West Dunbartonshire COUNCIL

Improvement Plan

2024 – 2027
(Session 2025 - 2026 Year 2)

Next Session (25/26)
WDC Outcomes NIF 2025 Alignment

WDC OUTCOMES	WELLBEING	CREATIVITY	ATTAINMENT	EMPLOYABILITY
NIF Long Term Priorities AND WDC DELIVERY PLAN PRIORITIES	Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people's health and wellbeing	Improvement in skills and sustained, positive school leaver destinations for all young people	Closing the attainment gap between the most and least disadvantaged children and young people Improvement in attainment, particularly in literacy and numeracy	Improvement in skills and sustained, positive school leaver destinations for all young people
NIF SHORT TERM PRIORITIES the ABC's	**BEHAVIOUR AND RELATIONSHIPS**	**CURRICULUM**	**ATTENDANCE**	**ACHIEVEMENT**
NIF OUTCOMES (REPLACE DRIVERS)	Young people experiencing the benefit of schools and early years settings working in excellent partnerships with wider children's services and other partners, families, and communities, in line with the GIRFEC approach. Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.	Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all. An education system engaging in digital technology to enhance all aspects of learning and teaching, supported by a digitally skilled workforce and tackling digital inequality	High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.	Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs.

3 year overview of principles and practice, interventions and initiatives we will deliver upon

	YEAR 1	YEAR 2	YEAR 3
ENGAGE	**Visible Learning (Learning Powers)** **Count With Me in WDC** **Rights Respecting Schools (Bronze Award)** **Enhanced Provision Model** **Widening the Curriculum (STEM /Digital Technologies)**	**Visible Learning (Feedback/Test of Change))** **BGE Toolkit/Attendance Tracker**	**Read with Me in WDC** **Forest Schools/Outdoor Learning**
EMBED	**Learning Through Play (P1/2)** **Pupil Family Support Service** **CIRCLE Framework** **Integrated Literacy Planners**	**Visible Learning (Learning Powers)** **Count With Me in WDC** **Rights Respecting Schools Silver Award** **Enhanced Provision Model** **Widening the Curriculum (STEM /Digital Technologies)**	**Visible Learning (Feedback)** **BGE Toolkit/Attendance Tracker**
EVALUATE	**DALLC Moderation Model**	**Learning Through Play (P1/P2)** **Pupil Family Support Service** **CIRCLE Framework** **Integrated Literacy Planners**	**Rights Respecting Schools Gold Award** **Enhanced Provision Model** **Visible Learning (Learning Powers)** **Count With Me in WDC**
EXTEND		**DALLC Moderation Model**	**Pupil Family Support Service** **CIRCLE Framework** **Integrated Literacy Planners**

	YEAR 1	YEAR 2	YEAR 3

Priority 1: Ensure approaches to improving the wellbeing of children, families in our school community
WELLBEING

NIF Long Term Priorities AND WDC DELIVERY PLAN PRIORITIES	Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people's health and wellbeing
NIF SHORT TERM PRIORITIES the ABC's	**BEHAVIOUR AND RELATIONSHIPS**
NIF OUTCOMES (REPLACE DRIVERS)	Young people experiencing the benefit of schools and early years settings working in excellent partnerships with wider children's services and other partners, families, and communities, in line with the GIRFEC approach. Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.

Outcomes *Learners, Practitioners, Leaders, Parents/Families/Communities*	**Actions** **This should be action focused language**	**Resource** **This should be human/time /budget**
Learners:	**Pupil and Family Support Service** All children will be provided with equitable support from the Pupil and Family Support Service through the Calm Club, Check-ins, Family Support, Youth Club and Support Groups **UNCRC Silver Award** All children will begin to see themselves as rights respecting global citizens and will advocate for fairness and children's rights, both locally and globally	Pupil and Family Support Worker £30,000 – new PFSW to be recruited August 2025 -April 2026 Rosemarie Gillespie and the Pupil Council leading on the school by putting into action the Silver UNCRC Award Action Plan Additional Staffing 1.0 FTE Class Teacher and 2.0 FTE Learning Assistant to support the Enhanced Provision Model

