

Section 1: School Information and 3 Year Improvement Plan Priorities	
School/Establishment	Killermont Primary
Head Teacher	Frances McLauchlan
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School Statement: Vision, Values & Aims and Curriculum Rationale
Vision, Values and Aims Killermont Values Curriculum Rationale

	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	Impact our Learning & Teaching through increased knowledge & understanding of ASN including Circle Framework/ The Promise (2024-2026)		Learning and Teaching
Priority 2	The Curriculum: The Sciences	The Curriculum: Technologies	The Curriculum: Expressive Arts
Priority 3	Learning for Sustainability: Outdoor Learning (continued from 2022-2023)		Learning for Sustainability

Framework for School Improvement Planning 2024/25

Section 2: Improvement Priority 1	
School/Establishment	Killermont Primary
Improvement Priority 3	Impact our Learning & Teaching through increased Knowledge & Understanding of ASN
Person(s) Responsible	DHT's in collaboration with Educational Psychologist, pupils, parents and other agencies

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
<p>Placing the human rights and needs of every child and young person at the centre</p> <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>school leadership</p> <p>teacher professionalism</p> <p>parent / carer involvement and engagement</p> <p>school improvement</p>	<p>QI 1.1 Self evaluation for self improvement</p> <p>QI 2.1 Safeguarding and child protection</p> <p>QI 2.4 Personalised Support</p> <p>QI 2.6 Transitions</p> <p>QI 2.7 Partnerships</p> <p>QI 3.1 Wellbeing, equality & inclusion</p>	<p>Placing the human needs and rights of every child and young person at the centre of education</p> <p>Improvement in children and young people's mental health and wellbeing</p> <p>Closing the attainment gap between the most and least disadvantaged</p>
<p>Links to rights:</p> <p>Article 2: All children have these rights.</p> <p>Article 3: Adults must do what's best for me</p> <p>Article 12: The right to have your views heard and taken seriously.</p> <p>Article 19: The right to be safe (the classroom/ school as a safe place)</p> <p>Article 23: The right to special care and education</p> <p>Article 24: The right to be healthy (support for all aspects of health – physical, mental, emotional and social)</p> <p>Article 28: The right to an education.</p> <p>Article 29: Education should develop your personality, talents and abilities to the full and teach you to respect other people and the environment.</p> <p>Article 31: The right to play.</p>			

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Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
<p>Teacher Leadership related to classroom practice. Staff contribute to leading collegiate sessions.</p>	<p>In-service day & collegiate sessions Professional reading Funding for staff professional learning as required Cover cost for staff undertaking leadership responsibility that requires release from class SLT attendance at authority ASN forum</p>	<ul style="list-style-type: none"> • Seesaw, newsletters and X - Information and learning showcased for families. • Parent Council ongoing involvement in feeding back parent views at meetings. • TAC meetings
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
<ul style="list-style-type: none"> • Whole staff/ Teaching staff professional learning (In-service Days/ collegiate hrs). • Professional reading/ viewing online materials • Quality assurance processes. • Peer/ SLT/professional discussions 	<ul style="list-style-type: none"> • The Circle Framework as a strategy to support all pupils, especially those with additional support needs. • The Promise – support for care experienced pupils (including revisiting the nurture principles) • Pupil learning support & challenge groups in Numeracy, Literacy and Health & Wellbeing 	

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Outcomes/Expected Impact	Tasks/Interventions	Measures	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 be better supported through staff understanding of inclusion and additional support needs.	Introduction to The Circle Framework at Aug Inservice for all staff. Circle advisor PLC sessions throughout year fed back to school staff.	Staff feedback from initial introduction. Staff pre and post training assessment of skills and knowledge. Pupil voice tools Professional dialogue	August Inservice Day Collegiate sessions: see calendar	
Improved Classroom Environments for learners: Make use of CICS (Circle Inclusive Classroom Scale) to evaluate classroom environment –sections completed termly.	Use CICS individually and with a supportive peer to critically analyse classroom environment. Explore Skills, Supports and Strategies in Circle Framework with all staff.	Reflections with colleagues and changes made to classrooms as a result of self- evaluation using CICS. Professional dialogue.	Term 1/2/3 by June 2025	
Improved Approaches for Supporting learners using the Circle Framework.	Level meetings professional discussion.	Moderation and evaluation evidence shows increase in universal level supports available to all learners.		

