

Framework for School Improvement Planning 2024/25

Section 1: School Information and 3 Year Improvement Plan Priorities			
School/Establishment	Westerton Primary School		
Head Teacher	Kate Turnbull		
Link QIO	Vicky McKenzie		
School Statement: Vision, Values & Aims and Curriculum Rationale			
<a href="http://www.westerton.e-dunbarton.sch.uk/school-info/vision-values-and-aims/">http://www.westerton.e-dunbarton.sch.uk/school-info/vision-values-and-aims/</a>			
<a href="http://www.westerton.e-dunbarton.sch.uk/learning/curriculum/">http://www.westerton.e-dunbarton.sch.uk/learning/curriculum/</a>			
	Looking Forwards – 3 Year Improvement Plan Priorities		
	Bullet point key priorities for the next 3 years		
Session	2024/25	2025/26	2026/27
Priority 1	Health, Wellbeing and Inclusion	Health, Wellbeing and Inclusion - Year 2	Curriculum refresh - Year 1
Priority 2	Rights based learning - Year 2	Curriculum - STEM / DYW	Curriculum - STEM / DYW -Year 2
Priority 3	Curriculum - Play and Enquiry	Curriculum - Play and Enquiry Year 2	Learning for Sustainability
Section 2: Improvement Priority 1			
School/Establishment	Westerton Primary		
Improvement Priority 1	Wellbeing and Inclusion The CIRCLE Framework (Child Inclusive Research into Curriculum Education) The Promise Relationships, Sexual Health and Parenthood		
Person(s) Responsible	Strategic leadership HT DHT and CT (Circle Advisor) Collaborating with Pupil Rights Committee Collaborating with Parent Council/ Parent Body for feedback Collaborating with schools in EDC and West Partnership Collaborating with EP service		
NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26

## Framework for School Improvement Planning 2024/25

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 Closing the attainment gap between the most and least disadvantaged children	school leadership teacher professionalism parent / carer involvement and engagement School Improvement	QI 1.1 Self-evaluation for self-improvement QI 2.1 Safeguarding and child protection QI 2.4 Personalised Support QI 2.6 Transitions 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 Closing the attainment gap between the most and least disadvantaged
<b>Links to rights:</b> Articles 12 & 14 – The right to share your opinion (feedback from all stakeholders); Articles 19 & 34 – The right to be safe (the classroom/ school as a safe place/ language of consent / exploitation understood); 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);			
<b>Opportunities for Leadership</b>	<b>Resource Requirements</b>	<b>Parental Engagement and Involvement</b>	
<ul style="list-style-type: none"> <li>Teacher Leadership related to classroom practice</li> <li>Pupil Leadership- elicit pupil voice throughout</li> <li>Classroom Scale</li> <li>CT CIRCLE Advisor to share learning with all practitioners</li> </ul>	<ul style="list-style-type: none"> <li>Time – see collegiate calendar for SIP/Staff meetings and inservice days/Personal professional development time</li> <li>Cover costs for staff undertaking any leadership responsibility that requires release from class</li> <li>Funding for CLPL as required</li> <li>CIRCLE framework tools – CIRCLE resources to support inclusive learning and collaborative working (Education Scotland)</li> <li>Education Scotland Training modules</li> <li>Promise Resources (Education Scotland)</li> <li>RSHP resources online <a href="https://rshp.scot/">https://rshp.scot/</a></li> </ul>	<ul style="list-style-type: none"> <li>Parent Feedback - feeding into improvement planning (Glow Forms)</li> <li>Seesaw - Information and learning showcased to families</li> <li>Parent Council ongoing involvement in feeding back parent views at meetings</li> </ul>	
<b>Professional Learning</b>	<b>Interventions for Equity</b>	<b>Pupil Equity Funding (PEF) Allocation</b>	
<ul style="list-style-type: none"> <li>Whole staff/ Teaching staff CLPL (Inservice days/ collegiate hrs)</li> <li>Professional reading/ viewing online materials</li> <li>Quality assurance processes</li> </ul>	<ul style="list-style-type: none"> <li>The Circle Framework as a strategy to support all pupils, especially those with additional support needs.</li> </ul>		