	Enhanced Support Model All children supported by the ESM will feel that their social, emotional and academic needs are being met **Circle Framework** All children will feel safe and included at Knoxland	in Primary 1 and 2 All ESM practitioners participate in the teachers and senior leaders focus groups supported by the Educational Psychologist and Children's Services Time allocated in Working Time Agreement to further develop skills in the use of the CIRCLE Framework
Practitioners:	**UNCRC Silver Award** All practitioners in our school will explicitly embed the **UN Convention on the Rights of the Child** in its policy, practice and culture. **Enhanced Support Model** All Practitioners in the ESM will continue to engage in professional development to enhance their skills in supporting children with ASN, including the use of SCERT **Circle Framework** All practitioners will feel confident in using the CIRCLE Child Participation Scale and the Environment Scale to identify areas of strength and next steps	
Leaders:	**UNCRC Silver Award** All leaders will promote knowledge and understanding of the Convention throughout the school community	
Families/communities:	**UNCRC Silver Award** Families will be more knowledgeable about the **UN Convention on the Rights of the Child** **Enhanced Support Model** All families supported by the ESM will feel that their children's social, emotional and academic needs are being met	
Performance Measures / Targets - How we will evidence the impact on outcomes (Leadership Level: Monitoring and Self-evaluation for improvement) - Reminder must have a baseline THIS SHOULD BE ATTAINMENT, EQUITY, ATTENDANCE, PARTICIPATION, ENGAGEMENT etc		

The annual pupil survey will show that more children feel safe, included and happy at school in comparison to the 2024-25 data
The school will be successful in achieving its UNCRC Silver Award
Feedback from parents will demonstrate that the children supported by the ESM are having their social, emotional and academic needs met
Continuous review of the ESM will continue through focus groups and observations by school staff and the Educational Psychologist

Priority 2: Implement approaches to creative teaching and learning, ensuring engagement in learning
CREATIVITY

CREATIVITY
Improvement in skills and sustained, positive school leaver destinations for all young people
CURRICULUM
Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all. An education system engaging in digital technology to enhance all aspects of learning and teaching, supported by a digitally skilled workforce and tackling digital inequality

Outcomes *Learners, Practitioners, Leaders, Parents/Families/Communities*	**Actions**	**Resource**
Learners:	**<u>Widening the Curriculum (STEM/Digital Technologies)</u>** All Learners in P4-7 will participate in a wider range of STEM-based Projects to further develop their collaborative, critical thinking and creative skills All Learners will experience a progressive programme of digital technologies experiences	Nicole McCann and Rosemarie Gillespie will lead on the development of STEM-based Projects and Digital Experiences Jen Gallagher will lead on the development of Learning Through Play

	<u>Learning Through Play</u> All children will experience a balance between Child-led Play, Little Learners Play and Star Tasks P1-3 learners will share their learning through Floor Books All children will be provided with improved learning spaces outdoors to enhance play experiences	£1000 budget (School Fund) to improve the learning spaces in the P1 Playground
Practitioners:	**<u>Learning Through Play</u>** P1 and P2 Practitioners will demonstrate a balance between Child-led Play, Little Learners Play and Star Tasks in their planning Practitioners will put systems in place to ensure that Floor Books in P1-3 are used effectively to share learning Practitioners will provide a wider range of outdoor learning play through improved learning spaces in the P1 Playground	
Leaders:	**<u>Widening the Curriculum (STEM/Digital Technologies)</u>** Leaders will review learning experiences in STEM to ensure breadth, progression and challenge **<u>Learning Through Play</u>** Leaders will ensure the P1 Playground provides high quality spaces and provocations for play Leaders will review the balance between Child-led Play, Little Learners Play and Star Tasks in their planning	
Families/communities:	Families will understand what STEM- based learning and Play-based learning looks like at Knoxland Primary	
Performance Measures / Targets - How we will evidence the impact on outcomes - Reminder must have a baseline THIS SHOULD BE ATTAINMENT, EQUITY, ATTENDANCE, PARTICIPATION, ENGAGEMENT etc		
Pupil Feedback Surveys and Walkthroughs will demonstrate increased participation and engagement in learning Increased attainment in P1 Reading from 67% 2024-25		

Priority 3: Ensure approaches to raising attainment for all pupils including those at risk of missing out.
ATTAINMENT

ATTAINMENT
Closing the attainment gap between the most and least disadvantaged children and young people Improvement in attainment, particularly in literacy and numeracy
ATTENDANCE
High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.

