Education – Improvement Planning Document – 2025-26

Establishment Name:

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| Head of Establishment | Siobhan Currie | Date | June 2025 |

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| Quality Improvement Officer | Elaine McLoughlin | Date | June 2025 |

Our Vision, Values and Aims

**Vision:** In the warm, supportive faith community of St Ninian’s Primary School we ‘teach with love and learn with pride’, challenging our children to be the very best they can be by developing and applying skills for learning, life and work in Inverclyde and beyond, enabling them to become global citizens and serve The Common Good.

**Our School Motto:** “Teach With Love and Learn With Pride”

**Our Values:** Respect, Resilience, Inclusion and Kindness

**Our Aims:**

* We aim to foster the Catholic charter of the school through promotion of the Gospel Values
* To provide the highest quality learning activities which enhance every child’s potential
* Encourage personal excellence and strive to maintain the highest possible levels of achievement and attainment
* Provide a happy, secure, welcoming environment where partnership working enhances children’s learning experiences and promotes wellbeing and respect.
* Value and empower all members of our school community
* Foster high quality leadership at all levels

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

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| **National Priorities** | Session 2025-2026 | Session 2026-2027 | Session 2027-2028 |
| Improvements in attainment, particularly in literacy and numeracy | Embed develop Play Pedagogy (indoors and outdoors) into daily practice Raise attainment in Literacy with a focus on writing skills. Apply for Reading Schools Gold re -accreditationRaise attainment in numeracy with a focus on fluency and retrieval practice. | Refresh Reading PedagogyEnsure Play Pedagogy is embedded into daily practice (P1-7)Continue to upskill staff re data analysis | Continue to embed play pedagogyReview pedagogical approaches in literacy and numeracy |
|  Closing the attainment gap between the most and least disadvantaged children | Continue to raise awareness of Legislative Frameworks Revisit approaches to raising attainment and challenge in Literacy and Numeracy for pupils disadvantaged by poverty.Review planning and tracking procedures and upskill staff in the use of assessment data analysis Continue to review GIRFEC/Support for Learning Procedures (annual basis)Develop St Ninian’s ensuring highly effective planning to support the attendance of all pupils with particular focus on those children directly impacted by poverty | Continue to review GIRFEC/Support for Learning Procedures (annual basis)Review trauma informed practice and Circle Inclusive Classroom strategies.Review attendance policyEnsure St Ninian’s attendance policy strategies are embedded | Continue to review GIRFEC/support for learning procedures (annual basis)Review attendance policy |
| Improvement in children and young people's health and wellbeing | Trauma Informed Practice- fully embedding principlesContinue to endure Trauma Informed Practice and Circle Inclusive Classroom is embedded across the school. Review Trauma Informed Practice planEngage with Signs of Safety training to support early identification and intervention and collaboration with families and partners to improve safeguarding processes and keep children safe. | Embed St Ninian’s Anti Bullying PolicyReview trauma informed practice and Circle Inclusive Classroom strategiesEmbed St Ninian’s Anti Bullying PolicyEmbed Signs of Safety and partnership working to support safeguarding processes and keep children safe | Continue to review trauma informed practices and Circle Inclusive Classroom strategiesContinue to embed St Ninian’s Anti Bullying PolicyReview Signs of Safety processes. |
| Placing the human rights and needs of every child and young person at the centre of education | Ensure Children’s Rights are embedded across the school.Apply for re- accreditation UNCR Gold Rights Respecting schools awardFurther develop an inclusive classroom with a focus on building racial literacy and diversifying the curriculumContinue to develop awareness of Global Citizenship, Cultural Diversity through the Reading, Social Studies and Laudato Si Curriculum FrameworksEngage with Education Scotland Equalities policy Road MapDevelop St Ninian’s Equalities PolicyReview St Ninian’s anti bullying policy. | Continue to ensure Children’s Rights are embedded across the schoolContinue to develop an inclusive curriculumEmbed St Ninian’s Equalities Policy | Continue to ensure Children’s Rights are embedded across the schoolEmbed inclusive curriculum |
| Improvement in employability skills and sustained positive school leaver destinations for all young people | Create annual plan to promote pupil and parent’s knowledge of Internet Safety.Apply for Digital Wellbeing AwardFurther develop community partnerships to enhance the learning experiences in STEAM, Digital Literacy and outdoor learning. Review the progression skills frameworks | Embed annual plan to promote pupil and parent’s knowledge of Internet SafetyReview the approaches to STEAM and Outdoor Learning project to ensure they are embedded into practice | Review school values. Continue to review approaches to STEAM, outdoor learning, meta skills and digital literacy and ensure they are embedded in practice. |

