

Section 1: School Information and 3 Year Improvement Plan Priorities

School/Establishment	Wester Cleddens Primary and Enhanced Learning Resource (ELR)	
Head Teacher	Fiona Kynigos	
Link QIO	Vicky MacKenzie (Whole School/Wider School Setting) Carolyn Burnet (Enhanced Learning Resource - ELR)	

School Statement: Vision, Values & Aims and Curriculum Rationale

Information on our school Vision, Values and Aims and Curriculum can be found by clicking on the following link below:

<http://www.westercleddens.e-dunbarton.sch.uk/media/15226/wcps-handbook-2022.pdf>



WCPS Curriculum
Rationale.pdf

Information on our Curriculum Rationale can be found by clicking on the document icon:

Looking Forwards – 3 Year Improvement Plan Priorities

	Session 2025/2026	Session 2027/2028	Session 2027/2028
Priority 1	Developing Inclusive Practices at WCPS (Year 2) ➤ CIRCLE Framework Implementation (Year 2 of 2 Professional Development) ➤ The Promise at WCPS (Year 2 of 2) ➤ Re-fresh Vision, Values and Aims	Learning, Teaching and Assessment (Year 1)	Learning, Teaching and Assessment (Year 2)
Priority 2	Raising Attainment in Literacy <i>Including Pupil Enquiry Based Learning</i>	Outdoor Education and Play (Year 1)	TBC

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Section 2: Improvement Priority 1	
School/Establishment	Wester Cleddens Primary and Enhanced Learning Resource (ELR)
Improvement Priority 1	Inclusive Practices at WCPS (Year 2)
Person(s) Responsible	<i>Depute Head Teacher, Principal Teacher, and Principal Teacher (ELR)</i>

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2025-2028
➤ Improvement in children and young people's health and wellbeing ➤ Placing the human rights and needs of every child and young person at the centre	➤ School Leadership ➤ Teacher Professionalism ➤ Parent/Carer Involvement and Engagement ➤ School Improvement	➤ QI 1.1 Self-Evaluation for Self-Improvement ➤ QI 2.1 Safeguarding and Child Protection ➤ QI 2.4 Personalised Support ➤ QI 3.1 Wellbeing, Equality and Inclusion	➤ Closing the attainment Gap ➤ Improvement in employability skills and sustained, positive school leaver destinations for all young people

UNCRC Rights Articles:

- **Article 2** – All Children have these rights no matter what their differences are
- **Articles 12 & 14** – The right to share your opinion (feedback from all stakeholders);
- **Article 19** – The right to be safe (the classroom/ school as a safe place);
- **Article 23** – If I am disabled, I have the right to special care and education;
- **Article 24** – The right to be healthy (support for all aspects of health – physical, mental, emotional and social);
- **Articles 28 and 29**- The right to learn and be the best you can be;
- **Article 31** – The right to play (linked to physical education outdoors)
- **Article 42** – Everyone should know about children's rights

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
➤ PT and DHT Leading CIRCLE development across school ➤ Lead CIRCLE Trainer(s) to attend EDC Professional Learning Communities (PLCs) ➤ Class Teacher Leadership – <i>leading change in their own classroom and practice</i> ➤ Pupil Leadership - <i>Committee Groups, including leading improvement through Rights Ambassadors</i>	➤ Time allocated through Collegiate Calendar/ WTA ➤ Cover cost for Teaching staff undertaking any leadership responsibility that requires release from class ➤ Professional Reading resources; including CIRCLE resources to support inclusive learning and collaborative working	➤ Parent Feedback – through School Improvement Planning Survey (<i>Glow Form May 2026</i>) ➤ Pupil Feedback – How Good is Our School? Survey (May/June 2026) ➤ Parent Council ongoing involvement in relaying wider Parent Views at PC Meetings ➤ Parent Workshop on CIRCLE Framework Refresh/Next Steps what this means within the

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➤ Pupil Leadership – reviewing own class/wider school environment	(Education Scotland Resources, and NAIT/Third Space resources) ➤ The Promise, training Resources	WCPS – this may be through Parent Council (TBC) ➤ Regular updates through HT Sway/Newsletter/PC Meetings/Teams/Twitter
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
➤ INSET Training – August, October, February and May (Whole Staff including Support Team/Class Teachers) ➤ Collegiate Time allocated through WTA ➤ Professional Reading (including videos, audios) ➤ Professional Dialogue (including Peer, SLT, Collegiate, and through Learning Partnership Groups (LPGs))	➤ Using the CIRCLE Framework as a strategy to support all Pupils within the classroom and school environment ➤ The Promise – to ensure clear support in place for Care Experience Pupils (Framework for Interventions for Equity; 1. Early Intervention and Prevention, 2. Social and Emotional Wellbeing and 7. Using Evidence and Data)	➤ Staffing – £1600 approx. for cover (x5 days in total for Bsquared development and CIRCLE cover, where required) ➤ BSquared - £2123.00

