

Education – Improvement Planning Document – 2025-26

Establishment Name: Whinhill Primary School



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Head of Establishment	Liz Ruddy	Date	June '25
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Quality Improvement Officer	Alison McLellan	Date	June '25
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Our Vision, Values and Aims

Our Vision: We aspire to be a centre of excellence where all our children become successful learners, confident individuals, responsible citizens and effective contributors through achieving personal success, developing a love of learning and respect for our core school and nursery values.

Our Values: Confidence, Kindness, Honesty, Responsibility and Respect.

Our Aims:

- To create a nurturing school environment where every child feels safe, secure and protected from harm and where they will thrive socially, emotionally and physically.
- To ensure that every child feels included, accepted and valued within the community in which they live and learn.
- To ensure children achieve their fullest potential through participating in motivating, inspiring and creative experiences which develop their knowledge, skills and attitudes.
- To create an environment where children feel confident that their opinions, concerns and goals are listened to, and provide opportunities to take an active role in contributing to the school and nursery community.
- To encourage children to feel healthy and happy through access to appropriate resources which encourage, develop, support and sustain a healthy lifestyle, and to participate in a wide range of play, sporting and recreational activities.

To foster high quality leadership at all levels through valuing and empowering all members of the school and nursery community.

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

Nursery Class outcomes and tasks are highlighted in yellow.

Joint outcomes are and tasks are highlighted in light blue.

Overview of rolling three year plan

National Priorities	Session 2025-2026	Session 2026-2027	Session 2027-2028
Placing the human rights and needs of every child and young person at the centre of education	• Maintain Rights Respecting Schools Gold Award • Re-accreditation of School of Sanctuary Award • Continue to develop understanding of diversity across the school and nursery	• Maintain Rights Respecting Schools Gold Award	• Maintain Rights Respecting Schools Gold Award
Improvement in children and young people's health and wellbeing	• Year 3 trauma informed practice • Ensure the Circle Inclusive Classroom Strategies are embedded in practice. • Continued focus on mental health development	• Continue to embed trauma informed practice across the school and nursery • Review anti-bullying charter.	• Further develop emotional literacy
Closing the attainment gap between the most and least disadvantaged children and young people	• Continue to accurately identify intervention strategies for individual children • Review processes for assessment, tracking and data analysis.	• Continue to review intervention strategies for individual children	• Continue to review intervention strategies for individual children
Improvement in skills and sustained, positive school-leaver destinations for all young people	• Learner Participation • Introduction of Meta-skills • Refresh of financial education • Engage in my world of work online programme	• Review career education standards	• Building on our community partnerships
Improvement in achievement, particularly in literacy and numeracy	• Review of BGE – Sciences • Play pedagogy and playful learning approaches P4-7 • STEM • Primary modern languages refresh	• Review of Physical Education • Review of BGE – Expressive arts	• Review of BGE – technologies • Review thematic and project based learning

	• Review social studies – people in society, economy and business linked to meta-skills	• Review overall approach to play pedagogy.	
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How were stakeholders views collected?

All staff views were gathered through the ongoing self-evaluation process of the school and nursery as identified in the quality calendar.

Pupil views are gathered through pupil council and wider committee meetings, Feedback Friday and leadership focus groups. Senior leadership group have monitored the child friendly SIP and visually displayed the progress for all children in the school.

Stakeholder views were collected through consultation with parents through Microsoft Forms, pupil focus groups on school improvement and the quality assurance process with staff. There will be a renewed focus on the engagement of parents re stakeholder's views.

How was PEF spend consulted on?

- Staff discussions re needs of the school
- Pupil feedback on strategies in use.
- There has been limited opportunity to consult with the Parent Council as it is in a period of transition.