*Stakeholder’s views*

**How were stakeholders views collected?**

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| Throughout the year we collect the views from across our school in a variety of ways: • School improvement and the quality assurance process capture the views of staff and partners. HIGIOUR is used with pupils to support the school’s self-evaluation. Pupil focus groups lead improvements in the school and these groups help inform the school’s next steps. • Our Parent Partnership meet regularly to discuss and plan school improvements • Parents are asked for feedback on school development areas via a Microsoft Forms (May 2025) |

**How was PEF spend consulted on?**

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| Learner participation was represented through Pupil Council.Consultation with parents through a Microsoft Form. The Parent Council help support the planning of PEF and Parent Council meetings regularly discuss how PEF is impacting. The amount of PEF funding only allows us the additionality of one 0.2 class teacher and 15 hours Pupil Support Assistant (PSA) This was agreed unanimously by both pupils and parents after consultation. |

Plan: Session 2025-26

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| **Priority 1**Improvements in attainment, particularly in literacy and numeracyClosing the attainment gap between the most and least disadvantaged children and young people |
| **National Improvement Framework Outcomes****5. Skilled teachers and leaders delivering excellent, inclusive education.****1. Empowered and accountable education system supporting lifelong learning.****4. High achievement and reduced attainment gap for all learners.**[**Education - achieving excellence and equity: National Improvement Framework 2025**](https://www.gov.scot/publications/achieving-excellence-equity-2025-national-improvement-framework/pages/1/) |
| **How Good is Our School/Quality Improvement Framework ELC**1.3 Leadership of change1.1 Self-evaluation for self-improvement2.3 Learning, teaching and assessment2.2 Curriculum1.4 Leadership and management of staff/practitioners1.2 Leadership of learning | **UNCRC**Article 3 (Best interests of the child):Article 28: (Right to education):  |

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| **Rationale for change based self-evaluation including data and stakeholder views** |
|  **1.1****PLAY PEDAGOGY** * Quality Assurance and tracking data indicates that the implementation of a ‘Play and enquiry’ based approach’ is having a positive impact on the wellbeing, attainment levels and skills development of the children In Primary 1, all learners achieved Early Level Talking and Listening and almost all achieved Reading, Writing and Numeracy. P2, all children achieved expected levels Reading and Numeracy and almost all in Talking and Listening and Writing.
* Quality Assurance data indicates that staff have increased capacity and understanding in the implementation of a ‘Play and enquiry’ based approach’ across the school. Staff across the school have reported increased confidence in linking play and enquiry- based learning with learning opportunities in STEM, Art and Design and Digital Literacy.

To ensure the continuation of this approach, we will:* continue to embed and develop play pedagogy across the whole school making clear links with STEM, Art and Design and Digital Literacy
* Provide CLPL in Play and Enquiry based pedagogy making clear links with STEM, Art and Design and Digital Literacy
* Focus on CLPL to support planning and developing positive outdoor play learning environments making best use of the newly developed ‘Green Space’ next to the school.

**1.2 LITERACY** • Tracking and attainment data shows sustained levels of attainment in Literacy across all stages. In Reading and talking and listening almost all children are achieving expected outcomes. However, attainment data, self -evaluation and quality assurance data shows that attainment in writing lags behind attainment in Reading and Listening and talking. We will:* Continue to deliver well planned, high -quality evidence informed instruction in reading fluency to support the high attainment trend
* Continue to use evidence- based pedagogy and support vocabulary building and reading comprehension by ’ teaching spelling to teach reading ‘-
* Continue to plan high quality learning and teaching using the resources on St Ninian’s Reading Framework to develop talking and listening and Reading Comprehension and support the high attainment trend.
* Continue to embed a Reading Culture and uphold Gold Reading schools Award
* Ensure St Ninian’s literacy policy promoting evidence based instruction across literacy is followed and further developed.
* Continue to develop dialogic approaches across learning to support listening and talking skills and raise attainment
* Review our current planning, assessment and tracking procedures and pedagogical approaches for writing to improve the levels of confidence and attainment for a targeted group of children who are behind expectation or at risk of falling behind expectation in writing.
* Continue to offer high quality CLPL to develop staff’s understanding of pedagogical approaches in Reading and Writing to improve the attainment for all children.

 1.3 **NUMERACY**  The tracking and attainment data is showing sustained levels of attainment in Numeracy across all stages. Feedback from class progress meetings, quality assurance and self -evaluation shows that a recent focus on retrieval practice and mathematical fluency has had a positive impact on confidence and engagement however the data from pupil and parent surveys and tracking meetings is showing that children across the school are still not confident when demonstrating their mental agility skills in maths and that fluency in numeracy and maths could be further improved. Data from the cluster Maths Transition Programme shows that the average score in P7 increased from 68% in 2023 – 2024 to 81% in 2024- 2025.  We will:* continue to review our current planning, assessment and tracking procedures and pedagogical approaches in Numeracy and retrieval practice to improve the levels of confidence, fluency and attainment for all children.
* Continue to offer high quality CLPL to develop staff’s understanding of pedagogical approaches in Numeracy and retrieval practice to improve the levels of confidence, fluency and high attainment trend for all children.
* Continue to engage with Cluster Transition Maths programme.

