

Education – Improvement Planning Document – 2026-27

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

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	August 2026
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Our Vision, Values and Aims

Vision

Our establishment 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, staff and visitors are treated sensitively, fairly and are encouraged to reach their full potential through an ethos of mutual respect.

We believe that in our pursuit of excellence and equity, everyone can achieve. Our Vision statement is '*From Tiny Acorns, Mighty Oaks Grow*'.

Values

Our establishment values are at the heart of all we do in King's Oak. Our joint school and nursery values are:

Respect, Responsible, Honesty, Kindness, Ambition and Safe.

- Respect (UNCRC Articles 7 and 16)
- Responsible (UNCRC Articles 12 and 42)
- Honesty (UNCRC Articles 12 and 13)
- Kindness (UNCRC Article 12)
- Safe (UNCRC Articles 5, 27 and 36)
- Ambition (UNCRC Articles 29 and 6)

Our Aims

Across session 2025-2026, we consulted on our vision, values and aims. In agreement, all stakeholders aligned the values of both the school **and nursery**, meaning our aligned values are:

- To provide a safe, happy and motivating learning environment for children to grow and learn.
- To nurture and encourage curiosity, wellbeing and respect.
- To develop a culture of ambition and achievement whilst learning and playing.
- To encourage children to take responsibility for their learning and behaviour.
- Ensure all children can achieve their full potential academically, emotionally and physically.
- To provide an interactive partnership involving school, nursery, home, outside agencies and the community.

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

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

King's Oak ASN provision outcomes and tasks are highlighted in purple.

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
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 (nursery also)	Maintain Rights Respecting Schools Gold Award (nursery also)
	Embed equalities policy (nursery also)	Equalities	Equalities
	Finalise Curriculum Rationale work from 25-26		
	Develop knowledge and understanding of protected characteristics under the Equalities Act. (nursery also)		
Improvement in children and young people's health and wellbeing;	Embed Seasons for Growth as a support for identified learners.	Outdoor learning	Outdoor learning
	Therapeutic Interventions for targeted pupils.	Develop and implement pedagogical approaches which support learner engagement and wellbeing, informed by Curriculum Improvement Cycle (CIC) guidance	
	Develop sensory space to support emotional regulation.	ASN provision growth	ASN provision growth
	Opening of ASN provision within establishment.		
Closing the attainment gap between the most and least disadvantaged children and young people;	Develop teaching and learning approaches in Reading and Writing	Digital approaches to support learning.	Digital approaches to support learning.
	Develop active approaches in learning to increase attainment and engagement.		
	Develop beyond number across play experience (nursery also)		Embed approaches that promote equity and inclusion, in line with CIC guidance and KDU model.
	Widen targeted interventions to meet the needs of learners.		
Improvement in skills and sustained, positive school-leaver destinations for all young people; and	Continue to review curriculum offer with skills focus and play/ active learning.	Play Pedagogy/ Active Learning	Play Pedagogy/ Active Learning
	Steering group for financial education cluster project.	Development of Meta Skills and DYW that strengthen skills progression, learner pathways and learning for life and work, informed by CIC guidance.	Development of Meta Skills and DYW
	Widen opportunities for learners to develop, apply and recognise skills across the four contexts for learning.		

Classification : Official

Improvement in achievement, particularly in literacy and numeracy	Develop teaching and learning approaches in Reading and Writing	Digital approaches to support learning.	Digital approaches to support learning.
	Develop active approaches in learning to increase attainment and engagement.		
	Develop beyond number across play experience (nursery also)		Embed learning and teaching approaches in line with CIC guidance and Know- Do- Understand (KDU) model.
	Widen targeted interventions to meet the needs of learners.		

Stakeholder’s views

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

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. [Nursery views were gathered, shaped by A Quality Framework for the early learning and childcare sectors: ELC.](#)

How was PEF spend consulted on? (Primary/Secondary)

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 2026 – 2027. Further consultation and a vote will be used to determine this budgetary spend in October 2026.

Colour Key

School Priorities

Nursery Priorities

Joint Priorities

Plan: Session 2026-27

Priority 1: Overview of Priority -

NIF Priorities

Improvements in attainment, particularly in literacy and numeracy

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

National Improvement Framework Outcomes

4. High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap.

Choose an item.

