

Education – Improvement Planning Document – 2025-26

Establishment Name: King's Oak Primary School and Nursery Class

CONTENTS

1. Establishment Vision, Values and Aims
2. 3 Year overview of priorities – based on the National Improvement Framework
3. Action Plan for session 2025-26 including PEF planning

Head of Establishment	Kirstin Glancy	Date	June 2025
-----------------------	----------------	------	-----------

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

Our Vision, Values and Aims

Our Values:

King's Oak Vision

At King's Oak, we believe 'From Tiny Acorns, Mighty Oaks Grow' and that in our pursuit of excellence and equity everyone can achieve.

King's Oak Aims

The health, safety and wellbeing of the children is a key priority for all in King's Oak. This is shown through our agreed school aims:

King's Oak Primary School is a place where all children, regardless of race, gender, age or personal circumstances are supported, nurtured and encouraged to learn and develop in an environment that is welcoming and safe. Pupils and staff are treated sensitively and fairly and are encouraged to reach their full potential through an ethos of mutual respect. Pupils are encouraged to be healthy and active through a planned programme of curricular and extra-curricular activities.

Our aims are:

- To provide a safe, happy and motivating learning environment, at the heart of our community
- To promote a sense of wellbeing and respect
- To develop a culture of ambition and achievement
- To encourage children to take responsibility for their learning and behaviour
- Ensure all children can achieve their full potential academically, emotionally and physically.

King's Oak Values

Respect	(UNCRC Articles 7 and 16)
Responsible	(UNCRC Articles 12 and 42)
Honesty	(UNCRC Articles 12 and 13)
Included	(UNCRC Articles 3,12, 13, 28 and 29)
Resilient	(UNCRC 28 and 29)
Nurturing	(UNCRC Articles 19, 20, 23 and 29)

*** School Vision, values and aims are due to be reviewed and updated in session 25-26.**

King's Oak Nursery Vision

At King's Oak, we believe 'From Tiny Acorns, Mighty Oaks Grow' and that in our pursuit of excellence and equity everyone can achieve.

King's Oak Nursery Class Aims

The health, safety and wellbeing of the children is a key priority for all in King's Oak. This is shown through our agreed nursery aims:

- To provide a warm, stimulating, positive environment for children to grow and learn
- Nurture and encourage curiosity, wellbeing and respect
- To become more confident and independent, whilst learning and playing
- Encourage children to take responsibility for their learning and behaviour
- To provide an interactive partnership involving school, home, outside agencies and the community.

King's Oak Nursey Values

Respect	(UNCRC Articles 7 and 16)
Honesty	(UNCRC Articles 12 and 13)
Kindness	(UNCRC Article 12)
Safe	(UNCRC Articles 5, 27 and 36)
Achieving	(UNCRC Articles 28 and 29)

*** Nursery Vision, values and aims are due to be reviewed and updated in session 25-26.**

3 Year Overview of Establishment Priorities

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

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

Session 2025-2026

Session 2026-2027

Session 2027-2028

King's oak Nursery Class outcomes and tasks are highlighted in blue.

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	Maintain Rights Respecting Schools Gold Award	Maintain Rights Respecting Schools Gold Award	Maintain Rights Respecting Schools Gold Award (nursery also)
	Embed racial literacy across school and introduce in nursery.	Embed racial literacy programme in nursery	
	Creation of equalities policy (nursery also)	Embed equalities policy (nursery also)	
Improvement in children and young people's health and wellbeing	Embed PATHs post coaching programme	Trauma and mental health development (nursery also)	Trauma and mental health development (nursery also)
	Introduce Seasons for Growth as a support for identified learners.		
	Develop trauma informed approaches in line with authority vision (SLT then cascade) (nursery also)		
	Develop sensory space to support emotional regulation.		
Closing the attainment gap between the most and least disadvantaged children and young people	Develop teaching and learning approaches in Writing	Develop teaching and learning approaches in Reading and Writing	Continue to review intervention strategies for individual children (nursery also)
	Develop digital approaches to support writing	Embed digital supports to support writing	
	Re-launch of Numeracy strategy		
	Embed the use of SEAL within playroom experiences.		
Improvement in skills and sustained, positive school-leaver destinations for all young people	Development of sustainable goals into wider curriculum planning	Continue to review curriculum offer with skills focus	Review and develop skills development and pupil leadership opportunities and approaches (nursery also)
	Cluster project working with pupil leadership group	Embed pupil leadership at cluster level.	
Improvement in achievement, particularly in literacy and numeracy	Develop teaching and learning approaches in Writing	Develop teaching and learning approaches in Reading and Writing	Develop playful approaches (nursery also)
	Develop digital approaches to support writing	Embed digital supports to support writing	
	Re-launch of Numeracy strategy		
	Embed the use of SEAL within playroom experiences.		

