



Section 1: School Information and 3 Year Improvement Plan Priorities	
School/Establishment	Hillhead Primary School
Head Teacher	Stephanie Wood (Acting)
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School Statement: Vision, Values & Aims and Curriculum Rationale

Our vision for the children of Hillhead Primary School is to reduce the impact of deprivation and raise attainment for all. Within Hillhead Primary School nurturing relationships, equity for all and excellent learning and teaching ensures enriching experiences to raise attainment for all. Information on our VVA can be found on our website: [Vision Values and Aims - Hillhead Primary](#)

Our School Values: Respect, Kindness, Resilience, Achievement

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	Improvement in equity and wellbeing through the CIRCLE Framework, The Promise & UNCRC (Y1 & Y2)	Improvement in equity and wellbeing through the CIRCLE Framework, The Promise & UNCRC (Y3)	Enquiry Based Learning (Y1)
Priority 2	Raising Attainment in Reading (Y1)	Raising Attainment in Reading into Writing (Y2)	Raising Attainment in Writing (Y2)
Priority 3		Raising Attainment in Numeracy (Y1)	Raising Attainment in Numeracy (Y2)

Section 2: Improvement Priority 1

School/Establishment	Hillhead Primary School		
Improvement Priority 1	Improvement in equity and wellbeing through the CIRCLE Framework, The Promise & UNCRC		
Person(s) Responsible	Principal Teacher in collaboration with staff, pupils, parents and other relevant agencies.		
NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
<p>Improvement in children and young people's health and wellbeing.</p> <p>Closing the attainment gap between the most and least disadvantaged children.</p> <p>Placing the human rights and needs of every child and young person at the centre.</p>	<p>School Leadership</p> <p>Teacher professionalism</p> <p>Parent/Carer Involvement and engagement</p>	<p>QI 1.1 Self-evaluation for self-improvement</p> <p>QI 2.1 Safeguarding and child protection</p> <p>QI 3.1 Wellbeing, equality & inclusion</p>	<p>Closing the attainment gap between the most and least disadvantaged</p> <p>Improvement in children and young people's mental health and wellbeing</p> <p>Placing the human needs and rights of every child and young person at the centre of education.</p>
<p>Teacher Leadership relating to classroom practice.</p> <p>Pupil Leadership-Pupil Voice Inclusive Classroom scale.</p> <p>Circle Advisor (PT 1) to attend training and PLCs with other EDC staff.</p> <p>CIRCLE Advisor to share learning with all practitioners.</p> <p>Peer observations and professional dialogue.</p> <p>UNCRC & The Promise lead (PT 2) to share learning with all practitioners. UNCRC Staff Presentation – August In-Service</p>	<p>Time – see collegiate calendar for SIP/Staff meetings and Inservice Days/Personal professional development time.</p> <p>Cover costs for staff undertaking any leadership responsibility that requires release from class.</p> <p>CIRCLE Framework tools: CIRCLE resource to support Inclusive Learning and Collaborative Working (Primary) Resources Education Scotland</p> <p>Education Scotland Training videos</p> <p>Professional reading</p> <p>Keeping The Promise Award: https://education.gov.scot/resources/keeping-the-promise-award-programme/</p> <p>Education Scotland Rights Reviews, Promises and Inclusion: https://education.gov.scot/resources/rights-reviews-and-the-promise/</p>		<p>Seesaw & Social Media</p> <p>Parent Group - Staff will provide information, progress and feedback at meetings 6-weekly meeting.</p> <p>TAC meetings – Feedback on Circle Participation Scale from ASN Coordinator</p>

Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Whole staff/ Teaching staff CLPL (Inservice Days/ collegiate hours)	The Circle Framework as a strategy to support all pupils looking at universally accessible supports.	£100 PEF funding for each classroom to develop the environment
Professional reading/ viewing online materials	Keeping the Promise Award Programme is professional learning created to support anyone working with children and young people, particularly those who are care experienced.	£500 PEF funding to develop nurture and wellbeing spaces
Quality assurance processes		£2000 for play equipment for the playground this will provide meaningful structured activities as part of the routine of the school day.
Peer/ SLT/professional discussions	Continuation of provision of breakfast club supported by SLA.	£374.97 for Hamish & Milo Nurture Packs
Circle Advisor (PT 1) to attend training and PLCs with other EDC staff.		

