



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	Hillhead Primary School
Head Teacher	Stephanie Wood
Link QIO	Marie Donald

School Statement: Vision, Values & Aims and Curriculum Rationale

[Vision Values and Aims - Hillhead Primary](#)

[Curriculum - Hillhead Primary](#)

Current Standards & Quality Report

Available on School Website

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 Embed CIRCLE Framework Improve Attendance Building Confidence & Resilience	Wellbeing & Inclusion	Wellbeing & Inclusion
Priority 2	Improving Our Pedagogy Raising Attainment and Achievement in Numeracy through high quality learning, teaching and assessment.	Curriculum CIC Implementation Planning	Pedagogy CIC Implementation

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Section 2: Improvement Priority 1			
School/Establishment	Hillhead Primary		
Improvement Priority 1	Wellbeing & Inclusion – Focus on Improving Attendance / Building Confidence & Resilience		
Strategic Leads	Head Teacher, Depute Head Teacher, Principal Teacher, Nurture Teacher		
Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	HGIOS 4 QIs
Delete / copy as required	Delete / copy as required	Delete / copy as required	Delete / copy as required
Inclusion & Empowerment	Priority 3: Monitoring & Tracking Priority 5: Partnerships Priority 6: Wellbeing & Inclusion	Closing the attainment gap between the most and least disadvantaged children Improvement in children and young people's health and wellbeing Improvement in skills and sustained, positive school-leaver destinations for all	QI 3.1 Wellbeing, equality & inclusion QI 3.2 Raising attainment and achievement QI 2.4 Personalised Support
Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement	
HT - Imagine Tracking Leadership group, WFWT Hub Group and Supporting Attendance PLC. Teachers – Meeting individual pupil needs as part of classroom practice. DHT - ASN leadership forum and CIRCLE Champion Nurture Teacher – Nurture PLCs, Nurture Garden family engagement project. PT – UNCRC Champion All staff – Trauma Level 1 Certificate Learners – My voice, my choice forum, pupil participation groups, inclusion committee, Junior Management Team, Equality	EDC policies: Relationships, Behaviour and Learning, Including Every Learner, Framework for Equity in Literacy, School Attendance and Absence Policy. Time provided through Inset Days and Curriculum Development for colligate working. Cover costs for staff undertaking leadership responsibilities. CIRCLE Framework tools: CIRCLE resource to support Inclusive Learning and Collaborative Working (Primary and Secondary) Resources Education Scotland Education Scotland Training Videos Online workshops and lesson ideas - antiracist.ed.scot Show Racism the Red Card workshops	Progress updates to families through events and newsletters Gather views of all parents to support Relationships policy Weekly Parent Wellbeing Group Parent 'Brew & Blether' Parent & Toddler Group Feedback at TAC Meetings Wellbeing Assessment Parent Questionnaire Parent feedback on Attendance Talking Mats Parent Information 'Talking to Your Child About Racism'	

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Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Whole staff CLPL on Inset days and through agreed colligate hours.	social & emotional wellbeing	Resources for nurture garden pupil/family engagement project. £700 (approx.)
Professional Reading/viewing online materials	Differentiated support	Resources for targeted pupil wellbeing groups and PEF funding to support wellbeing activities and trips. £2500 (approx.)
Quality assurance processes, peer/SLT/professional discussion	Partnership working	Sensory Space Resources for breakout area out with the classroom - £9000 (approx.)
	CLPL & Staff Leadership	Show Racism the Red Card Workshops - £500 Inclusive/diverse children's books for Class Libraries - £200 Parent Wellbeing Group Resources - £500 (approx.) Playground Sensory Circuits Markings (Included in total for both priorities £5620.00) After-School Sport Club Resources & Trolley - £1500 (approx.) After-School/Lunchtime Art Club Resources - £500 (approx.) School Uniform Bank - £500 Staff Professional Reading Lending Library - £500 Top-Up Rapid Readers & ELS - £1200 Parent Wellbeing Group Resources & Storage - £600 After-School Sport Club Resources & Storage - £700

