



## **Improvement Plan**

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

# Next Session (25/26)

## WDC Outcomes NIF 2025 Alignment

WDC OUTCOMES	WELLBEING	CREATIVITY	ATTAINMENT	EMPLOYABILITY
<b>NIF Long Term Priorities AND WDC DELIVERY PLAN PRIORITIES</b>	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
<b>NIF SHORT TERM PRIORITIES the ABC's</b>	<b>BEHAVIOUR AND RELATIONSHIPS</b>	<b>CURRICULUM</b>	<b>ATTENDANCE</b>	<b>ACHIEVEMENT</b>
<b>NIF OUTCOMES (REPLACE DRIVERS)</b>	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
<b>ENGAGE</b>	Count With Me in WDC Play based learning in p3	Read With Me in WDC	Mastery learning
<b>EMBED</b>	Visible Learning Up, Up and Away Concrete, Pictorial, Abstract Problem based learning Assessment & Moderation WDC 6 Competencies Play based learning in p1/2	Count With Me in WDC Play based learning in p3	Read With Me in WDC
<b>EVALUATE</b>	CIRCLE	Visible Learning Up, Up and Away Concrete, Pictorial, Abstract Problem based learning Assessment & Moderation WDC 6 Competencies Play based learning	Count With Me in WDC Play based learning in p3
<b>EXTEND</b>	Rights Respecting Schools	CIRCLE	Visible Learning Up, Up and Away Concrete, Pictorial, Abstract Problem based learning Assessment & Moderation WDC 6 Competencies Play based learning

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

**WELLBEING**

<b>NIF Long Term Priorities AND WDC DELIVERY PLAN PRIORITIES</b>	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
<b>NIF SHORT TERM PRIORITIES the ABC's</b>	<b>BEHAVIOUR AND RELATIONSHIPS</b>
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<b>Outcomes</b> <i>Learners, Practitioners, Leaders, Parents/Families/Communities</i>	<b>Actions</b> <b>This should be action focused language</b>	<b>Resource</b> <b>This should be human/time /budget</b>
<p><b>Learners:</b> All learners are active participants who are fully engaged, resilient, and highly motivated in their learning.</p> <p>Improve the emotional and social wellbeing of identified children and increase engagement with learning.</p>	<p>Embed 'CIRCLE' participation scale and respond to the outcome of the completed scale.</p> <p>0.32 FTE to cover NCCT releasing SLT to provide Teach Active sessions</p> <p>Provide play therapy sessions for identified children:</p>	<p>Circle Champion - 5 collegiates</p> <p>0.32 FTE (PEF) Teach Active subscription (PEF) West Coast Play Therapist (PEF)</p>
<p><b>Practitioners:</b> Informed teachers, inclusive and supportive, using nurturing</p>	<p>Embed 'CIRCLE' year 4</p>	<p>Circle Champion - 5 collegiates</p>

approaches and inclusive environments to support pupils with emotional, learning or behavioural needs.	Implement 'Up, Up and Away' year 3  Undertake de-escalation modules from Safety Intervention training.	August inservice day
<p><b>Leaders:</b> Clearly communicated expectations for the HWB and the incorporation of UNCRC.</p> <p>Share a whole campus approach to supporting mental health and emotional wellbeing.</p>	<p>Achieve Silver Rights Respecting Schools Award</p> <p>Plan and deliver whole campus staff training session on supporting mental health and emotional wellbeing.</p> <p>Plan and deliver parent workshop on supporting mental health and emotional wellbeing.</p>	<p>UNCRC Ambassador time UNCRC pupil group</p> <p>Aug Inservice day training</p> <p>Oct Open Afternoon</p>
<p><b>Families/communities:</b> Increased knowledge on how to support health and wellbeing at home - focus on impact of mental health and emotional wellbeing.</p> <p>Reducing/eliminating barriers to education/attendance by reducing the cost of the school day. Achieving equity, enabling participation, ensuring experiences for all.</p>	<p>Attend mental health and emotional wellbeing information session for parents/carers.</p> <p>Reduce the impact of poverty:</p> <ul style="list-style-type: none"> <li>• P7 residential trip</li> <li>• School holiday childcare</li> <li>• School uniform support <ul style="list-style-type: none"> <li>• Food vouchers</li> </ul> </li> </ul>	<p><a href="#">Safeguarding for mental health and emotional wellbeing in education - NSPCC My Learning</a></p> <p>HT time to prepare and deliver session at open afternoon in Oct.</p> <p>£4000 (<b>PEF</b>)</p>
<b>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</b>		
<p><b>Monitoring visits/direct observation:</b> All Learning observations and walkthroughs evidence the use of inclusive strategies and language.</p> <p><b>Monitoring Data:</b> Staged Intervention will record supports implemented to support the best outcomes for children evidenced by the CICS, CPS and HAID completed by the school professionals and Psychological Services.</p> <p>Improvement in HWB indicator questionnaires.</p> <p>Pre and post Play therapy wellbeing indicator questionnaires for:</p>		

UNCRC Rights Respecting Schools Silver accreditation achieved.  
 Resilient behaviour scale outcomes will inform future planning.  
 Attendance will improve from 95% to at least 96.5% across the school.

