



Clydemuir Primary School

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	<p>Count With Me in WDC (full engagement)</p> <p>Read With Me in WDC (Full engagement)</p> <p>Health & Wellbeing (full engagement)</p> <p>Assessment Capable (Visible) Learners (leadership & practitioner engagement)</p>	<p>Read With Me in WDC (Full Engagement)</p> <p>Health & Wellbeing (full engagement)</p> <p>Project Based Learning (Promoting independent, curious learners-full engagement)</p> <p>Developing skills for Learning, Life & Work (leadership & Learner engagement)</p>	
EMBED		<p>Count With Me in WDC (full engagement)</p> <p>Assessment Capable (Visible) Learners (full engagement)</p>	<p>Read With Me in WDC (Full Engagement)</p> <p>Health & Wellbeing (full engagement)</p> <p>Project Based Learning (Promoting independent, curious learners-full engagement)</p> <p>Developing skills for Learning, Life & Work (leadership & Learner engagement)</p>
EVALUATE			<p>Count With Me in WDC (full engagement)</p> <p>Assessment Capable (Visible) Learners (full engagement)</p>
EXTEND			

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 given opportunities to learn about health and wellbeing to ensure they acquire skills and knowledge to live healthy, happy lives. Improved vocabulary around emotional wellbeing-resilience. Improved articulation of HWB learning & skills developed	For all learners to take part in well planned and appropriately paced Health & Wellbeing learning experiences. For all learners to engage in termly learning conversation with their teacher that enables them to create & share HWB learning targets. Provide targeted support for identified learners (5) through Play Therapy Intervention with a focus on improving attendance & engagement.	WDC's new Health & Wellbeing Progression Pathways. Learner Health & Wellbeing Target setting booklet (£500) PEF Funded West Coast Play Therapy Aug '25-June '26 (£7,000)

<p>Practitioners: Have confidence in planning progressive high-quality learning, teaching and assessment of HWB. Informed teachers, inclusive and supportive, using nurturing approaches and inclusive environments to support pupils with emotional, learning or behavioural needs.</p>	<p>Practitioners take part in CLPL sessions to improve their professional skills & abilities in planning for HWB learning experiences & inclusive environments.</p> <p>Practitioners to work with DHT to gain confidence & proficiency in the completion of new HWB Progression Pathways.</p> <p>Practitioners to work collegiately to gain confidence & proficiency in the completion of new HWB Progression Pathways.</p> <p>Practitioners to lead termly HWB learning conversations with their learners.</p>	<p>Sheryl Ritchie (DHT & HWB Coordinator)</p> <p>2x CLPL sessions: Using WDC's new Progression Pathways & delivering high-quality HWB learning experiences. 2x CIRCLE CLPL sessions.</p> <p>All school staff</p> <p>Learner Health & Wellbeing Target setting booklet (£500)</p>
<p>Leaders: To have a deeper understanding of the barriers faced by our learners and their families and how to overcome these.</p>	<p>SLT to work collaboratively with Helen Friel (Education Scotland Attainment Advisor.)</p> <p>STL to consult all learners, school staff, families and wider school community</p>	<p>Tony Mayer (HT)</p> <p>Sheryl Richie (DHT)</p> <p>Helen Friel (Education Scotland Attainment Advisor)</p>
<p>Families/communities: Increased knowledge of how the school is ensuring excellence & equity for all learners.</p> <p>Increased knowledge of how to support health and wellbeing at home.</p> <p>Enhance school's response to the barriers faced by young people and their families as a result of poverty.</p>	<p>To receive termly updates of their child's/childrens' HWB learning targets & evaluate these targets with their child/children.</p> <p>Termly ND Team Coffee & Connect mornings.</p> <p>Parent/carers engagement in whole school community café once a term to support the successful running of the event.</p> <p>School specific RSHP parental information leaflet shared.</p> <p>Senior Leaders work with all members of the school community to create an Equity Strategy that helps ensure policy, procedures & practices mitigate poverty related barriers to learning.</p>	<p>Learner Health & Wellbeing Target setting booklet (£500)</p> <p>ND Team (1 x Termly Sept, Jan & May- 0915-1030)</p> <p>Tony Mayer (HT)</p> <p>Sheryl Richie (DHT)</p> <p>Helen Friel (Education Scotland Attainment Advisor)</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 etc</p>		

