West Dunbartonshire COUNCIL

St. Michael's Primary 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 *(Current)*	YEAR 3
ENGAGE	Play pedagogy P2 and P3 Count with Me Visible Learning UNCRC	Read with me at SLT level Deep Learning	Read with Me
EMBED	Assessment & Moderation WDC 6 Competencies Play based learning at Early Level	Play pedagogy P2 and P3 Count with Me Visible Learning UNCRC	Project Based Learning
EVALUATE	Circles Talk for Writing 4 QI's and: 1.2 Leadership of Learning 2.2 Curriculum 2.5 Family Learning 3.3 Increasing creativity and employability	Play based learning at Early Level Assessment & Moderation WDC 6 Competencies 4 QI's and: 1.4 Leadership and management of staff 2.4 Personalised Support 2.6 Transitions	Play pedagogy P2 and P3 Count with Me Visible Learning UNCRC 4 QI's and: 1.1 Self-evaluation for self-improvement 1.5 Management of resources to promote equity 2.1 Safeguarding and Child Protection 2.7 Partnerships
EXTEND	Play Pedagogy	Talk for Writing	Play pedagogy at Early Level Assessment & Moderation WDC 6 Competencies/ Global competencies

Priority 1: Ensure approaches to improving the wellbeing of children, families in our school community
<mark>WELLBEING</mark>

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 - Closing the attainment gap between the most and least disadvantaged children and young people
NIF SHORT TERM PRIORITIES the ABC's	**- Behaviour and Relationships** **- Attendance** **- Achievement**
NIF OUTCOMES (REPLACE DRIVERS)	Young people benefit from excellent partnerships with wider services, families, and communities (GIRFEC-aligned) - Improved relationships, attendance, and engagement in learning, with a culture of dignity and respect for all - High levels of achievement for all learners through inclusive, relevant curriculum and assessment

Outcomes *Learners, Practitioners, Leaders, Parents/Families/Communities*	Actions This should be action focused language	Resource This should be human/time /budget
Learners: Children are empowered to take ownership of their wellbeing, learning, and relationships. - Pupils demonstrate increased confidence, voice and agency in shaping school culture. - Learners apply their understanding of wellbeing to literacy/numeracy contexts. - Increased pupil engagement and motivation through stronger classroom relationships.	Develop pupil-led "Belonging Ambassadors" group to evaluate relationships and inclusive practice. - Co-design wellbeing and values review activities with pupils (linked to UNCRC Article 12). - Embed cross-curricular literacy and numeracy tasks within HWB projects. - Continue whole-school use of Circles Participation Scale and One Trusted Adult framework with class reflections.	- Leadership release; HWB Lead - Class time; planning support -Wellbeing toolkit - BGE -Collegiate discussion time

Practitioners: **-** Staff express increased collective efficacy in supporting wellbeing and inclusion. - Practitioners design learning environments that foster agency, relationships and voice. - Staff use relational language and inclusive practices consistently across contexts. - Practitioner enquiry is embedded to evaluate impact on wellbeing and agency.	- Deliver focused CLPL on Collective Efficacy and Deep Learning pedagogies. - Extend use of the Circles Framework and Deep Learning competencies (Character, Communication, Collaboration and Citizenship). - Coaching and peer observation rounds focused on inclusive communication and co-regulation. - Support small-scale practitioner enquiry cycles on classroom belonging and learner voice.	- Collegiate sessions; PEF £ - Circles Champion role; learning wall inputs - Time for observations; staff briefing time - Collegiate enquiry time; SLT support
Leaders: - Leadership creates the conditions for sustained wellbeing, inclusion and agency. - Use of data and learner voice to track impact of wellbeing and agency-focused interventions. - Strategic alignment of Improvement Plan to HWB curriculum and Deep Learning. - Distributive leadership models empower staff and pupils to drive change.	- Embed professional dialogue around efficacy, belonging, and inclusion into Assessment calendar and SLT meetings. - Refine and embed use of Wellbeing Toolkit, learner surveys, and Circles scale to inform planning. - Monitor progress against SCI milestones; align across whole-school planning processes. - Promote and support Belonging Ambassadors, UNCRC pupil groups, and staff-led working groups.	- SLT meeting time - Data review time; toolkit training - SCI evaluation meeting blocks - PEF £38,000 (Pupil and Family Support Worker) - HWB lead support

Families/communities: - Families are partners in creating a culture of belonging and wellbeing. - Parents understand and support the values and vision co-created with learners. - Family voice shapes inclusive school culture.	- Develop Family Learning sessions on relational parenting, wellbeing, and learner agency. - Share updated school values and wellbeing themes through newsletters, open evenings and visual displays. - Co-design family engagement surveys and focus groups to evaluate belonging and wellbeing at school.	- PEF-funded Pupil Family Support Worker £38,000 - Parent group meeting time; visual materials - Time for survey collation and analysis

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/direct observation:
- Observations and peer visits show increased use of inclusive language, co-regulation, and relationship-building strategies.
- Learning conversations reveal improved pupil self-perception of agency.