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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's needs and behaviours will be better understood and supported through increased staff understanding of inclusion and additional support needs. Improved classroom environments for all children. All learners benefit from inclusive practice. The needs of individual learners are met through an adaptive classroom environment.	- Expanding on CIRCLE Framework, specifically Pupil Participation Scale and associated supports. - CIRCLE Advisor attending EDC PLCs - Staff will use CPS as part of their evaluation for children on Targeted Support Plans to identify individual learner's strengths and areas for development. - Teachers will use CICS (CIRCLE Classroom Participation Scale) to evaluate and adapt the environment for their new class. - ASN Input at Staff Meetings by ASN Coordinator - HT, DHT, PT, Nurture Teacher & EST will engage with Dyslexia Scotland Online Professional Learning Modules (outlined in Priority 2). - All staff will use CICS individually and with peer support to critically analyse classrooms. - Good practice models from previous session will be shared with new teacher at	- Results of Whole School H&W Survey & Individual Wellbeing Assessments. - Attainment data tracking across whole school. - Targeted Support Plan Pupil Evaluations. - Pupil Focus Groups following learning and Teaching Visits. - Reflections with colleagues and changes made to classrooms as a result of self-evaluation using CICS and Action Plan.	- August 2026 - On-Going - On-Going - January '27 & May '27 - September 2026	

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	Tracking Meetings with paperwork for these being revised to include CICS.			
All learners will experience improved and consistent approaches for Supporting Children using the CIRCLE Framework.	• All staff will agree non-negotiables for structures and routines including curricular areas such as maths & literacy.	• Agreed non-negotiables evident through classroom visits, forward plans, discussions with staff and pupils.	Sept 2026	
Increased health and wellbeing, attendance and progress for identified children including those potentially affected by poverty, ACES and family circumstance.	• Nurture Timetable which provides timeous interventions and on-going as check-ins. • Liaison with the Educational Psychologist and Nurture Teacher to analyse attendance data and plan targeted interventions/hooks to increase attendance of identified pupils. • A more robust tracking system to monitor absenteeism reasons, patterns and late-coming. • All staff including support staff will complete Trauma Informed Training Level 1 to equip staff with the training, skills and knowledge to understand, respond to and support pupils affected by trauma and ACES, fostering safe, inclusion and resilient learning environments. • Weekly Family & Child Gardening Club – building relationships and fostering belonging. Developing skills for Learning,	• Whole School Tracker • Staff Transfer of Information Paperwork • Nurture SLT Meetings • Boxall / Stirling W/B Assessments • Wellbeing Talking Mats/Pupil Webs • Parent/Carer Wellbeing Questionnaires • Whole school H&W Survey • TAC Meetings • PSG Meetings • Trauma Informed Training Level 1 – Staff Feedback • Learning, Teaching and Tracking Meetings with SLT • Parent Feedback Questionnaires and Surveys for Parental Engagement Events.	On-Going	

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	Life and Work.			
Improved attendance across the whole school by 10%. With individual attendance targeted plans for those below 70%.	• Robust Attendance Procedure and Tracking • Self-Evaluation using the Forth Valley Toolkit to identify next steps • Targeted planning in partnership with families, HT, ASN Coordinator and Nurture Teacher and outside agency support where necessary. • Improve staff awareness and ability to support children with poor attendance/late-coming. • Including as a standing area for discussion with Educational Psychologist at PSG.	• Robust Attendance Procedure and Tracking • Regular reviews and updates at SLT Meetings	Expected aim to be achieved by June 2027. On-Going	
Almost all learners can identify the importance of UNCRC Articles and what this looks like in practice in their classroom and school Learners and staff will have increased knowledge about Rights based learning	• UNCRC lead and pupil committee will complete the paperwork and begin to collate evidence to submit UNCRC Bronze Award Application. • UNCRC will complete an action plan for 2026-27 to achieve Silver Award. • UNCRC will be included as a standing feature each week at assembly with pupils creating a UNCRC School Song and an Article of the Month.	• Achievement of Bronze Award • Children will work alongside lead teacher to create an action plan to work towards Silver. This will be shared with all stakeholder. • Children are able to talk around the articles and relate them to	Bronze Award Application Submitted Sept 2026 On-Going	
We will achieve the 'Keeping The Promise Award' by embedding a whole-school culture of trauma-informed,	• The Nurture Teacher will register for the 'Keeping the Promise Award' via Education Scotland. Keeping the Promise Award Programme Resources Education Scotland	• Staff will complete accredited 'Promise' professional learning.	June 2026	

