

Education – Improvement Planning Document – 2026-27

Establishment Name: Lady Alice Primary School & Nursery Class

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Head of Establishment	Gail Connick	Date	30 th June 2026
Quality Improvement Officer		Date	

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
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3 Year Overview of Establishment Priorities

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

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

Session 2026-2027

Session 2027-2028

Session 2028-2029

Overview of rolling three year plan (Nursery Priority School Priority Joint Priority)

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

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	- BRL modules - Work towards Gold RRSA accreditation - Attendance - Policy Development	- Building Racial Literacy lead to be appointed - Attain Gold RRSA accreditation - Learning for Sustainability	
Improvement in children and young people's health and wellbeing	- Equalities Policy - Cluster Equalities Charter	- Equalities champions to lead on Equalities. - Develop and implement pedagogical approaches which support learner engagement and wellbeing, informed by CIC guidance	Embed wellbeing-focused approaches in line with CIC guidance and the KDU model.
Closing the attainment gap between the most and least disadvantaged children and young people	- Establish consistency in use of Fact, Story, Action - National Writing Improvement Programme - Support for Learning processes - Vision, Values and Aims/Curriculum Improvement Cycle - Review and refresh the curriculum rationale to reflect learners' needs and rights in partnership with learners	- Embedded use of Fact, Story, Action - Phonological Awareness - Roll out of National Writing Improvement Programme - Curriculum Improvement Cycle - Increase opportunities for interdisciplinary and real-life learning.	- Numeracy in the environment and core provision - Curriculum Improvement Cycle - Embed approaches to skills development across the curriculum in line with CIC guidance and KDU model.
Improvement in skills and sustained, positive school-leaver destinations for all young people	- Fully implement 'A Quality Improvement Framework for the early learning and childcare sectors: early learning and childcare' - Future Ready Pathway – steering group	- Embed 'A Quality Improvement Framework for the early learning and childcare sectors: early learning and childcare' - Transitions into Nursery - Future Ready Pathway	- Transitions into Primary 1 - Future Ready Pathway

Improvement in achievement, particularly in literacy and numeracy	• Fully implement 'A Quality Improvement Framework for the early learning and childcare sectors: early learning and childcare' • Outdoor learning planners to be created. • Multi-paragraph Outline	• Embed 'A Quality Improvement Framework for the early learning and childcare sectors: early learning and childcare' • Outdoor learning planners to be used in all classes • <i>Develop and implement approaches to support improvement in literacy and numeracy, informed by CIC guidance</i> • Art Curriculum	• Music Curriculum • <i>Embed learning and teaching approaches in line with CIC guidance and KDU model.</i>
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Stakeholder’s views

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

Parents Night consultations
Policy consultation afternoon
Homework discussions and voting for staff, children and parents
Forms surveys
Event questionnaires
Questionnaires

How was PEF spend consulted on?

Forms surveys for all staff
Family Tree meetings

Colour Key

Nursery Class Priorities	School Priorities	Joint Priorities
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Plan: Session 2026-27

Priority 1: Overview of Priority -**NIF Priorities**

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

Improvements in attainment, particularly in literacy and numeracy

National Improvement Framework Outcomes

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

5. Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs.

How Good is Our School

2.3 Learning, teaching and assessment

2.4 Personalised support

3.2 Raising attainment and achievement

1.3 Leadership of change

A Quality Framework for ELC

1.1 Leadership and Management of Staff and Resources

Choose an item.

3.3 Learning, Teaching and Assessment

4.3 Children's Progress

UNCRC

Article 3 (Best interests of the child):

Article 23 (Children with disabilities):

Article 28: (Right to education):

Article 42 (Knowledge of rights):

Rationale for change based on self-evaluation including data and stakeholder views**EARLY YEARS TRACKER AND DASHBOARD**

- Last session the Nursery Class were introduced to the Early Years Tracker. While progress was made in implementation, staff absence had a significant impact on the leadership capacity of this priority. To move forward in this area, staff will continue to embed use of the Early Years Tracker.

SUPPORT FOR LEARNING

- Self-evaluation has identified the need for a robust review of Support for Learning systems and processes to meet learner needs for the whole establishment including streamlining of SfL planning documents.

