

Education – Improvement Planning Document – 2026-27

Establishment Name:

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Head of Establishment	Liz Ruddy	Date	June 2026
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Quality Improvement Officer	Nicola Devine	Date	June 2026
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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 2026-2027

Session 2027-2028

Session 2028-2029

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

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	• Maintain Rights Respecting Schools Gold Award • Continuing with our Schools of Sanctuary and racial literacy work.	• Maintain Rights Respecting Schools Gold Award • Continuing with our Schools of Sanctuary and racial literacy work.	• Maintain Rights Respecting Schools Gold Award • Continuing with our Schools of Sanctuary and racial literacy work.
Improvement in children and young people's health and wellbeing;	• Continue to embed trauma informed practice across the school and nursery • Embed anti-bullying policy. • Embed Equalities policy.	• Further develop emotional literacy	• Review nurture approaches
Closing the attainment gap between the most and least disadvantaged children and young people;	• Continue to review intervention strategies for individual children	• 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; and	• Review career education standards • Financial education • Embed Metaskills through the curriculum • Cluster working	• Building on our community partnerships • Cluster working	• Cluster working
Improvement in achievement, particularly in literacy and numeracy	• Review thematic and project based learning • Review of BGE – Expressive arts • Review overall approach to play pedagogy -extend to P3 • Outdoor learning linked to attainment • Curriculum improvement cycle	• Review of BGE – technologies • Review BGE - Physical Education • Curriculum improvement cycle	• Review of BGE – languages • Curriculum improvement cycle

Stakeholder’s views

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

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.

Whinhill Primary School was inspected by HMIE w/b 19/01/26 where significant stakeholder engagement took place.

We will continue to have a focus on the engagement of parents re stakeholder’s views.

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

- Staff discussions re needs of the school
- Pupil feedback on strategies in use.
- Discussion with Parent Council.

Colour Key

School Priorities

Nursery Priorities

Joint Priorities

Plan: Session 2026-27

Priority 1: Overview of Priority - NIF Priorities Improvements in attainment, particularly in literacy and numeracy Choose an item		
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>3.2 Raising attainment and achievement</u> <u>2.3 Learning, teaching and assessment</u> Choose an item. Choose an item.	A Quality Framework for ELC Choose an item. Choose an item. 3.3 Learning, Teaching and Assessment 4.3 Children’s Progress	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)		
Based on Whinhill’s exceptionally strong HMIE inspection outcomes in 2026 (all four quality indicators graded Excellent) and the strengths highlighted around leadership, inclusion, pupil voice, attainment, culture and wellbeing, we believe our 2026/27 priorities should focus on sustaining excellence, deepening impact and preparing for future challenges. HMIE praised the school’s highly inclusive practice, pupil leadership, wellbeing, learning and teaching, and aspirational culture. Our aim is to sustain excellence in learning and teaching by further developing high-quality pedagogy, digital innovation and learner agency. This will ensure all learners continue to be challenged, engaged and equipped with the skills required for future learning, life and work. High quality learning and teaching underpins the success of any school and changes in staffing will continue to have an impact on the consistency of this across the school. 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 the highest quality. It is embedded in nursery and is extremely well developed in P1 and P2. This will now be developed more thoroughly in 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. We are committed to ensuring that our curriculum remains ambitious, relevant and responsive to the needs of all learners. Engagement in Scotland’s Curriculum Improvement Cycle provides a structured and evidence-informed approach to reviewing and evolving our curriculum in line with national expectations and local priorities. It will ensure our curriculum remains fit for purpose, strengthen the clarity, coherence and progression of learning across all curricular areas, supporting improved attainment and achievement and maintain a clear focus on the four capacities of Curriculum for Excellence.		

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

Who? By how much? By when? What?

