



Section 1: School Information and 3 Year Improvement Plan Priorities	
School/Establishment	Craighead Primary School
Head Teacher	Lynne Stewart
Link QIO	Vicky Mackenzie

School Statement: Vision, Values & Aims and Curriculum Rationale	
<i>‘Nurturing, supporting and challenging our children as they grow as learners’</i> is our overarching vision for all our pupils and staff; and alongside our school values of <i>respect, equality and integrity</i>, we aim to ensure all our children and staff are nurtured and engaged in every learning experience. At Craighead Primary School we aim to ensure that everyone develops the attributes, knowledge and skills they will need for life, learning and work. We strive to enable all of our school community to become: • Success learners • Confident individuals • Effective contributors • Responsible citizen • As such our aims are as follows: • To achieve the best for each child through partnership between learners, staff, parents and the wider community • To promote equality, diversity and inclusion for all • To manage and deliver programmes and activities to meet the needs of all learners • To promote positive liaison between all stakeholders and the community where the views of everyone are valued • To recognise and celebrate attainment and achievement in school and within the wider community • To continually monitor, track and evaluate the quality of our service	



<http://www.craighead.e-dunbarton.sch.uk/>



	Looking Forwards – 3 Year Improvement Plan Priorities		
	Bullet point key priorities for the next 3 years		
Session	2025/26	2026/27	2027/28
Priority 1	Raise attainment in literacy - reading across all stages.	Raise attainment in literacy - writing across all stages.	Raise attainment in literacy - numeracy across all stages.
Priority 2	The CIRCLE framework for Inclusive Practice (Year 2)	Build a relevant, meaningful, progressive and balanced curriculum rationale with reimagined Vision, Values and Aims with Rights based learning and DYW at the heart of the design.	Curriculum Design – Expressive Arts
Priority 3	The UNCRC is fully embedded in our school policy, practice and culture. The school will work towards Gold accreditation.		Curriculum Design – IDL



Section 2: Improvement Priority 1	
School/Establishment	Craighead Primary
Improvement Priority 1	Literacy – Reading Our aim - <i>'Every child, a reader'</i> .
Person(s) Responsible	Reading Lead – PT Reading Working Party – CT's x 4 Collaborating with Reading committee & Parent Council

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children	- teacher professionalism - school leadership - curriculum and assessment	- QI 2.3 Learning, Teaching & Assessment - QI 3.2 Raising attainment and achievement - QI 2.5 Family Learning	- Improvement in attainment in literacy and English - Closing the attainment gap between the most and least disadvantaged
UNCRC Links: Article 28 - You have the right to education; Article 29 - The right to learn and be the best you can be. Articles 12 & 14 The right to share your opinion.			

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Teaching staff – Reading Lead & working party members Pupils – reading committee Support staff – leading support interventions & reading ambassadors Collaboration with Early Years Literacy Lead	Time dedicated from WTA for CLPL and collegiate sessions Aug – May 2026 Time dedicated for reading lead to train staff in reading recovery model PM Reading books Benchmark assessments Dyslexia Friendly Reading Books (Barrington Stokes)	Continuation of reading café model after school Family reading sessions Reading w/shops for all stages Glow surveys to gather feedback
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation



Marie Clay – Reading Recovery Quality assurance processes and calendar throughout the session Peer/ SLT/professional discussions & observation visits	Targeted supports and additional resources to support in school and at home to close the attainment gap	Reading resources (PEF budget £11,000) - new reading books / scheme - phonics support
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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?	
- Increased attainment and achievement in reading at almost all stages. - Almost all pupils are achieving at expected levels by May 2025 (P1, P4 & P7). - All learners will benefit from consistent whole school approaches to the teaching of reading skills across the school.	Introduce consistent whole school reading strategies including new resources for Primary 1 – 3.	- Audit of current practice/knowledge and understanding of teaching reading across all stages. - Implement whole school, consistent teaching methodologies following school reading policy - Learning and teaching meetings - Quality assurance calendar with reading focus	August – Oct 2025 May 2026 ACEL /SNSA data collection Hours allocated throughout Sep – May 2026	
	Develop teacher knowledge and skills related to the teaching of reading – led by PT	- Opportunities to team teach across all stages - Reading model lessons - Peer/SLT visits	Hours allocated throughout Aug – May 2026	

