



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	Raise attainment in Reading HWB - GIRFEC Refresh	Raise attainment in Reading HWB - The Promise Training	Raise attainment in Numeracy
EMBED	Raise attainment in Writing Improve the HWB of all pupils	Raise attainment in Writing	Raise attainment in Reading
EVALUATE		Improve the HWB of all pupils	Raise attainment in Writing
EXTEND			Raise attainment in Writing (27/28) Improve the HWB of all pupils.

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

WELLBEING

*PEF Funded Initiatives in place to achieve this outcome

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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. Targeted learners have increased engagement in learning	<ul style="list-style-type: none"> ● Revisit our Vision, Values and Aims statement ● Protect time for HWB CLPL ● Embed inclusive education practices ● Enhance pupil attendance and punctuality 	Inservice Day Aug '25 Collegiate time - ½ session each term. (4 x 1hr collegiates across year) PEF PT - 0.2 uplift, £1258 Emotion Works Subscription - £360

<p>All learners will understand that racism, and discrimination is wrong and needs to be challenged. Improved attendance of target pupils</p>	<ul style="list-style-type: none"> ● Achieve Rights Respecting Schools (RRS) Silver Award ● Achieve Emotion Works Platinum Award ● Promote environmental responsibility ● Encourage active travel ● Enhance outdoor and creative play ● Support our children to be confident and resilient. ● Further develop HWB assessment opportunities and our calendar of evaluation activities. <p>(See associated milestones for detail)</p>	<p>SCARF Subscription - £624</p> <p>Attendance monitoring time Clerical Staff time - 2 hours per term</p> <p>Communications Team</p> <p>Circle Champion</p> <p>UNCRC ILEARN module for Education staff - click here. Approximately 45 minutes</p> <p>HWB Working Group</p> <p>Loose Parts Play Hub</p>
<p>Practitioners: All practitioners have confidence in planning progressive high-quality learning, teaching and assessment of HWB resulting in high quality universal support for children.</p>		
<p>Leaders: (and practitioners) Use clear planning, tracking and monitoring approaches for HWB to raise attainment and tackle the poverty related attainment gap.</p> <p>(and practitioners) Devise and implement a consistent programme of outdoor learning opportunities and supporting CLPL programme.</p> <p>(and practitioners) Improved framework for recognising and celebrating achievement.</p> <p>Skilled in implementing attendance protocols through rigorous, cyclical monitoring and self-evaluation.</p>		
<p>Families/communities:</p>		

<p>Are actively involved in target setting in line with GIRFEC Refresh and increased knowledge of how to support health and wellbeing at home.</p> <p>Parents of learners with below 90% attendance will be familiar with the attendance policy, its various steps for parental contacts, approaches to improvement and support. Fully aware of the relationship between attendance and attainment/achievement.</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>Direct Observation:</p> <ul style="list-style-type: none"> • All Learning observations and WalkThrus evidence inclusive practice. • No incidents of racism and discrimination • Framework for recognising and celebrating achievement • Pupil Vlogs <p>Quantitative Data :</p> <ul style="list-style-type: none"> • Health and Well-being Pupil Questionnaire - twice yearly - individuals engaged with and supported in line with responses • Emotion Works Assessments - twice yearly • Improve attendance of small cohort of families by between 2 and 5% SIP Priority 2 Attendance 24 25.docx • increased number of targeted children making progress in their learning as a result of improved HWB - attendance/engagement measures (CIPC/Leuven Scale/attainment info/ACEL/Simpson Scale) • Improved progress in learning where pupils have HWB targets recorded in staged intervention plans - Circle checklists/leuven scale/attainment/Simpson Scale • Confidence of staff in delivering and assessing HWB - questionnaire responses • RAIL/tracking information - improvements in wellbeing supporting 'on track' targets set in literacy and numeracy. <p>People's Views:</p>		

