

Education – Improvement Planning Document – 2025-26

Establishment Name: **Lady Alice Primary & 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	<i>Gail Connick</i>	Date	August 2025
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Quality Improvement Officer		Date	
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Our Vision, Values and Aims

Lady Alice Primary School and Nursery Class

Vision, Values and Aims



Vision

Our vision is:

Through high quality education, we aspire to encourage and support everyone in our school



Aims

With Literacy, Numeracy and Health & Wellbeing at the core of all learning; the aims of Lady Alice Primary and Nursery Class are to:

- Ensure equity for all
- Nurture the growth of lifelong learning skills
- Provide relevant, engaging learning experiences which help learners understand themselves and others at nursery and school, in our community and beyond
- Create digitally literate learners
- Build partnerships which enhance our learning opportunities
- Celebrate and value learner achievements
- Foster creativity in all learners

Values

The Lady Alice values are:

Kindness

Ambition

Partnership Working

Respect

Inclusivity

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

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	- Silver RRSA accreditation - BRL modules	- Work towards Gold RRSA accreditation - Building Racial Literacy lead to be appointed	Gold RRSA accreditation
Improvement in children and young people's health and wellbeing	- Pinky Promise - Health & Wellbeing Coach interventions - Attendance Policy - Antibullying Policy - Equalities Policy - Promoting Positive Relationships Policy	Continued cluster working.	
Closing the attainment gap between the most and least disadvantaged children and young people	- Data upskilling through introduction of Fact, Story, Action - Capacity for continuous improvement	Establish consistency in use of Fact, Story, Action	Embedded use of Fact, Story, Action
Improvement in skills and sustained, positive school-leaver destinations for all young people	- Introduce and engage with 'A Quality Improvement Framework for the early learning and childcare sectors: early learning and childcare' - Leadership Development & Professional Collaboration	Fully implement 'A Quality Improvement Framework for the early learning and childcare sectors: early learning and childcare'	Embed 'A Quality Improvement Framework for the early learning and childcare sectors: early learning and childcare'
Improvement in achievement, particularly in literacy and numeracy	- Introduce and engage with 'A Quality Improvement Framework for the early learning and childcare sectors: early learning and childcare' - Early Years Tracker - PEF PT of Writing intervention - Targeted Reading interventions	- Fully implement 'A Quality Improvement Framework for the early learning and childcare sectors: early learning and childcare' - Outdoor learning	Embed 'A Quality Improvement Framework for the early learning and childcare sectors: early learning and childcare'

Stakeholder's views

How were stakeholders views collected?

- Anti-bullying charter consultation
- Children's Vision, Values and Aims consultation
- Evaluations of Learner Showcases
- Single agency planning paperwork
- School reports – evaluative parental comments
- Wider Achievement slips
- School reporting format consultation
- Parent questionnaires – Jan 2025
- Parents Night questionnaires – What changes would you like to see?/What do you love about like Lady Alice?
- Local Authority School Review
- Practice Level agreements – Educational Psychology, Barnardos
- Learner Cafes
- Decision Making Groups
- Pupil Handbook focus group

Parental questionnaires –

- Settling In,
- End of year parental questionnaires,
- Sports Day consultation,
- Stay & Play feedback

Other feedback opportunities

- Target setting consultations
- Care & Learning
- Settling in reports
- Learning Journals
- Transition records – ELC to P1

How was PEF spend consulted on?

Classification : Official

Staff consultation
Parent Questionnaire
Lady Alice Family Tree meetings

Plan: Session 2025-26

Priority 1 Improvements in attainment, particularly in literacy and numeracy Choose an item	
National Improvement Framework Outcomes 4. High achievement and reduced attainment gap for all learners. 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 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement 3.3 Learning, teaching and assessment 4.3 Children's progress Choose an item. Choose an item.	UNCRC Article 28: (Right to education): Choose an item.
Rationale for change based self-evaluation including data and stakeholder views	
- There is increased confidence in using the Early Years Tracking Tool to assist professional judgements regarding progress and achievement, however, to further improve this staff will engage with deeper self- evaluation. - The introduction of 'A Quality Improvement Framework for the early learning and childcare sectors: early learning and childcare' necessitates that staff become increasingly familiar with quality indicators, therefore we will support staff in becoming familiar with this as we self-evaluate. - From our current data, we have identified that the majority of children in Primary 3 & 5 are making expected progress in Reading; this is not in line with Reading attainment across the school. Therefore there will be a focus on raising attainment in this year's Primary 4 & 6. - Data shows that most children across the school are on track for Writing but also shows that the majority are making expected progress in our current P2, P3, P4 & P5 classes. For this reason there will be a continued focus on improvements to Writing pedagogy. Employment of a PEF PT Writing, 0.6fte will continue to embed a focussed approach to change which supports staff and monitors improvement. The role of the PT would also specifically support children in SIMD 1&2 who are behind expectation in Writing.	