LITERACY DEVELOPMENT

- Over time, our data shows that our attainment in Numeracy is stronger than attainment in Reading and Writing. The work of the PEF Principal Teacher to lead change in Writing has had a significant impact on pedagogical change and learner progress against prior levels of attainment. Staff and learner confidence in Writing has also improved for most. The school has been successful in securing a place on the National Writing Improvement Programme and will begin this in January. To improve attainment in Literacy (overall) we will employ a Principal Teacher PEF (0.6) Temp for one year to lead improvement in Reading and Writing attainment. The appointment of 2 further 20 hour per week Pupil Support Assistants will also facilitate raising attainment interventions for learners.

PEF Spend in Priority 1

- Appointment of 0.6 temp Principal Teacher of Literacy Development – £49,652.58
- Appointment of 2 x 20 hour per week PSAs - £35,291.48
- Supply costs to release the 2 teachers who are undertaking the National Writing Improvement Programme - £1,500
- Materials to support the development of Reading & Writing - £1000

Expected outcomes for learners

Measure of Impact: What we will see and where?

Who? By how much? By when? What?	How will we measure this? What does “better” look like? How will we recognise better when we see it?
EARLY YEARS TRACKER AND DASHBOARD	
By June 2027, all children in the nursery class's progress will be more consistently monitored and tracked by all staff resulting in further improvements to learning experiences.	• 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. • Planning will show that 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 records of learning observations in the nursery class will show that staff understand how to confidently plan for children's skills development and can evidence support/challenge. • Points to Ponder – Self-evaluation of Tracking Learning & Progress will show that all aspects of the checklist are achieved • Points to Ponder – Self-evaluation of Data Collection will show that all aspects of the checklist are achieved • Mid-way check-in meeting records and tracking meeting records will show that interventions are put in place at a timely pace.
By June 2027, most children in the nursery class will be making expected progress in Literacy, Numeracy and Health & Wellbeing.	• The data recorded in the Early Years Tracker on Learning Journals shows that most children in the nursery class will be making expected progress in Literacy, Numeracy and Health & Wellbeing.
SUPPORT FOR LEARNING & LITERACY DEVELOPMENT	
Writing By June 2027, attainment in P2 Writing will increase from 79% to 84%. By June 2027, attainment in P4 Writing will increase from 75% to 80%. By June 2027, attainment in P5 Writing will increase from 76% to 80%. By June 2027, attainment in P5 Writing will increase from 76% to 80%. By June 2027, attainment in P6 Writing will increase from 68% to 71%. By June 2027, attainment in P7 Writing will increase from 69% to 75%.	SEEMiS tracking information Data Dashboard Planning documents Literacy Jotters Assessments will show that • Attainment in P2 Writing has increased from 79% to 84%. • Attainment in P4 Writing has increased from 75% to 80%. • Attainment in P5 Writing has increased from 76% to 80%. • Attainment in P5 Writing has increased from 76% to 80%. • Attainment in P6 Writing has increased from 68% to 71%.

	Attainment in P7 Writing has increased from 69% to 75%.
Reading By June 2027, attainment in P4 Reading will increase from 75% to 80%. By June 2027, attainment in P5 Reading will increase from 76% to 80%. By June 2027, attainment in P6 Reading will increase from 77% to 81%. By June 2027, attainment in P7 Reading will increase from 69% to 75%.	SEEMiS tracking information Data Dashboard Planning documents Literacy Jotters Assessments will show that - Attainment in P4 Reading has increased from 75% to 80%. - Attainment in P5 Reading has increased from 76% to 80%. - Attainment in P6 Reading has increased from 77% to 81%. - Attainment in P7 Reading has increased from 69% to 75%.
By June 2027, attainment in the nursery class cohort 1 (August starts in ante-pre-school year) for Maths strands and Listening, Talking and Reading (LTR) strands will increase from 60% to 80%.	Early Years Tracker and Dashboard Learning Journals will show that attainment in the nursery class cohort 1 (August starts in ante-pre-school year) for Maths strands and Listening, Talking and Reading (LTR) strands has increased from 60% to 80%.