Colour Key

School Priorities

Nursery Priorities

Joint Priorities

Plan: Session 2025-26

Priority 1 Improvements in attainment, particularly in literacy and numeracy Choose an item				
How Good is Our School/Quality Improvement Framework ELC 3.2 Raising attainment and achievement 3.2 Securing Children’s Progress 2.3 Learning, teaching and assessment			UNCRC Article 28: (Right to education): Article 29 (Goals of education):	
Rationale for change based self-evaluation including data and stakeholder views				
High quality learning and teaching underpins the success of any school. Changes in staffing will continue to have an impact on the consistency of this across the school. In discussions with staff it is clear that they have benefited from the opportunity to participate in and also lead high quality CPD which impacts positively on their practice especially within literacy and numeracy. Continuing to review and refresh key pedagogies is necessary to ensure consistency in learning and teaching across each stage of the school and nursery. Feedback, both internal and external, from the continued implementation of play shows children are experiencing high quality. It is embedded in nursery and is extremely well developed in P1. This will now be developed more thoroughly in P2 and P3. Playful approaches to learning and enquiry based learning across P4-7 will be further developed and will link to STEM, outdoor learning and food technology. There are limited resources and frameworks for Gaelic medium learning in primary schools and inconsistencies in approaches nationally. Refreshed engagement in current national guidance and advice to facilitate a review of the development of Gaelic medium at Whinhill will take place. This will provide a clear framework and ensure pace of learning is appropriate. It is important that we continue to refresh the BGE offer in our school and nursery to keep it fresh, relevant and appropriate for our children. We will continue to review curricular areas on a rolling programme. Our curriculum rationale, due to be finalised, will communicate the experience on offer in our school.				
Expected outcomes for learners				
Who?	By how much?	By when?	What?	
- By September 2025, the finalised school curriculum rationale will accurately reflect the educational approach, policies and practice at Whinhill, developed through consultation with all stakeholders. - By June 2026 all staff will report increased knowledge and confidence when planning high quality learning experiences in play, both indoor and outdoor and linked to STEM, outdoor learning and food technology. - By June 2026, all children will have had an increase in the number of experiences linked to outdoor learning, STEM and food technology - By June 2026 through a review and a refresh of key learning and teaching pedagogies linked to Inverclyde Literacy Framework and Numeracy Framework, children will experience high quality teaching and learning in reading and writing and numeracy, which will lead to raised attainment.				

- By June 2026, a review of Gaelic literacy across the school and nursery will have taken place based on national guidelines, which will provide a clear framework for the teaching of Gaelic literacy and lead to effective pace of learning.
- By June 2026, GME staff will develop a cohesive assessment framework for Gaelic literacy and maths and numeracy which will ensure rigour in the assessment process.
- By Jan 2026, all nursery staff will have increased their knowledge, understanding and practical application of fire training and woodwork skills which will facilitate them leading this in the nursery.
- By June 2026, regular environmental audits will show children being presented with high quality resources and provocations leading to increased engagement.
- By June 2026, use of the Inverclyde Development Tracker by staff will support continuous improvement in our service
- By June 2026, through professional dialogue, staff confidence in the use of the new quality framework will have increased

If PEF spend is supporting – how much and what?

- £1407.66 - literacy and numeracy resources

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Curriculum rationale will be finalised and published for all stakeholders based on the consultation work which took place in 2024/2025	By September '25		SLT	
CPD input to upskill new staff on 'The Whinhill Way' / use of progress and achievement (SEEMIS) and the dashboard.	Aug '25 – June '26		SLT New staff	Collegiate time
Further develop the use of floor books in across the school for reflection on their learning, setting goals and tracking progress.	Aug '25 – June '26		Teaching staff	
Continue with work started to track achievements in their wider sense. Agree a recording format to be used across all classes.	Aug '25 – June '26		SLT Teaching staff	Collegiate time
Implement the newly developed framework for play Nursery – P7. Evaluate the impact of play learning experiences across the school.	Aug '25 – June '26		Acting PT's	
Continue to use the self-evaluation (play) documentation to review current status of play in P2 and P3.	Aug '25 – June '26		SLT Play working group Play associate	Self-evaluation of play documentation
Finalise the Whinhill Guidance for the teaching of writing and implement across the school.	By Oct '25		Teaching staff	
Enhance pedagogy and assessment of reading through professional learning and engagement in current research leading to a framework of reading skills.	Aug '25 – June '26		SMT Teaching staff Support staff	Inverclyde literacy framework
Engage with Inverclyde's literacy framework and PASE blog to upskill staff in key approaches to ensure consistency in learning and teaching.	Aug '25 – June '26		Teaching staff	
Work towards achieving the Gold Reading School Award by further developing and sustaining our	Aug '25 – June '26		Literacy committee PT Lead	Reading school website and literature

