East Dunbartonshire: Education Service

Framework for School Improvement Planning 2025/26

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Section 1: School Information and 3 Year Improvement Plan Priorities	
School/Establishment	**Killermont Primary**
Head Teacher	**Frances McLauchlan**
Link QIO	**Marie Donald**

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	**2025/26**	**2026/27**	**2027/28**
Priority 1	Inclusion and ASN(The Circle/The Promise)	Inclusion and ASN – EALs focus	Inclusion and ASN – toolkit for support
Priority 2	Learning, Teaching and Assessment (Literacy focus including Framework for Equity)	Learning, Teaching and Assessment : Literacy (Reading/Writing)	Learning, Teaching and Assessment: Literacy across the curriculum
Priority 3	Curriculum Development - STEM and Skills progression	Curriculum Development - Expressive Arts	Curriculum Development - Social Studies

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Section 2: Improvement Priority 1	
School/Establishment	Killermont Primary School
Improvement Priority 1	Inclusion and ASN (The Circle/The Promise)
Person(s) Responsible	HT working with whole staff; DHTs (SM/EG) leading The Circle developments

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 Closing the attainment gap between the most and least disadvantaged children Improvement in children and young people's health and wellbeing	school leadership teacher professionalism school improvement	QI 3.1 Wellbeing, equality & inclusion QI 2.4 Personalised Support QI 1.1 Self evaluation for self improvement QI 2.7. Partnerships: The development and promotion of partnerships; collaborative learning and improvement; impact on learners	Placing the human needs and rights of every child and young person at the centre of education Closing the attainment gap between the most and least disadvantaged Improvement in children and young people's mental health and wellbeing

Links to Rights:
Article 2: All children have these rights.
Article 3: Adults must do what's best for me
Article 12: The right to have your views heard and taken seriously.
Article 19: The right to be safe (the classroom/ school as a safe place)
Article 23: The right to special care and education
Article 24: The right to be healthy (support for all aspects of health – physical, mental, emotional and social)

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.

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Teacher Leadership related to meeting individual pupil needs as part of classroom practice. Pupil Empowerment, Inclusion of pupil voice in relation to individual target setting and identification of appropriate support strategies. CIRCLE Advisor to share learning with all practitioners	• Time (11 hours) – see collegiate calendar for SIP and Working Time Agreement/Staff meetings and In-service Days/Personal professional development time. • Cover costs for staff undertaking any leadership responsibility that requires release from class. • CIRCLE Framework tools: CIRCLE resource to support Inclusive Learning and Collaborative Working (Secondary) | Resources | Education Scotland • Education Scotland Training videos	• Parent Council ongoing involvement in feeding back parent views at meetings. • Parental Engagement-Use of Participation Scale and Parental Postcards through Case Study approach to support individual learners
Professional Learning	**Interventions for Equity**	**Pupil Equity Funding (PEF) Allocation**
• Whole staff/ Teaching staff CLPL (Inservice Days/ collegiate hrs). Professional reading/ viewing online materials • Quality assurance processes, Peer/ SMT/professional discussions	• Early intervention and prevention • Promoting a high quality learning experiences • Use of Evidence and Data	Cost of the school day fund to support care experienced children and their families. Total allocated £250

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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?	
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.	*Training on CIRCLE Framework at Aug In-service* - specifically Participation Scale and associated supports for all staff. *Circle advisor PLC sessions throughout the year fed back to school staff* *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	Staff feedback from the initial introduction session highlights areas for development within CIRCLE Action plan. Staff pre and post training assessment of knowledge and skills – identify gaps and actions to be taken. Improved staff ownership of knowledge and understanding of inclusion and additional support needs demonstrated in forward planning meetings, tracking meetings and ASN meetings with HT/DHT. Pupil Voice tools/ pupil forum including Pupil Council, committees, learner self-evaluation forms, pupil voice in support plans. Parent voice gathered through TACs and parent appointments.	Aug In-service Day Aug 25 & Jun 26 Termly By Jun 26	

