

Lady Alice Primary & Nursery Class

Standards & Quality Report 25-26

Context of the Establishment

Our Establishment

Lady Alice Primary is a non-denominational school situated in the south-west of Greenock. Our school was built in 1937 and has been home to many generations of our current families. Next session we will celebrate Lady Alice's 90th birthday. We are a well-known Inverclyde landmark due to our prominent roadside location.

This session we have had a Senior Leadership Team made up of the Head Teacher, Depute Head Teacher, Nursery Depute and PEF Principal Teacher (August 2025-March 2026).

In addition to the leadership team, we have a very committed and caring staff team. Our school is well looked after by our hardworking janitor and our two welcoming clerical assistants.

We had 12 Teachers support our eight primary classes. Four of our teachers are full-time, 6 teachers have 0.6fte contracts and 1 teacher has a 0.7fte contract. We have also had a Newly Qualified Teacher.

We were allocated 5.78 PSAs to our children this session but long-term absence has meant that we moved through the session with 6 PSAs providing 4.98fte.

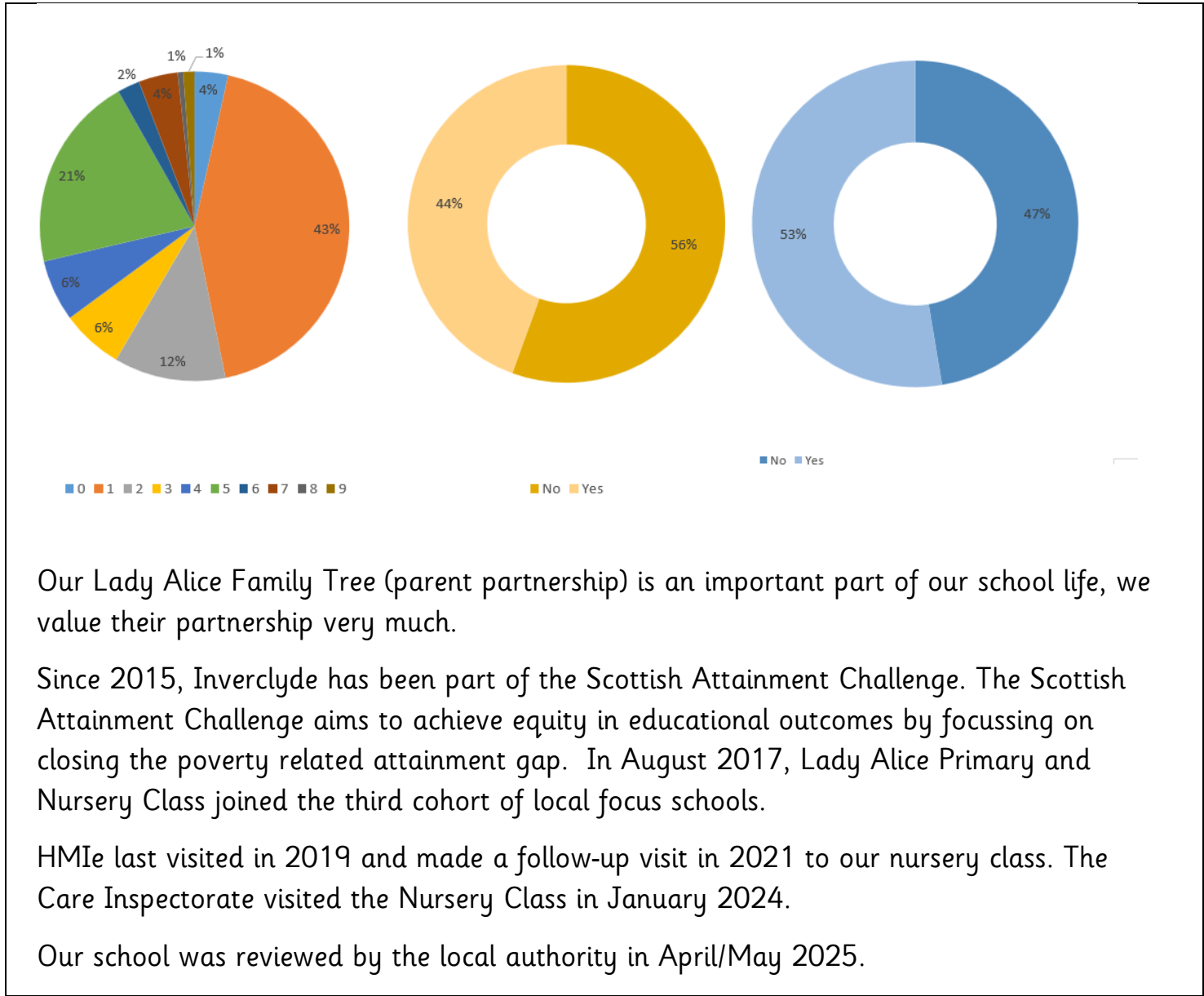
Through PEF planning this session we have employed a Health & Wellbeing Coach and a Principal Teacher of Writing (0.6) to drive forward attainment.

Our current primary roll is 171. The nursery offers place for 24 learners.

55% of our pupils live in areas defined as SIMD1 & 2. A further 33% of the school reside in areas defined as SIMD 3-5 and the remaining 12% living in SIMD 6-10 areas.

44% of our pupils are in receipt of Free School Meals.

47% of learners are recorded as having additional support needs.



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

Establishment priority 1NIF Priority

Improvements in attainment, particularly in literacy and numeracy

National Improvement Framework Outcomes

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

5. Skilled teachers and leaders delivering excellent, inclusive education.

HGIOS2.3 Learning, teaching and assessment

Choose an item.

QIF ELC QIs

Choose an item.

Choose an item.

3.3 Learning, Teaching and Assessment

4.3 Children's Progress

UNCRC

Article 28: (Right to education):

Choose an item.