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
whole school reading culture. Embed this as a shared responsibility across the school.				
Refresh dialogic teaching strategies across the school with a particular focus on new members of staff.	By Oct '25		SMT Class teachers	Collegiate CPD
Engage with Inverclyde's numeracy framework to upskill staff in key approaches to ensure consistency in learning and teaching.	Aug '25 – June '26		SMT Class Teachers	Numeracy framework CPD
Implement school's outdoor learning programme at all stages of the school.	Aug '25 – June '26		Class Teachers	Outdoor learning resources
Further develop outdoor area of the school and link with providers of outdoor education e.g. Muirshiel.	Aug '25 – June '26		Community Links Parents	Outdoor equipment as appropriate
Create a cohesive Food Technology programme from early to second level including links to resources.	Aug '25 – June '26		Identified staff member	
<u>Gaelic</u> Review pedagogical approaches to play in a multi composite class (G1-3) and playful approaches to learning (G4-7)	Aug '25 – June '26		Gaelic PT Gaelic staff	
<u>Gaelic</u> Self-evaluation – deep dive in to Gaelic Medium Education at Whinhill.	Aug '25 – June '26		HT DHT Gaelic PT	HGIOS Gaelic
<u>Gaelic</u> Create an overview of assessment for Gaelic literacy and maths and numeracy, and develop process for gathering Gaelic specific assessment data.	Aug '25 – June '26		Gaelic PT Gaelic staff	Current national literacy and numeracy guidance

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
<u>Nursery</u> Create and implement a programme for Fire Safety and the use of the fire pit which will identify key learning experiences.	Aug '25 – June '26		Nursery staff	Meeting time
<u>Nursery</u> Further develop woodworking using the Make Do Toolkit. All staff to be trained to support children in increasing their knowledge around risk, safety, and how to use real tools. A woodworking framework will be developed.	Aug '25 – June '26		Nursery staff	Make Do Toolkit Staff Training
<u>Nursery</u> Establish and implement a numeracy home link process to support families be involved in their children's learning in numeracy.	Aug '25 – June '26		Nursery staff	Resources for home use as appropriate
<u>Nursery</u> Staff will continue to deepen their knowledge and further develop their skills on the use of the Inverclyde Council Development tracker	Aug '25 – June '26		Nursery staff	Meeting time
<u>Nursery</u> Staff will familiarise themselves with the key principles of the New Quality Framework and align them with our practice, through staff training sessions and collaborative discussion.	Aug '25 – June '26		Nursery staff	Meeting time Quality Framework
<u>Nursery</u> - Implement a programme of peer assessment which focuses on shared learning and constructive feedback. Embed this in to regular practice.	Aug '25 – June '26		Nursery staff	Training time
<u>Nursery</u>	Aug '25 – June '26		Nursery staff	Quality Framework

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Review current self-evaluation procedures in the nursery. Amend quality calendar as appropriate.				
Nursery Establish a programme of environmental audits with a focus on resources and provocations to ensure high quality experiences are offered.	Aug '25 – June '26		Nursery staff	Audit tools

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?
- Continued review of learning and teaching pedagogy, and the use of self-evaluation has led to improved teaching and learning, and attainment and achievement, through the use of data informed targeted interventions. - Data meetings will show that teacher judgement, and evidence supports improvement in progress and attainment at all stages. - Attainment data will show an increase in attainment in reading and writing as a result of review of learning and teaching pedagogy and engagement with Inverclyde’s literacy and numeracy framework. - Observations of groups of children will show them independently leading their own learning, identifying next steps by selecting appropriate resources and transferring their learning - Numbers of children accessing the outdoors to enhance learning will have increased. Through pupil focus groups, children will articulate the benefit to them of outdoor learning. - The curriculum rationale will accurately reflect the high quality practice evident in school. Timetables will show children experience a high quality broad general education in line with national guidance. - Planning for Literacy and Gaelic will ensure pace of learning improves across stages, and will support increased attainment at all stages. - Assessment data for GME classes will be rigorous and collated efficiently. - Through nursery tracking meetings, staff will identify that the Inverclyde development tracker has led to a better understanding of childrens’ progress. - Observations of nursery children will show that they are engaging more fully to a wider range of outdoor experiences including woodworking and fire safety. - Through professional dialogue staff confidence in the use of the new quality framework will have increased. - Nursery staff will be using the new quality framework as the basis of self-evaluation in the nursery.

Priority 2

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

National Improvement Framework Outcomes

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

2. Strong partnerships between schools, services, families, and communities.

[Education - achieving excellence and equity: National Improvement Framework 2025](#)

How Good is Our School/Quality Improvement Framework ELC

3.2 Securing Children's Progress

3.2 Raising attainment and achievement

2.4 Personalised support

1.5 Management of resources to promote equity

2.3 Learning, teaching and assessment

UNCRC

Article 28: (Right to education):

Article 29 (Goals of education):

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

Managing attendance remains a high priority for the school. The poverty related attendance gap is currently 1.9% overall across all stages. This is a narrowing of the gap which is very positive, however we recognise that we require to be vigilant and continue to rigorously follow our procedures for monitoring absence and late coming. Our aim is to continue to narrow the gap between SIMD 1-2 and 3-10 and will do this through a review of our procedures and strategies to improve attendance in line with Inverclyde's new attendance policy.