Outcomes/Expected Impact	Suggested Tasks/Interventions	Suggested Measures- Linked to quality assurance data	Timescale(s)	Progress
<i>Outcomes for learners; targets; % change</i>	<i>Activities in Working Time Agreement, Professional Learning and Teaching interventions</i>	<i>What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures</i>	<i>What are the key dates for implementation? When will outcomes be measured?</i>	
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.	<p>Expanding on CIRCLE Framework at Aug In-service, specifically Participation Scale and associated supports for all staff.</p> <p>Circle advisor PLC sessions throughout the year fed back to school staff</p> <p>Parent and Pupil consultation shows that targeted groups of learners have an increased involvement in identification of strategies and supports that they can access within their learning environment.</p>	<p>Staff feedback from the initial introduction session highlights areas for development within CIRCLE Action plan.</p> <p>Staff pre and post training assessment of knowledge and skills. Areas for development will be identified and support through colligate meetings and opportunities for observing good practice.</p> <p>Pupil Voice and Pupil Committees will have opportunities to feedback and share ideas for improvement.</p> <p>Parental survey on inclusive education within the mainstream setting and information sharing to educate families and share progress.</p>	<p>August In-service Day. DLD input from SALT</p> <p>Week 131 0th nov Unconscious bias training and attendance audit</p> <p>Talking mats 16th Feb</p> <p>August 2025 June 2026</p> <p>June 2026</p>	

		Professional dialogue will take place surround CIRCLE, UNCRC and Zones of Regulation at learning, teaching and tracking meetings. This will be reflected and embedded in policy practice.		
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 to improve inclusivity for all.	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	October 2025 Week 4 staff meeting 1 st Sept Week 11 27/10/25	
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 by SLT to establish progress made and impact of amendments to learning environment.	On-Going Staff meeting week 11 27/10/25 First year review of new approach June 2026	
All learners will experience improved approaches for Supporting Children and Young People using the Circle Framework.	All staff implement appropriate interventions with consideration of CICS & Skills, Supports and Strategies outlined in Circle Framework.	Reflections with colleagues and changes made to classroom practice as a result of self-evaluation using CICS action plan and CPS.	June 2026	
Increased awareness of Children's rights. Increased opportunities to learn about Children's rights through the curriculum. Increased leadership opportunities for pupils throughout the school	Develop action plan to achieve Bronze award Set up a 'School Rights Ambassador Group' Whole school familiarisation with UNCRC Primary 7 Pupils included in the authority initiative 'My Voice, My Choice'.	Pre and post school questionnaire survey for pupils, parents and staff.	June 2026	

Section 2: Improvement Priority 2			
School/Establishment	Hillhead Primary School		
Improvement Priority 2	Raising Attainment in Reading		
Person(s) Responsible	Senior Leadership Team, Literacy Champion, EST & All Staff Members		
NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
<p>Closing the attainment gap between the most and least disadvantaged children.</p> <p>Improvement in attainment, Particularly in literacy and numeracy.</p>	<p>School Leadership Curriculum and Assessment</p> <p>Parent / Carer Involvement & Engagement</p>	<p>QI 2.3 Learning Teaching & Assessment</p> <p>QI 3.2 Raising Attainment in Achievement</p>	<p>Improvement in Attainment in Literacy</p>
Opportunities for Leadership		Resource Requirements	Parental and Carer Engagement and Involvement
<p><u>Education Support Teacher</u> Leading staff collegiate sessions to upskill approaches to supporting literacy.</p> <p><u>ASN Coordinator</u> Staff input on dyslexia awareness. Improving staff ability to identify barriers to learning which may meet the criteria for dyslexia. Upskilling staff in support resources and digital supports.</p> <p><u>Literacy Champion</u> Establish and facilitate a pupil reading committee which will meet monthly.</p> <p><u>Literacy Leadership Group</u> Staff working party to review current reading planning, teaching and assessment.</p> <p><u>Pupil Leadership</u> Pupil Reading Committee Reading Buddies Programme</p>		<ul style="list-style-type: none"> • Staff training on in-service days and collegiate sessions • PIRA Standardised Assessment to support teacher judgement of a level • New reading programme & Novel Studies • PM Benchmark Assessment Box • Establish Outdoor Reading Area for pupils during break & lunch to encourage reading for enjoyment 	<p>‘Stay and Learn’ open afternoon for parents.</p> <p>Family reading workshops</p> <p>Microsoft Forms Questionnaires and feedback</p> <p>Reading Cafes</p> <p>Pupil Based SIP shared with families</p> <p>Book Bug Family Event</p> <p>Whole School Reading Events – Scottish Book Week</p> <p>Reading Around the Christmas Tree Family Event</p>

Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
<p>CLPL In-House Events</p> <ul style="list-style-type: none"> EST & Literacy Coordinator – PM Benchmark Training Session with Literacy Equity Lead Lyndsay Harvey Staff training on Colourful Semantics Staff Training on Rainbow Readers Dyslexia Awareness & Digital Reading Supports delivered by Clare Hendry from Holy Family PS Key staff linking in with schools within EDC to look for examples of good practice in reading Literacy Champion will research Reading Buddies Programme in order to train older children to read to infants <p>Professional Reading</p> <ul style="list-style-type: none"> Closing the Reading Gap – Alex Quigley researchED Home 2020 Alex Quigley: Closing the Reading Gap (inc. in the time of the Coronavirus) Closing the Vocabulary Gap – Alex Quigley Episode 13 Closing the Vocabulary Gap with Alex Quigley 	<ul style="list-style-type: none"> Improved robust tracking of attainment in reading Improved assessment in reading across the school and staff analysis to ascertain gaps in learning PM Benchmarking to support teacher judgement Targeted additional learning support for identified individuals and groups across the school No cost - World Book Day events. Introduction of Rainbow Readers Programme to improve attainment for identified individuals Reading Buddy Programme 	<p>Rainbow Readers Online 10 x iPads 10 x iPad Covers 10 x iPad chargers Wheelbarrow for mobile library All-Weather cushions for outdoor learning & our mobile library 10 x Clicker Licenses & Training Novel Studies/Book Studies (Whole School) - Cross Curricular Links to Social Science Topics Dust Jackets PIRA Assessments (3 x annual P2 –P7) Christmas Books – Gifts for Family Reading Event</p>

Outcomes/Expected Impact	Suggested Tasks/Interventions	Suggested Measures- Linked to quality assurance data	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 will benefit from a clear progressive and consistent whole school approach to the planning and delivery of learning and teaching to raise attainment in reading.	<p>Introduction of a new P2 – P7 spelling programme with robust baseline assessment to ascertain individual starting points</p> <p>Research and source new whole school reading programme to</p>	<p>Improved spelling test scores across the school which is transferred into the pupils writing across the curriculum demonstrating improved accuracy</p> <p>Improved reading fluency and comprehension evident through Jotter monitoring and assessment results.</p>	<p>NFER Spelling Assessments completed in August 2025</p> <p>A temporary reading planner will be in place with the new planners and progression pathway ready for June 2026</p>	

	<p>replace ORT which is outdated</p> <p>Working party to research good practice and create and introduce new reading planners</p> <p>PIRA Assessments will be administered in each term. Results will be analysed and inform next steps in planning</p>	<p>Pupil Focus Groups – increased confidence and enthusiasm for reading and linked activities</p> <p>In learning and teaching meetings with staff they will demonstrate increased confidence in the planning of effective, appropriate and differentiated reading tasks to meet the needs of the pupils in their class</p> <p>Staff will become familiar with the CfE benchmarks for reading and will demonstrate their ability to use these to plan, set LI & SC and accurately place a child within the CfE levels</p> <p>Classroom learning visits of reading at all levels, followed by jotter monitoring and pupil focus groups from across all levels of school</p>	<p><u>PIRA Assessments</u> August 2025 December 2025 May 2026</p> <p>Reading learning visits Oct 2025</p> <p>Reading Jotter Monitoring Oct 2025</p> <p>Pupil Focus Groups October 2025</p>	
<p>All classrooms will have a literacy rich environment with children contributing to the literacy working walls & displays, class libraries which will reflect on the ongoing improvements to learning and teaching.</p>	<p>Inventories of current classroom libraries will be created to ascertain if there is a wide range of genre and that the reading levels are appropriate for the pupils in the class</p> <p>Dyslexic friendly books will be included in all school libraries across the school</p> <p>Reading Committee will exchange and rotate books in the classroom libraries</p> <p>Each class teacher will be provided with resources to create a quiet and inviting reading area within their class</p> <p>Literacy working wall will be created and updated in line with current planning of learning and teaching to support all pupils</p>	<p>Pre and post inventory of books in each class room.</p> <p>Increase of children opting to spend time in the class library to read for pleasure – where appropriate</p> <p>The views of children with dyslexia will be included in the updating of class libraries</p> <p>The Literacy Coordinator and Reading Committee will have in place an effective working rota</p> <p>Classes will be provided with resources and will have their class at the start of the next session</p> <p>Working walls will be evident when SLT visit classes and pupils will be able to discuss these and their relevance during focus group sessions</p>	<p>Inventories will be completed by mid-September 2025</p> <p>Reading committee will have rota in place for October 2025</p> <p>Class libraries will be set up with new resources by September weekend 2025</p> <p>Literacy working walls - updated regularly to reflect current learning and teaching - ongoing</p>	