- 1 learner (P4) to move from a part-time to full-time time-table by December 2025
- 1 learner (P4) to move from 10-hour weekly time-table to 2 x half days' time-table by December 2025
- To improve learner engagement for 5 identified learners in all areas of the curriculum (Leuven's Scale of Engagement pre intervention & post intervention score comparison Aug 25 (interim measure Feb 26) & June 26 through Play Therapy (*Social & Emotional Wellbeing*)
- **Leuven's Scores:**
 - **AS:** Aug '25 score: raised to: by June 26
 - **KM:** Aug '25 score: raised to: by June 26
 - **JY:** Aug '25 score: raised to: by June 26
 - **LF:** Aug '25 score: raised to: by June 26
 - **HH:** Aug '25 score: raised to: by June 26
- AS (SIMD Q1): Increase engagement in core Literacy & Numeracy learning from the 'majority' (50%-74%) of time to 'most' (75%- 90%) of the time by June 26
- KM (SIMD Q1): Reduce time opting out of class from 30 minutes a day to 10 minutes a day by Feb 26
- JY (SIMD Q1): Increase from 2 hours per day Part-time Timetable to half day Part-time Timetable by December 2025
- LF (SIMD Q1): Increase attendance from 81.77% to 90% by Feb 26
- HH (SIMD Q1): Increase attendance from 91.15% to 95% by Feb 26
- All most all (over 90%) learners to be engaged in consistently high-quality PATHs & Health & Wellbeing learning experiences
- All practitioners to improve the delivery of HWB learning experiences through the implementation of WDC revised HWB Planners & Progression Pathways
- All learners identified with an Additional Support Need have barriers to learning removed through implementation of the CIRCLE framework
- Less than half (15%-49%) of parents/carers/families support the creation & running of the termly community café
- Majority (50%-74%) of parents/carers/families attend the termly community café.

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	Resource
Learners: To become independent, active, intrinsically motivated & creative learners.	<p>To be exposed to a Clydemuir Learning Disposition each term.</p> <p>To have enhanced opportunities to lead their own learning driven by their own interests & intrinsic motivation and thus enhance engagement.</p> <p>To be actively involved the creation of a 'Big Question' to begin their Clydemuir Quest (PBL)</p> <p>To have enhanced opportunities to work individually & collaboratively in a range of learning environments & contexts that promote independent learning which are fun, active & enhance engagement.</p> <p>To have enhanced opportunities to apply learning from discrete subjects through the completion of high-quality assessments (Numeracy & Mathematics.)</p>	<p>KWI boards</p> <p>Weekly planning boards</p> <p>Chromebooks & other digital technologies</p> <p>Open Area learning resources</p>