Stakeholder's views

How were stakeholders views collected?

Stakeholders' views were collected through consultation with parents at an open event, through meeting with pupil groups at learning conversations and through the process of self-evaluation using HGIOS and HGIOURS.

How was PEF spend consulted on?

We consulted with our Parents and staff through questionnaires. Pupil voice was represented through our Pupil Council. Parents and pupils will be given shared ownership of 1 % of our PEF budget in session 2025 – 2026. Further consultation and a vote will be used to determine this budgetary spend in September 2025. (0.5% parents, 0.5% children = £1728)

Plan: Session 2025-26

Priority 1 and Priority 2

Closing the attainment gap between the most and least disadvantaged children and young people
Improvements in attainment, particularly in literacy and numeracy

National Improvement Framework Outcomes

4. High achievement and reduced attainment gap for all learners.

Choose an item.

Choose an item.

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

How Good is Our School/Quality Improvement Framework ELC

4.3 Children's progress

4.2 Wellbeing, inclusion and equality

3.3 Learning, teaching and assessment

3.1 Play and learning

2.1 Children experience high quality spaces

Choose an item.

UNCRC

Article 3 (Best interests of the child):

Article 28: (Right to education):

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

The school roll in King's Oak is currently 237 pupils; with 79.3 % of pupils residing in SIMD 1 and 2 however taking bands 3 and 4 into consideration this increases to 94.5%. Only 11 pupils reside in SIMD bands 5-10. This accounts for 4% of the school population. No SIMD decile is known for 2 pupils. 56.12% of school pupils are entitled to free school meals. Pupils with English as an Additional Language make up 9.28% of the school population.

The current profile of King's Oak reflects that our gap lies not within the school but between the majority of our school and the more affluent areas of Inverclyde and Scotland.

The SIMD profile of the school and nursery does not lend itself to focussing on identifying the attainment gaps between SIMD 1 and 2 and out with. Instead, we have a whole establishment focus on raising attainment for all pupils, particularly those not making expected progress.

P2-P7 data also indicates that the most appropriate focus should be on reading, writing and numeracy.

By funding a PEF Teacher this will allow us to have an additional class, therefore, meeting the needs of all learners appropriately, particularly taking into account learners with additional support needs.

As a school in an area of high deprivation we recognised that the cost of the school day can be a barrier to some pupils, we will therefore allocate funding that will be distributed taking into account the views of our learners and families through participatory budgeting. Outcomes will be determined by pupils and parents for a small percentage of budget allocated.

The nursery has capacity for 24, 3-5 year olds at any one time. All children are provided with 1140 Hours of funded childcare and education and since August 2020. Children are provided with a free meal during their session. Parents can also choose to purchase additional hours when available. The roll in the nursery class is 24; with 87.5 % of pupils residing in SIMD 1 and 2 however taking bands 3 and 4 into consideration this increases to 100%. No pupils reside in SIMD bands 5-10.

Following significant improvement to the nursery learning environment, practitioners will now continue to embed approaches such as Word Aware and increasing Phonological Awareness to raising attainment in literacy. Further staff training and a focus on numeracy will increase attainment in this area. A further nursery focus will be for practitioners to embed making professional judgements on attainment linked to Inverclyde progression pathways and the newly introduced early Level tracking tool.

Expected outcomes for learners

Who? By how much? By when? What?

Literacy

- To increase the percentage of pupils in P2 making expected progress in writing from 66.7% to 69.7% by June 2026.
- To increase the percentage of pupils in P2 making expected progress in reading from 66.7% to 69.7% by June 2026.
- To increase the percentage of pupils in P4 making expected progress in reading from 55.6% to 59.3% by June 2026.
- To increase the percentage of pupils in P4 making expected progress in writing from 55.6% to 59.3% by June 2026.
- To increase the percentage of pupils in P6 making expected progress in writing from 55.2% to 58.6% by June 2026.
- To increase the percentage of pupils in P7 making expected progress in writing from 56.5% to 58.7% by June 2026.

