



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	Numeracy Count with Me in WDC– Leaders & Practitioner Literacy – Leader Visible Learning Data Literacy - Leader	Literacy Read with me in WDC– Leader & Practitioner Leadership – National Writing Programme.	
EMBED	CIRCLE Assessment & Moderation Project Based Learning Data Literacy	Numeracy – Leaders & Practitioner Visible Learning Data Literacy	Literacy – Leader & Practitioner
EVALUATE	Play Based Learning PATHS	CIRCLE Assessment & Moderation Project Based Learning	Numeracy – Leaders & Practitioner Visible Learning Data Literacy
EXTEND		Play Based Learning PATHS	CIRCLE Assessment & Moderation Project Based Learning

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 are active participants who are fully engaged, resilient, and highly motivated in their learning. Learners are listened to and involved in leading their own learning. All learners engage with UNCRC curriculum in HWB programmes to increase knowledge of their rights (Article 42 - knowledge of rights)	Implement CIRCLE year 4 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) Incorporate UNCRC curriculum resources into HWB programmes and focus at whole school assembly.	Collegiate time/RA meetings <ul style="list-style-type: none"> - Complete CICS August in-service - Complete & update CPS for Raising attainment meetings/ASN support Pupil and Family Support Worker - £34,000 <ul style="list-style-type: none"> - Target group of xx pupils to build resilience - Target group of xx pupils to promote engagement and participating in group activities.
Practitioners: Have knowledge of the GIRFEC refresh and how to use this to support planning for children/young people. Skilled in utilising CIRCLE/up up and away to promote robust inclusive practices. Knowledgeable in UNCRC CLPL and its legal implications.	Engage in CLPL Professional learning on Circles/Up, Up and Away Framework (Year 4) Implement CIRCLE Participation Questionnaire (CPS) Collaborative working with parents and partner services to improve outcomes for all children.	Circles/Up, Up and Away Champion <ul style="list-style-type: none"> - attendance at CIRCLE forum Collegiate sessions (2) all staff <ul style="list-style-type: none"> - Inservice day revisit CIRCLE and complete CICS - Transfer of information detailed and linked to CIRCLE

<p>Confident in the use of rights based approaches to teaching and learning.</p>	<p>Evidence of UNCRC in all classrooms</p> <ul style="list-style-type: none"> - Class charter - Right of the week - Class assemblies 	
<p>Leaders: Have knowledge of the GIRFEC refresh.</p> <p>Skilled in developing approaches to inclusion that enables all learners to be fully engaged.</p> <p>Clearly communicated expectations for the HWB and the incorporation of UNCRC.</p> <p>Clear Planning, Tracking and monitoring approaches for HWB being used to raise attainment and tackle the poverty related attainment gap.</p>	<p>Implement GIRFEC refresh</p> <p>Embed Inclusive Practices via the CIRCLE/Up, UP and Away Framework in the yearly overview calendar.</p> <p>Review GIRFEC planning process – to reflect new recording process. Ensure evidence of ESP in termly planning.</p> <p>Establish a UNCRC Ambassador and pupil group.</p> <p>Rights Respecting Schools Award signposting resources to staff – RRS Bronze Award</p>	<p>GIRFEC Refresh 7 minute briefing & online modules</p> <p>ASN Coordinators Forum</p> <p>Focus of:</p> <ul style="list-style-type: none"> - SLT meeting (1 per month) - Raising attainment meetings. (1 per term) - ESP plans reviewed (Aug/Jan/June)
<p>Families/communities: Are actively involved in setting targets for their child and are knowledgeable about CIRCLE strategies.</p> <p>Increased knowledge on how to support health and wellbeing at home.</p> <p>Increase knowledge of Children's Rights in parents and strengthen rights based conversations at home.</p>	<p>CIRCLE Strategies Shared between school and home, support TATC discussions, informs shared next steps</p> <p>Increased knowledge on how to support health and wellbeing at home through signposting and access to WDC hubs.</p> <p>Signposting to UNCRC website and social media. UNCRC included and feature of school newsletter.</p> <p>Opportunities for families to participate in events which promote Health & Wellbeing and increase parent/carers knowledge of how to support wellbeing.</p> <p>Parent representation on UNCRC group.</p>	<p>Timely TATC and planning meetings with all agencies support family and young person.</p> <ul style="list-style-type: none"> - Share information and support engagement with WDC Hubs <p>Pupil and Family Support Worker – as above</p> <ul style="list-style-type: none"> - Support families to access funding and advice through links with Working for You and WDC Hubs - Family support sessions timetabled each week (2 sessions) - Support attendance for all pupil with particular focus on xx families <p>Family learning opportunities (termly).</p> <ul style="list-style-type: none"> - Literacy - Numeracy - Health & Wellbeing - 6 WDCs

