



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.

Framework for School Improvement Planning 2026 – 29

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
Vision Values and Aims - Oxgang
Current Standards & Quality Report
https://sway.cloud.microsoft/s3TaxwOdG22uAbaj?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
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	Oxgang Primary School		
Improvement Priority 1	Wellbeing & Inclusion		
Strategic Leads	Head Teacher & Nurture Teacher		
Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	HGIOS 4 QIs
Inclusion & Empowerment Equity & Opportunity Family & Community Partnerships	Priority 6: Wellbeing & Inclusion Priority 5: Partnerships	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 Closing the attainment gap between the most and least disadvantaged children	QI 3.1 Wellbeing, equality & inclusion QI 2.5 Family Learning QI 1.5 Management of resources to promote equity

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Nurture and Wellbeing Teacher to lead drop in sessions and structured targeted sessions for families.	Protected time from Nurture and Wellbeing Teacher for family support / parenting	Universal – all parents / carers will have the opportunity to attend at least two Family Learning sessions throughout 2026/27
Nurture Teacher to lead part of De-escalation Training, using NVR approaches	Invest in training and resources for pupil accreditation schemes (Junior Duke, High 5 etc)	Targeted – all targeted parents / carers will have regular opportunities to attend drop in sessions and small Family Learning sessions.
Nurture Teacher to lead school approach to rolling our pupil accreditation programme	Invest in Family Learning Packs relevant to agreed project	Universal – all parents/ carers will have the opportunity to engage with our session linked to our De-escalation development to support parenting
RRS Lead Teacher to further embed Anti-Racist School charter through pupil RRS committee	Professional printing of Anti-Racist Charter – displayed around school.	Consultation and feedback of Anti-Racist Charter via Parent Council (Oct 26) and Parents' Meetings (Nov 26)

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Dyslexia Lead Teacher – provide consultative approach for class teachers who require support with identifying and supporting dyslexia	Protected time within collegiate calendar for staff to complete Dyslexia Module 1	
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
- All staff will engage with the De-escalation pilot, delivered by members of the Wellbeing & Inclusion Imagine Group. - HT and RRS Lead Teacher to attend Building Racial Literacy Event – led by Education Scotland (Oct 26) - EDC Dyslexia Module 1 – all class teachers - EDC Dyslexia Module 2 – PT / Literacy Champion	early intervention & prevention partnership working social & emotional wellbeing	Support for Learning Assistant 1.5FTE - £38,293 Resources for Family Learning - £1500

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
Almost all staff will report improved knowledge, understanding and skills in de-escalation strategies	All staff will engage with INSET session looking at De-escalation.	Pre and post questionnaire Observations through quality assurance	Pre questionnaire – Oct 26 Training - INSET – Oct. 26	

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	All staff will identify a pupil to use as part of Action Research / Case Study. A profile of the pupil will be created, staff will self assess their own practice, and create an action plan.		Action research – Oct. 26 – Mar. 27 Post questionnaire – Mar. 27	
All staff will be familiar with a shared 'Oxgang Toolkit' to support de-escalation strategies.	All staff will explore effective de-escalation strategies and a school toolbox will be agreed at a universal and targeted level	Review of Toolbox Resource, moderated by Imagine strategic group.	Oct 26 – Mar. 27	
Through effective implementation of our new 'Oxgang Toolkit', a reduction in dysregulated pupil incidents will be evident in the playground	Training for Support Staff to support implementation of the 'Oxgang Toolkit'. Use of case studies, log books and reflective discussions to support successful implementation.	Pre and post observations of peer interactions in playground Pre and post measures of Red Card incidents	Oct. 26 – Mar. 27 Oct 26 – Mar 27	
All families will have at least two opportunities to engage in Family Learning sessions, led by our Wellbeing & Nurture staff.	Consultation with parents / carers to identify needs for family support and learning at Oxgang Wellbeing Teacher to engage in appropriate training linked to needs of families at Oxgang Wellbeing Teacher to work in partnership with SLT to plan and deliver a programme of Family Learning Sessions	Pre and post evaluations with families and children	Oct 26 – Mar 27	
Almost all targeted families will report positive outcomes from family sessions against the following criteria –	Wellbeing Teacher to deliver a range of targeted sessions to suit need, including – - NVR - De-escalation	Pre survey (all families) Post questionnaire and focus group – targeted families	Oct. 26 – May 27	

