



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.

Framework for School Improvement Planning 2026 – 29

Section 1: School Information and 3 Year Improvement Plan Priorities	
School/Establishment	Wester Cleddens Primary and ELR
Head Teacher	Fiona Kynigos
Link QIO	Vicky MacKenzie (Primary QIO) and Carolan Burnet (Primary ASN QIO)

School Statement: Vision, Values & Aims and Curriculum Rationale

Vision

United in our community we STRIVE for Excellence for All

Values:

STRIVE – Safe Together Respected Included Valued Equity for All

Aims:

Work hard – We always give our best effort and understand that mistakes help us to learn

Celebrate Success – We celebrate and recognise the achievements of all; we believe in ourselves and encourage others

Persevere – We keep trying and push forward, even when things may seem difficult

Succeed – We reach our goals, overcome obstacles and achieve are best

Current Standards & Quality Report

<https://sway.cloud.microsoft/GFf7ViQkG13yMc0g?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

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Priority 2	Pedagogy & Meta-Skills	Curriculum • CIC Implementation Planning • 21 Hours	Pedagogy • CIC Implementation
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Section 2: Improvement Priority 1			
School/Establishment	Wester Cleddens Primary and ELR		
Improvement Priority 1	Wellbeing & Inclusion		
Strategic Leads	HT, DHT, PT ELR, Dyslexia Lead		
Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	HGIOS 4 QIs
Inclusion & Empowerment	Priority 6: Wellbeing & Inclusion Priority 2: Learning & Teaching Choose an item.	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.	QI 2.3 Learning, Teaching & Assessment QI 2.4 Personalised Support QI 3.1 Wellbeing, equality & inclusion

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
✓ HT, DHT, PT ELR leading Inclusion Development across provisions ✓ Teacher Leadership – leading change in their own classroom and practice ✓ Pupil Leadership – reviewing own class/wider school environment/involvement in inclusion planning	✓ Time allocated through Collegiate Calendar/MTA ✓ Professional Reading Resources ✓ Cover for Teaching staff undertaking any leadership responsibility that requires release from class	✓ Parental Feedback through Survey, Action Planning, Team Around Child Meetings ✓ Pupil Surveys ✓ Parent Council ongoing involvement in relaying wider Parent Views at PC Meetings (including involvement in updating policy) ✓ Regular updates through HT Sway/Newsletter/PC Meetings/Teams
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
✓ Planned Opportunities through MTA for Teaching and Support Staff to work across our two Provisions building professional knowledge and understanding around wide range of ASN	- social & emotional wellbeing partnership working - high quality learning experience	✓ Literacy resources addressing barriers to learning (e.g. C-Pens, Adapted books etc) = £1000 ✓ BSquared/Evidence/Connecting Steps = £1000

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✓ Training on BSquared/Evidence ✓ All Staff will complete Module 1 – Introduction of Dyslexia and Inclusive Practice ✓ Professional Reading ✓ Professional Dialogue (<i>including Peer, SLT, Collegiate and Cluster Working</i>)	early intervention & prevention	TOTAL for SIP 1 = £2000
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Outcomes/Expected Impact for learners	Tasks/Interventions	Measures	Timescale(s)	Progress to date
All children within our ELR and Wider School setting will have clear and cohesive planning for inclusion which reflects individual strengths and bespoke to individual pupil. All staff within WCPS and ELR will be confident in their responsibilities, planning and review of inclusion within their class and across the two provisions within the school. Almost all identified learners across P1-P7 will achieve an increase in inclusion in daily routines, learning, and school experiences. All identified learners will experience inclusion which best meets their individual needs.	Review of School Data; The Wester Cleddens Story. Alongside current data, review Inclusion Model within WCPS and ELR; <i>What are current strengths/what are areas for development?</i>	✓ Audit of Staff Views – including SLAs/Cas (PSAs? Do we start using PSA terminology at this stage?) ✓ Survey Pupils, Families and Wider Partners (<i>where appropriate</i>)	August 2026 – INSET Day 1	
	Review of current paperwork for Inclusion; <i>What changes are required to reflect current GIRFEC framework and UNCRC? What are the responsibilities for all?</i> Creating/Adapting current paperwork in place at WCPS to reduce bureaucracy for Inclusion planning, ensuring clear timescales for review and responsibilities of all Observations and team teaching across ELR and Wider school classes to inform planning and review impact. Ensuring there is appropriate opportunity to get to know children's strengths, likes, and how to best support inclusion within the Wider School setting where this best meets individual children's needs	✓ Updated WCPS and ELR Inclusion Policy, which clearly defines remits, roles, and responsibilities across the two provisions (<i>e.g. what happens for reporting to Parents (including Parents' Evenings), Assemblies, Whole Year Group opportunities etc.</i> ✓ Staff Surveys ✓ Learning and Teaching Visits/Professional Dialogue ✓ Forward Planning and FSA Meetings ✓ Pupil Discussion Groups (PDG)	August 2026 – March 2027 - WTA – Collegiate hours allocated	

