

Education – Improvement Planning Document – 2026-27

Establishment Name: St. Mary's Primary School

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Head of Establishment	Mark Deegan	Date	June 26
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Quality Improvement Officer	Emma Picken	Date	June 26
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Our Vision, Values and Aims

In St. Mary's Primary School, we aim to develop the faith, knowledge and skills of all learners to prepare them to have a happy, successful and prosperous life in the 21st century.

As a Catholic Primary School, a strong emphasis is placed on developing our Christian faith and promoting the Gospel values. Through your help, and with continued support from our parish, we aim to develop a genuine love of God and an understanding of social justice in our children's lives.

Agreed Core Values

- Happiness
- Respect
- Kindness
- Ambition

All members of our school community are valued equally, as is their right to be themselves and to excel in different ways. Regardless of sex, race or creed, everyone is offered the same opportunities to participate in the life of the school.

Aims

In order to equip the children to achieve their full potential, we aim to:

- Provide a happy, safe and welcoming environment where each member of our school community feels valued and respected.
- Provide the highest quality learning experiences which support and enhance each child's potential for success and life-long learning.
- Develop as a community of faith, through the promotion of Christian values, celebration and worship, and service to others.



Our Shared Vision

In St. Mary's Primary School, we aim to develop the faith, knowledge and skills of all learners to prepare them to have a happy, successful and prosperous life in the 21st century.

As a Catholic Primary School, a strong emphasis is placed on developing our Christian faith and promoting the Gospel values. Through your help, and with continued support from our parish, we aim to develop a genuine love of God and an understanding of social justice in our children's lives.

Our Shared Values



Happiness

To create an environment where our whole school community experiences happiness.



Kindness

To promote kindness to all in our words and actions and to treat others like Jesus taught us.



Respect

To support everyone in showing respect for ourselves, peers and our whole school community.



Ambition

To always aim for the very top by giving everything we do our best.

St. Mary's Primary School

Curriculum Rationale 2024-2027



In St. Mary's Primary School, we value Happiness, Respect, Kindness and Ambition. We have worked with pupils, staff, parents and partners to ensure our curriculum reflects our uniqueness and is designed to build the skills our pupils need in life, learning and work in an ever changing world. We recognise that the curriculum is wider than the experiences and outcomes and that all stakeholders support our curriculum. We have encouraged the contribution of all stakeholders to develop a curriculum rationale which is designed to meet the needs of the pupils in our context.

Our curriculum is driven by:	Our curriculum aims to:	We will do this by:
• Creativity • A rich digital ethos • Diversity • Warm, welcoming Ethos • 7 design principles: personalisation and choice, coherence, relevance, challenge and enjoyment, breadth and depth • The Gospel Values • Self Evaluation	• Provide the highest quality learning experiences which support and enhance each child's potential for success and life-long learning. • Give children opportunities to develop the 4 capacities • Develop the meta skills but in particular Collaborating, Creativity, Critical Thinking, Adapting and Initiative.	• Bundling Es and Os in planning to give coherence. • Planning for support looking at individual needs and being responsive to poverty of experience • Creating pathways which bundle Es and Os which are covered through the "hidden" curriculum. • Quality assurance procedures ensuring high quality teaching and learning.

What makes us unique?

There are several things which make us unique to any other school. We asked pupils, staff, parents and partners over a three week period in February 2024 for their views on this. The following four key things were easily identifiable from the views of all stakeholders:

Our strong values

Our school community all played a part in developing values which match the context, needs and wishes of everyone: Happiness, Kindness, Respect and Ambition. You can see our pupils living our values any time you enter the school. We have shown how important they are to us by displaying them in every class, greeting visitors with them in the playground, having them visible in our hall and discussing them at every opportunity.

The opportunities we offer

In St. Mary's Primary School it is recognised that we provide many opportunities to be part of a group, try new activities, go on trips or have new experiences. Pupils have the opportunity to take on roles within Houses, taking leadership opportunities as House Captains and Vice Captains, attending the theatre for a musical and for a panto, attending football matches, getting outdoors and on trips regularly, develop new skills on residential and so much more. The work in the Inverclyde Music Festival to develop and showcase the talents of our pupils has been highly commended by all and identified as a strength people wish to see continue moving forward.