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Increased Teacher and Support Staff confidence and understanding of Children and Young People's additional support needs and Inclusion practices	➤ Whole staff training on the CIRCLE Participation Scale (CPS) and associated supports; including recap/refresh of CIRCLE Framework training and development in Session 24/25	➤ Staff Pre-training Questionnaire to be completed prior to training ➤ Staff Post-training Questionnaire to be completed at end of training to review impact	August INSET 2025	➤
All Learners at WCPS needs and behaviours will be better understood and supported through CIRCLE Framework	➤ Refresh/update staff training on Universal and Targeted Support for all staff; specific focus on implementation of CIRCLE Participation Scale to support Universal and Targeted Support	➤ Pupil Action Plans ➤ TAC Meetings Feedback ➤ Tracking and Planning Meetings	August INSET 2025	➤
Improved Classroom Environments for Children at WCPS through the effective	➤ CIRCLE Lead/Advisor to attend EDC PLC Sessions throughout the school session 25/26	➤ CIRCLE Lead attendance at PLCs	Ongoing throughout	➤

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use of the Circle Inclusive Classroom Scale (CICS) All learners will experience improved approaches to supporting children and young people using the CIRCLE Framework Class Teachers and Support Team will have increased confidence and knowledge to complete a detailed assessment of learners needs, where required Improved participation of individual learners and their families/parents, through the implementation and analysis of Participation Scale (CPS) and associated skills and strategies	➤ CIRCLE Lead to feedback from PLCs and provide support to staff throughout Collegiate Sessions allocated as part of WTA and INSETs	➤ Professional Dialogue during Collegiate sessions ➤ Pre and Post-Training Staff Feedback	Session 25/26	➤
	➤ Teaching team and Support team will identify learners from P1 – P7 (including our ELR) to complete the CPS, alongside formative and summative assessment to identify individual learning strengths and areas for development	➤ CIS documents completed by Pupils ➤ Pupil Feedback through Glow Surveys ➤ Pupil Discussion Groups (PDGs)		➤
	➤ Views of Parents/Carer and Learners used to inform the assessment process, and development of shared understanding of successful support strategies; Implementation of CPS to support	➤ Action Plan documents; including Action Plan Evaluations ➤ Learning Visits Professional Dialogue and Feedback		➤
	➤ Cycle of assessment>plan>change>assess to be implemented to ensure effective implementation of CPS mid-session and at end of school year to review next steps ➤ Educational Psychologist to support staff as required in assessment/plan/change/assess cycle	➤ Pupil Support Group (PSG) Meetings and Discussions		➤
All learners, and the school community are aware of the refreshed Vision, Values and Aims at WCPS Almost all learners can identify the School Values and what these mean in practice	➤ Rights Ambassadors to create and survey families following on from Pupil feedback ➤ Children to create visuals to support the VVA ➤ New VVA to be embedded within classes and across all school communication ➤ Displays to be created and prominent around school ➤ Pupil Launch through Pupil Led Assemblies and follow up activities	➤ Parent/Family Focus Group ➤ Staff, Pupil and Parent Surveys ➤ Pupil Focus Group ➤ Whole School Pupil Voice Survey ➤ Pupil Discussion Groups	Ongoing from Session 24/25	➤
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<i>Almost all WCPS staff can identify the School Values and what these mean in practice; ensuring a consistent approach across the school community</i>	➤ Assess understanding and awareness of newly implemented VVA	➤ End of year HGIOUR Pupil Survey ➤ End of year HGIOS Parent/Family Survey	May 26	➤
Enhanced Learning Resource Specific Improvement Priority linked to Inclusive Practices (Incorporating Priority 1 and 2)				
An inclusive assessment and tracking system in place highlighting individual strengths and areas of development for identified learners, tailored to individual profile of learners Progress reports for pupils easily accessed, demonstrating a detailed and informed picture of attainment over time for individual learners within our ELR Clear, coherent and progressive planning for learners, utilising milestones, Early – Second level targets Almost all staff within our ELR will have increased confidence with planning learning, teaching and assessment for identified learners	➤ Principal Teachers (ELR) to plan and lead training on Early Communication and De-escalation to all Teaching and Support staff within the ELR	➤ Pre and Post Feedback/Questionnaires ➤ Tracking and Planning Meetings ➤ Professional dialogue	August 2025	➤
	➤ Principal Teacher (ELR) to plan and lead training overview for Bsquared	➤ Attendance at Webinars ➤ Pre and Post Questionnaires	August 2025	➤
	➤ Teaching and Support staff to complete webinar on Effectively Implementing Connecting Steps	➤ Bsquared profile created for ELR Learners ➤ Autism Progress profile created for all appropriate pupils		➤
	➤ Teaching and Support staff to complete webinar on Autism Profiling with Autism Progress; support from link Educational Psychologist where required	➤ Tracking and Planning meetings ➤ Pupil Action Plan Targets and Evaluations	October 2025 – ongoing throughout session	➤
	➤ Autism Progress implemented as HWB assessment to inform Action Plan Targets for identified learners; support from link Educational Psychologist where required	➤ Analysis of Data		➤
	➤ Analysis of Common themes from Autism Progress assessments to inform development of appropriate Health and Wellbeing supports; support from link Educational Psychologist where required			➤
	➤ Class Teachers to input data for pupils on Literacy and Numeracy			➤