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	Refresh of current ELR Inclusion Policy, in line with EDC Updates, UNCRC, Promise, School VVA, and agreed expectations/remits		January – May 2027		
	Planned opportunities through WTA to plan for inclusion in June 2027 ahead of new school session; - bespoke to individual needs ensuring there is minimal delay for inclusion opportunities, where this best meets the individual child's needs		June 2027		
All Class Teachers and Support Staff have a clear and confident understanding of what Dyslexia is and updated guidance around Dyslexia	Staff Training on new EDC Dyslexia Guidelines	✓ Pre and Post Surveys ✓ TAC Meetings/Planning ✓ Tracking and Monitoring/FSA ✓ Professional Dialogue ✓ Teaching and Learning Visits ✓ Forward Planning ✓ Pupil Discussion Groups	Collegiate Sessions/INSET Days throughout Session 26-27		
	Whole Staff Training – Input from Educational Psychologist Link				
	All staff to complete Module 1 Introduction to Dyslexia and Inclusive Education				
	Initially two identified members of staff will complete Module 2.			June 2027	
Enhanced Learning Resource Specific Developments which incorporate both Priority 1 and Priority 2					
Clear, coherent and progressive planning for learners, utilising milestones, Early – Second level targets bespoke for individual learner profiles Almost all staff will have increased confidence in setting and reviewing bespoke targets for individual learners and evidencing progress through Evisence	Moderate and review BSquared pilot last session. Use analysis, professional dialogue and moderation to inform next steps for Session 26/27; reducing bureaucracy and duplication.	✓ Pre and Post Surveys ✓ Talking Mats/PDGs ✓ TAC Meetings/Planning ✓ Tracking and Monitoring/FSA ✓ Professional Dialogue ✓ Teaching and Learning Visits ✓ Forward Planning	August 2026		
	Class Teachers to continue to BSquared to support planning, learning, teaching and assessment.				
	All ELR Class Teachers and Support Staff to undertake Evisence training.				September – October 2026
	Family Information /Workshop Session				October 2026

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All learners will have a bespoke and clear learning journey that highlights their individual progress	Class Teachers to implement Evidence within Classroom practice to share progress and completion of individual learner targets.		November 2026	
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Section 2: Improvement Priority 2	
School/Establishment	Wester Cleddens Primary and ELR
Improvement Priority 2	Pedagogy & Meta-Skills
Strategic Leads	PT (Wider School Setting), PT (ELR), Literacy Lead, Play Lead

Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	HGIOS 4 QIs
Learning & Teaching	➤ Priority 1: Leadership ➤ Priority 2: Learning & Teaching ➤ Priority 7: Skills for Learning, Life & Work	➤ Closing the attainment gap between the most and least disadvantaged children ➤ Improvement in attainment, particularly in literacy and numeracy. ➤ Improvement in children and young people's health and wellbeing	QI 1.1 Self evaluation for self improvement QI 1.2 Leadership of Learning QI 1.3 Leadership of Change QI 2.2 Curriculum QI 2.3 Learning, Teaching & Assessment