Our staff and pupils

Our whole community recognised the warmth and love the staff show our pupils and the hard work they put in to ensure every child achieves success. We aim to ensure every child feels safe, happy and cared for and this is reflected in the positive relationships between staff and pupils. Our caring and nurturing ethos is visible for all parents, partners and visitors who enter our school.

The kindness, respect and manners our pupils display has also been identified as making us unique. The dedication to living the values in our school is clear and our pupils are excellent ambassadors for our school when they are out in public.

Our high standards

We pride ourselves in having high standards in all that we do in St. Mary's Primary. Our community recognises this in terms of behaviour, achievement, and conduct. They are also proud of the uniqueness and high standards we have for uniform. Our green shirts make us easily identifiable and we aim to leave a lasting memory after participation in events by showcasing our high standards when we wear them.

When thinking about what makes us unique, we must take into consideration that 34% of our pupils reside in SIMD 1 and 2. We have 24% pupils who are 'New to Scotland' to our school in the last few years. Our school community has always been very open, friendly and welcoming when new pupils join us and show respect to everyone regardless of any differences.

Ensuring we take forward the driver of Diversity and continue to provide equity for our pupils must be taken into consideration during the development of our curriculum and School Improvement Planning over the next three years.

What skills are important to us?

We want to develop skills that allow all our learners to develop as successful learners, confident individuals, effective contributors and responsible citizens and we will have this at the heart of all curriculum decisions.



Self management	Social intelligence	Innovation
Focussing	Communicating	Curiosity
Integrity	Feeling	Creativity
Adapting	Collaborating	Sense making
Initiative	Leading	Critical thinking

We also want to develop meta skills but in particular we will focus on 5 key skills which staff have identified as being most important and needed for our pupils; Collaborating, Creativity, Critical Thinking, Adapting and Initiative.

Article 3

When adults make decisions, they should think about how their decisions affect children.

Article 28

Every child has the right to an education.

Article 29

Children's education should help them fully develop their personalities, talents and abilities.

What comes next?

- Collegiate sessions for 2024-2025 will focus on the design of our curriculum, the bundling of Es and Os and creating overviews of what we cover through the 'Hidden Curriculum'.
- We will review our approach to IDL and the 7 design principles.
- Enlist the support of parents, partners and the community to enhance our curriculum and support the development of skills.
- Review our rationale at the end of 2026-2027.

3 Year Overview of Establishment Priorities

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

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

Session 2025-2026

Session 2026-2027

Session 2027-2028

Overview of rolling three year plan

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

National Priorities	Session 2025-2026	Session 2026-2027	Session 2027-2028
Improvement in achievement, particularly in literacy and numeracy	• Play Pedagogy • Numeracy	• Play Pedagogy • Numeracy (Maintenance) • Reading	• Play Pedagogy
Closing the attainment gap between the most and least disadvantaged children and young people	• Play Pedagogy • Numeracy	• Numeracy (Maintenance) • Reading and Writing targets	• Reading and Writing
Improvement in children and young people's health and wellbeing	• Attendance • Anti-Bullying Policy • Equalities • Signs of Safety • Equalities • Outdoor learning	• Development of Meta Skills and DYW • Outdoor learning	• Development of Meta Skills and DYW • Outdoor learning
Improvement in skills and sustained, positive school-leaver destinations for all young people;	• Development of Meta Skills and DYW • Pupil Leadership Development	• Skill Based Learning and DYW	• Skill Based Learning and DYW • Curriculum Rationale Review
Placing the human rights and needs of every child and young person at the centre of education	• Attendance • Anti-Bullying Policy • Equalities • Signs of Safety • Equalities	• Equalities • Pupil Voice	• Pupil Voice

Stakeholder’s views

How were stakeholders views collected?

Staff collegiate sessions
Parent Group meetings
House captain meetings
Houses
Partners meetings

How was PEF spend consulted on?