Expected outcomes for learners			
Who?	By how much?	By when?	What?
- By June 2026, children's progress will be more consistently monitored and tracked resulting in further improvements to learning experiences for all. - By June 2026, the self-evaluation process will reflect the expectations of 'A Quality Improvement Framework for the early learning and childcare sectors: early learning and childcare'. - By June 2026, the majority of children in the nursery class will be making expected progress in Literacy, Numeracy and Health & Wellbeing. - By June 2026, Reading attainment in next year's P3 & P6 cohort will increase from the 'majority' of learners making expected progress to 'most'. - By June 2026, most children in next year's P3, P4, P5 & P6 cohorts will be on track with Writing.			
If PEF spend is supporting – how much and what?			
PEF PT of Writing Development 0.6fte -			

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Engage with 'Points to Ponder – Getting to know children and target setting'	Sept 2025		SLT EYECOs EYSA	Staff Meeting x 2 'Points to Ponder – Getting to know children and target setting'
Engage with 'Points to Ponder - Self-evaluation of Planning for Children's Learning' documents.	Oct 2025		SLT EYECOs EYSA	Staff Meeting x 2 'Points to Ponder - Self-evaluation of Planning for Children's Learning'
Create workplace buddies for nursery staff to support one another and share good practice.	Aug 2025		SLT EYECOs EYSA	Staff meeting x 2 Staff remits
Offer increased 1:1 coaching sessions between Nursery Depute and EYECOs to achieve improvement priorities.	Aug 2025		Nursery Depute EYECOs EYSA	30 min coaching sessions x 4 per staff member 'A Quality Improvement Framework for the early learning and childcare sectors: early learning and childcare'
Introduce Mate Dates (peer observations) for EYECOs.	Mar 2026		SLT EYECOs EYSA	'A Quality Improvement Framework for the early learning and childcare sectors: early learning and childcare' Observation checklists High Quality experiences exemplar
Collegiate working to create observation checklists and high quality experiences and interactions exemplar	Mar 2026		SLT EYECOs EYSA	October In-service Staff meetings 'A Quality Improvement Framework for the early learning and childcare sectors: early learning and childcare'
Ensure that induction processes upskill staff who have not received Early Years Tracking Tool training.	Aug 2025		SLT EYECOs EYSA	Induction Policy & Checklists Induction meetings 'A Quality Improvement Framework for the early learning and childcare sectors: early learning and childcare' Core Assurances

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
CLPL: quality evaluative statements which evidence progression for learners.	Sept 2025		SLT EYECOs EYSA	Staff Meeting x 2 Anonymised observation samples to evaluate.
Moderate core provision using a range of environmental audit tools.	Oct 2025 Feb 2026 May 2026		SLT EYECOs EYSA	Environmental audit tools from other local authorities Points to Ponder - 'Self-evaluation of the Early Years environment'. Early Childhood Environment Rating Scale 'A Quality Improvement Framework for the early learning and childcare sectors: early learning and childcare' Realising the Ambition
CLPL to engage with 'A Quality Improvement Framework for the early learning and childcare sectors: early learning and childcare' with a particular focus on creativity and curiosity.	Aug 2025		SLT EYECOs EYSA	'A Quality Improvement Framework for the early learning and childcare sectors: early learning and childcare' Standing item on staff meeting agenda
P4 & 6 Reading Increase the allocation of targeted interventions for P4 & P6 reading.	Aug 2025		SLT Support for Learning team Class teachers PSAs	Timetabling
Create, monitor and evaluate a package of tailored Reading interventions for P4 & P6 readers who are not making expected progress based on rigorous assessment.	Oct 2025		SLT Support for Learning team Class teachers PSAs	Nessy Reading programme Catch Up Literacy NGRT assessment Miscue analysis
Prioritise the assessment of Dyslexia within the P6 cohort.	Aug – Dec 2025		SLT Support for Learning team Class teachers PSAs Parents	Dyslexia toolkit Literacy Consultation paperwork