## Framework for School Improvement Planning 2024/25

<ul style="list-style-type: none"> <li>Peer/ SMT/professional discussions</li> <li>Professional Enquiry Approaches</li> <li>QIO ASN input/linking in RSHP</li> </ul>	<ul style="list-style-type: none"> <li>The Promise – support for care experienced pupils (including revisiting the nurture principles)</li> </ul>	
--	---	--

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
All children's needs and behaviour will be better supported through increased staff understanding of inclusion and additional support needs.	Introduction to The CIRCLE Framework at Aug Inservice for all staff.	Staff feedback from initial introduction.	August Inservice Days	
	Staff familiarisation with Including Every Learner through professional reading.	Discussion to elicit staff understanding of IEL.	1 x SIP session 20 August	
	CIRCLE Advisor PLC sessions throughout the year fed back to school staff.	Pre and post knowledge check-in.	Ongoing through EDC PLC calendar	
	Pupil voice shows groups of learners have an increased awareness of strategies and supports available in their learning environment.	Junior Leadership Team discussion Pupil Views gathered in variety of ways including learning conversations, talking mats	October	
Improved classroom environments and approaches for children. Make use of CICS (Circle Inclusive Classroom Scale) to evaluate Classroom environment – to be carried out in sections each term	T 1 & 2 use CICS individually and with a supportive peer to critically analyse classroom. T3 explore skills, supports and strategies in Circle Framework Observation of teaching and learning pro-forma adapted to reflect key components of Circle.	Reflections with colleagues and changes made to classrooms as a result of self-evaluation using CICS. Observations of teaching and learning feeding into professional dialogue improving inclusive practice.	October Inservice Review termly at targeted support meetings with DHT	
	Peer 'learning walks' identify good practice leading to development of consistent whole school approaches	Peer learning walks identify good practice and development of consistent whole school approaches. Staff guide amended.	SLT environmental review ongoing as required.  SLT observations of teaching and learning Sept & Jan	

Framework for School Improvement Planning 2024/25

			Peer learning walks Oct Inservice/ 4 & 6 Feb moderation Staff guide amended for session 2025-26	
Almost all staff develop their understanding of The Promise to improve outcomes for children who are care experienced.	All staff to watch two presentations and complete module related to The Promise.	Staff will gain 'I promise' accreditation. School will achieve the 'We Promise' Award.	Module 1 11 Oct Inservice Module 2 19 Feb Inservice day	
Pupils will have increased knowledge and understanding of relationships, sexual health, and parenting. Pupils will have improved self-esteem and confidence in RSHP matters. Pupils will make informed choices about personal health and well-being.	All teaching staff to carry out a baseline audit / post audit of confidence and knowledge of RSHP.	Staff baseline audit. Results of audit will inform next steps. Post audit measure improvements.	17 September 06 May Inservice	
	All teaching staff to participate in RSHP professional learning. Using collegiate time staff explore RSHP content, understand RSHP policy drivers and pedagogy. CTs plan together to deliver content in stages.	Staff feedback will inform next steps. Improved staff subject knowledge will support lesson delivery/ know what is age appropriate. Links with QIO ASN to ensure	11 Oct Inset 24 October	
	HWB planning formats to be updated to include RSHP lessons ready for delivery.	Planning formats updated for each stage ensuring progression aligns to national strategy.	By December 06 May Inservice staff check-in	
	Consultation with Parent Council re RSHP programme. Overview / website shared with parent body to provide an overview of the programme. Awareness raising drop in with parent/carers to review the materials. PowerPoint link <a href="https://rshp.scot/about-the-resource/#parentsandcarers">https://rshp.scot/about-the-resource/#parentsandcarers</a>	Parent Council minutes. Parent body feedback informing next steps.	By January Parent Council feedback/ February parent body information shared/ Parent drop in session by April	
	Class teachers deliver RSHP lessons.	SLT monitor lesson delivery.	May-June	

**Framework for School Improvement Planning 2024/25**

*Yr. 2 – Circle Participation Scale/ Review paperwork for PSG to take account of Circle Framework/ Joint working with parents/ partners to support children using ideas from the Circle Framework. The Promise Award – impact on children. Attendance self-evaluation.*