**1.4 CLOSING the POVERTY RELATED ATTAINMENT GAP (PRAG)**• The self -evaluation, Quality Assurance and tracking data show a positive impact on the well-being and attainment for children who are impacted by poverty as a result of the GIRFEC and Support for Learning procedures in place. * In Session 2024 – 2025 tracking data shows a PRAG across literacy and numeracy in P3. A gap in writing in P4 and gap in writing and numeracy in P6.

 We will:* Further develop support for learning procedures to ensure there is a continued focus on the wellbeing and attainment of the children who live in SIMD 1-2 and for the children who are entitled to free school meals (FME).
* Maintain and improve attainment levels for children impacted by poverty in P2-7
* Reduce the gap between the children living in SIMD 1&2 who are ‘on track’ and the children who are ‘beyond expectation’
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| **Expected outcomes for learners****Who? By how much? By when? What?** |
| **1.1 PLAY PEDAGOGY*** All staff will report increased knowledge and confidence when planning high quality play and enquiry pedagogy learning experiences (indoor and outdoor) by June 2026
* Almost all children will show increased engagement with play pedagogy learning experiences (indoor and outdoor), by May 2026.

**1.2 LITERACY*** Almost all pupilsacross the school will continue to make expected progress in Reading and Talking and Listening.
* Pupils across the school making expected progress in Writing will increase by 2.3% by June 2026.

**1.3 NUMERACY*** Pupils across the school making expected progress in Numeracy and Maths will increase by 2% in June 2026
* Almost all pupils will show increased confidence in maths and mental agility evidenced by pupil surveys and tracking data.

**1.4 CLOSING the POVERTY RELATED ATTAINMENT GAP*** A group of P2-7 targeted learners impacted by poverty and at risk of falling behind their peers will maintain their ‘on track’ levels of attainment in writing and numeracy by May 2026
* A group of P4 and P7 targeted learners impacted by poverty will achieve ‘on track’ status levels of attainment in writing and numeracy by May 2026
* A group of P5 targeted learners impacted by poverty will achieve ‘on track’ status levels of attainment in writing by May 2026
* A group of P2-7 targeted learners impacted by poverty will achieve ‘beyond expectation’ levels of attainment in writing and numeracy by May 2026
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| **If PEF spend is supporting – how much and what?**  |
| £27,160 will pay for a 0.2 PEF teacher (£12,700) to support closing the poverty related attainment gap and a 15 hour Pupil Support Assistant (11,449) to support interventions and Outdoor Learning development. |

| **Tasks to achieve priority** | **Timescale**  | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
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| **Tasks to achieve priority** | **Timescale**  | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
| **1.1 PLAY PEDAGOGY*** Further develop Play and Enquiry Based Pedagogy (indoors and outdoors) into daily practice (P3-7)
* Further develop ‘Room 31 as play and enquiry zone for P4- P7
* Pupil Play and Enquiry Team to be created
* Use self-evaluation procedures to measure impact on staff confidence, knowledge and skills
* Evaluate the impact of play learning experiences using Quality Assurance procedures
* Measure impact of play and enquiry experience on the children’s attainment using tracking procedures
 | From August 2025 |  | * HT/ DHT
* Pupil Play and Enquiry Team
* Staff Play and Enquiry/STEM Working Party (Early/1st/2nd Levels)
* Inverclyde Play Associates/Network
 | * Working Party meetings (3 per term)
* Pupil Play Team (responsibility for playground Equipment)
* Resources and redevelopment of Room 31 and Breakout area.
* Professional Reading

Professional Learning sessions (1 per term) |
| **1.2 Literacy*** Continue to use evidence- based instruction for reading and spelling to sustain high attainment trend.
* Continue to use resources on St Ninian’s Reading Framework and high -quality learning and teaching to develop Talking and Listening and Reading Comprehension skills.
* Embed reading culture and achieve Gold Reading Schools re-accreditation
* Upskilling and training of staff – teaching and support staff- Visits to other establishments, professional reading in relation to using ‘talk’ and curriculum knowledge to improve writing.
* Review pedagogical approaches/planning/ assessing and tracking of Literacy