How Good is Our School

3.2 Raising attainment and achievement

2.3 Learning, teaching and assessment

Choose an item.

Choose an item.

A Quality Framework for ELC

3.1 Play and Learning

4.3 Children's Progress

UNCRC

Article 3 (Best interests of the child):

Article 28: (Right to education):

Choose an item.

Choose an item.

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

The school roll in King's Oak is currently 234 pupils over 11 classes, two of which are composite. 80% of pupils reside in SIMD 1 and 2, however taking bands 3 and 4 into consideration this increases to 95.7%. Only 10 pupils reside in SIMD bands 5-10. This accounts for 4.3% of the school population. 58.55% of school pupils are entitled to free school meals. Pupils with English as an Additional Language make up 8.55% of the school population. 52.14% of pupils have a recognised Additional Support Need, 7.23% being Care Experienced.

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 increase targeted supports for children, 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 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 23; with 79.1 % of pupils residing in SIMD 1 and 2 however taking bands 3 and 4 into consideration this increases to 95.83%. 1 child resides in SIMD bands 5-10.

Following significant improvement to the nursery learning environments, practitioners will continue to embed approaches such as PAtHs, Word Aware and increasing Phonological Awareness to raising attainment in literacy. Further staff training and a focus on mathematics/ beyond number 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 (Early Years/Primary/ Secondary)

Who? By how much? By when? What?

Literacy

- To increase the percentage of pupils in P2 making expected progress in writing from 65.6% to 68.75% by June 2027.
- To increase the percentage of pupils in P2 making expected progress in talking and listening from 71.9% to 75% by June 2027.
- To increase the percentage of pupils in P3 making expected progress in reading from 72.7% to 75.7% by June 2027.
- To increase the percentage of pupils in P3 making expected progress in writing from 63.6% to 66.67% by June 2027.
- To increase the percentage of pupils in P5 making expected progress in writing from 51.9% to 62.96% by June 2027.
- To increase the percentage of pupils in P5 making expected progress in reading from 62.9% to 66.7% by June 2027.
- To increase the percentage of pupils in P6 making expected progress in writing from 66.7% to 71.79% by June 2027.
- To increase the percentage of pupils in P7 making expected progress in writing from 60% to 63.33% by June 2027.

Numeracy

- To increase the percentage of pupils in P2 making expected progress in numeracy from 68.75% to 71.87% by June 2027.
- To increase the percentage of pupils in P3 making expected progress in numeracy from 63.6% to 66.67% by June 2027.
- To increase the percentage of pupils in P4 making expected progress in numeracy from 65.38% to 69.23% by June 2027.

Nursery

- To increase the percentage of pre-school nursery pupils making expected progress in talking and listening from 54.5%% to 72.7% by June 2027.
- To increase the percentage of pre-school nursery pupils making expected progress in reading from 44.4%% to 66.7% by June 2027.

ASN Provision

- All P1 learners will make progress in ASN milestones by June 2027.

If PEF spend is supporting – how much and what?

- 1.0 PEF Teacher £67,884
- 2.29FTE Pupil Support Assistants £47,997
- Talk 4 Writing £1,500
- Curriculum Resources £10,328 (Nessy £1,315, Sumdog £1,207, H&WB House points £1,500, Clicker £3000, Nelson Handwriting Subscription £306, PIRA £2000, PE Resources £1000)
- Play, Active Learning resources £6,050
- Cost of the School Day £13,028 (Panto £2,000, Transport Costs £1,800, P7 Residential £6,000, Uniform £1,500, Participatory Budget £1,728,)

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?

- 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.
- Tracking and monitoring data (BSquared dashboard) will show progress made.

* Points 3-5 will also be used as measures of impact in the nursery class

Tasks to achieve priority (Early Years/ASN/Primary/ Secondary)	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Identified learners given targeted support.	August 2026 – end May 2027		SfL/ TI Teacher Shiona Manson and Keri Baird. PSA's leading class based groups	
Whole staff training on Clicker.	September 2026		All teaching staff. SLT	
PSA training on Clicker, Sumdog and Nessy to lead interventions.	Aug – Oct 2026		Shiona Manson, Keri Baird, SLT	PSA cover plan to run two training sessions for same input.