Numeracy

- To increase the percentage of pupils in P2 making expected progress in numeracy from 57.6% to 66.7% by June 2026.

Nursery

- To increase the percentage of pre-school nursery pupils making expected progress in reading from 60%% to 70% by June 2026.
- To increase the percentage of pre-school nursery pupils making expected progress in talking and listening from 50%% to 60% by June 2026.
- To increase the percentage of pre-school nursery pupils making expected progress in writing from 50%% to 60% by June 2026.
- To increase the percentage of pre-school nursery pupils making expected progress in numeracy from 50%% to 60% by June 2026.

If PEF spend is supporting – how much and what?

- 1.0 PEF Teacher £62,493 (incl. prov. 5% pay rise)
- 2.29FTE Pupil Support Assistants £39,460 (incl. potential 5% pay rise)
- Talk 4 Writing Consultancy Programme £5,500
- Curriculum Resources (ABC Music £440, Nessy £1,315, Sumdog £1,200, STEM resources £750, PIRA Reading Assessment and Intervention pack £2,381, P.E. Resources £3,000, Play pedagogy and nurture resources £1,500, Reading books and library book replacement costs £1,000)
- Cost of the School Day (Panto £1,500, Transport Costs £1,500, P7 Residential £7,500, Uniform £1,500, Events £300, Participatory Budget £1,728,)

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Identified learners given targeted support	August 2025 – May 2026		SfL/ TI Teacher Shiona Manson PSA's leading class based groups	
Project Team days for Talk4Writing	8 th September 2025 and 2 nd December 2025		T4W Project Team, Yvonne Daubney (Talk4Writing)	Supply staff to be bought using PEF to release project team
Whole Staff training Day in Talk4Writing	20 th October 2025		T4W Project Team, Yvonne Daubney Teaching staff PSA's	
Roll out of whole school Talk4Writing planner.	August 2025 – June 2026		Teaching staff supported by PSA's	Whole school planner, new grammar planner
Departmental moderation to support TPJ and assessment in writing	August 2025 – June 2026		All teaching staff SLT	Establish agreed approach including scaffolding through departmental meetings.
Peer visits to support Talk4 Writing development	August 2025 – June 2026		All teaching staff SLT	
Trial and evaluate writing assessment criteria at all stages across the school (all toolkits)	August 2024 – May 2025		All teaching staff P3-P7	
Creation of displays around school and classrooms to reflect Talk4Writing ethos	August 2025 – June 2026		T4W Project Team All teaching staff	
Assembly focus on a monthly basis linked to Talk4Writing	August 2025 – June 2026		T4W Project Team All teaching staff	
Visit Inverclyde numeracy strategy framework and sway site	August 2025 – June 2026		All teaching staff SLT	Include in PL calendar for year

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Identified learners given targeted support	August 2025 – May 2026		Nursery Depute HOE Keyworkers Peripatetic EYECO	
Deliver ongoing short burst support and challenge groups planned responsively to children's needs.	August 2025 – May 2026		Nursery Depute HOE Keyworkers Peripatetic EYECO	
Use of audit systems to identify appropriate literacy and numeracy resources and experiences to enhance learning environments.	August 2025 – May 2026		Nursery Depute HOE Keyworkers Peripatetic EYECO	
Continue with training programme and use of floorbooks as an environment planning approach	August 2025 – May 2026		Nursery Depute HOE Keyworkers Peripatetic EYECO	
Continued focus on setting ambitious and appropriate learning targets for children, shaped from the Early level trackers.	August 2025 – May 2026		Nursery Depute HOE Keyworkers Peripatetic EYECO	
Staff training and focus on observations and how to use these as an analysis of children's learning.	August 2025 – May 2026		Nursery Depute HOE Keyworkers Peripatetic EYECO	

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?