Attainment data for 2024/2025 shows a strong attainment across listening and talking, reading, writing and numeracy. The demographic of our school continues to change with new families joining our school where there is no English. This has impacted on our overall attainment however when this data is extracted at specific year groups, the resulting data shows that children at Whinhill have continued to have high attainment. There continues to be a poverty related gap in attainment across all four areas.

Our aim continues to be to close the gap between SIMD 1 & 2 and SIMD 3-10. We will achieve this by ensuring the pupils in SIMD 1 & 2 continue to be identified and interventions for this cohort have been highlighted and discussed over a series of whole staff collegiate meetings and by our rigorous monitoring and tracking process using Fact, Story and Action.

Attainment data for ACEL and classes in between also indicates that the most appropriate focus continues to be reading and writing.

As a school in an area of high deprivation we recognised that the cost of the school day can be a barrier to some pupils, we will therefore continue to be creative with support to minimise this for our families.

Expected outcomes for learners			
Who?	By how much?	By when?	What?
Attendance			
			- To increase the overall attendance across the school from 94.3% to 95.0% by June 2026 - To decrease the gap between the attendance of SIMD 1+2 and SIMD 3-10 from 1.9% to 1.6%
Literacy			
			- To increase the percentage of pupils' in P7 living in SIMD 1+2 making expected progress in reading from 73.9% to 75.0% by June 2026. - To increase the percentage of pupils' in P7 living in SIMD 1+2 making expected progress in writing from 73.9% to 75.0% by June 2026. - To increase the percentage of pupils' in P7 living in SIMD 1+2 making expected progress in numeracy from 73.9% to 75.0% by June 2026 - To increase the percentage of pupils' in P6 living in SIMD 1+2 making expected progress in reading from 76.2% to 78.0% by June 2026. - To increase the percentage of pupils' in P6 living in SIMD 1+2 making expected progress in writing from 76.2% to 78.0% by June 2026.
Numeracy			
			To maintain the percentage of pupils across the school making expected progress in numeracy at 87.0% by June 2026
If PEF spend is supporting – how much and what?			
			- Acting PT uplift early – first £6,783.93 - Acting PT uplift first – second £6,783.93 - PEF teacher 0.2 to release PT £12,939.48

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
- Review and refresh procedures for the management of attendance using the new Inverclyde Attendance policy. This will include – - Analysis of attendance data to identify patterns, vulnerable groups and individual concerns. - Communication with parents - Increased attendance information for staff and further training on the policy - Increased use of dashboard/P & A linked to attendance - Look at mornings in school – what is the hook to get children in to class? - Target support at families with persistent absence/late coming.	Aug '25 – June '26		SMT Office staff	New Inverclyde attendance policy
Promote a positive attendance culture through consistent messaging and clear expectations across the school community.	Aug '25 – June '26		All school staff	
Develop whole school attendance policy in line with new Inverclyde guidelines.	Aug '25 – June '26		Short term working group	
Continue with our school based attainment challenge approach to support children's literacy and numeracy linked to SIMD 1+2. Identified learners given targeted support and time managed interventions. Review the operation of this to ensure it still meets the needs of children even though staffing available is greatly reduced.	Aug '25 – June '26		SMT Teaching staff PT Lead SfL teacher	
Cost of the school day – continue to identify what costs are involved in all parts of the school and nursery day.	Aug '25 – June '26		Whole school staff	
Review our processes for tracking attainment data pre and post intervention.	Aug 25 – June 26		HT/DHT PT	CPD for staff

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?

- Current attendance figures compared with figures from previous year will have improved. Aim to increase attendance of most children to 90%+
- Tracking of attendance will show a decrease in persistent absence and late coming for targeted children.
- Tracking & monitoring data (BGE dashboard) will show targets are met.
- Attainment of targeted children will be carefully tracked and monitored by class teachers and SMT.
- Families at risk of missing out will have been identified and supported to access both financial and cultural benefits.

Priority 3

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

3. Inclusive curriculum and assessment for a sustainable future.

6. Positive relationships, behaviour, and attendance in a respectful culture.

Choose an item.