Monitoring Data:
- Circles Participation and Wellbeing Toolkit (based on assessment matrix of the four key competencies) show improvements in confidence, relationships and learner ownership (target: 80% of pupils show improvement over baseline).
- Targeted pupils tracked via CICS/CPS show improved engagement and participation.

Seeking views:
- Staff confidence surveys to indicate growth in collective efficacy and inclusive practice.
- Pupil voice evidence (Belonging Ambassadors, UNCRC groups) to show increased confidence in influencing school decisions.

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
Learners: - Engage confidently in creative learning experiences that nurture curiosity and innovation. - Reflect meaningfully on their creative skills and the impact on their learning journey. - Demonstrate ownership and leadership in their learning through creative expression.	- Engage with WDC 6Cs to develop creative competencies. - Lead and reflect on learning through creative projects and portfolios. - Participate in learning environment redesigns to foster creativity.	- WDC 6Cs Framework - Reflection tools and portfolios - Creative learning spaces resources - Class Teacher Paid from PEF - £12,000(March 2026 - August 2026)

Practitioners:. - Confidently design and deliver creative, inquiry-based learning using Visible Learning principles. - Use formative assessment and learner feedback to shape creative teaching practices. - Facilitate environments where learners' thinking is visible, extended, and valued.	- Plan and deliver lessons that ignite, follow, and lead learners' thinking. - Implement Play Pedagogy and Visible Learning strategies to make thinking visible. - Collaborate across stages for creative interdisciplinary projects.	- Collegiate planning time - CLPL on Visible Learning and Play Pedagogy - Planning templates incorporating WDC competencies. Class Teacher to cover workstreams of Pedagogies, environment and relationships - £4000 (12 days) - Development of outdoor environment £1000
Leaders: - Articulate a clear vision for creativity that connects with visible learning and supports equity. - Lead collaborative professional learning to embed creative pedagogies and Visible Learning strategies. - Monitor and evaluate creative learning environments to ensure they are purposeful and learner-centred.	- Develop and communicate a creative learning strategy aligned with Visible Learning. - Facilitate professional learning communities focused on creativity. - Review and refresh learning environments regularly based on monitoring and feedback.	- Leadership time for strategy development - Monitoring frameworks - Professional learning sessions

Families/communities: - Understand the importance of creativity in learning and how to support it at home. - Engage with school initiatives that celebrate creativity and learner achievements. - Participate in community events showcasing learner creativity and skills development.	- Deliver workshops on supporting creativity and visible learning at home. - Host family creative learning events and showcases. - Communicate progress and achievements through newsletters and social media.	- Workshop materials - Event resources - Communication platforms

Performance Measures / Targets   - How we will evidence the impact on outcomes (Leadership Level: Monitoring and Self-evaluation for improvement)
- Reminder must have a baseline

Evidence of learning environments with rich provocations supporting creative, visible learning
Observations show increased learner-led inquiry and reflection using creative proaches
Play Pedagogy and Visible Learning practices observed across classrooms.

Monitoring visits/direct observation:

Monitoring Data :
Collaborative planning across levels results in clear progression of creative skills
Learner surveys indicate increased confidence and engagement in creative learning
Staff feedback reflects growing confidence in using creative and visible learning strategies.

Seeking views:

Pupil focus groups discuss experiences of creativity in learning
Parent and staff questionnaires demonstrate understanding and support of creative teaching
Review and adapt strategy based on stakeholder feedback annually.

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	Resource
Learners: - Learners can clearly articulate *what they are learning*, *why they are learning it*, and *how they are progressing* in numeracy (linked to Visible Learning). - Learners are involved in the creation of next steps to improve	- Continue to implement 'Count With Me in WDC'. -daily number talks -daily mental maths - Embed Sumdog P1-P7, using assessments diagnostically.	- Recommended resources for CPA approach. - Sumdog - Maths Champion to model number talks for staff.

