sustainable thriving achieving
East Dunbartonshire Council
www.eastdunbarton.gov.uk

sustainable thriving achieving
East Dunbartonshire Council
www.eastdunbarton.gov.uk

"Our children and young people are safe, healthy and ready to learn"

EDC Local Outcome Improvement Plan 2017-2027 (Outcome 3)

EAST DUNBARTONSHIRE COUNCIL
EDUCATION SERVICE

EXCELLENCE FOR ALL

A commitment to excellence, equity and inclusion that empowers all children and young people to succeed in learning and life.

• RESPECT • COURAGE • CREATIVITY • FAIRNESS • TRUST •

Equity & Opportunity

To reduce barriers, promote equity, and enhance opportunities so all learners can thrive in a diverse, inclusive and creative learning environment.

Family & Community Partnerships

To work collaboratively with families and communities, putting children's rights at the heart of decision making and supporting family wellbeing.

Learning & Teaching

To deliver high-quality innovative learning and teaching, that supports wellbeing, achievement and attainment for all.

Child Centred & Future Focused

To provide an education system based on relationships and collaboration to prepare every learner for a successful future.

Inclusion & Empowerment

To foster a nurturing and inclusive environment where everyone feels respected, safe and inspired to achieve their full potential.

East Dunbartonshire: Education Service

Framework for School Improvement Planning 2026 – 29

sustainable thriving achieving
East Dunbartonshire Council
www.eastdunbarton.gov.uk

Section 1: School Information and 3 Year Improvement Plan Priorities	
School/Establishment	**Lenzie Meadow Primary School and Early Years' Centre**
Head Teacher	**Rona Wallace**
Link QIO	Marie Donald Kirsty Mahindru

School Statement: Vision, Values & Aims and Curriculum Rationale
Link to website.
Current Standards & Quality Report
Link to school website and/or SWAY.

	Looking Forwards – 3 Year Improvement Plan Priorities Bullet point key priorities for the next 3 years		
Session	**2026/27**	**2027/28**	**2028/29**
Priority 1	Wellbeing & Inclusion	Wellbeing & Inclusion	Wellbeing & Inclusion
Priority 2	Pedagogy & Meta-Skills	Curriculum • CIC Implementation Planning • 21 Hours	Pedagogy • CIC Implementation
Priority 3			

Section 2: Improvement Priority 1	
School/Establishment	**Lenzie Meadow Primary**
Improvement Priority 1	**Wellbeing & Inclusion**
Strategic Leads	Depute Head Teachers, Deputy Heads of Centre, EYC Teacher

Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	HGIOS 4 QIs
Inclusion & Empowerment	Priority 6: Wellbeing & Inclusion Priority 2: Learning & Teaching Priority 3: Monitoring & Tracking	Improvement in children and young people's health and wellbeing Placing the human rights and needs of every child and young person at the centre	QI 2.4 Personalised Support QI 3.1 Wellbeing, equality & inclusion QI 3.2 Raising attainment and achievement

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
DHTs - ASN leadership forum and CIRCLE professional learning community. Teachers – CIS/PPS Learners – My voice, my choice forum, pupil participation groups, skills programme, assemblies and leading clubs. Wellbeing Teacher – leading collegiate training across school and centre as per WTA	EDC policies: Relationships, Behaviour and Learning, Including Every Learner CIRCLE resource materials from Education Scotland, including ideas in practice materials Resources to support self-evaluation, including learning engagement scales, participation scales and wellbeing and involvement scale (Leuven) New wellbeing space – The Cosy Cove and related resources Revised frameworks for Universal and Targeted support planning Time from the collegiate calendar and Inset days	Progress updates to Parent Council Gather views of all parents to support policy refresh Relationships. Behaviour and Learning Policy Collaboration between parents, learners and school to implement the CIRCLE model of inclusive practice Inclusion support group for parents Relevant parent workshops TAC Meetings Parent evenings

