Braehead Campus
Improvement Plan

2024 – 2027
(Session 2025-2026 – Year 2)

Next Session (25/26)
WDC Outcomes - NIF 2025 Alignment

WDC OUTCOMES	WELLBEING	CREATIVITY	ATTAINMENT	EMPLOYABILITY
NIF Long Term Priorities AND WDC DELIVERY PLAN 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	Improvement in skills and sustained, positive school leaver destinations for all young people	Closing the attainment gap between the most and least disadvantaged children and young people Improvement in attainment, particularly in literacy and numeracy	Improvement in skills and sustained, positive school leaver destinations for all young people
NIF SHORT TERM PRIORITIES the ABC's	**BEHAVIOUR AND RELATIONSHIPS**	**CURRICULUM**	**ATTENDANCE**	**ACHIEVEMENT**
NIF OUTCOMES (REPLACE DRIVERS)	Young people experiencing the benefit of schools and early years settings working in excellent partnerships with wider children's services and other partners, families, and communities, in line with the GIRFEC approach. Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.	Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all. 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	High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.	Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs.

3 year overview of principles and practice, interventions and initiatives we will deliver upon

	YEAR 1 (2024-2025)	YEAR 2 (2025-2026)	YEAR 3 (2026-2027)
ENGAGE	• GIRFEC Refresh (Leadership Level) • Count with me in WDC (Leadership Level) • 6 WDC Competencies (Leadership Level) • Problem-Based Learning (PBL) IDL Learning Approaches • Data Literacy (Leadership Level – BGE Toolkit)	• Read with me in WDC (Leadership Level) • Visible Learning – High Quality Feedback (Practitioner Level) • GIRFEC Refresh	• Read With Me in WDC (Practitioner Level)
EMBED	• Forest Schools/outdoor learning (ELCC Practitioner Level) • Problem Based Learning (PBL) • Visible Learning – Learning Dispositions (Practitioner Level) • Play based learning • Inclusive Practice (CIRCLE/Up, up & Away - Practitioner Level)	• GIRFEC Refresh • Count with me in WDC (Practitioner Level) • 6 WDC Competencies (Practitioner Level) • Problem-Based Learning (PBL) • Data Literacy (Practitioner Level – BGE Toolkit)	• Read with me in WDC (Leadership Level) • Visible Learning – High Quality Feedback (All Levels)
EVALUATE	• Rhyme Aware, Word Aware (ELCC)	• Forest Schools/outdoor learning (ELCC) • Problem Based Learning • Visible Learning – Learning Dispositions (All Levels) • Play based learning • Inclusive Practice (CIRCLE/Up, up & Away - Practitioner Level)	• Count with me in WDC (All Levels) • GIRFEC Refresh • Count with Me in WDC (All Levels – approaches to high quality learning, teaching & assessment) • Problem-Based Learning (PBL) • Data Literacy (All Levels)
EXTEND		Rhyme Aware, Word Aware	• Problem-Based Learning (PBL) • 6 WDC Competencies • Inclusive Practice (CIRCLE/Up, up & Away - Practitioner Level)

Priority 1: Ensure approaches to improving the wellbeing of children, families in our school community

WELLBEING

NIF Long Term Priorities AND WDC DELIVERY PLAN 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
NIF SHORT TERM PRIORITIES the ABC's	**BEHAVIOUR AND RELATIONSHIPS**
NIF OUTCOMES (REPLACE DRIVERS)	Young people experiencing the benefit of schools and early years settings working in excellent partnerships with wider children's services and other partners, families, and communities, in line with the GIRFEC approach. Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.

Outcomes *Learners, Practitioners, Leaders, Parents/Families/Communities*	Actions This should be action focused language	Resource This should be human/time /budget
Learners: All learners are active participants who are fully engaged, resilient and involved in leading their own learning Learners are actively involved in the GIRFEC planning processes and have their say in targets and supports available to them	Further utilise the Circle Inclusive Class Scale (CICS) to create inclusive classroom environments for all learners, with all learners within the primary setting Actively seek the views and voice of children and young people in setting ambitious and achievable targets ensuring they are involved in decisions that affect them (as per UNCRC Article 12)	Team Around the Child Meetings / How Am I Doing? Forms to gather pupil views