- By June 2027, all staff will be familiar with the upcoming changes to the Curriculum Improvement Cycle (CIC) and will understand the implications for curriculum planning, delivery and evaluation within the school.
- By June 2027 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 2027 through a review and a refresh of key learning and teaching pedagogies linked to AIFL, dialogic teaching, STEM and IDL children will continue to experience high quality teaching and learning in reading and writing and numeracy and across the curriculum, which will lead to raised attainment.
- By June 2027, all staff will implement a new whole-school writing toolkit to provide a consistent approach to the teaching of writing, supporting learners to develop their skills in planning, organising, creating and evaluating written texts across a range of genres and will lead to improved attainment.
- By June 2027, all staff will have engaged in the development of a whole-school reading toolkit to provide a consistent approach to the teaching of reading, supporting learners to develop comprehension, fluency, vocabulary and critical literacy skills across the curriculum
- By June 2027, all staff will implement a consistent whole-school approach to the teaching of spelling, ensuring progressive skill development and improved learner confidence and attainment in literacy.
- By June 2027, staff will develop and implement a whole-school dialogic teaching framework to promote high-quality classroom talk, deepen learners' thinking and understanding, and enhance engagement across all areas of the curriculum.
- By June 2027, staff will collaboratively plan and implement high-quality interdisciplinary learning experiences across all stages, enabling learners to make meaningful connections across the curriculum and apply their knowledge and skills in relevant contexts.
- By June 2027, all staff will implement the RAISE Science Planners to provide progressive, skills-based learning experiences in science, ensuring consistency in planning, teaching and assessment across the school and improving learner engagement and achievement in STEM.
- By June 2027, a review of Gaelic reading pedagogy will have taken place based on national guidelines, which will provide a clear framework for the teaching of Gaelic reading and lead to effective pace of learning.
- By June 2027 RSHP resources will have been adapted and created in Gaelic to support teaching in a multi composite class which will be evident in children's confidence and understanding of these concepts.
- By June 2027, all nursery staff will have increased their knowledge, understanding and practical application of the quality improvement framework which will be evident in a robust self-evaluation process.
- By June 2027, regular environmental audits will show children being presented with high quality resources and provocations leading to increased curiosity, independence and high quality interactions both indoor and outdoor.

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?

- Excellence in learning and teaching will have been maintained and will be evident in learning walks, observations, pupil attainment and in dialogue with all stakeholders.
- Continued review of learning and teaching pedagogy, and the use of self-evaluation has led to innovation, further improved teaching and learning, 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 implementation of the school's new writing framework and the development of a reading framework.
- 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, and through teacher observation positive links will have been made with attainment in literacy and numeracy.
- Through professional learning and collaboration, staff will develop a clear understanding of the forthcoming Curriculum Improvement Cycle (CIC) changes, ensuring readiness to adapt practice and contribute to curriculum development.
- Through the implementation of a consistent spelling approach across the school, learners will develop greater accuracy, independence and confidence in applying spelling strategies across all areas of learning.
- Planning for Literacy and Gaelic, and a review of Gaelic reading will ensure pace of learning improves across stages, and will support increased attainment at all stages.
- Through outdoor learning pupils will regularly apply their literacy and numeracy skills in real-life contexts, leading to increased engagement, deeper understanding and improved attainment for all.
- Through nursery tracking meetings, staff will identify that the Inverclyde development tracker has led to a better understanding of children's progress.
- Observations of nursery children will show that they are engaging more fully to a wider range of indoor and outdoor experiences which promote independence, curiosity and quality interactions.
- 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.
- Continuous improvement in nursery practice will have been supported by a programme of peer assessment opportunities.

Tasks to achieve priority (Early Years/ASN/Primary/ Secondary)	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
CIC – audit the current curriculum against the Curriculum Improvement Cycle guidance.	Aug '26 – June '27		Whole school staff Curriculum co-ordinators	
Develop staff awareness and understanding of the upcoming changes to the Curriculum Improvement Cycle (CIC) to support effective implementation and curriculum development.	Aug '26 – June '27		SLT Teaching staff Support staff Nursery staff	Materials provided by Education Scotland on CIC Collegiate time
If possible, create a curriculum implementation timeline for the next three years.	Aug '26 – June '27		SLT	
Establish a Curriculum Improvement Working Group representing all stages, support staff and children	By Oct '26		Identified teaching staff	
Staff engagement in Professional learning on the CIC	Aug '26 – June '27		SLT Teaching staff Support staff Nursery staff	Personal CPD
Further develop approaches to monitoring curriculum quality through the learning walk.	Aug '26 – June '27		SMT	Learning visits and learning walks
Pilot one curriculum area to test approaches before wider implementation next year.	Aug '26 – June '27		Principal teachers	
Review processes and procedures for self-evaluation across the school and nursery	Aug '26 – June '27		SMT	
Develop a progressive, skills-based interdisciplinary learning (IDL) framework across the school, ensuring learners engage in meaningful, real-life contexts that promote creativity, collaboration, critical thinking and	Aug '26 – June '27		SLT Teaching staff Support staff Nursery staff	