Outcome:

1. By June 2026, children's progress will be more consistently monitored and tracked resulting in further improvements to learning experiences for all.
2. 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'.
3. By June 2026, the majority of children in the nursery class will be making expected progress in Literacy, Numeracy and Health & Wellbeing.
4. By June 2026, Reading attainment in next year's P3 & P6 cohort will increase from the 'majority' of learners making expected progress to 'most'.
5. By June 2026, most children in next year's P3, P4, P5 & P6 cohorts will be on track with Writing.

PEF used to support closing the gap:

- PEF PT of Writing Development 0.6fte - £33,760
- Reading Assessment – YARC - £1,500
- Reading comprehension materials - £600
- IDL Literacy & Numeracy - £999
- Materials to support Reading & Writing - £2951.50
- Cultural Capital trips to inspire and motivate Writing in real life contexts - £3,196.45
- Dictionaries to develop vocabulary and spelling for Writing - £750

Progress and impact of outcomes for learners:

(Please ensure you have explicitly indicated how your PEF spend impacted on the outcome)

1. All staff are using Learning Journals to record their professional judgements. Tracking meetings are increasingly thorough and staff are more effectively discussing whether children are on track by linking judgements to observations and evidence. Self-evaluation is showing that further work is required to ensure that records are not overwritten; this will allow staff and SLT to track the learning journey of each child more effectively.
2. Self – evaluation processes which have taken place this session have used the 'A Quality Improvement Framework for the early learning and childcare sectors: early learning and childcare'. SLT have attended local authority training on 'A Quality Improvement Framework for the early learning and childcare sectors: early learning and childcare' and have started to integrate this helpful tool into practice.

3. Most children in the pre-school cohort are making expected progress in Literacy, Numeracy and Health & Wellbeing. All ante- pre-school learners are making expected progress for their time at nursery in Listening & Talking and most are on track in all other areas of Literacy, Numeracy & Maths and Health & Wellbeing.
4. The use of YARC assessment materials and additional reading materials has enabled staff in a range of classes to more accurately identify and plan for gaps. Reading attainment in P3 has increased from the 'majority' of learners making expected progress to 'most' learners making expected progress. This target was not achieved in Primary 6 where the 'majority' of learners are making expected progress. It is predicted that this will be achieved by October 2026 where two further learners are expected to successfully complete interventions which ensure they are on track. Moving into next session the IDL resource purchased through PEF will be used to enrich assessment information and provide support for those confirmed with Dyslexia.
5. The PEF Principal Teacher has successfully led the development of Writing throughout the session. Staff comment positively on training provided and the pace of learning being just right for them. Children across first and second level are reported to discuss topic sentences, supporting details, the four sentence types and are using higher quality vocabulary, openers etc. As a result of this, most children in our P3 and P4 cohorts are on track with Writing. Learners in P5 and P6 have all made a year's progress but overall attainment has not increased from 'the majority' to 'most' children being on track for Writing. The P5 and P6 teachers are confident that the Single Paragraph Outline approach has been a success but will require further practise before the full benefits will be seen in attainment data.

Next steps

1. A next step is to increase the collaboration between team members to ensure each area reflects opportunities for breadth and application for individual children to make progress towards their targets.
2. The staff team should strategically collaborate at the planning stage using their unique knowledge of each child to identify which areas and experiences lend themselves to the identified targets.
3. The staff team should aim to observe each child three times in each target across the 12-week period in order to provide a holistic view of the progress.
4. SLT should arrange further training in the Early Years Dashboard. Further embedding of the tool will be prioritised in session 2026-27.
5. Create and share a strategic Dyslexia overview for identification and monitoring of Dyslexia concerns.
6. The Principal Teacher of Literacy Development (O.6, PEF) will continue to focus on raising attainment in Reading and Writing including participation in Wave 5 of the National Improvement of Writing training programme and moving from SPO to MPO.

Establishment priority 2

NIF Priority

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.

HGIOS

3.2 Raising attainment and achievement
1.3 Leadership of change
2.4 Personalised support

QIF ELC QIs

1.2 Staff Skills, Knowledge, Values and Deployment
4.3 Children's Progress

UNCRC

Article 28: (Right to education):
Article 29 (Goals of education):

Outcome:

Fact, Story, Action

1. 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

2. 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.
3. 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.

PEF used to support closing the gap:

- 0.2 fte Teacher – SFL (Feb start) - £9,230
- 0.2 fte Teacher – SFL (March start) - £7,150

Progress and impact of outcomes for learners:

(Please ensure you have explicitly indicated how your PEF spend impacted on the outcome)

1. Fact, Story, Action

Fact, Story, Action was introduced at the start of Term 1. Collegiate time was allocated to allow staff to understand and apply the new process. SLT supported staff with each aspect of FSA and gradually handed over responsibility for completion. Staff initially found this a challenge but with support have grown in confidence and report that there is increased ownership of data and deeper understanding of the needs of the class. P1-7 are consistently using the Action element of FSA to plan learning interventions to close the attainment gap. Additional planning time is provided during assembly for support staff, teachers and SFL teachers to meet and discuss progress, implementation and next steps for learners.

The nursery team had a brief introduction to Fact, Story, Action at the August in-service but have not yet begun to adopt FSA this session. Progress has been made in the use of data and tracking using the Early Years Tracker but the nursery team are still in the early stages of recording the information on the BGE Tracking area of Learning Journals and have not yet moved to use of the Data Dashboard although SLT analysis of the data is still happening. Data recording will be embedded across session 26/27.

2. Continuous Improvement

With support, significant changes have been made to meet the needs of some learners who have required support with Health & Wellbeing. Most staff effectively use The Circle tool to build learner profiles and the resulting strategy mapping has improved children's engagement. Most staff plan for children's needs to be met through the core provision in the playroom. With SLT guidance, a range of tools are used to respond to learner needs in the curriculum, 'I can tool', 'Teach Talk', 'SEAL', 'Realising the Ambition', Environmental Audits.