 • Upskill staff to analyse data (to include SNSAs, TPJs) • Plan Literacy parent workshops/events (all staff and levels)* Staff engagement with Inverclyde Writing Strategy
* Further develop writing framework to support the explicit modelling of sentence building skills and editing skills throughout the school.
* Continue to develop use of the Single Paragraph outline to support the planning of writing from P3 – P7
* Develop St Ninians’ Literacy Policy.
 | From August 2025 |  | HT / DHTClass teachersLiteracy coordinatorPSAsPartners – Inverclyde Libraries | Visits to other establishmentsLiteracy PathwaysHigh Quality Training for all staffProfessional Reading St Ninian’s Literacy PolicyInverclyde Literacy StrategyPASE Blog |
| **1.3 NUMERACY*** Further upskill staff in pedagogical approaches to Numeracy / Maths
* Review pedagogical approaches/planning/ assessing and tracking of numeracy
* Upskill staff to analyse data (to include SNSAs, TPJs)
* Plan numeracy parent workshops/events (all staff) with a focus on fluency in maths
* Continue to develop retrieval practice to promote high attainment trend.
* Engagement with Inverclyde Numeracy Strategy
* Work closely with staff from St Columba’s Maths dept to support sharing of standards and the transition P7 – S1
 | From August 2025 |  | HT / DHTClass teachersPSAsSt Columba’s Maths Department | High Quality Training for all staffProfessional ReadingOnline Training ResourcesVisits to other establishmentsCollaborative work with St Columba’s Maths Dept.Inverclyde Numeracy Strategy |
| Targeted interventions to improve attainment with a focus on equity and excellence for all, including Literacy Interventions and Numeracy Interventions. | From August 2025 |  | HT / DHTClass teachersPSAs | High Quality Training for all staff |
| Embed the ‘St. Ninian’s Lesson’ to support consistency across learning and teaching | From August 2025 |  | HT / DHTClass teacher, Pupils, Parents, PSAs | SurveysPupil Focus GroupsVisibility of posters etc |
| * 1. **Closing the Poverty Related Attainment Gap**
* Review GIRFEC/Support for Learning Procedures
* Support staff to follow the procedures (responsibilities, planning, tracking, parental engagement, pupil voice)
* Update staff GIRFEC folders
* Establish St Ninian’s Attendance Policy
* Targeted interventions to improve attainment with a focus on equity and excellence for all including literacy and numeracy interventions
 | August 2025 – May 2026 |  | Head TeacherDepute Head TeacherClass teachersSfL TeachersPSAsPEF spend to support 0.2 teacher - SfLPEF spend to support 15 hours PSA to support interventionsParents, partners, pupils, staff, clerical staff | GIRFEC NotesEvidenced based interventionsMicrosoft FormsPSA Training to support interventions |

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| **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? |
| **1.1 Play Pedagogy*** Pre and post questionnaires will show a positive change and improvements in staff confidence
* Termly Quality Assurance and Tracking Meetings will show positive impact of play and enquiry based pedagogy and level of engagement
* Pupil Play and Enquiry Team will be established to work with staff working party and organise outdoor resources.
* Coherent links will be made with learning in STEM and Art and Design to maximise play and enquiry learning opportunities across the school
* PRD meetings will evidence positive staff feedback re engagement in staff training in play and enquiry based learning and professional reading

**1.2 and 1.3 LITERACY and NUMERACY/MATHS*** pre and post staff questionnaires will show an increase in staff confidence in pedagogical approaches to numeracy/maths and writing.
* PRD meetings will evidence positive staff feedback re engagement in staff training and professional reading
* Termly Quality Assurance and Tracking Meetings will show positive impact of numeracy and maths and writing pedagogy on pupils’ engagement and attainment.
* Supported by Inverclyde Numeracy Strategy, St Ninian’s Numeracy Strategy will support a consistently challenging and rigorous approach to application of learning and teaching in Numeracy and Maths across the school.
* Supported by Inverclyde Literacy Policy, St Ninian’s Literacy Policy will support a consistently challenging and rigorous approach to application of learning and teaching in Literacy across the school.
* Quality assurance and class observations will demonstrate a consistent approach to learning, teaching and assessment in Numeracy and Maths and Literacy.
* Minutes of staff and cluster meetings will show moderation activities.
* Further development of “A St Ninian’s Lesson’ will provide a framework for all staff and pupils, to ensure high quality teaching, consistency and a shared approach.
* Engagement with the Moderation Tool will support self- evaluation of moderation. Tracking meetings will evidence increased confidence in Teacher Professional Judgements
* We will achieve Gold Reading Schools re accreditation
* Engagement with St Columba’s Numeracy Transition will support a shared understanding of standards and raised attainment in the P7 cohort.