PEF Total: £60,480 Core + £5589 Carry Forward= £66,069
Collegiate sessions with staff
Parent group meetings
House meetings

Plan: Session 2026-27

Priority 1: Overview of Priority – Play, Outdoor Learning and Skill Based Learning

NIF Priorities

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

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

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.

1. A globally respected, empowered and responsive education and skills system with clear accountability at every level that supports children, young people and adult learners to thrive. The system enables the development of their knowledge, skills, values

7. An education system engaging in digital technology to enhance all aspects of learning and teaching, supported by a digitally-skilled workforce, and tackling digital inequality.

How Good is Our School?

2.2 Curriculum

3.1 Ensuring wellbeing, equality and inclusion

2.3 Learning, teaching and assessment

3.3 Increasing creativity and employability

UNCRC

Article 28: (Right to education):

Article 29 (Goals of education):

Article 31 (Leisure, play and culture):

Article 3 (Best interests of the child):

Developing in Faith

Serving the common good

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

Play

In the last 4 school sessions, we have developed play pedagogy in primary 1, primary 2 and recently into primary 3 which has had a positive impact on outcomes for pupils, has been well received by parents and has been commented on our HMIE inspection. Staff at primary 1-3 have worked to develop a policy for play in our school (*Play: The St Mary's Way*) which we will continue to review, revise and develop as play progresses through the school. Our next step is to continue to embed play in primary 3 and to investigate project-based learning at primary 4-7.

Outdoor Learning

We have been working to develop approaches to outdoor learning across the last 3 school sessions. Our playground is successfully used to enhance play opportunities for learners and provide opportunities for outdoor learning within the school grounds. We saw a reduced number of outdoor learning opportunities offered last session outside of school due to a variety of reasons including adult: child ratios, pvg scheme meaning parent volunteers must hold a pvg and costs of transport when public transport is not available due to volunteers being reduced. We want to look at ways to increase these opportunities again and increase partnership working in the local area.

Skill Based Learning

Our approach to developing and refreshing our curriculum has been identified as practice worth sharing more widely by HMIE in our inspection (April 2025). We are in a cycle of curriculum development which will continue over the next year until a full curriculum rationale review will take place again in session 2027-2028.

In session 2023-2024, we developed a Curriculum Rationale in consultation with all stakeholders in order to; identify the needs of pupils in our context, the drivers for our curriculum, the job opportunities of the future, the uniqueness of our setting and the skills our pupils will require in life, learning and work. We have worked in the two sessions since to diversify our curriculum in order to develop a range of meta skills (with a particular focus on Critical Thinking, Collaborating, Adapting, Curiosity and Initiative) through experiential learning which improved the understanding of learners of skills for life, learning and work. This has included Woodwork, Fire lighting, Loose Parts Play, Den Building and Digital Skills. Staff joined Working Parties last year to develop progression pathways for each of our skill-based learning opportunities which can be introduced and refined in session 2026-2027.

As a learning community, we have identified through self-evaluation activities that this work so far is having a high impact on the positive experiences our pupils have in school, is contributing to the “pull to school” as attendance has continued to remain high, is giving pupils a chance to achieve and succeed in other areas and is unique to our school. We now need to continue to develop real-life, skill-based learning opportunities which prepare our children “to have a happy, successful and prosperous life in the 21st century” as set out in our vision statement.

Expected outcomes for learners				
Who?	By how much?	By when?	What?	
Play Continued improved engagement in primary 1-3 through play-based pedagogy will result in most children continuing to progress at the national standard or beyond expectations by June 26. This will result in the following on track or better: <i>Primary 2</i> 96% in Listening and Talking (increase of 4%) 92% in Reading (Increase of 4%) 92% in Writing (Increase of 4%) 92% in Numeracy (Maintained <i>Primary 3</i> 94.9% in Listening and Talking (Increase of 2%) 92.5% in Reading (Increase of 2%) 94.9% in Writing (Increase of 2%) 92.5% in Numeracy (Increase of 2%) Outdoor Learning Pupils in all stages will enjoy an increase in outdoor learning activities starting with monthly until January then twice per month through to June 27. Skill Based Learning All pupils will achieve success in applying practical skills in 4 keys areas by June 27: woodwork, fire, den building and cooking. Throughout the year, identified group of potentially disengaged learners will see improved engagement in school through skill-based learning activities. By June 27, almost all pupils will be able to discuss meta skills which are required in particular industries and employments.				