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rights-respecting practice.	• All staff including support staff will complete Trauma Informed Training Level 1 to equip staff with the training, skills and knowledge to understand, respond to and support pupils affected by trauma and ACES, fostering safe, inclusion and resilient learning environments. • All teaching and support staff will complete accredited 'Promise' professional learning. • Audit of current attainment and attendance for care Experienced Children. • Align family learning strategies with the 'Family Learning Keeping the Promise Award Pack' to better engage parents/carers. • Care Experienced Nurture Group	• Achievement of for the 'Keeping the Promise Award' • Staff will achieve their Trauma Informed Training Level 1 • Establishment of Care Experienced Nurture Group. Pupil and family feedback.		
Children will experience nurturing approaches within family learning opportunities.	• Family Learning opportunities will be arranged through the FLA, Nurture Teacher, Numeracy/Literacy Co-ordinator in the Nurture Room or Family Room i.e. Arts & Crafts, Fitness, Cookery.	• Feedback Questionnaire/Surveys • Monitoring of Engagement Levels	On-Going	
Improved health and wellbeing for every child.	• Health and wellbeing improved for every child. • Audit and update of resources including gym equipment and engagements with partner services. • Children will attain Bronze Sports Award and have additional opportunities to attend a wider range of after-school sports clubs.	• Feedback Questionnaire/Surveys	June 2027	

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All learners will feel safe and included in school.	• Further develop, plan and resource ‘Wellbeing Weeks’ to address emotional needs, creating a safe foundation for learning following a break from school. Wellbeing weeks planned by HT, DHT, PT, Nurture, FLA and EST based around the 5 Levers of the Recovery Curriculum: • Relationships: Re-establishing and fostering new strong connections between children with their peers and teachers to create a safe, supportive learning environment • Community: Engaging with children and families to understand what has happened in the child’s home life and community during the holidays, using this insight to rebuild a sense of belonging. • Transparent Curriculum: Clearly communicating the year’s goals and addressing any gaps in learning to reduce anxiety. • Metacognition: Encouraging children to reflect on their learning processes and develop self-regulation skills, reskilling them as confident individuals. • Space: Providing children with the time and environment to express their feelings and rebuild their confidence through low-pressure opportunities for exploration, play and reflection.	• Wellbeing Assessments - Targeted • Likertscale Questionnaires/Whole School Wellbeing Survey • Revisiting and Creation of Zones of Regulation display as a class • UNCRC Classroom Charter/Display • Attendance / Late coming Log • Playground Observations • Whole School Wellbeing Survey • Staff and Parent/Carer Feedback	After each end of term school holiday - August, January, April	
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Section 2: Improvement Priority 2	
School/Establishment	Hillhead Primary School
Improvement Priority 2	Improving Our Pedagogy Raising Attainment and Achievement through high quality learning, teaching and assessment.
Strategic Leads	Head Teacher, Depute Head/ASN Coordinator / Whole Staff Team

Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	HGIOS 4 QIs
Delete / copy as required	Delete / copy as required	Delete / copy as required	Delete / copy as required
Learning & Teaching	Priority 2: Learning & Teaching Priority 4: Curriculum Priority 6: Wellbeing & Inclusion	Improvement in achievement, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children Placing the human rights and needs of every child and young person at the centre	QI 2.3 Learning, Teaching & Assessment QI 1.1 Self evaluation for self improvement QI 3.2 Raising attainment and achievement

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
• Whole school involvement in IOP (Improving Our Pedagogy) Programme. • Teacher Leadership through responsibility of data analysis and strategic planning for improvement. • HT and DHT will lead webinars. • Working Party to create school Learning and Teaching Policy • All staff participation in practitioner enquiry by influencing thinking, modelling growth and driving improvement. • New Numeracy Co-ordinator Role	• Time from WTA (Working Time Agreement) • Class cover budget to enable peer observations and time for professional dialogue • Class cover budget to release working party • Professional reading as identified by West Partnership • Additional identified CLPL following staff PRD, Self-Evaluation and Quality Assurance practice. • 0.5 FTE to provide consistency within cohort and allow 0.5 to be added to EST role to raise attainment through small group literacy and numeracy interventions. - £19, 333	• Reporting to parents • Family Learning Sessions • Information Sharing through newsletter and Parent Council Updates