DHOC- ASN leads in EYC EYC Staff-	Quality Improvement Framework Up, up and away resource and practice materials Wellbeing space – The Snug	Stay and play sessions Parents consultations including settling meetings Parents/ carers views gathered through monthly self-evaluation opportunities
Professional Learning	**Interventions for Equity**	**Pupil Equity Funding (PEF) Allocation**
Emotion Works – whole school and centre approach to child wellbeing Revisit actions and outcomes from Year 1 and 2 of CIRCLE Child Protection and Safeguarding training, including Prevent training Setting SMART targets and measurable outcomes for learners Training on creating and evaluating universal and targeted support plans, action plans and health & wellbeing assessments	**social & emotional wellbeing** Wellbeing interventions to support emotional regulation Learning interventions to address attainment gap factors New health and wellbeing targeted support initiatives (Therapet, Cosy Cove, The Nest) PSAs trained deployed to support targeted intervention groups	Emotion Works £2688 Wellbeing base – Additional resources £1000 Sensory room set-up (The Cosy Cove) £2500 0.4 PEF teacher £25 689 (Raising Attainment Teacher) Additional technology to support learners access the curriculum £4625 0.2 SLA £3648

Outcomes/Expected Impact for learners	Tasks/Interventions	Measures	Timescale(s)	Progress to date
consider targets, % change expected	Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	Termly update
Almost all learners understand their feelings and can manage emotional behaviours. Almost all learners can use the shared vocabulary from Emotion Works.	**PRIMARY SCHOOL LEADS** DHT/EYC lead attend an Implementation Training session ❖ •Website account set-up - help sheet ❖ DHT/EYC Lead distribute training & teaching resources ❖ Co-ordinate onboarding meeting / activities for Staff	Relationship Building with teachers, staff and fellow pupils using Connect Resource.	June August In-service	

	TEACHER / STAFF Teachers/EYC team and all staff involved in EW roll out & planning engage in Onboarding session / activities using Staff Orientation Page • Confirm they can log in and access the members content	Teacher Baseline questionnaire Getting to Know You /	August In-service	
Staff and learners across the school and Centre have knowledge of steps to achieve Bronze award and agree Bronze School Goals with SLT / Staff	DHT ❖ Co-ordinate collegiate meetings / WTA for teachers to engage in Introductory Training & plan Cog Model introductory lessons (1-1.5 hours) ❖ EYC Lead co-ordinate training on the floor/through staff meetings ❖ Share Information with parents about starting the EW programme e.g. Leaflet / Sway / Meeting		September 26	
	All staff across school and Centre engage with: ❖ live training session: CPD Bronze Level ❖ Refer to the Bronze Checklist 1 ❖ Resource familiarisation & organisation for delivering Cog Model lessons	Pupil/child baseline activities Any social emotional / ASN needs for particular pupils or groups are noted	26 Aug / 29 Sept more & sign up CD 4 – 1/10/26 Oct Inservice	
	DHT/EYC Lead attend a Bronze Award Support Meeting DHT/EYC Lead encourage & support classroom/EYC Centre	• Assembly inputs and sharing work opportunities between classes and with SLT	26 Oct (check dates & sign up)	

	roll-out of Introductory lessons/experiences			
	All staff across school and Centre: ❖ Plan & deliver Introducing the Emotion Works Cog Model lessons (Minimum of 4 activities) ❖ Establish a Cog Model reference point in every classroom/on EYC floor ❖ Provide a parent update re activities Evaluation & Impacts ❖ Review Bronze criteria & summarise progress • Submit Bronze Application	Complete Bronze Teacher questionnaire after teaching Introductory Lessons TEAMS	Oct – Dec CD 5 - 5th Nov 26 – update on delivery of Cog Model lessons and ensure all classes have an EW display in classroom. December 26	
Staff and learners from school and Centre have knowledge of steps to achieve Silver award and agree Silver School Goals with SLT / Staff	DHT/EYC lead ❖ start Silver Award ❖ Carry out Web Account Housekeeping – help sheet ❖ Sign up to attend Silver Award Support Meeting: ❖ Check in with relevant staff about their own CPD journey and their class/EYC journey ❖ Evaluate / Update / Set new school/Centre goals ❖ Draft a 1-Cog-at-a-time schedule	• Resources Audit for Single Cog Teaching	January 2027 check dates & sign up	
	All staff across school and Centre ❖ live training session: CPD Silver Level	• Refer to the Primary Teacher Silver Checklist 2	check dates & sign up CD 10 – 28th Jan 27	

