

Education – Improvement Planning Document – 2026-27

Establishment Name: St Ninian's Primary, Gourrock

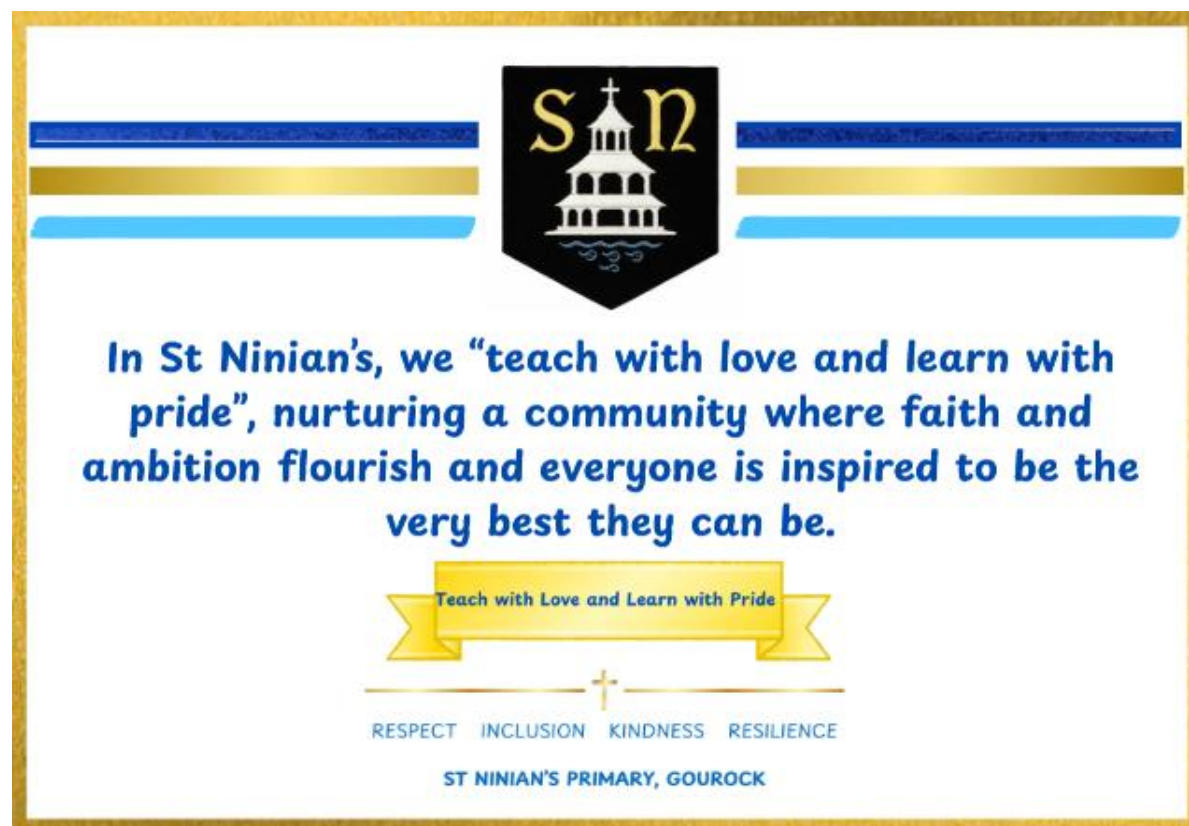
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Head of Establishment	Martin Craig	Date	June 2026
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Quality Improvement Officer	Elaine McLoughlin	Date	June 2026
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Our Vision, Values and Aims



