

# HARESTANES PRIMARY SCHOOL



## SCHOOL IMPROVEMENT PLAN

Session 2025 – 2026



**GOLD**  
**2024-26**

Framework for School Improvement Planning 2025/26

Section 1: School Information and 3 Year Improvement Plan Priorities	
<b>School/Establishment</b>	Harestanes Primary School
<b>Head Teacher</b>	Mrs Jillian Grant (Acting)
<b>Link QIO</b>	Karen Oppo / Carolan Burnet (ELR)

School Statement: Vision, Values & Aims and Curriculum Rationale	
<p>These have been drawn up in conjunction with pupils, parents and our local community (2019)</p> <p><b>Vision:</b> To create a community of Lifelong Learners</p> <p><b>Values:</b> Kindness, Honesty, Respect and Perseverance</p> <p><b>Aims:</b></p> <ul style="list-style-type: none"><li>• To support individuals to achieve their full potential both academically and in personal growth</li><li>• To promote positive attitudes in our school community with an emphasis on respect for oneself and others</li><li>• To ensure equity of opportunity for all within an inclusive environment</li></ul>	

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	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	<b>Raising Attainment in Reading (Year 4)</b> <ul style="list-style-type: none"> <li>Review of learning pathways/pedagogy</li> <li>Home Learning</li> </ul>	<b>Raising Attainment in Writing (Year 1 of 2)</b> <ul style="list-style-type: none"> <li>Review of learning pathways/pedagogy</li> <li>Handwriting</li> <li>MAINTENANCE</li> <li>Reading Culture</li> <li>Working Towards GOLD READING SCHOOL</li> </ul>	<b>Raising Attainment in Writing (Year 2 of 2)</b> <ul style="list-style-type: none"> <li>Building on Year 1 to embed quality practice.</li> <li>MAINTENANCE</li> <li>Reading Culture</li> <li>Working Towards GOLD READING SCHOOL</li> </ul>

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<p><b>Priority 2</b></p>	<p><b>Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>• UNCRC will become embedded within the school and SILVER Award Achieved</li> </ul> <p>MAINTENANCE</p> <ul style="list-style-type: none"> <li>• <i>Nurture</i></li> <li>• <i>Family Learning</i></li> </ul> <p><i>*Incorporated within UNCRC</i></p>	<p><b>Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>• UNCRC will continue to be embedded and work towards GOLD Award</li> <li>• Circle</li> <li>• LCFE (ELR)</li> </ul> <p>MAINTENANCE</p> <ul style="list-style-type: none"> <li>• <i>Nurture</i></li> <li>• <i>Family Learning</i></li> </ul> <p><i>*Incorporated within UNCRC</i></p>	<p><b>Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>• UNCRC will continue to be embedded and GOLD Award Achieved</li> <li>• Circle</li> <li>• LCFE (ELR)</li> </ul> <p>MAINTENANCE</p> <ul style="list-style-type: none"> <li>• <i>Nurture</i></li> <li>• <i>Family Learning</i></li> </ul> <p><i>*Incorporated within UNCRC</i></p>
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**Framework for School Improvement Planning 2025/26**

Section 2: Improvement Priority 1	
<b>School/Establishment</b>	Harestanes Primary School
<b>Improvement Priority 1</b>	Raising attainment through high quality learning, teaching and assessment in writing
<b>Person(s) Responsible</b>	Literacy Champion

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
Closing the attainment gap between the most and least disadvantaged children Improvement in achievement	school leadership teacher professionalism school improvement parent engagement and involvement	QI 3.2 Raising Attainment and Achievement QI 2.3 Learning, Teaching and Assessment QI 2.4 Personalised Support QI 1.1 Self-evaluation for self-improvement	Improvement in attainment in literacy Closing the attainment gap between the most and least disadvantaged