Tasks to achieve priority (Early Years/ASN/Primary/ Secondary)	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Whole staff creation of resource using Clicker.	Aug – Oct 2026		All teaching staff.	
Assembly focus on a monthly basis linked to Talk4Writing	August 2026 – June 2027		SLT	
Whole staff training focus on Active Learning or Play Pedagogy	August 2026 – June 2027		All teaching staff. SLT	
Embed writing assessment criteria at all stages across the school (all toolkits)	August 2026 – June 2027		All teaching staff. SLT	
Identified learners given targeted support from EEL.	August 2026 – end May 2027		Michelle Ross Staci Deans	
Development of playroom learning environments.	August 2026 – end May 2027		Staci Deans Nursery Practitioners	
Setting ambitious and appropriate learning targets for children, shaped from the Early level trackers.	August 2026 – end May 2027		Staci Deans Nursery Practitioners	
Use of audit systems to identify appropriate literacy and numeracy resources and experiences to enhance learning environments.	August 2026 – end May 2027		Staci Deans Nursery Practitioners	
Increasing consistency when using milestones trackers both within establishment and local authority to make judgements on progress and attainment.	August 2026 – end May 2027		Staci Deans Nursery Practitioners	

Priority 2: Overview of Priority - NIF Priorities Improvement in children and young people’s health and wellbeing Placing the human rights and needs of every child and young person at the centre of education.		
National Improvement Framework Outcomes 6. Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all. Choose an item.		
How Good is Our School <u>2.4 Personalised support</u> <u>3.2 Raising attainment and achievement</u> <u>3.1 Ensuring wellbeing, equality and inclusion</u> Choose an item.	A Quality Framework for ELC 4.2 Wellbeing, Inclusion and Equality 4.3 Children's Progress	UNCRC Article 3 (Best interests of the child): Article 28: (Right to education): Choose an item. Choose an item.
Rationale for change based self-evaluation including data and stakeholder views (Early Years/Primary/ Secondary)		
We continue to be aware of the need for a rigorous focus on our children’s health and wellbeing. From observations of children in the playground and the classroom it is evident that children still require support with their peer relationships, resilience and coping strategies. This affects the ability to engage fully with the curriculum for some children. We require to ensure that health and wellbeing is at the centre of the ethos of King’s Oak Primary School and Nursery Class. As part of our holistic approaches we believe in supporting families to ensure they have the skills and tools to best support their child’s wellbeing. 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. This will be accessible for learners within our ASN provision as well as mainstream pupils. In session 2025-20265 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. 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 embed the Seasons for Growth programme run by two PSA’s. Children and families will be further supported both in a planned and responsive way, through employing a 0.2FTE Family Support Worker from Barnardo’s. We will further widen therapeutic intervention for children in the shape of a counselling service, one day per week.		
Expected outcomes for learners (Early Years/Primary/ Secondary) Who? By how much? By when? What?		
• The attendance of pupils living in SIMD 1-2 will be a minimum of 90% by June 2027. • By June 2027, 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). • From P1-P7, the understanding of race will be a minimum of 73% by June 2027.		

- From P1-P7, the understanding of racism will be a minimum of 80 % by June 2027.
- By June 2027 all targeted children will have an increase in levels of engagement and wellbeing as a result of therapeutic services.
- By June 2027, through the use of Assistive Technologies, the majority of pupils will feel supported and empowered to learn in the way that works best for them. Staff will incorporate AT to develop pupils' independence in learning.
- To increase the percentage of pre-school nursery pupils making expected progress in health and wellbeing from 66.7%% to 77.8% by June 2027.
- By June 2027, most nursery children will engage with PAtHs lessons delivered.
- By June 2027, the majority of children will demonstrate strategies taught through PAtHs when required.

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?

- Pre and post data collected for racial literacy lessons (nursery also).
- All stakeholders will use the same language of children's rights in relation to wellbeing, equality and inclusion in all interactions.
- All aspects of the life of the school and nursery will exude a depth of understanding of racial literacy and the use of this will underpin the ethos of the school.

If PEF spend is supporting – how much and what?