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 2026-2027

Session 2027-2028

Session 2028-2029

Overview of rolling three year plan

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

Key Priorities - National Improvement Framework	Session 2026-2027	Session 2027-2028	Session 2028-2029
Placing the human rights and needs of every child and young person at the centre of education	- Continue to ensure Children's Rights are embedded across the school - Develop an inclusive curriculum to ensure curricular opportunities for all - Embed St Ninian's Equalities Policy - Embed St Ninian's Anti Bullying Policy	- Continue to ensure Children's Rights are embedded across the school - Embed inclusive curriculum	Audit of all policies relating to human rights.
Improvement in children and young people's health and wellbeing;	- Introduce Emotions Works and follow Bronze Level framework. - Embed Anti Bullying Policy. - Audit Trauma Informed Practice and CIRCLE Framework.	- Embed Emotions Works and follow Silver Level framework, ensuring playground impact also evident. - Audit Anti Bullying Framework.	Follow Emotions Works gold level framework and ensure consistency across the school.
Closing the attainment gap between the most and least disadvantaged children and young people;	- Review of interventions relating to SIMD and use of PSA/PEF to support this. - Review of GIRFEC processes. - Ensure attendance policy fully in use. - Work alongside Attendance officer and Clerical team.	- Embed any newly refined policies. - Ensure tracking of SIMD data is relevant and impactful. - Audit attendance procedures. - Track PSA, PEF and intervention impact and adjust accordingly.	- Evaluate impact of policies and procedures using pupil voice, wellbeing and incident data. - Refine use of SIMD, attendance and intervention data to maximise impact of PSA and PEF resourcing.

Improvement in skills and sustained, positive school-leaver destinations for all young people; and	• Engage with Digital Wellbeing framework. • Engage with pupils, parents and staff around digital safety. • Develop curriculum, especially in food technology, STEM, expressive arts and creativity. • Linking curriculum to Meta-Skills framework	• Embed Digital Wellbeing framework across learning and teaching. • Strengthen pupil, parent and staff engagement in digital safety, ensuring consistent understanding and practice • Embed new curriculum across all levels.	• Evaluate impact of digital wellbeing approaches on pupil behaviour and engagement. • Further develop curriculum breadth and progression in STEM, expressive arts and food technology.
Improvement in achievement, particularly in literacy and numeracy	• Develop Dialogic Teaching across all levels as a primary pedagogy. • Ensure high levels of attainment are maintained. • Development of St Ninian's Standard to ensure consistency of standards, approaches and expectations. • Audit of all play, both indoors and outdoors.	• Embed dialogic teaching consistently across all stages, with a focus on high-quality questioning and pupil engagement. • Maintain high attainment through targeted tracking, moderation and responsive interventions. • Finalise and embed St Ninian's Standard to ensure consistency in expectations, pedagogy and learner experience.	• Embed dialogic teaching consistently across all stages, with a focus on high-quality questioning and pupil engagement. • Maintain high attainment through targeted tracking, moderation and responsive interventions. • Finalise and embed St Ninian's Standard to ensure consistency in expectations, pedagogy and learner experience.

Stakeholder's views

How were stakeholders' views collected? (Early Years/Primary/ Secondary)

- Throughout the year, we gather the views of our school community through a range of approaches.
- School improvement and quality assurance processes capture the views of staff and partners.
- Regular consultation is carried out with pupils to support robust self-evaluation and reflection on the school's work.
- Pupil focus groups and Pupil Council engagement play a key role in leading improvements and informing next steps, with regular assemblies further supporting pupil voice.
- Our Parent Partnership meets regularly to discuss and contribute to school improvement priorities.
- Parents are regularly consulted alongside staff and pupils, including through Pupil Council feedback, assemblies and targeted engagement opportunities.
- In addition, parents are invited to provide regular feedback on school development priorities via Microsoft Forms.

How was PEF spend consulted on? (Primary/Secondary)

- Learner participation was achieved through engagement with the Pupil Council, ensuring pupil voice informed decision-making.
- Parent consultation was undertaken via a Microsoft Forms survey to gather views on priorities for PEF spending.
- The Parent Council contributes to the planning of PEF, with regular discussions at meetings to review impact and ongoing priorities.
- Available PEF funding (£30,630) allows for the additionality of a 0.1 FTE class teacher (£10, 890) and a 25-hour Pupil Support Assistant (PSA) (£17, 058).
- This allocation was agreed unanimously following consultation with both pupils and parents.
- £400 will be used to buy in training on Trauma Informed Practice to develop our understanding of this across the school.
- £800 will be used to buy IDL – an online programme for Literacy and Numeracy intervention.
- The remaining £1482 will be set aside to account for pay increases.