3. Eight self-evaluation sessions were built into the Working Time Agreement calendar for staff to share their views specifically on highlighted topics which sits alongside the ongoing dialogue between colleagues, SLT etc. This has allowed for on-going reflection about the work of the school and led to change of direction at times or adjustments to workload. Staff have given positive feedback about this with all teachers rating self-evaluation activities 4/5 or 5/5. FSA was worked on collegiately and tailored to suit the needs of the team. Staff feedback information collated from consultations will directly shape the priorities for session 26/27. SLT have reflected on the challenge of ensuring that the large number of part-time staff are included in school improvement and are making changes to systems and processes to maximise this. Changes to planning have been welcomed by staff. SLT have monitored the pace of change regarding school improvement and staff have been very positive in their feedback.

Next steps

- Continue to embed the recording of information and its robust analysis of this on the BGE Tracking area of Learning Journals.
- Develop a clear process to support and guide EYECOs 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.
- A robust review of progress and processes for Support for Learning systems (SfL) for the whole establishment including streamlining of SfL planning documents.

Establishment priority 3

NIF Priority

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

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](#)

HGIOS

- 3.1 Ensuring wellbeing, equality and inclusion
- 1.3 Leadership of change
- 1.5 Management of resources to promote equity

QIF ELC QIs

- 1.2 Staff Skills, Knowledge, Values and Deployment
- 3.1 Play and Learning
- 4.2 Wellbeing, Inclusion and Equality

UNCRC

- Article 42 (Knowledge of rights):
Article 3 (Best interests of the child):

Outcome:

1. 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.

2. 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.

3. Attendance

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

4. Rights Respecting School

By October 2025, the school [and nursery](#) will achieve Silver Level RRSA; children will have an increased understanding of their rights.

5. By June 2026, all school [and nursery](#) staff will engage with Building Racial Literacy CLPL to increase their understanding and skills in this area.

6. 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.

7. [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.](#)

PEF used to support closing the gap:

- Health & Wellbeing Coach 1.0fte - £27,930
- HWB Coach resources - £3,000

- Live'n'Learn workshop - £695

Progress and impact of outcomes for learners:

(Please ensure you have explicitly indicated how your PEF spend impacted on the outcome)

1. Health & Wellbeing Coach

Between August and May 2026, a targeted group of children who find it difficult to self-regulate will work with the PEF Health & Wellbeing Coach on learning which focused on self-regulation strategies. A variety of PEF purchased resources were used to support identified children: Let's Be Well journals, Let's Build Self Esteem and Cool Connections with CBT. Tracking of the interventions show that all children have made good progress from their baseline assessments.

- Staff report that the work of the HWB Coach has significantly impacted positive relationships within their classrooms. SLT have noticed a change in targeted children's response to adversity within the playground and a reduction on lost learning time due to resolving conflict. Children's feedback show that they feel listened to and supported by the HWB Coach. The HWB Coach role ended earlier than planned due to them securing a new job outside of education. The whole school community were saddened by this change, however, pleasingly the target children have maintained their skill level in self-regulation.

The Health & Wellbeing Coach planned and led a successful Health & Wellbeing Focus Fortnight for learners across the school which was shared with parents. There was an increase in pupil participation across a range of lunchtime and after school clubs this session.

Attendance

3. Attendance

This session, our nursery attendance has increased from 89% to 93%. School attendance figures have decreased from 92.9% to 91.7%. Part of our decreased attendance is related to families who leave the school without a new permanent address. This has led to long periods of absence from children leaving our establishment and securing a permanent address to allow a start date at their new establishment. A Lady Alice Attendance Policy has been created to support good attendance at school. Since February, monthly 95% Club certificates have been successful in promoting our vision for all children to attend school at least 95% of the time. Children who achieve 95% or higher attendance each month are awarded a certificate and 100 house points. Those who have not attained this but achieve a higher percentage than the previous month are awarded 40 house points. The 95% Club has had initial successes but we are still seeing the impact of family holidays around holiday weekends etc. A birthday initiative has also been launched to attempt to counteract absences which coincide with birthdays, children attending on their birthdays are awarded 100 house points. 2 children who have never attended on their birthdays attended for the first time.

4. Rights Respecting School Award

Silver Level RRSA was achieved in September 2026. Our report shows

"The school has a strategic approach to how they teach children about rights from nursery to P7 and how they support staff to link rights across the curriculum. Children shared a good knowledge of rights from the CRC and understand the unconditional nature of rights. There is a clear assembly plan connected to rights themes and Focus Fortnights (e.g. anti-bullying, sustainability and rights). Staff shared examples of learning connected to rights such as Global Goals, Protecting the Planet and Fast Fashion, adding, "We have changed our planning format to include rights alongside Lady Alice Super Skills and Global Goals." Staff talked about the value of both the ad-hoc day-to-day nature of rights-based conversations, combined with the planned approach to teaching about rights. The use of mascots, particularly Douglas in the nursery is having a powerful impact on children understanding the context of rights in their life. Adults spoke about the positive impact so far of child rights education saying, "It has built a sense of community," and "We're all coming from the same place, understanding that rights apply to everyone," and "We're all using the same language. "Children agreed that they feel safe and looked after in school, understanding that the role of adults is to protect them, with one child adding, "We have the right to know our rights." Nursery staff

added, “Everything is built on relationships.” Other staff added that rights language supports restorative conversations and helps to frame solutions in relation to respecting each other’s rights. The school’s Health & Wellbeing Coach offers emotional support to those who need it. Some children mentioned calm corners and quiet spaces throughout the school, and others talked about the opportunity to talk to adults privately to help them resolve any issues.

Children spoke positively about the Decision-Making Groups (DMG) with particular reference to the RRS Group saying, “We learn all about our rights, and tell others... we make posters for the community.” The DMG groups are made up of children from P2 – P7 who opted in but were selected randomly. In addition to RRS, the other DMG include a focus on literacy, numeracy, health and wellbeing, outdoor learning, learning for sustainability and digital literacy. The headteacher explained, “Some groups come from children’s suggestions and other groups come from the school improvement plan.” The remaining children who opted in, form the Big Wee HGIOS group to support discussions related to the SIP. Overall, the school is committed to embedding child rights education, putting the CRC at the heart of their practice and ethos.