- Attitudes to reading will have improved for identified groups of learners and they will have an increased awareness of processes in reading. - Selected groups of learners, including those affected by poverty as well as other factors, will demonstrate accelerated progress in reading. - Attainment raised in ACEL data by June 2025 and a reduction in identified gaps, including Poverty Related Attainment Gap between most and least affluent learners.	Identify and implement targeted interventions including reading recovery, reading intervention model & PM benchmarking	- Pre and post glow surveys to gather views - Pre and post assessment of identified learners using PM benchmarks and other assessments	Sep 25 onwards	
	Staff input on reading recovery model Support staff – reading ambassadors model to be continued	- Professional dialogue - Pre and post staff surveys - PDR's and PRD's to highlight CLPL opportunities	Aug in set day & follow up Oct in set day 2025 1-1 meetings scheduled for Sep 25	
	Track and monitor reading attainment with PM resources	- Ongoing assessments - Tracking system to identify gaps / trends	May 2026 ACEL /SNSA data collection	
	Audit and enhance reading resources to reflect learner interest and diversity. Provide CLPL for identified staff to implement and assess reading recovery strategies – led by PT	- Results from staff/learner audits - Staff knowledge and understanding - Results of class monitoring, assessment and robust data	Sep 25 onwards	



Family engagement – parents/carers will be actively engaged in their child's reading development.	Family reading workshops for all stages held throughout the session	- Participation - Glow surveys to gather feedback - Guidance leaflets to be sent home	Nov – Jan P1-3	
	Meetings to discuss home reading strategies Reading Café – all stages throughout the session		Feb – April P4-7	
	Evaluate programme impact and plan next steps		Ongoing	
			May / June 2026	

Section 2: Improvement Priority 2	
School/Establishment	Craighead Primary
Improvement Priority 2	Improvement of Wellbeing and Equity through the implementation of the CIRCLE (Child Inclusion Research into Curriculum Learning and Education) Framework <i>Our Values - 'CPS where everyone belongs'</i>
Person(s) Responsible	Circle Lead – HT & nurture teacher Collaborating with Health and Wellbeing committee & Parent Council

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	- school leadership - teacher professionalism - school improvement	QI 3.1 Wellbeing, equality & inclusion Themes: Wellbeing; fulfilment of statutory duties; inclusion and equality	Placing the human needs and rights of every child and young person at the centre of education

Closing the attainment gap between the most and least disadvantaged children Improvement in children and young people's health and wellbeing		• QI 2.4 Personalised Support Themes: Universal support; targeted support; removal of potential barriers to learning • QI 1.1 Self-evaluation for self-improvement • QI 2.7. (Partnerships) Themes: The development and promotion of partnerships; collaborative learning and improvement; impact on learners.	• Closing the attainment gap between the most and least disadvantaged • Improvement in children and young people's mental health and wellbeing
UNCRC Links: Articles 12 & 14 – The right to share your opinion (feedback from all stakeholders); Article 19 – The right to be safe (the classroom/ school as a safe place); Article 24 – The right to be healthy (support for all aspects of health – physical, mental, emotional and social); Articles 28 and 29- The right to learn and be the best you can be; Article 31 – The right to play (linked to physical education outdoors).			

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
• Teacher Leadership related to meeting individual pupil needs as part of classroom practice. • Pupil Empowerment, Inclusion of pupil voice in relation to individual target setting and identification of appropriate support strategies.	• Time – see collegiate calendar for SIP and Working Time Agreement/Staff meetings and Inservice Days/Personal professional development time. • Cover costs for staff undertaking any leadership responsibility that requires release from class.	Parent and Carer Council 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.

CIRCLE Advisor to share learning with all practitioners	- CIRCLE Framework tools: CIRCLE resource to support Inclusive Learning and Collaborative Working (Secondary) Resources Education Scotland - CIRCLE Framework tools: CIRCLE resource to support Inclusive Learning and Collaborative Working (Primary) Resources Education Scotland - Education Scotland Training videos	
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
- Whole staff/ Teaching staff CLPL (Inservice Days/ collegiate hrs). Professional reading/ viewing online materials - Quality assurance processes, Peer/ SLT/professional discussions	The Circle Framework as a strategy to support individual pupils looking at Targeted supports within all schools	Resources: calm/quiet corners, sensory supports, ASN supports, nurture provision £10,000

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	What are the key dates for implementation?	