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.***	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	By Oct 25	
Improved implementation of Personalised Support, including ability to demonstrate, measure and record impact on children. Improved participation of individual children through analysis of Participation Scale (CPS) and associated skills and strategies Children will benefit from a more detailed assessment of needs when required, with class teachers being able to work alongside staff with specific support for learning remits.	***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. ***Review support plans to ensure paperwork is manageable, contains measureable targets and records impact on pupils' wellbeing and attainment.*** ***Staff to ensure all pupils with additional support needs have appropriate supporting documents – Action Plan/USP/Toolkit for dyslexia/Communication Passport***	Completion of pre and post participation scale through a case study approach Continue working in partnership with parents/carers through PSG/TAC meetings, class teacher/parent meetings	By Jun 26	

All children will experience improved approaches for Supporting Children and Young People using the Circle Framework	***All staff implement appropriate interventions with consideration of CICS , CPS and Skills, Supports and Strategies outlined in Circle Framework*** ***Staff to ensure all learners have appropriate supports in place e.g. appropriate spelling and reading programmes for dyslexic learners/IT support where appropriate and record in appropriate documentation***	Reflections with colleagues and changes made to classroom practice as a result of self-evaluation using CICS action plan and CPS	Term 3 By Jun 26	
Improved outcomes for all children and young people, particularly those who are care experienced, through increased staff understanding of 'The Promise'.	All staff not yet trained (Including FM) to watch 2 presentations and complete module related to The Promise.	School will achieve the 'We Promise' Award	Aug In-service Day 2 (am)	

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Section 2: Improvement Priority 2
School/Establishment	Killermont Primary School
Improvement Priority 2	Learning, Teaching and Assessment (Literacy focus including Framework for Equity)
Person(s) Responsible	HT in collaboration with DHTs and PTs

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children	school leadership teacher professionalism curriculum and assessment	QI 3.2 Raising attainment and achievement QI 2.3 Learning, Teaching & Assessment QI 2.4 Personalised Support QI 1.2 Leadership of Learning	Improvement in attainment in literacy and English Closing the attainment gap between the most and least disadvantaged

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
• Teaching staff will work with SMT to identify potential targets to address children's barriers in literacy • Teaching staff will work with SMT to measure the impact of identified intervention • Teachers will lead learning through professional reading and enquiry approaches • Children will provide feedback on any interventions that they have participated in	• Time (19 hours) – see collegiate calendar for SIP meetings and In-service Days/Personal professional development time • Cover costs for staff undertaking any leadership responsibility that requires release from class. • PEF Funding for Literacy Resources	• Sharing approaches to supporting literacy through targeted home learning • Updates shared through newsletter & Seesaw • Parental Feedback • Parent Council consultations • Parent Collaboration - making connections to parents with links to

• Literacy Champion signposting and sharing resources • Teachers leading Reading Schools development.	• Link with EDC Literacy Development Officer if needed	literacy e.g. authors who can engage children through Skills for Life and Work
Professional Learning	**Interventions for Equity**	**Pupil Equity Funding (PEF) Allocation**
• Teaching staff Authority CLPL session • Whole Staff/Teaching Staff CLPL (In-service Days/ collegiate hours) • Professional reading/viewing online materials (Equity in Literacy Framework/EDC Literacy HUB) • Quality assurance processes • Peer/ SMT professional discussions through tracking & monitoring • Professional Enquiry approaches • Peer Observations • Quality Assurance processes • SLT Discussions • Reading around new literacy resources purchased	• Targeted approaches in literacy and numeracy • Differentiated support • Using evidence and data • Authority training in Equity in Literacy Framework • Implementation of EIL framework • Development of EALS literacy assessments • Develop consistency in teaching and assessment processes	Resources required to ensure equity in literacy and to enhance quality of literacy learning experiences: • Supplementary Reading Resources – Big Cat Collins (£2,500) • Prim-Ed Reading Comprehension Books (£84) • Class Novel Sets (£416)

