

Section 1: School Information and Improvement Plan Priorities	
School/Establishment	Craigdhu Primary School
Head Teacher	Lesley Davidson

School Statement: Vision, Values & Aims and Curriculum Rationale
<p>Craigdhu Primary School is a non-denominational school situated in Milngavie. Our school website celebrates our pupils and our fantastic facilities. Information about our Vision, Values and Aims are available on our website: www.craigdhu.e-dunbarton.sch.uk</p> <p>We have high levels of attainment with almost all pupils in P1 achieving early level, almost all pupils in P4 first level and with almost all pupils in P7 achieving second level across all curricular areas. We have a few children receiving FME (free meal entitlement). The majority of pupils live within deciles 9 & 10 with no pupils in deciles 1 & 2.</p> <p>Parents are extremely supportive of the school. There is a very active and enthusiastic PTA which holds many events throughout the year. Our parent council are committed to representing the parent forum and are proactive in enhancing partnership.</p>

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	Looking Forwards – 3 Year Improvement Plan Priorities		
	Bullet point key priorities for the next 3 years		
Session	2024/25	2025/26	2026/27
Priority 1	Raising attainment in Reading (Y3)	Play into Enquiry Based Learning(Y3)	
Priority 2	Play into Enquiry Based Learning (Y2)		
Priority 3			

Section 2: Improvement Priority 1	
School/Establishment	Craigdhu Primary School
Improvement Priority 1	Raising attainment in Reading
Person(s) Responsible	Julie Ryman (DHT) & Lindsay Matthews (PT) in collaboration with reading working party.

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
Delete / copy as required	Delete / copy as required	Delete / copy as required	Delete / copy as required
Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children	curriculum and assessment school improvement performance information	QI 3.2 Raising attainment and achievement QI 2.3 Learning, Teaching & Assessment Choose an item.	Improvement in attainment in literacy and English Improvement in attainment in literacy and English Choose an item.

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Improvement in attainment, particularly in literacy and numeracy.			
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Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
<ul style="list-style-type: none"> Teaching staff to lead developments through working parties. 0.2 ASN support to be used with identified pupils. 	<ul style="list-style-type: none"> Training on in-service days and collegiate sessions. Embed new reading pathway in P4-7, continuing on from P1-3 	<ul style="list-style-type: none"> Share the learning sessions – reading. Continued use of forms for feedback. Reading cafes across the school. Book week & Reading Schools associated activities. Continued support from PC & PTA Pupil based SIP with parental voice.
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
<p>Professional Reading Trios:</p> <ul style="list-style-type: none"> Power Up Your Pedagogy: Bruce Robertson Challenging Learning through Questioning: James/Jill Nottingham Challenging Learning through Feedback: James/Jill Nottingham Visible Learning Feedback: John Hattie Teach Like A Champion: Doug Lemov 	<ul style="list-style-type: none"> Inclusive education LGBT education 	<ul style="list-style-type: none"> Continued support across school for pupils identified with reading attainment gaps. PM benchmarking / reading assessments to support. Reading Record, including cue analysis. Baseline and post assessment for phonics and spelling in line with phonics into spelling Craigdhu guidelines. Ongoing continuous assessment aligned with appropriate benchmarks. Developmentally appropriate comprehension assessments to

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<ul style="list-style-type: none"> Effective Observation leading to Effective Assessment: Education Scotland 		developed in line with benchmarks/Es&Os
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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	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?	
<ul style="list-style-type: none"> All learners will benefit from an embedded clear progressive and consistent whole school approach to developing reading, phonic and spelling skills. 	Working party to: <ul style="list-style-type: none"> Put practice into policy SLT and CT's to track and evaluate pace and value added. Create book bags eg. Authors and share inclusive / LGBT education resources with staff at age appropriate. 	<ul style="list-style-type: none"> Staff audit of Craigdhu reading and grammar guidance. Tracking of baseline and post assessment results. Quality assurance. Review assessments currently in place and provide more choice for each level. 	<ul style="list-style-type: none"> All staff (October 2024 Inset 3) Baseline (Aug 2024 all cohorts) Post assessment March 2025 	
<ul style="list-style-type: none"> All dyslexic learners will benefit from up-levelled staff understanding following training. 	<ul style="list-style-type: none"> Appropriate resources will be available such as reading pens, talking tools, clicker and dyslexic texts. Introduce class libraries including books for dyslexic readers to ensure appropriate 	<ul style="list-style-type: none"> Tracking of dyslexic learners to ensure support is appropriate and impactful. 	<ul style="list-style-type: none"> June 2025 	

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	personal choice for all pupils.			
<ul style="list-style-type: none"> Pupils will benefit from co-creating their own targets which link to summative and formative assessments. Feedback from teachers should reflect targets and include next steps in learning. 	<ul style="list-style-type: none"> Staff development from the working party recommendations to ensure a stage appropriate and consistent approach to feedback in jotters. 	<ul style="list-style-type: none"> Jotter observations. Learner conversations. Pupil focus groups. 	<ul style="list-style-type: none"> June 2025 	

