



Goldenhill / Carleith

Improvement Plan

2022 – 2027

(Session 2025-2026 Year 4)



5 year overview of principles and practice, interventions and initiatives we will deliver upon

[See Leadership Tracker and Milestones](#)

	YEAR 1 - 2022-23	YEAR 2 2023-24	YEAR 3 2024 - 25	Year 4 2025 -26	Year 5 2026 - 27
ENGAGE	<p>Improving Outcome <u>Literacy</u></p> <p>Dynamic Curriculum - PBL</p> <p>Family Centred - Targeted Programme ( Family Cooking / Incredible Years / Love Autism )</p> <p><u>HWB - CIRCLE</u></p> <p><u>Empowered</u> - Children - Pantry</p>	<p><u>Empowered (Staff)- IOS Collaboration</u></p> <p><u>Empowered (Children)- School Action Squads</u></p> <p><u>Empowered (Children and Community) - Pantry</u></p>	<p>Improved Outcomes - <u>Numeracy</u></p> <p><u>Intergrated Digital - Personal Profiles</u></p> <p><u>HWB - Core Programme</u></p>	<p>Dependent on Evaluation Year 3</p> <p>Dynamic Curriculum - Centurion Award</p>	<p>Dependent on Evaluation Year 4</p>
EMBED		<p>Improving Outcome <u>Literacy</u></p> <p>Dynamic Curriculum - PBL</p> <p>Family Centred - Targeted Programme ( Family Cooking / Incredible Years / Love Autism )</p> <p><u>HWB - CIRCLE</u></p>	<p><u>Empowered (Staff) - IOS Character</u></p> <p><u>Empowered (Children)- School Action Squads</u></p> <p><u>Empowered (Children and Community) - Pantry</u></p> <p>Dynamic Curriculum - PBL</p>	<p><u>Empowered - (Staff) IOS Citizenship</u></p> <p>Improved Outcomes - <u>Numeracy</u></p> <p><u>Intergrated Digital - Personal Profiles</u></p> <p><u>HWB - Core Programme</u></p> <p>Dynamic Curriculum - Centurion Award</p>	<p><u>Empowered (Staff) IOS - Creativity and Citizenship</u></p> <p>Dynamic Curriculum - Centurion Award</p>
EVALUATE			<p>Improving Outcome <u>Literacy</u></p> <p>Family Centred - Targeted Programme (</p>	<p><u>Empowered (Children)- School Action Squads</u></p> <p><u>Empowered (Children and Community) - Pantry</u></p>	<p>Improved Outcomes - <u>Numeracy</u></p> <p><u>Intergrated Digital Personal Profiles</u></p>

			<p>Family Cooking / Incredible Years / Love Autism )</p> <p><u>HWB - CIRCLE</u></p>	Dynamic Curriculum - PBL	<u>HWB - Core Programme</u>
EXTEND - Or MAINTAIN depending on Evaluation					

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

**WELLBEING**

<b>Well Being</b>	
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 educational Improvement in children and young people's health and wellbeing
<b>NIF SHORT TERM PRIORITIES the ABC's</b>	<b>BEHAVIOUR AND RELATIONSHIPS</b>
<b>NIF OUTCOMES</b> <b>(REPLACE DRIVERS)</b>	<p>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.</p> <p>Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.</p> <p>Highly skilled teachers and school leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs.</p>