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><u>Attendance & Punctuality</u></p> <ul style="list-style-type: none"> - The average attendance of the FSM pupils during 2024-2025 was 92% Which is an increase of 1% from session 2023-24. The average attendance of all other pupils is also 92%. The average attendance of pupils in SIMD 1 & 2 during 2024-2025 was 91%. The average school attendance is 92%. Attendance for pupils in SIMD1 & 2/FSME will be equal or better than the rest of the school. Focus group of 13 pupils increase attendance to greater than 90% - The average number of late comings for the FSM and/or SIMD 1-2 pupils during 2024-2025 was 37 days. The average number of late comings for all other pupils is only 16 days. Punctuality for pupils in SIMD1 & 2/FSME will be equal or better than the rest of the school. <p><u>Participation & Engagement</u></p> <ul style="list-style-type: none"> - Target group of 5 pupils require additional support to participate and engage in lessons when working with their peers. Increased participation and turn taking when working on target intervention groups supported by Pupil and Family Support Worker. <p><u>Monitoring</u></p> <ul style="list-style-type: none"> - Learning visits will demonstrate inclusive practice and evidence of nurture principles. - Analysis of termly Pupil SHANARRI discussions using Google form. <p><u>Seeking Views</u></p> <p>Parental survey March 2026. Feedback from family learning events and Parent Council Meetings.</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	Resource
Learners: All learners in St Peter's will experience interactions, learning experiences and spaces that are enabling, nurturing that puts them at the centre of their own learning. Learners are involved in leading their own learning and can reflect on the skills they are developing.	Review and redevelop learning spaces to empower children's curiosity, creativity, collaboration, critical thinking and communication. Review and embed cross level working to allow pupils opportunity to lead their own learning and develop 6 WDCs Implement year 4 Circle	Primary 1 – N McKenna/L Higgins Second Level – L McReynolds Collegiate time – 2 hours PEF Learning Assistant 1FTE £18,750 <ul style="list-style-type: none"> - Daily sight vocabulary for P1 & xx target pupils in P2. - Identification of areas of support from 2024-25 P1 Baseline and 2025-26 nursery baseline (transfer of information)
Practitioners: Practitioners will be confident in planning learning, teaching and assessment (indoors and outdoors) that fosters skills, supports cognitive development and is focussed on enhancing learning.	Develop and implement Play and Project Based Learning Strategies All practitioners will engage in cross level collaborative planning and teaching groups.	Collegiate time – 2x 1 hour meetings Collaborative planning time 1.5 hrs per term from collegiate hours

<p>Practitioners are confident in planning learning that focuses children's thinking (adult led) ignites children's thinking (adult initiated) follows children's thinking (child led)</p>	<p>Participation in CPD:</p> <ul style="list-style-type: none"> - M Burns (Realising the Ambition), - visiting other establishments - professional reading - Visible Learning (VLAT 2) 	<p>P1 to P4 – L Higgins P5 to P7 – E McReynolds</p>
<p>Leaders: Can articulate what quality Play based learning/ One-ery approach looks like across Early and first Level.</p> <p>Knowledgeable about the key features of high quality, empowering learning environments.</p> <p>Confident in developing a curriculum with high quality play based learning and teaching which will overcome any poverty related attainment gap and promote aspirational outcomes for all pupils.</p>	<p>Develop and implement Play and Project Based Learning Strategies</p> <p>Review and refresh cyclical process of responsive and intentional planning - include observations, interpretation and documentation of learning.</p> <p>Develop a shared and agreed example of high quality lessons and expectations of learning environment reflective of CIRCLE and including opportunities for pupils leading their learning</p>	<p>Collegiate time – 2x 1 hour meetings</p> <p>Collaborative planning time 1.5 hrs per term from collegiate hours</p> <p>P1 to P4 – L Higgins P5 to P7 – E McReynolds</p> <p>PEF Learning Assistant – as above</p> <ul style="list-style-type: none"> - Support pupils as they access continuous provision - Support identified group of learners to raise attainment in literacy based on Baseline information and reviewed during Raising attainment meetings
<p>Families/communities: Are knowledgeable and actively in play based learning.</p>	<p>Family learning events and projects that promote understanding of 6WDCs, PBL and play.</p>	<p>Family learning opportunities (termly).</p> <ul style="list-style-type: none"> - Literacy - Numeracy - Health & Wellbeing - 6 WDCs <p>Transition Events for nursery school pupils including 'Stay & Play' and 'School lunch' with parent/carer (June 2026)</p> <p>Celebration assemblies and showcase events (1 per class)</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

Participation & Engagement

- Increased participation and engagement in learning through play and project based learning measured using Leuven Scale. Baseline Aug 2025.