		Literacy working walls will reflect the planned learning & teaching which will be taken from gap analysis from PIRA and information from transition meeting with previous teacher. These will be updated responsively		
There will be an improvement in almost all pupils reading fluency, comprehension and higher order thinking skills through continued practise over a range of genre with detailed success criteria.	<p>Revisit pedagogy for learning and teaching in reading</p> <p>Introduction of new novel study/book study programme</p> <p>Explore ways to develop effective reading habits throughout the school</p> <p>Embed quality feedback in reading tasks for pupils to support independent improvement</p>	<p>Review of current reading teaching, pedagogy and resources. Staff CD Meeting 'What Makes a Good Reading Lesson?'</p> <p>Improvements monitored through Annual QI & SE Planning</p> <p>Feedback through end of topic pupil evaluation on novel/book study programme</p> <p>Parent survey – homework including reading</p> <p>Feedback from Pupil Focus Groups</p>	<p>Staff CD Meeting September 2025</p> <p>Pupil Novel/Book Evaluation October 2025 & June 2026</p> <p>Parent Surveys - September 2025</p> <p>Pupil Focus Groups October 2025</p>	
Almost all learners engagement with, and motivation for our reading curriculum will increase.	<p>Reading committee will be created and will provide inputs at assembly <i>i.e. author of the week, genre of the month, 'You've Gotta Read this!!'</i></p> <p>Reading committee will survey children to find out what they would like in their classroom libraries</p> <p>Pupil Management Team will create a child friendly SIP and discuss suggestions on how to improve pupil engagement</p> <p>Creation of a reading corner in the playground with a mobile library which is the responsibility of children and key SLA</p> <p>Family Reading Events throughout the year</p> <p>Book gifting as part of Scottish Book Week</p>	<p>Collegiate sessions / Professional dialogue</p> <p>Calendar reading events</p> <p>PRD/PDR Process</p> <p>Reading Committee will create pre and post intervention surveys with pupils and families</p> <p>Pupils Book Week Reports</p> <p>Reading Buddy Programme will encourage younger children to read for pleasure</p> <p>Feedback during Pupil Focus Groups in October 2025</p>	June 2026	

	<p>Create reading celebration activities including Scottish Book Trust Authors Live Events across the year.</p> <p>Junior Librarians elected to be responsible for class libraries</p>			
<p>Attainment raised by 2-4% in reading data in P1 and 7 by June 2026. With improvements made to support reading among pupils in P4.</p>	<p>Analysis of ACEL forecast data to identify targeted intervention groups</p> <p>Learning Support teacher to work with identified groups</p> <p>Introduction of Rainbow Readers Programme</p>	<p>ACEL / SNSA data session with all staff</p> <p>PIRA Assessment Data</p> <p>Learning, Teaching & Tracking meetings</p>	<p>Ongoing evaluation throughout the year.</p> <p>Termly evaluations of outcomes.</p> <p>June 2026</p>	
<p>Families will have a deeper understanding of how reading skills are developed and learners will be better supported in the home.</p>	<p>Reading Around the Christmas Tree Event</p> <p>National Book Week Reading Dogs Initiative (<i>Dependent on Risk Assessment</i>)</p> <p>Book gifting events – including Scottish Book Week / P1 Induction Packs Reading to your Child Guide for parents / Book Bug Bags</p>	<p>Feedback Parent Surveys</p>	<p>Ongoing throughout the year</p>	
<p>Increased teacher confidence in planning and approaches to the learning and teaching of reading.</p>	<p>Cross level working party to audit and improve current planning format</p> <p>Introduction of PIRA Assessments</p> <p>Rainbow Readers Progress Logs</p> <p>Staff CLPL on current assessment strategies and available resources</p> <p>Improved structure to learning, teaching and planning meetings with SLT</p> <p>Planned collegiate calendar events</p>	<p>Staff evaluation of training</p> <p>Implementation of learned strategies evidenced through learning visits</p> <p>Feedback from learning visits</p> <p>Collegiate professional discussions</p> <p>PRD Meetings</p>	<p>Curriculum Development time as part of WTA – ongoing throughout the year</p>	