**Duplicate tables as required for each priority*

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Section 2: Improvement Priority 2	
School/Establishment	Craigdhu Primary School
Improvement Priority 2	Play into Enquiry Based Learning (Y2)
Person(s) Responsible	Who will be leading the improvement? Who will they collaborate with? Lesley Davidson (HT) & Helen Crossey (PT)

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
<p>Delete / copy as required</p> <p>Placing the human rights and needs of every child and young person at the centre Choose an item. Choose an item.</p>	<p>Delete / copy as required</p> <p>school improvement parent / carer involvement and engagement Choose an item.</p>	<p>Delete / copy as required</p> <p>QI 2.2 Curriculum QI 3.3 Increasing creativity and employability QI 3.1 Wellbeing, equality & inclusion</p>	<p>Delete / copy as required</p> <p>Placing the human needs and rights of every child and young person at the centre of education Choose an item. Choose an item.</p>
Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement	
<ul style="list-style-type: none"> Whole staff CLPL on Better Movers Thinkers (LD) CLPL – The Circle (SLT) CLPL – Feedback and skills in enquiry train the trainer model (HC) 	<ul style="list-style-type: none"> Time – In-service and collegiate sessions for whole staff development. 	<ul style="list-style-type: none"> Parent feedback feeding into SIP Raising awareness of The Circle under our ongoing inclusion work. 	
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation	
<ul style="list-style-type: none"> Whole staff training BMT & The Circle Teaching staff professional reading (see above) 	<ul style="list-style-type: none"> Circle framework to support all pupils and integrate into ASN support as appropriate. BMT pedagogical approach 	<ul style="list-style-type: none"> CT cover for staff training 	

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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	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?	
<ul style="list-style-type: none"> Through play into enquiry, continue to promote and sustain inclusion for all pupils. 	<ul style="list-style-type: none"> Work through maintenance of gold rights respecting school award and LGBT charter. 	<ul style="list-style-type: none"> Pilot school for LGBT charter Continue to maintain RRS gold award 	<ul style="list-style-type: none"> June 2025 	
<p><u>P4-7</u></p> <ul style="list-style-type: none"> Sustain enquiry pedagogy and explicitly teach skills for all learners to take leadership. 	<ul style="list-style-type: none"> All teaching staff will use the Craigdhu meta-skills framework to track skills. Devise and implement further training to ensure pedagogical progress, embedding the teaching model of teacher led, teacher initiated and child led, Focus on pedagogical folder considering observation, questioning and feedback to benefit all learners. Evaluate through observation progression of skills and conceptual 	<ul style="list-style-type: none"> Qualitative data will be collected through observation of sample group to inform next steps in learning. Quantitative data will be collected through responsive planning against e's and o's and benchmarks. Quantitative data will be recorded and analysed through the Craigdhu meta-skills tracker with a clear link to the development of the 4 capacities for all learners. 	<ul style="list-style-type: none"> Create Craigdhu's meta skills framework tracker. Aug'24 Ongoing Oct '24 / Jan '25 / April '25 	

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	<p>understanding of all learners.</p> <ul style="list-style-type: none"> • Explicitly teach skills for all learners to take leadership including a clear understanding of the link to the 4 capacities. • Continue adapting planning responsively in order to ensure equity for all. 	<ul style="list-style-type: none"> • Evaluative pre and post data will be collect through the Metacognitive Awareness Inventory from a sample group in each stage from P4-7. • Observations to take place throughout the enquiry cycle process. 		
<p><u>P1-3</u></p> <ul style="list-style-type: none"> • Build knowledge and skills with all P1-3 pupils in order to enable independence in leading learning. • Evaluate and adapt responsively to the P1-P3 enquiry planners ensuring equity for all. • All learners will be able to articulate their social language to discuss their groups and learning. 	<ul style="list-style-type: none"> • All teaching staff will use the Craigdhu meta-skills framework to track skills. • Train the trainer model to ensure all staff have an understanding of the enquiry principles into practice. • Devise and implement further training to ensure pedagogical progress embedding the teaching model of teacher led, teacher initiated and child led. 	<ul style="list-style-type: none"> • Qualitative data will be collected through observation of sample group to inform next steps in learning. • Quantitative data will be collected through responsive planning against e's and o's and benchmarks. • Evaluative pre and post data will be collect through the Jr Metacognitive Awareness Inventory from a sample group in each stage from P4-7. 	<ul style="list-style-type: none"> • Oct '24 • Jan'25 • May'25 	