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	➤ Review and adaptation to planners for Literacy and Numeracy including removal of planners not required at current stage; including development of teaching resource list	➤ Attendance at Webinars ➤ Pre and Post Questionnaires ➤ Evidence Literacy Profile for all ELR learners	November 2025 – ongoing throughout session	➤
	➤ Teaching and Support staff to complete Evidence Training			➤
	➤ Implementation for Evidence to support Literacy and Numeracy assessment and evidence of learning			➤
	➤ Analysis of data from Evidence, Connecting Steps and Autism Progress to be used collectively to inform Pupil Action Plan Individualised Targets	➤ Pupil Action Plan Targets and Evaluations ➤ Tracking and Planning Meetings ➤ ACEL Data	January 26 – ongoing throughout session	➤
	➤ Cycle of assessment>plan>change>assess in place to review impact of pilot and highlight next steps for following session	➤ Pre and Post Questionnaires ➤ Moderation of Profiles ➤ Moderation of Action Plans ➤ Tracking and Planning Meetings	January 26 and May 26	➤

Section 2: Improvement Priority 2

School/Establishment	Wester Cleddens Primary and ELR
Improvement Priority 2	Raising Attainment in Literacy; <i>including development of Pupil Enquiry Based Learning (PEBL) approach</i>
Person(s) Responsible	Head Teacher, Principal Teacher (Acting), Literacy Leads (Class Teachers), PEBL Leads (Class Teachers)

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2025-2028
➤ Improvement in attainment, particularly in literacy and numeracy.	➤ Curriculum and Assessment ➤ School Improvement ➤ Teacher Professionalism	➤ QI 2.3 Learning, Teaching & Assessment ➤ QI 3.2 Raising attainment and achievement	➤ Improvement in attainment in literacy ➤

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➤ Closing the attainment gap between the most and least disadvantaged children	➤ Assessment of Children's Progress		
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UNCRC Rights Articles:

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- **Articles 12 & 14** – The right to share your opinion (feedback from all stakeholders);
- **Article 23** – If I am disabled, I have the right to special care and education;
- **Articles 28 and 29** – The right to learn and be the best you can be