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?	
Increased consistency in teaching and assessment across literacy ensuring children benefit from research based, well planned experiences which are progressive and engaging leading to increased attainment.	*SLT review Literacy Policy* – incl. Spelling, Handwriting & Grammar progression; Talking and Listening; Reading and Writing.	Resources shared and in use for learners SLT class visits Professional dialogue Staff feedback Pupil feedback Written policy produced and shared	Aug 25 By Jun 26	
	Reading Schools development (teacher committee) Gathering of evidence/ submission of paperwork/ achievement of award	Evidence gathered for submission.	By Jun 26	
Robust moderation, assessment and tracking procedures leading to more detailed data gathering and improved targeted intervention, including use of Equity in Literacy Framework, ensuring all children's needs are met and increasing reading/writing ACEL data by	*In-service day input on 'Fact/Story/Action' model for tracking*	• Staff feedback • Quality of tracking and monitoring meetings • Moderation outcomes • Impact measured on support plans	In-service day 1	
	Staff CLPL (Cluster) introduction to document	Staff Evaluations of CLPL cluster event	Collegiate Session - 18 September	

2% across Early, First and Second Level		Peer feedback during whole staff and dept. meetings		
	SLT/Literacy leads share and develop EALS assessment. *Baseline to identify a gap at target stages e.g. P1* *Target individuals identified across stages*	Standardised assessments/EALs assessments Attainment Data Tracking & Monitoring meetings	Aug - Oct 2025 Target individuals identified by Oct 2025	
	Framework for Equity & Literacy used to identify appropriate barrier and intervention – liaise with EDC Education Development Officer for literacy – Lyndsay Harvey	Tracking and Monitoring meetings Completion of Equity & Literacy Pro forma documentation (Gathering a full picture of the child, previous interventions, data, impact)	Oct – Mar 2026	
	Post Assessment to measure impact	Ongoing assessment End of term assessments Targeted/ Standardised assessments where appropriate Equity in Literacy Pro forma documentation Quality assurance processes	As appropriate as intervention is completed	
	Collaborative staff opportunities to develop knowledge	Engagement and Participation Scale Literacy Champion feedback / support Dyslexia Modules (Ed Scotland) Personal Reading / CLPL Practitioner Enquiry – optional	Oct – Mar 2026	

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| | *Teacher TLCs used to plan and moderate literacy lessons.*

Moderation Cycle activities with Bearsden PS and Milngavie PS | • Professional Dialogue
• Professional Reading (The Teaching Delusion)
• SLT class visits
• Teacher Feedback Glow Form (Pre & Post)
• Moderation pro forma completed and shared with comparator schools | 45-1hr collegiate sessions throughout terms 1-3
Oct In-service day

Feb In-service day | |

Section 2: Improvement Priority 3	
School/Establishment	Killermont Primary School
Improvement Priority 3	The Curriculum - STEM and Skills progression
Person(s) Responsible	HT in collaboration with DHT and PT

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
Improvement in attainment, particularly in literacy and numeracy. Improvement in skills and sustained, positive school-leaver destinations for all	school leadership curriculum and assessment school improvement	QI 1.2 Leadership of Learning QI 2.2 Curriculum Q! 3.3 Increasing creativity and employability	Improvement in attainment in numeracy and Maths Improvement in employability skills and sustained, positive school leaver destinations for all young people

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
• PT/Class teacher lead on developments • Pupils – Young STEM leaders	• Time (11 hours) – see collegiate calendar for SIP meetings and In-service Days/Personal professional development time • Cover costs for staff undertaking any leadership responsibility that requires release from class. • STEM resources – Makedo kits/Numeracy resources	• Updates shared through newsletter & Seesaw • Parental Feedback • Parent Council consultations • Parent Collaboration - making connections to parents with links to STEM e.g. scientists who can engage children through Skills for Life and Work