5. The decision was taken to adjust workload expectations and so our target with Building Racial Literacy CLPL to increase staff understanding and skills in this area will be remain on our improvement plan next session.

6. Leadership roles

All teaching staff have developed their leadership roles through the on-going work of the Decision-Making Groups. To manage workloads a decision was made to move the creation of an Equalities Policy into next session. All staff contributed to the development of the Anti-bullying, Attendance and Promoting Positive Relationships Policy. Parents were encouraged to evaluate these policies and share their feedback through consultation at Parents Night and Family Tree meetings. Children have also contributed to the creation of child friendly versions. The child friendly versions will be completed early next session. The children also led a Homework consultation with staff, parents and peers during the session which will lead to changes in homework next session.

7. All nursery staff have leadership remits. The remit for Infection, Prevention & Control has improved access to resources and materials for children’s care routines. Staff are carrying out their responsibility to create a clean, tidy and safe environment through consistent application of the Infection, Prevention & Control for Childcare and Childminding Settings documentation. Children are linking the Right to be Clean, the Right to safe drinking water etc. to the routines of the nursery.

All children have been introduced to and are working through the basic stages of woodwork indoors and outdoors. Development of the woodworking hut is on-going within the nursery courtyard. Froebelian approaches have introduced the learners to clay which has expanded the range of materials for malleable play. Resources have been purchased to support the implementation of cooking experiences next session. Staffing has impacted our ability to access forest visits. The Forest Trips lead has adapted their remit to reflect outdoor learning within our campus. Gardening has been a focus for this and children are now preparing the nursery planters for growth and discussing lifecycles. The mini-Grass Pasture has been introduced and this grassy area has opened up a flexible environment for small world play (the farm, the jungle, the zoo, Jurassic Park etc.) as well as sensory experiences and producing greenery for the outdoor kitchen.

The development of the Cosy Corner has given children a place to relax and co-regulate with staff. The resources to support this have come from the PATHS programme. Emotion Pebbles, puppets, posters, mirrors and emotion stones have provided a stimulus to support children in identifying and discussing emotions. The cloakroom area has had a makeover based on the feedback from staff, children and families and is now a much more welcoming environment. Bonding bags are readily available for supporting the transition from home to nursery. Seasonal décor has been used effectively to create talking points for learners as they enter the nursery. This project has been positively commented on by all.

Next steps

- Each class teacher will be part of a working party next session which will monitored by a member of the SLT. The groups will each produce sprint plans for their area of responsibility which will include development of priorities within Literacy, Numeracy and Outdoor Learning set by staff

during this year's self-evaluation tasks. The group will manage their own time within a time scale allocated from the Working Time Agreement.

- Fully implement the new Lady Alice Attendance Policy to increase attendance for targeted learners.
- Continue to develop the leadership role of all staff through creation of a menu of opportunities. Each team member will have a blend of on-going tasks and short-term responsibilities with built-in check points across the session.

Establishment priority 4

NIF Priority

Placing the human rights and needs of every child and young person at the centre of education
Improvement in skills and sustained, positive school-leaver destinations for all young people
Improvement in children and young people's health and wellbeing

National Improvement Framework Outcomes

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](#)

HGIOS

1.3 Leadership of change

2.2 Curriculum

3.1 Ensuring wellbeing, equality and inclusion

QIF ELC QIs

1.2 Staff Skills, Knowledge, Values and Deployment

4.2 Wellbeing, Inclusion and Equality

UNCRC

Article 2 (Non-discrimination):

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

Outcome:

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.

4. 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.

PEF used to support closing the gap:

Cost of the school day

£2,000 to reduce the cost of the P7 residential trip making it accessible to all. The P7 residential trip provides the opportunity for children to build memorable experiences in a range of activities which they may not otherwise experience, develop team building skills, foster personal growth and promotes a healthy, outdoor experience. Pre/post questionnaires will measure the impact of the trip.

Progress and impact of outcomes for learners:

1. **Pupil Leadership & The Promise**

Very good progress has been made in relation to this outcome. 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.

Cluster pupil leaders have played a central role in designing and delivering assemblies across cluster schools within local groupings, ensuring consistent messaging and meaningful opportunities for leadership. This work was further strengthened through pupil participation in cluster-level events, including presenting the Pinkie Promise Charter at the Head Teacher meeting, demonstrating increased confidence, ownership and leadership capacity.

Cluster evaluation, including pre and post questionnaire data (November 2025 and June 2026), indicates a positive impact on both pupil confidence and understanding of inclusion and care experience. Most pupils reported increased confidence in taking on leadership roles and a greater awareness of how to promote fairness and inclusion within their school communities.

This is supported by pupil and staff voice, with one pupil reflecting that the experience "helped us understand how to include everyone and treat people fairly," while staff feedback highlights that the Pinkie Promise has supported a more consistent and visible approach to equality and inclusion across the cluster.

Overall, there is strong evidence that this work is contributing to a more inclusive ethos and strengthening pupil leadership across establishments, with increasing consistency in approaches to equality and inclusion.

2. **Cluster Nursery Depute Network - Quality Framework**

Good progress has been made towards this outcome. Across the cluster, early years settings demonstrate strong nurturing environments, positive relationships and increasing confidence in play-based pedagogy. The Nursery Depute network has provided valuable opportunities for professional dialogue, moderation and shared reflection.

Moderation activity has been a key strength, with nursery staff collaboratively reviewing and aligning key policies and procedures, including approaches to lunchtimes, medication and safeguarding. This has supported increased consistency in practice and a clearer shared understanding of expectations across settings.