All learners will experience improved approaches for supporting learning using the Circle Framework	All staff implement appropriate interventions with consideration of CICS & skills, support and strategies outlined in Circle framework.	Reflections with colleagues and changes made to classrooms as a result of self- evaluation using CICS and action plan.	Term 3 By June 25.	
Staff will build on last session's focus on EDC Including Every Learner policy to ensure effective learning and teaching approaches for all learners.	Staff will increase their knowledge and understanding of Dyscalculia and how to identify and support through professional reading of EDC guidance and support from Educational Psychologist & SLT.	Professional dialogue Forward planning meetings with SLT Assessment, tracking and monitoring meetings TAC meetings PSG meetings	Collegiate Calendar	
Learners will benefit from effective differentiation and intervention strategies which supports and challenges their learning.	Staff will consider evidence based differentiation and intervention strategies and ensure effective learning, teaching and assessment strategies are in place to support and challenge all learners.	Staff will consider evidence based differentiation and intervention strategies and ensure effective learning, teaching and assessment strategies are in place to support and challenge all learners.	By June 2025	

Learners will be actively involved in decision making. Learners will be encouraged to freely express their opinion on all matters which affect them enabling them to become active participants in their learning and promotes confidence, a sense of agency and responsibility in determining what will help them progress.	Staff will ensure pupil voice is held central in our processes, with pupils involved in both discussions, decision making and the identification of support strategies. Talking Mats will be used to gather views for TAC meetings.	Teacher/pupil/parent dialogue. Pupil voice recorded in TAC meetings, support plans. Health and Wellbeing questionnaires.	By June 2025 – ongoing	
	Staff will continue to develop their knowledge of Alternate Augmented Communication and will make use of a variety of approaches to collect pupil voice e.g. to support restorative practice conversations	Staff use a variety of approaches to gather and record pupil voice.		
Almost all staff develop their understanding of 'The Promise' to improve outcomes for children and young people who are care experienced.	All staff (Including FM) to watch 2 presentations and complete module related to 'The Promise'.	School will achieve the 'We Promise' Award	Feb Inservice day (am)	

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Section 2: Improvement Priority 2	
School/Establishment	Killermont Primary
Improvement Priority 2	The Curriculum: The Sciences
Person(s) Responsible	Teaching staff working party, supported by DHT Collaborating with STEM ambassadors, local community partners including parents.

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
Improvement in attainment, particularly in literacy and numeracy. Placing the human rights and needs of every child and young person at the centre	parent / carer involvement and engagement school leadership teacher professionalism curriculum and assessment school improvement	QI 1.2 Leadership of Learning QI 2.2 Curriculum QI 2.3 Learning, Teaching & Assessment QI 2.7 Partnerships	Improvement in attainment in literacy and English Improvement in attainment in numeracy and Maths Placing the human rights and needs of every child and young person at the centre
Links to rights: Article 12: The right to have your views heard and taken seriously. Article 28: The right to an education. Article 29: Education should develop your personality, talents and abilities to the full and teach you to respect other people and the environment.			

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Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
<ul style="list-style-type: none"> Teacher leads (working party) in Science will manage the Science development, supported by DHT. Pupil learning committee leading on developments in Science. Eco committee working in collaborative with pupil learning committee. Pupils will be involved in providing feedback/ suggestions for improvement on L & T in The Sciences through focus groups. Parent volunteers will support the development of Science curriculum. 	<ul style="list-style-type: none"> Time – see collegiate calendar for SIP/Staff meetings and Inservice Days/Personal professional development time. Cover costs for staff working party – release from class. Additional resources for supporting the teaching of Science. 	<ul style="list-style-type: none"> Seesaw & X – Sciences learning showcased for families. Parent volunteers to support teaching of Science.
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
<ul style="list-style-type: none"> Whole staff/ Teaching staff professional learning (Inservice Days/ collegiate hrs). Professional reading/ viewing online materials 		