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
EARLY YEARS DASHBOARD				
Arrange further in-house training on the Early Years Tracker and Dashboard	Aug 2026		EYECOs Depute of Nursery DHT HT	PowerPoint – Early Years Tracker and Dashboard Lady Alice – ‘What does ‘on track’ look like document Lady Alice Making Professional Judgements document
Engage with and implement local authority training on the Early Years Tracker and Dashboard.	Sept 2026		Ann-Marie Cunningham Depute of Nursery DHT HT	Early Years Tracker and Dashboard
Points to Ponder – Self-evaluation of Tracking Learning & Progress	August 2026 November 2026 February 2027		EYECOs Depute of Nursery DHT	Points to Ponder – Self-evaluation of Tracking Learning & Progress

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
	May 2027		HT	
Points to Ponder – Self-evaluation of Data Collection	August 2026 November 2026 February 2027 May 2027		EYECOs Depute of Nursery DHT HT	Points to Ponder – Self-evaluation of Data Collection
Professional learning – What do ‘on track’, behind expectation’ and ‘beyond expectation’ mean in the context of the nursery class?	August 2026		EYSA EYECOs Depute of Nursery DHT HT	Lady Alice – ‘What does ‘on track’ look like document Lady Alice Making Professional Judgements document
The staff team will strategically collaborate at the planning stages using their unique knowledge of each child based on parental/child views combined with the analysed data from the Early Years Tracker	Mid-point check-ins Tracking Periods		EYSA EYECOs Depute of Nursery DHT HT	All About Me Wellbeing Indicators Settling In Profiles Observations
Area responsibilities will be allocated for 6/7 weeks to ensure each area reflects opportunities for breadth and application for individual children to make progress towards their targets.	6/7 weekly blocks in-line with mid-point check-ins and tracking periods		EYSA EYECOs Depute of Nursery DHT HT	Area scripts Early Years Tracker Target setting sheets Area planning sheets
The staff team will aim to observe each child three times in each target across the 12-week period to provide a holistic view of the progress.	12 weekly in line with tracking periods		EYECOs	Observations Observation tracker
SLT will support EYECOs to use the BGE Tracking area of Learning Journals to log professional judgements.	Week 11 of tracking periods		EYECOs Depute of Nursery DHT HT	Learning Journals Early Level Tracker Lady Alice – ‘What does ‘on track’ look like document Lady Alice Making Professional Judgements document
SUPPORT FOR LEARNING				
SLT will self-evaluate the Support for Learning systems within Lady Alice to identify areas of strength and development.	October 2026		Pupils Parents Teachers SfL Teachers	Challenge questions and Very Good illustrations from HGIOS4 Challenge questions and Very Good illustrations from QIFELC

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
			PSAs EYECOs Depute of Nursery PT DHT HT	How Good is our Additional Support for Learning (Fife) HMIe Additional support needs inspection findings for the academic year 2024 to 2025
Create a sprint plan based on identified development needs for Support for Learning systems.	November 2026		Depute of Nursery PT DHT HT	Self-evaluation feedback
Streamline existing planning processes to reduce bureaucracy.	November 2026		Depute of Nursery PT DHT HT	Planning documentation Fact, Story, Action documents Self-evaluation feedback
Further improve the quality of tracking to have a sharper focus on gaps in learning for those who are not making expected progress in the school and nursery class.	September 2026		SLT EYECOs Teachers	Individualised trackers for Literacy and Numeracy (P1-7) Early Years Tracker and Dashboard Learning Journals
Develop a clear process to support and guide practitioners in all roles to take increased ownership of creating, implementing and evaluating Support for Learning interventions and strategies and outline the responsibilities of each team member when a child is not making expected progress in learning or when managing emotions for the nursery class and the school.	September 2026		Depute of Nursery PT DHT HT	Planning documentation Fact, Story, Action documents Learning Journals Early Level Tracker and Dashboard SEEMiS tracking data
Create consistency of approach for identification and monitoring of Dyslexia concerns in Lady Alice from nursery onwards.	October 2026		Pupils Parents Teachers SfL Teachers PSAs EYECOs Depute of Nursery	Dyslexia Scotland materials