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?	
• Observations of play will demonstrate improved talking and listening skills. • Attainment data will demonstrate increases identified across the year. • Tracking and monitoring meetings will evidence targeting of individual and groups. • Collegiate sessions will evidence progression in approaches. • Jotters will demonstrate progress. • Outdoor learning plans will evidence opportunities offered. • Pupils will track skills being develop in skill profiles. • Pupil questionnaires in DYW will demonstrate understanding of skills required and employment opportunities. • World of work celebration to evidence work on skills across the year with knowledge of the children on display. • Leuven scale to be used to track engagement of targeted group of learners at identified points in the year to measure improvement.	
If PEF spend is supporting – how much and what?	
STEM Resources: £4000	

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Play				
Play coordinators to meet with new staff at P4/3 and P3 to train in “ <i>Play: The St Mary’s Way</i> ”	By end Aug 26		C. Donnelly A. Grant J. McCready New staff	“ <i>Play: The St Mary’s Way</i> ” Policy
Opportunities for joint planning across P1-3 as appropriate	Ongoing		P1-3 teachers P1-3 PSAs	“ <i>Play: The St Mary’s Way</i> ” Policy Inverclyde play strategy. Realising the Ambition Relevant Play literature

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Review of “ <i>Play: The St Mary’s Way</i> ” Policy and create a new action plan as appropriate.	By Oct 26		P1-3 teachers	“ <i>Play: The St Mary’s Way</i> ” Policy Inverclyde play strategy. Realising the Ambition Relevant Play literature
Participation in cluster working around Project Based Learning with the theme of Inverclyde Regeneration to begin to change approaches to IDL across the school.	Ongoing		All teachers Inverclyde Regeneration team Chris Bateman	NDHS Cluster plan Inverclyde Regeneration work
Outdoor Learning				
Review approaches to outdoor learning in the last 2-3 sessions around Successes, Challenges and Solutions.	By Sep 26		All teachers P4-7 pupils	
Re-engage links with various partners we have had successful working with previously.	Ongoing		All teachers All PSAs	Previous planning materials
Continuation of progress made in outdoor learning by accessing the local community on a weekly basis at P1-3. Continue to develop planning overviews for this and look at progression.	Ongoing		P1-3 teachers	Outdoor learning overviews
Primary 4-7 classes to plan for outdoor learning experiences monthly, building up to twice monthly, outwith school.	Twice Monthly by Feb 27		P4-7 Teachers	Outdoor learning overviews

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Skill Based Learning				
Staff collegiate session to review the skill based learning introduced in the last two sessions and to introduce progression pathways developed last session- 1 skill per term.	August 26		All teachers	Progression pathway
All staff to complete Basic Food Hygiene e-learning course.	By Sep break 26		All staff	E-learning website
Staff training session on Pupil Profiles for pupils to record skill based learning and metal skills being developed. P4-7 to use from Oct onwards.	By Oct 26		All teachers Teacher lead tbc	Glow blogs website
Introduction of cooking skills planned through collegiate working with skills introduced to pupils from Oct break onwards.	Aug-Oct 26		All staff All pupils Kilmacolm lead	Cooking stations Planning materials
Digital Group to continue to work towards Digital Schools award	Ongoing and award by June 27		Mrs McGlashan Pupil leadership group	Digital schools award resources
STEM Group to be established and work towards STEM Nation award	From Aug 26		Mr Ellis Pupil leadership group	STEM Nation resources
World of Work week to take place with a showcase for work across the year at the end of the week for parents.	May 27		Mr Ellis- lead All staff All pupils Parents	SDS Resources Skills awards Ongoing work Display boards

Priority 2: Overview of Priority – Reading and Writing and Narrowing the PRAG

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.

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.

How Good is Our School?

