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**Framework for School Improvement Planning 2025/26**

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| Section 1: School Information and 3 Year Improvement Plan Priorities | |
|---|---|
| School/Establishment | **Craigdhu Primary School** |
| Head Teacher | **Julie Ryman (Acting)** |
| Link QIO | **Karen Oppo** |

| School Statement: Vision, Values & Aims and Curriculum Rationale |
|---|
| Visions, Values & Aims - Craigdhu Primary<br>Curriculum rationale<br>Curriculum - Craigdhu Primary |

| | Looking Forwards – 3 Year Improvement Plan Priorities<br>Bullet point key priorities for the next 3 years | | |
|---|---|---|---|
| **Session** | **2025/26** | **2026/27** | **2027/28** |
| **Priority 1** | Play into Enquiry (P1-7) Year 2 | Play into Enquiry (P1-3) Year 3 | |
| **Priority 2** | HWB: The Circle - Year 2 | HWB: The Circle - Year 3 | |
| **Priority 3** | | | |

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| Section 2: Improvement Priority 1 | |
|---|---|
| **School/Establishment** | **Craigdhu Primary School** |
| **Improvement Priority 1** | **Play into Enquiry Year 3 for P4-7 and Year 2 for P1-3** |
| **Person(s) Responsible** | **Acting DHT and Staff 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 |
| Placing the human rights and needs of every child and young person at the centre | school improvement parent / carer involvement and engagement | QI 2.2 Curriculum QI 3.1 Wellbeing, equality & inclusion Q! 3.3 Increasing creativity and employability | Placing the human needs and rights of every child and young person at the centre of education |
| Choose an item. Choose an item. | Choose an item. | | Choose an item. Choose an item. |

| **Opportunities for Leadership** | **Resource Requirements** | **Parental Engagement and Involvement** |
|---|---|---|
| • Teacher led through working parties.<br>• PT to continue to develop film & screen through enquiry | • Time – In-service and collegiate sessions for whole staff development. | • Parent feedback feeding into SIP groups<br>• Further opportunities for parents share the learning and engage in enquiry showcase events<br>• Develop parental understanding of the curriculum |

| **Professional Learning** | **Interventions for Equity** | **Pupil Equity Funding (PEF) Allocation** |
|---|---|---|
| • Whole staff training of pupil voice and leadership through trios including consistent feedback for pupils<br>• Continue staff training on specific strategies linked to enquiry<br>• Teaching staff professional reading – see SIP below | • Continued support to ensure classrooms are zoned in different metacognitive learning styles<br>• Appropriate supports in place as identified for pupils | • CT cover for staff training<br>• CT cover for supporting differentiation in learning |

| Outcomes/Expected Impact | Tasks/Interventions | Measures | Timescale(s) | Progress |
|---|---|---|---|---|

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| 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? | |
|---|---|---|---|---|
| • Through play into enquiry, continue to promote and sustain inclusion for **all** pupils. | • Work towards Sustainable Rights Respecting Schools gold award | • Continue to maintain RRS gold award and work towards new Sustainability award | • June 2026 | |
| **P4-7**<br><br>• Sustain enquiry pedagogy and explicitly teach skills for **all** learners to take leadership. | • **All** teaching staff will use the Craigdhu meta-skills framework to track skills.<br>• Devise and implement further training to ensure pedagogical progress, embedding the teaching model of teacher led, teacher initiated and child led,<br>• Evaluate through observation progression of skills and conceptual understanding of **all** learners.<br>• Explicitly teach skills for **all** learners to take leadership including a clear understanding of the link to the 4 capacities.<br>• Continue adapting planning responsively in order to ensure equity for **all**.<br>• **All** learners will be trained to evaluate their learning through the learning progression wall. | • Qualitative data will be collected through observation of sample group to inform next steps in learning.<br>• Quantitative data will be collected through responsive planning against e's and o's and benchmarks.<br>• 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.<br>• Observations to take place throughout the enquiry cycle process and brought to Teaching and Learning meetings.<br>• Complete informative learning progression walls to impact pupil / teacher learning conversations and | • Ongoing<br><br>• Tracker by Nov '25, Mar '26, May '26<br><br>• Learning and Teaching Meetings Sep '25, Jan '26, May '26. | |

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| | | observations to inform next steps in learning. | | |
| **P1-3**<br><br>• Embed knowledge and skills with **all** P1-3 pupils in order to increase independence in leading learning.<br>• Evaluate and adapt responsively to the P1-P3 enquiry planners ensuring equity for **all.**<br>• **All** learners will be able to articulate their social language to discuss their groups and learning.<br>• Continue to develop learning progression walls in **all** P1-3 classrooms to support learners in evaluating their own progress in their learning. | • **All** teaching staff will use the Craigdhu meta-skills framework to track skills.<br>• Continued self-evaluation to ensure **all** staff have an understanding of the enquiry principles into practice.<br>• All staff ensure to adapt and plan responsively in order to ensure equity for **all**.<br>• Evaluate through observation progression of skills and conceptual understanding of **all** learners.<br>• **All** learners will continue to evaluate their learning through the learning progression wall. | • Qualitative data will be collected through observation of sample group to inform next steps in learning.<br>• Quantitative data will be collected through responsive planning against e's and o's and benchmarks.<br>• Complete informative learning progression walls to impact pupil / teacher learning conversations and observations to inform next steps in learning.<br>• Observations to take place throughout the enquiry cycle process. | • Tracker by Nov '25, Mar '26, May '26<br><br>• Learning and Teaching Meetings Sep '25, Jan '26, May '26. | |
| • **All** 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. | | |