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
			PT DHT (Lead) HT	
Creation of a Dyslexia Champions group who lead on raising awareness of Dyslexia across the school and introduce support materials for each classroom.	December 2026		DHT Pupils	Dyslexia Scotland materials
LITERACY DEVELOPMENT				
PT of Literacy development to create and implement Literacy improvement plan to include: - Phonics pathways - National Improving Writing programme - Development of multi-paragraph outline - Upskilling of PSAs to support Literacy interventions in Reading and Writing. - Use of the Literacy Framework to support Reading.	September 2026		SLT PT	Sprint Plan Quality Calendar Literacy Framework Phonics programmes
Participation in the National Writing Improvement Programme will likely involve: - Children will improve their writing skills with a focus on specific aspects of writing. - Children will develop the ability to self-assess and peer-assess writing, identifying areas for improvement in their own and others' work. - The pace and challenge of children's writing will be enhanced through the regular collection and analysis of data on writing progress which focuses on improving one specific aspect at a time. - Children will gain a deeper understanding of their writing progress and next steps through qualitative feedback and the ability to articulate their learning journey. - Children will benefit from a collaborative and supportive learning environment, with consistent moderation and shared understanding of writing goals. - Teachers will access professional learning resources and support including: - Attendance at a professional learning session at the beginning of the school year.	June 2027		P4 Class Teachers SLT Education Officers	National Writing Improvement Programme

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
• Collaborative and collegiate working between and across stages enhancing professional dialogue and moderation of the planning, learning, teaching and assessment cycle. • Peer observation of teaching of specific aspects of writing. • Regular tracking and monitoring meetings between the senior leadership team and class teachers involved in the National Writing Improvement Programme • Engage parents and carers in the writing pedagogy, providing them with opportunities to support their children's writing development.				

Priority 2 : Overview of Priority – Self-Evaluation for Self-Improvement**NIF Priorities**

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

Improvements in attainment, particularly in literacy and numeracy

National Improvement Framework Outcomes

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

5. Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs.

How Good is Our School

1.1 Self-evaluation for self-improvement

1.2 Leadership of learning

1.3 Leadership of change

2.2 Curriculum

A Quality Framework for ELC

1.3 Leadership of Continuous Improvement

Choose an item.

3.2 Curriculum

4.3 Children's Progress

UNCRC

Article 28: (Right to education):

Article 12 (Respect for the views of the child):

Choose an item.

Choose an item.

Rationale for change based on self-evaluation including data and stakeholder views**Leadership Opportunities**

Our Authority Review of April/May 2025 highlighted the need to further develop leadership roles for all in line with strategic priorities Self-evaluation has identified that changes introduced last session have led to positive change within Lady Alice. Next session we will further develop opportunities for staff to undertake strategic leadership roles to improve the learner experience.

Management of the Nursery Class

Self-evaluation has shown that there is a need for increased strategic planning by the Senior Leadership Team to manage the nursery class and ensure that the Vision, Values and Aims and Curriculum Rationale are refreshed and understood by all stakeholders. The refreshed Vision, Vision, Values and Aims and Curriculum Rationale will be displayed using professionally created display materials.

PEF spend for Priority 2

- Professionally created display materials to share the refreshed Vision, Values and Aims - £1,500
- Resources to support the development of Outdoor learning including the upskilling of the staff team - £3,000

Expected outcomes for learners

Who? By how much? By when? What?

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?

LEADERSHIP OPPORTUNITIES

By June 2027, all nursery staff will have fulfilled a leadership remit. These will include development of:

- Curriculum
- Events
- Creativity

- Leuven's scale will show increased learner engagement.
- Sprint plans for each group will show that priorities have been set and achieved.
- Monitoring of Core Assurances will show that Core Assurances have been met in line with Care Inspectorate expectations.