their learning in numeracy and maths, based on feedback and self-assessment. - All learners will have increased confidence in articulating their thinking through number talk processes. - Learners demonstrate improved accuracy in mental maths calculations. - Learners can identify how and when they are using the characteristics of an effective learner (Visible Learning).	- Increase opportunities to apply mathematical thinking in new and unfamiliar contexts through a cross-curricular approach. - encourage peer discussion and reflection	- Protected time to allow for learning conversations / talk partners
Practitioners: - Have knowledge of how to plan opportunities for learners to build number sense, explore the structure of number, and gain and apply a range of mental number strategies that build flexible and agile minds and make learning visible. - Practitioners consistently use formative assessment (ongoing assessment) to identify next steps in numeracy and maths. - Practitioners increase confidence planning engaging, well-paced and suitably challenging learning experiences for learners. - Skilled in delivering high-quality Concrete, Pictorial, Abstract learning experiences. - Skilled in assessing gaps in numeracy leading to more	- Maths Champion to deliver professional learning sessions on high-quality assessment in numeracy and maths. - Review and refine current tracking systems →ensure assessments are used diagnostically to identify gaps and plan experiences for learners that can support and challenge them. - Engage with learners to identify / create individual targets in numeracy and maths - display these somewhere the children can access daily (jotters / tables). - Plan with colleagues in, and across, levels to moderate numeracy and maths in St. Michael's - focusing on progression through levels.	- Time / cover for teachers to attend 'catch up' sessions (TBC) - Recommended resources for CPA approach. - Time for collaborative planning and moderation. - Collegiate time. - Visible Learning Coach PEF £600 Visible Learning CLPL (6 hours x2) Visible Learning collegiate (3

robust planning.	- Use Visible Learning strategies to give pupils the language of learning - making links to dispositions and the 6 WDCs. - Consistent use of learning intentions and success criteria - making use of visuals.	hours x 2)
Leaders: - Skilled in developing a successful maths and numeracy curriculum. - Clearly communicate expectations for the learning, teaching and assessment of maths and numeracy that raise attainment and narrows the poverty-related attainment gap and makes learning in numeracy visible. - Support a culture of high expectations and consistency in numeracy and maths, aligned to Visible Learning. - Ongoing monitoring and review of improvement strategies in numeracy and maths.	- Review maths and numeracy curriculum. - Create numeracy strategy. - Refresh maths and numeracy planning process. →Excellent maths lesson - Support implementation of visible learning action plan, encouraging impact cycles in numeracy. - Revisit assessment calendar. →ensure robustness in assessment data →moderation in and across levels →jotter monitoring - Facilitate collaborative planning and moderation across stages and in LLC. - Provide feedback to staff / learners, focused on numeracy practice.	- Excellent maths lesson. - Protected time for collaborative planning in LLC. - Time for moderation. - Recommended resources for CPA approach.
Families/communities: - Partnership (families) increasing knowledge on how to support active numeracy and maths learning at home.	- Deliver termly family learning workshops on 'Count with Me'.	- 4 x family learning/open afternoon focused on maths/numeracy.

- Families engage in workshops with school. - Families feel confident supporting numeracy at home and understand the strategies that are used in school.	- Share revised numeracy and maths strategy. - Language of learning and skills shared between school and home. - Communicate revised strategy through website and share on social media platforms. Include links to family learning materials Campus@WDC.	

Performance Measures / Targets   - How we will evidence the impact on outcomes (Leadership Level: Monitoring and Self-evaluation for improvement) - Reminder must have a baseline

Monitoring visits/direct observation:
-Most staff (75%) at P4-P7 are delivering high quality CPA by December 2025.
-All teachers plan using the 'Count Me In' Pathways.
-Effective use of feedback built into monitoring visits and visible through learner conversations.
-Learners have the language of learning and can indicate steps that are necessary to meet a learning goal.

Monitoring Data :
-ACEL Data over time in numeracy will; improve in P7 by 6% (2 children) to maintain the adapted stretch aim of 80%. Improve by 9% at P4 (3 children) attainment to get within 1% of the stretch aim of 80%.
-By June 2026 to narrow the FME gap at P5 by 15% (4 children) to leave a gap of 6%.
-Digital assessments pre topic and periodic assessments will indicate impact of approaches.
Seeking views:
-Survey of staff and learner confidence on CPA principles, (before/after knowledge, awareness, impact) shows improvement
measure impact of approach to numeracy learning (for child, before/after) shows improvement
-Survey of parents to understand knowledge of CPA approaches.

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	Resource
Learners: - All learners will clearly understand the learning intentions and success criteria related to developing the West Dunbartonshire 6 Competencies.	- Co-construct learning intentions and success criteria with learners in relation to the 6Cs. - Implement regular reflection and feedback sessions	- Learning intention and success criteria templates. - Reflection journals or digital portfolios.

