

Framework for School Improvement Planning 2025/26

Section 1: School Information and 3 Year Improvement Plan Priorities	
School/Establishment	Oxgang Primary School
Head Teacher	Sarah Muotune
Link QIO	Vicky MacKenzie

School Statement: Vision, Values & Aims and Curriculum Rationale
http://www.oxgang.e-dunbarton.sch.uk/school-info/vision-values-and-aims/

	Looking Forwards – 3 Year Improvement Plan Priorities		
	Bullet point key priorities for the next 3 years		
Session	2025/26	2026/27	2027/28
Priority 1	Improving Wellbeing, Equality & Equity	Raising Attainment in Numeracy & Mathematics (year 1)	Raising Attainment in Numeracy & Mathematics (year 2)
Priority 2	How Good is our Pedagogy? (year 1)	How Good is our Pedagogy? (year 2)	Raising Attainment through STEM
Priority 3	Pupil Leadership through Pupil Based Enquiry (year 2)	Raising Attainment through Listening & Talking	Raising Attainment through Reading

Framework for School Improvement Planning 2025/26

Section 2: Improvement Priority 1	
School/Establishment	Oxgang Primary School
Improvement Priority 1	Improving Wellbeing, Equality and Equity
Person(s) Responsible	Depute Head Teacher, RRS Lead, Nurture Teacher

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 Improvement in children and young people's health and wellbeing	school leadership parent / carer involvement and engagement school improvement	QI 2.2 Curriculum QI 3.1 Wellbeing, equality & inclusion QI 2.4 Personalised Support	Improvement in children and young people's mental health and wellbeing Placing the human needs and rights of every child and young person at the centre of education

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
- Support Staff – leading the development of an allocated area outdoors. - Pupils – leading change in the playground through the Pupil Leadership Committee	- Playground resources – identified by staff and pupils (£3000) - Inclusive and diverse teaching resources to support anti racism (£3000)	- Parental involvement through school grounds upgrade – opportunity to volunteer - Pre and post questionnaire to gather views about celebrating diversity / anti racism

Framework for School Improvement Planning 2025/26

- RRS Lead – audit of diversity teaching resources / reading materials		Engaging families in awareness raising events linked to celebrating diversity and anti racism
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
- The CIRCLE – engage in professional reading and dialogue with colleagues - Professional Learning modules from www.antiracisted.scot	- Ensure that resources meet the needs of all pupils in the school grounds - Ensure that all teaching resources and learning experiences consider the needs of all pupils.	£4000 investment in quality playground resources £2000 investment in resources to support Celebrating Diversity and Anti-Racist education

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?	
Almost all pupils will be positively engaged in purposeful play and activity during social times in our playground. All targeted pupils will have improved social experiences during	Whole staff collegiate session to review the outcome of the classroom inclusive scale (adapted for outdoors). Set targets and Action Plan for improvement. Aug INSET Key staff to consult with pupils to identify resources and plan	Pre measure using CIC (adapted for outdoors) Pupil voice – key points from discussion to feed into action plan	August 25 INSET August 25 / September 25 August 25 to October 25	

Framework for School Improvement Planning 2025/26

social times through bespoke programmes of support.	improvement. Source and purchase resources Create bespoke plans for targeted pupils in partnership with support staff and pupils. Agree social targets for social times	Pre and post video created by Playground Pupil Leadership Committee Ferre Laevers observations of targeted pupils – pre and post	August 25 – September 25	
All learners will experience an inclusive learning environment where all backgrounds and experiences are acknowledged and celebrated. All learners and most families will have increased opportunities to learn from and engage with, a range of diverse role models from the local community and beyond.	Whole staff collegiate session to explore and evaluate within our context - - opportunities to acknowledge & celebrate diversity - links with the wider community and diverse role models - racist attitudes and behaviours that have been recorded from pupils in line with EDC policy - staff confidence in teaching about diversity and anti-racism (1 X SIP session) • Collegiate sessions – based around professional learning modules on	Baseline evaluation – analyse current context and Ofgang and set clear targets for improvement (staff) Pre / post GLOW Form – pupils and families Pre and post measures of staff confidence, knowledge and skills	September 25 / October 25 September 25 / October 25 September 25/ May 26	

