



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	YEAR 2	YEAR 3
ENGAGE	Inclusive practices - Review SCERTS / ASN provision - campus Raising attainment - Presentation Policy Data Literacy - BGE Toolkit, Streamlined assessments	Communication policy High Quality Assessments Assessment Policy West Partnership self-eval doc WDC Read with me	Reading schools Outdoor learning
EMBED	Inclusive practices - LLC Enhanced Support Model, RTA - Early Level Raising attainment - planning - campus, Visible Learning - primary, Phonics - ELCC-P4 Data Literacy - Tracking of Anti-pre progress - ELCC	Visible Learning BGE Toolkit Behaviour / PSE policy review Count with me LLC Enhanced Support Model Presentation Policy Area of focussed attention - selected classes	Communication policy High Quality Assessments Assessment Policy Count with me Area of focussed attention - selected classes
EVALUATE	Inclusive practices - Circle - primary, Vision, values, aims - campus Raising attainment - Pathways for non-core subjects - primary, home-learning policy Data Literacy - RAIL meetings - campus, Target setting - campus Leadership - Distributed leadership - campus	Consistent approach to planning Phonics P1-3 LLC Enhanced Support Model Student Leadership Presentation Policy Area of focussed attention - selected classes	Visible Learning Phonics P1-7 BGE Toolkit LLC Enhanced Support Model
EXTEND	Leadership - Student Leadership / voice - campus Self-reflection monitoring - campus Inclusive practices: UNCRC - campus, Circle - primary RA: Cross-school moderation - campus Other: Stakeholder feedback opportunities - campus	Phonics Recovery P4-7 Distributed leadership	Count with me Presentation Policy

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 <i>Learners, Practitioners, Leaders, Parents/Families/Communities</i>	Actions This should be action focused language	Resource This should be human/time /budget
Learners: All learners will be meaningfully included at the classroom and campus level.	Participate in a consultation on the campus Vision, values and aims. Use the language associated with the UNCRC / wellbeing indicators supported through displays, assemblies, curriculum and events. Participate in an audit of outdoor provision, led by the Pupil Council, to ensure outdoor provision supports wellbeing and inclusion.	All learners All learners All learners
Practitioners: Extend knowledge of strategies and approaches to support inclusive practices.	Participate in a consultation on the campus Vision, values and aims to ensure they reflect the current context. Extend and embed the UNCRC across the curriculum. Participate in an audit of outdoor provision, led by the Pupil Council, to ensure outdoor provision supports wellbeing and inclusion. Ensure Circle and Up, Up and away are embedded into the new GIRFEC paperwork and	All staff All staff All staff / Pupil Council Teacher All staff / Circles + UUA Champion (6x 1