**Framework for School Improvement Planning 2025/26**

Opportunities for Leadership	Resource Requirements	Parental and Carer Engagement and Involvement
<p>Teacher Leadership related to meeting individual pupil needs as part of classroom practice.</p> <p>Children as leaders of writing</p> <p>Literacy Champion to share learning with all practitioners including supporting the development of pedagogy and methodology in writing skills.</p>	<ul style="list-style-type: none"> <li>• Time – see collegiate calendar for SIP and Working Time Agreement/Staff meetings and Inservice Days/Personal professional development time.</li> <li>• Cover costs for staff undertaking any leadership responsibility that requires release from class.</li> <li>• NLC Writing Programme</li> </ul>	<ul style="list-style-type: none"> <li>• Parent and Carer Council ongoing involvement in feeding back parent views at meetings.</li> <li>• Information leaflets and web links issued to parents and shared at school events.</li> </ul>
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
<ul style="list-style-type: none"> <li>• Whole staff/ Teaching staff CLPL (Inservice Days/ collegiate hrs).</li> <li>• Professional reading/ viewing online materials</li> <li>• Quality assurance processes, Peer/ SLT/professional discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted interventions and support for identified pupils</li> <li>• Staff confidence to be raised through team teaching and sharing practice.</li> <li>• Use of Equity in Literacy Framework</li> </ul>	<p>£41467 additional staffing for Literacy support</p> <p>£2516 Rapid Phonics resources</p>

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Outcomes/Expected Impact	Suggested Tasks/Interventions	Suggested Measures-Linked to quality assurance data	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>To raise CfE attainment levels at P1, P4 and P7 so that most children attain the expected levels.</p> <ul style="list-style-type: none"> <li>Attainment for learners will be raised in writing through implementation of the North Lanarkshire's Literacy Approach</li> <li>Learners will be more involved in the creation of a writing culture</li> </ul>	Survey Teacher views on confidence in Writing	Survey feedback  Pre/post surveys to be completed	September 2025	
	Survey Parent Views on Writing – awareness of writing development, skills and tools to support			
	Survey Pupil Views on confidence and enjoyment in Writing			
	Staff Training on Learning, Teaching and Assessment Cycle – increasing teacher	Staff evaluations from training sessions pre and post data to be analysed.	September 2025	

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<p>across the school community to demonstrate increased enjoyment in writing.</p> <ul style="list-style-type: none"> <li>Attainment will be raised for identified target pupils at P3 and P6 and learners will have a more positive attitude to writing.</li> <li>Standards will be moderated in writing across other schools within the authority.</li> <li>Best practice will be shared in effective learning and teaching of writing to ensure the best outcomes for learners through peer observation and professional dialogue</li> <li>Staff will have an increased</li> </ul>	<p>knowledge and confidence</p>		<p>Ongoing from August 2025 to June 2026</p>	
	<p>Teaching Staff to work in 'level' teams to develop, plan and implement a taught writing lesson. All teachers will plan 1 lesson.</p> <p>Focus on going through the Learning, Teaching and Assessment cycle; with moderation of lesson taking place with 'level' peers.</p>	<p>Lesson observations</p> <p>Professional dialogue</p> <p>Feedback from post surveys</p>	<p>Ongoing from August 2025 to June 2026</p> <p>Ongoing from August 2025 to June 2026 in line with quality assurance calendar</p>	
	<p>Monitor impact through Quality Assurance and Self-Evaluation processes</p>	<p>Forward Plan and tracking feedback</p> <p>Observations</p> <p>Jotter monitoring</p> <p>Pupil Discussion Groups</p>	<p>Ongoing from August 2025 to June 2026</p>	
	<p>Targeted support implemented to close attainment gap in writing.</p>	<p>Attainment Data</p>		



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<p>understanding of achievement of a level to ensure robust and consistent professional judgement ensures progression in learning.</p> <ul style="list-style-type: none"> <li>Almost all learners will improve their skills in spelling and grammar and can confidently apply grammar and spelling in written work.</li> </ul>		Tracking and planning meetings	September 2025 to April 2026	
	Training in targeted approaches to support writing, reducing barriers to access and demonstrating full ability; including the effective use of digital resources to ensure writing curriculum is accessible for all pupils within Harestanes Primary and ELR	Pre and Post assessments		
	Modelling of writing across school. Literacy Lead and SLT to support based on data gathered from staff questionnaire.	Feedback from staff Feedback from pupils Attainment data	Throughout the session- August 2025 to June 2026	
	Regular communication with Parent/Carers through Parent Council, HT Newsletter, Class Newsletter	Pre and post survey Learning visits from SLT Feedback from teaching staff	At different points throughout the school session August 2025- June 2026	
	Evaluate impact on attainment and achievement across the	Parent Council updates HT Newsletter Class Newsletter	October 2025	
		Attainment data (year on year and over time)		

