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"Our children and young people are safe, healthy and ready to learn"

EDC Local Outcome Improvement Plan 2017-2027 (Outcome 3)

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.

East Dunbartonshire: Education Service

Framework for School Improvement Planning 2026 – 29

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

School Statement: Vision, Values & Aims and Curriculum Rationale
Vision, Values and Aims Killermont Values Curriculum Rationale
Current Standards & Quality Report
http://www.killermont.e-dunbarton.sch.uk/school-info/standards-quality-reports/

	Looking Forwards – 3 Year Improvement Plan Priorities Bullet point key priorities for the next 3 years		
Session	**2026/27**	**2027/28**	**2028/29**
Priority 1	Wellbeing & Inclusion	Wellbeing & Inclusion	Wellbeing & Inclusion
Priority 2	Pedagogy & Meta-Skills	Curriculum • CIC Implementation Planning • 21 Hours	Pedagogy • CIC Implementation

Section 2: Improvement Priority 1	
School/Establishment	**Killermont Primary**
Improvement Priority 1	**Wellbeing & Inclusion**
Strategic Leads	DHT plus Working Party

Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	HGIOS 4 QIs
Inclusion & Empowerment Equity & Opportunity Learning & Teaching	Priority 6: Wellbeing & Inclusion Priority 5: Partnerships	Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children	QI 3.1 Wellbeing, equality & inclusion QI 2.4 Personalised Support QI 2.7 Partnerships

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
• Working parties • Pupil leadership and participation through committees/class meetings • Teacher Leadership - Literacy Champion/CIRCLE champion • Circle PLC collaboration/ sharing good practice	• Including Every Learner • Circle framework • EDC literacy strategy and Framework for Equity in Literacy toolkit • Sensory supports • EDC learning toolkits • Time (15 hours) • EDC CIC leaders • EP support • HGIOURS • KPS Outreach Resources (Microsoft Team)	• Parent Council progress updates • SIP updates in school newsletter • Seesaw updates • Self-evaluation / parent surveys via Glow Forms • Anti-bullying and positive relationship policy
Professional Learning	**Interventions for Equity**	**Pupil Equity Funding (PEF) Allocation**

• Moodle Modules – trauma informed practice level 1 • Neurodivergence Connect – online CPD • Professional reading/ viewing online materials • Quality assurance processes - peer/ SLT/professional discussions/ observations • Linking with identified schools through Circle PLC • Open Learn modules from education Scotland in Inclusive practice • Open Learn modules from Dyslexia Scotland • Collaborative practitioner enquiry • EDC Framework for Equity in Literacy toolkit • Peer observations • Committees	early intervention & prevention differentiated support targeted approaches to literacy & numeracy high quality learning experience	Targeted support - Play therapy/therapeutic play (approx. £1800) Cost of the school day (£250) Seesaw (£2604) Phonic reading books (£390)

Links to rights

Article 2: Inclusive practice ensures every child is treated fairly and without discrimination; links to SDG 10: Reduced Inequalities.
Article 3: The Circle Framework supports planning in the best interests of each child; links to SDG 3: Good Health and Wellbeing.
Article 12: Learner voice is central to inclusive planning and RRS work, promoting agency and participation; links to SDG 16: Peace, Justice and Strong Institutions.
Article 23: Children with additional support needs are supported through adapted environments and personalised approaches; links to SDG 4: Quality Education.

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 will feel more settled and secure through predictable routines, leading to a reduction in transition-related anxiety.	Consistent visual timetables introduced and in every classroom and staff collaboration on improving daily transitions.	Teacher observations of pupils being "ready to learn" Pupil emotional check-ins and self-assessments	August In-service Day	
All learners' needs and behaviours will be better understood and supported through increased staff understanding of inclusion and additional support needs.	Embed Circle framework learning from previous years: Recap on CICS and CPS Implementation of 'Killermont's consistencies' for classroom set-up	CICS completed and included in forward plans Staff meeting minutes PRD discussions CPS included in individual ASN profiles	August In-service Day	
	Professional learning to support inclusion and ASN: Nurture professional learning led by EP Circle advisor PLC sessions throughout the year feeding back to school staff. Moodle self-directed learning on trauma informed practice level 1 (all support staff/ teachers as identified through PRD)	Feedback shared by staff Moodle modules completed by support staff	August In-service Day	

	Inclusion in Practice: The Circle framework (Primary) Open Learn (as identified through PRD/PDR)			
	Circle focused professional dialogue at termly learning and teaching and tracking meetings.	Learning and teaching, ASN and tracking meeting records	September Jan April	
Identified learners are supported through targeted interventions to improve wellbeing and inclusion. Identified learners are supported through targeted learning support. All learners with ASN are supported through a staged model of universal and targeted support. All learners who are supported through the TAC process have SMART targets/outcomes. All learners who are supported by the TAC process have their voices heard in decision making.	Review Universal Support Plans, Wellbeing plans and actions plans to appropriately identify pupils requiring updated documentation.	ASN overviews will accurately identify children with wellbeing plans and action plans. ASN overviews will accurately identify children requiring new wellbeing plans and/or action plans.	By August In-service Day	
	Provide training for and ensure support plans contain SMART targets and are accessible to staff.	All teachers will be able to write SMART targets, Wellbeing plans and Action Plans and seek support where required.	By September 2026	
	Clarify staff roles and responsibilities; agree timescales for submission of documentation; teaching staff to complete all relevant essential documentation as guided by DHTs.	All teachers will be able to write SMART targets, Wellbeing plans and Action Plans and seek support where required.	By September 2026	