- Tracking & monitoring data (BGE dashboard) will show targets are met
- Tracking & monitoring data (BGE EY dashboard gathered through Learning journals) will show targets are met.
- Minutes of meetings focusing on pupil progress and attainment will show improvement (nursery also).
- Data which demonstrates that the majority of pupils are making expected progress.
- Self-evaluation of learning and teaching will evidence improvement in the consistency of high quality learning and teaching (including effective use of digital technology) across the curriculum. Evidence will be gathered via analysis of pupil progress, pupils' views and learning visits.
- * Points 3-5 will also be used as measures of impact in the nursery class

Priority 3 Improvement in children and young people's health and wellbeing Choose an item	
National Improvement Framework Outcomes 6. Positive relationships, behaviour, and attendance in a respectful culture. 5. Skilled teachers and leaders delivering excellent, inclusive education. Choose an item. Education - achieving excellence and equity: National Improvement Framework 2025	
How Good is Our School/Quality Improvement Framework ELC 3.1 Play and learning 3.3 Learning, teaching and assessment 4.1 Nurturing care and support 4.3 Children's progress Choose an item. Choose an item.	UNCRC Article 28: (Right to education): Article 3 (Best interests of the child):
Rationale for change based self-evaluation including data and stakeholder views	
<p>In session 2024-2025 our attendance decreased from previous levels. Continued approaches to monitoring attendance will continue to be embedded and reviewed this session to ensure attendance improves. PEF funded clerical support facilitates robust attendance monitoring approaches. In support of the new authority policy on school attendance, the school and nursery will develop individual policies.</p> <p>As Inverclyde continues to be a trauma informed authority, all staff will have further trauma training modules. This will ensure a highly trained staff team, who are trauma informed (nursery also). The Headteacher will also attend Signs of Safety training in partnership with HSCP.</p> <p>PATHS is a well-research programme of study, explicitly teaching emotional literacy and regulation skills, aiming to increase learner's awareness of self-regulation strategies. As we exit from our three year coaching programme, PATHS will continue to be embedded across the school and nursery, independently, ensuring improvements in children's social and emotional learning.</p> <p>To support improvement of children's health and wellbeing, we will continue to deliver the Roots of Empathy programme to a selected stage within the school. We will also implement a Seasons for Growth programme as two staff have received training in May 2025. Children and families will be further supported both in a planned and responsive way, through employing a 0.4FTE Family Support Worker from Barnardo's.</p> <p>A number of learners across the school require further support with emotional regulation as indicated by Strengths and Difficulties Questionnaires, observation and Boxall profiling. PEF funded targeted support to develop a school-based sensory space will allow a safe place for children to be emotionally supported with their regulation.</p>	

Expected outcomes for learners			
Who?	By how much?	By when?	What?
<ul style="list-style-type: none"> The attendance of pupils living in SIMD 1-2 will be a minimum of 90% by June 2026. By June 2026, almost all children from nursery - P7 will engage in PATHS lesson delivered. By June 2026, there will be a reduction in aggression/ disruptive behaviour from most (50-74%) identified learners. By June 2026, there will be an increase in social and emotional competence from most (50-74%) identified learners. By June 2026, there will be an increase in concentration and attention from most (50-74%) identified learners. By June 2026, teaching staff will identify a minimum increase of 10% in pupils' ability to manage conflict internally, as taught in the Roots of Empathy programme (baseline to be established pre-programme). To increase the percentage of pre-school nursery pupils making expected progress in health and wellbeing from 40% to 60% by June 2026. 			
If PEF spend is supporting – how much and what?			
<ul style="list-style-type: none"> Sensory Room Development £13,000 Online Boxall subscription £450 Additional Clerical staffing to support attendance strategy £3,930 Roots of Empathy £350 Barnardo's Family Support £20,800 			

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
All staff to engage with authority Trauma Informed professional learning	Aug 2025 – June 2026		SLT (school and nursery)	NHS Resource, Inverclyde e-learn
Signs of safety training to be attended and then next steps taken from this	Aug 2025 – June 2026		HT	
PATHS pre and post intervention data to be gathered by all class teachers for identified learners	Aug 2025 – June 2026		Teaching staff Craig Thomson, H&WB lead	
Roots of Empathy programme to be delivered to target class.	Aug 2025 – June 2026		Julie Grieve Roots of Empathy programme Identified baby and family	
Seasons for Growth programme to be delivered to identified group of children across school.	Aug 2025 – June 2026		Ashley Rankin Lisa Miller	
Monthly attendance reviews (nursery)	Aug 2025 – June 2026		Morag O'Neill, Clerical Assistant HT Nursery DHE	
Creation of school and nursery attendance policy	Aug 2025 – June 2026		HT Nursery DHE Parent consultation of draft policy	
Review Promoting Positive Relationships policy	Aug 2025 – June 2026		Craig Thomson, H&WB lead H&WB committee Parent consultation of draft policy	
Creation of child friendly Promoting Positive Relationships policy	Aug 2025 – June 2026		Craig Thomson, H&WB lead H&WB committee Parent consultation of draft policy	
Creation of school anti-bullying policy based on authority policy agreed in May 2025.	Aug 2025 – June 2026		Pupil Council Lynne Wilson Parent consultation of draft policy	
Creation of child friendly Anti bullying policy	Aug 2025 – June 2026		Pupil Council Lynne Wilson Parent consultation of draft policy	
Re-visit establishment vision, values and aims (nursery also)	August 2025 – December 2025		All staff from school and nursery All children Parents and Carers	
Coaching and modelling to increase practitioner confidence and skills in reporting to parents and	Aug 2025 – June 2026		Nursery DHE Nursery staff	