[Education - achieving excellence and equity: National Improvement Framework 2025](#)

How Good is Our School/Quality Improvement Framework ELC

3.1 Ensuring wellbeing, equality and inclusion
2.4 Personalised support
3.2 Raising attainment and achievement
3.2 Securing Children's Progress

UNCRC

Article 28: (Right to education):
Article 12 (Respect for the views of the child):
Article 13 (Freedom of expression):
Article 23 (Children with disabilities):

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

We continue to be aware of the need for a rigorous focus on our children's health and wellbeing. While we are a few years post Covid it observation of children in the playground and the classroom it is evident that children still require support with their peer relationships, resilience and coping strategies. This affects the ability to engage fully with the curriculum for some children. Using the Glasgow Motivation and Wellbeing Profile (GMWP) to track pupil wellbeing has continued to confirm this. We require to ensure that health and wellbeing is at the centre of the ethos of Whinhill Primary and nursery class. The demographic of our school has changed in the last few years due to an increased number of ethnic minority children through the refugee programmes. While they have settled extremely well in our school and nursery it is important that we ensure that our school operates in a way that shows the highest level of welcome and understanding of cultural differences.

Expected outcomes for learners

Who? By how much? By when? What?

- Through staff's increased knowledge and understanding of nurture principles and approaches, children will experience appropriate interventions in response to wellbeing needs by June 2026.
- By June 2025 all children in the school and nursery will have increased their knowledge of, and use the appropriate language with regards to racism.
- By June 2026 all targeted children will have an increase in levels of engagement and wellbeing as a result of therapeutic services.
- By June 2026 all Whinhill staff will have increased their skills in trauma informed approaches in their interactions with children through engagement with Trauma informed training year 3.
- By June 2026 the ASN framework will be further developed to increase staff knowledge and expertise when making informed decisions on the appropriate interventions to meet learners' needs.

- By June 2026, through the use of Assistive Technologies, pupils will feel supported and empowered to learn in the way that works best for them. Staff will incorporate AT into daily classroom routines to develop pupils' independence in learning. Parents will feel more equipped to support their child's progress at home.
- By June 2026 all pupils will feel valued through increased involvement in the school and nursery decision making process.
- The human rights and needs of every child will be evident at the centre of school and nursery planning and impact positively on their day to day experience in the school and nursery. Continued engagement with Schools of Sanctuary and Racial Literacy programme will support this.

If PEF spend is supporting – how much and what?

- SPARK Counsellor (3terms) £9000
- 1FTE class teacher – Nurture/Attainment - £59110.00

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
- School of Sanctuary re-accreditation. This will involve - Deepen the school and nursery's understanding of the core principles of Learn, Embed and Share. - Provide ongoing training for staff on refugee experiences - Review and update the curriculum to ensure inclusive, refugee-aware content remains strong - Gather feedback from pupils, staff and families and track how attitudes, awareness and community engagement are changing	Aug '25 – June '26		All school and nursery staff	Gathering of evidence
Engage with 'Signs of Safety training to support Child Protection and Safeguarding procedures in school and nursery.	Aug '25 – June '26		SMT	CPD for senior managers Recommended reading materials and guidance
Recap and re-develop nurture principle 3 – the importance of nurture for the development of wellbeing and nurture principle 6 – transitions are important in children's lives	Aug '25 – June '26		Nurture implementation group Nurture teacher	Collegiate time
- Establish new anti-bullying policy in line with new local authority policy. This will include - Staff CPD on Inverclyde policy - Short term working group to write school level policy - Child friendly version created by pupils - Collection and review of data - Communication to parents	Aug '25 – June '26			Revised authority Anti-Bullying policy Collegiate time
Review and extend Learning for sustainability planners	Aug '25 – June '26			Collegiate time

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Continue to increase staff knowledge on the identification process and pathway for Dyscalculia	Aug '25 – June '26			CPD sessions
Complete staff training on 'Keeping the Promise' and fulfil final assessment. Attain the Keeping the Promise award.	Aug '25 – June '26		SMT SLT Teaching staff Support staff Nursery staff	Access to assessment materials
Continue to support staff training in trauma informed practices by engagement in level 3/4 modules.	Aug '25 – June '26		All staff – DHT co-ordinates	Online modules
Review Promoting Positive Relationships policy in line with the Scottish Government action plan relating to behaviour.	Aug '25 – June '26			SC Govt Action Plan Collegiate time
- Further develop racial literacy across school and nursery which includes - Identify a member of staff to participate in the BRL training - Provide CPD for school staff - Continue to evaluate our curriculum to uncover gaps and bias especially within literature - Continue to deepen the children's knowledge of diversity - Engage parents, community leaders and external voices to enrich learning and embed authenticity.	Aug '25 – June '26		SMT SLT Teaching staff Support staff Nursery staff	CPD for staff Collegiate time
Create and implement school based equalities policy.	Aug '25 – June '26		Lead PT Teaching staff	Local authority guidance
Audit staff ASN training needs	By Dec '25		HT/DHT	Audit tools