Tasks to achieve priority (Early Years/ASN/Primary/ Secondary)	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
the application of learning across curriculum areas.				
Self-evaluate play in P3 and create action plan for development.	Aug '26 – June '27		Principal teachers	
Engage with Inverclyde PASE website, play padlet and play framework to upskill staff (in P3)	Aug '26 – June '27		Principal teachers	Collegiate time
Audit current AifL practices across classes and revisit core AifL principles with all staff	Aug '26 – June '27		SLT Teaching staff	Collegiate time AifL materials and professional reading
- Track impact of improved AifL on attainment in literacy and numeracy. - Monitor differences in learner experience and outcomes (e.g. SIMD groups). - Ensure AifL strategies support targeted interventions for identified learners.	Aug '26 – June '27		SLT Teaching staff	Collegiate time AifL materials and professional reading
Agree a consistent whole-school AifL framework	By June '27		SLT Teaching staff	Collegiate time AifL materials and professional reading
Develop and implement a whole-school dialogic teaching framework to strengthen learner voice, critical thinking and meaningful classroom discussion.	Aug '26 – June '27		SLT Teaching staff	
Refresh dialogic teaching strategies across the school with a particular focus on new members of staff.	Aug '26 – June '27		SLT Teaching staff Support staff	CPD

Tasks to achieve priority (Early Years/ASN/Primary/ Secondary)	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
			Nursery staff	
Implement a whole-school writing toolkit to ensure consistency in the teaching of writing and improve learner attainment, confidence and engagement in written communication.	Aug '26 – June '27		Teaching staff	New writing toolkit
Develop and implement consistent whole school spelling structures and progression – audit current practice across school.	Aug '26 – June '27		SLT Teaching staff	Current spelling materials in use Collegiate time
- Review pedagogy that underpins spelling - Structure of spelling lessons - Consistency of experiences across the school - Review progression guidance for spelling - Development of children's spelling strategies - Support from digital tools.	Aug '26 – June '27		SLT Teaching staff	Current spelling materials in use Collegiate time
Review spelling resources across the school	Aug '26 – June '27		SLT Teaching staff	Current spelling materials in use Collegiate time
Review the processes for and the consistency of the use of self and peer assessment across the school. Produce a WAGOLL of high quality examples	Aug '26 – June '27		SLT Teaching staff Support staff	Collegiate time
Develop a whole-school reading toolkit to ensure consistency in reading instruction	Aug '26 – June '27		SLT Teaching staff	Collegiate time
Enhance pedagogy and assessment of reading through professional learning and engagement in current research leading to a framework of reading skills.	Aug '26 – June '27		SLT Teaching staff Support staff	Personal CPD time Collegiate time

Tasks to achieve priority (Early Years/ASN/Primary/ Secondary)	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Review of expressive arts	Aug '26 – June '27		SLT Teaching staff	Collegiate time Short term working group
Implement the Inverclyde Science pathways across all stages to ensure a consistent, progressive approach to science learning and the development of scientific skills.	Aug '26 – June '27		SLT Teaching staff	Aug '25 - June '26 RAISE resources
Review planning with a particular focus on the identification of pupils' experiences.	By Dec '26		SLT Teaching staff	
Enhance pupils' understanding of real life skills and promote life-long learning through financial education.	Aug '26 - June '27		Teaching staff	Curriculum planners and links to financial education.
Create a cohesive Food Technology programme from early to second level including links to resources.	Aug '26 – June '27		Identified staff member	National Guidance
Develop School food policy	Aug '26 – June '27		Identified staff member	
Continue to develop outdoor learning experiences with a focus on literacy and numeracy in real life contexts	Aug '26 – June '27		Teaching staff	Outdoor learning resources
<u>Gaelic</u> Review and refresh reading pedagogy in Literacy and Gaelic in line with national guidance and local authority expectations.	Aug '26 – June '27		Gaelic PT Gaelic staff	
<u>Gaelic</u> Adapt and create appropriate resources for RSHP in Gaelic for across composite classes.	Aug '26 – June '27		Gaelic PT Gaelic staff	
<u>Nursery</u> Continue to develop numeracy skills through the effective use of Numeracy Home Link Bags, promoting engagement between	Aug '26 – June '27		Nursery staff	Numeracy resources

Tasks to achieve priority (Early Years/ASN/Primary/ Secondary)	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
nursery and home to support children's learning.				
Staff will continue to deepen their understanding of A Quality Improvement Framework for the Early Learning and Childcare Sectors. The Nursery Depute will work in partnership with the Head Teacher to strengthen and further develop robust self-evaluation processes, ensuring a consistent focus on continuous improvement.	Aug '26 – June '27		Nursery staff	Training on Improvement framework
Create a programme of peer assessment opportunities to support continuous improvement in practice.	Aug '26 – June '27		Nursery staff	
Improve the quality of learning environments in Early Years to ensure they are nurturing, stimulating, and responsive to children's interests. Staff will effectively use Environmental audit tools to ensure independence, curiosity and high quality interaction across the indoor and outdoor environment.	Aug '26 – June '27		Nursery staff	

Priority 2: Overview of Priority -

NIF Priorities

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

Choose an item

National Improvement Framework Outcomes

4. High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap.

Choose an item.