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| • **All** pupils will continue to have an opportunity to experience different media in order to support their digital skills development through play and enquiry. | • Continue to embed digital learning through Enquiry.<br><br>• Training will take place for **all** staff in order to introduce Stop Motion animation within the classroom.<br><br>• Digital leaders will continue to support **all** classes across the school. | • Continue to share learning with parents and wider community in order to raise awareness of our school and learning.<br><br>• Sustain our digital schools award. | • October 2025 | |
| • **All** teachers will consolidate use of targets in line with pupil feedback and next steps in learning to ensure that pupils can confidently share their learning. | • Staff to ensure learning conversations with pupils linked to key learning.SLT to use HGIOURs questions to facilitate pupil focus groups to ensure pupils have a clear understanding of their next steps in learning. | • Working party action plan. | • June 2026/ongoing | |
| **Family Learning: Engagement and Involvement**<br><br>• Staff develop a whole-school approach to include parental engagement and involvement. | • All staff trained in the 'Engaging Parents and Families' Education Scotland toolkit<br>• All staff aware of difference between engagement and involvement<br>• Staff engage in self-evaluation of current practice in order to develop a consistent approach agreed collegiately for each stage. | • In-set training<br>• Staff, parent and pupil questionnaires<br>• Parental feedback from events/parent consultations pre and post | • May 2025<br><br>• September 2025 | |

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| Section 2: Improvement Priority 2 | |
|---|---|
| School/Establishment | Craigdhu Primary School |
| Improvement Priority xxx | Improvement of Wellbeing and Equity through Implementation of the CIRCLE Framework (Year 2) |
| Person(s) Responsible | Principal Teacher and Working Party. |

| NIF Priority | NIF Driver | HGIOS 4 QIs | EDC Service Plan 2023-26 |
|---|---|---|---|
| • Placing the human rights and needs of every child and young person at the centre<br>• Closing the attainment gap between the most and least disadvantaged children<br>• Improvement in children and young people's health and wellbeing | • School leadership<br>• Teacher professionalism<br>• School improvement | • QI 3.1 Wellbeing, equality & inclusionThemes: Wellbeing; fulfilment of statutory duties; inclusion and equality<br>• QI 2.4 Personalised SupportThemes: Universal support; targeted support; removal of potential barriers to learning<br>• QI 1.1 Self-evaluation for self-improvement<br>• QI 2.7. (Partnerships) Themes: The development and promotion of partnerships; collaborative learning and improvement; impact on learners. | • Placing the human needs and rights of every child and young person at the centre of education<br>• Closing the attainment gap between the most and least disadvantaged<br>• Improvement in children and young people's mental health and wellbeing |

| Opportunities for Leadership | Resource Requirements | Parental and Carer Engagement and Involvement |
|---|---|---|
| • Teacher Leadership related to meeting individual pupil needs as part of classroom practice.<br><br>• Pupil Empowerment, Inclusion of pupil voice in relation to individual target setting and identification of appropriate support strategies through SIP groups.<br><br><br>• CIRCLE Advisor to share learning with all practitioners | • Time – see collegiate calendar for SIP and Working Time Agreement/Staff meetings/Working Parties/Professional Trios and Inservice Days/Personal professional development time.<br><br>• Cover costs for staff undertaking any leadership responsibility that requires release from class.<br><br>• CIRCLE Framework tools: CIRCLE resource to support Inclusive Learning and Collaborative Working (Primary) \| Resources \| Education Scotland<br><br>• Education Scotland Training videos | • Parent and Carer Council ongoing involvement in feeding back parent views at meetings.<br><br>• Parental Engagement-Use of Participation Scale and Parental Postcards through Case Study approach to support individual learners<br>• Parental questionnaire pre- and post- Circle |
| **Professional Learning** | **Interventions for Equity** | **Pupil Equity Funding (PEF) Allocation** |
| • Whole staff/ Teaching staff CLPL/Working Parties (Inservice Days/ collegiate hrs).<br><br>• Professional reading/ viewing online materials<br><br>• Quality assurance processes, Peer/ SMT/professional discussions | • The Circle Framework as a strategy to support individual pupils looking at Targeted supports within all schools. | • CT cover for staff training and time to work with support staff on specific strategies for pupils<br>• CT cover to support individuals and groups through observations and implementations of strategies |