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Become a 'Dyslexia Changemaker' by continuing to develop as a dyslexia-friendly school, promoting inclusive practices.	Aug '25 – June '26		DHT Support for Learning teacher	Resources from Dyslexia Scotland
Develop our use of assistive technologies to reduce barriers to learning and share these tools with parents.	Aug '25 – June '26		DHT Support for Learning teacher	Resources from CALL Scotland and Dyslexia Scotland
Create a Family Friendly Padlet to support pupils and parents to overcome barriers to learning.	Aug '25 – June '26		DHT Support for Learning teacher Nurture Teacher	Resources from CALL Scotland and Dyslexia Scotland
Create an ASN quality calendar to ensure that the needs of pupils with additional support needs are addressed effectively throughout the school year.	Aug '25 – June '26		DHT	
Establish a CEYP pupil voice group and consult with them on what matters to them. In consultation with the group identify key developments for the school.	Aug '25 – June '26		SLT	Current guidance on CEYP

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?
- All aspects of the life of the school and nursery will exude a depth of understanding of racial literacy and the use of this will underpin the ethos of the school. - There will be an increased understanding and empathy amongst almost all learners towards those impacted by forced migration. - Staff will make informed decisions on interventions based on the use of the school's ASN framework. - Observations of staff will show increased confidence when talking about or teaching racial literacy. - Numbers of children accessing the outdoors to enhance learning will have increased. Through pupil focus groups, children will articulate the benefit to them of outdoor learning. - Increased learner participation will be evident over a range of school experiences from involvement in own learning to consultation on aspects of school and nursery life. - Pupils will demonstrate high quality communication skills when sharing their views. - All stakeholders will use the same language of children's rights in relation to wellbeing, equality and inclusion in all interactions. - Whinhill will continue to be a safe, welcoming and inclusive place for refugees and those seeking asylum. - Communication skills of senior pupils will increase. Pupils will be able to listen to others' points of view and to accept differences.

Priority 4

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

National Improvement Framework Outcomes

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

2. Strong partnerships between schools, services, families, and communities.

[Education - achieving excellence and equity: National Improvement Framework 2025](#)

How Good is Our School/Quality Improvement Framework ELC

3.1 Ensuring wellbeing, equality and inclusion

3.3 Increasing creativity and employability

2.6 Transitions

UNCRC

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

Article 13 (Freedom of expression):

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

School

- Skills development is very well embedded in the school. Children confidently use skills in their everyday learning and can identify the skills they need or are using for any task. Metaskills empower children to plan, monitor and evaluate their learning and is the next step on our skills development. The development of financial education will equip children with essential life skills to build responsible money habits.

Ongoing self-evaluation across the Inverclyde Academy Cluster highlights positive progress in collaboration, pupil participation, and leadership alongside areas for continued development. Analysis of quantitative data, qualitative feedback from stakeholders, and professional dialogue has directly informed the identification of cluster improvement priorities for session 2025-2026.

- Pupil Leadership, Participation & The Promise**

As a cluster, we remain committed to embedding the principles of *The Promise* across all settings to ensure that every child experiences consistent, nurturing, and inclusive practice. Demographic analysis indicates a continued increase in the number of Care Experienced Young People (CEYP) across the cluster, alongside a rise in the number of families facing socio-economic and wellbeing challenges. Stakeholder feedback from pupils, staff and families strongly reinforces the need for approaches that build strong relationships, empower young people, and promote a sense of belonging. The Cluster Pupil Leadership Group has made strong progress over the past year, successfully co-creating the *Pinkie Promise* charter, alongside Inverclyde's Virtual Head teacher, to capture and embed key messages aligned with *The Promise*. Self-evaluation indicates that this work has significantly raised pupil awareness of their rights, responsibilities, and the importance of inclusive, compassionate school cultures. Feedback from pupils demonstrates enthusiasm to further develop their leadership role and extend their influence. In response, the group will now create and deliver

an assembly programme across cluster schools, supporting consistent messaging and promoting shared values, while offering meaningful opportunities for pupil leadership in action.

- **Early Learning & Childcare Quality Framework**

Cluster-wide self-evaluation against the new National Quality Framework for Early Learning and Childcare has highlighted both areas of strength and next steps. Peer moderation and professional dialogue through the Cluster Nursery Depute network have been well received, offering opportunities for shared reflection, collaborative problem-solving, and the development of consistent high-quality practice. Going forward, the network will continue to focus on strengthening consistency in observation, assessment, and responsive planning to ensure all children benefit from rich, high-quality early years experiences.