How Good is Our School

3.2 Raising attainment and achievement

2.4 Personalised support

1.5 Management of resources to promote equity

2.3 Learning, teaching and assessment

A Quality Framework for ELC

1.1 Leadership and Management of Staff and Resources

2.1 Children Experience High Quality Spaces

3.3 Learning, Teaching and Assessment

4.3 Children's Progress

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 views (Early Years/Primary/ Secondary)

Managing attendance remains a high priority for the school. The poverty related attendance gap is currently 3.0% overall across all stages. This is an increase 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 2025/2026 shows a strong attainment across listening and talking, reading, writing and numeracy. However attainment in a couple of areas has reduced slightly compared to last year mainly due to attainment of SIMD 1+2. The demographic of our school continues to change with new families joining our school where there is no English although this has slowed down. 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 very high attainment. Attainment data for ACEL and classes in between also indicates that the most appropriate focus continues to be reading and writing.

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.

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 (Early Years/Primary/ Secondary)

Who? By how much? By when? What?

Attendance	- To increase the overall attendance across the school from 93.3% to 94.0% by June 2027 - To decrease the gap between the attendance of SIMD 1+2 and SIMD 3-10 from 3.0% to 2.6% by June 2027
Literacy	- To increase the percentage of pupils' in P7 living in SIMD 1+2 making expected progress in reading from 75.0% to 76.5.0% by June 2027. - To increase the percentage of pupils' in P7 living in SIMD 1+2 making expected progress in writing from 70.0% to 72.0% by June 2027. - To maintain the percentage of pupils' in P7 living in SIMD 1+2 making expected progress in numeracy at 85% by June 2027. - To increase the percentage of pupils' in P6 living in SIMD 1+2 making expected progress in reading from 69.6% to 71.0% by June 2027. - To increase the percentage of pupils' in P6 living in SIMD 1+2 making expected progress in writing from 69.6% to 71.0% by June 2027.
Numeracy	To increase the overall percentage of pupils across the school making expected progress in numeracy at 85.0% 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?	
- 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.	

If PEF spend is supporting – how much and what?	
- Acting PT uplift (from Oct) early – first £5794.43 - Acting PT uplift (from Oct) first – second £5794.43 - PEF teacher 0.2 to release PT £11,527.39	

Tasks to achieve priority (Early Years/ASN/Primary/ Secondary)	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
- Review and refresh procedures for the management of attendance using the new school 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 - Target support at families with persistent absence/late coming.	Aug '26 – June '27		SMT Office staff	New attendance policy
Promote a positive attendance culture through consistent messaging and clear expectations across the school community.	Aug '26 – June '27		All school staff	
Implement new school attendance policy in line with new Inverclyde guidelines.	Aug '26 – June '27		All school staff	Attendance policy
- To support work on attendance - Use the emotionally based school avoidance (EBSA) resources - Enhanced pull to school – what activities are happening in the morning? E.g. STEM challenges - Identify and build support around pupil's interests and strengths	Aug '26 – June '27		SMT Class teachers	EBSA resources Collegiate time
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	Aug '26 – June '27		SMT Teaching staff PT Lead	

Tasks to achieve priority (Early Years/ASN/Primary/ Secondary)	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
ensure it still meets the needs of children even though staffing available is greatly reduced.			SfL teacher	
Identify stretch aims for each class which is explicitly linked to improving attainment literacy or numeracy.	Aug '25 – June '26		SMT Class Teachers	
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
Introduce Fact Story Action in to nursery practice	Aug '25 – June '26		Nursery staff	

