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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	**Colquhoun Park Primary School**
Head Teacher	**Claire Loney**
Link QIO	**Karen Oppo**

School Statement: Vision, Values & Aims and Curriculum Rationale
https://www.colquhounpark.e-dunbarton.sch.uk
Current Standards & Quality Report
https://sway.cloud.microsoft/tPvPmWj4PIqzCLtU?ref=Link

	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	**Colquhoun Park Primary School**
Improvement Priority 1	**Wellbeing & Inclusion**
Strategic Leads	Head Teacher & Acting Principal Teacher

Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	HGIOS 4 QIs
Delete / copy as required Inclusion & Empowerment Child Centred & Future Focused	Delete / copy as required Choose an item. Priority 6: Wellbeing & Inclusion Priority 3: Monitoring & Tracking	Delete / copy as required 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 Choose an item.	Delete / copy as required QI 3.1 Wellbeing, equality & inclusion QI 2.4 Personalised Support Choose an item.

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
• RRS/ Mini Circles Committees/Pupil Council • Pupil leadership and participation through class meetings • Teacher Leadership - Literacy Champion/ Circle Advisor • Circle PLC collaboration/ sharing good practice	• EDC literacy strategy and Equity in Literacy toolkit • Sensory supports and TLC classroom resources • Circle framework • 'Respect Me' website and resources • Rights Respecting Schools resources •	• Seesaw updates • SIP updates in school newsletter • Self-evaluation / parent surveys via Glow Forms • Parent Council progress updates • Anti-bullying and positive relationship policy • Equality & Diversity policy
Professional Learning	**Interventions for Equity**	**Pupil Equity Funding (PEF) Allocation**

• Trauma Informed Parenting and Moodle Modules – trauma informed practice level 1 • Professional reading/ viewing online materials • Quality assurance processes - peer/ SLT/professional discussions/ observations • Linking with identified schools through Circle PLC • Education Scotland Inclusion, wellbeing and equalities blog updates • WOSDEC • https://www.gov.scot/publications/whole-school-approach-racism-racist-incidents/ • Open Learn modules from education Scotland in Inclusive practice • Open Learn modules from Dyslexia Scotland • Collaborative practitioner enquiry /CPS case study • EDC Equity in Literacy toolkit	• social & emotional wellbeing • targeted approaches to literacy & numeracy • differentiated support • use of evidence & data	• Pupil Support Assistant • Acting Principal Teacher- 0.4 top up + 0.2 teaching • Seesaw • Purchase of resources to set up The Learning Centre (TLC room as 2nd level support classroom).
Links to UNCRC *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
Learners and staff will have increased knowledge about Rights based learning and will be able to model rights respecting language and attitudes across the school.	Incorporate rights into all areas within the curriculum to ensure it is woven throughout teaching and learning. Assemblies, focus days/weeks that promote rights education will continue,	Rights Respecting Schools Silver Accreditation to be achieved All staff report an increased understanding of rights respecting education in a post training survey.	September 2026 February Inset	

All staff and learners will model Rights Respecting Language and Attitudes in the School Community We will be awarded Silver (September 2026) and will begin working towards Gold accreditation by December 2027.	using interactive activities to engage all learners. Create and maintain rights related displays around the school to continually remind the community of their rights. Displays will follow CIRCLE guidelines. Create and maintain class charters and playground charters. RRS lead to attend Gold Rights CLPL Cultural festivals are recognised throughout the year e.g. Chinese New Year, Eid-il-Fitr, Diwali. Regular events to promote global awareness e.g. Comic Relief, World Hunger Day Pupils have weekly opportunities to set and evaluate their own learning targets which are refreshed at least 3 times per session. Identify roles and responsibilities within the framework of rights and work with learners to deepen understanding of equalities and protected characteristics through cross curricular links and IDL opportunities.	Learners can articulate at least three rights they hold, demonstrated through discussion or assessment of learning. Participation and collaboration of staff-planning demonstrates- awareness of multiculturalism, equalities and diversity. Family engagement calendar highlighting all events. Evidence of leaner conversations between pupils and teachers, setting and reviewing targets.	Ongoing Termly August Termly	
All children and young people's needs will be better understood and supported through increased staff understanding of wellbeing, inclusion and additional support needs. Parents will have a clearer understanding of their child's needs and the strategies in place to provide additional supports. This will increase home and school links. All learners will develop greater agency and confidence in identifying and articulating the	Trauma Informed Practice and approaches to use of neuro-affirming language will be better understood through professional learning at staff collegiate sessions. The use of Circle Participation Scales will be used widely to identify and prioritise areas and strategies to support learners. Classroom and wider learning environments will be critically analysed and resourced to best suit learner need using Circle Inclusive Classroom Scale.	Pre & Post Questionnaires demonstrate a deeper understanding amongst all staff Universal and Targeted Support plans will become streamlined with clear SMART targets. Reflections with colleagues and changes made to classrooms as a result of self-evaluation using CICS- and Action Plan	February inset day October- May	

