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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	**Harestanes Primary School and ELR**
Head Teacher	**Jillian Grant**
Link QIO	Karen Oppo/Carolan Burnet

School Statement: Vision, Values & Aims and Curriculum Rationale
Link to school website: Vision, Values and Aims
Current Standards & Quality Report
Link to school website: Standards and Quality report

	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
Priority 3			

Section 2: Improvement Priority 1	
School/Establishment	**Harestanes Primary School and ELR**
Improvement Priority 1	**Wellbeing & Inclusion**
Strategic Leads	DHT and PT ELR

Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	HGIOS 4 QIs
Inclusion & Empowerment	Priority 6: Wellbeing & Inclusion Priority 1: Leadership Priority 5: Partnerships	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	QI 3.1 Wellbeing, equality & inclusion QI 2.4 Personalised Support

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Teacher leadership Pupil leadership	Time Cover cost Cost of CALM 1 training for all staff	Updates at Parent Council and update to Harestanes Relationships Policy
Professional Learning	**Interventions for Equity**	**Pupil Equity Funding (PEF) Allocation**
CALM 1 Training De-escalation toolkit	social & emotional wellbeing early intervention & prevention	£430 CALM 1 Training

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
Improved learner wellbeing through consistent, nurturing and trauma-informed approaches across the school.	Educational Psychologist will deliver CALM training to all mainstream and ELR staff Educational Psychologist and SLT provide refresher sessions and follow up professional learning throughout the year Audit of How Good is Our School (HGIOS 4) 3.1 Ensuring Wellbeing, Equity and inclusion	• Staff surveys demonstrate increased confidence in supporting distressed and dysregulated learners. • Staff evaluations show increased consistency and understanding of CALM approaches • Evaluations completed by stakeholders	June 2026/May 2027 – Pre/post questionnaires August Inset Ongoing Staff Meetings By October 2026	
Learners experience calmer, more predictable environments which support readiness to learn. Improved engagement in learning in most classes as staff use calm, supportive and relational strategies effectively.	Embed and consistently use regulation strategies and supports (visuals, sensory tools, safe spaces and check-ins) through continued use of the Circle Inclusive Classroom Scale Share good practice and model effective strategies across staff teams. Use de-escalation tool kit/Circle to prevent and deescalate before behaviours escalate Monitor and review individual learner support plans and risk	• Reduced incidents of dysregulation, distress and distressed behaviours within both mainstream and ELR settings. • Learners increasingly use strategies independently to support self-regulation • Targeted learners show improved engagement, attendance and participation	Ongoing, discussions during termly learning and teaching meetings until June 2027 October Inset	
			Ongoing, discussions during termly learning and teaching meetings until June 2027 Classroom observations until June 2027 Tracking system until June 2027 Pupil Leadership Groups fortnightly	

	assessments making use of the Circle Participation Scale		Wellbeing assessments November/February/May Pre/post questionnaires June 2026/May 2027	
Learners develop greater emotional awareness and improved self-regulation skills, leading to improved relationships supporting trust, safety and inclusion.	Use restorative and relational approaches following incidents including the Fix it toolkits Universal supports including Zones of Regulation Increase use of consistent language and approaches to support emotional regulation across all learning environments Continue to develop understanding across the school community of the articles contained in the UNCRC	• Observations show calm, predicable learning environments and positive staff-learner interactions • Classroom observations and discussions with learners demonstrate increase use of language and strategies • Learners report feeling safe, supported and listened to within school • Gather learner voice through discussions, wellbeing surveys and pupil groups • Track behaviour, wellbeing and engagement data across the mainstream and ELR • Evidence of reductions in exclusions, distressed incidents and time out of class.	Ongoing, By February 2027 Ongoing Pupil Leadership Groups fortnightly until June 2027 Wellbeing assessments November/February/May 2027 Rights Respecting Ambassadors gather pupil voice through ongoing leadership activities. Weekly leadership Meetings until June 2027 Assessment Week November/February/May Termly tracking meetings	
Increased collaboration between ELR and mainstream staff resulting in more consistent learner support	Opportunities for shared planning and professional dialogue between mainstream and ELR staff	• Improved continuity of support for targeted learners across settings	Joint forward planning sessions each term	

Section 2: Improvement Priority 2	
School/Establishment	**Harestanes Primary School and ELR**
Improvement Priority 2	**Pedagogy & Meta-Skills**
Strategic Leads	HT and Class Teacher (IOC achieved)

Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	HGIOS 4 QIs
Learning & Teaching	Priority 2: Learning & Teaching Priority 3: Monitoring & Tracking Priority 7: Skills for Learning, Life & Work	Improvement in achievement, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children	QI 1.1 Self evaluation for self improvement QI 2.3 Learning, Teaching & Assessment QI 3.2 Raising attainment and achievement