Priority 3: Overview of Priority - NIF Priorities Placing the human rights and needs of every child and young person at the centre of education. Improvement in children and young people’s health and wellbeing Choose an item.		
National Improvement Framework Outcomes 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 Choose an item.		
How Good is Our School <u>3.1 Ensuring wellbeing, equality and inclusion</u> <u>2.4 Personalised support</u> <u>3.2 Raising attainment and achievement</u> Choose an item.	A Quality Framework for ELC 1.1 Leadership and Management of Staff and Resources 2.1 Children Experience High Quality Spaces 3.1 Play and Learning 4.2 Wellbeing, Inclusion and Equality	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 (Early Years/Primary/ Secondary)		
Following our HMIE inspection that identified this area of work to be excellent and sector leading practice, we will continue to build upon the school’s highly effective nurturing and inclusive ethos by now embedding trauma-informed practice, ASN provision and rights-based approaches to ensure every learner feels safe, valued and supported to achieve their potential. Our nurture provision, funded by PEF, enables personalised interventions that are responsive to individuals needs while maintaining high expectations for learning and inclusion. This provision facilitates successful reintegration into the classroom and ensures pupils receive the right support at the right time. We continue to be aware of the need for a rigorous focus on our children’s health and wellbeing. When observing children in the playground and the classroom it is evident that children still require support with their peer relationships, resilience and coping strategies. High levels of anxiety affect 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 (Early Years/Primary/ Secondary)			
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 2027. - By June 2027 all children in the nursery will have increased their knowledge of and use the appropriate language with regards to racism and children in school applying their knowledge in social situations. - By June 2027 all targeted children will have an increase in levels of engagement and wellbeing as a result of therapeutic services. - By June 2027 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 and embedding practice across the school. - By June 2027 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 2027, pupils will demonstrate increased emotional literacy and use a wider range of self-regulation strategies to support their wellbeing and learning. - By June 2027, 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 2027 all pupils will feel valued through increased involvement in the school and nursery decision making process. - By June 2027, Whinhill Primary will further strengthen its nurturing and inclusive culture through consistent, evidence-informed wellbeing approaches that enable every pupil to feel safe, valued, included and ready to learn			

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?

- 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.
- 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.
- 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.
- Staff will confidently use trauma-informed and nurture approaches to meet learners' wellbeing needs
- The ASN framework and targeted interventions will continue to improve outcomes for children requiring additional support.
- Children will report high levels of belonging, wellbeing and engagement in school life.

Tasks to achieve priority (Early Years/ASN/Primary/ Secondary)	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
• Deliver training for all teaching and support staff on the definition of bullying, protected characteristics and prejudiced based bullying based on the revised school policy.	Aug '26 – June '27		SMT Teaching staff Support staff	Anti bullying policy Identified professional reading
• Embed anti-bullying education within Health and Wellbeing experiences and outcomes.	Aug '26 – June '27		SMT Teaching staff	Anti bullying policy Identified professional reading
• Raise awareness of new policy for parents	Aug '26 – June '27		SMT	Parent appropriate information

Tasks to achieve priority (Early Years/ASN/Primary/ Secondary)	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Create an ASN quality calendar to ensure that the needs of pupils with additional support needs are addressed effectively throughout the school year.	Aug '26 – June '27		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. (if appropriate)	Aug '26 – June '27		SLT	Current guidance on CEYP
Deliver training for all teaching and support staff on the new equalities policy.	Aug '26 – June '27		Equalities co-ordinator Whole school staff	Equalities policy Identified professional reading
Ensure equalities is embedded within Health and Wellbeing experiences and outcomes.	Aug '26 – June '27		Equalities co-ordinator Whole school staff	Equalities policy Identified professional reading
Raise awareness in new policy(Equalities) for parents	Aug '26 – June '27		Equalities co-ordinator Whole school staff	Parent appropriate information
Following completion of all training on 'The Promise', continued focus will now be on 'Keeping the Promise'	Aug '26 – June '27		SLT Teaching staff Support staff Nursery staff	Access to materials
Embed trauma informed practices across all aspects of the school and nursery following completion of level 3/4 modules.	Aug '26 – June '27		All staff – DHT co-ordinates	Online modules
Produce trauma-informed universal approach guidelines for all staff	Aug '26 – June '27		DHT	
Training for teaching/support staff on zones of regulation, crisis curve, window of tolerance	Aug '26 – June '27		Nurture teacher/DHT	
Further develop our use of assistive technologies to reduce barriers to learning and share these tools with parents.	Aug '26 – June '27		DHT Support for Learning teacher	Resources from CALL Scotland and Dyslexia Scotland

Tasks to achieve priority (Early Years/ASN/Primary/ Secondary)	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
- Developing Emotional Literacy and Self-Regulation - using PATHs consistently across the school - refresh of programme for emotional intelligence - Using a child friendly crisis curve with pupils who have more complex needs.	Aug '26 – June '27		Collegiate time	PATHs materials
- Strengthen inclusion through universal support - Review the use and impact of the Barrier Buster boxes and Dyslexia friendly classroom resources in classes	Aug '26 – June '27		Class teachers	
Engage with 'Signs of Safety training to support Child Protection and Safeguarding procedures in school and nursery.	Aug '26 – June '27		SMT	CPD for senior managers Recommended reading materials and guidance
Recap and re-develop nurture principle 1 – learning is understood developmentally principle 4 – language is a vital means of communication	Aug '26 – June '27		Nurture implementation group Nurture teacher	Collegiate time

If PEF spend is supporting – how much and what?