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Outcomes/Expected Impact	Tasks/Interventions	Measures	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?	
<p>Through the revised Sciences programme of study with IDL opportunities, learners will:</p> <ul style="list-style-type: none"> develop their interest in, and understanding of, the living, material and physical world increase their knowledge of the big ideas and concepts in the Sciences develop skills of scientific inquiry and investigation using practical techniques benefit from engaging in a range of collaborative and investigation tasks to 	<p>Working party of class teachers and DHT to audit, review and evaluate current Sciences programme of study including:</p> <ul style="list-style-type: none"> Curriculum content & principles of CFE Pupil consultation on their learning experiences and suggested approaches in the Sciences. IDL opportunities linked with LfS Scientific resources and equipment STEM and parental partnerships 	<p>Professional dialogue</p> <p>Pupil consultation points will be reflected in the Sciences programme.</p>	Term 1/2	
	Working party will create a revised Sciences programme of study from P1-7 and share with staff.	Sciences programme of study created and shared with staff	Term 1/2	

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<p>become creative, inventive and enterprising</p> <ul style="list-style-type: none"> benefit from effective partnerships with STEM ambassadors, parents and the local community to support learning in the Sciences. 	Working party will supplement science resources and equipment in line with the revised programme of study.	Class teachers to use and give feedback on additional resources and equipment	Term 1/2/3	
	All staff will review the Sciences CFE Principles and Practice paper to increase knowledge and Understanding, skills and confidence levels associated with teaching the Sciences curriculum.	Professional dialogue with staff	Term 1/2	
	Staff will engage in collegiate session training to develop their understanding of scientific concepts, scientific language and practical investigations and inquiry.	Pre and post staff survey Professional dialogue	Term 2	
	Staff will engage in collegiate/level planning of teaching and learning in the Sciences which will include effective use of the outdoor school and local environment.	Staff will support each other through level planning to increase confidence teaching the Sciences. Opportunities for peer observations to support staff.	Term 3 and fully implemented from Aug 2025.	

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Section 2: Improvement Priority 3	
School/Establishment	Killermont Primary
Improvement Priority 1	Learning for Sustainability: Outdoor Learning (continued from 2022-2024)
Person(s) Responsible	Lead Teachers supported by DHT Collaborating with Sustrans, Active Schools, EDC STEM lead, parental body and Eco Committee to provide feedback.

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 Improvement in attainment, particularly in literacy and numeracy.	school leadership teacher professionalism parent / carer involvement and engagement curriculum and assessment	QI 1.2 Leadership of Learning QI 2.2 Curriculum QI 2.3 Learning, Teaching & Assessment QI 2.7 Partnerships QI 3.1 Wellbeing, equality & inclusion QI 3.2 Raising attainment and achievement	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 Improvement in attainment in literacy and English Improvement in attainment in numeracy and mathematics
Links to rights: Article 12: The right to have your views heard and taken seriously. Article 28: The right to an education. Article 29: Education should develop your personality, talents and abilities to the full and teach you to respect other people and the environment. Article 31: The right to play.			

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Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
<ul style="list-style-type: none"> Teaching staff who are outdoor learning leads will have a leadership/ support role through this development. Pupils will be involved in providing feedback/ suggestions for improvement/ gathering peers' views through Eco Committee including use of HGIOURS. Pupils from the Eco Committee and Play Leaders (trained by Active Schools) will have opportunities to lead learning and enhance playtime provision. Teachers will lead professional learning within their collaborative outdoor learning groups. 	<ul style="list-style-type: none"> Time – see collegiate calendar for SIP meetings and Inservice Days/Personal professional development time. Cover costs for staff undertaking any leadership responsibility that requires release from class PTA funding 	<ul style="list-style-type: none"> Parent Feedback - feeding into improvement planning. Parent Council ongoing involvement in feeding back parent views at meetings. Parent 'class sharing' outdoors opportunities. X feed, Seesaw posts and Newsletter updates of outdoor learning.
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
<ul style="list-style-type: none"> Whole staff/ Teaching staff CLPL (Inservice Days/ collegiate hrs). Professional reading/ viewing online materials. Quality assurance processes. Peer/ SLT professional discussions 	<ul style="list-style-type: none"> Outdoor Learning as a strategy to support and enhance learning and teaching. 	