**1.4 CLOSING the POVERTY RELATED ATTAINMENT GAP (PRAG)*** Tracking and monitoring will show that identified groups have made the expected progress.
* All staff confident when using and discussing GIRFEC planning and legislative frameworks around wellbeing, equality and inclusion
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| **Priority 2**Choose an itemImprovement in children and young people's health and wellbeing |
| **National Improvement Framework Outcomes****3. Inclusive curriculum and assessment for a sustainable future.****4. High achievement and reduced attainment gap for all learners.****5. Skilled teachers and leaders delivering excellent, inclusive education.**[**Education - achieving excellence and equity: National Improvement Framework 2025**](https://www.gov.scot/publications/achieving-excellence-equity-2025-national-improvement-framework/pages/1/) |
| **How Good is Our School/Quality Improvement Framework ELC**1.3 Leadership of change1.1 Self-evaluation for self-improvement3.3 Learning, teaching and assessment2.4 Personalised support3.1 Ensuring wellbeing, equality and inclusion | **UNCRC**Article 28: (Right to education):Article 3 (Best interests of the child):  |

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| **Rationale for change based self-evaluation including data and stakeholder views** |
| **2.1 VISION STATEMENT and AIMS**As a result of self -evaluation and feedback from the Local Authority Peer Review Team we will:* Revisit our school vision statement and aims through a process of consultation with all stakeholders to ensure that it is still meaningful and relevant to the context of the school within its community.

**2.2 GIRFEC and LEISLATIVE FRAMEWORKS** Self- evaluation, quality assurance and tracking data show a positive impact on the wellbeing of children who are impacted by trauma and those on neurodiverse pathways as a result of the trauma informed and Circle Inclusive Classroom procedures in place. As a result of the revised Inverclyde Anti Bullying Policy, changes to legislation and our on- going self -evaluation we will:* Continue to develop staff knowledge of new aspects of legislative frameworks to support staff knowledge and understanding of processes to support children.
* Review the Promoting Positive Relationships policy in line with the Scottish Government action plan relating to behaviour to support staff knowledge and understanding and support positive relationships across the school.
* Continue to embed Trauma Informed Practice and the Circle Inclusive Classroom strategies across the school across the school upholding the school keeping the Promise accreditation.
* In collaboration with all stakeholders, revise and implement the St Ninian’s Anti Bullying Policy.

**2.3** **GLOBAL CITIZENSHIP and CULTURAL DIVERSITY** Quality Assurance evidence indicates that the children’s knowledge and skills of Global Citizenship and Cultural Diversity is developing using the St Ninian’s Reading Framework and data from class progress meetings shows a growing staff awareness and understanding of diversifying the curriculum. Feedback from the parent survey and our anti- racism pupil voice group highlighted the importance of social justice and equalities in the curriculum.We will continue to develop our inclusive approach and understanding of the Global Goals by:Building awareness and understanding of racial literacy across the school* Maximising opportunities to diversify the curriculum
* Engaging with the Laudato Si framework to support understanding of equalities and sustainability
* Using the St Ninian’s Reading Framework to promote discussion and children’s understanding of the Global Citizenship and Cultural Diversity and their roles as agents of change
* Engage with Education Scotland Equalities Policy Road Map to develop St Ninian’s Equalities policy.
* Continue to offer high quality CLPL to develop staff’s understanding of Global Citizenship, Cultural Diversity and Diversifying the Curriculum to support high quality learning and teaching and an inclusive curriculum.
* Engage with Local Authority Equalities group to begin work creating and implementing the St Ninian’s Equalities Policy.
* Continue to embed Children’s Rights and uphold Gold Rights Respecting Award

**2.4 ATTENDANCE**Data indicates high levels of attendance- 96%. Currently attendance of pupils living in SIMD 1-2 falls slightly behind those living in 3-10 in primaries 2, 3 and 5. We will continue to:* Engage with Inverclyde Attendance Strategy and establish St Ninian’s attendance policy in collaboration with all stakeholders to maintain an ongoing focus on ensuring highly effective planning to support the attendance of all pupils with particular focus on those children directly impacted by poverty.
* Sustain high attendance levels and reduce the gap between the children directly affected by poverty and those not with a particular focus on children living in SIMD 1 and 2 primaries 3, 4 and 6.

**2.5 SIGNS of SAFETY**Signs of safety training rolled out by HSPC will provide a clear, strengths based approach that helps staff work effectively with families to keep children safe. This approach supports early intervention by identifying concerns sooner and encourages shared responsibility by involving children and families in decisions. Training the Senior Leadership Team will:* Build confidence and consistency across the school working with families to keep children safe
* Improve collaboration with partner agencies ensuring all staff understand their role in safeguarding.
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| **Expected outcomes for learners****Who? By how much? By when? What?** |
| **2.1 VISION STATEMENT and AIMS*** Almost all children and stakeholders will have an increased awareness and understanding of our revised school vision and aims by June 2026

**2.2 GIRFEC and LEISLATIVE FRAMEWORKS*** Almost all targeted children, will have increased levels of engagement and wellbeing, as a result of the Trauma Informed strategies, by June 2026
* Almost all staff will report continued development of knowledge and understanding of the Positive Relationships Policy and expertise using a range of support strategies, by June 2026 supporting positive relationships across the school.
* All targeted children will have an increase in levels of engagement and wellbeing as a result of the trauma informed and Circle Inclusive Classroom by June 2026
* Self -evaluation data will show an increased knowledge and understanding of the revised Inverclyde Anti Bullying Policy by all staff by June 2026
* Data from surveys will show an an increased knowledge and understanding of the revised St Ninian’s Anti Bullying Policy by almost all pupils and parents by June 2026
* Almost all staff will report continued development of knowledge and understanding of the St Ninian’s Equalities Policy by June 2026