| Outcomes/Expected Impact | Suggested Tasks/Interventions | Suggested Measures- Linked to quality assurance data | Timescale(s) | Progress |
|---|---|---|---|---|
| Outcomes for learners; targets; % change | Activities in Working Time Agreement, Professional Learning<br><br>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? | |
| • All children and young people's needs and behaviours will be better understood and supported through increased staff understanding of inclusion and additional support needs. | • Expanding on CIRCLE Framework at Aug Inservice, specifically Participation Scale and associated supports for all staff.<br>• Circle advisor PLC sessions throughout the year fed back to school staff<br>• Parent and Pupil consultation shows that targeted groups of learners have an increased involvement in identification of strategies and supports that they can access within their learning environment. | • Staff feedback from the initial introduction session highlights areas for development within CIRCLE Action plan.<br>• Staff pre and post training assessment of knowledge and skills –<br>• Staff share strategies through trio groups and feedback at staff meetings.<br>• Staff to engage in CLPL through language & communication Teams page in order to explore further strategies to support pupils.<br>• SLT to meet CTs to decide on focus children and focus learning through ASN meetings / FP meetings.<br>• Staff Trios focus on these plans and improvements<br>• Pupil Voice tools/ pupil forum – | • August Inservice Day<br><br>• August 25 & June 26<br><br>• June 26 | |

| | | | | |
|---|---|---|---|---|
| | | • Staff Trios to work with pupil focus group to include Pupil Voice in future plans<br>• Learner conversations between parents and pupils ahead of parents meetings.<br>• Pupils sharing their learning with parents and the wider community through enquiry.<br>• Professional reading: 'Challenging learning through dialogue' by James Nottingham<br>• Orbis Education – supporting parents to mirror strategies used in school to further support health and wellbeing. | | |
| • Improved Classroom Environments for Children:<br>• Teachers make use of CICS (Circle Inclusive Classroom Scale) to evaluate and adapt classroom environment | • Staff use CICS individually and with a supportive peer to critically analyse classrooms - this is done through working parties / trio groups with a focus on literacy. | • Reflections with colleagues and changes made to classrooms as a result of self-evaluation using CICS- and Action Plan<br>• Moderation and evaluation evidence shows increase in universal level supports available to all learners | • May 26 | |

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| • Improved implementation of personalised support<br>• Teachers will support improved participation of individual learners through analysis of Participation Scale (CPS) and associated skills and strategies<br>• Class teachers will be able to work alongside staff with specific support for learning remits to complete a more detailed assessment of needs when required.<br>• Focus on Framework for Equity in Literacy | • Staff use CPS to identify individual learners' strengths and areas for development<br>• Staff will identify and implement further strategies to enhance pupil skills in collaboration with Parent/carer and individual children and young people<br>• Staff use CPS alongside formative and summative assessment to identify individual learners' strengths and areas for development<br><br>• Identify strategies from the Framework to be put in place to support pupils. | • Completion of pre and post participation scale through a case study approach – completed at inservice day 2 and 5.<br>• This will be supported through PEF funding 1 day per week Sept – March. CT will support ASN with identified pupils and engage with both CT and support staff<br>• SLT observations to focus on Framework for Equity in Literacy.<br>• Trio groups focus on visible feedback with professional reading 'Visible learning Feedback' by John Hattie and Shirley Clarke | • By June 26 |
| • Views of parents/carers and learners will be used to inform the assessment process and to develop a shared understanding of successful support strategies | • Use of parent postcard approach with case study pupils | • Parent and pupil consultation and feedback<br>• Parent response from report cards.<br>• Evaluation during parents' night. | |
| • All learners will experience improved approaches for Supporting Children and Young People using the Circle Framework | • All staff implement appropriate interventions with consideration of CICS & Skills, Supports and Strategies outlined in Circle Framework | • Reflections with colleagues and changes made to classroom practice as a result of self-evaluation using CICS action plan and CPS | • Term 3<br>• By June 26 |

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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 |
| • Continuing to raise attainment in literacy and numeracy.<br>• Raising awareness of Framework for Equity in Literacy with **all** staff.<br>• Improved strategies in place to support ASN pupils within school and supporting pupils to share their strategies. | • 1 day per week a member of staff will support identified pupils with literacy and numeracy strategies. This will include working with CT & support staff to ensure a consistent approach and raise attainment through awareness of strategies. | • 0.2 teacher (temp contract) Sep-March<br><br>• £9025 | • L&T observations<br>• Analysis of attainment data<br>• Timed/measured interventions in L&T within identified benchmarks. | • Fact, story, action learning and teaching meetings.<br>• Tracking through skills planner. & attainment tracker. | • Staff can **all** discuss strategies and are developing equity within literacy. |
| • Support parent involvement in the school community through Orbis Education and their engagement with school through raised awareness of their pupils H&W needs. | • Orbis Education – supporting parents to mirror strategies used in school to further support health and wellbeing. | • £2000 | • 5x evening sessions with parents -plan and prep - £1500<br>• 2 support sessions for HT and value analysis - £500<br>• Total - £2000 | • Questionnaires – pre / post.<br>• Parents evening questionnaires.<br>• Orbis analysis with AHT.<br>• PC input. | |

School PEF allocation 25/26: £11025.00    Total PEF allocated in SIP £10,820    Underspend: £ 205

School Improvement Plans should be emailed to the link Quality Improvement Officer by Monday 16 June 2025.