Practitioners: Have knowledge of the GIRFEC refresh and how to use this to support planning for children/young people All staff to be upskilled in using CIRCLE (Primary) / Up, Up & Away (ELCC) to promote robust inclusive practices across the Campus All staff to be trained and fully compliant with the principles of the Promise Award	Further embed the use of the CIRCLE / Up, Up & Away Framework to monitor and quality assure inclusive practice across the Campus CIRCLE / Up. Up & Away Champion to support practitioners with embedding the framework across their stages. Collegiate sessions to be dedicated (4x collegiates across academic session) to support practitioner delivery of inclusive frameworks. Promise Award online training to be undertaken at Inservice Day 1 or 2	Collegiate Sessions (4 across academic session) GIRFEC/ASN Planning Time embedded into Working Time Agreement with support from SLT CIRCLE / Up, Up & Away Champion for ELC & School GIRFEC Refresh Model & Online Modules 7-minute briefing & online modules CIRCLE Framework / Up, Up & Away materials
Leaders: Have knowledge of the GIRFEC refresh and develop a strategic approach to implementing the principles into practice consistency across the Campus Develop a strategic plan in developing approaches to inclusion across the Campus that enables all learners to be fully engaged and included	Embed the CIRCLE / Up, Up & Away framework into School Improvement Plan, collegiate calendar and working time agreement arrangements. Review GIRFEC processes across the Campus to ensure a more streamlined approach to delivery of additional support needs and inclusive practice	ASN Coordinators Forum Collegiate Sessions (4 across academic session) GIRFEC/ASN Planning Time embedded into Working Time Agreement with support from SLT CIRCLE / Up, Up & Away Champion for ELC & School GIRFEC Refresh Model & Online Modules 7-minute briefing & online modules CIRCLE Framework / Up, Up & Away materials
Families/communities: Develop strong relationships with families, parents/carers through Parents/Carers are actively involved in the GIRFEC and ASN planning process with shared targets	Parents/Carers being actively involved in staged intervention / GIRFEC meetings and aware of their child's targets and strategies Parents/Carers being signposted to additional support opportunities across the local community More robust system to Team Around the Child Approach, with	Team Around the Child Meetings throughout academic session 'All About the Child' Meetings (ELC)

	the learner at the heart of the discussion and the needs prioritised.	

Performance Measures / Targets   - How we will evidence the impact on outcomes (Leadership Level: Monitoring and Self-evaluation for improvement) - Reminder must have a baseline THIS SHOULD BE ATTAINMENT, EQUITY, ATTENDANCE, PARTICIPATION, ENGAGEMENT etc

Monitoring Visits
- Improved quality of inclusive practice across the Campus, with spaces and environments carefully planned and resources
- Increased number of children achieving their individual targets outlined in their ASN plans

Views
- Practitioners and pupils will be able to use the language of wellbeing more confidently and consistently across all stages, with support from CIRCLE champion and Up, Up & Away champion.

Priority 2:   Implement approaches to creative teaching and learning, ensuring engagement in learning   <mark>CREATIVITY</mark>

CREATIVITY
Improvement in skills and sustained, positive school leaver destinations for all young people
CURRICULUM
Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all. 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

Outcomes *Learners, Practitioners, Leaders, Parents/Families/Communities*	Actions **This should be action focused language**	Resource **This should be human/time /budget**
Learners: All learners experience opportunities that allow them to become confident and numerate, building their skills in a variety of contexts. All learners will have increased confidence in articulating their thinking through Number Talk strategies	Embed Count With Me in WDC approach across all primary classes Strengthen pupil voice through implementation of 'Maths Leaders' group to review and evaluate changes	Collegiate Time (Inservice Day & Collegiate Meetings) CLPL Training (Drop-Ins throughout academic session) Pupil Numeracy Leadership Group