Colour Key

School Priorities

Nursery Priorities

Joint Priorities

Plan: Session 2026-27

Priority 1: Overview of Priority – Play, Development of Literacy/Numeracy and Closing the PRAG. NIF Priorities Improvements in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people		
National Improvement Framework Outcomes 4. High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap. 5. Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs.		
How Good is Our School <u>1.3 Leadership of change</u> <u>3.2 Raising attainment and achievement</u> <u>2.3 Learning, teaching and assessment</u> <u>1.1 Self-evaluation for self-improvement</u>	A Quality Framework for ELC Choose an item. Choose an item. Choose an item. Choose an item.	UNCRC Article 28: (Right to education): Article 29 (Goals of education): Choose an item. Choose an item.
Rationale for change based self-evaluation including data and stakeholder (Early Years/Primary/ Secondary)		
1.1 Play Pedagogy While staff confidence in play pedagogy has strengthened following professional learning, leading to increased pupil engagement and more frequent use of play-based approaches, practice remains inconsistent across classes, especially outdoor learning. There is growing evidence of purposeful planning and improved use of open-ended resources; however, this is not yet supported by consistently strong adult interactions or clear learning intentions. Outdoor learning is developing positively but lacks consistency and clear expectations across all stages. A more coherent whole-school approach, including agreed expectations and systematic monitoring of practice and pupil engagement, is now required to ensure high-quality, purposeful play experiences are embedded consistently both indoors and outdoors.		

1.2 Literacy

Talking and listening is a clear strength across the school, with pupils confidently engaging in discussion, articulating ideas and demonstrating strong oral language skills. However, this strength is not yet consistently translating into improved writing attainment. The development of dialogic teaching as a core pedagogy is now required to further strengthen the quality of talk, ensuring it is purposeful, structured and clearly linked to writing. Alongside this, a more consistent approach to the teaching and assessment of writing, including explicit modelling, structured approaches and high-quality feedback, is needed to support pupils in applying their ideas effectively and closing the gap between oral and written skills.

1.3 Numeracy

Although almost all pupils are making expected progress and confidence in numeracy is increasing, inconsistency across stages continues to impact the overall pace and equity of attainment. While there is evidence of improved mental agility and engagement, this is not yet consistently translating into secure and sustained attainment gains for all learners. There is a need for more targeted support and challenge, alongside increased opportunities for consistent practice and application, to ensure depth of understanding. A more systematic approach to tracking, monitoring and responsive intervention is required to sustain progress and maximise outcomes for all learners.

1.4 Closing the Poverty Related Attainment Gap

Targeted interventions are supporting steady progress, with almost all pupils achieving expected attainment across the school (Listening & Talking 96.8%, Reading 95.6%, Writing 91.3% and Numeracy 93.9%). However, analysis of SIMD data highlights a persistent attainment gap between SIMD 1–2 and SIMD 3–10, most notably in writing (-8.4%), numeracy (-9.2%) and reading (-6.5%). While targeted learners are maintaining or moving towards 'on track' attainment, variability remains across stages and groups, particularly for those facing greater socio-economic disadvantage. There is a need for greater consistency in delivery, sharper targeting of interventions and clearer progression pathways, alongside a stronger shared understanding of standards, to increase the proportion of learners achieving both expected and beyond expected levels and to reduce this gap over time.

Expected outcomes for learners (Early Years/Primary/ Secondary)

Who? By how much? By when? What?

1.1 Play Pedagogy

- A. By June 2027, all children will have benefited from weekly outdoor learning sessions linked to their learning.
- B. By June 2027, all staff will report increased confidence in their planning and delivery of outdoor learning sessions.
- C. By June 2027, all children in Primary 2 will have benefited from weekly indoor play sessions linked to their learning.
- D. By June 2027, all children in P3-7 will have engaged in regular opportunities to take part in enquiry based learning projects.