<p>Practitioners: To enhance professional skills & abilities in planning high-quality Project Based Learning experiences & high-quality assessments.</p> <p>To enhance professional skills & abilities in planning & delivering learning experiences that are less teacher led and which promote independence, wonder & creativity.</p> <p>To make in-depth & effective observations and plan responsively.</p>	<p>To plan Project Based Learning experiences based upon CfE Experiences & Outcomes & Benchmarks.</p> <p>To take part in CLPL activities which enhance skills & abilities in the planning & creation of independent and active learning experiences.</p> <p>To take part in CLPL activities which enhance skills & abilities in the planning & creation of high-quality assessment linked to Numeracy & Mathematics.</p> <p>To look outwards to enhance skills & abilities in planning & delivering high-quality assessments linked to Numeracy & Mathematics.</p>	<p>Tony Mayer (HT)</p> <p>2 x Project Based Learning CLPL sessions</p> <p>2 x Planning for High-quality assessments CLPL sessions</p> <p>LLC collaboration & CLPL (in-set days)</p> <p>Teach Active e-resource £487.50</p> <p>Jaclyn Andrews (Education Scotland-Numeracy & Mathematics Curriculum Development Officer)</p>
<p>Leaders: Develop practitioner skill in the creation of high-quality assessment across the school.</p>	<p>To plan & deliver high-quality CLPL on Learning, Teaching & Assessment.</p> <p>To plan collaborative & collegiate CLPL on high-quality assessment. (Numeracy & Mathematics)</p> <p>To engage with West Partnership colleagues to support CLPL in high-quality assessment. (Numeracy & Mathematics)</p>	<p>Tony Mayer (HT)</p> <p>West Partnership Web Site-Assessment & Moderation Glow-Learning, Teaching & Assessment</p> <p>Education Scotland CLPL resources & materials</p>
<p>Families/communities: To support the delivery of specialised, active learning experiences.</p>	<p>To add their name to the Parent Skills Bank.</p> <p>To support practitioners in the delivery of specialised learning experiences in the area of their career/hobby/interest.</p>	<p>Parent Skills Bank</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>		
<ul style="list-style-type: none"> <i>Through the delivery of higher-quality, creative, active, intrinsically motivating & more relevant learning experiences, we hope to improve learner engagement.</i> All practitioners will complete a Leuvan's Scale of Engagement for each learner in their class in August 2025. This will be completed again in June 2026 to show the impact more engaging learning experiences has brought about. 		

- It is hoped, enhanced engagement will result in raised attainment:
- To deliver attainment in Numeracy & Mathematics in Primary 1(2025 cohort) of at least **100%**
- To deliver attainment in Elit in Primary 1 (2025 cohort) of at least **93%**
- To deliver attainment in Numeracy & Mathematics in Primary 2 (2024 cohort) of at least **100%**
- To raise attainment in Elit in Primary 2 (2024 cohort) from **93%** to **98%**
- To raise attainment in Numeracy & Mathematics in Primary 3 (2023 cohort) from **80%** to **85%**
- To raise attainment in Elit in Primary 3 (2023 cohort) from **85%** to **90%**
- To raise attainment in Numeracy & Mathematics in Primary 4(2022 cohort) from **63%** to **68%**
- To raise attainment in Elit in Primary 4 (2022 cohort) from **38%** to **43%**
- To raise attainment in Numeracy & Mathematics in Primary 5 (2021 cohort) from **61%** to **66%**
- To raise attainment in Elit in Primary 5 (2021 cohort) from **61%** to **66%**
- To raise attainment in Numeracy & Mathematics in Primary 6 (2020 cohort) from **67%** to **72%**
- To raise attainment in Elit in Primary 6 (2020 cohort) from **71%** to **76%**
- To raise attainment in Numeracy & Mathematics in Primary 7(2019 cohort) from **68%** to **73%**
- To raise attainment in Elit in Primary 7 (2019 cohort) from **65%** to **70%**