**Seeking views:** Evaluation of the training sessions to support the professional development of the Champions, staff and positive outcomes achieved for children. Parental feedback on the parents workshops will inform the focus and delivery of future events.

**Self evaluation:** Practitioners to self-evaluate against the CIRCLE environment checklist.

## 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
<b>Learners:</b> All learners in nursery-p4 will experience interactions, learning	Plan and deliver an increased level of challenge to the play opportunities offered to p1 & 2.	PT time PAL meetings

<p>experiences and spaces that are enabling, nurturing that puts them at the centre of their own learning.</p> <p>Learners are involved in leading their own learning and can reflect on the skills they are developing.</p>	<p>Extend play (active learning) into p3 and 4 with enhanced provision opportunities on offer which link to and extend current literacy and numeracy learning.</p> <p>Evaluate and monitor the quality of early level learning areas to support learning, development and wellbeing.</p> <p>Extend PBL approaches, skills reflection and link this with learner dispositions.</p>	<p>SLT time Collegiate time</p> <p>Collegiates PAL meetings</p>
<p><b>Practitioners:</b> will be confident in planning learning, teaching and assessment (indoors and outdoors) that fosters skills, supports cognitive development and is focussed on enhancing learning.</p>	<p>Refresh Teach Active <b>(PEF)</b></p> <p>Embed Single Steps approach to PBL <b>(PEF)</b></p> <p>Implement WDC 6Cs and link to learner dispositions</p> <p>Improve provocations across Early and First Levels ensuring progression across levels and challenge is evident</p>	<p>Purchase Teach Active subscription <b>(PEF)</b></p> <p>Inservice day input from Jon at Teach Active</p> <p>0.32 teacher <b>(PEF)</b></p> <p>Collegiate time EY's</p>
<p><b>Leaders:</b> Articulate and lead quality Play based/active learning looks like across Early and first Level.</p>	<p>Embed and review play strategy written in 2024/25.</p> <p>Extend good play practise in P1 &amp; 2 into P3 &amp; 4.</p> <p>Little Leaders of Learning share elements of play strategy with parents/carers.</p>	<p>PT and Lead practitioner time</p>
<p><b>Families/communities:</b></p> <p>Knowledge of the play/active learning &amp; IDL approach and 6Cs with a focus on <b>critical thinking and character</b>.</p>	<p>SLT to plan and deliver a parental workshop for the open afternoon in April 2026.</p>	<p>SLT time</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:** Walkthroughs and observations in early and first level will evidence enhanced provision provocations and an increase of challenging opportunities.

Observations will evidence pupils' ability to lead their own learning.

Observations will evidence increased opportunities for outdoor learning through play/PBL.

**Monitoring Data:** Tracking across the wider curriculum will evidence improvements as a result of embedded approaches.

Monitoring in the ELCC and across Early Level will evidence high quality environments, provocations and learning opportunities.

**Seeking views:** Learning Logs will demonstrate pupils' ability and confidence to reflect on their own learning.

Pupil and parent questionnaires will evidence play/IDL approach, skills development, engagement with learning and personalisation and choice.

**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.



<b>Outcomes</b> <i>Learners, Practitioners, Leaders,  Parents/Families/Communities</i>	<b>Actions</b>	<b>Resource</b>
<p><b>Learners:</b> 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>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>Improving the progress of and attainment in reading.</p> <p>Increase achievement of, and progress within a level for identified pupils.</p>	<p>Embed “Count With Me in WDC” approach across the campus.</p> <p>Undertake high-quality assessments (Numeracy &amp; Mathematics) which suitably challenge, encourage collaboration &amp; application of skills &amp; abilities.</p> <p>Embed ‘TT Rockstars’ home learning at p3-4 <b>(PEF)</b></p> <p>Embed ‘Numbots’ home learning at p1-2 <b>(PEF)</b></p> <p>Embed ‘Maths Whizz’ home learning at p4-7 <b>(PEF)</b></p> <p>Embed Visible learning target setting and review termly</p> <p>Embed Accelerated Reader P4-7</p> <p>Supported study sessions after school.</p>	<p>Count With Me in WDC learning, teaching &amp; assessment resources &amp; progression pathways  LLC collegiate hours x 4</p> <p>TT Rockstars subscription £109 <b>(PEF)</b></p> <p>Numbots subscription £109 <b>(PEF)</b></p> <p>Maths Whizz subscription £2254 <b>(PEF)</b></p> <p>Visible Learning CLPL (6 hours x2)  Visible Learning collegiates (3 hours x 2)</p> <p>Release time for AR champion <b>(PEF)</b></p> <p>Teacher time <b>(PEF)</b></p>
<p><b>Practitioners:</b> Raise attainment through the delivery of high quality, engaging and differentiated learning experiences which clearly utilises assessment to close gaps and further learning.</p>	<p>Participate in a second round of “Count with Me in WDC” teaching sprints</p> <p>Participate in moderation (at school &amp; LLC levels) which will help practitioners make confident, accurate, consistent professional judgements of the achievement of a level or progress through a level.</p>	<p>LLC Collegiate time</p> <p>Collegiate time</p>