All learners will benefit from consistent predictable and calm transitions.	Staff collaboration to identify daily transition triggers and responses - calming activities eg music/ drawing/ breathing etc implemented. Good routines in place.	Emotional check-ins and self-assessment show improvements in behaviours and readiness to learn. Pupil views and teacher observations gathered.	By September	
Learners with an identified Dyslexic difficulty will receive well planned support as a result of increased staff knowledge. Improved attainment of 2% in Literacy through closing identified gaps using the Equity in Literacy Framework document.	Familiarisation with EDC Framework for Equity in Literacy toolkit to identify specific barriers and implement bespoke literacy interventions for learners. Module 1: 'Introduction to Dyslexia and Inclusive Practice' Parent / pupil information guide to support diagnosis and identification of literacy differences. Dyslexia parent guide updated.	Literacy equity toolkit in use by teachers and brought to Learning and Teaching and ASN and Tracking meetings PDR and PRD professional learning records Professional dialogue.	Termly Learning and Teaching and ASN and Tracking meetings September/ January / April Dyslexia Module demo 22nd October completed by June	
Consistent communication procedures understood by all stakeholders. Improvement from most parents/carers to almost all parents/carers are clear on expected communication.	Establish clear expectations regarding communication channels and digital communication, especially Seesaw by consulting with staff, parents and pupils (use of HGIOURS). Communication governance group to finalise draft policy for approval by SLT and Parent Council.	Self-evaluation questionnaires will confirm that all/almost all parents are clear on Killermont's communication policy.	Aug – Nov 2026 consultation and policy development Jan 2026 – June 2027 – self-evaluation, confirmation and approval of final draft	

	Collegiate discussion to share and agree template/content for class termly newsletter to parents	Quality review feedback from parents (pre)/self-evaluation questionnaire feedback (post) Parent Council discussion and feedback	August collegiate Share with parents: Sept/Nov/Jan/Apr	
All learners feel safer, more respected and included with improved wellbeing, positive relationships and engagement in learning	Update and re-launch vision and values, anti-bullying and positive relationship policies with school community: -engage in pupil, staff and parent consultation -analyse outcome of consultation -identify key elements of EDC policy to include in Killermont Policy	Policy created and shared on school website	Parent Council Meeting – Term 1 Committees Term 1 Shared by February	

East Dunbartonshire: Education Service

Framework for School Improvement Planning 2026 – 29

Section 2: Improvement Priority 2	
School/Establishment	**Killermont Primary**
Improvement Priority 2	**Pedagogy & Meta-Skills**
Strategic Leads	DHT and working party

Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	HGIOS 4 QIs
Learning & Teaching	Priority 4: Curriculum Priority 1: Leadership Priority 2: Learning & Teaching	Improvement in achievement, particularly in literacy and numeracy. Improvement in skills and sustained, positive school-leaver destinations for all	QI 2.3 Learning, Teaching & Assessment QI 3.2 Raising attainment and achievement

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
• Teacher leadership opportunities • Working party leadership • Pupil led learning	• Leadership time for staff (15 hours) • Education Scotland Enquiry reading • Education Scotland Curriculum Improvement Cycle reading and updates • Jotter stampers (feedback)	• Parent surveys/ home learning activities linked to Meta-skills • Information leaflet shared • Termly newsletters introduced • Newsletter updates
Professional Learning	**Interventions for Equity**	**Pupil Equity Funding (PEF) Allocation**
• EDC Literacy Strategy – Differentiation and Adaptive teaching toolkit • EDC Literacy Strategy – Feedback toolkit • Play and enquiry reading and research • Staff peer observations of play/enquiry	high quality learning experience targeted approaches to literacy & numeracy employability & skills development	Sumdog Licence (£1716) Literacy support teacher cover (£305 x 6) Numeracy support teacher cover (305 x 6) Play pedagogy development cover (£305 x 3) PEBL development cover (£305 x 3)

Links to rights

Article 12: Learner voice is central to a child-centred curriculum, promoting agency and participation in the "what" and "how" of learning; links to SDG 16: Peace, Justice and Strong Institutions.
Article 28: Every child has the right to an education that develops their talents and abilities through high-quality pedagogy and feedback; links to SDG 4: Quality Education.
Article 29: The development of meta-skills (skills for learning, life, and work) prepares children for responsible life in a free society; links to SDG 8: Decent Work and Economic Growth