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	whole school; including tracking attainment and achievement throughout the school session, being responsive to planning where required.	Tracking and Planning	October 2025-May 2026	
	Teaching staff to identify links/contexts for writing across the curriculum during Curriculum Development meetings <i>e.g. linking Writing genres to Social Studies, Science, Maths etc.</i>	Forward Planning meetings Tracking and monitoring meetings Pupil Discussion Groups	February to June 2026	
	Development of learner conversations before, during and after writing sessions, enabling children to be increasingly engaged in identifying targets/next steps in their learning in writing.	Teaching team to be involved with Pupil Discussion Groups with SLT Monitoring of pupil work		
	Update Writing policy to reflect updates in regards to writing development; ensuring UNCRC articles	Staff Feedback		

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	are embedded within the policy.			
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**Section 2: Improvement Priority 2 : HEALTH AND WELLBEING**

<b>School/Establishment</b>	Harestanes Primary School
<b>Improvement Priority 2</b>	Improvement of Wellbeing and Equity through Implementation of the CIRCLE Framework
<b>Person(s) Responsible</b>	DHT, Staff team

<b>NIF Priority</b>	<b>NIF Driver</b>	<b>HGIOS 4 QIs</b>	<b>EDC Service Plan 2023-26</b>
Placing the human rights and needs of every child and young person at the centre	school leadership	QI 3.1 Wellbeing, equality & inclusion Themes: Wellbeing; fulfilment of statutory duties; inclusion and equality	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 children	teacher professionalism		
Improvement in children and young people's health and wellbeing	school improvement	QI 2.4 Personalised Support Themes: Universal support; targeted support; removal of potential barriers to learning	Closing the attainment gap between the most and least disadvantaged

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		<p>QI 1.1 Self-evaluation for self-improvement</p> <p>QI 2.7. (Partnerships) Themes: The development and promotion of partnerships; collaborative learning and improvement; impact on learners.</p>	Improvement in children and young people's mental health and wellbeing
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Opportunities for Leadership	Resource Requirements	Parental and Carer Engagement and Involvement
<p>All children and young people needs and behaviours will be better understood and supported through increased staff understanding of inclusion and additional support needs.</p> <p>Pupil Empowerment, Inclusion of pupil voice in relation to individual target setting and identification of appropriate support strategies. Teachers make use of The Participation Scale to evaluate and</p>	<ul style="list-style-type: none"> <li>Time given through Inset days for training. Curriculum Development time for collegiate working</li> <li>Cover costs for staff undertaking any leadership responsibility that requires release from class. Employ a 0.6 FTE to deliver nurturing approaches to support learners who are finding it challenging to engage</li> <li>£2000 Pupil Equity Funding to create a nurturing environment and to create bespoke experiences for learners</li> <li>CIRCLE Framework tools: <a href="#">CIRCLE resource to support Inclusive Learning and Collaborative Working (Secondary)   Resources   Education Scotland</a></li> </ul>	<ul style="list-style-type: none"> <li>Parent and Carer Council ongoing involvement in feeding back parent views at meetings.</li> <li>Parental Engagement-Use of Participation Scale and Parental Postcards through Case Study approach to support individual learners</li> </ul>

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<p>adapt approaches to support pupil engagement.</p> <p>All learners will experience improved approaches for supporting children and young people using the Circle Framework</p>	<ul style="list-style-type: none"> <li>CIRCLE Framework tools: <a href="#">CIRCLE resource to support Inclusive Learning and Collaborative Working (Primary)   Resources   Education Scotland</a></li> </ul> <p>Education Scotland Training videos</p>	
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
<ul style="list-style-type: none"> <li>Whole staff/ Teaching staff CLPL (Inservice Days/ collegiate hrs).</li> <li>Professional reading/ viewing online materials</li> <li>Quality assurance processes, Peer/ SLT/professional discussions</li> </ul>	<ul style="list-style-type: none"> <li>The Circle Framework as a strategy to support individual pupils looking at Targeted supports including nurture for our upper school children.</li> </ul>	<p>£2000 to create a upper school nurture space</p>