- Clerical Staff costs £4,531
- Seasons for growth Resources £500
- Roots of Empathy £340
- Online Boxall Subscription £440
- Spark Counselling £9,000
- Barnardo's Family Support Worker £10,400
- PAtHs display £300

Tasks to achieve priority (Early Years/ASN/Primary/ Secondary)	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Monthly attendance monitoring (nursery also)	August 2026 – June 2027		Morag O'Neill, Clerical Assistant HT Nursery DHE	
Delivery of class RL lessons including nursery class	August 2026 – June 2027		Cassie O'Neill SLT Teaching staff Nursery Practitioners	

Tasks to achieve priority (Early Years/ASN/Primary/ Secondary)	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Pre and post data gathered on knowledge and understanding of racial literacy (nursery also)	August 2026 – June 2027		Cassie O'Neill SLT Teaching staff Nursery Practitioners	
Creation of a child-friendly equalities policy	August 2026 – June 2027		Cassie O'Neill Equalities Committee	
Develop our use of assistive technologies to reduce barriers to learning.	August 2026 – June 2027		SLT Teaching Staff Support staff	
Support Staff to complete trauma training.	August 2026 – June 2027		SLT Support Staff	
Roots of Empathy programme to be delivered to target class.	August 2026 – June 2027		Julie Grieve Roots of Empathy programme Identified baby and family	
Seasons for Growth programme to be delivered to identified group of children across school.	August 2026 – June 2027		Ashley Rankin Lisa Miller	
Creation of child friendly Promoting Positive Relationships policy	August 2026 – June 2027		HT Emma Marshall Pupil Council	
Creation of child friendly Anti bullying policy	August 2026 – June 2027		HT Emma Marshall Pupil Council	
Embed PAtHS approaches into nursery day and playroom experiences. Increase consistency of approach between nursery practitioners.	August 2026 – June 2027		Michelle Ross Sarah McAllister	

Priority 3: Overview of Priority -

NIF 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

National Improvement Framework Outcomes

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

Choose an item.

How Good is Our School

2.3 Learning, teaching and assessment

3.2 Raising attainment and achievement

3.3 Increasing creativity and employability

Choose an item.

A Quality Framework for ELC

Choose an item.

Choose an item.

Choose an item.

Choose an item.

UNCRC

Article 3 (Best interests of the child):

Article 28: (Right to education):

Choose an item.

Choose an item.

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

In session 2025-2026, we consulted on our curriculum rationale with all stakeholders in order to; identify the needs of pupils in our context, the drivers for our curriculum, the uniqueness of our setting and the skills our pupils will require in life, learning and work. Our school review in session 2025-2026 agreed with our next steps in developing more consistent approaches in the teaching of skills (with a particular focus on Critical Thinking, Collaborating, Adapting, Curiosity and Initiative). This will be done through active learning approaches and play pedagogy which improve the understanding of learners developing skills for life, learning and work.

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

Who? By how much? By when? What?

- By June 2027, identified learners will see improved engagement in school through skill based learning activities.
- By June 2027, most pupils will have an increased understanding of how the skills they are learning in school can be applied in life, learning and work.
- By June 2027, most (75%) P7 learners will have gained accreditation of the Dynamic Youth Award.

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?

- Observations by SLT will evidence skills as a key feature in lessons and an increase in children discussing these.
- By April 2027, the finalised school curriculum rationale will accurately reflect the educational approach, policies and practice at King's Oak, developed through consultation with all stakeholders.

- By June 2027 all staff will report increased knowledge and confidence when planning high quality learning experiences in play, both indoor and outdoor and linked to skills and outdoor learning.
- Leuven scale to be used to track engagement of targeted group of learners at identified points in the year to measure improvement.
- The majority of children will be confidently using the language of Metaskills and show that they are developing as independent learners.

If PEF spend is supporting – how much and what?

