



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.

Framework for School Improvement Planning 2026 – 29

Section 1: School Information and 3 Year Improvement Plan Priorities	
School/Establishment	Westerton Primary School
Head Teacher	Kate Turnbull
Link QIO	Vicky MacKenzie

School Statement: Vision, Values & Aims and Curriculum Rationale

Vision - Together, we create a safe, happy and nurturing environment where every child grows, learns and thrives.

Values - Be kind, be happy, believe in yourself, and achieve your best.

Aims - To be a welcoming and inclusive community where every child feels valued, supported and inspired to learn. To promote teamwork, celebrate diversity, encourage responsibility, and uphold children's rights in all aspects of school life.

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

<http://www.westerton.e-dunbarton.sch.uk/learning/curriculum/>

Current Standards & Quality Report

<http://www.westerton.e-dunbarton.sch.uk/school-info/standards-and-quality/>

Session	Looking Forwards – 3 Year Improvement Plan Priorities		
	Bullet point key priorities for the next 3 years		
	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
Priority 3	STEM/ Outdoor Learning	STEM / Learning for Sustainability	

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Section 2: Improvement Priority 1			
School/Establishment	Westerton Primary School		
Improvement Priority 1	Wellbeing & Inclusion		
Strategic Leads	HT Strategic lead, DHT and Circle teacher leader (CT), supported by working party		
Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	HGIOS 4 QIs
Equity & Opportunity Inclusion & Empowerment Learning & Teaching	Priority 2: Learning & Teaching Priority 6: Wellbeing & Inclusion	Placing the human rights and needs of every child and young person at the centre Closing the attainment gap between the most and least disadvantaged children	QI 3.1 Wellbeing, equality & inclusion QI 2.4 Personalised Support QI 2.7 Partnerships

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
- Working parties - JLT/ mini Circles - Pupil leadership and participation through class meetings - Teacher Leadership - Literacy Champion/ Autism Advisor - Circle PLC collaboration/ sharing good practice	- EDC literacy strategy and Equity in Literacy toolkit - Sensory supports - Circle framework	- Wellbeing Week parental sessions - Seesaw updates - SIP updates in school newsletter - Self-evaluation / parent surveys via Glow Forms - Parent Council progress updates - Anti-bullying and positive relationship policy
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation

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• Moodle Modules – trauma informed practice level 1 • Professional reading/ viewing online materials • Quality assurance processes - peer/ SLT/professional discussions/ observations • Linking with identified schools through Circle PLC • Open Learn modules from education Scotland in Inclusive practice • Open Learn modules from Dyslexia Scotland • Collaborative practitioner enquiry /CICs case study • EDC Equity in Literacy toolkit • Peer observations	• social & emotional wellbeing • targeted approaches to literacy & numeracy • differentiated support • use of evidence & data	• Support for Learning Assistant • Seesaw • Universal supports
Links to rights <i>Article 2: Inclusive practice ensures every child is treated fairly and without discrimination; links to SDG 10: Reduced Inequalities.</i> <i>Article 3: The Circle Framework supports planning in the best interests of each child; links to SDG 3: Good Health and Wellbeing.</i> <i>Article 12: Learner voice is central to inclusive planning and RRS work, promoting agency and participation; links to SDG 16: Peace, Justice and Strong Institutions.</i> <i>Article 23: Children with additional support needs are supported through adapted environments and personalised approaches; links to SDG 4: Quality Education.</i>		

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
Most children will feel more settled and secure through predictable routines, leading to a reduction in transition-related anxiety	Consistent visual timetables introduced and effectively used in every classroom. Staff collaboration to improve daily transitions through consistent approaches	Teacher and SLT observations of pupils being "ready to learn" Pupil emotional check-ins and self-assessments	August Inset Ongoing from August 2026 to June 2027	
All children's needs and behaviour will be better understood and supported through increased staff understanding of inclusion and additional support needs.	Embed Circle framework learning from previous years: Recap on CICS and CPS	Self-evaluations completed in forward plans / professional discussions Staff meeting minutes record of impact and next steps PRD discussions	August Inset Ongoing from August 2026 and June 2027	

