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

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

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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

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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

'Nurturing, supporting and challenging our children as they grow as learners' is our overarching vision for all our pupils and staff; alongside our school values of ***respect, equality*** **and** ***integrity***.

http://www.craighead.e-dunbarton.sch.uk/school-info/vision-values-and-aims/

Current Standards & Quality Report

Please view our S&Q report published June 2026 using the link below:

https://sway.cloud.microsoft/tE8VbdG9tmD85eIp?ref=Link

	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

Section 2: Improvement Priority 1	
School/Establishment	Craighead Primary
Improvement Priority 1	Wellbeing & Inclusion
Strategic Leads	HT strategic lead, CT RRS lead & CT working party members

Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	HGIOS 4 QIs
Inclusion & Empowerment Child centred & Future Focused Family & Community Partnerships	Priority 6: Wellbeing & Inclusion Priority 5: Partnerships Priority 2: Learning & Teaching	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	QI 3.1 Wellbeing, equality & inclusion QI 2.4 Personalised Support QI 2.7 Partnerships

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, RRS Committee - observing and giving feedback on quality learning and teaching • Moderation Activities at stage meetings	• EDC literacy strategy and Equity in Literacy toolkit • Sensory supports & classroom resources • CIRCLE framework • 'Respect Me' website and resources • Rights Respecting Schools resources • UNCRC Gold resource supports – charter banners for playground and shared spaces	• TEAMS updates • SIP updates in school SWAY newsletter • Self-evaluation / parent surveys via Glow Forms • Parent Council progress updates • Anti-bullying and positive relationship policy • Equality & Diversity policy

Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
• Professional reading/ viewing online materials • Quality assurance processes - peer/ SLT/professional discussions/ observations • Linking with identified schools through Circle PLC • Education Scotland Inclusion, wellbeing and equalities blog updates • WOSDEC • https://www.gov.scot/publications/whole-school-approach-racism-racist-incidents/ • Open Learn modules from education Scotland in Inclusive practice	• social & emotional wellbeing • targeted approaches to literacy & numeracy • differentiated support • use of evidence & data	• RRS resources including professional time for staff to support accreditation visits – cover costs £1,000 • Thrive Hive resources to enhance learning spaces and support wellbeing – £3,000

Links to UNCRC Rights

Article 2: Inclusive practice ensures every child is treated fairly and without discrimination
Article 3: The Circle Framework supports planning in the best interests of each child
Article 12: Learner voice is central to inclusive planning and RRS work, promoting agency and participation
Article 23: Children with additional support needs are supported through adapted environments and personalised approaches

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

Vision, Values & Aims: Refreshing School Vision, Values, and Aims (VVA) to align with UNCRC Gold Accreditation. A whole school shared, rights-based ethos will drive forward improvements and ensure wellbeing, inclusion, and equity for all learners. Almost all pupils, staff and parents have an increased understanding and ownership of the VVA Almost all pupils experience a rights-based curriculum.	Establish a VVA committee to work alongside UNCRC Committee with representation from staff, learners, parents, and community partners.	Current understanding of UNCRC awareness will be gathered through surveys, focus groups and attendance data.	August 2026.	
	Audit current VVA and school practices against UNCRC Gold standards.	Survey groups with glow forms and analyse results.	August onwards.	
	Facilitate stakeholder engagement sessions (workshops, focus groups, surveys) to gather views on VVA and rights-based practice.	Participation rates, learners voice and partner reflections.	From August 2026 onwards. Engagement groups by October week.	
	Co-create refreshed VVA with all stakeholders, ensuring explicit reference to UNCRC and children's rights.	Revised VVA document co-created, published, and disseminated,	From Sept onwards.	
	Develop and implement a communication and launch plan for the new VVA.	Stakeholder engagement; survey, discussion groups	Oct in set day.	
	Deliver staff CLPL on rights-based education and embedding VVA in practice.	Rights-based language and practice evident in classrooms, policies, and displays.	Feb in set day 2026.	
	Integrate refreshed VVA into curriculum, assemblies, displays, and school policies.	Monitor and evaluate impact through stakeholder feedback,	Jan/Feb 2027 – focus for learning walks.	