**2.3 GLOBAL CITIZENSHIP and CULTURAL DIVERSITY*** All children will have participated in a Global Citizenship and Cultural Diversity IDL project linked to the St Ninian’s Reading Framework, by May 2026 increasing awareness and understanding of social justice, equalities and sustainability and the role that they can play in making positive change and challenging prejudice and discrimination
* All children, staff and parents will have an increased awareness of Global Citizenship and Cultural Diversity by May 2026
* All staff will report an increased awareness and understanding of diversifying the curriculum by May 2026
* Almost all children will discuss Children’s Rights confidently by June 2026

**2.4 ATTENDANCE*** A group of P2-7 targeted learners impacted by poverty will have improved attendance levels by June 2026
* High attendance levels will be sustained for all learners by June 2026
* Almost all stakeholders will report an awareness and understanding of of St Ninian’s Attendance Policy by June 2026

**2.5 SIGNS of SAFEGUARDING*** The senior leadership team will demonstrate an increased understanding of identifying concerns and improving collaboration with partner agencies as part of safeguarding by June 2026
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| **If PEF spend is supporting – how much and what?**  |
| N/A |

| **Tasks to achieve priority** | **Timescale**  | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
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| **2.1 VISION STATEMENT and AIMS**Through consultation process with all stakeholders, review vision statement and aims  | By June 2026 |  | HT, DHT, Staff, pupils, parents, partners |  |
| **2.2 GLOBAL CITIZENSHIP and CULTURAL DIVERSITY**Use Racial Literacy Self Evaluation toolkit, staff to undertake an audit of progress made so far with racial literacy and plan for next steps.Develop awareness of Global Citizenship, Cultural Diversity through:* St Ninian’s Global Citizenship Reading Framework
* Social Studies Curriculum Framework
* Laudato Si Curriculum Framework
* Global Citizenship Assemblies
* Pupil Voice Groups leading Global Goals, Missio, Anti Racism & Equalities

Review the Curriculum Planning across the school to ensure there are consistently high quality learning experiences across the which include Pupil Voice and Parental Engagement Diversify the curriculum to ensure inclusion for all. Engage with Education Scotland Equalities Policy Roadmap to develop St Ninian’s Equalities policy in collaboration with all stakeholdersReview St Ninian’s Anti Bullying Policy in collaboration with all stakeholders | From August 2025 |  | HT / DHTClass teacher, Pupils, Parents, PSAs | Professional Learning EventsHigh Quality Training for all staffEducation Scotland Equalities RoadmapInverclyde Council Anti Bullying Policy. |
| **2.3 GIRFEC and LEISLATIVE FRAMEWORKS*** Continue to develop a Trauma Informed Practice plan and Circle Inclusive Classroom for the school
* Support staff to develop existing skills and expertise in understanding and supporting children who have experienced trauma/displayed attachment
* Review Positive Relationships Policy
* Raise awareness of legislative frameworks around wellbeing, equality and inclusion with all staff
* Support staff with the GIRFEC planning procedures (eg Single Agency pupil assessment and planning document)
* Update the quality assurance procedures to include trauma informed practice and Circle Inclusive Classroom.
* Continue to use Caring and Compassionate Classroom resource to develop children’s understanding of trauma.
* Continue to use Emotion Works resource to support children’s understanding of relationship between feelings/triggers and body sensations.
* Engage with Education Scotland
* Engage with Inverclyde Anti Bullying Policy
* Engage with Inverclyde Safeguarding Audit Tool
* Continue to raise awareness of legislative frameworks
 | August 2025 – June 2026 |  | HT, DHT, Teachers, PSAsSt Ninian’s Equalities Coordinator Educational PsychologistVirtual Head | * Professional Learning Session (1 per term)
* Positive Relationships Policy
* Trauma Informed Practice Plan
* Inverclyde Safeguarding Audit Tool
* In Service Day 1
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| **2.4 ATTENDANCE*** Engagement with Local Authority Attendance Tracker
* Scrutiny of school attendance data
* Communication with families
* Involvement of partners where attendance remains a challenge
* Engagement with St Columba’s cluster to improve attendance of targeted families
 | August 202 –5 May 2026 |  | Head TeacherDepute Head TeacherSt Columba’s Guidance Staff | * Attendance Trackers
* St Ninian’s Attendance Policy
* Inverclyde Attendance Policy
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| **2.5 SIGNS of SAFETY*** SLT engagement with HSPC training
 | August 2025 – May 2026 |  | Head TeacherDepute Head Teacher | * Professional Learning Event
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| **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? |
| **2.1 VISION STATEMENT and AIMS**Through active collaboration, surveys and leaner conversations almost all stakeholders will demonstrate shared understanding of the school vision statement and aims. **2,2 GIRFEC and LEGISLATIVE FRAMEWORKS**Self- Evaluation will show:* All staff able to confidently identify and support children and discuss their knowledge and expertise using a range of support strategies re Trauma Informed Practice and Positive Relationships Policy
* Increased confidence of staff when using Trauma Informed Practice and the Circle Inclusive Classroom Strategies across the school.
* All staff confident when using and discussing GIRFEC planning and legislative frameworks around wellbeing, equality and inclusion supporting positive relationships across the school.