Learning visits, moderation activities and practitioner dialogue indicate improving consistency in the quality of learning environments, with enhanced indoor and outdoor provision supporting high levels of engagement, independence and sustained involvement in learning. Practitioners are increasingly using Learning Journals to support tracking and assessment, demonstrating a developing understanding of how observations inform planning and next steps.

Pre and post self-evaluation discussions highlight increased practitioner confidence in using Learning Journals and in understanding the link between observation, assessment and planning. Staff feedback indicates that collaborative moderation has been particularly valuable, with practitioners noting that "working together has helped us agree what high-quality practice looks like."

While progress is evident, staffing pressures and operational demands within nursery settings have at times impacted the ability to consistently release Nursery DHT's to attend cluster moderation and development sessions, particularly where staff remain significantly floor committed. This has resulted in some variability in engagement and pace of implementation across establishments.

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.

3. **Science Curriculum & Moderation**

Good progress has been made in developing a more consistent approach to science across the cluster. Staff have engaged in professional learning and are increasingly confident in using the Inverclyde Science Planners to support progression and structure within science.

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.

Pre and post session feedback highlights an increased awareness of how to develop enquiry skills progressively, with staff identifying a clearer understanding of how to embed predicting, testing, observing and recording within their planning. Qualitative feedback further supports this, with staff noting that the session “provided practical ideas that could be used immediately” and helped to “make science more engaging and manageable.” This evidence, alongside early planning scrutiny and professional dialogue, indicates emerging impact on classroom practice. However, cluster self-evaluation highlights that variability remains in progression, depth and consistency across establishments. While examples of effective practice are evident, these are not yet consistently embedded across the cluster.

4. Cluster HT Development Days

Very good progress is evident in strengthening leadership capacity across the cluster. Regular protected development sessions have strengthened meaningful professional dialogue, enabling Head Teachers to collaboratively reflect on practice, moderate improvement priorities and develop shared approaches to leadership.

There is clear evidence that these sessions have contributed to increased alignment across establishments, with professional dialogue becoming increasingly focused, strategic and evidence informed. Through this collaborative work, Cluster Head Teachers have moderated and aligned a number of shared policies and approaches, including anti-bullying and attendance guidance, supporting greater consistency in expectations and practice across establishments. Head Teachers report that this collaborative approach has supported a clearer understanding of standards and expectations, enabling the cluster to move towards more consistent practice.

Evaluation of these sessions highlights their positive impact, with Head Teachers noting that the opportunity to engage in focused dialogue has helped the cluster to “move towards clearer, shared approaches rather than individual practice.”

Overall, this work is strengthening leadership of change and supporting the development of a more coherent and aligned approach to self-evaluation and improvement across the cluster.

Next steps

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. The 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. Pre and post event evaluations and staff feedback will indicate increased confidence in leading improvement and engaging in professional enquiry, while 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. Through the Cluster Nursery DHT network, staff will engage in collaborative moderation, professional dialogue and the sharing of highly effective practice aligned to the Quality Improvement Framework for the early learning framework for the early learning and childcare sectors.. 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. Through 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. 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. Through increased attendance at TAC meetings where appropriate, targeted transition discussions between primary and secondary colleagues and the use of shared transition information, including transition numeracy assessments, establishments will strengthen communication and collaborative planning across key transition points. Staff feedback, transition evaluations and professional dialogue will indicate improved communication and increased confidence in supporting targeted learners, while transition documentation and meeting records will evidence more consistent approaches across the cluster.

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. Through collaborative working between establishments and, where appropriate, the increased use of Team Around the Child/Family meetings, staff will strengthen communication, partnership working and early intervention approaches for identified learners and families. 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.

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. 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. Through professional dialogue, partnership working and targeted tests of change within identified establishments, the steering group will gather evidence, identify opportunities and inform practical approaches to future implementation across sectors. Staff feedback, steering group evaluations and professional dialogue will indicate increased understanding of cluster needs, opportunities and potential models for delivery, while findings from initial tests of change will inform the development of a realistic and progressive Future Ready Pathway for the cluster.

Data

Key Strengths:

School/ **Nursery class**

2025-2026 Attainment	L&T	R	W	N
Family Group Average	93%	83%	78%	84%
Lady Alice Primary School	93.6%	78.8%	75.3%	84.7%

- Almost all pre-school children in the nursery class are making expected progress in Literacy, Numeracy and Health & Wellbeing.
- Most children in Cohort 1 (August 2025 intake) are making expected progress in Reading, Writing, Numeracy and Health & Wellbeing. All children in this cohort are on track for Listening & Talking. The majority of children in this cohort are on track for LTR (Listening, Talking and Reading strands) and Maths strands.
- All children are on track with learning in all organisers within Cohorts 2 (Jan 2026 intake) & 3 (April 2026 intake).
- Almost all children are making expected progress in Listening and Talking. This is in-line with the Family Group average.
- Most children in the school are making expected progress in Reading. Attainment in Reading is lower than the Family Group average.
- Most children in the school are making expected progress in Writing. Attainment in Writing is lower than the Family Group average.
- The majority of children in the school are making expected progress in Literacy overall.
- Most children in the school are making expected progress in Numeracy. This is in-line with the Family Group average.
- Children from deciles SIMD 1 & 2 are underachieving compared to their peers in Reading, Writing and Numeracy. The gap in Reading has reduced overall by 2.5% since last year. The gap in Writing has reduced overall by 1.6% since last year.

Key Priorities:

School/ **Nursery class**

- Continue to prioritise the focus on Writing attainment and further focus on Reading attainment in order to improve the attainment in Literacy overall.
- Continue to embed Fact, Story, Action in order to build consistency in our approach to teacher use of data.
- Robust self-evaluation of Support for Learning approaches to ensure timely and appropriate interventions impact learners to raise attainment.
- Continue to embed tracking processes in-line with local authority expectations and provide CLPL for nursery staff to have a robust understanding of their own data which includes planning for targeted interventions.