- Dynamic Youth Award £432

Tasks to achieve priority (Early Years/ASN/Primary/ Secondary)	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Develop the use of floor books in the ASN provision for reflection on their learning, setting goals and tracking progress.	August 2026 – June 2027			
Develop an agreed approach to active learning and play for P1 – P7. Evaluate the impact of play and active learning experiences across the school.	August 2026 – June 2027		Teaching Staff SLT	
Evaluate our current active learning approaches and play based approaches to create a baseline	August 2026 – June 2027		Teaching Staff SLT	
Training to increase knowledge of the Leuven scale and select learners to observe.	August 2026 – June 2027		Teaching Staff SLT	
Increase staff knowledge on meta-skills and using planned learning experiences.	August 2026 – June 2027		Teaching Staff SLT	
Agree a department or school-wide approach and how these will be visible in classrooms, lessons and in daily dialogic approaches.	August 2026 – June 2027		Teaching Staff SLT	
Engage P7 learners in the Dynamic Youth Award.	August 2026 – June 2027		Teaching Staff SLT	
Enhance pedagogy and assessment of play, active learning and skills through professional learning.	August 2026 – June 2027		Teaching Staff SLT	
Use of champion roles to deliver aspects of food growing project	August 2026 – June 2027		Nursery Practitioners	
Share project updates with the wider school community through assemblies.	August 2026 – June 2027		Nursery Practitioners	

Tasks to achieve priority (Early Years/ASN/Primary/ Secondary)	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Share project updates with parents/ carers through nursery visits, learning journals and parent involvement.	August 2026 – June 2027		Nursery Practitioners	

Priority 4: Overview of Priority -**NIF 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

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

National Improvement Framework Outcomes

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.

Choose an item.

How Good is Our School

2.7 Partnerships

1.3 Leadership of change

Choose an item.

Choose an item.

A Quality Framework for ELC

1.2 Staff Skills, Knowledge, Values and Deployment

Choose an item.

Choose an item.

Choose an item.

UNCRC

Article 28: (Right to education):

Article 3 (Best interests of the child):

Choose an item.

Choose an item.

Rationale for change based self-evaluation including data and stakeholder views (Early Years/Primary/ Secondary)**1. Outdoor Learning (Science Focus)**

Building on the successful implementation of our joint CLPL science workshops Inverclyde Science Planners and positive staff feedback from the February 2026 in-service day, cluster self-evaluation indicates increasing staff confidence in delivering enquiry-based science. However, professional dialogue, planning scrutiny and moderation activities continue to highlight variability in progression, depth and consistency of science learning across establishments.

Staff feedback indicates a need to further strengthen confidence in delivering progressive outdoor science and to continue developing shared approaches to enquiry skills including predicting, testing, observing, recording and explaining. Ongoing collaborative professional learning will support greater consistency in learner experience and strengthen progression across the cluster.

2. Cluster Professional Learning & Sharing Effective Practice

Cluster self-evaluation highlights increasingly strong professional relationships and collaborative working across establishments. Staff feedback indicates that opportunities to observe, share and discuss highly effective practice across sectors are valued and support increased confidence in leading improvement.

As the cluster continues to strengthen distributed leadership and collaborative professionalism, there is a need to provide more structured opportunities for staff to lead professional learning, share effective approaches and engage in meaningful professional dialogue. This will support greater consistency in learning, teaching and improvement approaches across the cluster.

3. Nursery/Early Years: Tracking, Moderation & Quality Assurance

Cluster self-evaluation within Early Learning and Childcare settings highlights strong nurturing relationships, increasingly effective play-based pedagogy and growing confidence in responsive early years practice. The Cluster Nursery DHT Network has provided valuable opportunities for collaborative moderation, professional dialogue and self-evaluation aligned to the Care Inspectorate Quality Improvement Framework.

However, moderation activities, planning scrutiny and professional dialogue continue to identify variability in the consistency of Learning Journals, observations, responsive planning, progression pathways and approaches to quality assurance across establishments. Staffing pressures and operational demands within nursery settings have also at times impacted the ability to consistently release Nursery DHT's to attend moderation and development activity, particularly where staff remain significantly floor committed. There remains a need to further strengthen shared understanding of high-quality practice, moderation approaches and the use of evidence to inform professional judgement and continuous improvement across early year's settings. Particular focus will be placed on strengthening collaborative approaches aligned to the following key Care Inspectorate Quality Indicators:

- 1.1 Nurturing Care and Support
- 1.3 Play and Learning
- 2.2 Curriculum
- 2.3 Learning, Teaching and Assessment
- 3.1 Quality Assurance and Improvement

4. Cluster Equality & Inclusion Charter

Cluster self-evaluation highlights a strong commitment to inclusive practice, positive relationships and pupil leadership across establishments. Previous work through the Cluster Pupil Leadership Group, including the development of the Pinkie Promise Charter, has strengthened pupil voice and promoted awareness of inclusion, equality and children's rights.