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Teacher leadership related to meeting individual pupil needs as part of classroom practice SLT work with staff to analyse ACEL data and school context SLT carry out whole staff pre-~IOS survey. Audit responses from these along with PRDs, 2025-26 observations and report from Quality Review to identify staff development needs. Teaching staff collaborate and analyse ACEL data to identify school wide trends and patterns.	Time – see collegiate calendar for SIP and Working Time Agreement/staff meetings and inset Days/Personal professional development time Cover costs for staff undertaking any leadership responsibility that requires release from class. Additional time for CT responsible for IOS delivery and associated training sessions Evidence gathering tools; school tracking system, HWB tracking SNSA and PUMA/PIRA results as well as professional judgement	Parent Forum ongoing involvement in feeding back parent views at meetings Ongoing communication via newsletters, parents nights, report cards, TEAMS

	West Partnership IOP sessions	
Professional Learning	**Interventions for Equity**	**Pupil Equity Funding (PEF) Allocation**
Whole staff/Teaching staff CLPL (inset days/collegiate hrs) West Partnership IOP sessions Professional reading/viewing online materials where appropriate Quality assurance processes, peer/SLT/professional discussions	high quality learning experience	£3600 Class cover to allow visits to other IOS establishments to share effective practice

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
Whole school, coordinated CLPL will lead to improvement in teaching practice and learner outcomes All staff will fully engage with the GTCS professional	All staff will undertake Professional Review and Development meetings and professional learning (CLPL) negotiations. All staff will undertake self-evaluation in relation to their own teaching practice to identify	• PRD records and targets set. • Staff surveys pre and post. • Staff contributions during collegiate activities and discussions. • Minutes from Staff Meetings	September 2026 and June 2027(Pre/Post)	

standards through the PRD process by undertaking self-evaluation	specific development needs when completing PRD meetings with SLT.			
All learners will benefit from an improved level of teaching and learning leading to raised attainment	SLT will work with all staff to identify and collate staff development needs for improving effective teaching and learning. SLT will conduct pre-IOS surveys. Coordination of self-evaluation HGIOS 4, focus on 2.3 Learning, teaching and assessment and 3.2 Raising attainment and achievement 2.3 and 3.2 activity with all staff.	• Participation in self-evaluation using challenge questions and level 5 illustrations in 2.3 and 3.2. • Using a range of recent summarised inspection finding reports for satisfactory, good and v.good for 2.3 and 3.2 and link this to our self-evaluation	Ongoing from August 2026	
All staff will develop their awareness of the school context and common threads will emerge that will lead to areas for improvement being identified.	Presentation of ACEL data and context of school to all staff. Participation in interrogation of school and class level data, including diagnostic assessments, demographics and reflections on potential barriers in relation to equity groups, professional development needs and to identify focus for improvement	• All staff will begin Fact, Story, Action. • Links to CIRCLE and CPS for individual learners. • Minutes from LT&A Meetings and tracking and SfL meetings • Staff contributions to PSG • Pupil Universal Action planning	Tracking meeting September 2026 Tracking meetings term 2 and 3 Termly Learning, Teaching and Assessment Meetings Termly Moderation Meetings	
All staff will demonstrate knowledge of needs or pupils within their classes for individuals who are experiencing barriers to their learning	All staff will look at Whole School Tracker, SFL Tracker, HWB Trackers to build and develop a clear picture of their learners. All staff will make use of transition notes and assessment results to consider P1,P4,P7 patterns of attainment, trends	• All staff will begin Fact, Story, Action. • Links to CIRCLE and CPS for individual learners. • Minutes from LT&A Meetings and tracking and SfL meetings • Staff contributions to PSG • Pupil Universal Action planning	Tracking Meeting September 2026 CPS- Ongoing	

	and barriers to learning through lenses e.g. SIMD, Gender etc. Assessments will highlight strengths and needs of all pupils within classes and across the school. All staff will complete SNSA, PIRA/PUMA assessments and identify baseline assessments for our specific curricular area.			
All staff will identify and agree a shared staff blueprint of features of highly effective practice	Programme of professional development and professional reading to enhance pedagogy and learning experiences drawn from IOS programme materials Peer observations/Trio Visits will be carried out. Reflective discussions will highlight areas of effective practice which will be shared by staff. Collaboration facilitated through Trio Visits.	• All staff will complete Fact, Story, Action. • Peer visits and feedback • Professional Learning and Reading • IOS programme sessions and materials	October Inset September and ongoing	
All teachers utilise a model of professional inquiry through the Improving Our Schools programme, fostering critical reflection and enhancing teaching approaches, while focusing on key areas identified in self-evaluation	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): • Learning intentions and success criteria • Effective questioning • Feedback	All staff will work on Journal tasks and professional reading, share reflections on key messages associated professional discussion.	Ongoing (first session September 2026)	