Quality Indicators

1.3 Leadership of Change Good	1.3 Leadership of Continuous Improvement (ELC QIF) Good
Key Strengths: School/ Nursery class - Changes made to self-evaluation processes this session have been positively evaluated by staff. The impact of this has been improved pace of change, well managed writing initiatives and reduction in bureaucracy in relation to planning. - Staff have reported that they have been more effectively engaged in shaping the priorities of the school. This will impact the direction of the School Improvement Plan for next session. - The introduction of Fact, Story, Action has led to improved knowledge and understanding of children's needs in the classroom as well as upskilling teacher use of data. - Both staff absence and reduction in management time for the nursery depute have reduced the opportunities for improvement activities, however, progress has been made. The approach to management of changes to the environment has been very successful and led to improved engagement from learners. This work will be continued across all areas of the environment. - Tracking processes are in place but they are not fully aligned to the local authority expectations. Changes to tracking and monitoring require to be fully embedded but the impact of the changes that have been made are already providing richer and more accurate data for staff. Tracking data is analysed by SLT to identify gaps and plan for next steps. Key Priorities: School/ Nursery class - Develop a more strategic overview of SLT management of the nursery class to minimise the impact of staff absence and the resulting decrease to management time. - Robust self-evaluation of the processes and systems within the school and nursery class to meet learner needs. - Review of the Lady Alice Vision, Values and Aims to build coherence of approach for all. - Fully embed use of the local authority approaches to tracking including use of the Early Years Dashboard.	

2.3 Learning, teaching and assessment Good	3.3 Learning, teaching and assessment (ELC QIF) Good
Key Strengths: School/ Nursery class - The vision of the PEF PT to improve writing pedagogy and to raise attainment in this area. The introduction of Single Paragraph Outline has improved in engagement in writing for reluctant writers. Other positive impacts are that most children can discuss the four sentence types and apply these to short pieces of writing. Staff confidence has increased in the delivery of Writing lessons. - Practitioners have established strong positive relationships with children, parents and partners, underpinned by the school values.	

- The introduction of Fact, Story, Action has resulted in a more strategic approach to targeted interventions. Learner needs are shared with all staff working with a child. SMART targets are being used effectively by the majority of classes and all targets are evaluated regularly.
- Children's experiences are engaging and encourage independence.
- The environment is adapted continuously to suit the needs of the learners and build co-regulation and self-regulation areas indoors and outdoors.
- The relationships between children, staff and families are strong and feedback consistently reflects this.

Key Priorities:

School/ **Nursery class**

- The Principal Teacher (PEF, 0.6) of Literacy Development will continue to support and strengthen the use of SPO and build to MPO. The school will participate in the National Improving Writing Programme from January 2027.
- Strategic working parties will be created next session to take forward initiatives in Literacy, Numeracy and Outdoor Learning.
- Staff to further engage with, reflect upon and implement learning from 'A Quality Improvement Framework for the early learning and childcare sectors: early learning and childcare'
- Evidence the use of tracking information in planning for learning experiences, particularly for those not making expected progress.

3.1 Ensuring wellbeing, equity and inclusion

Good

4.2 Wellbeing, inclusion and equity (ELC QIF)

Good

Key Strengths:

School/**Nursery class**

- HWB coach provided small group and one to one support to increase self-confidence, self-worth and promote self-regulation techniques. All children involved reported feeling supported and listened to in school following these interventions.
- SLT worked closely with staff to ensure additional support needs were identified and recorded appropriately; this meant learners are supported and learning is equitable for all. In particular, Dyslexia identification and evidence gathering has been a focus this session. The introduction of the Nessy programme has further supported learners in this area.
- All children can identify at least three adults that they can speak to in school if they are worried or upset.
- Most staff effectively use The Circle tool to build learner profiles and the resulting strategy mapping has improved children's engagement. Staff plan for children's needs to be met through the core provision in the playroom.
- The Nursery Depute worked collaboratively with SLT and other agencies to ensure positive destinations for pupils transitioning to P1.
- Children's individual needs are at the centre of planning and review processes. The learning tracker in Learning Journals records every child's learning targets.
- All nursery staff have children's wellbeing at the centre of what they do. This is an identified strength highlighted by parents with scores of 'excellent' and 'very good' in feedback.

Key Priorities:

School/**Nursery class**

- A robust review of progress and processes for Support for Learning systems for the whole establishment including streamlining of planning documents.
- Further engagement with the Lady Alice Promoting Positive Behaviour (PPB) policy to ensure that all staff are consistently using appropriate language and approaches to support children across the school. The nursery class will review the PPB policy to ensure that systems and processes within the nursery are reflected within the policy
- More effective and consistent analysis of tracking information by EYECOs to identify gaps in learning and possible additional support needs for all learners.

3.2 Raising attainment and achievement

Good

4.3 Children's progress (ELC QIF)

Good

Key Strengths:

School/Nursery class

- Tracking data and GIRFEC profiles are used to inform Fact, Story, Action which has led to more robust conversations about the holistic progress of each child.
- The Action element of Fact, Story, Action has provided the staff with a clear plan to move forward for individuals and groups. Staff have welcomed regular meetings where teachers, PSAs and SFL teachers evaluate progress and plan for next steps.
- Children are engaged, curious and motivated in learning, particularly by their experiences outdoors where they enjoy the freedom to experiment on a large scale with confidence and independence.
- Staff have made good progress over the last term in using the Early Years Tracker on Learning Journals to record their professional judgements. There is a deeper understanding of the developmental milestones within the strands.
- Use of parental information to inform planning for individual needs. This happens through 12 weekly consultations and meetings to jointly set targets.

Key Priorities:

School/Nursery class

- Review of the Lady Alice Vision, Values and Aims to build coherence of approach for all.
- 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.
- Continue to engage with local authority training on Tracking & Monitoring to ensure we are fully in line with local policy.