• Core Assurances As a result of this, all children will have improved learning experiences.	• Self-evaluation from parents will show qualitative success of planned events and family learning opportunities. • Planning, observations and evaluations will show learner progression with the Early Years Tracker and Dashboard. • Curriculum coverage monitoring and Learning Journals will show a broader range of cross curricular activities.
By June 2027, all teaching staff will have fulfilled a leadership remit. These will include development of: • Literacy • Numeracy • Outdoor Learning As a result of this, all children will have improved learning experiences.	• Sprint plans for each group will show that priorities have been set and achieved. • Targeted classes will experience increased progressive Outdoor Learning experiences.
MANAGEMENT OF THE NURSERY CLASS	
By June 2027, the Vision, Values and Aims and Curriculum Rationale will be refreshed and understood by all stakeholders resulting in most children being able to discuss why, how and what they are learning.	• Stakeholder views will be reflected in the refreshed Vision, Values and Aims and Curriculum rationale. • Updated displays will reflect the refreshed Vision, Values and Aims and Curriculum rationale. • Qualitative feedback will show that almost all children can discuss the refreshed Vision, Values and Aims and Curriculum rationale.
By June 2027, each member of SLT will have been fully involved in Quality Assurance to ensure improved outcomes for children's progress.	The involvement of all SLT members will be seen throughout all Quality Assurance processes including • Quality Assurance calendar • Staff feedback • Learning Journals • Early Years Tracker • Minutes of Tracking meetings • Dashboard analysis • SLT observations of staff

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
LEADERSHIP OPPORTUNITIES				
Creation of a menu of leadership opportunities for staff to select from and formulation of sprint plans for development.	Each team member will have a blend of on-going tasks and short-term responsibilities with built-in check points across the session.		EYSA EYECOs Depute of Nursery	Core Assurances template and guidance Early Years Tracker Learning Journals Planning documentation Froebel pamphlets SEAL resources Education Scotland Numeracy resources for Early Level Literacy Framework Numeracy Framework Messy Maths text Edinburgh Council 'Embedding Rights Through the Early Years Self-evaluation and Implementation Toolkit
Teachers will each produce sprint plans for their area of responsibility which will include development of priorities within Literacy, Numeracy and Outdoor Learning.	The groups will manage their own time within a time scale allocated from the Working Time Agreement.		Class Teachers PT DHT HT	Sprint plans linked to identified priorities WTA Literacy Framework Messy Maths and Dirty Teaching texts Numeracy Framework National Improving Writing Training
Leadership planning check-ins to be added to the Quality Calendar and monitored by SLT.	On-going		Depute of Nursery PT DHT HT	Quality Calendar WTA
MANAGEMENT OF THE NURSERY CLASS				
Share current Vision, Values & Aims & Curriculum Rationale with all stakeholders for consultation	September -October 2026		All stakeholders	Vision, Values, Aims Curriculum Rationale Questionnaires/surveys
Collate and respond to feedback on Vision, Values & Aims & Curriculum Rationale	November – January 2027		SLT and staff, parent, pupil and partner focus groups	Completed questionnaires/surveys
Share revised Vision, Values & Aims & Curriculum Rationale with all stakeholders for consultation.	February – April 2027		SLT and staff, parent, pupil and partner focus groups	Vision, Values, Aims Curriculum Rationale Questionnaires

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Update displays and launch revised Vision, Values & Aims & Curriculum Rationale	May – June 2027		SLT	Updated Vision, Values, Aims Updated Curriculum Rationale PEF allocation of £1,500 for display materials
Consultation on nursery uniform to bring it in-line with school uniform.	December 2026		Parents Nursery learners EYSA EYECOs SLT	Uniform consultation paperwork
Combine the nursery and school Quality and Backdrop calendars.	Sept 2026		SLT	Quality Calendar Backdrop calendar WTA calendar
Increase SLT participation at 6 weekly tracking conversations	As per tracking cycle		SLT EYECOs	Learning Journals Early Years Tracker & Dashboard Planning Documentation
Increase frequency of GIRFEC/Support for Learning meetings	Fortnightly		SLT EYECOs	Single Agency Planning paperwork Minutes of meetings Assessment tools for Early Years
All members of SLT to develop confidence in use of Learning Journals to support Quality Assurance.	On-going		SLT	Learning Journals training materials

Priority 3 : Overview of Priority – Health & Wellbeing of Learners**NIF Priorities**

Choose an item.