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
partners, including attending Team Around the Child (TAC) meetings,				

Measure of Impact: What we will see and where? How will we measure this? What does “better” look like? How will we recognise better when we see it?
<ul style="list-style-type: none"> • Reduction in absence for targeted group. • Through pre and post data gathered, pupils will demonstrate an increase in social and emotional competence (nursery also) • Through pre and post data gathered, pupils will demonstrate an increase in concentration and attention (nursery also) • Through pre and post data gathered, pupils will demonstrate an decrease in aggression/ disruptive behaviour (nursery also) • Through pre and post data gathered, all staff will have increased knowledge on being trauma informed and will be able to evaluate progress within the school and nursery, including identification of next steps (nursery also)

Priority 4 Placing the human rights and needs of every child and young person at the centre of education. Choose an item			
National Improvement Framework Outcomes 3. Inclusive curriculum and assessment for a sustainable future. Choose an item. Choose an item. Education - achieving excellence and equity: National Improvement Framework 2025			
How Good is Our School/Quality Improvement Framework ELC 3.1 Play and learning 4.2 Wellbeing, inclusion and equality 3.2 Curriculum 3.3 Learning, teaching and assessment Choose an item. Choose an item.		UNCRC Article 3 (Best interests of the child): Article 28: (Right to education):	
Rationale for change based self-evaluation including data and stakeholder views			
As a Gold Rights Respecting establishment, we will continue to embed and develop from next steps given through our accreditation report (nursery also).			
In session 2024-2025, a racial literacy programme of learning was introduced across the school. Data gathered from this indicated that understanding of race and racism increased from pre and post data gathered. Further work is required to embed approaches and to further deepen children’s knowledge. This will extend to include the nursery class.			
Expected outcomes for learners			
Who?	By how much?	By when?	What?
<ul style="list-style-type: none">From P1-P7, the understanding of race will be a minimum of 71% by June 2026.From P1-P7, the understanding of racism will be a minimum of 75% by June 2026.By June 2026, the majority (50-75%) of nursery children will demonstrate an understanding of race and racism and can verbalise how these relate to their lives.			
If PEF spend is supporting – how much and what?			
N/A			

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Delivery of class RL lessons including nursery class	August 2025 – June 2026		Cassie O'Neill SLT Teaching staff, nursery staff	
Pre and post data gathered on knowledge and understanding of racial literacy (nursery also)	August 2025 – June 2026		Cassie O'Neill SLT Teaching staff, Nursery staff	
Develop a whole establishment equalities policy (inclusive of nursery).	August 2025 – June 2026		Cassie O'Neill SLT Teaching staff, Nursery staff	
Creation of a child-friendly equalities policy	August 2025 – June 2026		Cassie O'Neill SLT Teaching staff Nursery staff	
Creation of nursery racial literacy programme of lessons or ideas through play provocations	August 2025 – June 2026		Cassie O'Neill SLT Teaching staff Nursery staff	

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?

- Pre and post data collected for racial literacy lessons ([nursery also](#)).

Priority 4

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

Choose an item

National Improvement Framework Outcomes**1. Empowered and accountable education system supporting lifelong learning.**

Choose an item.

Choose an item.

[Education - achieving excellence and equity: National Improvement Framework 2025](#)**How Good is Our School/Quality Improvement Framework ELC**

3.2 Curriculum

4.2 Wellbeing, inclusion and equality

4.1 Nurturing care and support

Choose an item.

Choose an item.

Choose an item.