- Pupil HWB Questionnaire - Twice a year (pre and post)
- Staff/parent questionnaire - annual
- Parent Questionnaire - HWB/attendance - supporting their child
- Collegiate and in-service evaluations

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

CREATIVITY

*PEF Funded Initiatives in place to achieve this outcome

CREATIVITY
Improvement in skills and sustained, positive school leaver destinations for all young people
CURRICULUM
<p>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.</p> <p>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</p>

Outcomes <i>Learners, Practitioners, Leaders, Parents/Families/Communities</i>	Actions	Resource
<p>Learners: All learners in primaries 1&2 will experience interactions, learning experiences and environments that are enabling and nurturing, putting them at the centre of their learning.</p> <p>All learners across the school will have high quality, planned opportunities to develop their creativity and agency.</p>	<ul style="list-style-type: none"> • Enhance Professional Learning Through Collaboration • Strengthen consistency in play-based learning • Enhance Outdoor Learning through play as pedagogy 	<p>Collegiate Time/Collaborative Planning time - 3 sessions</p>

<p>All learners will be fully engaged in their learning.</p>	<ul style="list-style-type: none"> ● Further embed evidence-based Teaching WalkThru pedagogy ● Further promote understanding of play-based pedagogy ● Develop digital literacy and assessment practices ● Further develop and refine our approach to the delivery of interdisciplinary learning and high-quality assessment ● Review how we share assessment information with parents and care <p>(See associated milestones for detail)</p>	
<p>Practitioners: Practitioners will be confident in planning learning, teaching and assessment that fosters creativity, agency, skills and supports cognitive development with a focus on enhancing learning through play pedagogy and project-based learning.</p> <p>Can articulate and demonstrate what high quality play and project-based learning looks like in practice.</p> <p>Knowledgeable about the key features of high-quality empowering learning environments and engaging provocations for learning which encourage curiosity and learner agency.</p>		
<p>Leaders: Ensuring high quality experiences for all learners.</p>		
<p>Families/communities: Increased understanding of Play and its benefits through Family Learning sessions.</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**

Direct Observation:

- All learning observations and WalkThrus evidence demonstrates improved engagement and learner agency. (Leuven Scale /CIP)
- All learning environments improved/reimagined to support high quality play and project-based learning.
- Teacher plans/timetables
- Pupil vlogs

Quantitative Data:

- Wellbeing/engagement/involvement - Leuven (pre, mid and post)
- RAIL/Tracking information

People's Views:

- Staff/Parent/Pupil questionnaires/focus groups in relation to participation, engagement and stimulating learning experiences.

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

ATTAINMENT

*PEF Funded Initiatives in place to achieve this outcome

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: Increased attainment in reading including targeted pupils.</p> <p>All learners will experience learning opportunities through a modelling and meta-cognition approach leading to mastery of reading.</p> <p>Learners knowing what and how to learn, able to understand the outcome of assessments, including using formative</p>	<ul style="list-style-type: none"> • Share and embed Reading Pathways to ensure progression and consistency • Rebalance weekly literacy planning to enhance reading opportunities. • Create and implement Reading Criterion Scales to support assessment. • Strengthen professional judgement through regular reading moderation activities. 	<p>PEF PT - see cost above</p> <p>Reading Wise -</p> <p>Nessy - £570</p> <p>Total: £</p> <p>Teaching WalkThru resources</p>