	<p>audits are carried out as per WDC Circle Implementation Plan.</p> <p>Participate in consultation on the campus wide Promoting Positive Behaviour policy and attend relevant CPD in support of this.</p> <p>Engage with approaches and activities to support staff wellbeing</p>	<p>hour collegiate sessions)</p> <p>All staff / Collegiate time</p> <p>All staff</p>
<p>Leaders: Ensure clear policies, procedures, resources and professional learning are in place to support inclusive practice.</p>	<p>Lead consultation on the campus Vision, values and aims to ensure they reflect the current context.</p> <p>Extend and embed the UNCRC/wellbeing indicators at a campus level through assemblies, newsletters, calendars, parent workshops.</p> <p>Facilitate an audit of outdoor provision, led by the Pupil Council, to ensure outdoor provision supports wellbeing and inclusion.</p> <p>Deliver CPD, support practitioners and implement a tracking process to ensure Circle and Up, Up and away are embedded into the new GIRFEC paperwork.</p> <p>Lead a review of the campus wide Promoting Positive Behaviour policy and identify associated resources / CPD priorities.</p> <p>Lead a working party and through the action plan created, identify approaches and activities to support staff wellbeing</p>	<p>SLT</p> <p>SLT</p> <p>Pupil Council Teacher</p> <p>DHT / Circle + Up, Up and Away Champions</p> <p>SLT</p> <p>Identified staff</p>
<p>Families/communities: Able to articulate and reinforce the campus vision, values and aims with their children.</p>	<p>Participate in a consultation on the campus Vision, values and aims.</p> <p>Extend and embed their knowledge of the UNCRC/wellbeing indicators through newsletters, calendars and parent workshops.</p> <p>Participate in consultation on the campus wide Promoting Positive Behaviour policy.</p>	<p>All parents - SLT Facilitate</p> <p>All parents - SLT Facilitate</p> <p>All parents - SLT Facilitate</p>
<p>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 etcg</p>		
<p>Monitoring visits/direct observation: By May 2026, observations show approaches and strategies used to support positive behaviour are consistent with the updated policy.</p> <p>Monitoring Data: Increase the participation of identified pupils by reducing the number of dysregulated episodes requiring SLT intervention by 20% each term</p> <p>Seeking views: Google form for parents shows the majority of respondents understand the campus vision, values and aims.</p> <p>Learner feedback through the Pupil Council evidences that outdoor provision supports wellbeing and inclusion (May 2026)</p>		

Priority 2: Implement approaches to creative teaching and learning, ensuring engagement in learning

CREATIVITY

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 <i>Learners, Practitioners, Leaders, Parents/Families/Communities</i>	Actions This should be action focused language	Resource This should be human/time /budget
<p>Learners: Learners able to articulate what an effective learner is.</p> <p>Learners understand how to, and are using learning intentions and success criteria to evaluate their learning.</p> <p>Learners understand the importance of seeking, receiving and acting on feedback.</p>	<p>Demonstrate their ability to apply learner characteristics.</p> <p>Articulate the importance of seeking, receiving and acting on feedback to close gaps in learning.</p> <p>Use success criteria to discuss their progress and next steps e.g., Where am I going? How am I doing? Where am I going next?</p>	<p>PEF £4000</p> <p>All teachers and leaders</p> <p>Lead: HT / Impact Coaches / ELCC Lead</p> <p>All teachers and ELCOs</p> <p>DHT</p> <p>Data Champion</p>
<p>Practitioners: Explicitly teach, model and clearly communicate the characteristics of an effective learner.</p> <p>Understand how to, and are using learning intentions and success criteria to</p>	<p>Engage with and support the implementation of Visible Learning (VL Action Plan).</p> <p>Complete relevant VL online professional learning modules and participate in collegiate discussions.</p> <p>Plan, implement and evaluate an Impact Cycle and share learning with colleagues.</p>	

<p>plan lessons.</p> <p>Understand what effective feedback looks like within the 4 levels of feedback.</p>	<p>Participate in coaching conversations with regard to the above.</p> <p>Use strategies to promote children's understanding and application of learner characteristics.</p> <p>Participate in consultation on the application of Learner Characteristics within the ELCC.</p>	
<p>Leaders: Understand the characteristics of an effective learner and support staff to create a shared definition.</p> <p>Understand how to use effective walkthrough and observation techniques with specific feedback about teachers' use of learning intentions, success criteria and feedback.</p>	<p>Create and lead the implementation of Visible Learning (VL Action Plan).</p> <p>Complete relevant VL online professional learning modules and participate in collegiate discussions.</p> <p>Support teachers to plan, implement and evaluate an impact cycle and shared learning with colleagues.</p> <p>Implement staff coaching with regard to the above.</p> <p>Introduce Walkthroughs and observations with specific focus on the use of LI, SC and feedback.</p> <p>Gather evidence on how well children can articulate and use the Levensale Learner Characteristics.</p> <p>Lead consultation on the application of Learner Characteristics within the ELCC.</p>	
<p>Families/communities: Parents are aware of the school's development journey to define an effective Levensale learner.</p>	<p>Articulate the importance of learner characteristics and demonstrate an understanding of feedback versus praise.</p> <p>Discuss with children what they are learning rather than doing e.g., through open afternoons.</p>	
<p>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</p>		
<p>Monitoring visits/direct observation: By Feb 2026, lesson visits and walkthroughs will evidence that all teachers are at or beyond the initial application stage in relation to feedback (as defined by the rubric).</p> <p>Monitoring Data: 75% of all learners have made one year's progress from their starting point by Jun 2026.</p> <p>Seeking views: By May 2026, all teachers will be able to discuss the impact of their Impact Cycle in relation to outcomes for learners.</p>		