Outcomes/Expected Impact	Suggested Tasks/Interventions	Suggested Measures- Linked to quality assurance data	Timescale(s)	Progress
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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 behaviors will be better understood and supported through increased staff understanding of inclusion and additional support needs.	Expanding on CIRCLE Framework at Aug Inservice, 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 – Curriculum Development Session and Peer Support to address gaps.  Pupil Voice tools/ pupil forum – to feed into Team Around the Child Meetings and support transition/to identify themes around supports available.  Professional dialogue – Time during inset days for staff to meet and discuss plans for individual learners.	August Inservice Day  August 25 & June 26  June 26	

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<p>Improved Classroom Environments for Children:</p> <p>Teachers make use of CICS (Circle Inclusive Classroom Scale) to evaluate and adapt classroom environment</p>	<p>Staff use CICS individually and with a supportive peer to critically analyse classrooms.</p> <p>Professional discussion – what will be available in all classes to support pupils.</p>	<p>Reflections with colleagues and changes made to classrooms as a result of self-evaluation using CICS- and Action Plan</p> <p>Moderation and evaluation evidence shows increase in universal level supports available to all learners</p>	<p>Term 1 and 2</p> <p>By March 25</p>	
<p>Improved implementation of Personalised supports</p> <p>Teachers will support improved participation of individual learners through analysis of Participation Scale and associated Skills and Strategies</p> <p>Class teachers will be able to work alongside staff with specific support for learning remits to complete a more detailed assessment of needs when required.</p>	<p>Staff use CPS to identify individual learners strengths and areas for development</p> <p>Staff will identify and implement further strategies to enhance pupil skills in collaboration with parent/carer and individual children and young people</p> <p>Staff use CPS alongside formative and summative assessment to identify individual learners' strengths and areas for development</p>	<p>Completion of pre and post participation scale through a case study approach to inform classroom supports and planning.</p> <p>Use of postcards to promote communication with parents/carers.</p>	<p>By June 26</p>	

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Views of parents/carers and learners will be used to inform the assessment process and to develop a shared understanding of successful support strategies	Use of parent postcard approach with case study pupils	<p>Parent and pupil consultation and feedback</p> <p>Parent Postcards with follow up questionnaire to measure engagement and use of suggested strategies</p> <p>Parent Council consultation on use of the Circle to support pupil wellbeing</p>		
All learners will experience improved approaches for Supporting Children and Young People using the Circle Framework	All staff implement appropriate interventions with consideration of CICS & Skills, Supports and Strategies outlined in Circle Framework	Reflections with colleagues and changes made to classroom practice as a result of self-evaluation using CICS action plan and CPS	Term 3 By June 26	



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Section 2: Improvement Priority 2: HEALTH AND WELLBEING	
<b>School/Establishment</b>	Harestanes Primary School
<b>Improvement Priority 2</b>	UNCRC Rights Based Learning (Rights Respecting School – Gold Award)
<b>Person(s) Responsible</b>	DHT, Staff team, Rights Ambassadors, Parent Steering Group

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  school improvement  Parent/carers involvement and engagement	QI 3.1 Wellbeing, equality & inclusion Themes: Wellbeing; fulfilment of statutory duties; inclusion and equality  QI 2.5 Family Learning  QI 1.1 Self-evaluation for self-improvement	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

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Opportunities for Leadership	Resource Requirements	Parental and Carer Engagement and Involvement
<p>Teacher Leadership related to rights based learning.</p> <p>Pupil Empowerment, Rights Ambassadors leading elements of this priority.</p> <p>EDC Pupil Forum for Children's Rights</p>	<ul style="list-style-type: none"> <li>Time – see collegiate calendar for SIP and Working Time Agreement/Staff meetings and Inservice Days/Personal professional development time.</li> <li>UNICEF website resources</li> </ul>	<ul style="list-style-type: none"> <li>Parent Information Leaflet</li> <li>Parent Steering Group meetings</li> </ul>
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
<ul style="list-style-type: none"> <li>Whole staff/ Teaching staff CLPL (Inservice Days/ collegiate hrs).</li> <li>Professional reading/ viewing online materials</li> <li>Collaboration with other schools (Wester Cleddens Primary)</li> </ul>	<ul style="list-style-type: none"> <li>Social and Emotional Wellbeing</li> <li>Promoting Healthy Lifestyles</li> <li>Engaging Beyond the School</li> <li>Partnership working</li> <li>Professional Learning and Leadership</li> </ul>	<p>HWB Support resources (£4000 approx)</p> <ul style="list-style-type: none"> <li>New Playground Equipment</li> <li>Ingredients to cook in our Cooking Kitchen</li> </ul>