<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 (HWB - Inclusion):</b> Experience inclusive classrooms that support their wellbeing through consistent environments, routines and motivation strategies developed using the <b>CIRCLE</b> Inclusive Classroom Scale (CICS/UP UP and Away).</p> <p>Participate meaningfully in learning and school life, with their voices reflected through use of the Child Participation Scale (CPS) and School Participation Questionnaire (SPQ).</p> <p>Children use adaptive <b>Digital</b> technologies to engage fully in learning.</p> <p><b>Learners (HWB - Core):</b> Build emotional literacy, resilience and self-regulation skills through a progressive HWB curriculum.(universal)</p> <p><b>Learners (HWB - Equity PEF):</b> Build emotional literacy, resilience and self-regulation skills through a targeted and bespoke HWB curriculum.</p>	<p><b>HWB Inclusion:</b></p> <ul style="list-style-type: none"> <li>• All staff use the <b>Circle</b> documents, resources more frequently, evaluating progress, planning supported next steps, involving learner voice, parent views to ensure the wellbeing needs of children are met.</li> <li>• Support staff in recording actions and evidence of progress on BGE tracker.</li> <li>• Staff to receive CLPL on Adaptive Digital Technologies</li> </ul> <p><b>HWB Core :</b></p> <ul style="list-style-type: none"> <li>• Staff to engage with the new HWB progressive core programme.</li> </ul> <p><b>HWB - Equity:</b></p> <ul style="list-style-type: none"> <li>• DHTs Identify target equity children</li> <li>• Coordinate bespoke HWB curriculum for targeted children.</li> <li>• Identify key approaches to measuring progress of target equity children. e.g. attendance, “voice on progress”, CPS.</li> <li>• Identify appropriate family learning opportunities.</li> <li>• Identify and target specific families.</li> <li>• Coordinate the signposting and/ or implementation and evaluation of these</li> </ul>	<p>In-service day task- Inclusive classroom scales.  <b>( Lead - DHT - Sharon Lappin)</b></p> <p>2 x Collegiate sessions to look at ASN and Circle combined. <b>( Lead - DHT - Sharon Lappin)</b></p> <p>Planning and tracking meetings to review progress. <b>( Lead - DHT - Sharon Lappin)</b></p> <p>1 x CLPL on Adaptive Digital Technologies <b>( Lead - PT - Lauren Inglis)</b></p> <p>1 x Collegiate to introduce new HWB Planners.  <b>( Lead - DHT - Sharon Lappin)</b></p> <p><b>Equity</b> HWB - PEF - 0.7 GHill and 0.5 Carleith Class Teacher to release DHTs to coordinate targeted bespoke HWB curriculum <b>( Lead - DHT Hazel Campbell)</b> <b>( Lead - DHT - Sharon Lappin)</b></p> <p>Appropriate resources as required for individual children.</p>
<p><b>Practitioners: (HWB - Inclusion)</b> Confidently use the CIRCLE/Up , Up and Away Framework and resources to assess and adapt learning environments, informed by use of CICS, CPS and SPQ and (ELCC / Up up and away documents.)</p>		<p>Family Learning Sessions open to all but targeted families identified ( TBC ) <b>( Lead - DHT Hazel Campbell)</b></p> <ul style="list-style-type: none"> <li>• Learning Powers Session/s</li> </ul>

<p>Develop inclusive classroom/playroom strategies that respond to a wide range of needs, supporting positive behaviour and engagement.</p> <p>Develop confidence and competency in using adaptive <b>digital</b> technologies to support all learners.</p> <p><b>Practitioners (HWB - Core):</b> Confidently plan and deliver a progressive core programme of HWB.</p> <p><b>Practitioners (HWB - Equity PEF ):</b> Provide enhanced HWB provision for targeted children.</p>	<p>sessions.</p>	<ul style="list-style-type: none"> <li>• Let Grow ?</li> <li>• Digital Awareness</li> <li>• PEEP</li> <li>• Family Cooking</li> </ul>
<p><b>Leaders: (HWB Inclusion)</b> Embed and evaluate CIRCLE/Up Up and Away as core to school's inclusive practice and staged intervention framework (supported by CIRCLE/Up, Up and Away Champions/ASN Coordinators and collegiate sessions)</p> <p>Increase in confidence in how to support all staff in the use of adaptive <b>digital</b> technologies.</p> <p><b>Leaders (HWB - Core)</b> Leaders confidently implement and evaluate a progressive HWB programme that aligns with GIRFEC, CIRCLE/Up , Up and Away and the refreshed GTCS Standards.</p> <p><b>Leaders (HWB - Equity PEF):</b> Leaders confidently lead the implementation and evaluation of a bespoke HWB curriculum that is targeted to individual children.</p>		
<p><b>Families/communities:</b> <b>Families / Communities ( HWB -Inclusion ) :</b> Gain a clear understanding of the supports in place through accessible communication using CIRCLE tools /staged intervention support plans/reporting.</p> <p>Engage meaningfully in reviews and multi-agency work, with CIRCLE/Up, Up and Away supports shared and explained.</p>		