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	Resource
<p>Learners: To experience consistently high-quality literacy & numeracy learning experiences.</p> <p>To create & share literacy & numeracy termly learning targets.</p> <p>For targeted learners at P1, P4 & P7, maintain 'On Track' status and/or move from 'Off Track' to 'On Track' in Literacy & Numeracy.</p>	<p>For all learners to be exposed to differentiated learning experiences that meet their individual needs.</p> <p>To take part in learning which is fun and active.</p> <p>To complete high-quality assessments (Numeracy & Mathematics) which suitably challenge, encourage collaboration & application of skills & abilities.</p> <p>To receive high-quality feedback that is 'just in time & just for me' which sets out next steps in learning.</p> <p>For all learners to engage in termly learning conversation with their teacher that enables them to create & share literacy & numeracy learning targets.</p> <p>Backfilled teacher to plan & deliver small group, intensive, focused reading & number intervention learning support at targeted P1, P4 & P7 learners. (P1: 9 identified learners P4: 3 identified learners)</p>	<p>Count With Me in WDC learning, teaching & assessment resources & progression pathways</p> <p>Read With Me in WDC planning documentation</p> <p>Learner Literacy & Numeracy Target setting booklet (£500)</p> <p>PEF funded teacher: Feb/March 2026-June 2026 £18,108.00</p>
<p>Practitioners: To raise attainment through the deliver high-quality differentiated literacy & numeracy learning experiences.</p>	<p>Take part in further CLPL to develop professional skills & abilities in the planning & delivery of Count With Me in WDC pedagogy.</p> <p>Take part in further CLPL to develop professional skills & abilities in the planning & delivery of Read With Me in WDC.</p> <p>Take part in CLPL which will enhance skills & abilities in effective differentiation to meet the needs of all learners.</p> <p>Take part in in-house moderation which will help practitioners gain confidence when making professional judgements of a</p>	<p>Tony Mayer (HT)</p> <p>Sheryl Ritchie (DHT)</p> <p>Jaclyn Andrews (Education Scotland-Numeracy & Mathematics Curriculum Development Officer)</p> <p>1x Count With Me in WDC CLPL sessions.</p> <p>1x Read With Me in WDC (integrated approach) CLPL sessions</p>

	<p>level or progress through a level.</p> <p>Develop consistency across the school when making professional judgements through collegiate moderation.</p> <p>To take part in CLPL activities which enhance skills & abilities in the planning & creation of high-quality assessment linked to Numeracy & Mathematics.</p> <p>Include a whole class learning review to conclude all learning experiences.</p> <p>All practitioners to use the Visible Learning programme to support them in providing high-quality & effective feedback linked to success criteria.</p> <p>Provide 'Just in time & Just for me' feedback to all learners</p> <p>Practitioners to lead termly literacy & numeracy learning conversations with their learners.</p>	<p>LLC collaboration & CLPL (in-set days)</p> <p>3x Differentiated Learning experiences CLPL sessions</p> <p>2x Moderation activities</p> <p>Visible Learning Programme Year 3</p> <p>Teach Active e-resource £487.50</p> <p>Reading Wise £1 500.00</p>
<p>Leaders: Embed differentiated learning experiences.</p> <p>Embed robust in-house literacy & numeracy moderation activities.</p>	<p>To plan & deliver high-quality CLPL on Learning, Teaching & Assessment- Focus on high-quality assessments in Numeracy & Mathematics.</p> <p>To plan & deliver CLPL on effective differentiation</p> <p>To plan & lead moderation activities (x3)</p> <p>To develop practitioner confidence & consistency across the school when making professional judgements.</p> <p>To quality assurance the effectiveness of the planning & delivery of high-quality differentiated learning experiences</p>	<p>Tony Mayer (HT)</p> <p>Sheryl Ritchie (DHT)</p> <p>West Partnership Moderation documentation</p> <p>LLC collaboration-PBL & Numeracy & Mathematics High-quality assessments CLPL</p>
<p>Families/communities: To become more involved & engage in their child's learning journey.</p>	<p>To attend literacy & numeracy 'open classroom' family learning afternoons.</p> <p>Selected families to take part the National Numeracy Schools</p>	<p>Learner Literacy & Numeracy Target setting booklet (£500)</p> <p>National Numeracy Schools & Families Programme 2025-26</p>

& Families Programme to enhance parental engagement & involvement and support the raising of attainment in Numeracy & Mathematics.

To receive termly updates of their child's/childrens' literacy & numeracy learning targets & evaluate these targets with their child/children.