Framework for School Improvement Planning 2024/25

Section 2: Improvement Priority 2			
School/Establishment	Westerton Primary School		
Improvement Priority 2	Rights Based Learning and the UNCRC – Year 2		
Person(s) Responsible	HT Strategic Leadership DHT and CT Collaborating with Pupil Rights Group on implementation/ progress Collaborating with Parent Council/ Parent Body for feedback Collaborating with EDC Rights Groups		
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 teacher professionalism parent / carer involvement and engagement	QI 1.2 Leadership of Learning QI 3.1 Wellbeing, equality & inclusion QI 2.2 Curriculum	Placing the human needs and rights of every child and young person at the centre of education
Opportunities for Leadership		Resource Requirements	Parental Engagement and Involvement
<ul style="list-style-type: none"> <li>All school staff leading committee sessions</li> <li>Pupil leadership through Rights Group and wider participation in committees</li> <li>Increased opportunities for pupil voice and pupil participation</li> </ul>		<ul style="list-style-type: none"> <li>3 x SIP sessions</li> <li>SCOTDEC/WOSDEC/ RRS online resources  <a href="https://scotdec.org.uk/resources/explore-the-global-goals-17-activities-for-primary-schools/">https://scotdec.org.uk/resources/explore-the-global-goals-17-activities-for-primary-schools/</a>  <a href="https://www.unicef.org.uk/rights-respecting-schools/resources/teaching-resources/">https://www.unicef.org.uk/rights-respecting-schools/resources/teaching-resources/</a>  <a href="https://scotdec.org.uk/resources/issue-to-action-maths/">https://scotdec.org.uk/resources/issue-to-action-maths/</a> </li> <li>£300 for playground poster / VVA Rights Display / charter/ Rights lanyards/ Books relating to Rights</li> <li>Picture news subscription £100</li> </ul>	<ul style="list-style-type: none"> <li>Parents to be updated through newsletters and Seesaw</li> <li>Parent information leaflet/ Policy development</li> <li>Opportunities for parents/ community to be involved through whole school committees sessions</li> </ul>
Professional Learning		Interventions for Equity	Pupil Equity Funding (PEF) Allocation

## Framework for School Improvement Planning 2024/25

<ul style="list-style-type: none"><li>WOSDEC professional learning/ Global Goals</li><li>Review of curriculum links within Forward Plans</li></ul>	<ul style="list-style-type: none"><li>Every child will have an opportunity to participate in and contribute to school committees</li></ul>	<ul style="list-style-type: none"><li>N/A</li></ul>		
<b>Links to rights:</b> Articles 12-15– The right to share your opinion (class meetings, committee participation, diversity learning); 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 (learning about children’s rights and global goals)				
Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
All learners will be able to link their Rights and the Global Goals across the curriculum.	WOSDEC/ SCOTDEC overview in the SDG/ Global Goals RRS Spotlights shared monthly with staff  All classes to choose a Global Goal for assembly / shared throughout year with link to Rights.	All staff aware of the resources / approaches to teach the Global Goals and Rights based learning. PRD focus on Rights of some staff. All children will have knowledge of Global Goals and explain how they link to their Rights, Assembly video evidence created.	August Inset – select Global Goal Assemblies timetable ongoing throughout the year. RRS spotlights monthly throughout the year.	
All learners will links their Rights to the ethos of the school.	Class Charters created for each class linking to Rights.	Charters displayed and referred to in class and shared in assembly.	By September	
	Revised VVA to be created and communicated to the school community (cross checked to Artwork from children to illustrate created.	Assembly launch of VVA. Social media and parental communication.	By December	
All pupils will have opportunities to participate in decisions which affect them.	‘Committees 12’ - Whole School committee sessions will take place at least 3 times per year. All children to identify preferences.	Wider participation evidenced through Seesaw and Twitter.	Wider committees October 3 sessions TBA	
	Junior Leadership Team and Wider Committees Group will select How	Self-evaluation work of the committee/ meeting notes.	Termly	

Framework for School Improvement Planning 2024/25

	Good is Our School themes to feed into school improvement.			
	Monthly class meetings for all classes embedded into school calendar and feeding into staff meetings/ assembly programme.	Class issues logged. Issues reviewed in staff meeting minutes.	Ongoing throughout session	
	Overview of Rights based learning with curriculum links created for each stage. Overview of school events/ notable dates with links to Rights created. Rights links explored by teachers e.g. Scotdec issues to action.	All forward plans will have an overview of Rights across the curriculum with focused monthly Rights based learning / Rights across the curriculum identified termly/ Global Goals annually.	Collaborative planning time FP termly: - 3 Sept / 9 Jan/ 24 Apr 1 x SIP - 28 Nov	
All learners are aware that Rights are central to our shared vision and ethos.	VVA shared in assembly and communicated through email, social media and school displays. Rights policy / parent info will be co-created and communicated across the school community. WPS Teaching and Learning about Rights Policy created.	Displays in place in school building and playground. Lanyards in use. Library books relating to Rights available to all children. Picture News discussed and shared in classes regularly. WPS Teaching and Learning about Rights Policy in use.	By June 2025	