Outcomes *Learners, Practitioners, Leaders, Parents/Families/Communities*	**Actions**	**Resource**
Learners:	**BGE Toolkit/Attendance Tracker** Children at risk of underachievement will be more specifically identified to allow earlier detection and intervention put in place	Monthly Attendance Tracking now supported by new Attendance Tracker. Pupil and family Support Worker - £30,000 Time allocated in Working Time Agreement to provide training in the effective use of the BGE Toolkit Posters and Comms will be used to promote the benefits of good attendance with families Time allocated to the Working Time Agreement for Three Tracking Meetings annually to look at data and discuss interventions
Practitioners:	**BGE Toolkit** All teachers will confidently use the BGE Toolkit to collate assessment evident to create individual and cohort profiles All teachers will confidently be able to use the BGE Toolkit to analyse data and identify areas for additional intervention	
Leaders:	Attendance Tracker All leaders will be confident in using the new Attendance Tracker to identify groups negatively impacted by attendance	

	BGE Toolkit All leaders will be confident in using the BGE Toolkit to inform high quality support and challenge discussions at Tracking Meetings	
Families/communities:	Attendance Tracker Pupil and family Support Worker will be allocated to support families to improve attendance Parents have a better understanding about how poor attendance impacts on a child's development	

Performance Measures / Targets - How we will evidence the impact on outcomes - Reminder must have a baseline THIS SHOULD BE ATTAINMENT, EQUITY, ATTENDANCE, PARTICIPATION, ENGAGEMENT etc

Attendance is currently at 95%. Will aim to increase this by targeting families identified through the Attendance Tracker
To raise attainment to over 80% across Reading and Writing.

Current Baselines:

	Reading	Writing
P2	67%	67%
P3	79%	77%
P4	71%	75%
P5	77%	85%
P6	85%	77%
P7	84%	76%

Priority 4: To develop children's/young people's skills, enabling achievement in learning, life and work
EMPLOYABILITY

EMPLOYABILITY
Improvement in skills and sustained, positive school leaver destinations for all young people
ACHIEVEMENT
Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs. High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap

Outcomes *Learners, Practitioners, Leaders, Parents/Families/Communities*	**Actions**	**Resource**
Learners:	**<u>Visible Learning – Learning Powers/Feedback/Test of Change</u>** All learners will be able to consistently use the Learning Powers to share the skills and attributes that demonstrate "a good learner" All learners will be able to talk about how they apply their learning using the Learning Powers All learners will be able to give and receive feedback effectively to identify their strengths and next steps P4-7 children will start to profile their learning through The World of Work App	£15,000 over three years for Visible Learning Professional Development Activities Time to develop rubrics for the Learning Powers – collaboratively across the Dumbarton Learning Community Time for staff to collaborate to implement a test of change Time for staff to participate in walkthroughs Time to video learning conversations with pupils
Practitioners:	**<u>Visible Learning – Learning Powers/Feedback/Test of Change</u>** All practitioners will progressively promote the Learning Powers across all stages All practitioners will have a clear understanding of the difference	

	between praise and feedback All practitioners will have developed an extended toolkit of strategies to provide effective feedback to pupils All practitioners will have participated in a test for change with a focus on using instructional feedback to effectively raise attainment in Reading. All practitioners will participate in walk throughs to share practice P4-7 practitioners will ensure that all children profiling their learning through The World of Work App	
Leaders:	Impact Coaches will effectively support colleagues in implementing a test for change including participating in walkthroughs to share good practice Senior Leaders/Impact Coaches will lead learning conversations with pupils to evaluate impact of changes made to teacher practice Senior Leaders/Impact Coaches will develop a peer based sustainable model of professional development opportunities that promotes teacher efficacy	
Families/communities:	Families will be aware of the learning Powers and how they help children understand their strengths and next steps	

Performance Measures / Targets - How we will evidence the impact on outcomes - Reminder must have a baseline - THIS SHOULD BE ATTAINMENT, EQUITY, ATTENDANCE, PARTICIPATION, ENGAGEMENT etc

Through the test of change to raise attainment to over 80% across Reading

Current Baselines:

	Reading
P2	67%
P3	79%
P4	71%
P5	77%
P6	85%

P7 84%

Increase the number of children who confidently say they feel safe in school – currently 75.2% yes and 23% Don't know
Increase the number of children who confidently say they feel happy in school – currently 54/7% yes and 27.3% Don't know
Increase the number of children who confidently say they know how they are progressing at school – currently 75.8% 20.5% Don't know
Pupil Videos of Learning Conversations will demonstrate increased ability to talk about their strengths and next steps