UNCRC

Article 3 (Best interests of the child):

Article 28: (Right to education):

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

Within Inverclyde Academy cluster, we have the continued desire to create a consistent cluster language around skills development..

The identification of learners requiring to engage in skills for work, supports PEF funding to be used to allow for participation and accreditation of the Dynamic Youth Award for P7 learners. This forms part of the P7 DYW focus and the encouragement of self-directed learning as part of the wider transition process.

[Increasing children's skills for life, learning and work through planning and implanting sustainable food production within the nursery garden, funded by a Tesco Community grant.](#)

Expected outcomes for learners

Who?	By how much?	By when?	What?
------	--------------	----------	-------

- By June 2026, most (75%) P7 learners will have gained accreditation of the Dynamic Youth Award.
- [By June 2026, the majority \(50-75%\) of nursery children will be able to talk about skills used carrying out the nursery sustainable food project.](#)

If PEF spend is supporting – how much and what?

Dynamic Youth Award £450 (£100 site licence, £6 booklet per pupil, £2.50 postage plus anticipated cost increases from last year's pricing)

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Engage P7 learners in the Dynamic Youth Award.	Aug 2025– June 2026		P7 teaching staff and PSA's Clerical	
Establish plan for food growing project.	Aug 2025– June 2026		All nursery staff Nursery DHE	
Collaboration with Belville to support food growing initiative.	Aug 2025– June 2026		All nursery staff Nursery DHE	
Use of champion roles to deliver aspects of food growing project	Aug 2025– June 2026		All nursery staff Nursery DHE	
Share project updates with the wider school community through assemblies.	Aug 2025– June 2026		All nursery staff Nursery DHE	
Share project updates with parents/ carers through nursery visits, learning journals and parent involvement.	Aug 2025– June 2026		All nursery staff Nursery DHE	

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?

- Most pupils receiving DYA accreditation.

Priority 5

Improvement in skills and sustained, positive school-leaver destinations for all young people
Improvement in children and young people's health and wellbeing

National Improvement Framework Outcomes

2. Strong partnerships between schools, services, families, and communities.

1. Empowered and accountable education system supporting lifelong learning.

Choose an item.

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

How Good is Our School/Quality Improvement Framework ELC

1.1 Leadership and management of staff and resources

1.2 Staff skills, knowledge, values and deployment

1.3 Leadership of continuous improvement

Choose an item.

Choose an item.

Choose an item.

UNCRC

Choose an item.

Choose an item.

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

Ongoing self-evaluation across the Inverclyde Academy Cluster highlights positive progress in collaboration, pupil participation, and leadership alongside areas for continued development. Analysis of quantitative data, qualitative feedback from stakeholders, and professional dialogue has directly informed the identification of cluster improvement priorities for session 2025-2026.

Pupil Leadership, Participation & The Promise

As a cluster, we remain committed to embedding the principles of *The Promise* across all settings to ensure that every child experiences consistent, nurturing, and inclusive practice. Demographic analysis indicates a continued increase in the number of Care Experienced Young People (CEYP) across the cluster, alongside a rise in the number of families facing socio-economic and wellbeing challenges. Stakeholder feedback from pupils, staff and families strongly reinforces the need for approaches that build strong relationships, empower young people, and promote a sense of belonging. The Cluster Pupil Leadership Group has made strong progress over the past year, successfully co-creating the *Pinkie Promise* charter, alongside Inverclyde's Virtual Head teacher, to capture and embed key messages aligned with *The Promise*. Self-evaluation indicates that this work has significantly raised pupil awareness of their rights, responsibilities, and the importance of inclusive, compassionate school cultures. Feedback from pupils demonstrates enthusiasm to further develop their leadership role and extend their influence. In response, the group will now create and deliver an assembly programme across cluster schools, supporting consistent messaging and promoting shared values, while offering meaningful opportunities for pupil leadership in action.

Early Learning & Childcare Quality Framework

Cluster-wide self-evaluation against the new National Quality Framework for Early Learning and Childcare has highlighted both areas of strength and next steps. Peer moderation and professional dialogue through the Cluster Nursery Depute network have been well received, offering opportunities for shared reflection, collaborative problem-solving, and the development of consistent high-quality practice. Going forward, the network will continue to focus on strengthening consistency in observation, assessment, and responsive planning to ensure all children benefit from rich, high-quality early years experiences.