Priority 3: Ensure approaches to raising attainment for all pupils including those at risk of missing out.

ATTAINMENT

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 <i>Learners, Practitioners, Leaders, Parents/Families/Communities</i>	Actions This should be action focused language	Resource This should be human/time /budget
Learners: Learners will benefit from evidence led action planning to tailor learning outcomes to specifically target attainment gaps for specific individuals, groups and cohorts.	Engage in writing moderation using rubrics Participate in an Education Scotland project to raise attainment Participate in consultation on Reading and Writing genres and topics	P4-7 P4 All learners
Practitioners: Clearly communicated expectations for learning, teaching and assessment that raise attainment and narrow the poverty related attainment gap. Continue to develop confidence and expertise in making evidence-based and robust judgements within CfE levels/phases. Improved data literacy skills from support	Engage in moderation across and outwith the campus (LLC Priority) In the ELCC, engage in professional learning to develop a consistent understanding of baseline data Participate in an Education Scotland project to raise attainment in writing at P4 Participate in consultation on Reading and Writing progression and assessment across the campus	All staff. Assessment and Moderation Champion backfill. PEF: 3x£280 = £840. ELCOs / ELCC Lead / EST / EEL P4 Teacher. SLT / cover for class teachers - PEF £280 x4 = £1120 Literacy Champion backfill. PEF: 3x£280 =

given as part of RAIL meetings and professional learning delivered by the EST / EEL / Data Champion	Pilot the implementation of the updated BGE Tracking Tool Further embed RAIL meetings in primary and ELCC Continue to embed RWI and Fresh Start approach	£840. / SLT / A+M Champion Data Champion backfill PEF: 6x£280 = £1680 SLT All relevant staff
Leaders: Clearly communicated expectations for learning, teaching and assessment that raises attainment and narrows the poverty related attainment gap. Support increased practitioner engagement and ownership in raising attainment and data literacy. Extend opportunities to seek stakeholder views and take account of these in planning for school improvement.	Continue to monitor the implementation of consistent planning approaches in primary which incorporate progression pathways for all subjects. Monitor the implementation on the revised Marking and Presentation Policy Lead consultation on Reading and Writing progression and assessment across the campus - update Standards and Expectations document as a result Pilot the implementation of the updated BGE Tracking Tool Further embed RAIL meetings in primary and ELCC Review parent and practitioner feedback on the home learning policy and implement relevant actions. Continue to facilitate stakeholder feedback opportunities across the campus.	SLT SLT Literacy Champion / A+M Champion / SLT Data Champion / SLT SLT / EEL / EST Literacy Champion / A+M Champion / SLT SLT
Families/communities: Participate in opportunities to share views to support planning for school improvement.	Engage in stakeholder feedback opportunities.	SLT / Champions
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/direct observation: By Feb 2026, the below statement will be recorded as evident in 90% of observed lessons - Learning is differentiated to ensure support and challenge and to meet learners needs Monitoring Data: By May 2026, 75% of all pupils will have made at least expected progress in Reading, Writing and Numeracy. Seeking views: Parents feel that their views are sought, listened to and actioned (informal and formal feedback gathering).		