1.3 Leadership of change

2.3 Learning, teaching and assessment

2.4 Personalised support

3.2 Raising attainment and achievement

UNCRC

Article 28: (Right to education):

Article 29 (Goals of education):

Article 3 (Best interests of the child):

Article 5 (Parental guidance):

Developing in Faith

Serving the common good

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

Reading

While reading attainment in the school remains high, feedback from staff and observations have noted inconsistencies in approaches to the teaching of Reading and expectations of our reading progression being higher than national average. Overall, we saw an increase in reading attainment last session and a narrowing of the PRAG but this figure remains below session 23-24 when it was at its highest in the last 5 years. We will re-focus on our approaches to reading and re-assess our progression framework and resources to support reading.

Writing

Writing attainment in the school has dropped in the last two school sessions and the PRAG has risen. While, for the most part, data shows that this is primarily down to a changing cohort, we will focus targeted support on supporting core writing targets for those behind expectations. Approaches to writing continue to be consistent and in line with pedagogy which has a positive impact when introduced in session 23-24 but further research and professional dialogue to be carried out with colleagues in other establishments seeing gains in writing.

Poverty Related Attainment Gap (PRAG)

Closing the Poverty Related Attainment Gap remains a national priority and an ongoing focus for support in school including Pupil Equity Fund. Last session, we narrowed this gap in Listening and Talking, Reading and Numeracy but saw a slight increase in Writing. We will continue to target individuals and groups impacted by poverty to narrow the attainment gap in all areas.

Expected outcomes for learners			
Who?	By how much?	By when?	What?
Reading Increased consistency in approach and revised reading progression will lead to increased reading attainment by June 27. The following targets will be on track or better: 92% in P2 (+4%) 92.5% in P3 (+2%) 91.9% in P4 (+5.1%) 90.7% in P5 (+2.1%) 94.7% in P6 (Maintained if possible) 85.7% in P7 (Maintained)			
Writing Targeted support in writing and refreshed pedagogy to increase attainment by June 27 to the following: 92% in P2 (+4%) 94.9% in P3 (+2%) 91.9% in P4 (+5.1%) 88.6% in P5 (+9.1%) 89.5% in P6 (+2.7%) 85.7% in P7 (+7.1%)			
PRAG By June 27, targeted support and interventions will lead to increased progress and achievement for identified pupils residing in simd 1&2 in P2-7 which will result in: 97.3% on track or beyond in Listening and Talking (increase of 2.9%) 93.2% on track or beyond in Reading (increase of 8.1%) 90.4% on track or beyond in Writing (increase of 10.7%) 93.2% on track or beyond in Numeracy (increase of 4%)			
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?			
• Observations will demonstrate consistent approaches in reading. • Reading progression pathways in the school will be more in line with national expectations. • Attainment data will demonstrate increases identified across the year.			

- Tracking and monitoring meetings will evidence targeting of individual and groups.
- Jotters will demonstrate progress in writing.

If PEF spend is supporting – how much and what?

0.7 Teacher £53,185.70

DHT Upgrade £8200

Total: £61,385.70

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Reading				
Reflective reading training in-service to be delivered to all cluster primary staff, Stella Maris and St. Monica's staff.	17 th August 26		All teaching staff	Reflective Reading books Training materials
Reflective reading resources used in school to be reviewed and banks of pre-made task maps etc. shared.	By September 26		All teaching staff. N. Macdonald lead	Reflective Reading books and materials
Reading progression to be reviewed against national standards and reading materials to be updated/supplemented if required	By Feb 27		N. Macdonald lead J. Blincow Class teachers	Reading progression Reading books
New assessments for reading comprehension to be sourced trialled and implemented across P4-7.	By Oct 26		N. Macdonald lead	Materials to be decided. To create RA and ZPD
Catch up reading children to be targeted, supported and monitored.	Ongoing- start Aug 27		N. Macdonald lead PSAs Class teachers	Catch up folders Reading books Tracking and monitoring