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
✓ PT (Wider) leading Play Professional Development as part of Education Scotland Programme, in collaboration with HT ✓ PT (Wider) and PT (ELR) to lead development of Play approach across two provisions within WCPS	✓ Collegiate Time allocated through WTA ✓ Cover for Staff undertaking further CLPL during school day ✓ Cover for Peer Visits to identified schools ✓ Resources to support development of Play ✓ Resources to support Reading practice	✓ Parent Council ongoing involvement in relaying wider Parent Views at PC Meetings (including involvement in updating policy) ✓ Parent Surveys ✓ Parent Open Events/Workshops ✓ Regular updates through HT Sway/Newsletter/PC Meetings/Teams

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✓ Pupil Leadership – <i>child-centred approach to learning, pupil's leading their own learning through high quality provocations for play, pupils reviewing and developing their class environments</i> ✓ Pupil Leadership – <i>Committees</i> ✓ Teacher Leadership – <i>Play Teacher Lead to be established</i> ✓ Teacher Leadership – <i>Literacy Lead leading on developments across WCPS, including Collegiate Sessions</i>	✓ Poster printed for all classes for displays (Meta-Skills Display)	
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
✓ Primary 1- Primary 2 Teaching and Support Staff completing Education Scotland Play Pedagogy in P1 Modules 1-4 ✓ Professional Reading on Play ✓ Visits to identified schools with best practice of Play, and schools undertaking Education Scotland programme ✓ Peer visits/observations across two provisions Wider/ELR setting	- social & emotional wellbeing - high quality learning experience - early intervention & prevention - targeted approaches to literacy & numeracy	✓ Staff Cover = £2000 ✓ Resources for Play (<i>including resources to adapt indoor classroom, and outdoor environment</i>) = £6000 ✓ ELS Alternative Texts/Word Sparks/Anthropologies/Readerful Rise = £7300 ✓ Readerful Novels/Texts = £3000 TOTAL = £18,300

Outcomes/Expected Impact for learners	Tasks/Interventions	Measures	Timescale(s)	Progress to date
All Primary 1 and Primary 2 Class Teachers and associated Support Staff have an increased level of understanding and knowledge of Play Pedagogy Improved Class Teacher and Support Staff confidence, through a clear, and consistent approach to Play within Primary 1 and Primary 2; bespoke	Primary 1 and Primary 2 Class Teachers and Support Staff undertake the Education Scotland Module 1 – Introduction Play Pedagogy Primary 1 and 2 Staff to complete Play Pedagogy Audit to inform next steps in planning and development	✓ Pre and Post Individual Staff Confidence Survey (Class Teachers and Support Staff) ✓ Pre and Post P1 and P2 Staff Play Pedagogy Audit ✓ Pre/Post Pupil Voice through Pupil Discussion Groups	August 2026 INSET Day 2	
	Primary 1 and 2 Staff to undertake professional Reading on Play; e.g. Julie Fisher's work on Child-Centred Pedagogy, Prof. Tina Bruce – Developing Learning in Early Childhood	✓ Learning and Teaching Visits ✓ Forward Planning ✓ Tracking Meetings	August 2026- May 2027	

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adaptations within our ELR where appropriate All learners within Primary 1 and Primary 2 will develop and expand their learning through high quality, child-centred approaches and planning Increase in number of Primary 1 learners achieving Early Level in Literacy and Numeracy through informed and confident professional judgements		✓ Assessment Data (Summative and Formative) ✓ PRDs		
	Following completion of Module 2: Environment – Class Teachers to apply principles of play, to review development of environment across Primary 1 classes and Primary 2 classes and ELR. Play Pedagogy Audit Tool to be used to support.		September - December 2026 – Working Party Collegiate Time Allocated	
	Looking Inwards, Outwards and Forward – Peer visits within school, visits to ELCs/Schools/Review of examples of highly effective practice and			
	Following completion of Module 3: Observation - Class Teachers and Support Staff to establish observations within their setting. Play Pedagogy Audit Tool to be used to support. Play Working Party to moderate observations and establish an agreed observations in practice approach; reviewing the Notice-Analyse-Act framework and how this informs effective planning within WCPS. Collaborative working with identified Primary Schools also undertaking programme, to share and moderate practice following development of Module 1 – 3; Looking Outwards at Play within other ELR provisions		January – February 2027 – Working Party Collegiate Time Allocated	
	Following completion of Module 4 – Planning and Role of Adult, Play Working Party to review planning exemplars, and establish an initial Wester Cleddens approach. Play Pedagogy Audit Tool to be used to support.		February – March 2027	
	Play Working Party to undertake small test of change in P1 Classrooms. Implement Learning on focus area – PDSA approach		March – May 2027	