	❖ Plan and deliver consolidation lessons/experinces about the Cog Model ❖ Engage in Cog Specific Training Modules (Silver Level) ❖ • Resource organisation for delivering Cog Specific experiences			
	DHT/EYC lead ❖ Co-ordinate collegiate meetings / WTA for teachers to engage in Silver CPD training Cog-specific module training and 1 Cog-at-a time lesson planning ❖ EYC Lead co-ordinate training on the floor/through staff meetings ❖ Firm up on 1 Cog-at-a-time roll-out schedule ❖ Encourage & support classroom/EYC roll-out of Cog-specific lessons/experiences	"Sharing the Learning' event or project for the Summer term	January – Easter 2027 CD 15 - 30th March 27	
	❖ DHT/EYC Lead ❖ Encourage & support classroom/EYC roll-out of Cog-specific lessons/experiences ❖ Begin gathering and documenting silver award evidence with input from teachers/EYWs ❖ Consider opportunities for Cog learning across the wider school/EYC		April – May 2027	

	DHT/EYC Lead Continue gathering award evidence Co-ordinate & capture the impact of your 'Sharing the Learning' event or project Submit Silver Application			
	All staff across school and Centre Every involved in Sharing the Learning event or Project. Contribute class work for Silver award evidence	• Complete Silver Teacher survey Silver Award evidence	June 2027	
All learners' needs and behaviours will be better understood and supported through increased staff understanding of inclusions and additional support needs Learners needs will be met through well planned differentiation and deployment of learner resources	❖ Re-visit The Circle Framework as per working time agreement hours ❖ All staff have agreed visuals in classrooms (tray labels) to support LCF approach ❖ All staff display staff photos as required to support visual timetable ❖ All staff create a designated quiet space/concentration space that is clearly accessible ❖ All staff make use of class inclusion resources and understand the benefits of using particular resources as need dictates ❖ All staff make use of CIRCLE consistencies toolkit ❖ Creation and resourcing of a designated sensory space within the school (Cosy Cove) ❖ Cosy Cove is timetabled for targeted support	August Inservice 13.08.26 Getting started guidance HT presentation on 'The Big Messages' 13.08.26 Staff feedback from initial introduction. Pupil Voice Tools / Pupil Forum Pupil consultation shows that targeted groups of learners have an increased awareness of the strategies and supports that they can access within their learning environment Professional dialogue CIRCLE consistencies toolkit SLT observations	August In-Service Day August 25 & June 26 June 26	

	❖ Lenzie Meadow Meeting Learners' Needs Position Statement drafted			
All learners' needs and behaviours will be better understood and supported through increased staff understanding of the 6 Nurturing Principles	❖ Staff across the school and Centre complete self-evaluation of nurturing principles and audit practice across the school/Centre to ensure consistency of agreed approach ❖ Staff across the school and Centre engage in in-house training led by school Wellbeing Lead/HT ❖ All staff contribute to a position statement that captures keep features (physical and verbal) of nurture at LMPS and EYC	Allocated collegiate hours:14.08.26, 5.11.26, 13.11.26, 17.02.26 Staff self-evaluation Class observations Learner feedback LMPS Nurture Position Statement Centre – covered through staff meetings/dictated agenda for planned time off the floor	August 26 October In-service May 27	
Targeted learner needs will be better understood by as a result of All teaching staff understanding BOXALL profiling and the role of targets when planning for Learning, Teaching and Assessment	❖ Wellbeing Teacher lead professional learning ❖ Wellbeing Teacher/PT create Parent Information leaflets.	Quality Assurance processes Staff evaluations Whole school Nurture/Wellbeing Position Statement Parent Information leaflets	In-service 13.08.26 Termly Wellbeing evaluations Ongoing self-evaluation	
All learners, including those affected by poverty as well as other factors, will benefit from improved health and wellbeing and increased learner engagement	❖ Ongoing work to build up 'the Story' side of the tracking system ❖ Wellbeing Concern folders introduced for identified pupils ❖ Continue to provide targeted support to close the	Updated tracking guidance Screening of key data to identify target group (wellbeing, attendance, attainment) Boxall profiling of participants. Ferre Laevers assessments.	August 26 September 2026 onwards throughout session	