However, professional dialogue and moderation activities indicate variability in the language, expectations and approaches used to promote equality and inclusion across establishments. There is a need to develop a more consistent cluster approach to equalities practice, supported through collaborative moderation, professional dialogue and meaningful pupil leadership opportunities.

5. Cluster Transitions & Family Support

Cluster self-evaluation highlights positive relationships and established transition processes between primary and secondary establishments. However, professional dialogue indicates a need to further strengthen consistency in targeted transition planning, information sharing and family-centred approaches for identified learners. There is also increasing recognition of the importance of collaborative approaches to supporting wellbeing, attendance and significant life events across transitions. Strengthening communication between establishments and families, alongside more consistent approaches to targeted support, will support continuity of learning and wellbeing for vulnerable learners across the cluster.

6. Future Ready Pathway: Financial Literacy, Enterprise & Employability

Cluster self-evaluation and professional dialogue highlight opportunities to further strengthen learner understanding of financial literacy, enterprise and employability through meaningful, real-life contexts. There is also recognition that any future pathway development must be carefully planned, manageable and responsive to the needs, capacity and

context of individual establishments. The introduction of a collaborative steering group and development year will provide opportunities to explore existing practice, identify opportunities and barriers and conduct targeted tests of change prior to any wider implementation. This phased and evaluative approach will support the development of a realistic and progressive Future Ready Pathway aligned to cluster needs and priorities.

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

Who? By how much? By when? What?

- Outcome 1: By May 2027, staff across the cluster will demonstrate increased confidence and consistency in delivering progressive, enquiry-based science through outdoor learning.
- Outcome 2: By May 2027, staff across the cluster will demonstrate increased confidence in leading, sharing and implementing highly effective practice through collaborative professional learning opportunities.
- Outcome 3: By May 2027, practitioners across the cluster will demonstrate increased confidence and consistency in the use of Learning Journals, observations and responsive planning to support tracking and progression across early level.
- Outcome 4: By May 2027, staff and learners across the cluster will demonstrate an increased shared understanding of equality, inclusion and respectful relationships through the development of a consistent cluster approach to equalities practice.
- Outcome 5a: By May 2027, staff across the cluster will demonstrate increased confidence and consistency in approaches to targeted transition planning and information sharing to support continuity of wellbeing and learning for identified learners.
- Outcome 5b: By May 2027, targeted learners and families will experience increasingly proactive and family-centred approaches to wellbeing, attendance and significant life events across the cluster.
- Outcome 5c: By May 2027, all cluster primary schools will implement a consistent transition numeracy assessment to support professional dialogue and informed class planning at S1 transition.
- Outcome 6: By May 2027, the cluster will establish a collaborative steering group to support the development of a shared Future Ready Pathway linked to financial literacy, enterprise and employability.

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?

Cluster STEM: Outdoor Learning (Science Focus)

- Pre and post CLPL questionnaires and professional dialogue will indicate increased staff confidence and a clearer shared understanding of effective outdoor science pedagogy across establishments
- Planning scrutiny, moderation activities and learning visits will demonstrate reduced variability and increasingly consistent approaches to progressive enquiry-based science across establishments
- Staff evaluations and collaborative dialogue will indicate increased confidence in delivering progressive outdoor science learning
- Moderation evidence will demonstrate stronger shared understanding of progression in enquiry skills across Early to Second Level
- Pupil voice and learner conversations will indicate increased engagement and confidence in applying enquiry skills within real-life and outdoor contexts

Cluster Professional Learning & Sharing Effective Practice

- Staff evaluations and professional dialogue will evidence increased awareness of highly effective practice across establishments

- Planning scrutiny and self-evaluation activities will demonstrate increasingly consistent implementation and adaptation of shared practice across the cluster
- Collaborative dialogue and development day evaluations will indicate strengthened distributed leadership and collaborative professionalism
- Staff feedback will indicate increased confidence in engaging in professional enquiry and leading improvement activity