Framework for School Improvement Planning 2024/25

Section 2: Improvement Priority 3			
<b>School/Establishment</b>	<b>Westerton Primary</b>		
<b>Improvement Priority 3</b>	<b>Play and Enquiry</b>		
<b>Person(s) Responsible</b>	Strategic Leadership, HT/ Play Ambassador, PT QIO play and enquiry/ EDC Education Psychologist Service Collaborating with Junior Leadership Team Collaborating with Parent Council/ Parent Body for feedback		
<b>NIF Priority</b>	<b>NIF Driver</b>	<b>HGIOS 4 QIs</b>	<b>EDC Service Plan 2023-26</b>
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	teacher professionalism curriculum and assessment	QI 2.2 Curriculum QI 2.3 Learning, Teaching & Assessment QI 2.4 Personalised Support QI 3.3 Increasing creativity and employability	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 Closing the attainment gap between the most and least disadvantaged
<b>Links to rights:</b> Articles 12, 13, 14 – The right to share your opinion (feedback from all stake holders/ pupil voice and choice in learning/ pupils feeding back in assemblies and class meetings); Articles 28 and 29- The right to learn and be the best you can be (inclusive for all learners); Article 31 – The right to play and take part in a range of activities (linked to art/craft/technology/physical education/outdoor learning)			

<b>Opportunities for Leadership</b>	<b>Resource Requirements</b>	<b>Parental Engagement and Involvement</b>
<ul style="list-style-type: none"> <li>Teacher leadership–play ambassador/ play steering group / teachers engaging in practitioner enquiry/ peer observation</li> <li>Junior Leadership Team feedback – questionnaires / discussions from class meetings feeding into assemblies</li> <li>Quality assurance feedback - feeding back into improvement planning</li> </ul>	<ul style="list-style-type: none"> <li>Storage for shared play resources / play boxes (PTA funded - £2,000)</li> <li>Equipment and resources to encourage imaginative play (paper, Lego, games, blocks, play-doh, Kapla, etc)</li> <li>Professional learning materials</li> <li>Collegiate time (see collegiate calendar)</li> <li>3 days teacher leadership time - £900</li> </ul>	<ul style="list-style-type: none"> <li>Parent Feedback - feeding into improvement planning (Glow Forms)</li> <li>Seesaw - Information and learning showcased for families</li> <li>Information leaflet/ Sway / newsletter focus shared</li> <li>Parent Council ongoing involvement in feeding back parent views at meetings</li> </ul>

Framework for School Improvement Planning 2024/25

Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
<ul style="list-style-type: none"><li>• EDC Professional Learning – Play and PEBL CLPL / EDC play and enquiry based learning strategy</li><li>• Fisher, Bryce Clegg, Ephgrave</li><li>• Realising the Ambition <a href="https://podcasts.apple.com/gb/podcast/edinburgh-early-years/id1490429361">https://podcasts.apple.com/gb/podcast/edinburgh-early-years/id1490429361</a></li><li>• <a href="https://www.youtube.com/watch?v=BCHyISUhTP8">https://www.youtube.com/watch?v=BCHyISUhTP8</a></li><li>• <a href="https://www.westpartnership.co.uk/child-development/">https://www.westpartnership.co.uk/child-development/</a></li><li>• Ed Scot observation videos and Play Pedagogy Audit toolkit</li><li>• West Partnership – play pedagogy principles</li></ul>	<ul style="list-style-type: none"><li>• Seesaw &amp; Sumdog</li><li>• Play and enquiry approaches including soft starts and outdoor learning</li></ul>	Forest Schools Staff CLPL / Seesaw and Sumdog as noted in PEF summary