		learning walks, and self-evaluation.		
	UNCRC Gold Accreditation achieved.	Prepare and submit evidence for UNCRC Gold Accreditation.	By May 2027 - External assessment by UNICEF RRSA.	
Circle: All children's needs and behaviours will be better understood and supported through increased staff understanding of inclusion and additional support needs, building on the last two sessions using the CIRCLE framework. Staff will be confident in identifying barriers to learning and in implementing inclusive approaches that promote participation, wellbeing and positive engagement for all learners. All learners will build greater confidence and autonomy in	CIRCLE framework fully implemented (year 3). Implementation of '***Craighead's Circle Culture':*** All shared spaces and classrooms will use the agreed display policy, optimise spacing to include agreed zones, use calm, neutral colours, use visual supports that are sensory friendly and that actively support inclusion, accessibility and learner wellbeing. Pupil HWB Committee will evaluate their own classroom and school spaces and support structures using Circle framework.	Universal and Targeted Support plans will become streamlined with clear SMART targets. Reflections with colleagues and changes made to classrooms as a result of self-evaluation using CICS- and Action Plan. Moderation and evaluation of spaces during peer/SLT visits. An increase in universal level supports available to all learners. Pupil committee feedback will be shared with staff & Parent Council.	Oct & Feb in set input. Working party input. WTA hours allocated & School calendar of events.	

recognising and expressing the specific support required for their success.				
Dyslexia & Literacy Framework: Identified learners will benefit from the early identification of literacy differences and receive effective, bespoke supports. Targeted groups of learners, including those with the learner difference of dyslexia will show an increased pace of progress in literacy.	Familiarisation with EDC Literacy Equity toolkit to identify specific barriers and implement bespoke literacy interventions for learners. EDC Module 1: *'Introduction to Dyslexia and Inclusive Practice'* completed all class teachers EDC Dyslexia Module 2 – completed by PT / DHT / HT All staff are trained in the use of CLICKER resource to support learner access to the curriculum and pupil progress. 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.	Literacy equity toolkit. PDR and PRD professional learning records. Professional dialogue during tracking and ASN meetings. Pre/Post assessment data with targeted support group pupils – improvements in reading measured through: PM Benchmarking.	Termly targeted support and tracking meetings October/ January / transition May meetings. August onwards. August onwards.	

	PSA targeted intervention programme is drafted and timetabled across the year. Parent / pupil information guide to support diagnosis and identification of literacy differences. Dyslexia parent guide updated & issued.		By May 2027.	
Nurture/Thrive Hive: All learners feel safer, more respected and included with improved wellbeing positive relationships and engagement in learning. Staff, parents and learners will have a clear understanding of the definition of 'bullying' and how this is addressed and recorded at Craighead.	Consultation of pupil and parent views on 'anti-bullying' and 'bullying' at Craighead. Review and update anti-bullying policy with in consultation with Parent Council, Pupil Council and Staff. Protected Characteristics are well understood by all and are addressed within the context of 'Anti-bullying' and promoting positive relationships.	A shared understanding and definition of bullying is agreed by staff, parents and pupils. Policy created and shared on school website Pre/post surveys demonstrate a shift in understanding of bullying and how bullying is dealt with at Craighead.	Parent Council Meeting Glow survey for families Pupil Committee meeting. By January 2027. September / May 27.	

Section 2: Improvement Priority 2	
School/Establishment	Craighead Primary

East Dunbartonshire: Education Service

Framework for School Improvement Planning 2026 – 29

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Improvement Priority 2	Pedagogy & Meta-Skills
Strategic Leads	DHT strategic lead & CT meta skills lead & CT working party members

Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	HGIOS 4 QIs
• Learning & Teaching	• Priority 4: Curriculum • Priority 7: Skills for Learning, Life & Work • Priority 2: Learning & Teaching	• Improvement in children and young people's health and wellbeing • Improvement in skills and sustained, positive school-leaver destinations for all	• QI 2.3 Learning, Teaching & Assessment • Q! 3.3 Increasing creativity and employability

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
	• Time – WTA collegiate calendar for meetings and in-set agendas • Cover costs for staff undertaking leadership responsibilities.	• Parent Feedback – glow surveys • TEAMS Information and learning showcased for families (tagged 'skills'). Families can show skills learned out with the school environment. • Parent Council ongoing involvement in sharing feedback. • Parent 'stay and play' sessions and sharing the learning events • 'Parents as Partners' workshops focusing on 'My Job and the Skills I need' including parents and wider community/local businesses.
Professional Learning	**Interventions for Equity**	**Pupil Equity Funding (PEF) Allocation**

