using the language of the framework
- By May 2027, nursery staff will use attainment, wellbeing and engagement data to inform self-evaluation and improvement activity
- By May 2027, quality assurance activities will demonstrate greater consistency in learning and teaching across the nursery class

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

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

1.1 SCHOOL VISION, VALUES & AIMS

Quality Assurance, Tracking Meetings, Pupil Voice Groups and Self-Evaluation Data will show:

- Children, staff and families confidently articulating the school vision, values and aims
- Learning, teaching and behaviour consistently reflecting the school's values of Kindness, Positivity and Success
- Children reporting a strong sense of belonging, inclusion and pride in their school
- Continued positive relationships across the school community
- Increased evidence of pupil leadership, participation and ownership of school improvement

1.2 CURRICULUM PLANNING

Quality Assurance, Tracking Meetings, Moderation, Pupil Voice Groups and Self-Evaluation Data will show:

- Curriculum rationale, pathways and progression frameworks reviewed and updated in line with the Curriculum Improvement Cycle
- Staff demonstrating an increased understanding of curriculum design, progression and curriculum improvement methodology
- Increased consistency in curriculum delivery across all stages
- Children experiencing clearer progression in learning and articulating what they are learning and why
- Continued positive trends over time for attainment, achievement and wellbeing data
- Curriculum documentation clearly reflecting the school's vision, values and aims and provides coherent learner pathways
- Learning experiences increasingly meeting the needs, interests and aspirations of the children
- Staff can demonstrating how curriculum changes have improved learning, engagement and outcomes for children

1.3 QUALITY IMPROVEMENT FRAMEWORK

Quality Assurance, Tracking Meetings, Moderation, Pupil Voice Groups and Self-Evaluation Data will show:

- Staff increased understanding and confidence in using the Quality Improvement Framework
- A consistent approach of the quality indicators in self-evaluation and improvement planning documentation
- Improvements and consistency in learning, teaching and assessment practice

If PEF spend is supporting - how much and what?

A total of £36750 will be used to fund:

- Barnardos Support Worker (0.2) to support targeted groups of children and families who are 'not on track' with their learning (£10000)
- Full-time Health and Wellbeing Coach to support the health and wellbeing and levels of engagement of identified children (£23000 approx)
- One iPad to support children who have barriers to their learning in Literacy and Numeracy (£300)
- Support for Learning teacher to support targeted groups of children to sustain levels of attainment in P5-7 (blocks of time/days tbc - £3450 approx)

Tasks to achieve priority (Early Years/ASN/Primary/ Secondary)	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
1.1 SCHOOL VISION, VALUES & AIMS • Ensure the reviewed school Vision, Values & Aims are understood and embedded across the school community and are the key drivers for all future planning • Ensure the KPS Vision, Values & Aims are visible across the school and school community (on Sway Newsletters, displays, documentation)	August 2026 - February 2027		Simone McCredie HT KPS Leadership Teams: P7 House Captain Team	Term 1 - 1 x Professional Learning session* Term 2 - 1 x Professional Learning session* Term 3 - 1 x Professional Learning session* *plan/monitor/review

Tasks to achieve priority (Early Years/ASN/Primary/ Secondary)	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
1.2 CURRICULUM PLANNING - Continue to review and develop the new KPS Curriculum Plan (inline with the Curriculum Improvement Cycle), with a focus on Health and Wellbeing and Spanish - Continue to review and develop the mental agility and spelling procedures, ensuring continued consistency of pedagogy, resources and assessment - Review and further develop staff knowledge and skills of Literacy, Numeracy and Play Pedagogy, through the PRD, Professional Learning and Quality Assurance processes	August 2026 - May 2027		Simone McCredie HT All staff KPS Leadership Teams: #KPSLovesHWB #KPSLovesSpanish #KPSLovesRights	Term 1 - 2 x Professional Learning session* Term 2 - 2 x Professional Learning session* Term 3 - 2 x Professional Learning session* Term 4 - 2 x Professional Learning sessions* *plan/monitor/review
Continue to engage in the moderation process to ensure that the high levels of attainment and progress which is clearly evident through observations and pupil work, is reflected in Teacher Professional Judgements	August 2026 - May 2027		Lynn McPherson DHT All staff	Term 1 - 2 x Professional Learning session* Term 2 - 2 x Professional Learning session* Term 3 - 2 x Professional Learning session* Term 4 - 2 x Professional Learning sessions* *plan/monitor/review
1.3 QUALITY IMPROVEMENT FRAMEWORK - Continue to further develop systematic and coherent approaches to self-evaluation, planning and monitoring to ensure sustained and evidence-based improvement over time, using the new framework. - Strengthen processes to measure and evidence the impact of change and/or improvements on practice and children's outcomes. - Review planning systems and processes to ensure very good learning, teaching and assessment (planning formats to include, child led exploration, adult initiated activities and adult directed teaching) - Review approaches to high-quality, open-ended questioning to allow for differentiation, challenge and depth of learning, with a specific lens on children who are in their bonus year and children who are beyond expectations.	August 2026 - May 2027		Lisa Conway Nursery Depute All nursery staff	Term 1 - 2 x Professional Learning sessionS* Term 2 - 2 x Professional Learning sessions* Term 3 - 2 x Professional Learning sessions* Term 4 - 2 x Professional Learning sessions* *plan/monitor/review