	<p>Share good practice and further develop skills in designing and delivering high quality assessments.</p> <p>Apply Visible Learning principles into practice.</p> <p>Provide feedback which refers to the Success Criteria to move learning forward.</p> <p>0.32 teacher <b>(PEF)</b> to release SLT to deliver intervention groups to targeted learners.</p> <p>Spelling approach refresh.</p>	<p>Collegiate time</p> <p>Visible Learning programme year 3</p> <p>Inservice day input</p> <p>0.32 teacher <b>(PEF)</b></p> <p>Collegiate – Cara to lead?</p>
<p><b>Leaders:</b> Clearly communicated expectations for the learning, teaching and assessment of maths and numeracy that raises attainment and narrows the poverty related attainment gap.</p>	<p>Development of teaching and learning handbook which outlines approaches and establishes consistency across the school.</p> <p>SLT to facilitate a homework club for targeted pupils to support with the completion and understanding of homework on the provided platforms.</p> <p>Work with LLC to deliver training on high quality assessments in numeracy.</p>	<p>SLT time August Inservice</p> <p>LLC time</p>
<p><b>Families/communities:</b> Partnership (families) increasing understanding of the application of Numeracy &amp; Maths skills through an IDL sharing event with a high-quality numeracy assessment focus.</p>	<p>Attend IDL showcase event.</p>	<p>SLT and CT time to prepare IDL showcase event</p>
<p><b>Performance Measures / Targets</b> - How we will evidence the impact on outcomes - Reminder must have a baseline <b>THIS SHOULD BE ATTAINMENT, EQUITY, ATTENDANCE, PARTICIPATION, ENGAGEMENT etc</b></p>		

**Monitoring visits/direct observation:**

All teachers to utilise the new Maths Pathways with assessments from 'Count With Me in WDC'.

All learners to experience regular Number Talks sessions.

**Monitoring Data :**

P2 – Reading will increase to 87% (1 child)

Writing will increase to 84% (1 child)

P3 – Writing will increase to 92% (1 child)

P4 – Writing to increase to 75% (3 children)

Numeracy to increase to 86% (2 children)

P5 – Reading to increase to 81% (3 children)

Writing to increase to 70% (6 children)

Numeracy to increase to 70% (3 children)

P6 – Reading will increase to 81% (4 children)

Writing will increase to 80% (5 children)

Numeracy will increase to 81% (3 children)

P7 – Writing will increase to 81% (3 children)

Numeracy will increase to 81% (3 children)

Supported study and SLT intervention groups to conduct pre and post assessments.

Use of online pre and post assessments for each mathematical topic.

High quality assessment results will show comprehensive understanding and application of skills learned.

**Seeking views:** Parent voice will show increased understanding of numeracy approaches.

**Self evaluation:** Staff and parents to review 2.3.

Practitioners to reflect on teaching sprints in evaluation questionnaire.

**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><b>Learners:</b> All learners will experience leadership opportunities designed to cultivate creativity, effective communication, strong character, collaborative abilities, critical thinking, and citizenship.</p> <p>All learners will develop an increased understanding of the skills they require for learning, life and work.</p> <p>All learners will have increased ambition and drive to achieve positive school leaver destinations.</p>	<p>Embed Pupil Leadership Groups.</p> <p>Embed WDC 6Cs, reflecting on skills across all areas of school life.</p> <p>Engage with Gavinburn Careers Week guest speakers and activities.</p> <p>Post survey to measure increased ambition.</p>	<p>CT and SLT time</p> <p>Skills self evaluation tracker and wider achievement tracker</p> <p>Parent/community presenters</p>
<p><b>Practitioners:</b> Skilled in using WDC 6Cs for planning engaging, well-paced, and suitably challenging learning experiences, incorporating project-based learning (PBL) approaches.</p>	<p>Integrate 6Cs into teaching, learning and assessment.</p>	<p>NCCT time/PAL meetings</p>