<p><b>Families / Communities (HWB - Equity ):</b> Develop confidence in supporting their child's wellbeing and learning, through targeted family sessions and clear signposting.(ND Hub, LOVE Autism, Learning powers sessions, Digital Awareness)</p>		
<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>		
<p><b>Quantitative:</b>  % of pupils reporting improved sense of belonging and safety in SPQ (baseline Aug 2025) Actual data improvements in scoring?  % of classes implementing key inclusive strategies from CIRCLE and adaptive digital technologies (tracked via learning visits and self-evaluation) (TBC - to we need some kind of agreed checklist of what should be in place - we use that to measure against at different points e.g. Learning Visits?)  Attendance levels in both schools, particularly for pupils identified through staged intervention planning (baseline from 2024–25)</p> <p><b>Qualitative:</b>  Staff survey feedback shows improved confidence in identifying and adapting inclusive practices.  Parent Survey: Parental feedback reflects improved communication and awareness of how school supports wellbeing  Pupil feedback from CPS and SPQ highlights increased involvement and emotional confidence.</p> <p><b>PEF Measures:</b>  <b>Quantitative:</b>  Increase in attendance of target equity children. Specific targets to be identified in August 2025)  Increase in attainment ( Progress ) of target equity children. - appropriate targets to be identified for each child</p> <p><b>Qualitative:</b>  Voice on Progress ( Pupil, Parent and Teacher ) reports for target equity children clearly articulate progress in emotional literacy, resilience and self regulation for target children.</p>		

<b>Creativity and Employability</b>	
NIF Long Term Priorities AND WDC DELIVERY PLAN PRIORITIES	Improvement in skills and sustained positive leaver destination.
<b>NIF SHORT TERM PRIORITIES the ABC's</b>	<b>Curriculum / Achievement</b>
<b>NIF OUTCOMES</b> <b>(REPLACE DRIVERS)</b>	<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 technology.</p> <p>Highly skilled teachers and school leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs.</p>



<b>Outcomes</b> <i>Learners, Practitioners, Leaders, Parents/Families/Communities</i>	<b>Actions</b>	<b>Resource</b>
<p><b>Learners:</b></p> <p>Learners have knowledge, understanding and are empowered to take action as local and global citizens.</p> <p>Learners experience progressive Dynamic Curriculum linked to the 6WDC competencies.</p> <p>Learners are able to apply Learning Powers and the language of dispositions to reflect on their learning and progress.</p>	<p><b>Citizenship and Collaborative Action:</b></p> <p>All staff engage in a Campus Wide Collaborative Action Research Project on citizenship.</p> <p><b>“How do we increase children’s knowledge, understanding and ability to take action as local and global citizens ?”</b></p> <ul style="list-style-type: none"> <li>Agreed measures for citizenship CAR</li> <li>Baseline data gathered for both pupils and staff</li> <li>Staff Research and Knowledge Acquisition of how to develop citizenship within children.</li> <li>CAR intervention implemented in term 2.</li> <li>Post implementation surveys carried out.</li> <li>Impact and Progress shared</li> <li>CAR project evaluated and next steps identified.</li> </ul> <p><b>GOCA Dynamic Guide</b></p> <ul style="list-style-type: none"> <li>Engage all staff in the creation of a learning and teaching guide that reflects an agreed campus pedagogy.</li> <li>Adapt Curriculum Map to incorporate - BIG Issues</li> <li>Work with focus groups of children to get their voice on what a dynamic, engaging and exciting curriculum means for them.</li> <li>Share GOCA Dynamic Guide with parents and families.</li> <li>Evaluate learning experience against GOCA Dynamic Guide through learning visits and learner and parent conversations.</li> </ul> <p><b>Centurion Award</b></p> <ul style="list-style-type: none"> <li>Leadership team to develop a proposal for centurion award in consultation with children, staff and families.</li> <li>Launch Centurion Award across both schools</li> <li><b>Use School Participation Questionnaire to Identify and</b></li> </ul>	<p>In service day and 4 x Collegiate for CAR and Citizenship ( <b>Lead HT - John McDonald</b>) + (Lead - DHT Hazel Campbell)</p> <p>Research Time - Staff CLPL</p> <p>Inservice Day session + 1 x Collegiate- GOCA Dynamic Guide ( <b>Lead HT - John McDonald</b>)</p> <p>Pupil Focus Groups Dynamic Curriculum - (Lead HT - John McDonald)</p> <p>Creation of Digital Dynamic Guide (Lead HT - John McDonald)</p> <p>Learning Visits and Follow Up Focus Group - (Lead HT - John McDonald)</p> <p>Centurion Award All - Development Time, 1 x Collegiate / Inservice. (Lead - DHT Hazel Campbell)</p> <p><b>Centurion Award (Target / PEF) - PEF - 0.7 GHill and 0.5 Carleith Class Teacher to release DHT to identify and target children who have barriers to wider achievement and provide bespoke support. - (Lead - DHT Hazel Campbell)</b></p>
<p><b>Practitioners:</b></p> <p>Engage in campus wide CAR projects focused on citizenship.</p> <p>Staff have increased understanding and confidence in how to develop children’s knowledge, understanding and ability to take action as local and global citizens.</p> <p>Co-create a GOCA learning and teaching guide aligned with Rosenshine’s Principles and our agreed campus pedagogy approach /dynamic curriculum.</p> <p>Plan and deliver high-quality, creative learning experiences linked to Learning Powers and Dynamic curriculum</p>		
<p><b>Leaders:</b></p> <p>Capacity/structures to facilitate action research cycles and provide time, coaching and support to embed in pedagogy.</p>		