**2.3 GLOBAL CITIZENSHIP and CULTURAL DIVERSITY**Quality Assurance will show:* high levels of engagement with a Global Citizenship and Cultural Diversity IDL project and almost all children will be able to articulate the planning process of the project
* Increased awareness of planning for Global Citizenship and Cultural Diversity demonstrated through planning meetings, quality assurance processes, self -evaluation processes.
* Quality Assurance, tracking and attainment data will show a continued positive impact on the attainment levels of almost all children and an ability to articulate and understanding of Global Citizenship and Cultural Diversity.
* Staff will demonstrate confidence in diversifying the curriculum and creating an inclusive curriculum.
* We will achieve Gold Rights Respecting re accreditation.
* Almost all stakeholders will show an awareness of St Ninian’s Equalities and Anti Bullying Policy

**2.4 ATTENDANCE**Attendance data and self- evaluation will show:* Sustained high levels of attendance across the school.
* Consistent high attendance levels and improved attendance for targeted learners.
* Almost all stakeholders have an understanding of the aims of St Ninian’s Attendance policy to maintain an ongoing focus on highly effective planning for identified pupils attendance falling below 90%.

**2.5 SIGNS of SAFETY*** A baseline assessments in September and May will demonstrate that the SLT have an increased understanding of identifying concerns and improved collaboration with partner agencies as part of safeguarding.
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| **Priority 3**Improvement in skills and sustained, positive school-leaver destinations for all young people Choose an item |
| **National Improvement Framework Outcomes****7. Digital technology enhancing learning and tackling digital inequality.****2. Strong partnerships between schools, services, families, and communities.****3. Inclusive curriculum and assessment for a sustainable future.**[**Education - achieving excellence and equity: National Improvement Framework 2025**](https://www.gov.scot/publications/achieving-excellence-equity-2025-national-improvement-framework/pages/1/) |
| **How Good is Our School/Quality Improvement Framework ELC**3.1 Ensuring wellbeing, equality and inclusion3.3 Increasing creativity and employability2.3 Learning, teaching and assessment1.1 Self-evaluation for self-improvement3.1 Play and learning3.2 Raising attainment and achievement | **UNCRC**Article 3 (Best interests of the child):Article 28: (Right to education):  |

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| **Rationale for change based self-evaluation including data and stakeholder views** |
| **3.1 STEM*** Positive feedback from children and staff following STEM events last session and feedback from parent surveys highlights the need to be more consistent in delivering the STEM curriculum and supporting a problem solving and enquiry approach across the school. Data from parent and pupil surveys also highlighted art and design as a curriculum focus. Through play and enquiry based pedagogy we will:
* Continue to deliver high quality learning and teaching in STEM incorporating art and design (STEAM)
* Involve parents in STEAM activities.
* Engage with partners to deliver high quality learning in STEAM

**3.2 DIGITAL LITERACY**Feedback from the Parent surveys and increased incidents involving social media highlighted the need to raise awareness of internet safety and social media and offer more parental support and advice around this issue. We will:* Continue to build digital literacy skills with a focus on Digital Wellbeing
* Involve parents in Digital Wellbeing learning.

**3.3OUTDOOR LEARNING*** As a result of data from class progress meetings, PRDs and the opportunities offered by the newly developed ‘green space’ next to the school we will:
* Continue to develop quality Outdoor Learning experience for all learners both within school grounds and in the community.
* Offer professional learning for all staff on Outdoor Learning to support staff confidence in delivering high quality outdoor learning opportunities.
* Use PEF funds to pay for 15 hour Pupil Support Assistant to support outdoor learning activities.
* Engage with partners to support high quality outdoor learning activities.