- Learners will engage in self-assessment and peer-assessment, reflecting on their progress in skills like creativity, communication, collaboration, critical thinking, and citizenship. - Learners will be able to articulate the skills they are developing and their next steps using the language of learning and visible learning strategies.	where learners review their progress against these criteria. - Use visible learning tools such as learning journals, skills trackers, and "I can" statements linked to competencies.	- Peer and self-assessment tools. - Collegiate time to train learners in self-reflection strategies.
Practitioners: Knowledgeable in West Dunbartonshire 6 Competencies. - Practitioners will use Visible Learning strategies to design and deliver learning experiences incorporating the 6Cs. - Practitioners will provide specific, timely feedback linked to competency development that guides learners towards improvement. - Engage in collaborative moderation and sharing of evidence of learning progress aligned with Visible Learning principles.	- Professional learning on Visible Learning strategies and feedback techniques. - Use of learning intentions, success criteria, and visible learning routines in planning and assessment. - Collaborative planning time focused on embedding competencies and visible learning principles.	- CLPL workshops on Visible Learning and feedback. - Collegiate time for collaborative planning and moderation. - Assessment rubrics linked to competencies and success criteria.
Leaders: - Leaders will support the embedding of Visible Learning within the employability skills curriculum and across the	- Implement a quality assurance schedule focusing on learning intentions, success criteria, feedback, and learner reflection related to competencies.	- Communication templates explaining Visible Learning and competencies. - Family learning event materials.

school. - Use evidence from monitoring and classroom observations to track the impact of Visible Learning strategies on learner progress in the 6Cs. - Lead professional learning and model effective feedback and visible learning practices.	- Review curriculum maps to ensure Visible Learning and competency progression pathways are clearly articulated. - Facilitate professional learning communities around Visible Learning and skills development.	- Digital platforms for sharing learning progress.
Families/communities: - Families will understand the Visible Learning approaches supporting employability skills development and how to reinforce these at home. - Increased communication around learning intentions, success criteria, and learner reflections shared with families.	- Workshops/webinars for parents on Visible Learning and the 6Cs. - Sharing learner progress and reflections via newsletters, digital platforms, or events. - Involve families in setting learning goals and celebrating progress.	- Competencies Workshops - Transition Events - Learning Community Events - Celebration and showcase events

Performance Measures / Targets   - How we will evidence the impact on outcomes (Leadership Level: Monitoring and Self-evaluation for improvement)

Monitoring visits/direct observation: Evidence of learning intentions, success
criteria, and feedback being used explicitly in lessons focusing on the 6Cs.

Learners confidently articulate what they are learning, why, and their next steps in relation to employability skills.

Monitoring Data:

Progress trackers showing measurable improvements in competency development.
Improved staff, learner, and parent understanding of Visible Learning strategies and the 6Cs (before/after).

Seeking views:
Increased confidence in delivering and assessing skills through
Visible Learning approaches.

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Priority 5: Other

Outcomes *Learners, Practitioners, Leaders,* *Parents/Families/Communities*	Actions	Resource
Learners: - *How well do our RE programmes enable children and young people to understand Catholic Church teaching, respect others and explore their personal beliefs and values?*	- Review of RE programmes - Develop their God given talents through pupil groups and skills based curriculum.	- This is Our Faith - God's Loving Plan - RE lead - Pupil groups
Practitioners: - *How well do all staff understand their responsibility for contributing to religious education in our school?*	- All staff to participate in annual presentation on Charter and purpose of Catholic Religious Education - Staff to develop and celebrate the God given talents within the school community.	- Charter for Catholic Schools - Assemblies and leading Mass/sacraments - School events

Leaders: - *How well do our RE programmes enable children and young people to understand Catholic Church teaching, respect others and explore their personal beliefs and values?*	- Signpost SCES PRD resources for all Catholic schools - Provide spiritual wellbeing for all members of the school community	- SCES resources - Parental engagement - Working with partner agencies to provide supports for families in need - PEF – PFSW x 1
Families/communities: - Involve and engage families in the life of parish.	- Assemblies, weekly morning mass, parish paired readers. Heat hub, talent show.	- Father Toal - Paired Readers. - Winter Fuel Hub - Baby & Tots - Community events

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: Classroom observations and monitoring will indicate that children's needs are being met in the relationships that have been fostered. Talents and skills are being developed through planned experiences and children have the language necessary to identify next steps. Increased attendance within the school community for school and parish events and weekday mass.

Monitoring Data : Literacy and numeracy skills across the curriculum will be used to make judgments of progress. All learners will have evidence of application of skills in reading, writing, talking and listening and numeracy. Achievement trackers will indicate that almost all learners are making progress due to skills based approach. Wellbeing data will indicate that learners are feeling that they are achieving, being included and respected more over time. Qualitative data will indicate that relationships are positive amongst almost all learners and that gospel values are at the heart of all interactions within the school community.

Seeking views: Staff, learner and parish community views will be sought to maximise effectiveness of resources and initiatives so that the strongest possible community can be built.

2025-26 PEF Budget £90 650 - £8466 = £82 184 minus £55 850 =£26 334