specific supports they need to succeed	Teachers will work in collaboration with parents to enhance supports between home and school through the use of 'Postcards' home. Mini-Circles will critically evaluate their own classroom environment and support structures using Circle framework.	Moderation and evaluation evidence shows increase in universal level supports available to all learners. Parent and pupil voice will be evident in support planning and evaluations. Pupil committee feedback will be shared with staff		
Identified learners will benefit from the early identification of literacy differences and receive effective, bespoke supports	Familiarisation with EDC Literacy Equity 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 tracking and targeted support meetings PDR and PRD professional learning records Professional dialogue.	Termly targeted support and tracking meetings October/ January-check in / May Dyslexia Module demo 22 September completed by June	
All learners feel safer, more respected and included with improved wellbeing positive relationships and engagement in learning. Staff, parents and learners will have a clear understanding of the definition of 'bullying' and how this is addressed in Colquhoun Park.	Gather pupil and parent views on 'anti-bullying' and 'bullying' incidents at CPPS. Update anti-bullying policy with in consultation with Parent Council, Pupil Council and Staff. Protected Characteristics are well understood by all and are addressed within the context of 'Anti-bullying' and promoting positive relationships.	A shared understanding and definition of bullying is agreed by staff, parents and pupils. Policy created and shared on school website Pre/post surveys demonstrate a shift in understanding of bullying and how bullying is dealt with at Colquhoun Park PS.	Parent Council Meeting – Term 1 (TBC) Pupil Council Term 1 Shared by February Gathered September and May	

Section 2: Improvement Priority 2	
School/Establishment	**Colquhoun Park Primary School**
Improvement Priority 2	**Pedagogy & Meta-Skills**
Strategic Leads	Head Teacher and Depute Head Teacher

Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	HGIOS 4 QIs
Delete / copy as required Learning & Teaching	Delete / copy as required Priority 4: Curriculum Priority 2: Learning & Teaching Priority 7: Skills for Learning, Life & Work	Delete / copy as required Improvement in achievement, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children Choose an item.	Delete / copy as required QI 2.3 Learning, Teaching & Assessment QI 2.2 Curriculum Q! 3.3 Increasing creativity and employability

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
• Improving Our Schools programme • Improving Our Classroom- teacher engagement	Time – in-service days/ staff meetings Cover for teacher leaders to attend training/ visit other schools Cover for peer observation SDS meta-skills toolkit and materials RAiSE challenges and materials Non-fiction texts	Consultation with Parent Council and wider parent forum SIP updates in termly newsletters Seesaw updates showcasing skills focus and home learning Assemblies with follow on class visits showcasing learning approaches
Professional Learning	**Interventions for Equity**	**Pupil Equity Funding (PEF) Allocation**
• Improving Our Schools programme	high quality learning experience	Seesaw subscription

• Improving our Classrooms programme • Improving our Pedagogy CLPL • Skills Development Scotland professional learning on Meta-skills/ self-directed learning of staff • Play and enquiry pedagogy (Education Scotland) • EDC Play/ Enquiry professional learning opportunities and Play/PEBL PLC participation identified in professional learning calendar	employability & skills development differentiated support	Non-fiction texts to support social subjects and literacy attainment
Links to rights *Article 12: Pupil voice shapes play and enquiry, developing leadership and collaboration (Meta-skills).* *Article 13: Creative play builds expression and critical thinking; links to SDG 9: Industry, Innovation and Infrastructure.* *Article 28: Inclusive access to play supports equity and engagement; links to SDG 4: Quality Education and SDG 10: Reduced Inequalities.* *Article 29: Enquiry nurtures talents and life skills like resilience; links to SDG 8: Decent Work and Economic Growth.* *Article 31: Play as a right promotes wellbeing and participation; links to SDG 3: Good Health and Wellbeing.*		