All learners will have access to high-quality, numeracy-rich environments across the school & ELCC	Utilise Realising the Ambition Framework to support development of learning environments in ELC and at Early Level, and ensure consistency across all other stages of primary school through monitoring and quality assurance	
Practitioners: Confident in planning engaging, well-paced suitably challenging learning experiences which involve a variety of methodologies. Skilled in assessing gaps in numeracy leading to more robust planning Consistently embed the Learning & Teaching @ Braehead Teaching Cycle framework across all Numeracy & Mathematics lessons	Provision of high-quality professional learning opportunities to develop approaches to teaching numeracy and mathematics at all stages Embed the use of the BGE Toolkit, alongside a robust annual assessment calendar to support teacher judgement on the achievement of a level High-quality monitoring and quality assurance from Senior Leadership Team to ensure consistency in approaches across all stages	Collegiate Sessions on utilising the BGE Toolkit Data Lead (James Rodgers – Acting DHT) to lead sessions Quality Assurance / SLT Monitoring Calendar Additional Resources to be purchased to support high quality learning, teaching and assessment Numeracy Lead
Leaders: Implement a strategic plan for the delivery of a high-quality numeracy and mathematics curriculum across the Campus Provide clear expectations for the learning, teaching and assessment of maths and numeracy to raise attainment across the	Review the Numeracy & Mathematics Curriculum and strategy Deliver high-quality numeracy and mathematics professional learning (Count With Me Champion)	Maths Champion / DHT to provide training (drop in sessions) Collegiate Sessions (4 meetings)

Campus		
Families/communities: Deliver opportunities for parents/carers to work in partnership with the school, with a focus on numeracy and mathematics, to support maths learning at home	Deliver numeracy and mathematics curriculum sessions across the Campus to increase knowledge Increase signposting to online materials / resources, including Count with Me @ WDC and Campus @ WDC materials to support home learning Work in partnership with organisations such as Working4U to delivery Family Learning Sessions.	Curriculum Session delivery at key points throughout academic session Online materials to support Home/Family Learning

Performance Measures / Targets   - How we will evidence the impact on outcomes - Reminder must have a baseline THIS SHOULD BE ATTAINMENT, EQUITY, ATTENDANCE, PARTICIPATION, ENGAGEMENT etc

Monitoring Visits
- All teaching staff will be delivering high-quality Number Talks sessions at beginning of every numeracy and mathematics lesson
- All teaching staff will be utilising the Learning & Teaching @ Braehead Cycle as a structure for every numeracy and mathematics lesson
- Feedback from learners / quality of experiences across Campus will be improved as a result of better quality learning and teaching

Monitoring Data
- Increased achievement of a level / ACEL Data for Primary 1, Primary 4 and Primary 7
- Increased attainment for individual, group or cohorts of children in numeracy and mathematics

Views
- Baseline from Google Form (Parent Survey) shows improvements in parental understanding of numeracy and mathematics
- Learners will be able to articulate their numeracy and mathematics achievements confidently and their next steps in learning

Priority 3: Ensure approaches to raising attainment for all pupils including those at risk of missing out. <mark>ATTAINMENT</mark>

ATTAINMENT
Closing the attainment gap between the most and least disadvantaged children and young people Improvement in attainment, particularly in literacy and numeracy
ATTENDANCE
High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.

Outcomes *Learners, Practitioners, Leaders, Parents/Families/Communities*	Actions **This should be action focused language**	Resource **This should be human/time /budget**
Learners: Learners will benefit from intelligence led action planning to tailor learning outcomes to specifically target attainment gaps for specific individuals, groups and cohorts.	Implement update WDC BGE Tracking Toolkit across the Primary sector Dedicated Assessment and Moderation coordinator to work alongside colleagues in Local Learning Community to identify trends and patterns of attainment and attendance for individual, groups and cohorts of learners.	
Practitioners:		

All teaching staff and ELCO staff will have improved data interpretation skills from support given from Data Champions Practitioners will become more proficient in utilising the WDC BGE Toolkit to gather, collate and analyse data sets to make robust judgements of levels	Engage with WDC BGE Toolkit professional learning opportunities to become more data proficient Engage with the EPR datasets throughout the academic session to interpret data over time and determine attainment gaps for learners Engage with the Data Pack created by the data lead for the Campus	Data Lead Time (DHT / CT) Early Stages Teacher Time (ELC) Inservice Day 1/2 Input to all staff
Leaders: All Senior Leaders across the Campus will demonstrate an increased confidence and expertise in using data to plan improvement for specific individuals, groups and cohorts Leaders will become more proficient in using data at establishment level and can articulate clearly the impact of interventions on individual, groups or cohorts of learners	Continually update and scrutinise the available data sets from the Establishment Data Pack Quality assurance and monitoring calendar to specifically target and focus on areas of the curriculum, decided upon through robust data interrogation	Monitoring / Quality Assurance Calendar Learning Visits / Observations Data Leads (Creation of Data Pack)
Families/communities: Parents/Carers will be more knowledgeable about the trends in data across the school; including attainment and attendance data	Establishment to provide regular communications and updates on progress through interim reporting and/or formal and informal newsletters/updates.	
Performance Measures / Targets - How we will evidence the impact on outcomes - Reminder must have a baseline THIS SHOULD BE ATTAINMENT,		