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<ul style="list-style-type: none"> Continue to develop learning progression walls in all P1-3 classrooms to support learners in evaluating their own progress in their learning. 	<ul style="list-style-type: none"> Focus on pedagogical folder considering observation, questioning and feedback to benefit all learners. Evaluate through observation progression of skills and conceptual understanding of all learners. All learners will be trained to evaluate their learning through the learning progression wall. 	<ul style="list-style-type: none"> Complete informative learning progression walls to impact pupil / teacher learning conversations and observations to inform next steps in learning. Observations to take place throughout the enquiry cycle process. 		
<ul style="list-style-type: none"> All staff will use observations to make accurate judgements to support children's learning. This will form a key part of responsive planning. 	<ul style="list-style-type: none"> Use of narrative & sampling methods of observations for all pupils. Following CLPL training last session, supportive booklets have been provided to all staff. 	<ul style="list-style-type: none"> Observations will inform holistic judgement of the child's progress and be part of ongoing contextual assessment. 	<ul style="list-style-type: none"> Audit Inset day 3 & Inset 5 Collegiate working party sessions. 	
<ul style="list-style-type: none"> All pupils will have an opportunity to experience different media in order to support their digital skills development 	<ul style="list-style-type: none"> Training will take place for all staff in order to facilitate use of Thinglink within the classroom. 	<ul style="list-style-type: none"> Thinglink shared with parents and wider community in order to raise awareness of learning. 	<ul style="list-style-type: none"> October 2024 June 2025 	

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through play and enquiry.	<ul style="list-style-type: none"> 1 PT will lead the pilot of the Film & Screen curriculum to link with enquiry and developing the young workforce. PT will feedback to Education Scotland. Digital leaders will continue to support all classes across the school. 	<ul style="list-style-type: none"> Sustain our digital schools award. 		
<ul style="list-style-type: none"> All staff will be trained in the pedagogy underpinning Better Movers Thinkers (BMT). This will connect directly with the metacognitive skills being developed in Play into Enquiry. All learners executive function skills will be further developed by engaging in the process of learning. The evaluation process will be applied to all aspects of the learners' engagement, (physical, cognitive and personal) 	<ul style="list-style-type: none"> SALS (benchmarks) will be used by all staff to help construct Learning Intentions All staff will use the resource base of scaffolding practices (Ed Scotland) to support learner's development of skills and attributes. Focus upon the learning process, supported through observation will increase learner engagement. Instruction given once and 'solutions to problems' being 	<ul style="list-style-type: none"> Ed Scotland BMT Resource pack will be shared with all staff. Ferre Laevers will be used by all staff to measure learner engagement. Training for all staff provided by LD. 	<ul style="list-style-type: none"> INSET 2 WTA (ongoing) INSET 4 Audit Jan'25 	

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and will include formative assessment.	encouraged will develop executive functions.			
<ul style="list-style-type: none"> All teachers will further develop targets in line with pupil feedback and next steps in learning to ensure that pupils can confidently share their learning. 	<ul style="list-style-type: none"> Staff to work together in order to devise a consistent approach across Craigdhu Primary. 	<ul style="list-style-type: none"> Working party action plan. 	<ul style="list-style-type: none"> Ongoing 	
<ul style="list-style-type: none"> Improved classroom environments for all pupils through use of CICS to evaluate the classroom environment. 	<ul style="list-style-type: none"> All teaching staff to use CICS in trios to critically analyse classrooms. 	<ul style="list-style-type: none"> Responsive changes made to classroom environment as a result of self-evaluation and trio feedback. 	<ul style="list-style-type: none"> Jan 2025 	

**Duplicate tables as required for each priority*

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Section 3: Interventions for Equity: Pupil Equity Funding (PEF) not included in priorities 1-3					
Outcomes/Expected Impact	Tasks/Interventions	Resources	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	Health & Wellbeing, Literacy and Numeracy interventions for identified groups	Identify PEF allocation, staffing and resources that will be procured to support	Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	Identify progress and impact in narrowing the PRAG
<ul style="list-style-type: none"> Leadership of Learning across the school community. Improved pedagogy in enquiry learning and teaching. Through effective enquiry based concepts we will facilitate creative and independent thinkers who are knowledgeable of and value the world around them. This will develop lifelong learning skills linked to the world of work. Narrow the attainment gap within expected level between those on track and those 	<ul style="list-style-type: none"> Through staff training and increasing confidence in the pedagogy, all staff will be able to develop their own planners. Train the trainer model used to increase capacity and ensure sustainability Using triangulated attainment data to identify targeted learners who are on track but require further challenge. 	<ul style="list-style-type: none"> £11,025 0.2 teacher (temp contract) Sep-March £8460 	<ul style="list-style-type: none"> Evaluation in 4 capacities and 5 skills for all learners L&T observations INSET 2/3/5 Analysis of attainment data Timed/measured interventions in L&T within identified benchmarks. 		

exceeding expectations					
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School PEF allocation 23/24: £__11 025_____ Total PEF allocated in SIP £__8460_____ Underspend:
£ 2565_____