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

National Improvement Framework 2026 Priorities

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in achievement, particularly in literacy and numeracy

National Improvement Framework 2026 Outcomes

1. A globally respected, empowered, and responsive education 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, and attributes that give them the best opportunity to succeed and contribute to Scotland's society and economy.
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.
3. Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all.
4. High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap.
5. Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs.
6. Improving relationships and behaviour, and attendance, with increased engagement in learning in a culture of dignity and respect for all.
7. An education system engaging in digital technologies to enhance all aspects of learning and teaching, supported by a digitally-skilled workforce and tackling digital inequality.

How Good is Our School 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.7 Partnerships 3.1 Improving wellbeing, equality and inclusion 3.2 Raising attainment and achievement	A Quality Framework for ELC Leadership • Leadership and management of staff and resources • Staff skills, knowledge, values and deployment • Leadership of continuous improvement Children thrive and develop in quality spaces • Children experience high quality spaces Children play and learn • Playing, learning and developing • Curriculum • Learning, teaching and assessment Children are supported to achieve • Nurturing care and support • Wellbeing, inclusion and equality • Children's progress • Safeguarding and child protection	UNCRC • Right to non-discrimination (Article 2) • Best interests of the child (Article 3) • Right to be heard (Article 12) • Right to freedom of expression (Article 13) • Right to freedom of thought and religion (Article 14) • Right to join groups, clubs and organisations (Article 15) • Right to access information (Article 17) • Rights of children with disabilities (Article 23) • Right to an education (Article 28) • Goals of education (Article 29) • Right to play, relax enjoy cultural and artistic activities (Article 31)
Rationale for change based self-evaluation including data and stakeholder views (Early Years/Primary/ Secondary)		

2.1 PUPIL PLANNING & SUPPORT

- At Kilmacolm Primary School, we are committed to ensuring that every child has the opportunity to achieve their full potential, regardless of their background, circumstances or barriers to learning. This approach was highlighted as a strength by the Peer Review Team in April 2026. Developing robust pupil planning and support systems enables staff to identify children who require additional support at the earliest opportunity, monitor progress more effectively and implement timely interventions tailored to individual needs. By strengthening our approaches to tracking, universal and targeted support, and collaborative planning with children, families and partners, we aim to ensure that all children receive the right support at the right time.
- These systems will support staff to make informed decisions using evidence and professional judgement, enabling resources and interventions to be targeted where they will have the greatest impact. Through a consistent and inclusive approach, we seek to improve attainment, wellbeing and engagement, while reducing inequity and ensuring that every child continues to experience success in their learning.

2.2 DATA ANALYSIS

- At Kilmacolm Primary School, we recognise that effective use of data is essential in improving outcomes for children and ensuring equity, inclusion and high-quality learning experiences. Supporting staff to develop confidence and skills in data analysis enables them to make informed professional judgements, identify strengths and areas for improvement, and respond proactively to the needs of individual learners and groups.
- Through building staff capacity in data analysis, we aim to create a culture of continuous improvement where evidence is used effectively to raise attainment, reduce gaps in achievement and enhance health and wellbeing outcomes for all learners.

Classification :

Expected outcomes for learners (Early Years/Primary/ Secondary)

Who? By how much? By when? What?

2.1 PUPIL PLANNING & SUPPORT

- By September 2026, the children who require support will have their needs/barriers identified and planned for, this will then be tracked and supported
 - By June 2027 the attendance of children impacted by poverty will increase by 3%
 - By January 2027 the attendance on the pre-school children in the nursery will increase by 10%
- By May 2027, the poverty attainment gap in P4 will be reduced by 10% (for Reading)
- By May 2027, the poverty attainment gap in P3 will be reduced by 10% (for Reading, Writing and Numeracy)
- By May 2027, the poverty attainment gap in P3 for Reading will reduce by 10%
- By May 2027 the poverty attainment gap in P2 for Reading, Writing and Numeracy will reduce by 10%
- By February 2027, evidence that targeted funding and resources are having a measurable impact on closing the attainment gap

2.2 DATA ANALYSIS

- By November 2026, staff will indicate increased confidence in data literacy
- By November 2026, staff will use a consistent approach to monitoring, planning and tracking data