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

- ***Through the delivery of higher quality, more effectively differentiated learning experiences that contain effective feedback we aim to raise attainment:***
- To deliver attainment in Numeracy & Mathematics in Primary 1(2025 cohort) of at least **100%**
- To deliver attainment in Elit in Primary 1 (2025 cohort) of at least **93%**
- To deliver attainment in Numeracy & Mathematics in Primary 2 (2024 cohort) of at least **100%**
- To raise attainment in Elit in Primary 2 (2024 cohort) from **93% to 98%**
- To raise attainment in Numeracy & Mathematics in Primary 3 (2023 cohort) from **80% to 85%**
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- To raise attainment in Numeracy & Mathematics in Primary 6 (2020 cohort) from **67% to 72%**
- To raise attainment in Elit in Primary 6 (2020 cohort) from **71% to 76%**
- To raise attainment in Numeracy & Mathematics in Primary 7(2019 cohort) from **68% to 73%**
- To raise attainment in Elit in Primary 7 (2019 cohort) from **65% to 70%**
- **PEF funded backfill teacher to facilitate small, focused Literacy & Numeracy intervention groups for identified learners not on track to achieve national expected levels at Primary 1,4&7. These learners will be identified during February 2026's Tracking & Monitoring meetings in time for intervention groups to begin in March 2026 with the goal of these learners achieving Early, First & Second Levels respectively:**
- **Primary 1 learners:?**
- **Primary 4 learners: 9 identified in June 2025. In September 2025 note who is to Maintain 'On Track' and who is 'Off Track':**
- **Primary 7 learners: 3 identified in June 2025. In September 2025 note who is to Maintain 'On Track' and who is 'Off Track':**

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	Resource
Learners: To develop skills for learning, life & work. To develop an increased awareness of positive post school destinations.	All learners to take part in a World of Work Week in Term 2. All learners to experience a Careers Fayre and acquire an enhance knowledge of and development of skills in life & work. All learners to take part in PBL & specialised learning experiences with parents/community partners that develop skills for learning, life & work.	Parent Skills Bank Community Partners Database
Practitioners: Develop skill in linking CfE curriculum content to life & work. Bring learning to life & enhance engagement for all learners.	Partake in CLPL activities that enhance professional skills & abilities in the development of skills for learning, life & work in all learners. Plan & deliver Project Based Learning experiences that link in skills for learning, life & work through Numeracy & Mathematics.	Tony Mayer (HT) 2x CLPL sessions: Project Based Learning & developing skills for learning, life & work and Literacy & Numeracy across learning. LLC collaboration-PBL & Numeracy & Mathematics High-

	Plan & deliver core Literacy, Numeracy & HWB experiences that link in skills for learning, life & work.	quality assessments CLPL
<p>Leaders: Enhance parental & community engagement & involvement</p> <p>Enhance learners' skills for learning, life & work</p>	<p>To plan & deliver CLPL on PBL and linking these experiences to learning, life & work.</p> <p>Engage with parent/carers/families & local community partners & business that can support the school in developing skills for learning, life & work for all learners.</p> <p>Quality assure the planning & delivery of learning experiences that include cross curricular links, are interdisciplinary and develop skills for life & work.</p>	<p>Tony Mayer (HT)</p> <p>Sheryl Ritchie (DHT)</p>
<p>Families/communities: To have opportunities to join the Parent Skills Bank</p> <p>To be actively involved & engaged in the learning of their child/children.</p> <p>To be actively involved & engaged in sharing their skills, knowledge & experiences of the world of work.</p>	<p>Join the Parent Skills bank and partake in the school's World of Work Week & Careers Fayre.</p> <p>Support learning across the school by leading specialised learning experiences in the field of their career/hobby.</p>	<p>Parent Skills Bank</p> <p>Community Partners Database</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>		
<ul style="list-style-type: none"> • Almost all (over 90%) learners to be engaged in Clydemuir Primary's World of Work Week (learner & parent evaluations) • Almost all (over 90%) learners to participate in Clydemuir Primary's Careers Fayre (learner evaluation) • All practitioners to plan and deliver at least 1 Project Based Learning topic that links to the world of work and enhances engagement in skills for learning, life & work • Less than half (15%-49%) of our parents/carers add their name to Clydemuir Primary School's Parent Skills bank 		