



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.

Framework for School Improvement Planning 2026 – 29

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

School Statement: Vision, Values & Aims and Curriculum Rationale
Link to school website. http://www.craigdhu.e-dunbarton.sch.uk/school-info/visions-values-aims/
Current Standards & Quality Report
http://www.craigdhu.e-dunbarton.sch.uk/school-info/standards-quality-report/

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

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Section 2: Improvement Priority 1			
School/Establishment	Craigdhu Primary		
Improvement Priority 1	Wellbeing & Inclusion		
Strategic Leads	Julie Ryman (AHT) & Helen Crossey (ADHT)		
Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	HGIOS 4 QIs
Equity & Opportunity	Priority 6: Wellbeing & Inclusion	Improvement in children and young people's health and wellbeing	QI 3.1 Wellbeing, equality & inclusion QI 2.4 Personalised Support

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
- Teacher Leadership to develop emotional coaching approach in class - Pupil Empowerment, Inclusion of pupil voice in relation to individual target setting and identification of appropriate support strategies through SIP groups - CIRCLE Advisor to support embedding of learning with all staff	- Time – see collegiate calendar for SIP and Working Time Agreement/Staff meetings/Working Parties/Professional Trios and Inservice Days/Personal professional development time. - Cover costs for staff undertaking any leadership responsibility that requires release from class.	- Parent and Carer ongoing involvement in feeding back parent views at meetings. - Parental Engagement-Use of Participation Scale and Parental Postcards through Case Study approach to support individual learners
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
- Whole staff / Teaching staff CLPL Inservice Days / collegiate hours - Professional reading / viewing online materials / Outreach Teams page	social & emotional wellbeing early intervention & prevention	

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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 teachers will continue to track progress of pupils considering both support and challenge.	- Develop policy to demonstrate support for ASN / Challenge - Continue to develop assessment for literacy and numeracy to ensure a consistent approach across stages.	Qualitative data recorded through observation and tracking as well as policy development.	Nov – 2026 May – 2027 (review)	
Develop a shared approach to enable all pupils to discuss and understand their emotions	- Consistent use of visuals across the school - Continue to develop the classroom environment around ASN needs considering Zones of Regulation.	Observation and pre evaluation of resources and post evaluation of impact.	ongoing	
All stakeholders should continue to sustain a whole school approach to Rights Respecting Schools	- Assembly links to rights - Pupil voice through SIP groups - Pupil forum - Develop sustainable goals connected with rights	Pupils demonstrate this through learning conversations.	Nov, Feb and June 2027.	
Continue to embed the school Vision Values & Aims with all stakeholders	- Promote positive behaviour management and inclusion within school and the wider the community - Assemblies linked to VVA	Through evaluation, the school environment has been developed so the VVA are visual and impactful. This will be measured through the behavioural blueprint discussions in classes.	Ongoing.	

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All staff continue to develop tracking a level in the tracker. Develop policy to align.	• All teaching staff can demonstrate what challenge looks like for pupils and evidence 6 months ahead of track.	• Pre evaluation on in service day of expectation constructed with staff. • Post monitoring to adapt as required. • Policy developed in line.	August, Nov, May 2027	
All staff will strengthen implementation of personalised support All teachers will support improved participation of individual learners through analysis of Participation Scale (CPS) and associated skills and strategies All class teachers work with support staff to provide appropriate remits to effectively support learners	• Staff use CPS to identify individual learners' strengths and areas for development • Staff will identify and implement further strategies to enhance pupil skills in collaboration with Parent/carer and individual children and young people • Staff use CPS alongside formative and summative assessment to identify individual learners' strengths and areas for development • Identify strategies from the Literacy 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. • 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 • SLT observations to focus on Framework for Equity in Literacy.		

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Section 2: Improvement Priority 2	
School/Establishment	Craigdhu Primary School
Improvement Priority 2	Pedagogy & Meta-Skills
Strategic Leads	Julie Ryman (AHT) & Helen Crossey (ADHT)

Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	HGIOS 4 QIs
Learning & Teaching	Priority 2: Learning & Teaching Priority 7: Skills for Learning, Life & Work	Placing the human rights and needs of every child and young person at the centre	QI 2.3 Learning, Teaching & Assessment Q! 3.3 Increasing creativity and employability

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
- SLT led through working parties: P1-3 - PT to continue to develop film & screen through enquiry	Time – In-service and collegiate sessions for whole staff development	- Parent feedback feeding - Further opportunities for parents share the learning and engage in enquiry showcase events - 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 - Continue staff training on specific strategies linked to enquiry - Teaching staff professional reading – see SIP below	high quality learning experience	- CT cover for staff training - CT cover for supporting trio visits