1.2 Literacy

- A. By June 2027, all staff will have undertaken training on dialogic teaching and will report increased confidence in its use across the curriculum.
- B. By June 2027, all staff will have used dialogic teaching to enhance the outcomes of writing.
- C. By June 2027, writing attainment will increase as follows:
 - In P7, an increase of 4.2% to 93.8%
 - In P6, an increase of 4.4% to 93.3%
 - In P2, an increase of 3.2% to 95.1%

1.3 Numeracy

- A. By June 2027, consistency of delivery of numeracy and maths will show an increase in attainment as follows:
 - In P7, an increase of 4.2% to 91.2%
 - In P6, an increase of 2.2% to 95.6%
 - In P5, an increase of 3.8% to 94.2%

1.4 PRAG

- A. By June 27, targeted support and interventions will lead to increased progress and achievement for identified pupils residing in SIMD1&2 which will result in:
 - Writing being at 92% – an increase of 8% - 4 pupils – closing the PRAG to 0.4%
 - Reading rising to 96% - an increase of 6% - 3 pupils – closing the PRAG to 0.5%
 - Numeracy being at 94% - an increase of 8% - 4 pupils – closing the PRAG to 1.2%

Measure of Impact: What we will see and where? (Early Years/Primary/ Secondary)

How will we measure this? What does “better” look like? How will we recognise better when we see it?

- Attainment data will evidence increased percentages of pupils achieving on-track/beyond and a measurable reduction in the poverty-related attainment gap across all curricular areas.
- Tracking and monitoring meetings will demonstrate more precise targeting of individuals and groups, with clear evidence of responsive interventions and impact over time.
- Classroom observations and learning visits will evidence improved consistency in pedagogy (including dialogic teaching and play approaches), with stronger pupil engagement and high-quality interactions.
- Pupil voice (questionnaires, focus groups, Pupil Council) will show increased confidence in articulating thinking, leading learning and understanding expectations.
- Quality assurance (jotters, moderation and St Ninian’s Standard) will demonstrate increased consistency in expectations, progression and attainment across all stages.
- Professional dialogue and collegiate sessions will evidence increased staff confidence and consistency in approaches, including writing pedagogy, play, delivery of numeracy and literacy interventions and digital wellbeing.

PEF Spend

- Available PEF funding (£30,630) allows for the additionality of a 0.1 FTE class teacher (£10, 890) and a 25-hour Pupil Support Assistant (PSA) (£17, 058).
- This will allow us to target groups of children in SIMD 1+2 who are behind expectation or at risk of becoming behind expectation.
- £800 will be used to buy IDL – an online programme for Literacy and Numeracy intervention, again targeting groups of learners in SIMD 1+2.
- £400 will be used to buy in training on Trauma Informed Practice to develop our understanding of this across the school and ensure we account for this when considering wellbeing linked to attainment.
- Total - £29, 148

Tasks to achieve priority (Early Years/ASN/Primary/ Secondary)	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Play				
All staff to engage in audit of outdoor learning and ensuring planning for sessions is evident and clearly linked to progression	Ongoing		All Staff	- Love Outdoors Planners - Realising the Ambition
All classes will engage in weekly outdoor learning lessons linked to Love Outdoor planners, following CfE	Ongoing		All Staff	- Love Outdoors Planners - Outdoor Learning Resources - St Ninian's Greenspace
P1 and P2 will have daily indoor play opportunities linked to learning as well as child led creative play	By June		- P1 and P2 Staff - Lynn McGachy DHT	- St Ninian's Standard - Realising the Ambition
P3-P7 will take part in regular opportunities to play and create including use of new Creation Station with access to Food technology and STEAM	By June			- St Ninian's Standard - Food Technology Planners
Staff will undertake a practitioner enquiry around play	Ongoing		All Teaching Staff	- Play resources - PASE website - St Ninian's Standard - Play literature
Development towards a Play section in St Ninian's Standard	Ongoing		All Staff	- Realising the Ambition - Inverclyde Play Strategy - Play literature
Literacy				
Training on Dialogic Teaching and its implementation across all curricular areas	By October 26		- Lynn McGachy, DHT - All Staff	- Lynn McGachy - Dialogic Teaching resources
All children will show increased use and confidence in the dialogic approach and this will be evident in lessons	Ongoing		- All staff - All pupils	
Staff audit and development work in refining assessment in writing	By January 27		All Staff	- Writing revolution - Inverclyde Writing Assessments
Staff to focus on writing moderation to ensure consistency of planning, delivery and assessment in writing leading to an increase in attainment	Ongoing		All Staff	Regular samples of writing

