

Section 1: School Information and 3 Year Improvement Plan Priorities	
School/Establishment	Twechar Primary School
Head Teacher	Marie-Louise Brogan
Link QIO	Marie Donald

School Statement: Vision, Values & Aims and Curriculum Rationale
<p>Aims:-</p> <ul style="list-style-type: none">*To help each child to do their best in their play and learning.*To help each child to become confident and responsible in Twechar PS and the community.*To have a community where everyone belongs and is welcome and included.*To give everyone in our Twechar community a say in our school and Early Years Centre by listening to them.*To give everyone a chance to share their success in learning. <p>Vision:- To enable everyone to grow and learn at Twechar PS and Early Years Centre.</p> <p>Values:- Belonging, Respect, Fun</p>

Framework for School Improvement Planning 2025/26

	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 Our Schools – Raising attainment and achievement through high quality learning, teaching and assessment.	Implement play and PEBL pedagogical approaches within the school to provide a skill based curriculum using embedded planning framework to raise attainment.	Embed Play and PEBL pedagogical approaches within the school to provide a skill based curriculum using embedded planning framework to raise attainment.
Priority 2	Embed wellbeing, equality and inclusion, support for all and UNCRC. Embed Circle skills to all aspects of school life.	Raise attainment in numeracy and mathematics – focus – mental maths strategies and moderation of numeracy and mathematics at Twechar PS.	Raise attainment in numeracy and mathematics – Making Maths Memorable
Priority 3		Develop effective leadership at all levels to ensure our school community works together to turn our shared vision into sustainable reality.	Embed effective leadership at all levels to ensure our school community works together to turn our shared vision into sustainable reality.

Framework for School Improvement Planning 2025/26

Section 2: Improvement Priority 1	
School/Establishment	Twechar PS
Improvement Priority 1	Improving Our Schools – Raising attainment and achievement through high quality learning, teaching and assessment.
Person(s) Responsible	Who will be leading the improvement? Who will they collaborate with? DHT & PT with whole staff team

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children Improvement in children and young people's health and wellbeing	teacher professionalism school improvement curriculum and assessment	QI 2.3 Learning, Teaching & Assessment QI 1.1 Self evaluation for self improvement 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
Whole school involvement in IOS (Improving Our Schools) Teacher Leadership through responsibility for analysis of data and planned improvements. SLT leading webinars	Time from Working Time Agreement Class cover budget to enable class observations and professional dialogue Research Literature as identified by West Partnership and through Self Evaluation and CLPL	Reporting to parents Come Learn with Me events Information sharing through Parent Council and Newsletters

Framework for School Improvement Planning 2025/26

Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Data Analysis Professional Reading Attendance at Relevant CLPL Webinars from West Partnership	Early intervention and prevention Promoting a high quality learning experience Use of Evidence and Data	Maths & Numeracy Resources £3000

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?	
Through increasing teachers' understanding in analysing robust class data clear gaps and priorities will be identified. Learners' attainment will increase as a result of planned interventions to meet need. A rise in attainment in numeracy. Overall this would be at least 5% across the school.	Following the West Partnership Whole School Improving our School (IOS) Model. Term 1 Inset Day 2 – IOS Session1 -Analysis of whole school ACEL Data and Context of School. -Identify patterns of attainment, trends and barriers to learning. -Self-evaluation and reflection on development needs with numeracy and maths.	-Ongoing reflection and discussion. -Quality Assurance Calendar -ACEL Data -NSA Data -Maths Standardised Pre & Post Assessment Data -Tracking Meetings and Data Discussed -Pupil Voice – Learner Conversations -Targets set and monitored Confidence Audits completed	Term 1 Inset Day 2 Inset Day 3 Staff Meetings and Curriculum Development time as per Working Time Agreement Calendar.	