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Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
• West Partnership Webinars • Professional Reading • Develop Data Literacy / Build capacity around data analysis and use • Attendance/engagement with relevant CLPL	Delete / copy as required high quality learning experience	Math Resources - £340 Family Learning Events - £500 (approx.) Cover for Maths Working Party - £1032 (3 days) Cover for Learning Walks/Custer Visits - £2064 (6 days) PIRA/PUMA Assessments - £1509.97 Sumdog Subscription £294.03 Seesaw Online £602.00 0.4 Class Teacher - £19333.00

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
Almost all learners' attainment and progress will improve through a stronger more strategic approach and implementation of targeted interventions designed to meet their specific needs. Almost all learners are achieving in line with national standards and expectations	By strengthening teachers' capacity to analyse robust classroom data, they will identify gaps and next steps in their learning more effectively. Following the West Partnership Model the following activities will take place across 2026/27: • In-Service Day 2 – Introduction to the WP IOP Model and whole school audit of current practices using the new EDC Learning & Teaching Toolkit – Adaptive Learning & Differentiation	• On-going reflection and discussion - Learning & Teaching Meetings, moderation activities, Tracking Meetings, Pupil Focus Groups. • Quality Assurance Calendar Activities • ACEL Data • SNSA Results/Data • Pre and post numeracy assessments • PUMA Assessments • Evaluation of support plan targets	• Inset Day1 • Key dates of IOP Sessions • Staff Meetings • Curricular Development time agreed in WTA • Termly Learning & Teaching Meetings • Termly Tracking Meetings	

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through appropriate differentiation and adaptive teaching. All learners are supported and challenged through differentiation and adaptive teaching. Identified learners are supported through targeted learning support and interventions. A rise in attainment in Numeracy overall by 5% across the school by June 2027 and a reduction in identified gaps.	Identify patterns of attainment and trends and barriers to learning. • Self-Evaluation and examination of current methodology: How are numeracy concepts taught? How to we address gaps in learning? What maths recovery approaches do we currently implement? • 01/09/26 – IOS Session 1 Learning Intentions and Success Criteria. • 08/09/26 – IOS Session 2 Effective Questioning • 17/09/26 – IOS Session 3 Effective Feedback • 22/09/26 – IOS Session 4 Differentiation • 01/10/26 – Session 5 Retrieval Practice • 08/10/26 – Session 6 Preparing for Sprint • 26/11/26 – Session 7 Sharing your Sprint – In-Person • Sharing of Self-Evaluation and Quality Assurance on Numeracy • 5hrs Individual CLPL Professional Reading • Teacher self-evaluation • Data Analysis and interrogation • Tracking meeting – Fact, Story, Action with SLT Support • Gathering of pupil voice			
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Almost all learners can explain their thinking and strategies the have used in numeracy Improve pupil confidence, accuracy and understanding of mathematical strategies through increased staff confidence in maths pedagogy.	• Audit current maths resources, identify gaps and order as required. • All staff will update interactive maths learning environment, including interactive working wall to support daily 'Walk the Wall'. • Visit other schools to observe good practice. • Good practice in learning and teaching in maths highlighted including standardised correction code, layout of algorithms, moderation of maths jotters and maths targets. • Assembly time used to provide staff to come together with DHT/PT for CLPL in Term 1. I.e. Working Walls, Number Talks, IWB, moderation activities etc. • Staff analysis of data – qualitative and quantitative to inform next steps in learning and teaching. A new template will be provided to support this and to bring to tracking meetings with SLT.	• Feedback from pupils and staff • Feedback from Numeracy Coordinator • Working walls will be observed by SLT, included in Pupil Focus Group Feedback and shared with peers at an assigned staff meeting, where teachers will share and demonstrate their Working Walls (How they 'Walk the Wall') with peers to share good practice. • Tracking Meetings - to discuss data to inform next steps. • PUMA Assessment • Numeracy End of Phase Assessment • Observations of Learning & Teaching • P1, 4 & 7 SNSA	• Sept-Dec 2026 • Term 1, 2 & 3 L&T and Tracking Meetings	
Almost all learners make very good progress from their prior levels of	• Staff self-reflection survey on confidence of teaching mathematical and numeracy concepts, high impact pedagogical	• CLPL provided by EDC Numeracy Co-ordinator / modelled lessons	• Staff meetings / curriculum development time as outlines in the WTA.	

