



# **Kilbowie Primary School 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>	Read With Me in WDC – planners only  Progression pathways in other curricular areas  ‘Play’ at Second Level	Writing  Read with Me in WDC	
<b>EMBED</b>	Count with Me in WDC  Curriculum improvement  Play – First Level  Learning environment	Progression pathways in other curricular areas  ‘Play’ at Second Level	
<b>EVALUATE</b>	Tracking and Monitoring Systems and Processes  Circles	Play - First Level  Count with Me in WDC	
<b>EXTEND</b>	Outdoor Learning  Learning environments  Play - Early Level	Curriculum improvement	

## 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>
<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.

<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>
<b>Learners:</b> All learners will be given opportunities to learn about health and wellbeing to ensure they acquire skills and knowledge to live healthy, happy lives  Identified learners will be given targeted support through wellbeing groups  Identified learners will be given targeted support through class configuration based on robust assessment evidence	Implement revised progression pathways  Develop research based interventions to improve attendance for identified groups or individuals  Develop PFSW engagement with target pupils and families to identify and provide support for barriers to attendance and learning  Establish a first level class that provides the nurturing support required for identified children	<b>PEF £20,480 (1.0 FTE PFSW) until March 20206</b>  <b>Third sector referral if deemed appropriate</b>  <b>PEF funded Teacher - approx £42,880 until March 2026</b>

		PEF funded PT - approx £30,000
<b>Practitioners:</b> Have confidence in planning progressive high quality learning, teaching and assessment of HWB.	Progression pathways used to track and monitor HWB	CIRCLE Champion collegiates  HWB tracker
<b>Leaders:</b> Ensure the best possible progression in health and wellbeing for <b>every</b> child and young person.  Clear Planning, Tracking and monitoring approaches for HWB being used to raise attainment and tackle the poverty related attainment gap.  Learners supported by First Level class will be tracked effectively and impact monitored closely by lead SLT	Progression pathways used to track and monitor HWB  Close monitoring of attainment in First Level class ensuring improved outcomes for identified learners	HWB lead - JC
<b>Families/communities:</b> Increased knowledge on how to support health and wellbeing at home	Implement information sessions and opportunities for parents to engage with children's HWB learning	HWB lead - JC
<b>Performance Measures / Targets - How we will evidence the impact on outcomes (Leadership Level: Monitoring and Self-evaluation for</b>		

improvement) - Reminder must have a baseline **THIS SHOULD BE ATTAINMENT, EQUITY, ATTENDANCE, PARTICIPATION, ENGAGEMENT etc**

HWB tracking tool used to evidence impact on universal HWB progression

Pre and post assessment data for HWB interventions from PFSW

Robust monitoring of assessment data by SLT to evidence impact on all learners but particularly learners in first level class

Pre and post surveys for parents engaging in sessions linked to HWB

## 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

<b>Outcomes</b> <i>Learners, Practitioners, Leaders,  Parents/Families/Communities</i>	<b>Actions</b>	<b>Resource</b>
<p><b>Learners:</b>  All learners in BGE experience a coherent curriculum which supports them to think critically and to develop and articulate the knowledge, skills and attributes they are developing</p> <p>All learners experience opportunities that allow them to develop an understanding of sustainability principles and practices</p> <p>Learners know what and how to learn, are 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>Robust and relevant use of a variety of assessment strategies will lead to flexible planning and therefore relevant learning experiences for all children with appropriate support and challenge.</p>	<p>Review BGE curriculum</p> <p>Continue to implement Count With Me in WDC</p> <p>Continue to develop whole school approaches to IDL</p> <p>Embed year 2 and engage with Year 3 Assessment and Moderation Strategy</p> <p>Review assessment calendar and amend as appropriate</p>	<p>Data coach - CR</p> <p>A and M Lead – EH</p> <p>Learner/parent focus groups (Curriculum and LTA)</p> <p>Inset Day 2 and collegiate hours on A&amp;M (TBC)</p>
<p><b>Practitioners:</b>  Practitioners will be empowered to review and refresh the curriculum informed by current thinking.</p>	<p>All staff involved in specific working parties linked to aspects of improvement</p>	