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

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

2.1 PUPIL PLANNING & SUPPORT

Quality Assurance, Tracking Meetings, Pupil Voice Groups and Self-Evaluation Data will show:

- continued effective planning and support for children who have identified needs and barriers
- continued identification of children requiring additional support through consistent tracking and monitoring processes
- an increase in staff knowledge and understanding of current ASN legislative framework and updates
- a positive impact of the use of PEF to support children’s wellbeing
- reduction in attainment gaps between identified groups of learners and their peers
- improved attendance, engagement and participation for targeted learners
- children receiving targeted interventions demonstrate measurable progress against identified outcomes
- support plans with clear targets, regular review and evidence of impact on learning and wellbeing

2.2 DATA ANALYSIS

Quality Assurance, Tracking Meetings, Pupil Voice Groups and Self-Evaluation Data will show:

- staff demonstrating increased confidence in interpreting and using attainment, wellbeing and attendance data
- staff identifying targeted interventions more effectively and can clearly demonstrate their impact on learner outcomes
- data being used routinely to identify and address gaps in attainment, achievement and wellbeing
- continued attainment, attendance and wellbeing data demonstrating positive trends over time

Classification :

Tasks to achieve priority (Early Years/ASN/Primary/ Secondary)	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
2.1 PUPIL PLANNING & SUPPORT - Continue to identify/plan/track/support children's needs and barriers - Continue to keep up to date with current ASN legislative framework and implement any updates as required - Review the use of PEF to support children's wellbeing	August 2026 - June 2027		Simone McCredie HT Lynn McPherson DHT Lisa Conway Nursery Depute All staff	
Review the approaches to developing the use of individual children's targets within each area of the playroom environment to support greater depth and breadth in children's learning experiences	August - December 2026		Simone McCredie HT Lisa Conway Nursery Depute All nursery staff	Term 1 - 1 x Professional Learning session* Term 2 - 1 x Professional Learning session* Term 3 - 1 x Professional Learning session* Term 4 - 1 x Professional Learning session* *to discuss the feedback from Quality Assurance Week
Review the approaches to creating Personal Learning Plans to ensure they provide a clear and progressive overview of each child's developmental journey	August - October 2026		Simone McCredie HT Lisa Conway Nursery Depute All nursery staff	Term 1 - 1 x Professional Learning session* Term 2 - 1 x Professional Learning session* Term 3 - 1 x Professional Learning session* Term 4 - 1 x Professional Learning session* *to discuss the feedback from Quality Assurance Week
- Focus on improving children's attendance in the nursery - Focus on improving children's attendance in the school for those impacted by poverty	August 2026 - June 2027		Simone McCredie HT Lisa Conway Nursery Depute	Term 1 - 1 x Professional Learning session* Term 2 - 1 x Professional Learning session* Term 3 - 1 x Professional Learning session* Term 4 - 1 x Professional Learning session* *to discuss the feedback from Quality Assurance Week

Classification :

Tasks to achieve priority (Early Years/ASN/Primary/ Secondary)	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Focus on tracking and planning support for children impacted by poverty (reading in P4 and reading, writing and numeracy in P3)	August 2026 - May 2027		Simone McCredie HT Lynn McPherson DHT All teaching staff	Term 1 - 1 x Professional Learning session* Term 2 - 1 x Professional Learning session* Term 3 - 1 x Professional Learning session* Term 4 - 1 x Professional Learning session* *to discuss the feedback from Quality Assurance Week
2.2 DATA ANALYSIS Continue to up-skill staff re assessment, tracking and data analysis	August - November 2026		Simone McCredie HT Lynn McPherson DHT Lisa Conway Nursery DHT All teaching staff	Term 1 - 1 x Professional Learning session* Term 2 - 1 x Professional Learning session* Term 3 - 1 x Professional Learning session* Term 4 - 1 x Professional Learning session* *to discuss the feedback from Quality Assurance Week

If PEF spend is supporting - how much and what?

A total of £36750 will be used to fund:

- Barnardos Support Worker (0.2) to support targeted groups of children and families who are 'not on track' with their learning (£10000)
- Full-time Health and Wellbeing Coach to support the health and wellbeing and levels of engagement of identified children (£23000 approx)
- One iPad to support children who have barriers to their learning in Literacy and Numeracy (£300)
- Support for Learning teacher to support targeted groups of children to sustain levels of attainment in P5-7 (blocks of time/days tbc - £3450 approx)

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

National Improvement Framework 2026 Priorities

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in achievement, particularly in literacy and numeracy

National Improvement Framework 2026 Outcomes

1. A globally respected, empowered, and responsive education 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, and attributes that give them the best opportunity to succeed and contribute to Scotland's society and economy.
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.
3. Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all.
4. High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap.
5. Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs.
6. Improving relationships and behaviour, and attendance, with increased engagement in learning in a culture of dignity and respect for all.
7. An education system engaging in digital technologies to enhance all aspects of learning and teaching, supported by a digitally-skilled workforce and tackling digital inequality.