Monitoring

- Learning visits will demonstrate range of play experiences including adult led, adult initiated and child led.
- Analysis of termly Pupil SHANARRI discussions and Leuven scale using Google form.
- Measure and evaluation delivery of PBL on development of competencies using tracker Aug/Sep 2025 & June 2026

Seeking Views

- Pupil, staff and Parental survey – March 2025

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: All learners experience opportunities that allow them to become confident and numerate, building their skills in a variety of contexts.</p> <p>All learners will have increased confidence in articulating their thinking through number talk processes.</p>	<p>Embed 'Count With Me in WDC'</p> <p>Opportunities for children to participate in daily interactive number talk sessions and to explain how they reached an answer.</p> <p>Opportunities for children to apply and deepen their knowledge within different contexts (develop creativity and pupil led learning)</p> <p>Learner Focus Groups with opportunity for pupils to share their opinions/thoughts on their Interactive Number Sessions</p>	<p>Maths recovery toolkit (£250)</p> <p>Recommended resources for CPA approach.</p> <p>SEAL resources</p> <p>PEF Learning Assistant – As above</p> <ul style="list-style-type: none"> - Support pupils as they access continuous provision - Support identified group of learners to raise attainment in numeracy based on Baseline information and reviewed during Raising attainment meetings <p>Intervention Group:</p> <ul style="list-style-type: none"> - Target group of xx Primary 7 pupils and xx Primary 5 pupils. - Focus on numeracy skills

Learners: Increased attainment in writing in primary 4.	Participation in writing bundle activities	Daily writing (3-5 sessions per week) between 15/20 mins and 5 min self correction.
Practitioners: Confident in planning engaging, well-paced suitably challenging learning experiences, which involve a variety of methodologies. Skilled in delivering high-quality Concrete, Pictorial, Abstract learning experiences. 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. Skilled in assessing gaps in numeracy leading to more robust planning.	Practitioners to partake in CLPL that will support the implementation of Count with Me in WDC within their classroom Implement shared and agreed expectations of key features of high quality numeracy and maths lesson. Peer learning visits with focus on interactive number session. Interrogation of numeracy assessment information to plan learning experiences which build upon prior knowledge. Practitioners understand tracking of progress – 1 year progress for 1 year input. Engage with Visible learning year 3 Engage with Assessment and Moderation Strategy year 3	Collegiate time allocated to maths improvement 5 x 1hr sessions including opportunity for collaborative planning. Maths recovery toolkit (£250) Recommended resources for CPA approach.
Practitioners: Staff will have increased knowledge and confidence in quality improvement in writing in primary 4 by June 2026.	Gather of data during implementation stage of writing bundle (12 weeks) Participation in tracking and monitoring meetings between the senior leadership team and class teachers using collected data e.g. Run charts.	6 x 1.5hr twilight sessions 2 x full day
Leaders: Skilled in developing a successful maths and numeracy curriculum. Clearly communicated expectations for the learning, teaching and assessment of maths and numeracy that raises attainment and narrows the poverty related attainment gap. Clearly communicated expectations for the learning, teaching and assessment of reading that raises attainment and narrows the poverty related attainment gap.	Develop shared and agreed expectations of key features of high quality numeracy and maths lesson. Review numeracy and maths curriculum reflective of 'Count with Me in WDC'. Learning visits and learner conversations focusing on interactive numeracy sessions (VL walkthrough) Embed maths and numeracy professional development in	Collegiate time allocated to maths improvement 5 x 1hr sessions including opportunity for collaborative planning. Maths recovery toolkit (£250)

	collegiate and quality assurance calendar.	
Leaders: Leaders will have increased knowledge and confidence in quality improvement in writing in primary 4 by June 2026.	Regular tracking and monitoring meetings between the senior leadership team and class teachers using collected data e.g. Run charts.	6 x 1.5hr twilight sessions 2 x full day
Families/communities: Partnership (families) increasing knowledge on how to support active numeracy and maths learning at home. Are actively involved in using the language of learning and skills at home. Knowledgeable about the progress their child is making and what one years progress looks like for their child.	Deliver family learning sessions. Communicate revised strategy through website and share on social media platforms. Include links to family learning materials Campus@WDC. Language of learning and skills shared between school and home.	1 x family learning/open afternoon focused on maths/numeracy.