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	Play Working Party to review successes, challenges, support needs and undertake post-learning self- evaluation activity to inform planning for Session 27-28. Review against EDC Learning and Teaching Toolkits.			
All Primary 3-Primary 7 Class Teachers and Support Staff have clear understanding of spelling development. All learners across Primary 1 – Primary 7 have a clear, coherent and adaptive Spelling programme in place which meets their individual needs, providing appropriate challenge and support.	Primary 3 – 7 Teachers and Support Staff will undertake initial training on ELS programme and development within Primary 1-3; review against current knowledge, understanding and practice of spelling across P3-P7. Clear overview created for progression into P3 and P4, following implementation of ELS SSP approach in P1-P2; building on pilot in P3 last session and incorporating opportunities to bespoke spelling for identified groups/individual learners where required. Adapted ELS Spelling programme implemented within P3 and P4. P5-P7 review of Active Literacy/Spelling approaches and programme, adapting and aligning with spelling progression within ELS. Family workshops/information sharing on Spelling – how it is taught, how to support etc.	✓ Pre and Post Staff Surveys ✓ Pre-Post Pupil Surveys ✓ Forward Planning ✓ Tracking and Planning ✓ Professional Dialogue ✓ PDGs	August INSET Day 2 August – December 2026 January – March 2027	
All children will have access to a progressive reading programme which best meets their individual needs. All learners within Primary 1- 2 who demonstrate beyond expected progress in their reading are challenged with a wider range of texts.	Whole staff training on the 5 pillars of reading, what this looks like in practice and how children learn to read, barriers children face and what we can do to support. Review of Reading development within the school over the last two sessions and where we are going next to ensure there is clear, coherent and consistent approach to reading across the school.		WTA – Collegiate Sessions and INSETs from Sept 26 – June 27	

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All P4 – P7 learners have access to age-appropriate alternative texts. Raised attainment in reading for all learners across P4-P7	Implementation of further challenge in reading for identified pupils within Primary 1, Primary 2 and Primary 3 pupils, who demonstrate a confident and secure understanding and application of their phonics and require further challenge to increase their reading fluency.			
	P3 – P7 Literacy Working Party to review current Reading week programme and resources used in practice. EDC Learning, Teaching and Assessment Toolkits to support planning for next steps for high-quality reading sessions building on ELS programme within in P1- start of P3.			
	Creation of a consistent Reading Week programme, across Primary 3-7. Including adaptations of resources, and new novels/texts to engage and challenge learners within their reading.			
	Pilot new Reading Week programme and texts across Primary 3 – Primary 7.			
All Class Teachers and Support Staff have increased confidence and understanding of Meta-Skills Clear, consistent and coherent approach to introducing and developing Meta-Skills is in place throughout the school Almost all learners can identify what Meta-Skills are and how these help them to learn Almost all learners can give an example of what Meta-Skills look like to them in their learning	Staff professional learning session on Meta-Skills; What are Meta-Skills, overview of the Skills Development Scotland (SDS) Meta-Skills toolkit (<i>'Embedding Skill Audit Tool', Guide to Meta-Skills Across the Curriculum, Meta-Skills Land, Exemplar Lessons etc...</i>)	✓ Baseline line survey of staff, pupils and families ✓ Pre- and Post review of 'Embedding Skills Audit Tool' ✓ Forward Planning ✓ Learning and Teaching Visits/Professional Dialogue ✓ Evidence from School Assemblies ✓ Pupil Discussion Group Dialogue – <i>including PDG on Committees</i> ✓ Family Workshops/Open Events	August 2026 INSET Day 1 – Overview of Session August 2026 - Baseline Surveys August/September 2026 Whole School Assembly/P3-P7 Assembly August/September 2026 - WTA Collegiate Meetings	
	Whole School Introduction to Meta-Skills through School Assemblies and how this links into our new School Vision, Values and Aims. Introduction to SDS Characters and animation from SDS to support.			
	P3-P7 Classes will implement Introduction/Developing/Evaluating Meta-Skills lessons (September) using SDS resources to support.			