<p><b>Leaders:</b> Plan and deliver Gavinburn Careers Week.</p> <p>Articulate Gavinburn's vision for connecting WDC 6Cs to learning dispositions.</p>	<p>Liaise with families and community to identify volunteers to present at Careers Week.</p> <p>Create a programme of events which offers a varied and exciting insight into the world of work.</p> <p>Correlate learning dispositions to both the school values and WDC 6Cs. Share this with children through weekly assemblies.</p>	<p>SLT and clerical time</p>
<p><b>Families/communities:</b> Contribute to the delivery of Gavinburn Careers Week by delivering guest speaker speeches/workshops.</p>	<p>Respond to request for guest speakers/workshop presenters.</p> <p>Plan and deliver careers inputs which will develop an increased understanding of the skills required for learning, life and work.</p>	<p>Families/community time</p>
<p><b>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</b></p>		
<p><b>Monitoring visits/direct observation:</b> All learners to participate in the presentations and activities planned in Gavinburn Careers Week. Walkthroughs during pupil leadership groups will evidence children applying WDC 6Cs.</p> <p><b>Monitoring Data :</b> Pre and post Careers week questionnaires. Skills self evaluations and teacher trackers will demonstrate good or better progress. Wider achievement tracker will demonstrate that children are able to connect their wider experiences to the skills.</p> <p><b>Seeking views:</b> Presenter, staff and pupil questionnaires following Careers week.</p> <p><b>Self evaluation:</b></p>		



**Priority 5: ELCC – To enhance Early Level practice to ensure high-quality, child-centred experiences.**

<b>Outcomes</b> <i>Learners, Practitioners, Leaders, Parents/Families/Communities</i>	<b>Actions</b>	<b>Resource</b>
<b>Learners:</b> All learners nursery – P4 experience nurturing, challenging environments	Collaboratively create shared guidelines for planning and learning experiences.	Collegiate time  PT

that support progression in communication, curiosity, and independence.	<p>Plan and deliver high quality experiences for learners to engage with which promotes curiosity, independence and challenge through adult-led, child-initiated and child-led.</p> <p>Evaluate and monitor the quality of the early level learning environment and planning to support learning, development and wellbeing.</p>	<p>Weekly planning sessions</p> <p>Monitoring paperwork and planned evaluations</p>
<p><b>Practitioners:</b></p> <p>Practitioners use solution-focused approaches to identify strengths, build on learner capabilities, and implement targeted strategies that lead to improved engagement, wellbeing, and progression for children.</p>	<p>Undertake relevant CLPL refresh on solution-focused approaches to enhance inclusive practice, sharing key learning with peers.</p> <p>Integrate solution-focused conversations during staged intervention meetings.</p> <p>Apply the ASN milestones and sensory environment checklist to identify capabilities and tailor support strategies.</p>	<p>Education psychologist</p> <p>Collegiate time</p> <p>PT time</p> <p>Staged Intervention Meeting time</p> <p>Relevant checklists</p>
<p><b>Leaders:</b></p> <p>Strengthen the approach to analysing data from a wide range of sources — including observations, learning journals, assessments and parental input — to support effective and consistent moderation across the setting, ensuring high-quality,</p>	<p>Provide ongoing staff support and CLPL to build confidence in assessment and moderation practices, aligned with national guidance.</p> <p>Develop shared moderation templates that prompt practitioners to consider a range of evidence.</p> <p>Plan and deliver regular moderation sessions with</p>	<p>Collegiate time.</p> <p>PT/EST/Lead planning and delivery time</p> <p>Relevant documentation</p>

developmentally appropriate judgments are made for each child.	dedicated time for professional dialogue and collaborative reflection.	
<b>Families/communities:</b> Increased engagement in a variety of elements of nursery life.	<p>Maintain consistent use of noticeboards, newsletters, and home learning ideas to keep parents informed and engaged.</p> <p>Plan and deliver a variety of parental involvement opportunities, including shared lunches, snack times, and Fresh Fruit Friday events.</p> <p>Actively involve parents in outdoor learning experiences such as Forest Kindergarten sessions and local area walks.</p>	<p>Planned parental time.</p> <p>Planned evaluations.</p>
<b>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</b>		
<p><b>Monitoring visits/direct observation:</b>  Observe children's participation in planned learning experiences to assess levels of curiosity, communication, independence, and challenge.  Observe use of solution-focused approaches during interactions, quality of observations, and documentation of learning.  Observe the quality and frequency of family engagement.</p> <p><b>Monitoring Data :</b>  ASN Milestone Documents and Sensory Environment Checklists will be maintained and evidence progress  Moderation Records demonstrated an improved consistency and quality of professional judgement across the setting  Tracking of parental contributions indicate an increased engagement in nursery life</p> <p><b>Seeking views:</b></p>		



Pre and post parental feedback from shared sessions.

Pre and post confidence in assessment and moderation and solution focused approaches

Where appropriate, involve learners in evaluation of their learning environment and activities

**Self evaluation :**

Staff and parents to evaluate elements of HGIOELCC 2.3, 3.1, 3,2