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Development of Writing Implementation of new grammar planners at all stages.	Aug 2025		SLT PEF PT of Writing Class Teachers	Collegiately created Lady Alice Grammar planners
Introduce Single Paragraph Outline	Sept 2025		SLT PEF PT of Writing Class Teachers PSAs	Single Paragraph Outline framework Literacy Framework Curriculum development session or CLPL session PSA meeting
Modelling of Single Paragraph Outline strategies	Sept 2025		SLT PEF PT of Writing Class Teachers PSAs	Writing lessons Single Paragraph Outline framework Literacy Framework
Staff development of Single Paragraph Outline	Sept 2025– June 2026		SLT PEF PT of Writing Class Teachers PSAs	Writing lessons Single Paragraph Outline framework Literacy Framework
Monitoring of Single Paragraph Outline – PT support visits and jotter monitoring	Sept 2025– June 2026		SLT PEF PT of Writing Class Teachers PSAs	Writing lessons Single Paragraph Outline framework Literacy Framework Writing jotter
Parent workshops to support writing at home.	1 per level across the session.		PEF PT of Writing Parents	Literacy Framework
Identify SIMD 1&2 learner who are behind expectation in Writing and create PT PEF led interventions.	Aug 2025		SLT PEF PT of Writing Class Teachers PSAs	Data Dashboard GIRFEC profile Fact, Story, Action

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
6 weekly monitoring meetings of Writing interventions (see above)	On-going		DHT PEF PT of Writing	Data Dashboard GIRFEC profile Fact, Story, Action

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?				
• Training records will show that new members of the nursery team have attended training for the Early Years Tracking Tool. • SLT and Nursery Class meetings minutes will record regular discussions regarding implementation of the Early Years Tracking Tool. • Children’s Learning Journals will show that all staff are recording tracking as informed by their Early Years Tracking Tool training. • Each nursery area will be resourced to support children’s identified targets in Literacy, Numeracy and Health & Wellbeing; this will evolve as targets are achieved and updated. • Professional dialogue during learning walks and observations in the nursery class will show that staff understand how to confidently plan for children’s skills development and can evidence support/challenge. • Observations recorded on Learning Journals contain quality evaluative statements which evidence progression for learners. • Area monitoring will evidence that area scripts describing expectations are implemented and reflect curriculum design principles. • Staff are using the language of, and working towards the expectations of ‘A Quality Improvement Framework for the early learning and childcare sectors: early learning and childcare’. • Self –evaluation approaches reflect the language and expectations of ‘A Quality Improvement Framework for the early learning and childcare sectors: early learning and childcare’. • Data shows that the majority of children in the nursery class will be making expected progress in Literacy, Numeracy and Health & Wellbeing. • Teacher professional judgements and assessment results will show that most children in P6 cohort are on track with Reading. • Teacher professional judgements and assessment results will show that most children in P3, P4, P5 & P6 cohorts are on track with Writing.				

Priority 2

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

Choose an item

National Improvement Framework Outcomes

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

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

3.2 Raising attainment and achievement

4.3 Children's progress

2.4 Personalised support

1.2 Staff skills, knowledge, values and deployment

1.3 Leadership of change

Choose an item.

UNCRC

Article 28: (Right to education):

Article 29 (Goals of education):

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

School and Nursery Data

- Our local authority school review highlighted the need to further develop a systematic focus on rigorous tracking of data to meet all children's needs particularly for those at risk of the poverty related attainment gap and for protected groups. [Nursery self-evaluation shows a need to develop processes and provide CLPL for nursery staff to have a robust understanding of their own data which includes planning for targeted interventions.](#)

Continuous Improvement

- Our local authority school review highlighted that our newly formed Senior Leadership Team has had a positive impact on our capacity for continuous improvement within our school but suggested considering the pace of change, focussing on the 'why', ensuring all stakeholders feel that they are contributing to self-evaluation and improvement planning, streamlining processes and maximising opportunities for sharing of good practice.

Expected outcomes for learners

Who?	By how much?	By when?	What?
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School and Nursery Data

- By June 2026, all teachers [and nursery staff](#) will use Fact, Story, Action to articulate learner progress and more confidently discuss how they meet the needs of those at risk of the poverty related attainment gap and for protected groups. The impact of this will be that children's needs are met more effectively.