How Good is Our School 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.7 Partnerships 3.1 Improving wellbeing, equality and inclusion 3.2 Raising attainment and achievement	A Quality Framework for ELC Leadership • Leadership and management of staff and resources • Staff skills, knowledge, values and deployment • Leadership of continuous improvement Children thrive and develop in quality spaces • Children experience high quality spaces Children play and learn • Playing, learning and developing • Curriculum • Learning, teaching and assessment Children are supported to achieve • Nurturing care and support • Wellbeing, inclusion and equality • Children's progress • Safeguarding and child protection	UNCRC • Right to non-discrimination (Article 2) • Best interests of the child (Article 3) • Right to be heard (Article 12) • Right to freedom of expression (Article 13) • Right to freedom of thought and religion (Article 14) • Right to join groups, clubs and organisations (Article 15) • Right to access information (Article 17) • Rights of children with disabilities (Article 23) • Right to an education (Article 28) • Goals of education (Article 29) • Right to play, relax enjoy cultural and artistic activities (Article 31)
Rationale for change based self-evaluation including data and stakeholder views (Early Years/Primary/ Secondary)		
3.1 SUPPORTING CHILDREN'S HEALTH & WELLBEING • Health and wellbeing is central to everything we do and underpins children's ability to engage in learning, build positive relationships and achieve their full potential. We are committed to continuing to develop a nurturing environment where every child is supported to develop their physical, emotional, social and mental wellbeing. Through our positive relationships, inclusive practices, pupil participation and strong partnerships with families and support networks we help children build resilience, confidence and the skills they need for learning, life and work. Our approach reflects our school values of Kindness, Positivity and Success, ensuring that every child feels respected, supported and empowered to thrive. The school's inclusive and nurturing environment was highlighted a strength by the Peer Review Team in April 2026. 3.2 HEALTH & WELLBEING CURRICULUM • Through a progressive and meaningful Health and Wellbeing curriculum, we aim to develop children's emotional literacy, resilience, self-awareness, confidence and ability to work effectively with others. We believe that positive health and wellbeing outcomes are essential in helping children engage fully in learning, achieve their potential and become responsible, respectful and active members of their communities. Our curriculum reflects national guidance and supports children to develop the skills for learning, life and work while promoting positive mental, emotional, social and physical wellbeing. The importance of positive relationships, inclusion, respect, empathy and wellbeing is embedded throughout our curriculum and wider school ethos.		

Expected outcomes for learners (Early Years/Primary/ Secondary)

Who? By how much? By when? What?

3.1 SUPPORTING CHILDREN'S HEALTH & WELLBEING

- A targeted group of children will achieve their health and wellbeing targets with teacher and PSA support of by May 2027
- A targeted group of children will achieve their health and wellbeing targets (including attendance and increased participation in leadership, extracurricular and wellbeing-focused activities) with the support of the Barnardos Family Support Worker and the Health and Wellbeing Coach by May 2027
- A targeted group of children will show increased positive responses in pupil wellbeing surveys by May 2027

3.2 HEALTH & WELLBEING CURRICULUM

- By May 2027, children's engagement in Health and Wellbeing and their understanding of the experiences and outcomes will increase
- By May 2027, staff will be confident when delivering Health and Wellbeing experiences and outcomes resulting in a more progressive and coherent curriculum across all stages

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

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

Classification :

3.1 SUPPORTING CHILDREN'S HEALTH & WELLBEING

Quality Assurance, Tracking Meetings, Pupil Voice Groups and Self-Evaluation Data will show:

- positive feedback from the children and their families regarding the support in place from the Barnardos Family Support Worker and the Health and Wellbeing Coach
- positive feedback from the staff regarding their capacity and confidence to support children's health and wellbeing needs
- children show increased understanding of emotional wellbeing and can use appropriate strategies to regulate their emotions and manage conflict
- attendance and engagement in learning for a targeted group of children will improve as children feel supported and valued within school
- children demonstrate increased resilience, confidence and self-esteem
- children can identify and regulate their emotions using a range of appropriate strategies
- children develop positive, respectful relationships with peers and adults
- an improvement in responses of a targeted group of children for the Glasgow Wellbeing survey

3.2 HEALTH & WELLBEING CURRICULUM

Quality Assurance, Pupil Voice Groups and Self-Evaluation Data will show:

- positive feedback from the staff regarding the new Health and Wellbeing Curriculum Framework
- high level of engagement and high quality learning experiences planned using the Health and Wellbeing Curriculum Framework
- children know how to keep themselves physically, mentally and emotionally healthy
- children acquire the knowledge, skills and attitudes needed to make informed choices that support their physical, mental and emotional wellbeing

Classification :

Tasks to achieve priority (Early Years/ASN/Primary/ Secondary)	Timescale	RAG	Those involved/responsible - including partners	Resources and staff development
3.1 SUPPORTING CHILDREN'S HEALTH & WELLBEING - Continue to review GIRFEC/Support for Learning Procedures (annual basis) - Continue to review and develop approaches to identify and support children - Continue to ensure targeted groups of children complete the Glasgow Wellbeing survey in Aug/Sep, create pupil support plans where necessary	August -September 2026 - June 2027		Lynn McPherson DHT Lisa Conway Nursery Depute All staff	Term 1 - 2 x Professional Learning sessions* *plan/monitor/review
- Review the use of PEF to support children's wellbeing - Continue to monitor impact of Barnardos support worker on a targeted group of children and families - Monitor impact of the Health and Wellbeing Coach on a targeted group of children and families	August 2026 - June 2027		Lynn McPherson DHT Lisa Conway Nursery Depute All staff	Term 1 - 1 x Professional Learning session* Term 2 - 1 x Professional Learning session* Term 3 - 1 x Professional Learning session* Term 4 - 1 x Professional Learning sessions* *plan/monitor/review

If PEF spend is supporting - how much and what?

A total of £36750 will be used to fund:

- Barnardos Support Worker (0.2) to support targeted groups of children and families who are 'not on track' with their learning (£10000)
- Full-time Health and Wellbeing Coach to support the health and wellbeing and levels of engagement of identified children (£23000 approx)
- One iPad to support children who have barriers to their learning in Literacy and Numeracy (£300)
- Support for Learning teacher to support targeted groups of children to sustain levels of attainment in P5-7 (blocks of time/days tbc - £3450 approx)

Classification :

Tasks to achieve priority (Early Years/ASN/Primary/ Secondary)	Timescale	RAG	Those involved/responsible - including partners	Resources and staff development
- Continue to review nurture and trauma informed practice training, engaging with Inverclyde ASN Team to keep up to date with best practice - Continue to develop the work on supporting mental health and wellbeing for all pupils. - Continue to adapt the support available to staff and pupils to accommodate the changing demographic of the school.	August 2026 - May 2027		Lynn McPherson DHT Lisa Conway Nursery Depute All staff	Term 1 - 1 x Professional Learning session* Term 2 - 1 x Professional Learning session* Term 3 - 1 x Professional Learning session* *plan/monitor/review
Review the structure and purpose of group time and lunches to reflect and evidence the inclusive practices that underpin the nursery	August - December 2026		Lisa Conway Nursery Depute All nursery staff	Term 1 - 1 x Professional Learning session* Term 2 - 1 x Professional Learning session* *plan/monitor/review
3.2 HEALTH & WELLBEING CURRICULUM Create whole school, consistent approach to Health & Wellbeing through a sustainable progression pathway	August 2026 - May 2027		Lynn McPherson DHT Lisa Conway Nursery DHT KPS Leadership Teams: #KPSLovesHWB #KPSLovesRights	Term 1 - 1 x Professional Learning session* Term 2 - 1 x Professional Learning session* Term 3 - 1 x Professional Learning session (implement the new HWB Curriculum Framework) Term 4 - 2 x Professional Learning sessions* *plan/monitor/review

Priority 4: Improvement in skills and sustained, positive school-leaver destinations for all young people

National Improvement Framework 2026 Priorities

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in achievement, particularly in literacy and numeracy

National Improvement Framework 2026 Outcomes

1. A globally respected, empowered, and responsive education 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, and attributes that give them the best opportunity to succeed and contribute to Scotland's society and economy.
3. Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all.
7. An education system engaging in digital technologies to enhance all aspects of learning and teaching, supported by a digitally-skilled workforce and tackling digital inequality.

How Good is Our School 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 2.2 Curriculum 2.3 Learning, teaching and assessment 2.7 Partnerships 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability	A Quality Framework for ELC Leadership • Leadership and management of staff and resources • Staff skills, knowledge, values and deployment • Leadership of continuous improvement Children play and learn • Playing, learning and developing • Curriculum • Learning, teaching and assessment Children are supported to achieve • Children's progress	UNCRC • Best interests of the child (Article 3) • Right to be heard (Article 12) • Right to freedom of expression (Article 13) • Right to freedom of thought and religion (Article 14) • Right to join groups, clubs and organisations (Article 15) • Right to access information (Article 17) • Rights of children with disabilities (Article 23) • Right to an education (Article 28) • Goals of education (Article 29) • Right to play, relax enjoy cultural and artistic activities (Article 31)
Rationale for change based self-evaluation including data and stakeholder views (Early Years/Primary/ Secondary)		

4.1 STEM CURRICULUM PLAN

- As a result of observations of high quality learning experiences and positive feedback from all stakeholders, community partners and the Peer Review team we will continue to develop the STEM curriculum. Furthermore, we will continue to develop our STEM curriculum to inspire curiosity, strengthen problem-solving skills and provide meaningful opportunities for children to apply their learning in real-life contexts. The school approach to STEM was highlighted as a key strength of the school by the Peer Review Team in April 2026.