• Skills Development Scotland professional learning on Meta-skills/ self-directed learning of staff • Play and enquiry pedagogy (Education Scotland) • EDC Play/ Enquiry professional learning opportunities and Play/PEBL PLC participation identified in professional learning calendar	• employability & skills development	• Play resources to enhance high quality teaching and learning in infant classes - £800 • STEM resources • SDS resources and materials - £800 • High quality Literacy Resources including short texts, poetry collections, comprehension materials, grammar resources - £3000 • Dyslexia friendly boxes and resources for each classroom - £3,000 • Professional Learning & Collaboration Time Funding release time for staff - £1,800 • Assistive & Digital Tools Funding for accessibility software (Immersive Reader/Nessy spelling, devices. - £3,000
Links to UNCRC Rights *Article 12: Pupil voice shapes play and enquiry, developing leadership and collaboration* *Article 13: Creative play builds expression and critical thinking* *Article 28: Inclusive access to play supports equity and engagement* *Article 29: Enquiry nurtures talents and life skills like resilience* *Article 31: Play as a right promotes wellbeing and participation*		

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

Increased learner knowledge and confidence in identifying, applying and evaluating the meta-skills	Staff / Learner baseline measuring confidence and knowledge of the meta-skills and their application across the curriculum. Post-implementation Glow Forms.	Glow Forms Data will be used to inform development of priority.	August 2026 onwards.	
	Introduction / Overview: Meta-skills staff session to provide overview, process of introducing these, resources – Example of how this can be introduced at a range of levels • Skills Development Scotland resources – Meta-Skills Characters / Meta Skills Land • What does it look like, sound like, feel like?	Learning Council feedback Peer feedback during whole staff and stage meetings SLT observations and feedback.	August Inservice Day Collegiate sessions. Implementation Aug – Oct 2026.	
	Application, Self-Evaluation & **Recognition:** Learners will recognise when each focus skill is being used and celebrate this (stickers, photos of meta-skills) Learners will self-assess their application of skills across learning	Skills displays across the school		
All children will benefit from consistent tracking of meta-skills across P1-P7	Meta-skill of the week to be introduced from October using Meta-skills Land for P1-P7. SDS progression framework included in forward plans. All class/whole school assemblies describe meta-skills used.	Seesaw/ assemblies Class routines show meta-skills language and application of meta-skills Home learning activities created and shared on TEAMS.	August onwards.	
All children will demonstrate high levels of curiosity and problem-solving skills through a curriculum that uses enquiry questions to drive Social Studies and IDL.				

Increased learner knowledge and confidence in applying and evaluating meta-skills through high quality play experiences in P1 and P2.	Planned play experiences linked to relevant skills. Learner evaluation of skills utilised through play. Skills incorporated into Medium term play planning. Continue to develop professional knowledge of the play approach in P1 and P2.	Observations Play planning documentation Displays / Big Learning Books for target areas	Sept– May 2026	
		Observations Learner feedback / class sharing	Dec – May 2027	
		Updated play planning	Dec- May 2027	
		PLAY authority PLC's Good Practice visits to other establishments Sharing of good practice at stage meetings Personal CLPL	August 2026 Onwards	
Increased learner knowledge and confidence in applying and evaluating meta-skills through high quality STEM experiences.	**Introduction / Overview:** Meta-skills / STEM focus staff session • Overview of STEM A Stories with identified skills allocated P1-7 • P1 Play STEM activities linked to science, technology and social studies topic linked to skills • P2/3 STEM Station -science, technology and social studies focus linked to skills • Raise STEM challenges P4-7			
	Application, Self-Evaluation & **Recognition** – • Delivery of set science topics, STEM A Stories, RAISE challenges (P4-7) • P2/3 Planned time in area to develop meta - skills through STEM station consolidation task, ICT station, creation station	Peer feedback during whole staff meetings SLT observations and feedback	October – December 2026	

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**
Increased approaches to inclusion and meeting learner needs. Raising attainment and closing the poverty related attainment gap in numeracy and literacy.	Targeted groups of pupils from all stages. All identified learners.	Numeracy trolleys/resources for all classes to support interventions – 5 min boxes and maths recovery - £3,000 Assessments PIRA / PUMA - £600	Assessment and attainment data. Pre and post data analysis.	Sep – June 2027	
Increased attainment and achievement in literacy and numeracy for identified children including those affected by poverty as well as other factors – ie attendance	Health and Wellbeing groups with identified groups from all stages.	Supporting residential trips, attending clubs/groups, thrive hive breakfast and snack club, supporting families with the cost of the school day - £4,000	Assessment and attainment data. Use of Fact, Story, action Approaches.	Aug – May 2027	

School PEF allocation 26/27: £ 25,920 Total PEF allocated in SIP £ 22,550 Remaining £3,370