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
➤ Principal Teacher (Acting) leading Phonics Training (Year 2) ➤ Pupil Leadership – Committees ➤ Teacher Leadership – through attendance at EDC PEBL Professional Learning training sessions ➤ Teacher Leadership – leading PEBL development at WCPS, including leading Collegiate Sessions and collaboration on PEBL development at WCPS	➤ Staff cover for group training for ELS ➤ Collegiate Time allocated through WTA ➤ Cover for staff undertaking further CLPL during school day ➤ Resources to support PEBL approach	➤ Parental Involvement in PEBL approach (where relevant) ➤ Parent/Family Workshops on Literacy development within Primary 1, 2 and 3 ➤ Regular updates through HT Sway/Newsletter/PC Meetings/Teams/Twitter
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
➤ Phonics Training for Class Teachers and Support Team; including effective use of decodables to support early reading development and reading interventions ➤ Visits to identified schools implementing PEBL approach to observe good practice ➤ Team planning around PEBL approach ➤ Professional reading opportunities	➤ <i>Clear and consistent universal and targeted approaches to Reading at the early stages of Primary through ELS Phonics/Reading Programme and elements of Reading Recovery pedagogy</i> <i>(Framework for Interventions for Equity; 1. Early intervention and prevention, 2. Social and emotional wellbeing, 4. Targeted approaches to Literacy, 5. Promoting a high quality learning experience, 6. Differentiated Support, 8. Employability and skills development, 11. Professional Learning and Leadership)</i>	➤ Staff Cover for Training and Development of Resources and Planners = approx. £4000 ➤ ELS Essential Blending Books for Year 1 = £555.17 ➤ ELS Phonics and Reading Scheme (Year 2 resources) = £13, 457.58 ➤ ELS Spelling (P3 Resource) = £361.01 (x2 year subscription) ➤ Additional age/stage appropriate decodables in line with ELS progression = £600 ➤ Easi-Ears x2 = £300 ➤ Recordable buttons/pegs x4 packs = £200 ➤ Group listener CD player x8 = £1160 TOTAL = £20, 633.76

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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Improved teacher and support staff confidence in the implementation of phonics at early stages of Primary Raised attainment for all learners in P1 in Reading; an increase in Reading attainment from session 24/25 P1 Cohort Clear, coherent and consistent approach to Phonics is in place within Primary 2 year group Raised attainment in Reading for all learners in P3 through implementation of Phonics review, and practice within P3, in-line with ELS scheme Raised attainment in identified learners across P1-P7 through the effective use of reading intervention, and implementation of the Framework for Equity in Literacy Clear, coherent and consistent approach to	➤ Year 2 training on Essential Letters and Sounds Phonics Scheme, for new Class Teachers to scheme and Support Team (including ELR)	➤ Pre and Post Survey/Evaluation	August/September 25	➤
	➤ Principal Teacher (Acting), to lead on ELS Year 2 Development – initial planning meeting with all P1, P2 and P3 Class Teachers to support clear direction of daily and weekly lessons to take place	➤ Action Plan ➤ Overview of implementation Year 2 ➤ Working Party Minutes ➤ Tracking and Planning Meetings	August/September 25	➤
	➤ P2 Class Teachers to implement Year 2 of ELS scheme and associated reading books			
	➤ Phonics Tracker implemented to assess development, knowledge and application of phonics across P1 – P3, and identified learners from P4-P7 across whole school (including ELR)	➤ Phonics Tracker Reports – initial and progress/review ➤ Attainment Meetings ➤ Tracking and Planning Meetings	September 2025	
	➤ Information from Phonics Tracker to inform teaching, planning and reading intervention for identified learners in P1-P7 across whole school (including ELR); led by Principal Teacher (Acting) and DHT	➤ Professional dialogue ➤ ACEL Data ➤ Progress in Stretch Aims	September 2025 – June 2026	
	➤ Information Session for Families of children identified through Phonics Tracker requiring intervention within their reading, and how ELS approach will support	➤ Parent/Family Feedback – Glow Survey/Evaluation	October 2025	
	➤ Mid-term evaluate implementation of ELS across P2; assess>plan>implement>assess cycle	➤ Professional Dialogue ➤ Tracking and Planning Meetings ➤ Pupil Discussion Groups		
	➤ Literacy Lead for Primary 3 to lead on training for P3 Class Teachers on ELS Spelling Programme, linked to progression of ELS Phonics and Reading Programme	➤ Pre and Post Questionnaires/Feedback ➤ Tracking and Planning Meetings	September 25 – June 26	