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achievement in numeracy.	strategies, retrieval practice and use of CPA. • CLPL based on feedback from staff. • Learning walks by SLT to spot common patterns: over reliance on worksheets, use of correct mathematical language, appropriate support for pupils who require it and provision of challenge for high attainers. • CLPL for all staff in delivering maths and numeracy focusing on the four operations and learning and teaching strategies to improve understanding and develop skills		• Peer observations and SLT learning and teaching visit as per outlined on the Colligate Calendar and Tracking and Monitoring Overview.	
By embedding highly effective practice, children's attainment in Numeracy and Mathematics will increase by at least 5% across the school.	• Termly Classroom Observations • Analysis of session 1-5 following classroom observations including CPS (Circle Participation Scale)	• Ongoing reflection and professional discussion • Quality Assurance Calendar • Pre and post Assessments • Tracking Meetings • Learning & Teaching Visits • Pupil Focus Group Meetings with SLT • Staff Confidence Audits	• Staff Meetings as per WTA • SLT learning and teaching visit as per outlined on the Colligate Calendar and Tracking and Monitoring Overview.	
Improved parental engagement with numeracy.	• Parents attend 'Two-Player Mode' Numeracy workshops with their child at all levels. • Take away parent support leaflets for Early, First and Second Level. • Numeracy Coordinator will work with Junior Management Team o create take home Maths Games	• Parent Questionnaires/feedback forms • Monitoring of engagement with Seesaw	• P1-3 Term 1 • P4-7 Term 2	

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	packs for each stage with means of teaching parents/families how to use these i.e. Video QR Code.			
Almost all learners make very good progress from their prior levels of achievement in numeracy.	• In Term 3 staff meetings will focus on Highly Effective Practice the area of which will be dependent on the initial audit. • CLPL feedback / evidence in daily practice • Numeracy tracking and monitoring • Data gathering • Peer visits overview and decision SLT will be included in these to make trio in order to strengthen quality assurance • Professional Reading • Self-Evaluation against FHEP • Review of SIP and agreement of SIP priorities and WTA for 27/28	• CIRCLE Pupil Participation Scale results and analysis • Ongoing reflection and professional discussions • Activities outlined on the Quality Assurance Calendar • Pre and Post Assessment results/data • Tracking and Monitoring Meetings • Learning and Teaching Observations • Support plan target evaluations • Feedback from learning visits • Feedback from Pupil Focus Groups • Phased Assessments	Key dates as outlined in the Colligate calendar in line with the WTA.	
Through engagement with the Dyslexia Scotland Professional Learning Modules, we will continuously improve the identification of dyslexia and support	• HT, DHT, PT, Nurture Teacher & EST will engage with Dyslexia Scotland Online Professional Learning Modules: 1. Introduction to dyslexia and inclusive practice 2. Supporting dyslexia, Inclusive practice and literacy	• Staff, Pupil and Family Questionnaires • TSPs and USPs Evaluation • Collaborative Reports • GL Dyslexia Toolkit Assessments • PM Benchmark Assessments • PIRA Assessments • Pupil Feedback – ‘Dyslexia Empowerment Club’ • Information and support resources for Parents/Carers	Key dates as outlined in the Colligate calendar in line with the WTA. Dates of modules to be confirmed by EDC.	

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and outcomes for children with dyslexia.	3. Dyslexia: identification and support • August In-Service – Dyslexia Friendly Classroom input by ASN Coordinator. • Audit and review of current support resources. • Introduction of 'Dyslexia Empowerment Club' for pupils. • Professional Reading & Research	• Ongoing reflection and professional discussions • Moderation of writing assessments.		
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Section 3: Interventions for Equity: Pupil Equity Funding (PEF) not included in priorities 1-2					
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

School PEF allocation 26/27: **£50,225**

Total PEF allocated in SIP **£50,225**

Underspend: **£0**