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- Engagement with school - Parenting - Signposting for further support - Increased confidence in supporting their child	- Cookery - Literacy / games	Registers to evidence attendance Weekly exit pass / comment for self evaluation		
Almost all parents will have an awareness of how our school can support families with issues including: parenting, financial management, supporting literacy & numeracy, de-escalation.	Wellbeing Teacher will set up a Family Room. Regular Drop In session will be available to support families with a range of needs Wellbeing Teacher will link with local partners from Whole Family Wellbeing Team, Social Work, Education Psychology, Creatovators & Citizens Advice Bureau	As above	Sep. 26 – May 27	
Almost all pupils who engage with targeted programme will successfully achieve an accreditation (Junior Duke, High 5 Award etc).	Nurture and Wellbeing Teacher to attend training for accreditation scheme (Junior Duke, High 5 Award etc.) Celebration event with children and families	Feedback from pupils Record of number of accreditations gained	Sep. 26 – May 27	
Almost all children and families will engage with and have awareness of our Anti-Racist charter.	RRS Committee to finalise and launch Anti-Racism Charter at assembly and Parents' Night	Monitoring via quality assurance of forward plans and lesson observations to track new anti-racism curriculum Feedback from parent and pupils consultation	Sept – Dec 26	

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Strategic Leads	Depute Head Teacher and Maths Champion
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Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	HGIOS 4 QIs
Learning & Teaching	Priority 2: Learning & Teaching Priority 3: Monitoring & Tracking Priority 4: Curriculum	Improvement in achievement, particularly in literacy and numeracy.	QI 1.2 Leadership of Learning QI 2.3 Learning, Teaching & Assessment QI 3.2 Raising attainment and achievement

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Maths Champion to support and lead alongside DHT Staff working party established with engagement in good practice visits to other settings to inform direction of improvement Pupil leadership through establishment of Numeracy Ambassadors leadership committee	Support for CLPL – Amanda Hudson (EDC), Chris McKenna, White Rose (online CLPL resource) Physical resources to support CPA approaches within classrooms Class cover to facilitate peer visits, linked with practitioner enquiry outcomes	Opportunities for meaningful parental engagement and family learning introduced across collegiate calendar – both universal and for targeted learners
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
CLPL opportunities planned, linked to improved maths mind-set, CPA (Numicon, Count On Us, Maths Recovery), Spiral Learning, White Rose Maths, STEM Space Collaborative practitioner enquiry / moderation cycle / associated peer visits	targeted approaches to literacy & numeracy	<u>Total: £4,000</u> - White Rose resource & CLPL - £700 - Class resource trolleys – £2500 - Class cover – peer visits (4 days) - £800

Outcomes/Expected Impact for learners	Tasks/Interventions	Measures	Timescale(s)	Progress to date
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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
<u>Long-Term Impacts of Improvement:</u> • Attainment: Attainment in Numeracy & Maths will be high and illustrated consistently across a range of school-based and standardised data. • Mathematical Literacy: Learners will be able to confidently recall, transfer and apply skills in real-life, interdisciplinary, and problem-solving contexts • Consistency & Sustainability: There will be a visible pedagogical culture, resistant to high staff turnover, which is supported through shared standards, understanding and approaches • Improved Practitioner Self-Efficacy: Staff will have improved pedagogical understanding and more confidence in their ability to lead teaching effectively.				
All members of the working party will engage in a leadership role that helps to drive improvement.	• Using data & views collected, lead staff to develop rationale for change • Develop shared improvement design principles • Staff working party established • Working party to engagement in good practice visits to other settings to inform direction of improvement	Qualitative data gathered through staff feedback Information gathered used to feed into improvement planning	By June 2026 - Completed	Qualitative indicators that signify a cultural shift: not only has the direction of change been fully informed by the staff team, but there is a clear alignment in understanding, and collective 'buy-in' and ownership of the identified improvement design principles. All working party members have participated in good practice visits to multiple schools, including Holy Trinity, St. Matthews, Gartconner, Twechar and Craigdhu. Observations from this have been discussed with key next steps in improvement identified as a result.
Almost all practitioners will report Improved confidence and pedagogical approaches in	<u>CLPL during allocated SIP time:</u> • Maths Mindset (Amanda Hudson – April 26)	Consistency between internal tracking and		