- SPARK Counsellor (3 terms) £9000
- Nurture teacher £64117.85

Priority 4: Overview of Priority - NIF Priorities Improvement in skills and sustained, positive school-leaver destinations for all young people Choose an item		
National Improvement Framework Outcomes 7. An education system engaging in digital technology to enhance all aspects of learning and teaching, supported by a digitally-skilled workforce, and tackling digital inequality. Choose an item.		
How Good is Our School <u>3.1 Ensuring wellbeing, equality and inclusion</u> <u>3.3 Increasing creativity and employability</u> <u>2.6 Transitions</u> Choose an item.	A Quality Framework for ELC 1.1 Leadership and Management of Staff and Resources 2.1 Children Experience High Quality Spaces 3.2 Curriculum 4.3 Children’s Progress	UNCRC Article 12 (Respect for the views of the child): Article 13 (Freedom of expression): Choose an item. Choose an item.
Rationale for change based self-evaluation including data and stakeholder views (Early Years/Primary/ Secondary)		
Cluster Improvement Plan - Building on the successful implementation of our joint CLPL science workshops Inverclyde Science Planners and positive staff feedback from the February 2026 in-service day, cluster self-evaluation indicates increasing staff confidence in delivering enquiry-based science. However, professional dialogue, planning scrutiny and moderation activities continue to highlight variability in progression, depth and consistency of science learning across establishments. Staff feedback indicates a need to further strengthen confidence in delivering progressive outdoor science and to continue developing shared approaches to enquiry skills including predicting, testing, observing, recording and explaining. Ongoing collaborative professional learning will support greater consistency in learner experience and strengthen progression across the cluster. - Cluster self-evaluation highlights positive relationships and established transition processes between primary and secondary establishments. However, professional dialogue indicates a need to further strengthen consistency in targeted transition planning, information sharing and family-centred approaches for identified learners. There is also increasing recognition of the importance of collaborative approaches to supporting wellbeing, attendance and significant life events across transitions. Strengthening communication between establishments and families, alongside more consistent approaches to targeted support, will support continuity of learning and wellbeing for vulnerable learners across the cluster. - Cluster self-evaluation within Early Learning and Childcare settings highlights strong nurturing relationships, increasingly effective play-based pedagogy and growing confidence in responsive early years practice. The Cluster Nursery DHT Network has provided valuable opportunities for collaborative moderation, professional dialogue and self-evaluation aligned to the Care Inspectorate Quality Improvement Framework. However, moderation activities, planning scrutiny and professional dialogue continue to identify variability in the consistency of Learning Journals, observations, responsive planning, progression pathways and approaches to quality assurance across establishments. Staffing pressures and operational demands within nursery settings have also at times impacted the ability to consistently release Nursery DHT’s to attend moderation and development activity, particularly where staff remain significantly floor committed. There remains a need to further strengthen shared		

understanding of high-quality practice, moderation approaches and the use of evidence to inform professional judgement and continuous improvement across early years settings.

- Cluster self-evaluation highlights a strong commitment to inclusive practice, positive relationships and pupil leadership across establishments. Previous work through the Cluster Pupil Leadership Group, including the development of the Pinkie Promise Charter, has strengthened pupil voice and promoted awareness of inclusion, equality and children's rights. However, professional dialogue and moderation activities indicate variability in the language, expectations and approaches used to promote equality and inclusion across establishments. There is a need to develop a more consistent cluster approach to equalities practice, supported through collaborative moderation, professional dialogue and meaningful pupil leadership opportunities.
- Cluster self-evaluation and professional dialogue highlight opportunities to further strengthen learner understanding of financial literacy, enterprise and employability through meaningful, real-life contexts. There is also recognition that any future pathway development must be carefully planned, manageable and responsive to the needs, capacity and context of individual establishments. The introduction of a collaborative steering group and development year will provide opportunities to explore existing practice, identify opportunities and barriers and conduct targeted tests of change prior to any wider implementation. This phased and evaluative approach will support the development of a realistic and progressive Future Ready Pathway aligned to cluster needs and priorities.

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

Who? By how much? By when? What?