<p>assessment, identifying next steps in their learning and how successful they are in learning.</p>	<ul style="list-style-type: none"> ● Empower pupil voice through a Reading Schools Group. ● Use PEF funding for targeted reading interventions to close the attainment gap. ● Support families to develop home reading strategies. ● Further develop learner agency through use of VLOGS ● Work with our Local Learning Community colleagues to undertake moderation in maths <p>(See associated milestones for detail)</p>	<p>NL Reading resources</p> <p>WDC Read with Me resource</p> <p>DHT/HT Time</p> <p>reciprocal reading fans/resources paper/ink/lamination cover to release moderation leads to CLPL</p> <p>Inservice/collegiate time to look at Data profile and update during year</p> <p>Inservice/collegiate time for Teaching WalkThru time</p> <p>Cover for RAIL/Interim Rail meetings.</p>
<p>Practitioners:</p> <p>Knowledgeable practitioners, improving practice in questioning, feedback and metacognition and embedding practice in LI/SC resulting in high quality opportunities planned and delivered to allow children to play an active role in their learning and raise their attainment in reading.</p> <p>Confident in planning engaging, well paced and challenging reading experiences which will involve a variety of approaches to teaching and assessing reading leading to raised attainment in reading.</p> <p>Clear understanding of demographics/context of school and class.</p>		
<p>Leaders:</p> <p>Clearly communicated strategy and calendar for assessment and moderation.</p>		

Clearly communicated expectations for the learning, teaching and assessment of reading that raises attainment and narrows the poverty related attainment gap.

(and practitioners)

Clear Planning, Tracking and monitoring approaches being used to raise attainment and tackle the poverty related attainment gap.

Families/communities:

Knowledgeable about the progress their child is making in reading and what one year's progress looks like for their child.

Increased knowledge on how to support reading at home.

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

Direct Observation:

- All learning observations and walkthrus evidence improved practice in LI/SC, questioning, feedback and improved pace and differentiation in lessons resulting in improved engagement and raised attainment in reading
- Forward plans and jotters
- Literacy Vlogs

Quantitative Data:

- RAIL Information, increase in attainment in reading for targeted pupils and those affected by poverty, by June '25 [Reading Stats - SIP.docx](#)
- Early Level - ELCC Baselines
- GL information - Reading
- NSA information - Reading
- Attendance statistics for target families, improvement in attendance of individual children by between 2 and 5% (see hyperlink in Priority 1 above)
- Parent/Pupil/Staff questionnaires

People's Views:

- Staff/pupil/parent questionnaires/focus groups
- CLPL feedback
- Moderation information and evaluation of moderation process

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

EMPLOYABILITY

*PEF Funded Initiatives in place to achieve this outcome

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: Learners are involved in leading their own learning and can reflect on the skills they are developing. (6WDCs)	<ul style="list-style-type: none"> • Strengthen and embed consistent links with the local community to enhance Interdisciplinary and Project-Based Learning (IDL/PBL). • Broaden pupils' understanding of the world of work. • Expand opportunities for skills development by offering a wider range of extra-curricular school clubs that expose pupils to diverse interests and abilities. 	IDL/PBL lead - DHT Collegiate/in-service time Celebration/showcase events Community allotment time - key staff allocated
Practitioners: Skilled in planning project-based learning (PBL)/interdisciplinary learning (IDL) experiences that are engaging, well-paced and suitably challenging		

Leaders: Skilled in development of a skills-based curriculum (6WDCs/SDS Metaskills framework)	<ul style="list-style-type: none">● Audit our progression pathways to ensure planned delivery of skills and competencies across our curriculum. <p>(See associated milestones for detail)</p>	
Families/communities: Knowledge of the 6 WDCs (6WDCs)		
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		
Direct Observation: <ul style="list-style-type: none">● Pupil and family engagement within the community/with IDL (Leuven Scale/Attendance at events statistics)● Equitable provision/experiences planned and delivered across all classes at all levels● Pupil Vlogs Quantitative Data: <ul style="list-style-type: none">● Level of understanding of competencies and ability to articulate/demonstrate knowledge (pre, mid and post - VLOGs)● Gather and analyse information for particular groups of learners e.g. FME, Quintile 1, EAL etc People's Views: <ul style="list-style-type: none">● Staff/pupil/parent/members of local community questionnaires/focus groups● CLPL/Inservice feedback/improved staff confidence		

Priority 5: Local Learning Community

Outcomes <i>Learners, Practitioners, Leaders, Parents/Families/Communities</i>	Actions	Resource
Learners:		
Practitioners:		
Leaders:		
Families/communities:		
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		