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

EMPLOYABILITY

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 <i>Learners, Practitioners, Leaders, Parents/Families/Communities</i>	Actions This should be action focused language	Resource This should be human/time /budget
<p>Learners: All learners in P4-7 will be aware of their attendance and late-coming information at key points throughout the year and how to take steps to improve this.</p> <p>All learners will be supported to maintain/improve attendance and timekeeping enabling them to become effective contributors to the life of the school/ELCC community and beyond.</p> <p>Extend opportunities for pupils to be involved in decision making across the campus.</p>	<p>Learners can articulate their attendance and timekeeping and make suggestions on reasons for this and how it can be improved if necessary.</p> <p>Engage in opportunities to participate in the life of the school such as Sports Leaders, attending clubs, delivering assemblies, buddying younger children.</p> <p>Participate in pupil-led IDL topics.</p>	<p>All P4-7 Learners</p> <p>All P4-7 Learners</p> <p>All Learners</p>
<p>Practitioners: Practitioners will be fully familiar with the attendance and late-coming action plan.</p>	<p>Understand their role in supporting attendance and complete actions relevant to them from the attendance action plan.</p> <p>Support learners to articulate their attendance and timekeeping and make</p>	<p>All Staff / Attendance Champion, weekly release.</p> <p>All Staff</p>

<p>Practitioners will be confident in planning engaging, well-paced and challenging/supportive learning experiences which will involve a variety of approaches resulting in their classroom being a safe, exciting and engaging space for all learners.</p> <p>Extend opportunities to seek pupil views and take account of these in planning for learning experiences.</p>	<p>suggestions on reasons for this and how it can be improved if necessary.</p> <p>Engage in development and review of pupil plans/shared strategies that will promote good attendance and timekeeping.</p> <p>Develop approaches to differentiation across the campus.</p> <p>Facilitate the planning, implementation, assessment and evaluation of pupil-led IDL topics.</p>	<p>All Staff / Attendance Champion, collegiate</p> <p>All teaching staff</p> <p>All teaching staff</p>
<p>Leaders: Develop learners who can confidently engage with attendance and timekeeping protocols, articulate any barriers to this and engage with supports.</p> <p>Skilled in implementing attendance and timekeeping protocols through rigorous, cyclical monitoring and self-evaluation.</p> <p>Extend opportunities to seek pupil views and take account of these in school improvement planning.</p>	<p>Implement attendance and late-coming monitoring process, action plan and calendar.</p> <p>Termly attendance percentages and late-coming sent out to all parents</p> <p>Promote and display attendance visuals at key whole school events</p> <p>Carry out a deep dive into particular cohorts to identify barriers to attendance and timekeeping</p> <p>Develop interventions to improve attendance and timekeeping for identified groups or individuals across the campus.</p> <p>Facilitate opportunities for pupils to share their views such as focus groups, Pupil Council.</p> <p>Monitor the planning, implementation, assessment and evaluation of pupil-led IDL topics.</p>	<p>Attendance Champion / SLT</p> <p>Clerical staff</p> <p>SLT / Clerical staff</p> <p>Attendance Champion / SLT</p> <p>Attendance Champion / SLT</p> <p>SLT</p> <p>SLT</p>
<p>Families/communities: All parents will be aware of the attendance and timekeeping policy and its various steps for parental contacts, improvement and support</p> <p>Extend and embed opportunities for parents to participate in decision making and school improvement across the campus.</p>	<p>Parents are aware of their child's attendance and timekeeping as well as WDC attendance expectations.</p> <p>Participate in decision making and school improvement opportunities across the campus (e.g., policy reviews, target setting)</p>	<p>SLT / Parent information sessions / newsletter / visuals / reports</p>

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/direct observation: Termly lesson visits and planning evidence exciting and engaging IDL lessons in most classrooms by Feb 2025.

Monitoring Data: School average attendance is at least in-line with the WDC average (91% in 2023/24, WDC 91.5%). The attendance of targeted students shows a sustained improvement in attendance by Dec 2026.

Seeking views: Pupil voice evidences children's engagement in IDL lessons