Curriculum Coherence: Science and STEM

Through cluster curriculum self-evaluation and professional dialogue, variation in Science delivery across primary stages has been identified. The

implementation of the Inverclyde Science Planners offers an opportunity to strengthen progression, ensure coverage of key concepts and skills, and build teacher confidence. Staff have identified the need for cluster-wide CLPL opportunities to support consistent delivery, with a particular focus on skills-based, hands-on learning aligned to Metaskills and Developing the Young Workforce (DYW). Pupil voice activities indicate strong engagement and motivation when Science is taught in practical, real-life contexts. To support this, Inverclyde Academy staff will collaborate with primary colleagues to co-deliver science experiences, providing opportunities for staff upskilling and ensuring a coherent pathway from Early to Senior Phase.

Leadership Development & Professional Collaboration

Feedback from cluster Head Teachers continues to emphasise the value of protected Cluster HT development time, allowing for regular professional dialogue, moderation of improvement priorities, and shared leadership learning. This structure remains a key driver in maintaining collective ownership, building leadership capacity, and ensuring alignment of practice across the cluster.

Expected outcomes for learners			
Who?	By how much?	By when?	What?
1. Pupil Leadership & The Promise			
By May 2026, the Cluster Pupil Leadership Group will design and deliver a series of pupil-led assemblies across all cluster establishments, embedding key messages from <i>The Promise</i> and developing pupil understanding of care experience and inclusion. The impact of this work will be measured through pre and post pupil and staff questionnaires (November 2025 and June 2026), evidencing increased pupil confidence in leadership roles and greater understanding of care experience across the cluster.			
2. Cluster Nursery Depute Network – Quality Framework			
By May 2026, the Cluster Nursery Depute Network will fully engage with the National Quality Framework, developing shared approaches to observation, assessment and planning. All cluster nurseries will participate in collaborative moderation and professional dialogue, with pre and post self-evaluation audits evidencing improved consistency and confidence in delivering high-quality Early Learning and Childcare.			
3. Science Curriculum & Moderation			
By May 2026, all schools within the cluster will have implemented the Inverclyde Science Planners, with joint moderation taking place during the February 2026 In-Service Day. Staff confidence in delivering skills-based science will increase, with planning, learning visits, and pupil feedback evidencing more consistent and engaging science experiences that promote Metaskills and Developing the Young Workforce.			
5. Cluster HT Development Days			
By June 2026, Cluster Head Teachers will continue to engage in one full protected development day per term, providing time for professional dialogue, moderation of improvement priorities, and shared leadership learning. Evaluation of HT sessions will evidence the impact on leadership capacity, shared self-evaluation and alignment of practice across the cluster.			

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Pupil Leadership & The Promise				
Establish Cluster Pupil Leadership Group and agree annual priorities Continue to develop Pupil leadership Identity e.g. T-Shirts with Pinkie Promise logo	August - September 2025		Cluster HTs, PTs, Pupil Leadership Groups	Cluster meeting time, previous year's Pinkie Promise work, school staff support
Create pre/post evaluations to gather pupil and staff feedback Issue pre evaluation forms (pupils and staff)	August - September 2025		Cluster HTs Virtual HT (S Chambers)	HGIOS 4 Microsoft Forms
Pupil Leadership Group to design pupil-led assembly content linked to The Promise	September - December 2025		Pupil Leadership Group, Cluster link staff	Staff mentoring, assembly planning time, HT support
Deliver pupil led assemblies across all cluster schools	January - April 2026		Pupil Leadership Group, Cluster HTs and SLTs	Assembly delivery time, shared assembly materials
Gather and collate post evaluation data (pupils and staff)	November 2025 & June 2026		Cluster HTs, SLTs, class teachers	Evaluation tools (questionnaires), data collation support
Create a recorded content version of the pupil assembly	January - April 2026		Pupil Leadership Group, Cluster HTs and SLTs Virtual HT (S Chambers) WB HT (E Morris)	Assembly materials
Pupils to deliver Pinkie Promise at Inverclyde heads meeting (Alison to liaise with MR re: dates)	May 2026		Pupil Leadership Group, Cluster HTs and SLTs Virtual HT (S Chambers)	Shared assembly materials Pinkie promise