Continuous Improvement - By June 2026, Nursery staff to take increased ownership of creating, implementing and evaluating Support for Learning interventions and strategies in line with the Early Years Tracker. The impact of this will be that children’s needs are met more effectively. - By June 2026, most staff will report that they have seen positive changes from our improved approaches to continuous improvement. This will impact learners positively as staff feel that the changes to processes allow them to spend more time on quality learning and teaching.
If PEF spend is supporting – how much and what?

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
School and Nursery Data Staff CLPL: Targeted Interventions and Single Agency Planning	Aug 2025		SLT All school and nursery staff	Fact, Story, Action Single Agency Planning
Create a procedure for tracking participation in pupil decision making opportunities.	Aug 2025		SLT EYECOs EYSA	Self-evaluation questions - Where are on-going opportunities for Pupil Decision Making in our core provision? - Where are planned opportunities for Pupil Decision Making within the calendar e.g. resource consultation and budget spend?
Ensure Support for Learning paperwork is in place within 6 weeks of starting nursery/returning to nursery for targeted interventions for identified children.	Sept 2025		SLT EYECOs EYSA	Fact, Story, Action Single Agency Planning
Organise good practice visits with ELC establishments to support the use of data.	Sept 2025		SLT Other ELC establishments	Other ELC establishments Diarise visits
Develop processes and provide CLPL for school and nursery staff to have a robust understanding of their own class data which includes planning for targeted interventions.	Oct 2025 – June 2026		SLT Class Teachers EYECOs EYSA	Staff meetings x 2 'Points to Ponder – Self Evaluation of Data Collection' Fact, Story, Action CLPL
CLPL: Points to Ponder – Self Evaluation of Data Collection'	Oct 2025		SLT EYECOs EYSA	Staff Meetings x 2 Early Years Trackers Points to Ponder – Self Evaluation of Data Collection'
Review Support for Learning processes to ensure that targeted interventions are specifically focusing on SIMD 1 and 2.pupils	Aug 2025		DHT Support for Learning team	Timetabling Data Pack

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Ensure that targeted interventions for school and nursery supporting those with Additional Support Needs are tracked and evaluated.	On-going		SLT Support for Learning team Class Teachers PSAs EYECOs EYSA	6 weekly meetings with Support for Learning team and Nursery Depute .
Continuous Improvement Consider the pace of change when embedding priorities for continuous improvement for nursery and school.	On-going		SLT Staff	Teacher meetings PSA meetings EYECO meetings
Clarify the processes around our self-evaluation and clearly identify the role of all stakeholders in setting priorities for improvement.	On-going		SLT Staff	Teacher meetings PSA meetings EYECO meetings
Streamlining of planning, assessment and tracking systems to ensure these are manageable and sustainable over time.	Termly		SLT Class teachers EYECOs	Planning documentation Tracking documentation Assessment guidance GIRFEC profiles
During self-evaluation activities, ensure that the impact of initiatives, interventions and impact are clearly articulated by all stakeholders.	On-going		SLT All stakeholders	Teacher meetings PSA meetings EYECO meetings
Ensure that pupil voice meaningfully influences school and nursery improvement, the impact of pupil decision-making is visible and leads to tangible positive outcomes for learners.	On-going		SLT Staff Decision making groups	Teacher meetings PSA meetings EYECO meetings Decision making group display boards Newsletter
Further enhance opportunities for school and nursery staff to share good practice by looking outwards and forwards in their evaluation and improvement activities.	On-going		SLT Class teachers EYECOs PSAs	Mate Dates Peer jotter monitoring Stage meetings

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Review universal target setting processes for Literacy and Numeracy to avoid duplication and ensure that there are individual targets that children use effectively for next steps in their learning.	Sept 2025		SLT Class teachers Learners	Individual pupil targets Staff Handbook

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?

School and Nursery Data

- Meeting minutes will show that school and nursery staff have completed CLPL.
- Self-evaluation from ‘Points to Ponder – Self Evaluation of Data Collection’ show increased staff confidence.
- SLT will have used the learning from good practice visits to build staff data confidence.
- All children will have participated in decision making opportunities.
- Tracking meetings in the school and the nursery will reflect increased use of Fact, Story, Action to identify, record and evaluate interventions.
- Fact, Story Action CLPL will show that all teachers and EYECOs have attended training.
- Teachers and EYECOs will effectively record their interventions and their impact in a 6 week/12 week cycle using Fact, Story, Action.
- Self – evaluation surveys will show that almost all teachers and EYECOs feel confident in using Fact, Story, Action to articulate learner progress and interventions.