Tasks to achieve priority (Early Years/ASN/Primary/ Secondary)	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Play				
Closer scrutiny of writing tracking against benchmarks and assessment overviews	Ongoing		All Staff	- Data Dashboard - Tracking document
Targeted groups for interventions to be identified and support timetabled	By September 26		- Lynn McGachy DHT - Janine Munro PT	- Data Dashboard - Data Tracker - SNSAs
Regular check-ins to analyse progress of intervention/support and termly review of pupils receiving support.	Ongoing		SLT	- Data Dashboard - Data Tracker
Numeracy				
Whole Staff engagement with the Numeracy Strategy.	By October 26		All Staff	Inverclyde Numeracy Strategy
Whole staff development of the Numeracy section of the St Ninian's Standard	By January 26		All Staff	- St Ninian's Standard - Relevant Numeracy and Maths literature
Targeted groups for interventions to be identified and support timetabled	By September 26		- Lynn McGachy DHT - Janine Munro PT	- Data Dashboard - Data Tracker - SNSAs
Regular check-ins to analyse progress of intervention/support and termly review of pupils receiving support.	Ongoing		SLT	- Data Dashboard - Data Tracker
PRAG				
Targeted groups for interventions to be identified and support timetabled	By September 26		- Lynn McGachy DHT - Janine Munro PT	- Data Dashboard - Data Tracker - SNSAs
Regular check-ins to analyse progress of intervention/support and termly review of pupils receiving support	Ongoing		SLT	- Data Dashboard - Data Tracker

Priority 2: Overview of Priority – GIRFEC NIF Priorities Choose an item. Improvement in children and young people's health and wellbeing		
National Improvement Framework Outcomes 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. 6. Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.		
How Good is Our School 3.2 Raising attainment and achievement 3.1 Ensuring wellbeing, equality and inclusion 1.3 Leadership of change 2.4 Personalised support	A Quality Framework for ELC Choose an item. Choose an item. Choose an item. Choose an item.	UNCRC Article 3 (Best interests of the child): Article 28: (Right to education): Choose an item. Choose an item.
Rationale for change based self-evaluation including data and stakeholder views (Early Years/Primary/ Secondary)		
2.1 – Vision, Values and Aims In session 2025/26, the vision statement and values were revisited as part of the ongoing self-evaluation of the school. Consultation took place with pupils, families and staff which resulted in the values remaining the same but a refinement of the vision statement. It was decided that refreshing the aims of the school at this time was put on hold due to the changing dynamic within the staff team. With a new HT and DHT now in post, the aims of the school will be refreshed into session 2026/27 2.2 – Curriculum Rationale With a new Senior Leadership Team in place, clear self-evaluation evidence highlighting the need to refresh our curricular offer, and curriculum improvement cycle work already underway, there is a strong and timely rationale for change. The evolving national direction for the Scottish curriculum further reinforces the need for a proactive and responsive approach to curriculum design. Building on our refreshed vision, values and aims, the next step is to develop a clear and coherent curriculum rationale that reflects both national expectations and the unique context of St Ninian’s. This will ensure appropriate breadth, depth and progression, while preparing children for life, learning and work. Central to this will be meaningful engagement with pupils, parents, staff and partners to identify what makes our school unique and what our community needs from its curriculum. This will ensure our curriculum is inclusive, equitable and rooted in our shared values, with all learners feeling seen, heard and valued. Through this, we will develop a curriculum that is relevant and responsive, aligned with national developments, and focused on improving outcomes for all learners, particularly those most at risk of disadvantage.		

2.3 – GIRFEC and Legislative Frameworks

Self-evaluation, quality assurance and tracking data demonstrate improved wellbeing outcomes for children, particularly those impacted by trauma and those on neurodiverse pathways. This reflects the effective implementation of trauma-informed practice and Circle Inclusive Classroom approaches. Since initial development, practice has progressed. In response to updated Anti-Bullying and Equalities Policies, legislative changes and ongoing self-evaluation, there is a need to ensure greater alignment and consistency across key policies and approaches. To further strengthen staff and pupil’s knowledge and understanding of emotions and the associated behaviours, Emotions Works will be implemented across the school, following the bronze pathway initially.