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Spelling is in place for Primary 3, in line with the ELS progression framework Improvement in teaching and support staff confidence, skill and awareness of spelling development Improvement in teaching and staff confidence, skill and awareness of supports and activities/resources, to effectively support all learners, through the implementation of the Framework for Equity in Literacy	➤ Pilot of Spelling Programme within Primary 3 cohort to be implemented overseen by P3 Literacy Lead	➤ Professional dialogue ➤ Pupil Discussion Groups		
	➤ Mid-term evaluate implementation of ELS Spelling programme across P3; assess>plan>implement>assess cycle			
	➤ Teaching staff attendance at EDC Framework for Equity in Literacy (FFEIL) Authority Training	➤ Pre and Post Questionnaires ➤ Professional dialogue ➤ Pupil Discussion Groups	September 25	
	➤ Support team training to take place on FFEIL from DHT and Literacy Leads	➤ Tracking and Planning Meetings		
	➤ Reading Recovery assessment and screening diagnostics training for Class Teachers; including running records, YARK assessments, PhAB 2	➤ Team Around the Child Meetings ➤ Pupil Surveys		
	➤ Teaching team and Support team to implement and use FFEIL document to support implementation of universal supports within Literacy		September 25 – June 26	
	➤ Teaching team and Support team to complete 2/3 the Dyslexia Scotland/Education Scotland Modules: ➤ 1. Introduction to Dyslexia and Inclusive Practice ➤ 2. Supporting Dyslexia, Inclusive Practice and Literacy	➤ Tracking and Planning Meetings ➤ Team Around the Child Meetings ➤ Pre and Post Questionnaires	December 2025	
Class Teachers within Primary 4, 5, 6 and 7 will have increased confidence and understanding of the Pupil Enquiry Based Approach to Learning	➤ Re-fresh of the PEBL approach and links to the development of Meta-skills	➤ Pre-Post Surveys for PEBL training	August 2025	
	➤ Implementation of Meta-skills self-assessment and target setting linked to this across P4- P7 (<i>Education Scotland resource</i>)	➤ Tracking and Monitoring ➤ Teaching and Learning Visits ➤ Pupil Discussion Groups	August 2025	
	➤ Introduction of <i>PEBL Teacher, Self and Peer Assessment tracker</i> to highlight strengths and next steps within PEBL sessions;	➤ Parent/Family Feedback gathered from Workshop	Ongoing throughout session 25-26	

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Learners in Primary 4,5,6 and 7 will develop their Leadership and Enquiry Based Skills through Pupil Enquiry Based Learning (PEBL) approaches Increase in engagement with Reading and Writing through a PEBL approach within P4-P7 initially	providing scaffolding, support and challenge for all learners	➤ Pupil Feedback to measure engagement and challenge Pre and Post data ➤ Parent/Family feedback regarding impact of PEBL		
	➤ Looking outwards at other schools planning documents for PEBL, and review of current WCPS Social Studies planners			
	➤ Pupil work shop on PEBL for families			
	➤ Evaluate impact of PEBL and impact on learner, including moderation of work completed over the Session. ➤ Plan next steps for development of PEBL at WCPS Session 26/27			

Section 3: Interventions for Equity: Pupil Equity Funding (PEF) not included in Priorities 1-2

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Increased engagement and confidence within school, of identified learners Improved wellbeing and achievement, of identified learners Increased attendance and engagement with learning experiences for identified learners Addressing Cost of School Day, providing further access to Clubs within the school, and school trips	➤ Wester Cleddens Wider Achievements Programme to be further developed across whole school setting ➤ Approx. cost will be £1000 for resources to support	➤ Pre-measures (as per guidance) ➤ Post measure to assess impact	Ongoing throughout session	➤
	➤ Further development of Wellbeing Room/Nurture Based approach within Wellbeing Room ➤ Approx. cost will £1500 to support resources and staffing to develop	➤ HWB Data	Ongoing throughout session	➤
	➤ Wellbeing based snack and play activities within our Enhanced Learning Resource ➤ Approx. £500	➤ Pre and post measures using Boxall/Leuven scale	Ongoing throughout session	➤
	➤ Adaptations to curriculum to support trips within the wider community and to support access to learning and inclusion throughout the school (including ELR) ➤ £2000	➤ Attendance Data ➤ Leuven scale to measure engagement	Ongoing throughout session	➤

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		➤ Tracking and monitoring of attainment and achievement data		
	➤ Ongoing development Pupils’ leadership further and providing access to clubs addressing cost of school day for identified groups of children ➤ £1000 for resources to support clubs	➤ Wider Achievements and Attendance Tracker ➤ HWB Tracker ➤ Pupil Feedback	Ongoing throughout session Pupil Survey	➤
	➤ Improve attendance on P7 Residential Trip for identified children, mitigated cost of school day and supporting Inclusion ➤ £1000	➤ Attendance on Trips	March 2026	➤
	➤ Sumdog Subscription - £1500 approx.	➤ Attainment Data	➤	➤
Total cost for Intervention for Equity = Approx. £8500 <i>(the money to support trips/adaptations to curriculum, come from accessing resources such as Riding for Disabled, Community life skills development for identified pupils etc...)</i>				
School PEF allocation 25/26: £33, 075		Total PEF allocated in SIP: £32, 856.76	Underspend: £218.24	