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Numeracy & Maths, resulting in learning being relevant, contextualised and pupil improvement mathematical literacy	- Numicon E >1st (May 26 – Amanda Hudson) - Count on Us (Chris McKenna – May 26) - Numicon 1st > 2nd (August 26 – Amanda Hudson) - White-Rose Maths (August 26) - Maths Recovery approaches (Oct 26 – Jan 27) - Spiral Learning (Jan – May 27)	standardised data – PUMA / SNSA Improved practice captured through quality assurance processes Qualitative data gathered through staff feedback		
Almost all P6 and P7 Pupils will demonstrate enhanced spatial reasoning	Participation in University of Glasgow STEM Space project	Qualitative data gathered through staff and pupil feedback	Sep – Jan 27	
All classes learners will be supported by the consistent use of concrete resources – available within each class	- Current maths resources audited - Maths trolleys for each class established	Quality assurance processes will capture increased use of concrete resources to support learning across levels	By Jan 27	
Pupils will have opportunities to contribute meaningful to improvement of Numeracy & Maths	- Pupil Numeracy Ambassadors established - Regular meetings facilitated through Leadership Committee	Impact of pupil voice impact illustrated	Sep - May 27	
Almost all identified learners who require additional support will improve progress in their learning through appropriate targeted intervention approaches.	- Pathways for learners requiring support established through research-based approaches - Staff member identified to facilitate short-block	Quantitative data of pre-post measure of identified pupils Qualitative - pupil voice	Oct 26 – May 26	

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	approach to targeted support			
Quality assurance will evidence increased consistency of Numeracy & Maths learning experiences, across all classes.	• Collaborative practitioner enquiry established through SIP allocated time (2x cycles: Sep – Dec, Feb-May) • Moderation cycle introduced through collegiate time, with pedagogical focus agreed with staff • Peer visits to support improved practice as part of QA calendar (x2)	Data from practitioner pre/post measure and Moderation processes Improved practice captured through quality assurance processes	Sept 26 – May 27	
	• Consistent approaches agreed re: lesson structure & approaches • Lesson guidance and 'non-negotiables' agreed – creation of staff induction resources	Consistent practice captured through quality assurance processes and feedback from practitioner discussion	Aug 26 – May 27	
Almost all identified, 'more-able' learners will improve progress in their learning through appropriate targeted intervention approaches that challenge and extend learning.	• Pathways for more-able learners established through research-based approaches – Linking with University of Glasgow	Quantitative data of pre-post measure of identified pupils Qualitative - pupil voice	Jan – May 27	
Quality assurance will evidence that almost all teachers are delivering high-quality learning and teaching, supported by appropriate planning and assessment approaches.	• Revised planning & assessment across school, in line with recommendations from CIC	Qualitative – consistency between approaches and structures to support	Jan – May 27	

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Almost all pupils will demonstrate increased confidence in / value of Numeracy & Maths, including its relevance in learning life & work	Whole-school Numeracy focus established within the school calendar – focusing on growth mindset, and Numeracy in real-life contexts	Qualitative – pupils will be able to articulate their use of N&M (pre / post)	Sept – May 27	
Almost all parents will report improved confidence in supporting pupil learning in Numeracy & Maths.	Opportunities for meaningful parental engagement and family learning introduced across collegiate calendar	Parental view – impact of workshops / Family Learning Improved parental confidence in supporting N&M at home	Jan – May 26	

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 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,	Resources – (£300)	Pre / Post evaluations from pupils and parents	December 2026 – May 2027	

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	delivered by a trained member of staff.				
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 Rockstars interventions	SLA to support PT with follow up session (£18k)	Pre and post assessments and running records to track and evidence improvement.	August 2026 – April 2027	
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 2026 – April 2027	
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 pre and post assessments Ongoing monitoring and tracking of targeted intervention progress	August 2026 – May 2027	
Almost all pupils who access our daily	Daily Breakfast Club will run from 9.00am	SLA support (£18k)	Running register of attendance	August 2026 – June 2027	

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Breakfast Club will demonstrate improvement in – - Engagement - Readiness to learn - Timekeeping - Social skills	– 9.30am in our Nurture Room. This will be supported by our Nurture Teacher and SLA and provide a soft start and healthy breakfast for all identified pupils	Play and sensory resources (£500)	Pre and post observations of pupils in class Feedback via pupil focus group and parents / carers		
All classes will have regular access to quality IT resources to enhance learning and support literacy differences	Audit current IT equipment and assess effectiveness Resource appropriate hardware to support learning in all classes	IT hardware – laptops and iPads – (£5,000)	Pre and post audit Feedback from teachers and pupils Evidence via quality assurance visits	September 2026 – December 2026	

School PEF allocation 26/27: £67,375 Total PEF allocated in SIP : £66,161

Underspend: £ £1214