2.4 – Attendance

Attendance continues to rise across the school, reaching a high of 95.3%, reflecting the positive impact of our consistent focus on attendance and strong partnerships with families. This upward trend demonstrates growing engagement and reinforces the effectiveness of our nurturing, relationship-based approach.

However, despite this overall improvement, a gap remains between pupils in SIMD 1+2 and those in SIMD 3–10. This highlights the need for continued targeted support to ensure equity of access to learning. Improving attendance for all children—particularly those most at risk of lower attendance—is critical in supporting attainment, wellbeing and inclusion.

As such, it is imperative that we sustain and strengthen our current approaches while continuing to refine targeted interventions, working closely with families and partners to ensure that every child attends as regularly as possible. Reducing the attendance gap will remain a key priority, ensuring that all learners are fully supported to achieve their potential.

Expected outcomes for learners (Early Years/Primary/ Secondary)

Who? By how much? By when? What?

2.1 Vision, Values and Aims

- All children, staff and stakeholders will demonstrate an increased understanding of the revised school vision and values through self-evaluation evidence (e.g. surveys, focus groups), by June 2027.
- Almost all children, staff and stakeholders will be involved in the creation of revised aims through self-evaluation evidence (e.g. surveys, focus groups), by June 2027.

2.2 Curriculum Rationale

- The school community will develop and implement a clear curriculum rationale, shaped by stakeholder voice, reflecting our vision, values and unique context, by June 2027

2.3 – GIRFEC and Legislative Frameworks

- Almost all targeted children will demonstrate sustained and further improved levels of engagement and wellbeing, as evidenced through tracking and wellbeing data, reflecting the continued strengthening of trauma-informed approaches, by June 2027
- Almost all staff will demonstrate increased confidence, consistency and alignment in applying the Positive Relationships Policy and a range of supportive strategies, as evidenced through self-evaluation and professional dialogue, by June 2027
- All pupils will show an increased understanding of their emotions and associated behaviours and strategies by June 2027.
- Survey data will show that almost all pupils and parents have a clear understanding of St Ninian's Anti-Bullying Policy, including reporting processes and expectations, by June 2027
- Almost all staff will demonstrate increased understanding and consistent application of St Ninian's Equalities Policy in practice, ensuring alignment across approaches and improved outcomes for learners, by June 2027

2.4 Attendance

- A group of P2-7 targeted learners impacted by poverty will have improved attendance levels by June 2027
- High attendance levels will be sustained for all learners by June 2027

Measure of Impact: What we will see and where? (Early Years/Primary/ Secondary)

How will we measure this? What does “better” look like? How will we recognise better when we see it?

- Increased visibility and consistent use of values in classrooms, assemblies and school environment
- Evidence of values informing behaviour, relationships and decision-making
- All stakeholder groups show recorded participation in shaping revised aims
- Staff planning and professional dialogue reference vision and values explicitly
- Agreed curriculum rationale document co-created and shared with all stakeholders
- Curriculum planning shows clear alignment to rationale (forward plans, moderation)
- Pupil voice evidences understanding of learning purpose and relevance
- Stakeholder feedback confirms curriculum reflects local context, identity and need
- Targeted pupils show improved Wellbeing scores over time
- Reduction in SEEMiS behaviour incidents/exclusions for targeted learners
- Staff self-evaluation shows >90% confidence in applying Positive Relationships Policy
- Consistent use of agreed universal and targeted strategies observed across classes
- Staff can clearly explain Anti-Bullying procedures and recording processes (audit/survey)
- Evidence of inclusive practice for neurodiverse learners (CIRCLE audits, support plans)
- Staff planning and interactions reflect embedded equalities principles
- Targeted P2–7 cohort shows measurable % increase in attendance (e.g. +5–10%)
- Reduction in below 90% attendance within targeted groups
- Sustained overall school attendance at or above previous high baseline
- Increased parental engagement in attendance meetings/support plans
- Improved punctuality data (late coming reduced)