	• Differentiation • Metacognition (Retrieval practice and PME) • Creativity • Identify additional professional reading related to chosen FHEP.			
Attainment for pupils in targeted interventions groups will improve. Overall attainment in literacy will improve by 1.6%. Bringing it in line with the national average. Overall attainment in numeracy will rise by 4.6%.	• All Staff will work with SLT to identify TIG. Analyse class data and complete paper grids that support TIG Identification. • All staff will discuss TIG's targets and agree predicted ACEL results. Highlight FHEP in planning. • All staff and pupils will complete learning Conversations, AiFL to acquire children's views.	• ACEL data, assessment results, professional judgment. • All staff will attend data informed Tracking/Forward Planning Meetings with SLT. Staff will work to feed qualitative data into whole school evidence base.	Tracking Meetings January 2026 Curriculum Development 3 January Curriculum Development 4 February	
All staff will reflect on their pedagogical practice and identify strengths and development needs. All teachers have a well-developed and shared understanding of effective learning, teaching and assessment and use this to facilitate high quality learning experiences for all children.	• Introduce regular focused self-evaluation activities which involve all staff, partners, learners and other stakeholders • Collaboration facilitated through Trio Visits. • All staff will share feedback from Trio Visits. Carefully consider Trio set up – spread across stages with variety of experience/strengths. • Each member of SLT to attend one Trio visit with clear criteria agreed in advance. • Plan for protected 30 minutes after each visit for ALL to	• All staff will engage with Audit tool in Journal to reflect on FHEP. • Use agreed pro-forma (template available on Teams) – completed by all who attended. • SLT Collate key information and Presentation shared to staff. • Self-evaluation documents and analyse assessment results using Excel for pre/post comparison. Triangulation of evidence: ○ Repeat teaching staff audit	Curriculum Development 2 November Curriculum Development 5 March Collegiate 3 March Curriculum Development 8 May	

	engage in professional dialogue.	○ Repeat pupil audit activities ○ Analyse assessment results Repeat observations		

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**
Almost all pupils who engage in daily targeted support sessions will demonstrate improved progress in numeracy and literacy	Following the use of PIRA and PUMA assessments with P2, P3, P4, P5 and P6, P7 targeted groups within literacy and numeracy will be identified across the school. Bespoke programmes of support will be created and delivered	Class Teacher PSA support (£18k) PIRA and PUMA pre and post assessments PIRA and PUMA assessments (£3000) Sumdog literacy and numeracy (£630)	PIRA and PUMA pre and post assessments Ongoing monitoring and tracking of targeted intervention progress	August 2026-April 2027	
Almost all pupils with a recognised barrier in learning (including Dyslexia) will be supported to achieve expected standards in reading and writing	Targeted pupils in P4 upwards will be given allocated laptops/iPads to access Clicker, Sumdog to support progress in literacy	Clicker (£400) ICT Equipment (£10,000)	Ongoing tracking of assessment data, with a focus on targeted groups of pupils PIRA/PUMA results, cold and hot pieces of writing, weekly spelling assessments	Ongoing from Term 3 to end of school session. Dependent on when devices are set up and allocated to pupils.	
Improved pupil engagement and development of core	Resources purchased to support play in P1 and P2 with a focus	Play and Enquiry Based Learning (£3,000) PSA support (18K)	Staff observations during sessions Pupil feedback on resources.	Ongoing throughout session	

skills for almost all P1 and P2 pupils	on engaging pupils with ASN.				
Improved engagement and attendance for almost all targeted pupils. Increase overall average attendance from 91.8% to 93.8-94.8%	Soft Start / Breakfast Club for targeted pupils Bespoke Family Learning programmes, linked to relevant themes identified by targeted families Emotional Check in / Reflection sessions - daily	Family Engagement – launch flyer / video / graphic campaign to highlight the benefits of good school attendance. Signposts to universal supports. Breakfast Club / Soft Start resources SLA support (£18k)	Baseline evaluation to highlight trends and patterns in pupils with attendance below 85% Pre and post questionnaires from targeted pupils and parents / carers. Pre attendance %, monitored closely throughout session Pre / Post Boxhall Profile – for targeted pupils	September 26 September 26 / January 27 / May 27 Ongoing September 26 / May 27	
Improved engagement for almost all targeted pupils	Nurture support for targeted P4-P7 pupils developing emotional literacy	0.6 Class Teacher – Nurture Support upper school April-August 2026 (£5543)	Pre and post questionnaires from targeted pupils and parents / carers. Pre / Post Boxhall Profile – for targeted pupils		

School PEF allocation 26/27: £45460 Total PEF allocated in SIP £44603 Underspend: £ 857