All pupils will experience high quality learning experiences that explore racial stereotypes, promote inclusive language and promote respectful conversations.	www.antiracist.ed.scot (1 X SIP / 1 X INSET session) • Collegiate sessions, split into levels to explore and become familiar with teaching resources on www.antiracist.ed.scot (1 X SIP session) • All classes to implement a series of lessons, and feedback to colleagues to share practice • RRS Lead and HT to link with community groups and role models in the wider Glasgow area to incorporate visits into Oxfam's Celebrating Diversity curricular experiences • RRS Lead to audit current teaching and learning materials and identify recommended diverse resources to enhance.	Quality Assurance – SLT to complete class observations Record of visits with clear evaluations from pupils and staff Pre and post audit against good practice criteria	March 2026 Ongoing October 2025 / May 2026	
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Framework for School Improvement Planning 2025/26

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Section 2: Improvement Priority 2	
School/Establishment	Oxgang Primary School
Improvement Priority 2	How Good is our Pedagogy? (year 1)
Person(s) Responsible	Head Teacher

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 attainment, particularly in literacy and numeracy.	school leadership curriculum and assessment teacher professionalism	QI 1.2 Leadership of Learning QI 2.3 Learning, Teaching & Assessment QI 3.2 Raising attainment and achievement	Improvement in attainment in literacy and English Improvement in attainment in numeracy and Maths Closing the attainment gap between the most and least disadvantaged

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
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Framework for School Improvement Planning 2025/26

All CTs – Leadership of learning through Action Research	Cover to release teachers for trio visits (Staff Development)	Sharing updates through school newsletters and weekly Seesaw posts about learning
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Engagement with West Partnership materials and / or EDC Learning & Teaching Toolkit	Ensure that all learning experiences are inclusive and consider the needs of all pupils through digital technologies and other communication supports	

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?	
Almost all learners will experience improved learning and teaching through quality lessons with a focus on – - effective questioning - effective feedback - metacognition	Collegiate Sessions (1 X INSET / 3 X SIP / 3 X Staff Meetings) Professional learning will take place based around the following materials – - EDC Learning & Teaching Toolkit	Pre self evaluation to identify experience, confidence, needs and strengths amongst staff.	October - December 2025	

Framework for School Improvement Planning 2025/26

Almost all learners will be able to demonstrate how feedback supports their next steps in learning	West Partnership – How Good is our Pedagogy? Examples of Good Practice will be identified and shared from across classes.			
Almost all teachers will report that they feel more confident in planning and delivering best practice in - effective questioning - effective feedback - metacognition	Each CT will take forward and Action Research project linked to one or more of the key pedagogical areas. In trios, staff will visit and share progress of their Action Research. Professional discussion will take place to identify strengths and next steps.	Summary of Action Research projects. Records of trio visits and professional dialogue Feedback from pupils – pre and post	January – March 2026	

Framework for School Improvement Planning 2025/26

Section 2: Improvement Priority 3	
School/Establishment	Oxgang Primary School
Improvement Priority 3	Pupil Leadership through Enquiry Based Learning
Person(s) Responsible	Acting Head Teacher & PEBL Champion

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children Improvement in attainment, particularly in literacy and numeracy.	school improvement curriculum and assessment school leadership	QI 1.2 Leadership of Learning QI 2.2 Curriculum QI 2.3 Learning, Teaching & Assessment	Improvement in attainment in literacy and English Closing the attainment gap between the most and least disadvantaged Placing the human needs and rights of every child and young person at the centre of education

Framework for School Improvement Planning 2025/26

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
- PEBL Champion will lead staff CLPL sessions – 1 X SIP session - Upper school pupils will have increased opportunities to lead their own learning through PEBL approach	- CLPL sessions through agreed collegiate sessions - Class cover to facilitate peer visits (£1000) - IT resources to support PEBL based approaches (£1000)	- Learning Festival – all parents & carers will be invited to a learning festival where pupils will showcase their enquiry based learning - Seesaw – weekly updates will be shared online for parents to see the PEBL development
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
- PEBL Champion will continue to attend EDC PEBL training and PLC, cascading key information back to staff - Relevant research and reading on PEBL will be shared with all teaching staff and will inform staff training.	As required, topics and resources will be adapted to meet the needs of all learners and remove barriers from learning.	PEF will partly fund educational trips to support the learning of the PEBL topics. £2000

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	What are the key dates for implementation?	