	attainment gap in health and wellbeing (core nurture group) ❖ Nurture class running x3 mornings per week	Sterling Assessment, Pupil/Parent/Staff feedback and evaluations	Core nurture group begins 2.09.26	
	❖ HT work with DHOCs/EYT to review holistic/attainment tracker with a view to aligning with the schools ❖ DHOCs/EYT work with staff on the floor to increase understanding of factors impacting pupil wellbeing ❖ Identified members of staff to pilot updated tracking system. ❖ New system implemented and used by all staff. ❖ All staff confident in using updated system for all children.	Monitoring and auditing by SMT. □ Progress of children. □ Feedback from staff. □ Qualitative information. □ Questionnaires-glow forms	Ongoing throughout the year	
All staff will be trained in the use of the Wellbeing Tool (Up, Up and Away) Identified children will access planned support/strategies in order to support wellbeing and access to day to day learning experiences	❖ Children will be identified through observation and staff will be supported by NT/DHoC to use the 'Wellbeing Tool'. ❖ Required strategies will be discussed at a whole staff meeting in order to promote consistency and continuity for identified children.	Evidence of physical and verbal strategies SMT observations on playroom floors SMT monitoring of plans	Ongoing throughout the year	

All children's needs will be met through well planned differentiation	❖ All staff to complete Wellbeing and Involvement observations of all key group children ❖ Key workers to meet with SMT to discuss observations and input to holistic tracker ❖ Follow up observations as required ❖ Identified needs will be supported using Up, Up and away wellbeing toolkit to inform appropriate strategies and next steps (staff and NT) ❖ Wellbeing assessment to be completed with families as required ❖ Any Action plans will be further developed to incorporate wellbeing toolkit strategies ❖ Any targets to be shared with staff team and keyworker record progress	Wellbeing and Involvement observations (Leuven) Up, up and away – wellbeing toolkit Wellbeing assessments Action plans Feedback from parents and TAC. Review of targets for individual children. Support for all	September 2026/ February 2027 Ongoing August 2026 – June 2027	
All learners will show increased confidence and resilience as a result of targeted interventions with a particular focus on those affected by poverty	❖ Additional wellbeing groups – P1-7 pupils targeted for additional wellbeing groups in afternoons (Wed – Fri).	Analysis of wellbeing data (EDC assessment) pupil questionnaires, teacher observations, analysis of key data eg attendance, attainment, parental engagement	Targeted wellbeing groups begin 14.09.26 Throughout the year	
All learners with ASN are supported through a staged model of universal and targeted support. All children who are supported through the TAC	❖ Staff engage with planned collegiate to deepen professional learning on specific learner needs ❖ DHTs lead collegiate and support staff to write and moderate support plan targets	Collegiate calendar PRD hours PSG agenda and actions Universal and targeted support plans.	Pre data to be collected by October 2026 and in advance of in-service day 9.10.26 Designated collegiate sessions:8.12.26,	

process have SMART targets/outcomes. All children who are supported by the TAAC process have their voices heard in decision making.	❖ The school's approach to meeting learners' needs is reviewed and a mechanism for pupils to have their voice represented is introduced	Health & Wellbeing Assessments. Feedback from Pupil Support Group multiagency partners. Minutes from TAC meetings, including evidence of pupil voice.	7.01.27, in-service 17.02.26, 30.03.27	
Targeted learners will benefit from a more detailed assessment of needs when required, with class teachers being able to work alongside staff with specific support for learning remits Almost all learners accessing targeted intervention will make very good progress	❖ DHTs auditing children noted as not on track in order to identify trends/gaps ❖ DHTs planning with the Raising Attainment Teacher and class teachers to complete targeted intervention plans ❖ Targeted Intervention Groups (TIGs) to support closing of gaps ❖ PSAs trained in targeted support strategies ❖ Parent/child workshop to showcase interventions to parents which can then be further supported at home. ❖ Parent guides for Clicker (EST) Maths (DHT) and Literacy (DHT) issued to all parents to support learning at home	Attainment audit PSA training programme Tracking of progress using baselines and end of intervention assessment. TIG planning and record sheet clearly defines area being targeted, baseline assessment, planned intervention and post intervention assessment and evaluation with recommendations for next steps. Evaluation of parent guides through questionnaires	August-September 26 Groups begin 31.08.26 Ongoing and throughout the year	
Almost all learners can talk about what strategies and resources support them to be successful learners	❖ All staff make use of the new digital wellbeing tracker ❖ Wellbeing as part of tracking meetings with staff to identify children who are not achieving	Wellbeing trackers, Analysis of attendance data Termly review of pupil support plans Support Plans Evaluations of support plans	Sept 26, Jan 27, May 27 Ongoing throughout the year	