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Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
• Whole staff/ Teaching staff CLPL (Inservice Days/ collegiate hrs). Professional reading/ viewing online materials • Quality assurance processes, Peer/ SMT/professional discussions	• Promoting a high quality learning experience • Employability and skills development • Professional Learning and Leadership	• Resources to update numeracy and maths equipment (£1000) • Enhance STEM resources (£896)

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?	
Almost all children will experience greater challenge, increased relevance and more context specific learning in Social Studies/Science context through STEM-based learning. Almost all children will show increased engagement and interest through practical STEM-based learning	*Staff will adapt Sciences programmes of study and planners* to focus on the 5 organisers of Planet Earth; Forces, electricity and Waves; Biological Systems; Materials; Topical Science providing staff with much greater opportunity for context specific learning and project based pupil learning activities.	Completed pro forma Evaluation of delivery of STEM learning Quality assurance programme (Class visits/peer visits/pupil focus groups/monitoring of pupils' work.	Aug – Oct 2025	

	All staff to audit current resources relevant to their science programmes – new resources identified and purchased. Curriculum Development Time			
Almost all children will experience greater challenge, increased relevance and more context specific learning in numeracy and maths.	*All staff to audit current planning and assessment frameworks to ensure relevance (especially P4- P7 Phased assessments) and to ensure adequate balance of knowledge and skills (especially P1 – P3/4 SEAL planning) – engage with EDC Education Development officer for numeracy (Amanda Hudson)*	Forward plan dialogue meetings to ensure planning and assessments fit for purpose with relevance and appropriate balance of skills and knowledge Tracking meetings – quality assurance of impact on attainment SLT class visits – quality assurance of impact on learning and teaching	By Oct 2025	
Increased learner knowledge and confidence in applying and evaluating meta-skills through high quality STEM experiences	*Creation of Meta-Skills progression planner*	Tracking meetings – impact on skills progression Skills Development Scotland resources Learner feedback	Jan – May 2026	
Pupil focus groups and staff will collaborate to work towards achievement of the STEM Nation Award	*STEM Nation Award paperwork completed* by collaborating staff and pupil focus groups.	Evidence entered into STEM Nation Award paperwork	By Jun 2026	

Increased leadership opportunities for children through recruitment for STEM committee and work towards becoming certified Young STEM Leaders at level 2 through the SSERC Young STEM Leader programme.	***Pupils will complete YSL Log in collaboration with peers and YSL Tutor Assessor (PT), including a planned STEM experience for pupils and parents.***	Young STEM Leader Logs Learner feedback	By Jun 2026	
Almost all children will experience high quality STEM learning and teaching as a result of practitioner reflection on the Curriculum Improvement Cycle and its impact on the Science curriculum	***Staff to engage in Education Scotland Curriculum Improvement Cycle materials*** to inform practice including the papers 'Towards an Evolved Technical Framework.' And 'Working Together to Make Change Happen'.	Staff feedback on awareness and impact of CIC Children's feedback on STEM lessons and learning experiences through pupil focus groups and learner conversations.	By Jun 2026	

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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
Improved outcomes in health and wellbeing for identified children (HWB surveys; professional dialogue; ASN processes)	To provide younger pupils (P4 and P5) with emotional and wellbeing issues with 1:1 therapeutic, child centred approach to counselling, in partnership with Lifelink for P6 & 7, to support early diagnosis and intervention. Individual pupils to be confirmed: Health and Wellbeing focus	£3,300 for 10 weeks of counselling for pupils	Pre and post questionnaires for children, parents and teachers End of session report to measure impact of the individual sessions.	Implement Jan-Mar 2026 Review April 2026	
	The Spark groupwork programme P4-5: • 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 25 Feb/Mar 26 Review Dec & April 2026	
Continued high level of parental partnership and celebrating achievements	Purchase Seesaw licence - Appropriate online platform to engage parents in school improvements and impact on pupil attainment	£2604	Staff, pupil and parent feedback	Implement August – June 2026 Review May 2026	

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