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	Implementation of 'Westerton's have-to's' for classroom set-up	Observations of teaching and learning		
	Professional learning to support inclusion and ASN: Trauma informed practice level 1 professional learning led by EP Circle advisor PLC sessions throughout the year feeding back to school staff. Moodle self-directed learning on trauma informed practice level 1 (all support staff/ teachers as identified through PRD) Inclusion in Practice: The Circle framework (Primary) Open Learn (as identified through PRD/PDR)	Feedback shared by staff Moodle modules completed by support staff and feedback gathered in PDR Pre and post staff confidence/ knowledge questionnaires	August Inset EP input 14 August 2026	
	Circle focused professional dialogue at termly targeted support / tracking meetings.	Targeted support and tracking meeting records	Sept 2026 Jan 2027 April 2027	
Most children will show improved emotional regulation and sustained engagement by having their sensory needs met and by having predictable and calm transitions	Creation and use of sensory boxes and a menu of sensory activities in all classes. Staff professional discussion to share good practice. Staff collaboration to identify daily transition triggers and responses Calming activities eg music/ drawing/ breathing etc implemented. Good routines in place	Observations of children using sensory materials positively Universal supports clearly in use across all stages Pupil voice 'wish lists' and verbal feedback gathered Staff professional dialogue. Emotional check-ins and self-assessment show improvements in behaviours and readiness to learn. Pupil views gathered.	20 Aug 2026 Ongoing August 2026 to June 2027	
All learners will develop greater agency and confidence in identifying and articulating the specific supports they need to succeed	Junior Leadership Team /mini-Circles will critically evaluate their own classroom environment and support structures using Circle framework.	Pupil feedback reports identifying strengths and next steps	By October 2026	

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Identified learners will benefit from the early identification of literacy differences and receive effective, bespoke supports	Familiarisation with EDC Literacy Equity toolkit to identify specific barriers and implement bespoke literacy interventions for learners Module 1: 'Introduction to Dyslexia and Inclusive Practice' Module 2: Supporting Dyslexia, Inclusive Practice and Literacy (DHT & PT)	Literacy equity toolkit in use by teachers and used in tracking and targeted support meetings PDR and PRD professional learning records Professional dialogue	Termly targeted support and tracking meetings September/ January / April Dyslexia Module demo 22 September completed by June	
All children will feel empowered to contribute to decisions about their wellbeing through improved knowledge and participation in wellbeing and inclusion activities	Embed monthly participation in class meetings making use of Circle discussion prompts to elicit pupil views on inclusion and support	Class meeting records Pupil and staff feedback through pupil focus groups and surveys	Ongoing monthly meetings September to June	
	Monthly Wellbeing Wednesday activities scheduled across classes.		22 Sept staff discussion Monthly from October/ ongoing throughout the year	
	Wellbeing and inclusion areas targeted and celebrated: - Dyslexia awareness October 5, 2026 - Autism awareness April 2, 2027 - Deaf awareness week May, 5 2027		October (Sept 22 meeting) April (March 16 meeting) May (01 April meeting)	
	Wellbeing Week of focused workshops and information sessions led by parents and community partners		May TBC	
All learners feel safer, more respected and included with improved wellbeing positive relationships and engagement in learning	Update anti-bullying and positive relationship policy with school community	Feedback from Parent Council Feedback from pupils / staff	Parent Council Meeting - Term 1 (TBC) JLT Term 1 Shared by February	

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Section 2: Improvement Priority 2	
School/Establishment	Westerton Primary School
Improvement Priority 2	Pedagogy & Meta-Skills
Strategic Leads	HT strategic leadership, PT, Pedagogy Teacher Leader, supported by pedagogy working party

Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	HGIOS 4 QIs
Learning & Teaching	- Priority 4: Curriculum - Priority 7: Skills for Learning, Life & Work	- Placing the human rights and needs of every child and young person at the centre - Improvement in skills and sustained, positive school-leaver destinations for all	- QI 2.3 Learning, Teaching & Assessment - QI 2.2 Curriculum