Framework for School Improvement Planning 2024/25

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
All children benefit from effective pedagogy and a shared understanding of the principles of learning through play and enquiry.	Carry out baseline audit with staff in areas 3 and 4 (Education Scotland EDC Play To Learn Audit).	Baseline audit of staff to determine knowledge/ confidence and skill in facilitation of play.	1 x SIP 3 October	
	Staff engage in professional reading and research and explore the wider play pedagogy/enquiry policy context (Realising the Ambition / West Partnership Principles of Effective Learning through Play and Enquiry/ EDC Play and Enquiry based Learning Strategy/ Fisher planning model). Staff to attend EDC/ Education Scotland CLPL play/ enquiry learning as appropriate.	Child centred pedagogy evidenced in pupil led learning opportunities/ practitioner enquiries. Staff engaging in reading and research. Adults understand the importance of play/enquiry approaches evidenced in quality assurance.	Reading and research ongoing throughout the year 1 x SIP 3 October - Play/Enquiry Pedagogy	
Learners are facilitated to be curious and creative by reflective and responsive practitioners.	Staff training from play leads in observation and questioning/ skilled interactions to extend learning. Mixed responsive and intentional planning formats explored.	Changes made/ opportunities to extend learning following play observations. Practitioners are skilled and in observation. Questioning skills / interaction skills observed in quality assurance.	1 x SIP October 29 Observations from January	

## Framework for School Improvement Planning 2024/25

All children are actively supported to engage in regular, meaningful opportunities to play and enquire in enabling environments.	Play grab bags/boxes created for each stage with children involved in selecting contents. Soft start choice boards created for each stage with children involved in designing and creating choices.	Play/enquiry folder developed in shared. Area meetings to develop resources and share good practice. Resource overview created. Weekly play sessions and soft starts/morning choice boards in place across all classes. Opportunities to incorporate play/enquiry identified in forward plans.	By November Staff check-ins as required	
All learners have opportunities to learn in interesting spaces in school, the community indoors and outdoors.	Play outdoors session delivered to staff by Forest Schools. Improving self-esteem, creativity and confidence of learners.	Play opportunities planned for indoors and outdoors in the school, the school grounds and the local community. Pupil voice and staff observations.	By December	
All learners experience high quality learning through play and enquiry at all stages of the school.	Review of progress to inform action plan for year 2 with outward looking focus.	Staff feedback gathered and next steps identified.	May	
All learners know it is their right to have choices in learning and to learn in a variety of contexts.	UNCRC International Day of Play to be celebrated by all children.	Play celebrated in all classrooms linking play to UNCRC on Seesaw.	June 11	
<i>Year 2 – Further explore planning and observation formats/ identify areas to be used as evidence in assessment and streamline assessment as appropriate/ further involvement of pupils in developing play/enquiry/ further opportunities for pupils to lead learning/ develop play/ enquiry in identified curricular areas/ policy updated in collaboration with school community.</i>				

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
Literacy and numeracy attainment will be improved for identified children.	Pupil learning support timetabled with a focus on raising attainment in literacy and numeracy.	1 teacher 1 day per week Aug – March £8,409	Assessment data and professional discussion in tracking meetings.	Tracking December March June	
Identified pupils will benefit from consistent support through enhanced support for learning.	Soft starts and nurture for individual pupils. One to one and group support in literacy and numeracy for identified pupils.	14 additional SLA hours Aug-Jun £12,248 (including £1,500 costs to cover from April June 2023-24 plus £1,748 carry forward 2024-25)	Supporting learning impact reports and pupil progress evidence. Timetable with 22% additional SLA hours.	Termly assessments	
All pupils will have access to Sumdog maths to improve engagement in numeracy.	Supporting and reinforcing learning in numeracy and maths in an engaging and motivating way, in school and at home.	£967.48 (£3.61 per child x 268)	Sumdog usage reports/pupil learning conversations to illicit views.	Ongoing throughout the year	
All pupils will have their learning progress tracked on Seesaw.	Seesaw will be used at least once per week per child to support and record progress in learning in class and at home.	£1,621.40 (£6.05 per child x 268)	Seesaw learning journals evidence progress towards learning targets.	August –June Termly targets set and measured	
All children will have opportunities to learn outdoors	Develop confidence and curiosity in learners through Forest School outdoor learning CLPL.	£100	Staff and pupil feedback.	Post session feedback.	

School PEF allocation 24/25: £\_\_£23,275\_\_ Total PEF allocated in SIP £23,345.88 Underspend: £0/ (Overspend £79.88 from school budget)