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Outcomes/Expected Impact	Suggested Tasks/Interventions	Suggested Measures- Linked to quality assurance data	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?	
<b>Strand A:</b> Most children and young people are familiar with a wide range of articles of the CRC.	Pupil Forms Survey to ascertain knowledge of the rights  Assembly programme covers a range of articles throughout the year  Pupil information leaflet emailed out to all families  Rex the Rights Respecting Bear to continue in P1/2 and P2/3	Pre/post pupil forms survey results  Assembly programme overview  Newsletters  Wall displays	August Inservice Day    August 25 & June 26    June 26	

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	<p>Rights Week – whole school event focusing on a range of rights</p> <p>Newsletters/X/Displays to update pupils, parents and the wider community of the Article of the Month</p>			
Most Children understand the concept of duty bearers	<p>Whole school assembly focusing on the role of 'Duty Bearer'</p> <p>Staff CLPL – Role of the Duty Bearer</p> <p>Parent Poster- Outlining the Role of Duty Bearers emailed to parents</p> <p>Class Charters revised to include the Role of the Duty Bearers</p>	<p>Duty Bearer Poster</p> <p>Class Charter</p>	<p>Term 1 and 2</p> <p>By March 26</p>	
Most children understand the concepts of rights being inherent, inalienable, indivisible, universal and unconditional	<p>Whole school assembly focusing on ABCDE of Rights</p> <p>Staff CLPL focusing on ABCDE of Rights</p> <p>Classroom Display poster ABCDE of Rights</p>	<p>Staff meeting minutes</p> <p>ABCDE of Rights poster</p> <p>Rights Respecting Ambassador assembly</p>		

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Most children and young people understand how local and global issues and sustainable development are linked to rights	<p>Campaigns – linking where possible to Global Goals</p> <p>Pupil councils and committees select campaign focus and facilitate a whole school campaign</p>	<p>Campaigns run across the school year by the Pupil Committees</p>	By June 26	
Most adults and the wider school community show a commitment to the UNCRC	<p>Forms survey of staff and parents</p> <p>Create a draft RRS policy with the steering group</p> <p>Parent information leaflet emailed to all families</p> <p>Parent information Workshop organised by Rights Respecting Ambassadors and all parents invited with a focus on rights in action in Harestanes</p> <p>School/Class newsletters to include update on rights</p>	<p>Pre/post survey results</p> <p>RRS Policy sent to all for consultation</p> <p>Minutes of staff meetings</p> <p>Parent Information Leaflet emailed</p> <p>Parent Information workshop</p> <p>UNCR information Stall</p> <p>Newsletters</p>		

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	Rights Respecting Ambassadors to run a stall at Parents Night  Consultation on school vision, values and aims			
<b>Strand B:</b> Most children and young people are able to explain how school and duty bearers facilitate them to enjoy a wide range of their rights	Pupil Forms survey HWB survey  Draft RRs policy is shared with parents and the local community	Pre/post Pupil forms survey results  HWB survey results  Minutes of pupil leadership meetings where there is a charitable focus	Term 3  By June 26	
Most children understand the concepts of fairness and equity and are able to describe how the school promotes such principles and puts them into practice	Assembly programme focussing on themes such as fairness, dignity and equity  Charitable events including Fairtrade focus	Pupil feedback from 'Dignity' lessons and assemblies		
Most children and young people know and trust that the school will act upon any concerns about their rights not being met	Link equity and fairness to curricular areas  Dignity toolkit to be use from P1-7			
Relationships are identified by most children, young people and adults as mutually respectful. There is evidence that respectful relationships are strengthening and consistently over time.	Explore and celebrate diversity in a range of ways – assembly programme, focus weeks etc			

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Many children and young people can talk about the concept of dignity. They can explain how dignity and rights explicitly inform life in school	Consultation on school <b>Vision, Values and Aims</b>			
School systems to address disagreements, conflict and prejudicial attitudes and actions are perceived as transparent, fair and effective by most children and adults				
Nearly all children and young people say they feel safe at school and can describe how becoming rights respecting contributes to this. The school can show that bullying, violent and discriminatory behaviour is rare (or steadily declining)	Pupil forms survey Seemis stats re bullying, behaviour etc Consistent approaches in all classrooms to monitoring and tracking pupil HWB: Talk boxes used and Pupil Committees to lead change	Results of pupil forms survey Seemis stats Pupil Focus Group feedback on HWB Tracking		
Most children and young people have trust in the school systems that enable them to report any sense of not feeling safe both within and beyond the school				
Most children and young people describe how the school provides information and support for a	HWB, RME and Social Studies programmes of study	Results of pupil forms survey		