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
- Teacher leadership opportunities - Working party leadership - Pupil led learning	- Leadership time for staff - Professional reading (Kath Murdoch books) - Education Scotland Enquiry reading - Education Scotland Curriculum Improvement Cycle reading and updates - Jotter stampers	- Parent surveys/ home learning activities linked to Meta-skills - Newsletter updates
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
- EDC Literacy Strategy - Feedback toolkit - Play and enquiry reading and research - Practitioner Enquiry - Staff peer observations of enquiry	- high quality learning experience - partnership working - employability & skills development	Outdoor learning opportunities/ eg Forest Schools / Learning Through Landscapes (approx. £8,000)

Links to rights

Article 12: Learner voice is central to a child-centred curriculum, promoting agency and participation in the "what" and "how" of learning; links to SDG 16: Peace, Justice and Strong Institutions.

Article 28: Every child has the right to an education that develops their talents and abilities through high-quality pedagogy and feedback; links to SDG 4: Quality Education.

Article 29: The development of meta-skills (skills for learning, life, and work) prepares children for responsible life in a free society; links to SDG 8: Decent Work and Economic Growth

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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 children will develop a shared vocabulary for their learning, becoming more aware of the skills they are developing and informing teaching and learning	Embed meta-skills learning P2-7 through regular references during class. Meta-skill of the week to be introduced from October using Meta-skills Land for P1. SDS progression framework in use in forward pans. All class assemblies describe meta-skills used. Home learning activities created with links to meta-skills.	Meta-skills certificates in use to recognise pupil achievement SDS progression framework in use Seesaw/ assemblies Class routines show meta-skills language and application of meta-skills Meta-skills tracking tool in use to identify strengths and areas for development for individuals, class and school	August P2-P7 October P1	
All children's learning will be better understood through the development of a consistent meta-skills tracking tool providing a robust understanding of attainment and achievement	Meta-skills tracking tools developed and incorporated in termly tracking meetings. Teaching activities adapted to reflect learning needs of the class and individuals.	Meta-skills tracking tool in use in teachers forward plans Meta-skills tracking included in end of year handover information	August 25 tracking tool shared Termly updates in FP/ assessments (TBC) June handover	
All children will engage confidently in enquiry-based learning developing meta-skills and improving motivation and engagement in learning.	Enquiry cycle professional learning/ refresh. Staff questionnaire informing next steps in enquiry cycles. - Enquiry cycle 1 – Social subjects (from bank) - Enquiry cycle 2 – Scottish focus (from bank) - Enquiry cycle 3 – World Tour (to be developed and shared in bank)	Enquiry planning formats in use Pupil jotter evidence Assemblies/ sharing events/ classroom displays Sharing/ showcase whole school Learning and teaching visits	1) September - November 2) December - March Feb 11 SIP Meeting Enquiry focus 3) April - June	

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All pupils will experience high-quality learning from staff who are collaboratively developing pedagogical practices	Staff engage with draft CIC technical frameworks through professional review and discussion. All staff to engage in Boclair cluster CLPL as identified by CIC Imagine group.	Professional dialogue during PRDs, and evaluative feedback from CLPL sessions	October Inset/ ongoing throughout the year	
All learners will receive more effective and consistent feedback on their work, helping them understand their next steps in learning	Professional learning in high quality feedback using EDC Feedback toolkit (Area 5: Teacher feedback – verbal/written/digital) - Staff familiarisation with feedback toolkit - Self-evaluation & evidence collection - Whole staff feedback moderation activity - Professional dialogue - Targets identified - Review impact	Staff self-evaluation/ professional discussion records Consistent feedback evidenced in written work/ learning conversations New stampers in use. All staff contribute to QA Sway.	27 Oct- staff session w/c 16 Nov – self-eval/ evidence collection 17 Nov- staff check-in 01 Dec – review impact 02/ 04 Feb (Literacy and Numeracy feedback moderation meetings)	