Nursery/Early Years: Tracking, Moderation & Quality Assurance

- Pre and post self-evaluation activities and practitioner questionnaires will indicate increased confidence in using Learning Journals, observations and responsive planning to support progression across early level
- Moderation activities, planning scrutiny and quality assurance evidence will demonstrate reduced variability and increasingly consistent approaches to tracking, assessment and responsive planning across establishments
- Learning visits, moderation activities and professional dialogue will demonstrate improving consistency and quality across literacy and numeracy-rich early years environments
- Practitioner feedback and collaborative moderation activities will evidence a clearer shared understanding of high-quality early years practice
- Quality assurance activities and self-evaluation evidence will demonstrate increasingly coherent approaches to moderation and continuous improvement across early years settings
- Moderation and professional dialogue linked to the Care Inspectorate Quality Indicators will demonstrate increasing consistency in approaches to nurturing care, play pedagogy, curriculum pathways, assessment and quality assurance across establishments

Cluster Equality & Inclusion Charter

- Pre and post pupil and staff questionnaires will indicate increased confidence and understanding in relation to equality, inclusion and respectful relationships across the cluster
- Moderation activities and professional dialogue will demonstrate reduced variability and increasingly consistent approaches to equalities practice across establishments
- Learning environments, pupil leadership activities and school documentation will demonstrate increasingly visible and consistent approaches to equality and inclusion across establishments
- Pupil voice activities will indicate increased understanding of rights, inclusion and respectful relationships
- Staff evaluations and collaborative dialogue will evidence greater consistency in language, expectations and approaches to equality across the cluster

Cluster Transitions & Family Support

- Staff questionnaires and transition evaluations will indicate increased confidence and consistency in supporting targeted learners across transitions
- Transition documentation, professional dialogue and meeting records will demonstrate increasingly coherent and consistent approaches to targeted transition planning across establishments
- TAC meeting records and collaborative dialogue will evidence strengthened partnership working and communication between establishments and families
- Family feedback, pastoral tracking and professional dialogue will indicate increasingly proactive and consistent family centred approaches to wellbeing and attendance support across the cluster
- Moderation activities and staff evaluations will indicate increased confidence and consistency in the use of transition numeracy assessments to support continuity in learning

Future Ready Pathway: Financial Literacy, Enterprise & Employability

- Steering group evaluations, staff questionnaires and professional dialogue will indicate increased understanding of cluster needs, opportunities and realistic approaches to future pathway development
- Staff feedback and collaborative dialogue will evidence increased awareness of effective approaches to financial literacy, enterprise and employability education
- Findings from targeted tests of change and steering group evaluations will provide increasingly robust evidence to inform realistic and sustainable future pathway development
- Professional dialogue and steering group discussions will demonstrate increasingly coherent and manageable approaches to phased implementation across sectors
- Development year evaluations and partnership feedback will support the creation of a progressive and evidence-informed Future Ready Pathway aligned to cluster priorities and capacity

Tasks to achieve priority (Early Years/ASN/Primary/ Secondary)	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
<u>Science/ Outdoor Learning</u> • Plan and deliver February 2027 cluster in-service focused on outdoor science and enquiry-based learning • Facilitate practical STEM workshops across Early to Second Level to strengthen confidence in outdoor pedagogy and enquiry-based learning • Use cluster moderation activities to review STEM planning, learner evidence and progression pathways across establishments • Share highly effective practice in outdoor pedagogy and interdisciplinary STEM learning across establishments • Use cluster meetings and HT development days to review progression, consistency and emerging STEM pathways across the cluster • Review learner evidence and pupil voice linked to outdoor science experiences • Use Curriculum Improvement Cycle discussions to review progression, curriculum coherence and next steps in STEM development across the cluster	August 2026 – May 2027			
<u>Cluster Professional Learning & Sharing Effective Practice</u> • Plan and deliver cluster sharing practice event during February 2027 in-service afternoon • Identify 1-2 examples of highly effective practice from each establishment linked to learning and teaching, inclusion, curriculum development, pupil leadership, family engagement or quality assurance • Facilitate staff-led professional learning workshops across cluster groups	August 2026 – May 2027			