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 learners will develop a shared vocabulary for the school values and for their learning, becoming more aware of the skills they are developing	Re-launch values through class lessons and assemblies Embed meta-skills learning P1-7 through Learning Powers and related superheroes and regular references during class. Learning Power/Meta-skill of the week to be introduced from October. SDS progression framework in use in forward pans. All class assemblies describe Learning Powers/meta-skills used. Home learning activities created with links to learning powers/meta-skills.	Learning Power/Meta-skills certificates introduced to recognise pupil achievement SDS progression framework in use Seesaw/ assemblies Class routines show Learning Powers/meta-skills language and application of meta-skills Home learning activities created and shared on Seesaw Quality assurance of learning and teaching – learning walks (class observations and learner conversations); jotter monitoring; pupil voice	August P2-P7 October P1	

Almost all learners can talk about their learning across the curriculum and link this to core skills. Almost all learners can name core skills. All learners will benefit from consistent tracking of meta-skills across P1-P7	Meta-skills tracking tools developed (online) and overview discussed/planned for	Meta-skills tracking tool in use (online) Meta-skills tracking included in end of year handover information	August 26 tracking tool shared Termly updates - format TBC June handover	
Almost all learners in P4-7 participate in high quality enquiry based learning.	Enquiry cycle professional learning/ refresh. Staff questionnaire informing next steps in enquiry	Enquiry planning formats in use Learner jotter evidence Assemblies/ sharing events/ classroom displays Sharing/ showcase whole school	Enquiry focus April – June	
Increase in attainment ACEL data by 2% at Early Level in Writing by June 2027 and reduction in identified gaps. Almost all learners in P1-3 participate in high quality play based learning.	Module 1 (Aug In-service) and staff reflection (8th Sept) Module 2 (22nd Oct and 12th Nov collegiate session) Peer visits re environment (in-house including EYC and out with) TBC P1 Sept. Learner voice (TBC Oct) Staff professional dialogue (1 hour – 19th Nov)	Staff pre and post questionnaires; Pre and post learning conversations with learners; Pre and post questionnaires for parents; Class observations Ferre Laevers observations CICS environmental audit PRD discussions Staff planning and evaluation documents	By June 2027	

	Module 3 (5th and 12th Jan) Observations in setting/staff meeting (26th Jan) Half day focus on environment and observation (sharing practice, challenges, processes, needs. Etc.; current assessment tools audit) Module 4 – Feb in-service day 23rd Feb - Staff meeting – planning exemplars; current planning audit) 22nd Apr – staff meeting – planning development; plan next year's 35 hours WTA around collaborative planning/planning for play pedagogy May In-Service – self-evaluation; inform next year's SIP; PRD priorities	Tracking data on learner progress Assessment data – summative and formative including teacher professional judgement		
All learners are supported and challenged through differentiation and adaptive teaching. Almost all learners are achieving in line with national standards and expectations through	Staff engage with EDC Learning and Teaching Differentiation and Adaptive Teaching Toolkit - Audit current practice - Identify next steps and create action plan - Carry out improved approaches	Staff self-evaluation/ professional discussion records Improved differentiation and adaptive teaching evidenced in class visits; written work/ learning conversations	8th Sept - intro 22nd Oct – plan self-eval/ evidence collection Nov- staff check-in w/c 16 Nov TBC – self-eval/ evidence collection 19th Nov- staff check-in	

appropriate differentiation and adaptive teaching.	- Whole staff moderation activity - Self-evaluation of impact and identification of next steps		26th Nov – review impact 17th Feb – in-service day (Literacy and numeracy feedback moderation meeting)	
	Staff engage with draft CIC technical frameworks through professional review and discussion. All staff to engage in Boclair cluster CLPL as identified by CIC Imagine group.	Professional dialogue during PRDs, and evaluative feedback from CLPL sessions	October Inset/ ongoing throughout the year	
All learners will receive more effective and consistent feedback on their work, helping them understand their next steps in learning	Professional learning in high quality feedback using EDC Feedback toolkit (Area 5: Teacher feedback – verbal/written/digital) - Audit current practice - Identify next steps and create action plan - Carry out improved approaches - Whole staff moderation activity - Self-evaluation of impact and identification of next steps	Staff self-evaluation/ professional discussion records Pre and post learning conversations with pupils; Consistent feedback evidenced in written work/ learning conversations New stampers in use.	5th Jan- intro 12th Jan - plan self-eval/ evidence collection TBC Feb – self-eval/ evidence collection 9th Feb- staff check-in 22nd Apr – review impact 02/ 04 Feb (Literacy and Numeracy feedback moderation meetings)	

Section 3: Interventions for Equity: Pupil Equity Funding (PEF) not included in priorities 1-3					
Outcomes/Expected Impact: Outcomes for learners; targets; % change	**Tasks/Interventions for identified groups**	**Resources: Identify PEF allocation, staffing and resources that will be procured to support**	**Measures: Identify qualitative, quantitative, evaluative pre and post measures**	**Timescale(s): What are the key dates for implementation? Link to Outcomes**	**Progress: Identify progress and impact in narrowing the PRAG**

School PEF allocation 26/27: £ 12,250. Total PEF allocated in SIP £12,250 Underspend: £ 0

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