Tasks to achieve priority (Early Years/ASN/Primary/ Secondary)	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
2.1 Vision, Values and Aims				
Audit and evaluate current aims in order to develop them in line with the revised vision statement	By June 2027		- All Staff - Pupil Leadership Team	- Education Scotland resources - Other school aims - Survey information
Introduce and implement new reward system based on the values to reinforce their use and understanding from all stakeholders	By October 2027		HT	Values certificates
2.2 Curriculum Rationale				
Audit and evaluate current curriculum rationale in order to develop it in line with the revised vision, values and aims	Ongoing		- All Staff - All Parents - Pupil Leadership Team	- Current Curriculum Rationale - Microsoft forms - Education Scotland resources
Consult with all stakeholders through a series of surveys and workshops	Ongoing		- All Staff - All Parents - Pupil Leadership Team	- Current Curriculum Rationale - Microsoft forms - Education Scotland resources
Work alongside new Curriculum Lead and other colleagues to generate ideas and inform outcome of consultations	Ongoing		- SLT - Ellis McAteer - Cluster colleagues	- Current Curriculum Rationale - Microsoft forms - Education Scotland resources
Confirm new curriculum rationale	By June 27		SLT	
2.3 GIRFEC and Legislative Frameworks				
Refresh staff knowledge and understanding of trauma through a series of twilight courses	By October 27		- All Staff - Starlight Connections	- Starlight Connections resources - Trauma Informed practice plan
Staff to use Circle Framework for class use and individual pupils where necessary	Ongoing		All Staff	Circle Inclusive Classroom resources
All Support staff to undergo training on the theory of behaviour and PPB	August 2026		All support Staff	PPB training
All staff to be fully aware of PR policy and incorporate key messages in St Ninian's Standard to inform practice	By June 2027		All Staff	- Inverclyde PR Policy - St Ninian's Standard
Implement Emotions Works as a whole school resource and follow the bronze pathway	Ongoing		All Staff	Emotions Works Resources
Staff to undertake training on Emotions Works as necessary	Ongoing		All Staff	Emotions Works Resources

Tasks to achieve priority (Early Years/ASN/Primary/ Secondary)	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Implementation of Anti bullying and equalities policies	Ongoing		All Staff	Revised Anti-Bullying and Equalities policies
2.4 Attendance				
SLT and Clerical training on attendance codes and use of SEEMIS	August 26		- SLT and Clerical - Fiona Walker	SEEMIS
Engagement with local authority attendance tracker and business intelligence to track and monitor overall attendance	Ongoing		SLT	- SEEMIS - Attendance tracker
Continuation of joint cluster approach to attendance	Ongoing		Cluster leads	Attendance tracker
Regular attendance meetings to review attendance performance of identified groups	Twice a Term		- SLT - Clerical	SEEMIS

Priority 3: Overview of Priority - Curriculum**NIF Priorities**

Improvement in skills and sustained, positive school-leaver destinations for all young people
Closing the attainment gap between the most and least disadvantaged children and 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

How Good is Our School

3.2 Raising attainment and achievement

2.2 Curriculum

1.3 Leadership of change

2.3 Learning, teaching and assessment

A Quality Framework for ELC

Choose an item.

Choose an item.

Choose an item.

Choose an item.

UNCRC

Article 3 (Best interests of the child):

Article 31 (Leisure, play and culture):

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

Article 29 (Goals of education):

Rationale for change based self-evaluation including data and stakeholder views (Early Years/Primary/ Secondary)**3.1 STEAM**

Feedback from pupils and staff following STEM events indicates engagement and some impact; however, feedback from parent and pupil surveys highlights the need for greater consistency in STEM delivery and a stronger focus on problem-solving and enquiry across the school. Survey data also identifies art and design as a priority area for development. In response, we will adopt a more cohesive STEAM approach, underpinned by play and enquiry-based pedagogy. The introduction of a newly developed *Creation Station* area will further support this by providing a dedicated space for technologies—including food technology—and creative exploration, enabling pupils to apply skills in innovative, real-life contexts while strengthening learning across the curriculum.

3.2 Outdoor Learning

This year's outdoor learning training has provided staff with the skills and confidence to further develop play-based and experiential approaches within and beyond the classroom. We will build on this training to embed outdoor learning as a core pedagogy, supporting problem-solving, creativity and real-life application of skills. The development of *St Ninian's Greenspace*, our community garden, provides a valuable context for this work, enabling high-quality, interdisciplinary learning through play, exploration and collaboration while strengthening links with the wider community.