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Learners in Primary 3-7 can articulate their own individual development of Meta-Skills through consistent approach across the school. They can reflect on progress and set own targets (<i>personalised target setting</i>)	All classes will implement consistent use SDS Characters (including displays) for Class Teachers, and learners to refer to throughout lessons. Adapted within our ELR and P1-P2 classes as required.		Sept./Oct. 2026 – Family Information on Meta-Skills Ongoing throughout session: ✓ Planning ✓ PDG ✓ Learning and Teaching Visits ✓ Open Events May 2027 – Post Survey	
	Class Teachers will start to use Meta-Skills to support planning of lessons.			
	Meta-Skills to be discussed at start of lessons through Learning Intentions and Co-construction of Success Criteria. During Plenary discussions, Meta-Skills are referred to.			
	During interventions/support sessions with CT or Support Staff, reference to Meta-Skills is made; reinforcing language.			
	Information on Meta-Skills shared with WCPS Families; developed by Meta-Skills Pupil Committee/Rights Ambassadors			

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

Outcomes/Expected Impact	Tasks/Interventions for identified groups	Resources	Measures	Timescale(s):	Progress
Increased engagement and confidence within school, of identified learners	Universal intervention/support boxes created and introduced across the school (<i>Wider and ELR</i>).	✓ Universal Support Box Resources = £500	✓ Pre and Post Pupil Surveys	September 2026 – June 2027	

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Improved wellbeing and achievement, of identified learners Increased attendance and engagement with learning experiences for identified learners Addressing Cost of the School Day, providing further access to Clubs within the school, and school trips	Adaptation of resources to reduce barriers to skills developments (e.g. <i>variation of bikes, scooters, which appropriately support motor skills</i>)	✓ Inclusive Scooters and bikes/playground resources = £1000 ✓ Storage to support easy access for Outdoor learning and skills development for ELR = £1000 ✓ Resources = £1000	✓ Ferre Leavers/Boxall Data ✓ PDGs ✓ Wellbeing Data ✓ Attendance Data ✓ Tracking and monitoring ✓ Professional Dialogue		
	Playground and indoor space development to support routines and structure for individual/groups of children identified				
	ICT Resources to support communication skills development and reduce barriers to learning	✓ Laptops = £2305 ✓ Communication Panels/Buttons = £500			
	Adaptations to curriculum to support trips within the wider community and to support access to learning and inclusion throughout the school (including ELR)	✓ Travel/Resources = £1000 ✓ SLT/PT (Wider)/PT (ELR) ✓ Class Teacher ✓ SLA/PSA			
	Breakfast Club established for identified groups/individual children to support soft, secure start to the school day/Wellbeing Breaks	✓ Resources = £1500 ✓ SLT/Class Teacher ✓ SLA/PSA			
	Ongoing development of Pupil Leadership and access to clubs addressing cost of school day for identified children.	✓ Resources = £1000			
Almost all learners who engage in targeted support for Reading, Numeracy and Maths demonstrate good progress in their learning.	Following tracking meetings/forward planning, and initial baseline assessment using PiRA and PUMA, bespoke programmes of challenge and/or support will be implemented for identified individual/groups of children.	✓ PiRA/PUMA assessments and associated SHINE Resource = £3600 ✓ SLT/Class Teacher ✓ SLA/PSA	✓ Assessment Data ✓ Tracking and Monitoring Dialogue/FSA ✓ Learning and Teaching Visits ✓ PDGs	September 2026 – May 2027	
TOTAL = £13, 405					