Lead co-construction of the shared learning and teaching guide	<p>Target children who have barriers to wider achievement / poor “Character” scores.</p> <ul style="list-style-type: none"> <li>Evaluate implementation of Centurion Award at points throughout the year.</li> </ul>	
<p><b>Families/communities:</b> Engage in workshops and communication focussed on Learning Powers and supports families to promote/develop at home.</p>	<ul style="list-style-type: none"> <li>Design family workshops and communication strategy</li> <li>Implement and evaluate family workshops.</li> </ul>	<p>( Lead HT - John McDonald) + (Lead - DHT Hazel Campbell) Time allocated from leadership time to create workshops.</p> <p>TBC - ( 2 x Workshops held across both schools and ELCC)</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>Citizenship and Collaborative Action:</b></p> <ul style="list-style-type: none"> <li>% of staff engaged in action research across campus (baseline from 2024–25 CLPL records)</li> <li>Staff Survey of confidence in how to increase children’s knowledge, understanding and ability to take action in local and global citizenship. ( Fortune Line )</li> <li>Pupil Baseline survey results based on either WDC Citizenship Progression or an adapted version of this.</li> <li>Class and Playroom based qualitative and quantitative baseline measures</li> <li>Trio Visits</li> <li>Impact presentations shared by all staff post intervention</li> <li>Parental feedback indicates greater understanding citizenship is embedded in school learning</li> </ul> <p><b>GOCA Dynamic Guide:</b></p> <ul style="list-style-type: none"> <li>Monitoring visits / direct observation shows evidence of almost all classes consistent approaches to a Dynamic Curriculum</li> <li>Monitoring visits / Pupil Focus groups show an increase in pupil engagement and active participation in learning ( using Leuven Scale for target pupils)</li> <li>Monitoring visits / Pupil Focus groups show all classes consistently using Learning Powers in learning conversations</li> </ul> <p><b>Centurion Award:</b></p> <ul style="list-style-type: none"> <li>All children have increased scores on the School Participation Questionnaire.</li> </ul>		

- Target Children have increased scores on School Participation Questionnaire.
- Qualitative evidence for target children shows greater recognition and opportunities for Wider Achievement and Development of Learning Powers ( Character)

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

**ATTAINMENT**

<b>Attainment</b>	
NIF Long Term Priorities AND WDC DELIVERY PLAN PRIORITIES	<p>Closing the attainment gap between the most and least disadvantaged children and young people.</p> <p>Improvement in attainment, particularly in literacy and numeracy.</p>
<b>NIF SHORT TERM PRIORITIES the ABC's</b>	<b>Curriculum / Achievement</b>
<b>NIF OUTCOMES</b>  <b>(REPLACE DRIVERS)</b>	<p>High levels of achievement across the curriculum for all learners with action to close the poverty related attainment gap.</p> <p>Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.</p>