4.2 KPS META SKILLS

- As a result of observations of high quality learning experiences and positive feedback from all stakeholders, community partners and the Peer Review team we will continue to further develop the children's meta-skills to help them become successful learners, confident individuals, responsible citizens and effective contributors. By developing skills such as leadership, collaboration, communication, creativity, adaptability and critical thinking, children will be better equipped to adapt, solve problems and thrive in an ever-changing world.

Expected outcomes for learners (Early Years/Primary/ Secondary)

Who? By how much? By when? What?

4.1 STEM CURRICULUM PLAN

- By May 2027, the children will experience consistently high quality learning experiences across the curriculum as evidence through quality assurance procedures and the achievement of the STEM Nation Award for the nursery
- By May 2027, pupil attainment in STEM experiences and outcomes will show improvement across all stages, supported by tracking and monitoring data
- By May 2027, most pupils will demonstrate increased confidence and engagement in STEM learning, as evidenced through quality assurance procedures
- By May 2027, almost all children will be recorded as 'on track' or 'beyond expectation' in STEM

4.2 KPS META SKILLS

- By May 2027, most pupils will be able to identify and discuss their developing meta-skills and provide evidence of how they apply these across different learning contexts, as demonstrated through quality assurance procedures
- By May 2027, most pupils will demonstrate progression in the KPS Meta Skills, including problem-solving, critical thinking, creativity and collaboration, as evidenced through assessments, observations and quality assurance procedures

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

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

4.1 CURRICULUM PLAN

Quality Assurance, Tracking Meetings, Pupil Voice Groups and Self-Evaluation Data will show:

- increased pupil confidence and engagement in STEM, Spanish and Health & Wellbeing
- improved attainment and progression in STEM, Spanish and Health & Wellbeing -related experiences and outcomes
- increased opportunities for children to apply STEM, Spanish and Health & Wellbeing skills in real-life and interdisciplinary contexts
- high-quality STEM, Spanish and Health and Wellbeing learning across the school
- positive feedback from pupils, staff and parents regarding STEM, Spanish and Health & Wellbeing learning experiences

4.2 KPS META SKILLS

Quality Assurance, Tracking Meetings, Pupil Voice Groups and Self-Evaluation Data will show:

- children confidently identifying and discussing their strengths in key meta-skills such as communication, collaboration, creativity, critical thinking and leadership
- children confidently applying the KPS Meta Skills across different learning contexts and real-life situations

Classification :

Tasks to achieve priority (Early Years/ASN/Primary/ Secondary)	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
4.1 CURRICULUM PLAN - Staff to develop a consistent approach to assessing and tracking children's achievements in STEM - Staff to begin tracking attainment in STEM for the first tracking period in November 2026 - continue to assess and track the attainment of STEM across the whole school - continue to develop the KPS Curriculum Plan with a focus on Health & Wellbeing and Spanish - apply for the STEM Nation Award for the nursery class - Further develop staff capacity and confidence to deliver the KPS Curriculum Plan	August 2026 - February 2027		Lynn McPherson DHT Wendy McKeegan (STEM Lead) Lisa Conway Nursery Depute All staff	Term 1 - 2 x Professional Learning sessions (develop the new approach) Term 2 - 2 x Professional Learning sessions (apply the new approach and monitor impact) Term 3 - 1 x Professional Learning session (evaluate and monitor impact of the new approach)
- Staff to develop the KPS Curriculum Plan, with a focus on Health & Wellbeing and Spanish - KPS Leadership Teams to create a Health & Wellbeing and Spanish curriculum framework	August -December 2026		Simone McCredie HT KPS Leadership Teams: #KPSLovesHWB (including Children's Rights) #KPSLovesSpanish #KPSLovesEqualities	Term 1 - 2 x Professional Learning sessions Term 2 - 3 x Professional Learning sessions *implement the frameworks in Term 3
- Staff to plan develop the children's experiences in STEM, including partners, local community and parents - Staff to gather impact statements and apply for the STEM Nation Award (nursery)	August 2026 - May 2027		Lisa Conway Nursery Depute Wendy McKeegan (STEM Lead) All nursery staff	Term 1 - 1 x Professional Learning session* Term 2 - 1 x Professional Learning session* Term 3 - 1 x Professional Learning session* Term 4 - 2 x Professional Learning sessions (apply for the STEM Nation Award) *plan/monitor/review
- Staff to follow the KPS Curriculum Plan and deliver consistently high quality learning experiences across the curriculum - SLT will gather evidence of high quality learning experiences and impact statements during Quality Assurance Week	August 2026 - May 2027		Simone McCredie HT Lynn McPherson DHT Lisa Conway Nursery Depute All staff	Term 1 - 1 x Professional Learning session* Term 2 - 1 x Professional Learning session* Term 3 - 1 x Professional Learning session* Term 4 - 1 x Professional Learning session* *to discuss the feedback from Quality Assurance Week