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range of physical, mental, social and emotional needs.	Pupil forms survey Pupil focus groups	Feedback from Pupil focus Groups		
Nearly all children and young people interviewed describe how everyone is included and valued, and can describe how becoming rights respecting contributes to this. The school is actively working towards (or is sustaining) a strong culture of inclusion and is able to show how this is underpinned by non-discrimination.				
Most children and young people speak of their commitment to the rights of others to learn and can describe how they actively support this right. Nearly all children and young people explain how they play an active role in their learning.	Pupil forms survey results Pupil focus groups Consultation on vision, values and aims Consultation on Positive Relationships Policy	Results of pupil forms survey Feedback from Pupil focus groups		
<b>Strand C:</b> Most children and young people understand their role as global citizens.  Children and young people engage in action to campaign	Assembly Programme has a focus on the availability of children's rights across the world. Pupil leadership groups lead campaigns for change	Assembly overview  Campaigns run across the year by pupil committees		



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and/or advocate for the rights of children locally and globally.				
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Section 2: Improvement Priority 3 2025/26	
<b>School/Establishment</b>	Harestanes Primary School
<b>Improvement Priority 1</b>	To develop a Language and Communication Friendly establishment programme across the school
<b>Person(s) Responsible</b>	Who will be leading the improvement? Who will they collaborate with? PT ELR and school staff

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
Improvement in children and young people's health and wellbeing	school improvement	QI 3.1 Wellbeing, equality & inclusion Choose an item.	Improvement in children and young people's mental health and wellbeing

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
<ul style="list-style-type: none"> <li>Class Teachers supporting modelling for all staff</li> <li>ELR Class Teachers working collaboratively with mainstream colleagues</li> </ul>	Agreed collegiate hours INSET days	<ul style="list-style-type: none"> <li>Parent workshops</li> <li>LCFE Communications with parents</li> </ul>

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<ul style="list-style-type: none"> <li>Class Teachers taking forward area of LCFE Action Plan</li> </ul>		
<b>Professional Learning</b>	<b>Interventions for Equity</b>	<b>Pupil Equity Funding (PEF) Allocation</b>
<ul style="list-style-type: none"> <li>LCFE Programme</li> </ul>		

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?	
<ul style="list-style-type: none"> <li>Almost all children and staff will use aspects of the Language and Communication Friendly Framework to improve communication.</li> </ul>	Maintain projects undertaken during 2024/2025 session for Indicators 1 and 2	<ul style="list-style-type: none"> <li>Observations</li> <li>Feedback from staff and pupils</li> </ul>	August 2025 – June 2026	
	All ELR staff become familiar with Language and Communications Establishment Framework (LCFE) Indicators 3,4 and 5	<ul style="list-style-type: none"> <li>Staff feedback</li> <li>Professional dialogue</li> </ul>	August - December 2025	
	Audit tool to inform Action Plan	<ul style="list-style-type: none"> <li>Action Plan created</li> </ul>	August - December 2025	

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	LCFE training opportunities where possible linked to speech, language and communication	<ul style="list-style-type: none"> <li>• Observation of techniques evident in class</li> <li>• Links with other agencies</li> </ul>	August 2025 – June 2026	
	Visit other LCFEs and collaborate with other ELRs to share best practice	<ul style="list-style-type: none"> <li>• Staff feedback</li> <li>• Professional dialogue</li> <li>• Evaluations</li> </ul>	August - December 2025	
	Increased pupil participation in driving forward LCFE through LCFE pupil voice group	<ul style="list-style-type: none"> <li>• Monthly meetings</li> <li>• Pupil feedback across the school and at assemblies</li> </ul>	August 2025 – June 2026	
	Questionnaires issued to pupils, parents and staff	<ul style="list-style-type: none"> <li>• Data analysis</li> <li>• Professional dialogue</li> <li>• Pupil Focus Groups</li> </ul>	August 2025 - June 2026	

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

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School PEF allocation 25/26: £45360

Total PEF allocated in SIP £45360 Underspend: £ 0