	❖ Class teachers work with SLT/RA Teacher to identify pupils who are not achieving	Improvements in pupil wellbeing – measured by wellbeing trackers, with pupils and attendance.		
All learners have wider achievements they can confidently talk about and these are tracked as part of whole school attainment and achievement picture	❖ Audit of Wider Experiences - PTs ❖ Develop whole school tracker incorporating pupil achievement ❖ Every pupil will complete an achievement record twice this session along with PLPs ❖ Whole School achievements wall introduced and updated by House Captains ❖ Nominated Pupil Lead recording weekly achievements ❖ Achievements sharing encouraged and celebrated regularly at whole school assemblies ❖ Hi5 introduced and supported for targeted pupils	Audit data Forward planning/Teaching & Learning meeting records No. of pupils sharing achievements at assembly is increased – Achievements wall (whole school populated) Hi5 achieved by targeted pupils Whole School Tracking Tool contains information about every child's wider achievements. Tracking meetings to extend to discussion around children's wider achievements Records of Children's attendance at after school clubs included on tracker	September 26 Ongoing throughout the year May 2027	
Almost all staff develop their understanding of 'The Promise' to improve outcomes for children and young people who are 'care experienced'.	❖ All staff (Including FM) to watch 2 presentations and complete module related to The Promise - DHTs	School will achieve the 'We Promise' Award	Ongoing throughout the year as staff will need to be trained in smaller groups in order to cover the required number of staff trained	

East Dunbartonshire: Education Service

Framework for School Improvement Planning 2026 – 29

Section 2: Improvement Priority 2	
School/Establishment	**Lenzie Meadow Primary School**
Improvement Priority 2	**Pedagogy & Meta-Skills**
Strategic Leads	Head Teacher, Deputy Heads of Centre, Principal Teachers

Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	HGIOS 4 QIs
Learning & Teaching	Priority 2: Learning & Teaching Priority 3: Monitoring & Tracking Priority 7: Skills for Learning, Life & Work	Closing the attainment gap between the most and least disadvantaged children Improvement in attainment, particularly in literacy and numeracy.	QI 2.2 Curriculum QI 2.3 Learning, Teaching & Assessment QI 3.2 Raising attainment and achievement

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Staff Leadership roles: Literacy Champion, Dyslexia Champion, Numeracy Champion, UNCRC lead, Wellbeing Lead. Autism Adviser PSAs leading interventions Teaching and Learning Committee observing and giving feedback on quality learning and teaching Moderation Activities at stage meetings– class teacher leadership Team contribution to planned collegiate sessions Teachers - Lead and participate in moderation activities and share best practice. Pupil voice – Personal Learning Planning	EDC policies: Relationships, Behaviour and Learning, Including Every Learner/Dyslexia Guidance and Framework for Equity in Literacy. Skills Development Scotland website Pupil Equity Fund Teacher (Raising Attainment) Identified formative and summative assessment processes Collegiate hours as set out in WTA Moderation Hub Planning progression pathways	Regular updates at Parent Council Meetings Monthly Talking News updates School Facebook Page/TEAMS – evidence of children's learning Termly Learning Look in & Learn X2 School communication mechanisms – Communication Position Statement Parent Evenings

NT will lead with support from a small team off EYW. All staff will contribute as per leadership roles – Nurture, UNCRC, PaTHS, STEM, Play Pedagogy. All staff will participate in moderation activities as part of our ongoing self-evaluation and through in-service day training. SMT will monitor and liaise regularly with NT to update and plan for next steps.	Holistic overview. NT assessment/tracking overview.	Parental involvement in stay and play sessions/World of Work Week and Mystery Reader. Newsletters. Learning Journals. Ongoing self-evaluation and 'Question of the month'. Parents' meetings/evening. TAC meetings. Curriculum evening.
Professional Learning	**Interventions for Equity**	**Pupil Equity Funding (PEF) Allocation**
Education Scotland National Improvement Hub - CIC Moderation Hub Whole team CLPL – In-service and collegiate hours Quality assurance processes (school and EYC) Dyslexia Scotland Online Professional Learning Modules: *Introduction to dyslexia and inclusive practice* *Supporting dyslexia, inclusive practice and literacy* *Dyslexia: identification and support* Supporting learners with social communication barriers	,PEF targeted support, Universal and Targeted support Promoting high quality resources: Purchase of additional technology resources Dyslexia friendly toolkits for each class Effective differentiation Working Time Agreement hours Link Educational psychologist DHT attendance at ASN Forum IEL Policy	Standardised assessments – PUMA/PIRA £1800 Resources to support Play (p1 and p2) £3000 CLICKER £4000 Class balcony wellbeing spaces £2500