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

Attainment

- P1 (2024-25) interim ACEL data indicates: 89% of children are achieving - 75% pupils in SIMD 1 & 2 are achieving expected levels
 - P4 (2024-25) interim ACEL data indicates: 90% of children are achieving - 50% pupils in SIMD 1 & 2 are achieving expected levels
 - P7 (2024-25) interim ACEL data indicates: 95% of children are achieving - 100% pupils in SIMD 1 & 2 are achieving expected levels
- Close the Numeracy gap for pupils in SIMD 1 & 2/FSME across the school by at least 10% and ensure one years progress for one years input for all learners.

Monitoring

- Majority of staff are delivering high quality CPA by December 2025
- Maintain high levels of attainment in maths and numeracy
- Termly RA meetings with focus on progress in numeracy. Early identification of pupils at risk of not achieving (Aug 2025)
- Google form and digital assessments to measure impact and progress for all learners.

Visible learning action plan – VLAT 1 & 2

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
<p>Learners: All learners will experience opportunities designed to cultivate creativity, effective communication, strong character, collaborative abilities, critical thinking, and citizenship.</p> <p>Learners knowing what and how to learn, able to understand the outcome of assessments, including using formative assessment, identifying next steps in their learning and how successful they are in learning.</p> <p>Learners are involved in leading their own learning and can reflect on the skills they are developing.</p>	<p>Learners will articulate and exhibit the characteristics of an assessment capable learner. They understand what they are learning, how they are doing and where they will go next.</p> <p>Learners will be able to identify and explain the skills that they are using linked to learner dispositions. – Focus on 1 skill in depth.</p> <p>Learners have the opportunity to discuss their learning/assessment information and identify next steps through dialogue with their class teacher.</p>	<p>Weekly assembly celebrating examples of pupils demonstrating learner dispositions or skills.</p> <p>Learner disposition and skills displayed across the school</p>
<p>Practitioners: Knowledgeable about West Dunbartonshire 6 Competencies and learner dispositions.</p> <p>Skilled in using WDC 6Cs for planning engaging, well-paced, and suitably challenging learning experiences, incorporating project-based learning (PBL)/ interdisciplinary learning (IDL) approaches.</p>	<p>Engage in CLPL - integrating the West Dunbartonshire 6 Competencies into teaching, learning and assessment.</p> <p>Plan learning experiences collaboratively with colleagues with clear focus on skills progression.</p> <p>Practitioners will explain the skills and dispositions that they can see learners demonstrating. – Focus on 1 skill in depth.</p>	<p>Collegiate Time (1 per term) for collaborative planning for cross level working.</p> <p>Learner conversations (Friday pm in all classes)</p>

<p>Leaders: Skilled in development of a skills based curriculum.</p> <p>Skilled leaders will drive increased attainment and achievement aligned with competency development to mitigate the effects of disadvantage</p>	<p>Implement project-based learning (PBL) aligned with the competencies.</p> <p>Implement WDC Competencies progression pathways and assessment rubrics. - Complete deep learning professional learning to implement the Competencies Progression Pathways effectively.</p>	<p>Collegiate time – collaborative planning (1.5hrs per term)</p> <p>P1-P4 L Higgins P5-P7 L McReynolds</p>
<p>Families/communities:] Have knowledge of the 6WDCs and approaches to project based learning.</p>	<p>Deliver workshops and resources on effective. Organise community events and projects that promote collaboration among families.</p>	<p>Family learning opportunities (termly).</p> <ul style="list-style-type: none"> - Literacy - Numeracy - Health & Wellbeing - 6 WDCs
<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><u>Participation & Engagement</u></p> <ul style="list-style-type: none"> - Increased participation and engagement in learning through play and project based learning measured using Leuven Scale. <p><u>Monitoring</u></p> <ul style="list-style-type: none"> - Learning visits will demonstrate range of play experiences including adult led, adult initiated and child led. - Analysis of termly Pupil SHANARRI discussions and Leuven scale using Google form. - Measure and evaluation delivery of PBL on development of competencies using tracker Aug/Sep 2025 & June 2026 - Pre and post assessment of identified focus skill. <p><u>Seeking Views</u></p> <ul style="list-style-type: none"> - Pupil, staff and parental survey March 2026 - Gather a wide range of evidence and information to monitor and track progress in relation to the WDC Competencies and demonstrate the impact of the WDC Competencies on learners' successes and achievements. - Google Forms to gather baseline data on staff and learners' understanding and application of the six competencies. 		