Classification :

Tasks to achieve priority (Early Years/ASN/Primary/ Secondary)	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
4.2 KPS META SKILLS - Staff to develop approaches support the children to develop their ‘language of learning’, including Meta Skills - Continue to share the development of KPS Meta Skills with the parents (through Sway Newsletters and showcase events)	August 2026 - May 2027		Simone McCredie HT Lynn McPherson DHT All teaching staff	Term 1 - 1 x Professional Learning session* Term 2 - 1 x Professional Learning session* Term 3 - 1 x Professional Learning session* Term 4 - 1 x Professional Learning session* *to plan parental engagement and to discuss the feedback from Quality Assurance Week, including Pupil Voice
- Continue to promote pupil voice and pupil leadership to ensure all children contribute to school improvement - Review the approach to the KPS Leadership Teams, continuing to ensure all nursery and teaching staff are involved with an increased number of children - Continue to gather the views and opinions of all stakeholders and impact statements using the data to inform future planning - Continue to develop self-evaluation processes with a particular focus on the use of HGIOURS to develop the language and understanding of pupils in discussing their role in school improvement.	August 2026 - May 2027		Simone McCredie HT Lynn McPherson DHT All staff	Term 1 - 1 x Professional Learning session* Term 2 - 1 x Professional Learning session* Term 3 - 1 x Professional Learning session* Term 4 - 1 x Professional Learning session* *to plan parental engagement and to discuss the feedback from Quality Assurance Week, including Pupil Voice
- Review the approach to the KPS Leadership Teams, ensuring all nursery and teaching staff are involved with an increased number of children - Plan the focus/aims of the Leadership Teams - Plan pupil and staff STEM leadership roles to develop capacity and confidence when using the STEM resources eg Spheros, Indi Bolts, Micro Bits, Ooni, Sonappa	August 2026 - May 2027		Simone McCredie HT Lynn McPherson DHT Lisa Conway Nursery Depute KPS Leadership Teams: #KPSLovesSTEM #KPSLovesHWPB (including Children’s Rights) #KPSLovesSpanish #KPSLovesEqualities	Term 1 - 2 x Professional Learning sessions* Term 2 - 4 x Professional Learning sessions* Term 3 - 4 x Professional Learning sessions* Term 4 - 2 x Professional Learning sessions (review and evaluate the impact of the KPS Leadership Teams) *plan/monitor/review

Classification :

Tasks to achieve priority (Early Years/ASN/Primary/ Secondary)	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
• Continue to promote pupil voice and pupil leadership to ensure all children contribute to school improvement • Review the approach to the KPS Leadership Teams, continuing to ensure all nursery and teaching staff are involved with an increased number of children • Continue to gather the views and opinions of all stakeholders and impact statements using the data to inform future planning • Continue to develop self-evaluation processes with a particular focus on the use of HGIOURS to develop the language and understanding of pupils in discussing their role in school improvement.	August 2026 - June 2027		Simone McCredie HT Lynn McPherson DHT Lisa Conway Nursery Depute All staff KPS Leadership Teams: #KPSLovesSTEM #KPSLovesHWB (including Children's Rights) #KPSLovesSpanish #KPSLovesEqualities P7 House Captain Team	Term 1 - 2 x Professional Learning sessions* Term 2 - 2 x Professional Learning sessions* Term 3 - 2 x Professional Learning sessions* Term 4 - 2 x Professional Learning sessions* *plan/monitor/review

Priority 5: Placing the human rights and needs of every child and young person at the centre of education

National Improvement Framework 2026 Priorities

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in achievement, particularly in literacy and numeracy

National Improvement Framework 2026 Outcomes

1. A globally respected, empowered, and responsive education 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, and attributes that give them the best opportunity to succeed and contribute to Scotland's society and economy.
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.
3. Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all.
4. High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap.
5. Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs.
6. Improving relationships and behaviour, and attendance, with increased engagement in learning in a culture of dignity and respect for all.
7. An education system engaging in digital technologies to enhance all aspects of learning and teaching, supported by a digitally-skilled workforce and tackling digital inequality.