<p>Practitioners will be involved in the process of change and in evaluating the impact of improvements.</p> <p>Practitioners will be involved in developing creative and innovative approaches to curriculum development to ensure positive outcomes for learners.</p> <p>Practitioners will become increasingly skilled in assessing gaps in literacy and numeracy leading to more robust planning.</p>	<p>All staff aware of continuous improvement calendar and need to engage with this</p> <p>Collaborative approach to planning and planned moderation activities with LLC</p> <p>All staff engage in Assessment and Moderation CLPL</p>	
<p><b>Leaders:</b> Skilled in developing a successful curriculum.</p> <p>Clearly communicated expectations for learning, teaching and assessment that raises attainment and narrows the poverty related attainment gap.</p>	<p>All middle leaders to work with HT and other schools to improve skills in developing a robust and relevant curriculum</p> <p>Monitoring of planning, assessment and learning experiences and impact on attainment</p>	



<p>Clearly communicated strategy and calendar for assessment and moderation.</p> <p>Clear Planning, Tracking and monitoring approaches being used to raise attainment and tackle the poverty related attainment gap.</p>	<p>All middle leaders to be trained in effectively using data and a range of evidence to plan for future improvement.</p>	
<p><b>Families/communities:</b></p> <p>Parents/carers will have opportunities to contribute to the development of the school curriculum</p> <p>Parents/carers will be more knowledgeable about the progress their child is making</p> <p>Parents/carers will have an increasing knowledge on how to support learning at home.</p> <p>Parents/carers are actively involved in using the language of learning and skills at home.</p>	<p>Parental involvement in change maker groups to continue and be extended to encourage greater participation</p> <p>Clearly defined and communicated measures of progress</p> <p>Deliver family learning sessions on supporting children with numeracy (offer to whole school)</p> <p>Language of learning and skills shared between school and home</p> <p>Families invited in regularly to 'share the learning'</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: Evaluate quality of delivery of curriculum with specific focus on numeracy and maths

Termly tracking updates focusing on attainment targets from each previous term

Termly tracking meetings focusing on every child's progress and use of assessment to confirm judgements

End of year ACEL data - previous year's data as baseline for P4 and P7

**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></p> <p>Improved attendance for all identified pupils</p> <p>All learners will be supported to maintain/improve attendance that will allow them to achieve at the appropriate level</p> <p>Identified learners will be given targeted support in small groups to raise the attainment of children at risk of missing out to bring them in line with their expected attainment levels</p> <p>Identified learners will be given targeted support through class configuration based on robust assessment evidence. This will promote inclusion by providing a learning environment and nurturing approach required to support identified learners.</p> <p>Learners will know 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>PFSW engaging with target pupils and families to identify and provide support for barriers to attendance</p> <p>Develop additional research based interventions to improve attendance for identified groups or individuals</p> <p>Targeted intervention groups with RA teacher focusing on last year's P4s initially due to low attainment levels – writing focus in term 1</p> <p>Targeted intervention groups with PT focusing on current P4s initially due to low attainment levels across literacy and numeracy – numeracy focus in term 1</p> <p>Establish a first level class that provides a learning environment suitable to support the learning of identified children</p>	<p><b>PEF £20,480 (1.0 FTE PFSW)</b></p> <p>External partners support as required</p> <p><b>PEF funded PT - approx £30,000</b></p> <p><b>Collegiate hours for A and M</b></p>