Framework for School Improvement Planning 2025/26

	<p>September – IOS Session 2 Presentation of Fact, Story, Action approach and time to analyse class data.</p> <p>Inset Day 3 – IOS Session 3 Sharing of Quality Assurance and Self-Evaluation for numeracy</p> <p>Other activities</p> <ul style="list-style-type: none"> -5 hours individual CLPL including professional reading -Teacher self-evaluation -Journal Tasks -Interrogation of data -Staff with SLT complete Fact, Story Action for each class -Learner conversations 			
To increase attainment through improving staff capacity in pedagogical approaches in mathematics and numeracy	CLPL for all staff in delivering maths and numeracy focussing on the four operations and learning and teaching strategies to improve understanding and develop skills	CLPL provided by EDC Numeracy co-ordinator through the year.	Staff meetings as per WTA	
By embedding highly effective practice children's attainment in numeracy and mathematics will increase by at least 5% across the school.	<p>Term 2 Classroom observations by SLT</p> <p>November - IOS Session 4</p> <ul style="list-style-type: none"> -Overview and Analysis of class observations identifying 	<p>Ongoing reflection and discussion</p> <p>Quality Assurance Calendar</p> <p>Pre and post assessments</p> <p>Tracking meetings and data collection</p> <p>Classroom Observations</p>	Staff meetings as per WTA	

Framework for School Improvement Planning 2025/26

	<p>areas of highly effective practice.</p> <p>IOS Session 5</p> <p>Teacher Self-Evaluation and completion of Audit Tool</p> <p>IOS Session 6</p> <p>Presentation by SLT of Audit findings</p> <p>IOS Session 7</p> <p>Staff to identify professional reading, CLPL materials</p>	<p>Pupil voice- Learner Conversations</p> <p>Confidence Audits</p>		
<p>Through robust analysis of class data in numeracy and building teacher capacity through CLPL and professional reading attainment in numeracy and mathematics will increase by at least 5% across the whole school.</p>	<p>Term 3</p> <p>Staff meetings focus on Highly Effective Practice area dependent on audit.</p> <p>CLPL Numeracy</p> <p>Tracking and monitoring</p> <p>Data gathering</p> <p>Inset Day 4 - IOS Session 8</p> <p>Trio Visits overview and decisions</p> <p>Trio Visits</p> <p>Professional reading.</p>	<p>Ongoing reflection and discussion</p> <p>Quality Assurance Calendar</p> <p>Pre and post assessments</p> <p>Tracking meetings and data analysis</p> <p>Classroom Observation (trio visits)</p> <p>Pupil Voice – Learner Conversations</p> <p>Targets set and monitored</p>	<p>Staff meetings as per WTA</p> <p>In-Set Day 4</p>	
	<p>Term 4</p> <p>Highly Effective Practice area dependent on audit</p> <p>April - IOS Session 9</p> <p>Trio visit feedback – key messages</p> <p>Tracking and monitoring</p>	<p>Ongoing reflection and discussion</p> <p>Quality assurance calendar</p> <p>ACEL data</p> <p>NSA data</p> <p>Progress in maths data</p> <p>Pre and post assessments</p>	<p>Staff meetings as per WTA</p> <p>In-Set Day 5</p>	

Framework for School Improvement Planning 2025/26

	<p>ACEL data collection P1, P4 and P7</p> <p>Triangulation of evidence</p> <p>Inset day 5 - IOS Session 10 - reflection and review of SIP.</p> <p>Self-evaluation of Qis – use Start, Stop, Continue</p> <p>- Agreement of SIP and WTA for next year.</p>	<p>Phased assessments</p> <p>Tracking meetings and data</p> <p>Classroom observation</p> <p>Pupil voice -Learner Conversations</p> <p>Targets sets and monitored</p>		
To continue to raise attainment in reading within P1 and P2	<p>Continuation of the Reading Recovery programme led by literacy champ.</p> <p>Training on going throughout the year and timetable for sessions daily throughout the year.</p>	<p>Ongoing reflection and discussion</p> <p>Quality assurance calendar</p> <p>ACEL data</p> <p>NSA data</p> <p>Progress in reading data</p> <p>Pre and post assessments</p>	Aug 25 – June 26	
Achievement of Silver Reading School Award	<p>Action Plan created by Literacy Champ to achieve Silver Award.</p> <p>Whole school involvement and parental engagement to achieve Silver Award status.</p>	<p>Ongoing reflection and Discussion re progress of Action Plan</p>	Aug 25 – June 26	
Improve attainment in literacy for all learners especially those with barriers to learning.	<p>Awareness raising and implementation of EDC Literacy Framework.</p> <p>All staff to access Literacy Hub to support learners' attainment in literacy.</p>	<p>All staff attending Literacy Launch – Sept 25.</p> <p>Evaluation and agreeing next steps at calendared ASN Tracking Meetings.</p> <p>Professional Reading</p>	Aug 25 - June 26	