**3.4 SKILLS DEVELOPMENT**The work of the ‘Play and Meta Skills’ working party and staff CLPL has increased awareness and understanding from pupils, parents and staff of meta skills and the link to children’s learning and achievements. We will:* Continue to raise awareness of the Skills Scotland meta skills framework to support the development of meta skills across the school.
* Embed meta skills across learning and achievements from P1 – P7
 |
| **Expected outcomes for learners****Who? By how much? By when? What?** |
| **3.1 STEAM** * All P1-7 staff will report increased confidence and knowledge to plan high quality STEAM learning experiences through play and enquiry based pedagogy by June 202
* Almost all P1-7 children and staff will report an increase in confidence and engagement in STEAM learning experiences, by June 2026

**3.2 DIGITAL LITERACY*** Almost all P1-7 children and parents will report an increase in knowledge of Internet Safety, by June 2026
* Data from parents surveys and questionnaires will show an awareness of strategies to support Digital Wellbeing by June 2026
* The school will have achieved the Digital Schools Wellbeing Award, by June 2026

**3.3 OUTDOOR LEARNING*** All staff will report an increase in confidence and knowledge to plan high quality Outdoor Learning experiences, by June 2026
* Almost all staff will report an increase in children’s confidence and engagement in Outdoor Learning experiences, by May 2026

**3.4 META SKILLS**All staff and children will be familiar with the skills progression framework by June 2026Almost all children will be able to describe their skills development using the skills framework by June 2026 |
| **If PEF spend is supporting – how much and what?**  |
| £11,449 will pay for 15 hours Pupil Support Assistant to support outdoor learning activities. |

| **Tasks to achieve priority** | **Timescale**  | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
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|  **3.1 STEAM** * Support staff with the planning of STEAM learning experiences
* Measure pupil engagement and confidence in STEAM learning experiences (start/end of school session)
* Monitoring of Learning and Teaching will have a Science/STEM focus
* Continue to collaborate with local STEAM partners to learn more about Science outcomes/jobs in the sector
* Raise the profile of STEAM subjects and careers culminating in a focus week inviting parents in to the school to share knowledge and experience of jobs in this sector.
 | August 2025-May 2026 |  | * HT, DHT

STEAM Working Party | * STEAM Working Party (3 sessions per term)
* Professional Learning Session (feedback/review) - 1 per term
* Showcase/ Parent Workshop
* Inverclyde Stem Development officer – training
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| **3.2 DIGITAL LITERACY*** Promote pupil and parent’s knowledge of Internet Safety
* Apply for the Digital Schools Wellbeing Award
* Digital skills to continue to be a focus of professional discussion during planning meetings.
 | August 2025-May 2026 |  | * HT, DHT
* Digital Literacy Working Party

Digital Literacy Leaders | * Digital Literacy Working Party (1 session per term)

Parent Workshop |
| **3.3 OUTDOOR LEARNING*** Support staff with the planning of Outdoor Learning experiences, link to other areas of the curriculum
* Measure pupil engagement and confidence in Outdoor Learning experiences (start/end of school session)
* Revise Outdoor Learning Planners so that they reflect unique school context to include newly developed ‘green space’ next to the school.
 | August 2025-May 2026 |  | * HT, DHT
* Outdoor Learning Working Party
* Young Leaders of Learning
 | * Outdoor Learning Strategic Team Sessions (3 sessions per term)
* Staff Professional Learning sessions (feedback/update) 1 per term
 |
|  **3.4 SKILLS DEVELOPMENT*** Engage with skills development Scotland Progression Framework
* Develop skills framework
* Link the skills to curricular areas
* Link skills to the children’s achievements
* Engage with Gen+ in P6 and P7 to support learning in meta- skills and transition to secondary.

  | August 2024-May 2025 |  | * HT
* DHT
* All school staff
 | * Professional Learning Sessions
* Skills showcase, parent workshop
* Gen Plus Programme (P6 and P7)
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| **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? |
| **3.1 STEAM*** Self -evaluation and quality assurance will evidence continued high quality learning and teaching in STEAM across the school.
* Feedback from parents will show high levels of attendance at a range of STEAM workshops and activities (all classes)
* Almost all pupils able to confidently discuss their STEAM learning experiences

**3.2 Digital Literacy*** Almost all pupils able to confidently discuss their knowledge and skills re internet safety
* Feedback from parents will show high levels of attendance at Digital Wellbeing events and an increased knowledge of strategies to keep their children safe online.
* The school will be awarded the Digital Schools Wellbeing Award for the work completed on internet safety

**3.3 OUTDOOR LEARNING*** Self- evaluation from class will show Increased staff confidence in planning and delivering high quality Outdoor Learning experiences
* Self-evaluation and Quality Assurance of learning and teaching will evidence improvement in the consistency of high- quality Outdoor Learning.
* Revised Outdoor Learning planners will reflect unique context of the school and newly developed ‘green space’ next to the school.
* Almost all pupils able to confidently discuss their outdoor learning experiences.

**3.4 META SKILLS*** Self- evaluation and quality assurance will evidence how familiar the children and staff are with meta skills and links to all curricular areas and achievements.
* Self- evaluation and quality assurance will evidence how confident the children are in discussing meta skills and linking them to their learning and achievements.
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