Section 2: Improvement Priority 3

School/Establishment	Westerton Primary School
Improvement Priority 3	Science, Technology, Engineering and Maths (STEM)
Strategic Leads	HT strategic lead, PT/Maths Champion, STEM Teacher Leader, supported by STEM working party

Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	HGIOS 4 QIs
- Equity & Opportunity - Family & Community Partnerships - Learning & Teaching - Child Centred & Future Focused	- Priority 2: Learning & Teaching - Priority 7: Skills for Learning, Life & Work - Priority 5: Partnerships	- Improvement in skills and sustained, positive school-leaver destinations for all - Improvement in attainment, particularly in literacy and numeracy.	- QI 2.3 Learning, Teaching & Assessment - QI 2.2 Curriculum

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		Improvement in attainment, particularly in literacy and numeracy.	
Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement	
- STEM distributed leadership in STEM - P6 & P7 Young STEM leaders / workshops and clubs - P6 Digital leaders - Pupil led lunch clubs - Junior leadership team - Committees 12 participation	- Teacher leadership time - Collegiate hours - Outdoor learning resources - Forest Schools / Learning Through Landscapes resources/ sessions - Day of Action resources £250 - Outdoor learning / STEM stations (£3,000 Great Athlete fundraising https://bishopsport.co.uk/)	- Internet Safety, Maths week & Science week parent-led workshops - Parent information and updates through Seesaw and newsletter - Parent Council updates and discussions - Family STEM challenges - STEM challenge assemblies - STEM learning updates in newsletter	
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation	
- STEM CLPL - Professional learning delivered by Teacher leaders in STEM/ STEM ambassadors - STEM learning opportunities/ RAiSE - Developing the Young Workforce - SSERC Young STEM leader training for P7 staff - EDC Professional learning offers	- partnership working - employability & skills development	£6,000 - STEM challenge resources - Sumdog and White Rose Maths Subscriptions (See PEF below)	
Links to rights <i>Article 29: Education should encourage respect for the natural environment through outdoor learning and biodiversity projects; links to SDG 13: Climate Action and SDG 15: Life on Land.</i> <i>Article 17: Access to digital literacy and technical information is fostered through STEM challenges and Internet Safety; links to SDG 9: Industry, Innovation and Infrastructure.</i> <i>Article 12: Pupil-led leadership, such as Young STEM Leaders, ensures children participate in school-wide innovation; links to SDG 16: Peace, Justice and Strong Institutions</i>			

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?	
All learners will experience relevant learning contexts through updated, integrated IDL planners.	Enriched IDL/ STEM learning opportunities identified through integrated planning overview. Science/ STEM and social subjects to have integrated IDL links.	Science planners reviewed to ensure clear STEM and IDL links are established. Forward planning overviews created and in use.	August Inset	

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All pupils will demonstrate a deeper understanding of mathematical concepts and improved retrieval of facts through consistent pedagogy in numeracy.	Numeracy professional learning - CPA approach - Number Talks Bar Modelling (BARvember and WRM DecemBAR participation) 4 operations 1st & 2nd level / differentiation - Retrieval practice	Classroom Observations Evidence approaches being used in Maths to support retrieval and understanding. Pre- and post-intervention audits of staff confidence.	August 25 th SIP meeting Sept 17 th meeting Support Staff BARvember November Numeracy CLPL throughout the year	
P6 and P7 pupils will develop employability skills, creativity, and leadership by applying numeracy in a real-world business context.	P6 and P7 classes participate in the Virgin Money Financial Education 'Make £5 Grow' challenge to design and run a small business.	Enterprise skills developed/ modules completed Success evidenced and shared on Seesaw Pupil feedback	August – sign up Begin September	
Learners will feel supported in their STEM journey through a consistent bridge between school and home learning.	Parent led workshops throughout year linking with focused weeks eg Maths Week Scotland. Internet Safety 'Exploring Respect and relationships Online' British Science Week 'Change and Adapt'.	Highlights, photos, and parent workshops in the school newsletter and on Seesaw evidencing engagement and impact of 'STEM Family Learning & Community'	September February March	
All pupils will feel a sense of achievement and pride in their STEM learning, developing a school-wide culture of innovation and 'can-do' attitudes.	Dedicated time in assemblies to showcase STEM projects and launch STEM challenges. Young STEM Leaders 'Leadership STEM' opportunities created eg developing challenges for home and school, pupil led K'nex workshops/ lunch clubs.	STEM school challenges / home learning challenges created and shared on Seesaw Assembly STEM challenges showcased. STEM Nation elements achieved	Sept 17	
Younger learners (P1-3) will benefit from role models in STEM, increasing their confidence in using technical resources like K'nex.	Structured time for Young STEM leaders to work with younger classes on challenge tasks.	Pupil feedback on impact of peer-led workshops	October Feb May	
All pupils will have enhanced wellbeing and engagement through regular access to outdoor learning.	School trips to Mugdock if relevant to learning context Regular outdoor learning is planned and timetabled for all classes Outdoor learning resources accessible to all classes to support engaging learning activities outdoors.	Outdoor learning timetabled across all classes Teacher tracking of improvements in mood and readiness to learn	Ongoing Jan grant application LtLCLPL date TBC	