Continuous Improvement

- Staff self-evaluation shows that there have been improvements in considering the pace of change, that SLT more clearly articulate ‘the why’, that they are contributing to self-evaluation and improvement planning more effectively, that processes have been streamlined and opportunities for sharing of good practice have been maximised.

Priority 3

Placing the human needs and rights 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

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

3. Inclusive curriculum and assessment for a sustainable future.

6. Positive relationships, behaviour, and attendance in a respectful culture.

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

How Good is Our School/Quality Improvement Framework ELC

3.1 Ensuring wellbeing, equality and inclusion

1.3 Leadership of change

1.5 Management of resources to promote equity

Choose an item.

Choose an item.

Choose an item.

UNCRC

Article 42 (Knowledge of rights):

Article 3 (Best interests of the child):

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

Health & Wellbeing Coach

- Our authority review highlighted that the recently appointed HWB Coach is meeting a range of needs through a variety of supports and interventions. This work began in February and has had very positive impact in a short space of time, we would like to continue this intervention to further support learners.

Attendance

- Attendance continues to be a concern for some learners across the school; we will review our attendance policy in-line with local and national guidance. The Health & Wellbeing Coach will work in partnership with SLT, staff, parents and pupils to implement this.
[Attendance in the nursery class is not compulsory, however, staff are committed to improving nursery attendance in order to provide support attainment and create firm foundations for school attendance.](#)

Rights Respecting School

- We successfully achieved Bronze RRSA in session 2023-24. During last session we further deepened children's knowledge of Rights and [the nursery](#) & school will seek accreditation for Silver Level RRSA.
- Our school [and nursery](#) community continues to grow in its diversity of cultures. To further support learners, self-evaluation shows that staff need to increase their understanding and skills in this area.

Leadership roles

- Our authority review highlighted the need for leadership opportunities for all to be developed in line with strategic priorities. Local and national priorities have been identified the need for creation of an attendance policy, an anti-bullying policy, equalities policy and promoting positive relationships policy.

Signs of Safety

The local authority have identified that SLT are to undertake Signs of Safety Training.

Expected outcomes for learners

Who? By how much? By when? What?

Health & Wellbeing Coach

- By June 2026, a targeted group of children who find it difficult to self-regulate will continue to experience learning opportunities which focus on self-regulation strategies.
- By June 2026, the majority of children within a targeted group (SIMD 1-2) who find it difficult to self-regulate will make further progress from baseline assessments and targets set across the session.

Attendance

- By June 2026, school attendance figures will improve from 92.9% to 93.5% and [nursery attendance will increase from 89% to 91%](#).

Rights Respecting School

- By October 2025, the school [and nursery](#) will achieve Silver Level RRSA; children will have an increased understanding of their rights
- By June 2026, all school [and nursery](#) staff will engage with Building Racial Literacy CLPL to increase their understanding and skills in this area.

Leadership roles

- By June 2026, all stakeholders will have been involved in the creation of an anti-bullying policy, an attendance policy, an equalities policy and promoting positive relationships policy. Children and stakeholders will have an increased understanding of how the school will support them.
- [By June 2026, all nursery staff will have a leadership remit. These will include:](#)
 - [Infection, Prevention & Control](#)
 - [Curiosity and Enquiry](#)
 - [Forest Trips](#)
 - [UNCRC](#)
 - [Health & Wellbeing.](#)

[As a result of this, children will have improved learning experiences.](#)

If PEF spend is supporting – how much and what?

Health & Wellbeing Coach 1.0fte -

Barnardos	
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Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Health & Wellbeing Coach Targeted interventions to be refined to include a focus on evidencing the impact of self-regulation strategies	Aug 2025		SLT HWB Coach Pupils Class Teachers PSAs	HWB Coach Compassionate, Connected Classrooms Self-regulation materials Kitbag Language for Thinking
Further develop recording and evaluation of HWB Coach planning.	Oct 2025		SLT HWB Coach	Planning documentation
Playground revamp using learner voice to support change.	Dec 2025		SLT HWB Coach DMG PSAs Janitor	Pupil voice information
Continuation of Pull to School groups	Aug 2025		HWB Coach	Glasgow Motivation and Wellbeing Profile
Continue to monitor and evaluate pupil wellbeing	Aug 2025		SLT HWB Coach Class Teachers	Glasgow Motivation and Wellbeing Profile
Further develop processes to monitor the wider achievement of learners and pupil participation.	Nov 2025		SLT HWB Coach Learners	Class Learning Logs Wider Achievement Slips Tracking of Pupil Participation (out-with school) Pupil participation in clubs (in-school)
Continue to promote pupil health and wellbeing by responsively planning sports and wellbeing clubs.	Aug 2025		SLT HWB Coach Active Schools	Lunch clubs After school clubs Active Schools Pupil participation in clubs (in-school)
Rights Respecting School Seek Silver RRSA accreditation	Oct 2025		RRSA lead DMG All stakeholders	RRSA self-evaluation evidence
School and nursery staff to complete Building Racial Literacy modules	June 2026		SLT All school and nursery staff	Education Scotland resource: Professional Learning