- By May 2027, staff across the cluster will demonstrate increased confidence and consistency in delivering progressive, enquiry-based science through outdoor learning. Through cluster professional learning, moderation activities and collaborative dialogue, staff will develop a shared understanding of progression in enquiry skills including predicting, testing, observing, recording and explaining. Pre and post CLPL evaluations following the February cluster in-service will indicate increased staff confidence and understanding of effective outdoor science pedagogy.
- By May 2027, practitioners across the cluster will demonstrate increased confidence and consistency in the use of Learning Journals, observations and responsive planning to support tracking and progression across early level. Pre and post self-evaluation activities and practitioner feedback will indicate increased confidence in using evidence to inform professional judgement and quality assurance processes. Moderation activities will demonstrate increased consistency and a clearer shared understanding of high-quality practice across establishments.
- By May 2027, staff and learners across the cluster will demonstrate an increased shared understanding of equality, inclusion and respectful relationships through the development of a consistent cluster approach to equalities practice. Through collaborative moderation of Equalities policies, professional dialogue and the work of the Cluster Pupil Leadership Group alongside staff leaders, establishments will co-create a shared child-friendly Cluster Equality & Inclusion Charter. Pre and post pupil and staff evaluations will indicate increased confidence and understanding.
- By May 2027, staff across the cluster will demonstrate increased confidence and consistency in approaches to targeted transition planning and information sharing to support continuity of wellbeing and learning for identified learners. Through increased collaborative working, establishments will strengthen communication and collaborative planning across key transition points. Staff feedback, transition evaluations and professional dialogue will indicate improved communication and increased confidence in supporting targeted learners, while transition documentation and meeting records will evidence more consistent approaches across the cluster.
- By May 2027, targeted learners and families will experience increasingly proactive and family-centred approaches to wellbeing, attendance and significant life events across the cluster. Through collaborative working between establishments staff will strengthen communication, partnership working and early intervention approaches for identified learners and families. Professional dialogue, pastoral tracking, attendance information and family feedback will indicate increasingly consistent and needs-led approaches to supporting children, young people and families across the cluster.

- By May 2027, all cluster primary schools will implement a consistent transition numeracy assessment to support professional dialogue and informed class planning at S1 transition. Moderation activities, staff feedback and transition evaluations will indicate increased confidence and consistency in the use of transition assessment information to support learner pathways and continuity in learning across the Broad General Education.
- By May 2027, the cluster will establish a collaborative steering group to support the development of a shared Future Ready Pathway linked to financial literacy, enterprise and employability. Through professional dialogue, partnership working and targeted tests of change within identified establishments, the steering group will gather evidence, identify opportunities and inform practical approaches to future implementation across sectors. Staff feedback, steering group evaluations and professional dialogue will indicate increased understanding of cluster needs, opportunities and potential models for delivery, while findings from initial tests of change will inform the development of a realistic and progressive Future Ready Pathway for the cluster.

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?

- Pre and post CLPL questionnaires and professional dialogue will indicate increased staff confidence and a clearer shared understanding of
 - effective outdoor science pedagogy across establishments,
 - leading professional learning and sharing effective practice, using Learning Journals, observations and responsive planning to support progression across early level,
 - equality, inclusion and respectful relationships
- Planning scrutiny, moderation activities and learning visits will demonstrate reduced variability and increasingly consistent approaches to
 - progressive enquiry-based science across establishments
 - shared practice across the cluster
- Staff evaluations and collaborative dialogue will indicate increased confidence in
 - delivering progressive outdoor science learning
 - of highly effective practice across establishments
 - professional enquiry and leading improvement activity
 - in language, expectations and approaches to equality across the cluster
- Moderation evidence will demonstrate stronger shared understanding of progression in
 - enquiry skills across Early to Second Level
 - consistent approaches to tracking, assessment and responsive planning across establishments
 - nurturing care, play pedagogy, curriculum pathways, assessment and quality assurance across establishments
 - transition numeracy assessments to support continuity in learning
- Pupil voice and learner conversations will indicate increased engagement and confidence in
 - applying enquiry skills within real-life and outdoor contexts
- Collaborative dialogue and development day evaluations will indicate
 - strengthened distributed leadership and collaborative professionalism
 - increased understanding of rights, inclusion and respectful relationships
- Learning visits, moderation activities and professional dialogue will demonstrate improving consistency and quality across literacy and numeracy-rich early years environments