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	Learning through Landscapes local school nature grants funding application.			
All learners will develop practical problem-solving and enquiry skills through hands-on STEM and outdoor learning challenges.	STEM play areas created. Community 'Day of Action' involving pupils and parents.	Observations of pupil engagement levels during outdoor learning. Pupil views gathered. Class meetings	Ongoing Day of Action date TBC	
P5-7 learners can make links between their learning and future pathways, raising aspirations and developing career management skills.	My World of Work accounts created and in use for P5-7 pupils My World of Work Animal Me, My Achievements, My Profile used to explore careers.	P5-7 pupils show improved meta-skills in meta-skills tracker.	26 January	
Learners will benefit from improved STEM opportunities within the five STEM Nation themes.	Staff capacity building in STEM Nation elements. STEM Nation evidence collected and collated for the 5 elements throughout the year: 1. Leadership in STEM 2. STEM Family Learning 3. Employability & STEM Partnership Working 4. STEM Curriculum & Learner Pathways 5. Equity & Equality in STEM	STEM folder of evidence to be included on Seesaw for each class. Submit evidence Feb	Ongoing throughout the year / termly check-in Feb submission / June submission	

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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
All children 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.	£1,918 (£6.85 x 280)	Seesaw learning journals evidence progress towards learning targets.	August to June termly targets set and measured.	
Identified pupils will benefit from consistent support for learning.	Support for learning timetabled for identified children. Soft starts and nurture for individual pupils. Group support in literacy and numeracy for identified children.	Additional Support for Learning Assistant hours (August to June) £19,000	Tracking and assessment information and work samples. Supporting learning impact reports and pupil progress evidence.	August to June	
All pupils will have enhanced learning experiences with access to engaging and diverse online resources.	All teachers will use online subscriptions to Sumdog, White Rose Maths and Language Angels to deliver engaging and interactive numeracy and modern languages activities.	Sumdog P3-7 £907.50 (free P1 & P2, £3.75 P3-7) WRM - £250 Language Angels - £300	Sumdog usage reports will show the majority of pupils are using Sumdog. Teacher professional dialogue in staff meetings will determine impact of subscriptions. Seesaw competitions improving motivation	Review subscription usage with staff in April.	
All children will have access to sensory supports.	Sensory support boxes in every class.	£550 (£50 per class)	Children observed using sensory materials positively impacting upon engagement.	October	
All pupils will benefit from learning outdoors.	Outdoor learning sessions/ equipment.	Outdoor learning sessions / equipment £5,000	Teacher and pupil feedback/ SFL timetables in place	Ongoing throughout the session	

School PEF allocation 26/27: £28,108 (plus £3,515 carry forward allocated to SLA staff costs) Total PEF allocated in SIP £28,108 Underspend: £0

School Improvement Plans should be emailed to the link Quality Improvement Officer **by Thursday 18 June 2026.**