Improvement in children and young people's health and wellbeing

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 School1.5 Management of resources to promote equity2.4 Personalised support3.2 Raising attainment and achievement

Choose an item.

A Quality Framework for ELC

Choose an item.

Choose an item.

Choose an item.

4.2 Wellbeing, Inclusion and Equality

UNCRC

Article 28: (Right to education):

Article 2 (Non-discrimination):

Choose an item.

Choose an item.

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

This session, our nursery attendance has increased from 89% to 93%. School attendance figures have decreased from 92.9% to 91.7%. For this reason, we will continue to target improvements in attendance across the establishment.

Policy Development

Last session we created a draft Lady Alice Promoting Positive Behaviour policy. This session we will build on this work by consulting our learners on the policy and creating a child friendly version. In line with all Inverclyde schools, we will also create an Equalities Policy which outlines our work in this area.

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

ATTENDANCE FIGURES

By June 2027, school attendance figures will improve from 91.7% to 92.5% and nursery class attendance figures will continue to improve from a baseline of 93%.

School attendance figures will improve from 91.7% to 92.5% and nursery class attendance figures will continue to improve from a baseline of 93%.

POLICY DEVELOPMENT

By October 2026, all children in the school and nursery class will experience a consistent staff approach to supporting emotional regulation.

Leuven's scale will show almost all children are engaged in learning experiences.
 Leuven's scale will show almost all children are experiencing positive wellbeing by scoring above 3 in each area.
 GMWP will show that almost all children in the school score above seven in each area.

	Qualitative feedback will show that almost all children in P1-7 will be able to describe how staff support them to regulate emotions. Qualitative feedback will show that staff are consistently using language and approaches that reflect the Promoting Positive Behaviour policy.
By June 2027, almost all children in the school and nursery class will have an increased understanding of how we promote equalities for all.	The Lady Alice Equalities Policy will reflect local and national equalities guidance. Leuven scale will show almost all children are engaged in learning experiences. Leuven scale will show almost all children are experiencing positive wellbeing by scoring above 3 in each area. GMWP will show that almost all children in the school score above seven in each area. Qualitative feedback will show that almost all children in P1-7 will be able to describe how staff support them to regulate emotions. Qualitative feedback will show that staff are consistently using language and approaches that reflect the Promoting Positive Behaviour policy.
By June 2027, all school and nursery staff will engage with Building Racial Literacy CLPL to increase their understanding and skills in this area.	Leuven scale will show almost all children are engaged in learning experiences. Leuven scale will show almost all children are experiencing positive wellbeing by scoring above 3 in each area. GMWP will show that almost all children in the school score above seven in each area. Qualitative feedback will show that almost all children in P1-7 will be able to describe how staff support them to regulate emotions. Qualitative feedback will show that staff are consistently using language and approaches that reflect the Promoting Positive Behaviour policy.

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
ATTENDANCE				
Fully implement the Lady Alice Attendance Policy continuing to build positive relationships with families.	From August 2026		Pupils Parents Teachers SfL Teachers PSAs EYECOs Depute of Nursery PT DHT HT Clerical Team	Attendance Policy Attendance Data
Staff to use children's interests to reflect on their 'pull to school and nursery' offers.	September 2026		Pupils Teachers SfL Teachers PSAs EYECOs Depute of Nursery PT DHT HT	KWL grids or surveys Nursery All About Me Nursery Parent Target Setting sheets
POLICY DEVELOPMENT				
Create a child friendly Positive Behaviour Policy.	OCTOBER 2026		Pupils Teachers SfL Teachers PSAs EYECOs Depute of Nursery PT DHT HT	Positive Behaviour Policy
Nursery team will review the Positive Behaviour Policy to ensure that nursery systems and processes are reflected within the policy.	OCTOBER 2026		EYECOs Depute of Nursery DHT	Positive Behaviour Policy

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
			HT	
All stakeholders will be involved in the creation of the Lady Alice Equalities Policy through consultation, review and production.	June 2027		Pupils Parents Teachers SfL Teachers PSAs EYECOs Depute of Nursery PT DHT HT	Equalities legislation Equalities policy WAGOLL