Outcomes/Expected Impact	Tasks/Interventions	Measures	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?	
<p>Collaborative professionalism will serve to embed high quality outdoor learning experiences for every learner.</p> <p>Learners will benefit from well-planned outdoor learning experiences within relevant and engaging contexts.</p> <p>Teachers will be confident in delivering quality outdoor learning experiences across a range of subject areas.</p> <p>Children will experience quality learning experiences outdoors: in the school grounds; in the local area; on trips and excursions; during residential experiences (P7).</p>	<p>Teachers will work in small TLC-style groups to plan, implement and moderate outdoor learning experiences. Groups will be able to set aspects of their agenda, personal and group targets and analyse outcomes with suggested topics for focus such as:</p> <ul style="list-style-type: none"> Pupil-led learning Loose Parts STEM IDL Connections to the local environment 	<p>Pupils will have increased opportunities for outdoor learning across the curriculum.</p> <p>Staff moderation and feedback of STEM in the outdoors provision.</p>	45minute- 1 hour collegiate sessions throughout term 1, 2, 3	
	Teachers contribute to bank of KPS OL planning ideas (building on last session)	Professional dialogue	Ongoing throughout the session	

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<p>LfS- Pupils will have the opportunity to actively campaign for positive change through exploring waste reduction and recycling; relevant climate issues; and the Global Goals.</p> <p>All learners will enjoy a range of play opportunities outdoors at break times.</p>	<p>Pupil groups will audit and evaluate current environmental issues such as the waste reduction and recycling in school. Link with partner Viridor to investigate the journey of recycling. Link with relevant parental partnerships. In line with Social Studies Year 3 and STEM development.</p>	<p>Pupils and staff will analyse their audit, evaluate and plan actions/ learning based on results.</p>	<p>By June 25</p>	
	<p>Link with Active Schools to enhance opportunities for outdoor play at break times. Play Leaders trained to create/lead a range of activities to enhance playtime experiences.</p>	<p>Incorporated as part of pupil group discussion/ reviews.</p>	<p>By June 25</p>	
<p>Children will benefit from an increased connection to nature and an environmentally responsible mindset.</p>	<p>Development of school grounds to improve support for outdoor learning in particular STEM.</p>	<p>Outdoor Learning lead will work with PTA, Parent Council and Pupil Leadership groups to further develop the school grounds.</p>	<p>By June 25</p>	
<p>Learners will have their voice heard and will feel valued and empowered.</p>	<p>Link with Sustrans to enhance adventurous activities/ expedition experiences.</p>	<p>All classes will experience an outdoor walk/led ride linked to learning.</p>	<p>Ongoing throughout session</p>	
	<p>Eco Committee will liaise with PTA to develop opportunities for growing within the school grounds including relevant links to STEM learning.</p>	<p>Eco reps will devise and evaluate an action plan to increase growing opportunities in the school grounds.</p>	<p>Ongoing throughout the session.</p>	
	<p>Continue to gather pupil views on outdoor learning and use of the playground and local greenspace.</p>	<p>Through pupil committees and class feedback.</p>	<p>By June 25</p>	

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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
Outcomes for learners; targets; % change	Health & Wellbeing, Literacy and Numeracy interventions for identified groups	Identify PEF allocation, staffing and resources that will be procured to support	Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	Identify progress and impact in narrowing the PRAG
To provide pupils with emotional and wellbeing issues with 1:1 therapeutic, child centred approach to counselling to support early diagnosis and intervention. This is underpinned by an informed understanding of the potential impact and value of the interaction involved.	Individual pupils to be confirmed: Health and Wellbeing focus	£3,300 for 10 weeks of counselling for pupils	Pre and post questionnaires for pupils, parents and teachers end of session report to measure impact of the individual sessions.	Implement Jan-Mar 2025 Review April 2025	
The Spark groupwork programme P4-5: <ul style="list-style-type: none"> Resolving Conflict x2 	Groups of pupil to be confirmed	£1200	Pre and post questionnaires pupils and teachers end of session report to measure the impact of group work interventions.	Implement Oct/Nov Feb/Mar Review Dec & April 2025	
Cost of the school day	Support to individual families	£430			
Raising attainment in Literacy and Numeracy	Literacy & Numeracy pupil support groups	£305 Teacher cost day x18 days = £5490	Assessment data and information gathered and analysed.	Implement Jan-Mar 2025 Review May 2025	

Health & Wellbeing support to pupils	Groups/individuals from classes P4-7	£305 Teacher cost day x 6days = £1830	Assessment data and information gathered and analysed.	Implement Nov 2024	
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School PEF allocation 23/24:

Total PEF allocated in SIP £12,250

Underspend: £0