Other quality indicators evaluated from 3-year plan (Schools)		Other quality indicators evaluated from 3-year plan (Nursery)	
HGIOS		ELC QI's (QIF)	
1.1 Self-evaluation for self-improvement 1.3 Leadership of change 2.4 Personalised support 2.2 Curriculum	Good Good Good Good	Choose an item. 2.1 Children Experience High Quality Spaces Choose an item. Choose an item.	Choose an item. Good Choose an item. Choose an item.
Key Strengths: School/ Nursery class - Self-evaluation shows that participation in continuous improvement activities have improved for staff this session. - The pace of change has been managed more effectively in session 2025/26 and changes to reduce workload by removing un-necessary bureaucracy have positively impacted on staff. - The recording of pupil interventions in Fact, Story, Action paperwork has improved the strategic approach to improving outcomes for learners. All members of the team supporting a child are clear about their responsibilities within a child's plan. - A strategic approach was used to make improvements to the environment using local and national guidance to meet learner needs. Key Priorities: School/ Nursery class - 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. - Further reduce un-necessary bureaucracy around Support for Learning/Fact, Story, Action to create more effective processes for supporting learner needs. - Continue to develop the environment in response to our new learners and children's ever-changing interests.			

Key Achievements of the Establishment

Opportunity to celebrate activities, awards, events, partnerships

Nursery Achievements 2025/2026

Over the course of the year the nursery has hosted several successful family learning events. All events had 100% attendance from nursery families.

Stay and Play

All groups hosted successful stay and play sessions with their families, giving a flavour of what a nursery session is like and how we learn through play.

Ceilidh

In November, the Nursery held a family Ceilidh to celebrate St Andrews Day. The children and their families participated in some Scottish Country Dancing and shared some Scottish songs, poems and rhymes. Many businesses amongst the local community donated prizes for a very successful raffle raising money for nursery funds along with sponsorship from the children.

Family Trip

In May we linked in with Inverclyde Shed taking part in a very interesting session at Darroch park learning about plant life cycles, a tasting session of some of the garden's herbs and forgeable ingredients and learned what fruit, veg and herbs we could plant in our own nursery courtyard and how to best care for them.

Library visits

When staffing permitted, we had weekly visits to the local library forming a love and interest in reading with the local librarian sharing a wealth of stories, songs and rhymes with us.

Family sports day

Our sports day was inspired by the FIFA World Cup. 3 circuit type events encouraged families to beat the goalie, develop ball skills with Morton in the Community and test our balance with the football and spoon race. Each family drew a flag from the hat and donated a snack from that country for our light refreshments. A photobooth and visit from Morton Mascot Cappie gave families a lasting keepsake. Parents enjoyed a very intense Parent vs Parents match which was enjoyed by all and the children enjoyed showing off their developing skills in the children's game which earned them a medal.

Community Links

Maths Week

For Maths week we linked in with a local architect who invited us to take part in examining plans of our local corner in Inverclyde and look at photographs of familiar local buildings of interest. We enjoyed a challenge using a variety of building materials to create a house for some characters that we knew from familiar tv programmes and films.

People who help us

We had visitors from some local heroes – Andy our school crossing patrol who supported our learning about road safety. The children enjoyed dressing up and teaching their families the green cross code!

Educational visits from Childsmile encouraged children's awareness of the importance of dental hygiene and diet and supported the nursery in achieving very positive feedback in our routine Childsmile monitoring visits.

The library came to us to share a Bookbug session for World Book Day – it was nice playing host to our librarian; the children were keen to show her some of our favourite stories in the Lady Alice Library.

- The netball club has been successful in reaching the finals of all three cups this session and were proud winners of the Summer Cup.
- Miss Stephens led a Drama Club which successfully provide a whole school pantomime at Christmas. Children were able to demonstrate their drama skills for parents and families to enjoy.
- We have continued our successful partnership with Southwest Library, each class has had several visits to the library across the session.
- Two groups of children worked with The Anchor to complete the 'Off the Pitch' programme to promote self-esteem, self-confidence and learn about conflict resolution.
- A Health & Wellbeing Focus Fortnight enabled us to showcase our learning to parents.

- To celebrate the Year of Reading, Primary Five worked with Magic Torch on reading / making comics. Pupils had the chance to create their own character and comic page.
- Primary Seven worked with local money advice charity Financial Fitness as part of the Money Talks project.
- Reverend Teri and Jonathan have continued to support learning in the school through regular assemblies, services and initiatives for P5, P6 & P7.
- All classes took part in Lady Alice Adventures in Writing. As part of our PEF Writing approach, we have been able to fund trips for classes which have built cultural capital and fostered a positive writing ethos. Each class have had the opportunity to be writers and researchers during their trip. On their return, the collected notes and plans have been used to create high quality writing pieces. This year we visited Kelburn Country Park, Monty's Farm Park, Dundonald Castle, Finlaystone Estate, Hampden National Stadium and Museum, Whitelee Windfarm, The Waverley and Glasgow Ski Centre. Staff and children have commented positively on the impact of these trips in motivating their learners to write. Examples of their writing can be seen in the displays on our ground floor.

Below are the achievements of the Decision-Making Groups within the school.

The Wee HGIOS Group Decision Making Group

Our Aims:

- The Wee HGIOS group has been set up to give our pupils an opportunity to be involved in self-evaluation and school improvement. Self-evaluation is how we decide what we are doing well and what we could be doing better. This feedback helps us as a school to decide the actions we need to take to keep improving.
- Pupils are selected from across Primary 3 to 7 to meet together and share their pupil voice on behalf of the whole school.

Our key achievements:

- This year we worked alongside the Family Tree to promote the Tesco Blue Token Scheme around the school and to our families, encouraging them to vote and help our school fundraise for playground equipment. This money was used to provide more opportunities for play in our playground, improving our pupil's health and wellbeing and enjoyment at school.