Priority 4 : Overview of Priority – Cluster Priority NIF Priorities Placing the human rights and needs of every child at the centre of education Improvement in children and young people’s health and wellbeing Choose an item		
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. 6. Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.		
How Good is Our School <u>2.6 Transitions</u> <u>3.3 Increasing creativity and employability</u> <u>2.2 Curriculum</u> Choose an item.	A Quality Framework for ELC 1.3 Leadership of Continuous Improvement Choose an item. Choose an item. Choose an item.	UNCRC Article 14 (Freedom of thought, conscience and religion): Article 4 (Protection of rights): Article 23 (Children with disabilities): Article 3 (Best interests of the child):
Rationale for change based self-evaluation including data and stakeholder views		
Cluster STEM: Outdoor Learning (Science Focus) Cluster collaboration and professional learning have strengthened staff confidence and supported increased consistency in approaches to science across establishments. The February 2026 in-service day provided opportunities for staff to engage in practical, skills-based workshops across Early to Second Level. This supported the sharing of effective practice and increased understanding of enquiry-based learning. Evaluation of the in-service day indicates a positive impact on staff confidence and engagement, with almost all staff reporting that the session had improved their confidence in delivering skills-based science and provided practical approaches that could be applied within their own settings. For this reason, we will continue to develop staff confidence and increase consistency in approaches to Science with an outdoor learning lens.		
Cluster Professional Learning & Sharing Effective Practice Feedback from the cluster chairs has highlighted the need for clusters to share good practice and professional learning opportunities. The introduction of a cluster sharing practice event and accompanying professional learning materials will strengthen professional dialogue, increase awareness of effective practice across establishments and support greater consistency in approaches to learning, teaching and improvement.		
Nursery/Early Years: Tracking, Moderation & Quality Assurance Self-evaluation continues to indicate variability in the consistency and depth of practice across settings, particularly in ensuring clear progression and strengthening links between observation, assessment and next steps. This aligns with the need to further embed a systematic approach to self-evaluation across early years settings. For this reason, the Cluster Nursery DHT network will engage in collaborative moderation, professional dialogue and the sharing of highly effective practice aligned to the Quality Improvement Framework for Early Learning and Childcare.		
Cluster Equality & Inclusion Charter		

A shared cluster-wide approach to pupil leadership has been successfully developed through the Pinkie Promise, providing a clear and consistent framework for promoting inclusion, equality and children's rights across establishments. This session we will further develop this work by collaborative moderation of Equalities policies, professional dialogue and the work of the Cluster Pupil Leadership Group alongside staff leaders, establishments will co-create a shared child-friendly Cluster Equality & Inclusion Charter.

Cluster Transitions & Family Support

Primary to secondary school transitions are of a high standard, however, qualitative evaluations show that there are areas that we would like to improve on as a cluster. This session we will focus on

- targeted transition planning and information sharing to support continuity of wellbeing and learning for identified learners
- strengthening communication and collaborative planning across key transition points
- implementing a consistent transition numeracy assessment to support professional dialogue and informed class planning at S1 transition.

Future Ready Pathway: Financial Literacy, Enterprise & Employability

Inverclyde Council is exploring the development and delivery of a schools-based entrepreneurship and financial-skills programme aimed at equipping young people in Greenock with the knowledge, confidence and practical skills required to succeed in business, self-employment and future enterprise activity. The programme will have an initial focus on engaging S1-3 pupils within Inverclyde Academy and Notre Dame and P3-7 pupils in associated cluster primary schools during an initial pilot year.