- Practitioner feedback and collaborative moderation activities will evidence a clearer shared understanding of high-quality early years practice
- Quality assurance activities and self-evaluation evidence will demonstrate increasingly coherent approaches to moderation and continuous improvement across early years settings
- Learning environments, pupil leadership activities and school documentation will demonstrate increasingly visible and consistent approaches to equality and inclusion across establishments
- Transition documentation, professional dialogue and meeting records will demonstrate increasingly coherent and consistent approaches to targeted transition planning across establishments
- Family feedback, pastoral tracking and professional dialogue will indicate increasingly proactive and consistent family centred approaches to wellbeing and attendance support across the cluster

Tasks to achieve priority (Early Years/ASN/Primary/ Secondary)	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
• Plan and deliver February 2027 cluster in-service focused on outdoor science and enquiry-based learning – this will include - Facilitate staff led practical STEM workshops across Early to Second Level - review STEM planning, learner evidence and progression pathways across establishments - Review learner evidence and pupil voice linked to outdoor science experiences - Develop professional learning booklet - Identify opportunities for cross-establishment moderation, learning visits and collaborative professional enquiry	Aug '26 – June '27		Cluster Head Teachers School staff	
• Further embed metaskills in classroom practice	Aug '26 – June '27		Class teachers	Metaskills website and information
• Use Curriculum Improvement Cycle discussions to review progression, curriculum coherence and next steps in STEM development across the cluster	Aug '26 – June '27		Cluster Head Teachers	
Nursery • Continue 6 weekly Cluster Nursery DHT Network meetings aligned to the Care Inspectorate Quality				

Tasks to achieve priority (Early Years/ASN/Primary/ Secondary)	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Improvement Framework and Education Scotland Curriculum Improvement Cycle - Moderate Learning Journals, observations, responsive planning approaches and tracking systems across establishments - Review approaches to progression, assessment and responsive curriculum planning - Facilitate collaborative moderation - Sample care plans - Compare approaches to nurturing relationships, family engagement and wellbeing support to identify similarities, differences and highly effective practice - Nursery policies and procedures	Aug '26 – June '27		Cluster Nursery Deputes	
• Moderate indoor and outdoor play environments, curriculum pathways, assessment evidence and observations through collaborative learning visits and professional dialogue	Aug '26 – June '27		Cluster Nursery Deputes	
• Review quality assurance calendars, improvement planning approaches and evaluative evidence gathered through learning visits, moderation and stakeholder feedback	Aug '26 – June '27		Cluster Nursery Deputes	
• Use Fact/Story/Action methodology to support evaluative professional dialogue and identify emerging strengths, barriers and next steps	Aug '26 – June '27		Cluster Head Teachers Cluster nursery deputies	
• Use meetings to discuss operational barriers, staffing pressures and floor commitment considerations impacting moderation and quality assurance activity across establishments	Aug '26 – June '27		Cluster Head Teachers Cluster nursery deputies	

Tasks to achieve priority (Early Years/ASN/Primary/ Secondary)	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Use ongoing curriculum review and self-evaluation activities aligned to the Education Scotland Curriculum Improvement Cycle to support progression, coherence and continuous improvement across early years pathways and practice	Aug '26 – June '27		Cluster Head Teachers Cluster nursery deposes	
Review safeguarding procedures, SIMOA approaches, risk assessment processes and updated authority medication guidance across establishments	Aug '26 – June '27		Cluster Head Teachers Cluster nursery deposes	
Moderate and align Equalities related policies and guidance across establishments	Aug '26 – June '27		Cluster Head Teachers	
- Continue Cluster Pupil Leadership Group meetings alongside cluster meetings - Discuss equality and inclusion and rights - Co-create shared child-friendly Cluster Equality & Inclusion Charter - Develop consistent language, expectations and visible approaches to equality across establishments - Launch charter - Review impact and next steps	Aug '26 – June '27		Representatives from each cluster primary school	
- Facilitate targeted transition discussions between primary and secondary colleagues focused on wellbeing, attendance, attainment, pastoral support and continuity of support strategies - Implement consistent transition numeracy assessment - to strengthen family centred support approaches - Review attendance trends, wellbeing concerns and significant life events collaboratively for identified learners	Aug '26 – June '27		Cluster Head Teachers	

Tasks to achieve priority (Early Years/ASN/Primary/ Secondary)	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
- Identify areas of variability in transition processes				
• Establish Future Ready steering group with representation across cluster sectors - Facilitate approximately 6 weekly steering group meetings - Explore existing approaches to financial literacy and conduct tests of change and gather feedback - Identify opportunities, barriers and CLPL requirements linked to future pathway development - Review realistic approaches to phased implementation aligned to establishment capacity and cluster priorities - Use steering group discussions to inform development of a progressive Future Ready pathway	Aug '26 – June '27		Steering group representatives	