<p><b>Practitioners:</b></p> <p>Practitioners will be fully familiar with the refreshed attendance policy and national guidance which underpins this</p> <p>Practitioners will be aware of the plans around attendance and late-coming for specific learners and will support the strategies agreed.</p> <p>Practitioners will be skilled in analysing data and using this appropriately</p> <p>Practitioners will participate in regular attainment meetings to track whole school attainment to ensure targets are being met</p>	<p>Engage in development and review of pupil plans/shared strategies that will promote good attendance</p> <p>Refresh of expectations of roles supporting attendance and engagement.</p> <p>Regular attainment meetings detailed in yearly calendar</p> <p>Data lead to provide further training and support with increased expectations for use of tracking toolkit</p>	<p>Data Lead (CR)</p> <p>Core professional learning hours and drop in sessions</p>
<p><b>Leaders:</b></p> <p>Clear procedures for monitoring attendance that are robust and manageable</p> <p>Every child's attendance will be tracked but particularly children with protected characteristics to ensure a timely identification and support if required</p> <p>Clearly communicated strategy and calendar for assessment and moderation.</p>	<p>Evaluate current attendance monitoring calendar and amend if appropriate</p> <p>Tracking attendance procedures to be reviewed and timescales adhered to</p> <p>Embed tracking and monitoring systems and processes</p>	

Clear Planning, Tracking and monitoring approaches being used to raise attainment and tackle the poverty related attainment gap.		
<b>Families/communities:</b> Parents/carers will have an awareness of WDC attendance policy and actions to support this  Identified families will have improved routines and relationships at home  Parents/carers will be more knowledgeable about the progress their child is making and the impact of attendance on this progress		
<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>		
Targeted support pupils (including pupils in SIMD 1 and 2) - baseline data from end of previous year and initial assessments  Regular attendance tracking data  End of year attendance rates (this will be closely monitored throughout the year in line with WDC attendance strategy and action taken when required)		

Termly tracking updates focusing on attainment targets from each previous term

Termly tracking meetings focusing on every child's progress and use of assessment to confirm judgements

End of year ACEL data - previous year's data as baseline for P4 and P7

**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
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<p><b>Learners:</b></p> <p>All learners will experience high quality learning designed to support and challenge where appropriate</p> <p>All learners will experience interactions, learning experiences and spaces that are enabling, nurturing that puts them at the centre of their own learning.</p> <p>All learners will experience opportunities designed to cultivate creativity, effective communication, strong character, collaborative abilities, critical thinking and citizenship with a focus this year on creativity and citizenship</p> <p>Learners are involved in leading their own learning and can reflect on the skills they are developing.</p> <p>All learners will experience high quality outdoor learning experiences that focus on skills development.</p>	<p>Learners to have planned learning with a focus on developing creativity and citizenship</p> <p>Learners to have planned regular opportunities for outdoor learning experiences. This will be evident in planning.</p>	<p>Education Endowment Foundation professional learning support materials</p>
<p><b>Practitioners:</b></p> <p>All practitioners will be upskilled and more confident in delivering high quality teaching that is well planned, engaging and well-paced with suitable challenge and support</p> <p>All teachers will be more confident in a flexible approach to planning using</p>	<p>Professional learning planned across the year for all practitioners with a focus on the 'Five a Day' strategy</p> <p>Professional learning will focus on metacognition and self regulation</p>	<p>Collegiate hours focused on professional learning linked to EEF research</p>

assessment evidence to plan relevant learning experiences with appropriate level of support and challenge.		
<b>Leaders:</b> Skilled in providing high quality professional learning in metacognition and regulation  Skilled in modelling high quality learning and teaching	Plan and implement high quality professional learning  Planned opportunities to model high quality learning and teaching using 'Five a Day' approach	
<b>Families/communities:</b> Increased knowledge and understanding of attainment levels and how to support improvement	Plan information sessions for parents  Continue 'Sharing the Learning' days	SLT/ identified CTs to deliver sessions
<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>		
Planned teaching and learning strategies self evaluation for staff – pre and post Observations of learning and teaching by SLT Planning and tracking meetings focused on attainment of all children but particularly on children in SIMD 1 and 2 Pre and post assessment data from targeted intervention groups		



Priority 5: Other

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		