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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
P1-7 Sustain enquiry pedagogy and explicitly teach skills for all learners to take leadership.	All teaching staff will use the Craighdu meta-skills framework to track skills. All staff devise and implement further training to ensure pedagogical progress, embedding the teaching model of teacher led, teacher initiated and child led,	- Qualitative data will be collected through observation of sample group to inform next steps in learning. - Quantitative data will be recorded and analysed through the Craighdu meta-skills tracker with a clear link to the development of the 4 capacities for all learners. - SLT observations to take place throughout the enquiry cycle process and brought to Teaching and Learning meetings.	- Ongoing - Tracker by Nov '26, Mar '27, May '27 - Learning and Teaching Meetings Sep '26, Jan '27, May '27.	
All P1-P3 Staff will Implement enquiry pedagogy, skills tracking and pupil voice.	- Create a progression from P1 to P3 looking at the 13 social language skills to record pupil voice and responsive planning. - Adapt and finish creating planner for P2 and P3 ensuring curriculum areas covered.	- Complete informative learning progression walls to impact pupil / teacher learning conversations and observations to inform next steps in learning. - Progression wall evidenced in forward	- Ongoing - Learning and Teaching	

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	• P1 to look at adapting the planner considering the early year curriculum and subjects area covered in P2 –P3. • Continue to embed the progression wall to promote pupil voice and evidence the curriculum. • Look at the progression of play and how it is adapted for challenge. • Continue to develop the planners with an overview for the literacy and Health and wellbeing links, which are covered each term in the different enquiries.	planner including pupil voice. • Qualitative data will be collected through observation of sample group to inform next steps in learning. This will support planning to be adapted for ASN. • Teachers have pre - evaluated their enquiries from session 2025/2026 planning will be adapted against curriculum documents.	Meetings Sep '26, Jan '27, May '27. • Working party meetings 1.5 hrs each : Aug 2026 x 2 Oct – Nov x 2 Jan – Feb x 3 March – May x2 Completed by June 2027.	
All P4-P7 Staff will Sustain Enquiry Based Learning, develop the environment and align pupil voice.	• Adapt planners for ASN support and resource considering the P1-P3 enquiries for support. • 4 capacities and their link to the Meta skills progression developing a consistent approach across P4-P7 • Continue to develop the planners with an overview for the literacy and Health and wellbeing links, which are covered each term in the different enquiries.	• Qualitative data will be collected through observation of sample group to inform next steps in learning. This will support planning to be adapted for ASN. • Teachers have pre - evaluated their enquiries from session 2025/2026 planning will be adapted against curriculum documents. • Quantitative data will be collected through responsive planning	• Learning and Teaching Meetings Sep '26, Jan '27, May '27. • Working party meetings 1.5 hrs each : Aug 2026 x 2 Oct – Nov x 2 Jan – Feb x 3 March – May x2 • Completed by June 2027.	

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	• Develop the young workforce by contacting specialist to speak to the classes considering – STEM ambassadors. • Explicitly teach skills for all learners to take leadership including a clear understanding of the link to the 4 capacities. Create a consistent display across stages.	against curriculum documents. • 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.		
P1-P7 Professional Learning to impact pupil voice.	• Trios will be formed within the working parties to ensure that there is a connection between development work and practice.	• Pre evaluation of pupil voice and enquiry pedagogy. This will form the focus for the professional reading and observation.	• Completed by June 2027	
• 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. • Training will take place for all staff in order to introduce Stop Motion animation within the classroom. • 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. • Sustain our digital schools award.	• Ongoing	
Family Learning: Engagement and Involvement	• All staff continue with agreed policy for parental engagement and involvement.	• Staff, parent and pupil questionnaires • Parental feedback from events/parent consultations pre and post	• August 2026 • May 2027	

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Embed the Parental Engagement and Involvement policy within school.	Parental resources to be shared with all staff and on the website for parental access.			
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. Triangulate with learning conversations.	All 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.	SLT complete pupil voice groups using HGIOURs questions. This will be feedback to staff.	Ongoing.	

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
- Continuing to raise attainment in literacy and numeracy. - Raising awareness of Framework for Equity in Literacy with all staff. - Improved strategies in place to support ASN pupils within school and	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	0.2 teacher (temp contract) Sep-March £10320 30 days x £344	- L&T observations - Analysis of attainment data - Timed/measured interventions in L&T within identified benchmarks.	- Fact, story, action learning and teaching meetings. - Tracking through skills planner. & attainment tracker.	Staff can all discuss strategies and are developing equity within literacy.

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supporting pupils to share their strategies.	raise attainment through awareness of strategies.				
Purchase of ipad to support learning in class	Pupils requiring support in class for SLD literacy	1x ipad = £367.04	Increased typed work within literacy work	March '27	All pupils can share learning development and targets

School PEF allocation 26/27: £11025.00

Total PEF allocated in SIP £11025.00

Underspend: £ 337.96