EQUITY, ATTENDANCE, PARTICIPATION, ENGAGEMENT etc

Attendance
- Attendance to remain at least 93% average across all stages of the school, particularly in Primary 7
- Continue to build and maintain high attendance levels in ELCC

Attainment
- Improve numeracy and mathematics data for targeted groups/cohorts of children through enhanced support
- Attainment levels / teacher judgements / achieved levels to be scrutinised and quality assured

ACEL Data
- Improvements in ACEL data across P1, P4 & P7 stages for Numeracy and Mathematics

Priority 4: To develop children's/young people's skills, enabling achievement in learning, life and work   <mark>EMPLOYABILITY</mark>

EMPLOYABILITY
Improvement in skills and sustained, positive school leaver destinations for all young people
ACHIEVEMENT
Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs. High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap

Outcomes *Learners, Practitioners, Leaders, Parents/Families/Communities*	Actions **This should be action focused language**	Resource **This should be human/time /budget**
Learners: All learners will experience opportunities to develop the WDC 6 Key Competency Skills through high quality learning experiences Learners are involved in leading their own learning and can reflect on the skills they are developing Learners will become more confident in using the language of learning and can identify next steps in their	Embed the West Dunbartonshire 6 Competencies Further embed the Problem-Based Learning approach with skills development being the key driver when planning learning experiences Learning conversations to become an integral part of the learning, teaching and assessment cycle Define what makes an 'excellent learner / assessment capable learner', with Numeracy and Mathematics	Visible Learning Programme (PEF) Collegiate Sessions (4 from calendar throughout academic session) Inservice Day Training (LLC collaborative work) Visible Learning Impact Coaches (2 staff identified)

learning journey	being the focus	
Practitioners: Practitioners will become skilled in using the WDC 6Cs for planning engaging, well-paced, and suitably challenging learning experiences, incorporating Problem-Based Learning approaches Further develop their knowledge of learning intentions, success criteria and how to provide learners with high quality feedback	Engage in CLPL with partner schools across the local learning community Work collaboratively at stages/levels across the school to deliver high quality planning, learning, teaching and assessment Engage in CLPL Visible Learning (Online Modules and In-Person sessions) Undertake a Visible Learning Into Action project in collaboration with staff across the local learning community Staff coaching sessions	Visible Learning Programme (PEF) Collegiate Sessions (4 from calendar throughout academic session) Inservice Day Training (LLC collaborative work) Visible Learning Impact Coaches (2 staff identified)
Leaders: Skilled in the development of a skills-based curriculum in partnership with the Local Learning Community Clear planning, tracking and monitoring approaches being used to raise attainment and tackle the poverty-related attainment gap	Further embed problem-based learning aligned with the competencies. Embed Year 3 of the Visible Learning programme with a focus on learning intentions, success criteria and feedback Implement a robust quality assurance and monitoring	Visible Learning Programme (PEF) Collegiate Sessions (4 from calendar throughout academic session) Inservice Day Training (LLC collaborative work) Visible Learning Impact Coaches (2 staff identified)

	calendar embedded into the collegiate calendar / working time agreement	
Families/communities: Knowledgeable of the WDC 6Cs and how they can support their child's development of these in the wider community Knowledgeable about the progress their child is making and what one year's progress looks like for their child	Deliver sessions / offer opportunities for parental engagement in activities linked to the competencies. Language of learning dispositions to be shared between school and home Clearly defined and communicated measures of progress	Visible Learning Programme (PEF) Collegiate Sessions (4 from calendar throughout academic session) Inservice Day Training (LLC collaborative work) Visible Learning Impact Coaches (2 staff identified)

Performance Measures / Targets   - How we will evidence the impact on outcomes - Reminder must have a baseline - THIS SHOULD BE ATTAINMENT, EQUITY, ATTENDANCE, PARTICIPATION, ENGAGEMENT etc

Monitoring / Quality Assurance
- Improvements in the quality of feedback being given to learners
- Quality of learner discussions with an increase in the use of learning dispositions and language of learning
- Language of skills being more visible around the campus environments

Attainment
- Increase in attainment levels across literacy and numeracy