- **Curriculum Coherence: Science and STEM**

Through cluster curriculum self-evaluation and professional dialogue, variation in Science delivery across primary stages has been identified. The implementation of the Inverclyde Science Planners offers an opportunity to strengthen progression, ensure coverage of key concepts and skills, and build teacher confidence. Staff have identified the need for cluster-wide CLPL opportunities to support consistent delivery, with a particular focus on skills-based, hands-on learning aligned to Metaskills and Developing the Young Workforce (DYW). Pupil voice activities indicate strong engagement and motivation when Science is taught in practical, real-life contexts. To support this, Inverclyde Academy staff will collaborate with primary colleagues to co-deliver science experiences, providing opportunities for staff upskilling and ensuring a coherent pathway from Early to Senior Phase.

- **Leadership Development & Professional Collaboration**

Feedback from cluster Head Teachers continues to emphasise the value of protected Cluster HT development time, allowing for regular professional dialogue, moderation of improvement priorities, and shared leadership learning. This structure remains a key driver in maintaining collective ownership, building leadership capacity, and ensuring alignment of practice across the cluster.

Expected outcomes for learners

Who?	By how much?	By when?	What?
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1. Pupil Leadership & The Promise

By May 2026, the Cluster Pupil Leadership Group will design and deliver a series of pupil-led assemblies across all cluster establishments, embedding key messages from *The Promise* and developing pupil understanding of care experience and inclusion. The impact of this work will be measured through pre and post pupil and staff questionnaires (November 2025 and June 2026), evidencing increased pupil confidence in leadership roles and greater understanding of care experience across the cluster.

2. Cluster Nursery Depute Network – Quality Framework

By May 2026, the Cluster Nursery Depute Network will fully engage with the National Quality Framework, developing shared approaches to observation, assessment and planning. All cluster nurseries will participate in collaborative moderation and professional dialogue, with pre and post self-evaluation audits evidencing improved consistency and confidence in delivering high-quality Early Learning and Childcare.

3. Science Curriculum & Moderation

By May 2026, all schools within the cluster will have implemented the Inverclyde Science Planners, with joint moderation taking place during the February 2026 In-Service Day. Staff confidence in delivering skills-based science will increase, with planning, learning visits, and pupil feedback evidencing more consistent and engaging science experiences that promote Metaskills and Developing the Young Workforce.

5. Cluster HT Development Days

By June 2026, Cluster Head Teachers will continue to engage in one full protected development day per term, providing time for professional dialogue, moderation of improvement priorities, and shared leadership learning. Evaluation of HT sessions will evidence the impact on leadership capacity, shared self-evaluation and alignment of practice across the cluster.

If PEF spend is supporting – how much and what?

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
- Development of Metaskills across the school which will include - Introduce Metaskills Land characters to the children - Make links with the school's already embedded skills practice - Identify curriculum time to focus on individual Metaskills - Embed skills in everyday teaching - Use meta skills wheels to allow pupils to reflect on their growth and progress - Create a simple progression framework outlining expected skills developments phases - Engage senior pupils with My World of Work online tool	Aug '25 - June '26		Teaching staff	Collegiate time
Enhance pupils' understanding of real life skills and promote life-long learning through financial education.	Aug '25 - June '26		Teaching staff	Curriculum planners and links to financial education.
Pupil Leadership & The Promise				
- Establish Cluster Pupil Leadership Group and agree annual priorities - Continue to develop Pupil leadership Identity e.g. T-Shirts with Pinkie Promise logo	August - September 2025		Cluster HTs, PTs, Pupil Leadership Groups	Cluster meeting time, previous year's Pinkie Promise work, school staff support
Create pre/post evaluations to gather pupil and staff feedback. Issue pre evaluation forms (pupils and staff)	August - September 2025		Cluster HTs Virtual HT (S Chambers)	HGIOS 4 Microsoft Forms
Pupil Leadership Group to design pupil-led assembly content linked to The Promise	September - December 2025		Pupil Leadership Group, Cluster link staff	Staff mentoring, assembly planning time, HT support
Deliver pupil led assemblies across all cluster schools	January - April 2026		Pupil Leadership Group, Cluster HTs and SLTs	Assembly delivery time, shared assembly materials
Gather and collate post evaluation data (pupils and staff)	November 2025 & June 2026		Cluster HTs, SLTs, class teachers	Evaluation tools (questionnaires), data collation support