Expected outcomes for learners Who? By how much? By when? What?	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?
Cluster STEM: Outdoor Learning (Science Focus) By May 2027, staff across the cluster will demonstrate increased confidence and consistency in delivering progressive, enquiry-based science through outdoor learning. Through cluster professional learning, moderation activities and collaborative dialogue, staff will develop a shared understanding of progression in enquiry skills including predicting, testing, observing, recording and explaining.	• Pre and post CLPL evaluations following the February cluster in-service will indicate increased staff confidence and understanding of effective outdoor science pedagogy. • Planning scrutiny, professional dialogue and learning visits will demonstrate increased consistency in approaches to science across establishments, resulting in increasingly high-quality and engaging learning experiences for learners across the cluster.
Cluster Professional Learning & Sharing Effective Practice By May 2027, staff across the cluster will demonstrate increased confidence in leading, sharing and implementing highly effective practice through collaborative professional learning opportunities.	• Pre and post event evaluations and staff feedback will indicate increased confidence in leading improvement and engaging in professional enquiry. • Self-evaluation activities, planning scrutiny and collaborative dialogue will evidence increasing implementation and adaptation of effective practice across establishments.
Nursery/Early Years: Tracking, Moderation & Quality Assurance 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.	• Pre and post self-evaluation activities and practitioner feedback will indicate increased confidence in using evidence to inform professional judgement and quality assurance processes. • Moderation activities, learning journals, planning scrutiny and quality assurance evidence will demonstrate increased consistency and a clearer shared understanding of high-quality practice across establishments.

Cluster Equality & Inclusion Charter 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.	- Pre and post pupil and staff evaluations will indicate increased confidence and understanding in relation to equality, inclusion and fairness. - The development and implementation of a shared Cluster Equality & Inclusion Charter will support increasingly consistent language, expectations and visible approaches to equality across all establishments.
Cluster Transitions & Family Support 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. 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. By May 2027, all cluster primary schools will implement a consistent numeracy transition assessment to support professional dialogue and informed class planning at S1 transition.	- Staff feedback, transition evaluations and professional dialogue will indicate improved communication and increased confidence in supporting targeted learners. - Transition documentation and meeting records will evidence more consistent approaches across the cluster. - Professional dialogue, pastoral tracking, attendance information and family feedback will indicate increasingly consistent and needs-led approaches to supporting children, young people and families across the cluster. - Moderation activities, staff feedback and transition evaluations will indicate increased confidence and consistency in the use of transition assessment information to support learner pathways and continuity in learning across the Broad General Education.
Future Ready Pathway: Financial Literacy, Enterprise & Employability 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.	- Staff feedback, steering group evaluations and professional dialogue will indicate increased understanding of cluster needs, opportunities and potential models for delivery - Findings from initial tests of change will inform the development of a realistic and progressive Future Ready Pathway for the cluster.

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Organise a cluster in-service day event with a focus on Science/Outdoor Learning	February 2027		Cluster SLTs Cluster Teachers Cluster PSAs Cluster EYECOs	
Organise a cluster in-service event with a focus on sharing practice	February 2027		Cluster SLTs Cluster Teachers Cluster PSAs Cluster EYECOs	
The Nursery DHT network will engage in collaborative moderation, professional dialogue and the sharing of	June 2027		Cluster Nursery Deputes	

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
highly effective practice aligned to the Quality Improvement Framework for Early Learning and Childcare.				
Cluster Pupil Leadership Group alongside staff leaders will co-create a shared child-friendly Cluster Equality & Inclusion Charter.	June 2027		Cluster pupils Lead to be identified	
Increase attendance at TAC meetings where appropriate to enhance targeted transition discussions between primary and secondary colleagues.	June 2027		Cluster DHTs Cluster Teachers Cluster Guidance Staff Cluster Sfl teams Parents	
Continue to participate in Numeracy transition assessments in-line with cluster schools.	May 2027		P7 Teachers P7 Pupils S1 Maths Teachers	
Contribute to a collaborative steering group to support the development of a shared Future Ready Pathway	June 2027		Chris Bateman - Future Ready Lead Nominated staff from each cluster school Cluster HTs	

Summary of PEF Spend	
2026 Allocation – £84,530 Carry Forward from Session 2025/26 -£7,970 Total - £92,500	Current projected spend - £92,444,06
• Appointment of 0.6 temp Principal Teacher of Literacy Development – £49,652.58 • Appointment of 2 x 20 hour per week PSAs - £35,291.48 • Supply costs to release the 2 teachers who are undertaking the National Writing Improvement Programme - £1,500 • Materials to support the development of Reading & Writing - £1000 • Professionally created display materials to share the refreshed Vision, Values and Aims - £1,500 • Resources to support the development of Outdoor learning including the upskilling of the staff team - £2,500 • Cost of the school day: residential Trip costs - £1000	