		qualitative, quantitative, evaluative pre and post measures	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. Circle advisor PLC sessions throughout the year fed back to school staff.	- Staff feedback from the initial introduction session highlights areas for development within CIRCLE Action plan. - Staff pre and post training assessment of knowledge and skills - Pupil Voice tools/ pupil forum - Professional dialogue	August Inservice Day August 25th & June 2026 June 2026	
- Improved Classroom Environments for Children: - 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. Professional discussion.	- Reflections with colleagues and changes made to classrooms as a result of self-evaluation using CICS- and Action Plan - Moderation and evaluation evidence shows increase in universal level supports available to all learners	August – ongoing	



- Improved implementation of personalised support - Teachers will support improved participation of individual learners through analysis of Participation Scale (CPS) and associated skills and strategies - 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.	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.	Completion of pre and post participation scale through a case study approach – led by lead & implemented by all teaching staff.	By June 2026	
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School/Establishment	Craighead Primary
Improvement Priority 3	The UNCRC is fully embedded in our school policy, practice and culture. The school will work towards Gold accreditation. Rights based learning will be across all stages. <i>Our vision – 'Every voice matters. Every child is heard'.</i>
Person(s) Responsible	RRS lead – CT RRS working party – x4 CT's Collaborating with RRS pupil committee and Parent Council

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 - Improvement in children and young people's health and wellbeing	- school leadership - parent / carer involvement and engagement - school improvement	- QI 1.3 Leadership of Change - QI 2.7 Partnerships - QI 3.1 Wellbeing, equality & inclusion	- Placing the human needs and rights of every child and young person at the centre of education - Improvement in children and young people's mental health and wellbeing

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
- Staff leadership – RRS lead & champion role – CT - RRS working party – x4 CT's - Pupil leadership – reps from all stages in RRS committee - EDC Pupil Forum reps – 2 P7's	27th Aug – Silver accreditation visit time protected for lead & committee - Time dedicated from WTA for CLPL and collegiate sessions Aug – May 2026 - RRS learning materials, books and displays replenished	- Participation in MOC community event – August 2025 Rights based - Families attending RRS and class assemblies - Glow surveys on progress and to gather feedback



• Collaboration with Early Years RRS lead		• SWAY newsletters to share information and learning
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
• Lead visiting Gold schools – time protected • Professional learning CLPL • RRS training modules online	• Opportunities for identified pupils to attend after school clubs • Cost of the school day	

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?	
• Learners and staff will have increased knowledge about Rights based learning. • Learners will be fully involved in the life and work of the school, taking leadership roles where possible.	Incorporate rights into all areas within the curriculum to ensure it is woven throughout teaching and learning. - Assemblies, focus days/weeks that promote rights education will continue, using interactive activities to engage all learners. Create and maintain rights-related displays around the school to continually remind	• All staff report an increased understanding of rights respecting education in a post-training survey. • Learners can articulate at least three rights they hold, demonstrated through discussion or assessment of learning.	August onwards Throughout the session	



- All staff and learners will model Rights Respecting Language and Attitudes in the School Community - Craighead will be awarded Silver accreditation (27th August 2025) and will begin working towards Gold accreditation by August 2026. Aiming for Gold: At Craighead all children and young people enjoy the rights enshrined in the United Nations Convention on the Rights of the Child.	the community of their rights. Displays will follow CIRCLE guidelines. Create and maintain class charters and playground charters.	Completion of classroom / shared area displays / charters	By Oct 2025 August 2025	
	Staff Inset regarding Gold Action Plan - Early Years Staff and teachers to map out links to rights through curricular areas. RRS lead to attend Gold Rights CLPL Cultural festivals are recognised throughout the year e.g. Chinese New Year Pupils have weekly opportunities to set and evaluate their own learning targets / work wallets home 3 times per session Regular events to promote global awareness e.g. Comic Relief, World Hunger Day	- Participation and collaboration of staff - Family engagement calendar highlighting all events - Feedback for learners from class teachers and families / work wallets	Oct in set day Issued Aug 2025 Issued 3 times per session	



	Identify roles and responsibilities within the framework of rights and work with learners to exemplify and note in action - Cross curricular links with RME and HWB to identify and promote concepts of fairness, dignity, inclusion, equality and equity Cross curricular links with HWB and Technologies for Articles specifically related to Safety and Health - visitors from NSPCC/Samaritans			
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School PEF allocation 23/24: £ 25, 920 Total PEF allocated in SIP £ 21, 000 (remaining PEF supported additional staffing from March 25 – June 25 for support for learning hours)