Priority 5: Data Literacy and Raise attainment in Literacy. - **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.

Priority 5: Other

Outcomes <i>Learners, Practitioners, Leaders, Parents/Families/Communities</i>	Actions	Resource
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 updated BGE Tracking Tool. – Start with 2025 cohort of children Identification of appropriate interventions based on range of assessment information and teacher judgement. Engage with Visible learning year 3 Engage with Assessment and Moderation Strategy year 3	Data Lead Forum - L Higgins Assessment and Moderation forum – L LmCormick
Practitioners: Will have improved data interpretation skills from support given as part of the Data Literacy Action Plans. Practitioners will be skilled in assessing gaps in numeracy and literacy leading to more robust planning.	Use the EPR dataset to interpret data over time and determine attainment gaps for individual cohorts. Practitioners understand tracking of progress – 1 year progress for 1 year input.	Collegiate meeting 1x 1hr – sharing of school date (September 2025) Data Lead presentation. Data from previous session shared and

		analysed in preparation for Raising Attainment meeting Aug/Sept 2026.
Leaders: Data Leads will demonstrate an increased confidence and expertise in the use of data to plan improvement for specific individuals, groups and cohorts. Skilled in articulating one years progress for one years input and how data is being used to plan learning. Knowledgeable in the use of data to plan improvements at establishment level and can clearly articulate the impact of interventions. Clearly communicated expectations for the learning, teaching and assessment of reading that raises attainment and narrows the poverty related attainment gap.	Implement Data Literacy Action Plan. Embed Area of Focussed Attention approach in line with tracking and monitoring calendar. Update Establishment Data Pack and share context data during collegiate meeting (Sept 2025)	Data Leads Forum 1 x Collegiate meeting – presentation of school data Data identified as part of raising attainment meetings Learning visits/observations/walkthroughs termly
Families/communities: n/a		

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

Attainment - Literacy

- P1 (2024-25) interim ACEL data indicates:
 - -89% of all children are achieving
 - 75% pupils in SIMD 1 & 2 are achieving expected levels
 - 75% of pupils in SIMD 3-10 are achieving expected levels
- P4 (2024-25) interim ACEL data indicates:
 - 90% of all children are achieving
 - 75% pupils in SIMD 1 & 2 are achieving expected levels
 - 79% of pupils in SIMD 3-10 are achieving expected levels
- P7 (2024-25) interim ACEL data indicates:
 - 95% of all children are achieving

- 75% pupils in SIMD 1 & 2 are achieving expected levels
- 88% of pupils in SIMD 3-10 are achieving expected levels
-

Attainment - Numeracy

- P1 (2024-25) interim ACEL data indicates:

- 89% of all children are achieving
- 75% pupils in SIMD 1 & 2 are achieving expected levels
- 86% of pupils in SIMD 3-10 are achieving expected levels

- P4 (2024-25) interim ACEL data indicates:

- 90% of all children are achieving
- 50% pupils in SIMD 1 & 2 are achieving expected levels
- 84% of pupils in SIMD 3-10 are achieving expected levels

- P7 (2024-25) interim ACEL data indicates:

- 95% of all children are achieving
- 100% pupils in SIMD 1 & 2 are achieving expected levels
- 76% of pupils in SIMD 3-10 are achieving expected levels

Close the Literacy gap for pupils in SIMD 1 & 2/FSME across the school by at least 5% and ensure one years progress for one years input for all learners.

Close the Numeracy gap for pupils in SIMD 1 & 2/FSME across the school by at least 5% and ensure one years progress for one years input for all learners.

Attendance & Punctuality

- Focus group of 13 pupils increase attendance to greater than 90%

- Focus group of 13 pupils increase punctuality

- Punctuality for pupils in SIMD1 & 2/FSME will be equal or better than the rest of the school.

Monitoring

- Maintain high levels of attainment in maths and numeracy
- Termly Raising Attainment meetings with focus on attainment in numeracy, literacy & health & wellbeing.
- Update and maintain school data pack
- Visible learning action plan and VLat 2 evidence gathering.