Writing				
Jotter monitoring to focus on writing in term 1 and targeted support starting immediately for groups of learners identified.	From Aug 26		SLT Class teachers	Writing jotter
Monthly monitoring of core target progression for individuals identified for targeted support.	Ongoing monthly		N. Macdonald Targeted support teacher	Tracking materials Writing jotters
Professional dialogue and visits to other establishments showing improvements in writing with a particular focus on Single Paragraph Outline.	Aug-Nov 26		N. Macdonald	
Review approaches in writing with staff, including learning from PEF DHT research.	Jan 27		N. Macdonald All teachers PSAs	
PRAG				
Targeted groups for interventions/additionality to be identified, support timetabled and staff delivering briefed.	By August 26		N. Macdonald J. Blincow Additional teaching staff	Data dashboard Intervention pathways/resources
Monthly check-ins to analyse progress of intervention/support and termly review of pupils receiving additionality.	Ongoing		SLT Additional teaching staff	Data dashboard Tracking information

Priority 3: Overview of Priority – Health and Wellbeing**NIF Priorities**

Improvement in children and young people's health and wellbeing

Placing the human rights and needs of every child and young person at the centre of education

National Improvement Framework Outcomes

6. Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.

2. Young people experiencing the benefit of schools and early years settings working in excellent partnerships with wider children's services and other partners, families, and communities, in line with the GIRFEC approach.

How Good is Our School?1.5 Management of resources to promote equity2.1 Safeguarding and child protection2.7 Partnerships3.1 Ensuring wellbeing, equality and inclusion**UNCRC**

Article 3 (Best interests of the child):

Article 5 (Parental guidance):

Article 6 (Survival and development):

Article 28: (Right to education):

Developing in Faith

Serving the common good

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

In line with national priorities, Inverclyde have identified areas which schools will target which will contribute to improvements in Health and Wellbeing of pupils. In recent years we have created school-based Attendance, Promoting Positive Relationships and Anti-Bullying policies. In the next school session, we will create a school Equalities policy after progress in recent years to incorporate representation of all across the curriculum.

Pupil Voice

We have increased pupils' involvement in decision making across the school and this was recognised by our inspection team in the session 24/25. We constantly aim to continue to further develop pupil voice within the school in line with our status as a rights respecting school.

Expected outcomes for learners

Who?	By how much?	By when?	What?
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Equalities

By May 27, almost all children will indicate that they have a good understand of the various cultures, backgrounds and nationalities within our school.

By May 27, almost all children will indicate that they feel represented in the curriculum in St. Mary's Primary.

Pupil Voice

By May 27, almost children will again indicate they are listened to, involved in decision making which affects them and are treated fairly in our school.

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?				
- Through questionnaires, we will gain pupil feedback on the support they receive in school in which almost all pupils will recognise that they are listened to, involved in decision making and treated fairly. - Tracking materials will demonstrate support for those pupils who indicate lower scores on wellbeing webs and improvements over time and increased scores in next wellbeing webs for most of these pupils. - Pupil leadership action plans will demonstrate progress and impact of work. - School Equalities policy will be completed and in line with authority policy.				
Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Equalities				
Continue to develop action plans at school and cluster level through our Equalities Coordinators and Equalities group.	Ongoing		New Coordinator TBC Cluster partners Equalities Group Elaine McLoughlin	Cluster plans Equalities coordinator group
Work with equalities group and parents this session to develop a school Equalities policy in line with Inverclyde policy.	By June 27		New Coordinator TBC Equalities Group SLT Elaine McLoughlin	Inverclyde Equalities Policy
Build on the success of the last 2 Culture Day celebrations by hosting a similar event, using effective practice as a basis to plan.			New Coordinator TBC Equalities Group Elaine McLoughlin	Previous Culture Day plans
Pupil Voice				

Continue to build on effective practice currently in place for pupil leadership groups by meeting at least 8 times across the school year and developing clear measurable action plans.	Ongoing		All staff House Captains and Vice Captains YLL Group Equalities Group Eco Group Digital Group Faith Group STEM Group RRS Group	Previous action plans and planning materials.
Continue to build on pupil self-evaluation processes and incorporate representation from across the school consistently.	Ongoing-Fortnightly		SLT Pupil reps from across stages	HGLOUR
Review and (if necessary) revise approaches to gathering wellbeing data. Speak to colleagues in other establishments reporting effective practice in this area.	By March 27		J. Blincow	Wellbeing webs Wellbeing tracking materials Resources from other establishments