How has our work benefitted the children of Lady Alice?:

- The children feel their voice is listened to and valued. Pupils have become more confident in sharing their ideas and opinions in mixed pupil groups.
- We have created positive links with our Family Tree members. The funding raised has improved our playground equipment.
- We have linked with our local library and used their garden space to generate ideas for Outdoor Learning opportunities our classes could use.

Our next steps:

- Progress on to Theme 4: Our Health and Wellbeing.
- Review what is going well in our school currently relating to this theme.
- Identify action points we can work on to build on our success with Our Health and Wellbeing.

Health & Wellbeing Decision Making Group Aims:

Our Aims:

- To promote the physical, mental and emotional health of Lady Alice pupils and staff.

Our key achievements:

- Members provided valuable input into budgeting decisions for the purchase of new playground equipment, ensuring that children's views were considered when planning improvements to outdoor play opportunities.
- This group explored ideas for supporting children's mental health and wellbeing and had planned on organising activities for Children's mental Health week. However, as a whole school Health Week was organised at a different time of the year, wellbeing initiatives were incorporated into this wider event instead.
- The group worked collaboratively to write a letter to the Head Teacher sharing suggestions on ways to boost morale and further enhance the positive school environment for both pupils and staff.

How has our work benefitted the children of Lady Alice?:

- Through these activities, members have demonstrated leadership, responsibility and a commitment to promoting health and wellbeing throughout the school community.

Our next steps:

- To have a more active role in implementing Health Week.
- To encourage mindfulness throughout Lady Alice.

Rights Respecting School Decision Making Group

Our Aims:

The Rights Respecting School Decision Making Group promote Children's Rights in Lady Alice Primary School and Nursery Class. The group worked together with the adults and pupils across the school, nursery and our community to achieve the Silver Rights Respecting School Award in 2026.

Our key achievements:

We reflected on our year and we are so proud of our achievements! We have...

- ensured every class has a rights charter
- labelled examples of rights around the school
- share rights of the month with the classes
- made and distributed parent leaflets
- discussed rights within our community
- created positive affirmation rights posters to display in each classroom
- achieved the UNICEF Rights Respecting Schools Silver accreditation

How has our work benefitted the children of Lady Alice?

Lady Alice children...

- Are aware of their rights
- Can discuss the ABCDE of rights
- Are beginning to understand how some children do not have their needs and rights met
- Understand the importance of learning about rights
- Know the roles of adults as duty bearers
- Know that children are rights holders
- See examples of their rights displayed around their classroom and school

Our next steps:

- The group will work together with adults, pupils and our community with the aim of achieving our Gold Rights Respecting School Award in 2028.

Outdoor & Eco Decision Making Group

Our Aims:

We aim to improve the outdoor areas, promote outdoor learning and raise environmental awareness.

Our key achievements:

We worked hard to clean and maintain the outdoor courtyard area.

We looked at ways to encourage the school to take part in outdoor learning.

We created a competition to design badges that will be earned for outdoor learning.

We worked with Mr Ingram to create ideas for our big playground.

How has our work benefitted the children of Lady Alice?:

- We now have badge designs that the classes will try to earn.
- We have looked at what skills we will work on and created a draft of what that will look like at each stage.

Our next steps:

- We need to scan and create badges/display for each class.
- We need to create a progression pathway for each skill.
- We need to resource the skills to be covered.
- Training would also be helpful to ensure the children in the DMG and staff are skilled in each area. E.g. – knots, fire safety.
- Make links with South West Library Garden team.
- Investigate volunteers to help develop/maintain school garden.

Numeracy Decision Making Group

Our Aims:

- To engage learners across the school in numeracy activities.

- To encourage others to see the fun and important aspects of numeracy.

To ensure pupils have access to resources that will support them in their numeracy learning.

Our key achievements:

- Planning and creating a day of activities for the whole school to access to celebrate National Numeracy Day.

Identifying the range of numeracy resources within the school and ensuring staff and learners know they are available.

How has our work benefitted the children of Lady Alice?:

- Pupils have had opportunities to explore a range of resources to support them in their learning.
- Pupils have taken part in a variety of active learning and play opportunities to improve their numeracy skills.

Our next steps:

- Feedback from pupils has shown that they miss opportunities to compete in whole school, local authority and national online competitions. The group would like to look into the cost of online subscriptions and evaluate the best product in terms of what it provides for children and the cost. They would then like to plan a numeracy fundraiser to possibly contribute to costs for this.

Literacy Decision Making Group

Our Aims:

We aim to support in developing reading, writing and talking & listening.

Our key achievements:

- We shared our love of stories and authors to create a display to share with the rest of the school.
- We set up the P1 Lending library to allow the P1 learners to take a story home every week. We sorted and selected age-appropriate books and bagged them ready to take home. 2 of our members took the children along to the library every week to support the children in borrowing and returning books.
- We planned, organised and set up celebrations for World Book Day. We transformed our Gym Hall into 'The Book Nook', which was a relaxing and inviting space for learners to come and read, listen, explore and enjoy the range of materials on offer.

How has our work benefitted the children of Lady Alice?:

- We have tried to encourage the children to read in the way that is most accessible and enjoyable for each individual.
- We have made links with the nursery and P1 learners. We created a relaxing 'Nook' to help the children relax and find enjoyment in reading.

Our next steps:

We would like to promote reading across the school to create a positive reading culture.

Digital Decision Making Group

Our Aims:

- Create a digital charter
- Pupil-led group – coding, pivot
- Explore the resources we have in the school to support digital literacy with the aim to share this experience with others

Our key achievements:

- Completed first draft of the digital charter
- Inventory of digital resources
- How to guide for Nessy

How has our work benefitted the children of Lady Alice?:

- We took time to collate resources and explore new resources we have in the school that can be used to support digital literacy.
- We would like to share the 'How to' guide with pupils and parents to utilise our Nessy subscription.

Our next steps:

- Finalise Digital Charter
- Pupil-led lunch group – Term 1 or 2

- Digital leaders to support with technical problems and questions
- Share 'How to' guide