3.3 Meta Skills

The development of play and associated CLPL has increased awareness and understanding of meta skills among pupils, staff and parents. However, evidence indicates that progress in developing and embedding these skills has been inconsistent across stages and contexts. To address this, a newly developed whole-school Meta-Skills Framework, aligned to the *Skills Development Scotland* model, will be introduced to ensure a more structured and progressive approach from P1–P7. This will be closely linked to key school priorities, including the use of the *Creation Station* and *St Ninian's Greenspace*, providing meaningful, real-life contexts for pupils to develop, apply and articulate their meta skills through play, creativity and enquiry-based learning.

3.4 Digital Wellbeing

In an increasingly digital world, it is essential that children develop a strong understanding of digital wellbeing and internet safety to support their health, relationships and learning. Current practice requires greater consistency to ensure pupils are equipped to navigate online environments safely, responsibly and with confidence. A more structured, progressive approach will support children to understand risk, manage screen use and develop the skills required to engage positively and safely in digital spaces.

Expected outcomes for learners (Early Years/Primary/ Secondary)			
Who?	By how much?	By when?	What?
3.1 STEAM			
- All pupils will engage in termly food technology lessons following a structured programme by June 2027 - All pupils will have regular opportunities to engage in creative play by June 2027			
3.2 Outdoor Learning			
All pupils will engage in weekly outdoor learning lessons by across session 26/27			
3.3 Meta Skills			
- Almost all pupils will have an increased understanding of meta-skills by June 2027 - Almost all pupils will be able to increasingly articulate how their meta-skills are linked to their learning by June 2027			
3.4 Digital Wellbeing			
- All staff will have an increased understanding of digital wellbeing and will participate in digital wellbeing award programme by June 2027 - Almost all pupils will show an increased understanding of digital wellbeing by June 2027			

Measure of Impact: What we will see and where? (Early Years/Primary/ Secondary)

How will we measure this? What does “better” look like? How will we recognise better when we see it?

- Tracking of planned vs delivered lessons (food technology and outdoor learning) through monitoring of forward plans and timetables
- Learning visits evidencing consistent, high-quality play, creative and outdoor pedagogy across classes
- Pupil voice surveys showing increased engagement, enjoyment and understanding across STEAM, outdoor learning and digital wellbeing
- Staff CLPL evaluations and self-assessment showing increased confidence in delivery of digital wellbeing and meta skills
- Samples of pupil work and learning journals demonstrating application of skills in creative, outdoor and digital contexts
- Pre- and post-assessments/surveys showing improved pupil understanding of meta skills and digital wellbeing
- Pupil discussions and profiling evidencing ability to articulate meta skills and their link to learning
- Participation and completion rates in programmes (e.g. food technology, Digital Wellbeing Award) showing full cohort involvement

Tasks to achieve priority (Early Years/ASN/Primary/ Secondary)	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
3.1 STEAM				
Staff training session to explore new planners and their implementation	August 26		• SLT • All Staff	• St Ninian's Food Technology Planners •
Staff to use Food Technology planners to plan progressive and stimulating food technology lessons for all pupils, following timetable across the year	Ongoing		• All staff • All pupils	• St Ninian's Food Technology Planners • Benchmarks
Staff to plan for open ended creativity lessons in our new creation station to allow for pupil creativity using topic as a catalyst	Ongoing		• All staff • All pupils	
3.2 Outdoor Learning				
Staff to plan for weekly outdoor learning lessons following planners	Ongoing		• All staff • All pupils	• Love Outdoor Learning planners • Benchmarks
Staff to moderate outdoor learning opportunities termly	Ongoing		• All staff	
3.3 Meta Skills				
Use of meta-skills framework to plan for weekly lessons linked to meta-skills	By June 27		• All staff	• St Nininan's Meta-skills planners • SDS website
Staff training and moderation activities to ensure consistent approach being applied	Ongoing		• All Staff	
3.4 Digital Wellbeing				
Digital Group to follow Digital wellbeing framework to ensure consistency across the school	By June 27		• Yazmin Tait • Digital Group	• Digital Wellbeing framework
Any findings from digital group work to be articulated to all staff and pupils	Ongoing		• Yazmin Tait • Digital Group	• Digital Wellbeing framework