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
				1. Becoming an anti-racist educator.url 2. Talking about racism - Steps to improve racial dialogue in education.url 3. Racial Trauma - Consequences of racism on mental wellbeing.url
Attendance Reflect on best practice approaches to improving attendance at school and nursery.	Sept 2025		SLT Other ELC establishments All staff	Other ELC establishments Diarise visits Local authority attendance guidance SEEMiS Attendance dashboard
Create establishment attendance policy	June 2025		All stakeholders	National and local guidance
CLPL: Attendance	Oct 2025		SLT Teachers PSAs	Education Scotland materials
Revise attendance processes with the clerical team.	Aug 2025		SLT Clerical Team	Current attendance procedure Revised attendance procedures Weekly meetings
HWB Coach to have an active role in managing attendance.	Aug 2025		SLT HWB Coach Clerical Team	Current attendance procedure Revised attendance procedures Weekly meetings
Leadership roles Create leadership remits for all nursery staff.	Aug 2025 – June 2026		SLT EYECOs EYSA RRSA lead	Learning through Rights in the Early Years (Edinburgh) RRSA guidance: Early Years guidance https://blogs.glowscotland.org.uk/glowblogs/stemnation/stem-outdoors/ Creativity and curiosity materials from a range of sources Staff meetings Literacy & Numeracy environmental audit tools
Develop leadership opportunities to facilitate the creation of an anti-bullying policy, an attendance policy, an	Aug 2025 – June 2026		SLT All stakeholders	National and local guidance for anti-bullying, attendance and PPB. Parent consultation

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
equalities policy and a promoting positive relationships policy.				Pupil consultation Partners consultation Practitioner consultation
Signs of Safety SLT to undertake Signs of Safety Training	June 2026		SLT HSCP	Signs of Safety Training

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?

Health & Wellbeing Coach

- Staff and learners can articulate the targets set by the Health & Wellbeing Coach and describe the progress made.
- All learners working with the Health & Wellbeing Coach will have personalised targets.

Attendance

- School attendance figures will show an increase from 92.9% to 93.5% and **nursery attendance will increase from 89% to 91%.**

Rights Respecting School

- The school **and nursery** will achieve Silver level RRSA by October 2025.
- Staff CLPL records will reflect that all school **and nursery** staff have engaged with Building Racial Literacy training.

Leadership roles

- All school **and nursery** stakeholders will have access to the Lady Alice Anti-bullying Policy, Attendance Policy, Equalities Policy and Promoting Positive Relationships Policy.
- All stakeholders will be able to articulate the processes for tackling attendance issues, anti-bullying and ensuring equalities.
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Signs of Safety

- SLT will have undertaken Signs of Safety Training.

Priority 4

Placing the human needs and rights 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

- 1. Empowered and accountable education system supporting lifelong learning.
 - 3. Inclusive curriculum and assessment for a sustainable future.
 - 6. Positive relationships, behaviour, and attendance in a respectful culture.
- [Education - achieving excellence and equity: National Improvement Framework 2025](#)

How Good is Our School/Quality Improvement Framework ELC

- 1.3 Leadership of change
 - 2.2 Curriculum
 - 3.1 Ensuring wellbeing, equality and inclusion
 - 1.2 Staff skills, knowledge, values and deployment
 - 4.2 Wellbeing, inclusion and equality
- Choose an item.

UNCRC

- Article 2 (Non-discrimination):
- Article 12 (Respect for the views of the child):

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?
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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 *The Promise* 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.

If PEF spend is supporting – how much and what?

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
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
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?

For *Pupil Leadership & The Promise*, 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 *The Promise* 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 *The Pinkie Promise* charter in school environments, planning documentation and displays will further evidence the embedding of this work into daily school life.

For the *Cluster Nursery Depute Network Quality Framework*, 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.

In relation to *Science Curriculum & Moderation*, 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.

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.