Further Play pedagogy training for the whole staff team. (TE – in-service day) EY Meta skills training for SMT and all staff. (EDC – Sept, Nov, Feb, April) SH – Makaton in the EY	Universal/Targeted support Wellbeing Tool Wellbeing Assessment/Shinarri Links with other professionals LAP	

Outcomes/Expected Impact for learners	Tasks/Interventions	Measures	Timescale(s)	Progress to date
consider targets, % change expected	Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	Termly update
All learners across the school and Centre can identify, apply and evaluate their use of meta-skills	❖ All staff across the school and centre engage with the Meta-skills framework ❖ All staff read 'A Guide to Meta-Skills Land' ❖ All learners across the school and centre are introduced to the Meta-skills characters ❖ Over time, all learners can recognise when each focus skill is being used and can evidence this (stickers/photos/PLPS in school/learning targets on learning journals for EYC children ❖ Staff across the school and centre use the Meta-skills	Skills Development Scotland resources Staff CLPL/PRD hours for school staff Staff observations Pupil/child learner conversations EYT and p1 teachers collaborative plans Forward Planning (school) Centre Planning School and Centre displays Good Practice visits to other establishments Sharing of good practice at staged / departmental meetings	HT Big Messages 13.08.26 PRD week beginning 7.09.27 Collegiate 15.09.26 Collegiate 5.11.26 Collegiate 7.01.27 Collegiate 3.03.27	

	framework to support planning/learner experience ❖ Staff across the school and Centre explicitly teach skills for **all**			
All learners in Primary 1 and Primary 2 show knowledge of the meta-skills characters and can demonstrate the skills through high quality play experiences	❖ Planned play experiences linked to relevant meta-skills ❖ Ongoing review of environment and provocations for play ❖ Ongoing review of the school's approach to planning around provocations linked to the development of meta-skills ❖ Learner evaluation of meta-skills utilised through play ❖ Continue to develop professional knowledge of the play approach in P1 and p2	Observations Forward planning Learner feedback / class sharing Updated play planning PLAY authority PLC's (optional) Good Practice visits to other establishments Sharing of good practice at staged / departmental meetings Personal CLPL	Stage meetings: 17.08.26, 24.08.26, 31.08.26, 28.09.26, 2.11.26, 9.11.26, 7.12.26, 14.12.26, 18.01.27, 8.02.27, 15.02.27, 8.03.27, 29.03.27,31.05.27	
All p1 and p2 staff will continue to use observations to make accurate judgements to support children's learning and use them to inform future plans. This will form a key part of responsive planning.	❖ Continue to use narrative & sampling methods of observations for **all** pupils ❖ Following CLPL training last session, supportive booklets have been provided to all staff.	Observations will continue to inform holistic judgement of the child's progress and be part of ongoing contextual assessment.	Stage meetings: 17.08.26, 24.08.26, 31.08.26, 28.09.26, 2.11.26, 9.11.26, 7.12.26, 14.12.26, 18.01.27, 8.02.27, 15.02.27, 8.03.27, 29.03.27,31.05.27	
All learners will experience relevant contexts for learning including Learning for Sustainability and	❖ All staff are aware of Scotland's Learning for Sustainability Plan 2023-2030	Termly Curriculum Guidance Forward Planning	August In-service – 13.08.26 'The Big messages	

opportunities to learn outdoors All pupils will be introduced to Scotland's Learning for Sustainability Plan 2023-2030	❖ All staff reflect on the Sustainability Sketch note and use this to support and inform IDL planning ❖ All teaching staff plan for teaching of Global Goals and continue to raise awareness of global citizenship ❖ All teaching staff plan for learning for sustainability in line with termly curriculum planning guidance	Term 1 focus on developing balcony spaces/outdoor learning/wellbeing PRD hours allocated to exploring Learning Through Landscapes website to support IDL planning across the year PRD hours allocated to keeping abreast of Curriculum Improvement Cycle updates (this is also standing agenda item at staff meetings) Whole school assemblies UNCRC learning committee Pupil learner conversations Displays around the school	Termly Curriculum Guidance – Aug to October, October to December, January to March, April to June PRD meetings week beginning 7.09.26 as per WTA Staff meetings – 18.08.26, 20.10.26, 26.11.26, 7.01.27, 18.03.27, 20.04.27, 3.05.26, 22.06.27	
All staff will have an understanding of their roles and responsibilities as we welcome new staff and support staff moving across the centre	❖ Review roles, responsibilities and remits for all staff ❖ Review Nursery Teacher/ SEYW roles and responsibilities/ WTA hours for EY Teachers	PDRs Staff meetings Updated Roles and Responsibilities overviews	August/ September 2026	
All children will continue to have an opportunity to experience different media in order to support their digital skills development through play and enquiry.	❖ Area audits to identify resource requirements (zone staff) ❖ Areas modified in line with audit ❖ SMT to collate audits and review STE	PDRs SMT meetings Digital training SMT observations Staff reflections/evaluations	August/ September 2026 Ongoing throughout the year	