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 will develop a shared vocabulary for their learning, becoming more aware of the skills they are developing All children will benefit from consistent tracking of meta-skills across P1-P7 All children will demonstrate high levels of curiosity and	Meta-skill of the week to be introduced from October using Meta-skills Land for P1-P7. SDS progression framework in use in forward pans. All class assemblies describe meta-skills used.	Meta-skills certificates in use to recognise pupil achievement SDS progression framework in use Seesaw/ assemblies Class routines show meta-skills language and application of meta-skills Home learning activities created and shared on Seesaw	Termly	

problem-solving skills through a curriculum that uses enquiry questions to drive Social Studies and IDL	Home learning activities created with links to meta-skills. Meta-skills tracking tools developed and incorporated in termly forward planning to ensure relevant information is shared between teachers			
All pupils will experience high-quality learning from staff who are collaboratively developing pedagogical practices All pupils will receive support and challenge in their learning that is well matched to pupil need. All teachers will have increased knowledge and skills in creating lessons that deliver features of highly effective practice that provides challenge and enjoyment for all pupils. All staff will demonstrate knowledge of needs of pupils within their classes for individuals who are performing beyond expected levels and requiring challenge in their learning. All Teachers utilise a model of professional inquiry through the Improving Our Schools programme, fostering critical reflection and enhancing teaching approaches, while	Improving our Schools programme Year 2 Curriculum development mtgs – agreeing CPPS blueprint for a highly effective lesson toolkit Curriculum Development CLPL-IOP webinars and pre and post material. Quality assurance – Learner conversations, Classroom observations (SLT) Practitioner Enquiry Classroom observations – Trio visits Teachers utilise a model of professional inquiry through the Improving our Schools programme to promote critical reflection and enhance teaching approaches All staff will undertake Professional Learning based on one or more of these areas (identified in Self Evaluation): • Challenge • High Quality Learning and Teaching • Learning intentions and success criteria will continue to be embedded. Identify additional professional reading related to chosen FHEP.	Quality Assurance visits- feedback from SLT/staff Pupil voice- learner conversations demonstrate increased engagement and enjoyment Staff evaluations from CLPL, Staff pre-post self evaluation Tracking identifies pupils working beyond expected level. TIGs target challenge in identified curricular areas	Termly ongoing	

focusing on key areas identified in self-evaluation				
Staff will have an increased knowledge and understanding of curriculum improvement cycle. Staff will familiarise themselves with new technical frameworks and engage in professional learning in preparation for Scotland's New Curriculum launch	Inset day sessions will provide opportunities for familiarisation, acquisition of professional knowledge and deepened understanding of the rationale behind the Curriculum improvement Cycle. Curriculum development meetings will facilitate time to consider and digest released technical framework exemplars.	Pre/post staff confidence surveys PRD discussions Staff meeting presentations Imagine Leadership: Curriculum group tasks	Termly- inset days	

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**
Raised attainment and closing attainment gap in reading for identified pupils	Reading Recovery sessions for identified pupils	Reading Recovery- Training year 2 for identified staff member	Reading recovery assessments show improvement in all identified learners' attainment in reading	Aug-Dec cohort 1 P2 Jan-May cohort 2 P2	
Increased engagement and wellbeing for identified pupils in	Upper school nurture and enhanced learning class	Acting PT will deliver- 3 afternoons per week for planned sessions with pupils from P4-7	Pre/post assessments- Ferre Laever, Boxall	Sep-June	

P4-7 through TLC class sessions and groups. Increased emotional regulation for pupils	Social skills and communication skills group sessions	1 afternoon per week for Nurture PLC training Increased access for online Boxall screening Social Use of Language Programme (SULP)			
Increased approaches to inclusion and meeting learner needs. Raising attainment and closing the overty related attainment gap in numeracy and literacy	Kit bags Phonics recovery Maths Recovery 5 minute box Clicker writing group	PSA recruited to support with staffing to enable staff to deliver interventions for equity Clicker software license	Pre/post assessments Attainment results improved		
Increased engagement with family learning sessions for targeted families will support relationships and improve healthy lifestyles	Family cooking sessions- bake me a story; healthy lunchbox;	Ingredients for cooking Additional FLA hours	Attendance at sessions Pre/post surveys from families and children		
Increased participation with	Homework club	Supported study rates for staff	Increased return rate of home learning tasks		

family learning sessions for targeted families will support relationships and improve attainment		Snack and refreshment provided for families attending after school	Attendance at sessions		

School PEF allocation 26/27: £_____ Total PEF allocated in SIP £_____ Underspend: £ _____

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