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Create a recorded content version of the pupil assembly	January - April 2026		Pupil Leadership Group, Cluster HTs and SLTs Virtual HT (S Chambers) WB HT (E Morris)	Assembly materials
Pupils to deliver Pinkie Promise at Inverclyde heads meeting (Alison to liaise with MR re: dates)	May 2026		Pupil Leadership Group, Cluster HTs and SLTs Virtual HT (S Chambers)	Shared assembly materials Pinkie promise
Cluster Nursery Depute Network Quality Framework				
Continue Cluster Nursery Depute meetings focused on National Quality Framework priorities	August 2025 – May 2026 (ongoing)		Cluster Nursery Deputes, Cluster HTs, ELC QIO	National Quality Framework documentation, CI guidance, self-evaluation tools
Identify and moderate key themes (observation, assessment, planning)	Termly moderation cycles		Nursery Deputes, Cluster HTs	Moderation frameworks, peer observation opportunities
Conduct pre/post self-evaluation audits across nurseries	September 2025 & May 2026		Nursery Deputes, Cluster HTs, ELC QIO	Self-evaluation audit templates, staff discussion time
Science Curriculum & Moderation				
Schools will engage with Inverclyde Science Planners as appropriate for their individual improvement agendas	August 2025 - May 2026		Cluster HTs, Science coordinators, Class teachers, Secondary Science staff	Inverclyde Science Planners, planning meetings, CLPL sessions
Plan and deliver joint CLPL session at February In-Service. Coordinator for this identified as G McGowan (Aileymill) and secondary links identified in Sept 2025	February 2026		Cluster HTs, Science leads, Secondary Science staff	In-Service day programme, joint planning time, external CLPL input if required
Conduct joint moderation and professional dialogue during In-Service	February 2026		All teaching staff, HTs	Moderation pro formas, exemplification materials
Collect pupil feedback on science experiences	April - May 2026		Class teachers, SLTs	Pupil voice templates, surveys or focus group time
Cluster HT Development Days				

Facilitate 4 protected Cluster HT development days	October 2025, February 2026, May 2026		Cluster HTs	Protected diary time, agreed agendas and QI focus areas
Use HT development time for self-evaluation and moderation of SIP priorities	Throughout year		Cluster HTs, QIO support where appropriate	HGIOS 4 QI frameworks, SIP documentation, peer review processes

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?

School

- Children will be confidently using the language of Metaskills and show that they are developing as independent learners.
- Children will be able to articulate improved financial knowledge and understanding.
- For *Pupil Leadership & The Promise*, we will see pupil-led assemblies being delivered across all cluster schools, observed and supported by senior leadership teams and staff. Pre- and post-questionnaires carried out in November 2025 and June 2026 will show increased confidence amongst pupils in their leadership roles and an improved understanding of care experience and inclusion across the cluster. Pupil voice groups and class discussions will reflect this growing awareness, with pupils able to articulate the key messages of *The Promise* and recognise care experience as part of their school communities. Staff and Head Teachers will provide positive feedback on the consistency of messaging across establishments, while the visibility of *The Pinkie Promise* charter in school environments, planning documentation and displays will further evidence the embedding of this work into daily school life.
- For the *Cluster Nursery Depute Network Quality Framework*, we will see moderation records and professional dialogue notes capturing shared approaches to observation, assessment and planning across all cluster nurseries. Pre and post self-evaluation audits will demonstrate improved consistency and increased confidence in applying the National Quality Framework. Nursery planning documentation, Learning Journals and pupil profiles will show the consistent application of shared language and practice. Feedback from nursery staff will indicate growing confidence in understanding and applying the key quality indicators, while evaluations of Cluster Depute Network meetings will evidence that they continue to serve as valuable forums for professional learning, peer support, and leadership development.
- In relation to *Science Curriculum & Moderation*, we will see all schools fully implementing the Inverclyde Science Planners, as evidenced in forward planning, teacher planning folders and tracking systems. Learning visits and classroom observations will demonstrate the increased use of practical, skills-based science experiences at all stages. Joint moderation activities held during the February 2026 Inservice Day will capture shared professional judgement on consistency and progression in learning and teaching in Science across the cluster. Pupil feedback gathered through surveys, learning

conversations and focus groups will reflect high levels of engagement, enjoyment and understanding of science learning. Staff feedback will show increasing confidence in delivering skills-based science, making clear links to Metaskills development and Developing the Young Workforce.

- For *Cluster HT Development Days*, records of Head Teacher development days, including agendas, minutes and action points, will reflect alignment with shared improvement priorities. Evaluations from Head Teachers will indicate growing confidence in strategic leadership, self-evaluation, and improvement planning. Shared practice and increased consistency will be visible within individual school improvement plans, standards and quality reports, and self-evaluation evidence across the cluster. Collaborative self-evaluation using HGIOS 4 quality indicators will further evidence improved consistency and leadership capacity across the cluster.