Staff will be supported to be reflective in their practice Staff will provide high quality interactions and learning environments for children	❖ Monthly monitoring ❖ Monitoring areas ❖ Peer observations ❖ Collegiate calendar ❖ Ongoing self-evaluation tasks	SMT meetings Question of the month for parents/ carers	Ongoing	
All children will have the opportunity to access woodwork experiences All children will have opportunities to explore their outdoor learning environment and their local community	❖ Woodwork dedicated staff member for this session to support skills development and enhance tracking of all children's progress ❖ Woodwork area move in indoor playroom to allow for more space and outdoor woodwork area created ❖ Area rota- ensure a min.4 staff outdoors ❖ Forest kindergarten lead – will plan and schedule weekly opportunities for all children across both playrooms to visit Lenzie Moss ❖ 2 to 3 room- develop front garden to enhance outdoor learning opportunities for children.			
All pupils will continue to have an opportunity to experience different media in order to support their digital skills development through play and enquiry.	❖ Staffing flexibility being used to raise staff awareness of Film and Screen Curriculum (5th Expressive Art) through demonstration lessons and team teaching ❖ Continue to embed digital learning through use of planning guidance ❖ Training will take place for **all** staff in order to introduce Stop	Film and Screen curriculum action plan Team teaching with Digital teacher lead p6/p7 Demonstration lessons at p6 and p7 SLT observations	September 26 October 26 and throughout the year	

	Motion animation within the classroom. ❖ Digital leaders will continue to support **all** classes across the school.	Pupil focus group discussions Digital leaders (p6/p7 only) feedback Ongoing Evaluation End of year evaluation and next steps	 May 27	
All staff continuing to raise attainment in literacy and numeracy ensuring all learners make very good progress from their prior levels of achievement in literacy and numeracy . All learners can talk about their progress through a consistent of approach to self and peer assessment	❖ Re-visit features of high quality learning and teaching for literacy and numeracy (and wider curriculum) – Formative Assessment, Blooms Taxonomy, Metacognition, pupil participation ❖ Staff continue to engage with data analysis from NSA/GL/PIM to identify gaps ❖ Analysis of weekly teaching of literacy, numeracy, HWB. ❖ Embed use of Framework for Equity in Literacy with **all** staff	PRD CLPL Planning Guidance Class Forward plans Progression pathways Agreed classroom features Class observations Agreed AIFL approaches Minutes from learning and teaching meetings Pupil focus group feedback	PRD meetings week beginning 7.09.26 as per WTA Ongoing throughout the year	

Through and increase in staff confidence in moderation and assessment processes, attainment for learners noted as not on track will be raised by 3%.	❖ Staff will engage with ongoing training on the moderation cycle ❖ Staff will plan, deliver and evaluate differentiated support as part of stage planning ❖ Staff will moderate across stages as part of the February In-service day training with a focus on progression pathways and assessment data ❖ Staff to participate in jotter 'monitoring' across levels and stages to ensure consistency of teaching approaches and assessment methods	Participation in moderation as part of stage planning Professional dialogue related to observations/data Forward planning discussion at L, T & Assess meetings (termly with stage partners). Stage planning meetings. Moderation to ensure agreed levels and expectations. Tracking and ACEL data. Stage discussion of jotter feedback sheets	Moderation CLPL – September 25 January 26, February In-service 26, May 26 Ongoing throughout session/included in stage planning	
Learners are able to articulate their progress to key adults as they progress with their learning Almost all learners will have an increasing awareness of their learning journey and be able to accurately reflect on their skills and knowledge.	❖ CLPL session for staff for staff to review Personal Learning Plan format ❖ Learning and Teaching Committee to seek pupil views ❖ PT and staff working party to agree a skills based PLP format.	Staff working party Completed PLPs for session 26-27 Pupil feedback Parent feedback	Ongoing Sept 2026 – May 2027	
Targeted groups of learners, including those with the learner difference of dyslexia will show an increased pace of progress in literacy	❖ All staff engage with Module 1 dyslexia training as part of 35 hours PRD ❖ All staff are trained in the use of CLICKER and the resource use is included in part of the wider suite of strategies to support learner access to the curriculum and pupil progress	Pre/Post assessment data with targeted support group pupils – improvements in reading measured through: Professional dialogue using the benchmarks in tracking meetings with SLT, PM Benchmarking with EST	August 26 Oct, Jan, May tracking meetings	