<b>Outcomes</b> <i>Learners, Practitioners, Leaders, Parents/Families/Communities</i>	<b>Actions</b>	<b>Resource</b>
<p><b>Learners:</b> Experience consistently high-quality numeracy learning experiences.</p> <p>Apply numeracy skills through the dynamic curriculum and high quality assessments.</p> <p>Learners reflect on progress using learner profiles.</p> <p>Engage in targeted support for literacy and numeracy based on need- PEF interventions</p> <p><b>Early Level: TBC</b> Early reading LLC focus - word aware Early level</p>	<p>All staff to Implement a new Teaching Sprint focussed on a new identified area of Count with Me.</p> <p>Implement the Power in the Pre Core Numeracy Assessments. Adapt teaching and learning appropriately and identify target support children.</p> <p>Staff to complete high-quality assessments (Numeracy &amp; Mathematics) which suitably challenge, encourage collaboration &amp; application of skills &amp; abilities.</p> <p>All staff CLPL to develop professional skills &amp; abilities in the planning &amp; delivery of Count With Me in WDC pedagogy.</p>	<p>Inservice + 4 x Collegiate Numeracy Assessments ( <b>Lead - DHT - Sharon Lappin</b>)</p> <p>John Murphy to implement Core Numeracy Assessments ( <b>Lead - DHT - Sharon Lappin</b>)</p> <p>Time allocated to the Cocreation of approaches to Numeracy Moderation and Assessment ( <b>Lead - DHT - Sharon Lappin</b>)</p>
<p><b>Practitioners:</b> Embed numeracy practices from last year's SIP using bundled outcomes within curriculum map.</p> <p>Participate in Teaching Sprints across the local learning community to measure and develop approaches.</p> <p>Use high quality assessments within PBL contexts to gather evidence of application and understanding.</p> <p>Use class level attainment data/John Murphy Assessments to plan targeted interventions and ensure progress for all.(power in the pre - pace of learning)</p> <p>Early level: TBC</p>	<p>All staff to take part in CLPL activities which enhance skills &amp; abilities in the planning &amp; creation of high-quality assessment linked to Numeracy &amp; Mathematics.</p> <p>High Quality Assessments to be implemented</p> <p>Early Level Reading : TBC</p>	
<p><b>Leaders:</b></p> <p>Monitor impact of teaching sprints and PEF interventions with a focus on pupils at risk of missing out.</p>	<p>To plan &amp; deliver high-quality CLPL on Learning, Teaching &amp; Assessment.</p>	<p>Coordinate the Planning and delivery of CLPL ( <b>Lead - DHT - Sharon Lappin</b>) ( <b>Lead HT - John McDonald</b>)</p>

<p>Provide time, resource and coaching to enable curriculum planning and assessment practice - linked to map</p> <p>Early level: Early reading?</p>	<p>To plan collaborative &amp; collegiate CLPL on high-quality assessment. (Numeracy &amp; Mathematics)</p> <p>To engage with West Partnership colleagues to support CLPL in high-quality assessment. (Numeracy &amp; Mathematics)Cocreate our approach to numeracy assessment and moderation.</p>	<p>West Partnership Web Site-Assessment &amp; Moderation</p> <p>Glow-Learning, Teaching &amp; Assessment</p> <p>Education Scotland CLPL resources &amp; materials</p>
<p><b>Families/communities:</b></p> <p>Take part in learning conversations and reporting processes focused on progress and next steps.</p> <p>Support home learning in literacy and numeracy using school designed guidance.</p> <p>Early level: Early reading?</p>	<p>Meet with Lead teachers to agree approach to family learning sessions.</p> <p>Communicate approach and promote with families</p> <p>Plan and evaluate sessions.</p>	<p>Coordinate the delivery of family learning in Numeracy - ( <b>Lead - DHT - Sharon Lappin</b>)</p> <p>Class cover required to release Karly, Erin and Sara.</p>
<p><b>Performance Measures / Targets - How we will evidence the impact on outcomes</b></p>		
<p><b>Monitoring visits/direct observation:</b></p> <p>Quantitative: Increase in % of pupils ACEL data - number age/progress measures % of teaching sprints showing measurable improvement in focus area (based on baseline assessments) Attendance and participation data for pupils in PEF-supported groups</p> <p>Qualitative: pupil feedback evidences confidence in applying numeracy in real-world contexts Staff reflections show improved confidence in planning and assessing for depth and application - ABC of assessment</p>		