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Cluster Nursery Depute Network Quality Framework				
Continue Cluster Nursery Depute meetings focused on National Quality Framework priorities	August 2025 – May 2026 (ongoing)		Cluster Nursery Deputes, Cluster HTs, ELC QIO	National Quality Framework documentation, CI guidance, self-evaluation tools
Identify and moderate key themes (observation, assessment, planning)	Termly moderation cycles		Nursery Deputes, Cluster HTs	Moderation frameworks, peer observation opportunities
Conduct pre/post self-evaluation audits across nurseries	September 2025 & May 2026		Nursery Deputes, Cluster HTs, ELC QIO	Self-evaluation audit templates, staff discussion time
Science Curriculum & Moderation				
Schools will engage with Inverclyde Science Planners as appropriate for their individual improvement agendas	August 2025 - May 2026		Cluster HTs, Science coordinators, Class teachers, Secondary Science staff	Inverclyde Science Planners, planning meetings, CLPL sessions
Plan and deliver joint CLPL session at February In-Service. Coordinator for this identified as G McGowan (Aileymill) and secondary links identified in Sept 2025	February 2026		Cluster HTs, Science leads, Secondary Science staff	In-Service day programme, joint planning time, external CLPL input if required
Conduct joint moderation and professional dialogue during In-Service	February 2026		All teaching staff, HTs	Moderation pro formas, exemplification materials
Collect pupil feedback on science experiences	April - May 2026		Class teachers, SLTs	Pupil voice templates, surveys or focus group time

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Cluster HT Development Days				
Facilitate 4 protected Cluster HT development days	October 2025, February 2026, May 2026		Cluster HTs	Protected diary time, agreed agendas and QI focus areas
Use HT development time for self-evaluation and moderation of SIP priorities	Throughout year		Cluster HTs, QIO support where appropriate	HGIOS 4 QI frameworks, SIP documentation, peer review processes

Measure of Impact: What we will see and where?
How will we measure this? What does “better” look like? How will we recognise better when we see it?
<p>For <i>Pupil Leadership & The Promise</i>, we will see pupil-led assemblies being delivered across all cluster schools, observed and supported by senior leadership teams and staff. Pre- and post-questionnaires carried out in November 2025 and June 2026 will show increased confidence amongst pupils in their leadership roles and an improved understanding of care experience and inclusion across the cluster. Pupil voice groups and class discussions will reflect this growing awareness, with pupils able to articulate the key messages of <i>The Promise</i> and recognise care experience as part of their school communities. Staff and Head Teachers will provide positive feedback on the consistency of messaging across establishments, while the visibility of <i>The Pinkie Promise</i> charter in school environments, planning documentation and displays will further evidence the embedding of this work into daily school life.</p> <p>For the <i>Cluster Nursery Depute Network Quality Framework</i>, we will see moderation records and professional dialogue notes capturing shared approaches to observation, assessment and planning across all cluster nurseries. Pre and post self-evaluation audits will demonstrate improved consistency and increased confidence in applying the National Quality Framework. Nursery planning documentation, Learning Journals and pupil profiles will show the consistent application of shared language and practice. Feedback from nursery staff will indicate growing confidence in understanding and applying the key quality indicators, while evaluations of Cluster Depute Network meetings will evidence that they continue to serve as valuable forums for professional learning, peer support, and leadership development.</p> <p>In relation to <i>Science Curriculum & Moderation</i>, we will see all schools fully implementing the Inverclyde Science Planners, as evidenced in forward planning, teacher planning folders and tracking systems. Learning visits and classroom observations will demonstrate the increased use of practical, skills-based science experiences at all stages. Joint moderation activities held during the February 2026 InService Day will capture shared professional judgement on consistency and progression in learning and teaching in Science across the cluster. Pupil feedback gathered through surveys, learning conversations and focus groups will reflect high levels of engagement, enjoyment and understanding of science learning. Staff feedback will show increasing confidence in delivering skills-based science, making clear links to Metaskills development and Developing the Young Workforce.</p>

- For *Cluster HT Development Days*, records of Head Teacher development days, including agendas, minutes and action points, will reflect alignment with shared improvement priorities. Evaluations from Head Teachers will indicate growing confidence in strategic leadership, self-evaluation, and improvement planning. Shared practice and increased consistency will be visible within individual school improvement plans, standards and quality reports, and self-evaluation evidence across the cluster. Collaborative self-evaluation using HGIOS 4 quality indicators will further evidence improved consistency and leadership capacity across the cluster.