	❖ iPads and associated accessibility features used consistently by all pupils with dyslexia ❖ Dyslexia friendly box of resources available in every room including colour overlays, reading strips, wider lined jotters, letter and number strips etc. ❖ PSAs are trained in targeted intervention ❖ PSA targeted intervention programme is drafted and timetabled across the year	Evidence of Staff confidence in supporting children with specific barriers to literacy PSA training programme PSA targeted intervention plans Evaluations of PSA interventions		
Learners, staff and Families have an understanding of the UNCRC rights of the child and their relevance in everyday life Increased opportunities to learn about Children's rights through the curriculum Increased leadership opportunities for pupils throughout the school	❖ UNCRC lead - action plan to achieve Gold award continues ❖ Build on School Rights Ambassador Group' ❖ Continue school familiarisation with UNCRC ❖ Introduce Blether Boards in all classes ❖ Continue to embed UNCRC articles into planning ❖ Rights Ambassadors will create a termly newsletter/SWAY ❖ Update and distribute 'Let's Talk About Rights' parent leaflet ❖ Learning Committee having a stand at parents' night ❖ Learning Committee leading workshop for parents/carers to show progress to date.	Pre and post school questionnaire survey for pupils, parents and staff All staff/classes continue to submit evidence for action plan including EDC Pupil forum engagement Newsletters School Facebook page	August 26-June 27	

	❖ Continue to develop our approach to The Cost of The School Day ❖ Continue to liaise with other schools to share good practice of being a RRS school. ❖ Introduction of ABCDE of Rights at assembly			
Children can share how they are included and valued and understand how their actions and those of others contribute to this. Staff can explain how rights respecting language shapes a positive learning environment Children know how young people can express their opinions and have been involved in decisions about their life in the EYC Children are involved in a range of activities to promote rights on a local and global scale.	❖ UNCRC lead - action plan to achieve Gold award continues ❖ Rights ambassadors will be reviewed and children will choose if they wish to be part of the rights group. ❖ Children will share current knowledge of rights and make links to nursery through group opportunities ❖ Children will vote for which articles they would like to learn about ❖ Buddy system' will continue to ensure more children are invited to weekly rights meetings ❖ Rights leaders will deliver training to staff to revisit UNCRC terminology and reflect on practice ❖ UNCRC training will be revisited with all staff ❖ Clear links to children's rights will be evident in planning/ floor books and child's voice and interests will be recorded	Weekly rights meetings Paths groups Voting systems- fundraising events/ spending of funds etc Floor books Self-evaluation Area audits UNCRC training modules Group time opportunities to share views Planning		

	and showcased throughout the playroom ❖ EDC foodbank collection ❖ World of work week ❖ Links with other centres			

East Dunbartonshire: Education Service

Framework for School Improvement Planning 2026 – 29

Section 3: Interventions for Equity: Pupil Equity Funding (PEF) not included in priorities 1-3					
Outcomes/Expected Impact: Outcomes for learners; targets; % change	**Tasks/Interventions for identified groups**	**Resources: Identify PEF allocation, staffing and resources that will be procured to support**	**Measures: Identify qualitative, quantitative, evaluative pre and post measures**	**Timescale(s): What are the key dates for implementation? Link to Outcomes**	**Progress: Identify progress and impact in narrowing the PRAG**
*All included above					

School PEF allocation 26/27: £__51450_____ Total PEF allocated in SIP £__51450_____ Underspend: £ _____

School Improvement Plans should be emailed to the link Quality Improvement Officer by Thursday 18 June 2026.