Tasks to achieve priority (Early Years/ASN/Primary/ Secondary)	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
• Develop accompanying professional learning booklet outlining rationale, implementation, impact and next steps arising from each presentation • Use professional dialogue and self-evaluation activities to support implementation and adaptation of emerging practice across establishments • Review implementation and impact of shared practice through cluster meetings and HT development days • Identify opportunities for cross-establishment moderation, learning visits and collaborative professional enquiry • Use Curriculum Improvement Cycle discussions to review emerging practice and curriculum developments across the cluster				
<u>Nursery/Early Years: Tracking, Moderation & Quality Assurance</u> • Continue 6 weekly Cluster Nursery DHT Network meetings aligned to the Care Inspectorate Quality Improvement Framework and Education Scotland Curriculum Improvement Cycle • Use meetings to moderate Learning Journals, observations, responsive planning approaches and tracking systems across establishments • Review approaches to progression, assessment and responsive curriculum planning across early level • Facilitate collaborative moderation and professional dialogue linked to quality indicators in the new Care Inspectorate framework • Sample and moderate care plans from across cluster establishments to review approaches to meeting individual wellbeing and support needs • Review safeguarding procedures, SIMOA approaches, risk assessment processes and updated authority medication guidance across establishments • Compare approaches to nurturing relationships, family engagement and wellbeing support to identify similarities, differences and highly effective practice • Moderate indoor and outdoor play environments through collaborative learning visits and professional dialogue • Review learner engagement, sustained shared thinking, responsive interactions and evidence of progression within play-based learning • Compare curriculum rationale, progression pathways and literacy and numeracy-rich environments across establishments	August 2026 – May 2027			

Tasks to achieve priority (Early Years/ASN/Primary/ Secondary)	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
• Moderate observations, assessment evidence, planning from observations and approaches to responsive planning across early level • Review quality assurance calendars, improvement planning approaches and evaluative evidence gathered through learning visits, moderation and stakeholder feedback • Use Fact/Story/Action methodology to support evaluative professional dialogue and identify emerging strengths, barriers and next steps • Moderate nursery policies and procedures including: • Use meetings to discuss operational barriers, staffing pressures and floor commitment considerations impacting moderation and quality assurance activity across establishments • Use ongoing curriculum review and self-evaluation activities aligned to the Education Scotland Curriculum Improvement Cycle to support progression, coherence and continuous improvement across early years pathways and practice				
<u>Cluster Equality & Inclusion Charter</u> • Moderate and align Equalities related policies and guidance across establishments • Continue Cluster Pupil Leadership Group meetings alongside cluster meetings • Facilitate pupil-led discussions around equality, inclusion, respectful relationships and children's rights • Co-create shared child-friendly Cluster Equality & Inclusion Charter with learners across the cluster • Develop consistent language, expectations and visible approaches to equality across establishments • Launch and display charter across all settings and review implementation through learning visits and pupil voice activities • Use professional dialogue and moderation activities to review impact and next steps linked to equalities practice	August 2026 – May 2027			
<u>Cluster Transitions & Family Support</u> • Strengthen attendance at TAC meetings for identified learners where appropriate	August 2026 – May 2027			

Tasks to achieve priority (Early Years/ASN/Primary/ Secondary)	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
- Facilitate targeted transition discussions between primary and secondary colleagues focused on wellbeing, attendance, attainment, pastoral support and continuity of support strategies - Implement consistent transition numeracy assessment across all cluster primaries - Use Team Around the Child/Family meetings to strengthen family centred support approaches where appropriate - Review attendance trends, wellbeing concerns and significant life events collaboratively for identified learners - Use cluster meetings and professional dialogue to review continuity and progression across transition stages - Identify areas of variability in transition processes and develop increasingly coherent cluster approaches				
<u>Future Ready Pathway: Financial Literacy, Enterprise & Employability</u> - Establish Future Ready steering group with representation across cluster sectors - Facilitate approximately 6 weekly steering group meetings throughout the development year - Explore existing approaches to financial literacy, enterprise, employability and skills development across sectors - Identify opportunities, barriers and CLPL requirements linked to future pathway development - Conduct targeted tests of change within identified establishments and review impact collaboratively - Gather staff and learner feedback linked to tests of change and emerging approaches - Review realistic approaches to phased implementation aligned to establishment capacity and cluster priorities - Use steering group discussions to inform development of a progressive Future Ready pathway				