Framework for School Improvement Planning 2025/26

		qualitative, quantitative, evaluative pre and post measures	When will outcomes be measured?	
Developing the skills of almost all P4 – P7 learners in order to ensure they become leaders of their own learning.	- PEBL Lead – to deliver collegiate session to explore the PEBL approach and support planning - P4 – P7 teachers, led by PEBL Champion will plan and implement PEBL during Jan – April - All P4 – P7 classes to present a PEBL showcase and invite families and partners	- Pre/post pupil questionnaires and focus groups - leadership - Pre/post teacher questionnaires – pupil engagement / leadership - Feedback from parents following Learning Festival event	December 2025 – CLPL & pre measures January – April 2026 – implementation, post measures and Learning Festival	
- Through effective enquiry based concepts we develop metacognition and self-regulated learning in almost all P4 – P7 pupils - The skills progression will support almost all pupils to become	PEBL Champion – develop current planners to include metacognition skills, explicitly	- Pre/post teacher evaluation - Evaluation of updated planners through Forward Planning meetings	April 2026	

Framework for School Improvement Planning 2025/26

effective contributors, successful learners, confident individuals and responsible citizens who can contribute to the community and the world around them				
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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

Framework for School Improvement Planning 2025/26

Improved engagement and attendance for almost all targeted pupils. Increase overall average attendance from 93.8% - 94.5%	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. (£250) Breakfast Club / Soft Start resources (£1500) 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 25 September 25 / January 26 / May 26 Ongoing September 25 / May 26	
Almost all children and families who engage in Seasons for Growth programme will report improved outcomes linked to wellbeing	Targeted groups of pupils from across the school will engage in the Seasons for Growth programme, delivered by a trained member of staff.	Staff training – (£400) Resources – (£300) Supply cover to release teacher – (£2000)	Pre / Post evaluations from pupils and parents	December 2024 – June 2025	

Framework for School Improvement Planning 2025/26

Almost all children who participate in the LIAM programme will report improved outcomes linked to wellbeing	Targeted individual pupils will participate in the LIAM programme, delivered by a trained member of staff	Nurture Teacher Resources (£200)	Pre / post assessments and evaluations	September 2025 – March 2026	
Almost all pupils who engage in the Reading Recovery programme will make very good progress in reading.	Through tracking, monitoring and assessment, 5 pupils will be selected each term to engage in daily session of Reading Recovery	Resources (£1800) SLA to support PT with follow up session (£18k)	Pre and post assessments and running records to track and evidence improvement.	August 2024 – April 2025	
Almost all pupils who participate in Fine Motor programme will show improvement in their readiness to write.	Through tracking, monitoring and assessment, groups of infant pupils will be selected each term to engage in daily sessions of Fine Motor Skill activities	Resources (£150) SLA to deliver daily sessions (£18k)	Pre and post assessments through NHS Occupational Therapy guidelines	August 2024 – April 2025	

Framework for School Improvement Planning 2025/26

Almost all pupils who engage in daily targeted support session will demonstrate improved progress in numeracy and literacy	Following the use of PIRA and PUMA assessments with P2, P3, P5 and P6. Targeted groups within literacy and numeracy will be identified across the school. Bespoke programmes of support will be created and delivered	Class Teacher SLA support (£18k) PIRA and PUMA assessments (£5000)	PIRA and PUMA pre and post assessments Ongoing monitoring and tracking of targeted intervention progress		
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School PEF allocation 25/26: £67,375 Total PEF allocated in SIP £61,850 Underspend: £ 5525