How Good is Our School 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 2.2 Curriculum 2.3 Learning, teaching and assessment 2.7 Partnerships 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability	A Quality Framework for ELC Leadership • Leadership and management of staff and resources • Staff skills, knowledge, values and deployment • Leadership of continuous improvement Children play and learn • Playing, learning and developing • Curriculum • Learning, teaching and assessment Children are supported to achieve • Nurturing care and support • Wellbeing, inclusion and equality • Children's progress • Safeguarding and child protection	UNCRC • Right to non-discrimination (Article 2) • Best interests of the child (Article 3) • Right to be heard (Article 12) • Right to freedom of expression (Article 13) • Right to freedom of thought and religion (Article 14) • Right to join groups, clubs and organisations (Article 15) • Right to access information (Article 17) • Rights of children with disabilities (Article 23) • Right to an education (Article 28) • Goals of education (Article 29) • Right to play, relax enjoy cultural and artistic activities (Article 31)
Rationale for change based self-evaluation including data and stakeholder views (Early Years/Primary/ Secondary)		
5.1 CHILDREN'S RIGHTS • We are committed to embedding children's rights across our school to ensure every child feels safe, respected, included and heard. A rights-based approach helps children understand their rights, develop responsibility and play an active part in school life. The KPS school values of K-Kindness, P-Positivity and S-Success align with the development of children's rights. 5.2 ANTI-BULLYING • We are committed to creating a safe, respectful and inclusive environment where every child feels valued and supported. Developing and implementing an anti-bullying policy helps ensure a shared understanding of bullying, promotes positive relationships, and provides clear guidance for preventing and responding to bullying behaviours. This supports wellbeing, protects children's rights and helps every child achieve their full potential.		
Expected outcomes for learners (Early Years/Primary/ Secondary) Who? By how much? By when? What?		

5.1 CHILDREN'S RIGHTS

- By May 2027, most pupils will be able to identify key rights from the UNCRC and provide examples of how these are promoted within school, as evidenced through pupil surveys, learning conversations and school self-evaluation activities.

5.2 ANTI-BULLYING

- By May 2027, 90% of pupils, staff and parents will report increased awareness of the school's anti-bullying approaches through surveys, with evidence of consistent implementation across the school.
- By May 2027, there will be a 50% reduction in reported bullying incidents by children and parents.

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

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

5.1 CHILDREN'S RIGHTS

Quality Assurance, Tracking Meetings, Pupil Voice Groups and Self-Evaluation Data will show:

- children confidently explaining their rights and responsibilities and demonstrating respect for the rights of others
- strengthened pupil voice, with children actively participating in decisions that affect their school experience
- a continued culture of respect, inclusion and wellbeing across the school community.
- children reporting that they feel safe, valued, listened to and supported in school.

5.2 ANTI-BULLYING

Quality Assurance, Tracking Meetings, Pupil Voice Groups and Self-Evaluation Data will show:

- children confidently discussing the impact of anti-bullying approaches on themselves and others
- a consistent approach to dealing with bullying incidents across the school
- an increase in parent's knowledge and understanding of anti-bullying
- bullying incidents identified, recorded and responded to consistently across the school
- continued positive relationships, respect and kindness promoted through the school ethos and curriculum
- pupils confident when reporting bullying concerns
- a shared commitment to preventing and responding to bullying among all stakeholders

Classification :

Tasks to achieve priority (Early Years/ASN/Primary/ Secondary)	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
5.1 CHILDREN’S RIGHTS - Continue to ensure children’s rights are embedded consistently across the nursery, school and school community - Apply for the reaccreditation of the Gold Rights Respecting School Award	August 2026 - May 2027		Lynn McPherson DHT Lisa Conway Nursery Depute KPS Leadership Teams: #KPSLovesRights&Equalities	Term 1 - 2 x Professional Learning sessions (develop the new approach, gather evidence and impact statements) Term 2 - 2 x Professional Learning sessions (apply the new approach, monitor impact and gather evidence and impact statements) Term 3 - 1 x Professional Learning session (evaluate and monitor impact of the new approach) Term 4 - 3 x Professional Learning sessions (gather/submit evidence for the Gold Rights Respecting Schools Award)
5.2 ANTI-BULLYING - Review the new KPS Anti-Bullying Policy - Introduce the new KPS Anti-Bullying Policy with all stakeholders	August -December 2026		Lynn McPherson DHT KPS Leadership Teams: #KPSLovesRights&Equalities	Term 1 - 2 x Professional Learning sessions (discuss and review the new policy) Term 2 - 2 x Professional Learning sessions (plan introduction of the policy to all stakeholders)