Framework for School Improvement Planning 2025/26

Section 2: Improvement Priority 2	
School/Establishment	Twechar PS
Improvement Priority 2	Embed wellbeing, equality and inclusion, support for all and UNCRC. Embed Circle skills to all aspects of school life.
Person(s) Responsible	Who will be leading the improvement? Who will they collaborate with? DHT, UNCRC Lead, Nurture Teacher

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
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	school improvement school leadership performance information	QI 3.1 Wellbeing, equality & inclusion QI 3.2 Raising attainment and achievement QI 2.6 Transitions	Placing the human needs and rights of every child and young person at the centre of education Improvement in children and young people's mental health and wellbeing Closing the attainment gap between the most and least disadvantaged

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Identified teacher leadership for UNCRC Lead UNCRC Committee to work towards and achieve Silver Level Award	Time – see collegiate calendar for SIP and Working Time Agreement/Staff meetings and In-service Days/Personal professional development time.	Parent and Carer Council ongoing involvement in feeding back parent views at meetings. Parental Engagement-Use of Participation Scale and Parental

Framework for School Improvement Planning 2025/26

<p>Teacher Leadership related to meeting individual pupil needs as part of classroom practice.</p> <p>Pupil Empowerment, Inclusion of pupil voice in relation to individual target setting and identification of appropriate support strategies.</p> <p>CIRCLE Advisor to share learning with all practitioners</p>	<p>Cover costs for staff undertaking any leadership responsibility that requires release from class.</p> <p>CIRCLE Framework tools: CIRCLE resource to support Inclusive Learning and Collaborative Working (Primary) Resources Education Scotland</p> <p>Education Scotland Training videos</p> <p>EDC Dyslexia Guidelines</p>	<p>Postcards through Case Study approach to support individual learners</p>
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
<p>Whole staff/ Teaching staff CLPL (Inservice Days/ collegiate hrs). Professional reading/ viewing online materials</p> <p>Quality assurance processes, Peer/ SMT/professional discussions</p>	<p>Implementation of Supporting Every Learner at Twechar Policy – differentiation, targeted and universal support, partnership working</p> <p>The Circle Framework as a strategy to support individual pupils looking at Targeted supports within all schools.</p>	

Framework for School Improvement Planning 2025/26

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?	
For all children to be aware of the UNCRC and model its messages in their school life.	UNCRC lead to attend training. UNCRC Committee to create Action Plan for school and EYC for session to achieve Silver Level Award UNCRC to be included within whole school assemblies	Regular committee meetings Creation and completion of Action Plan Achievement of Silver Award Assembly calendar	Aug 25 – June 26	
All children receive the Additional Support Need resources to support them to access the curriculum and make progress on their previous levels of attainment.	Staff to agree Targeted and Universal Support approach for all Learners. Revise targeted and universal support paperwork and agree interventions. Monthly ASN Meetings to be calendared to focus on Targeted and universal support	New Targeted and Universal Support paperwork to be created and implemented. Opportunities for professional dialogue lead to positive interventions for all children. Implementation of EDC Dyslexia Guidelines	Aug 25 – June 26	

Framework for School Improvement Planning 2025/26

	All staff to be trained in the use of new EDC Dyslexia Guidelines and implement the policy to support identified learners access to the curriculum.			
All children and young people's needs and behaviours will be better understood and supported through increased staff understanding of inclusion and additional support needs.	Expanding on CIRCLE Framework at Aug In-service, specifically Participation Scale and associated supports for all staff. Circle advisor PLC sessions throughout the year fed back to school staff Parent and Pupil consultation shows that targeted groups of learners have an increased involvement in identification of strategies and supports that they can access within their learning environment	Staff feedback from the initial introduction session highlights areas for development within CIRCLE Action plan. Staff pre and post training assessment of knowledge and skills Pupil Voice tools/ pupil forum Professional dialogue	August In service Day Aug 25 & June 26 By June 26	
Improved Classroom Environments for Children: Teachers make use of CICS (Circle Inclusive Classroom Scale) to	Staff use CICS individually and with a supportive peer to critically analyse classrooms. Professional discussion and staff training on	Reflections with colleagues and changes made to classrooms as a result of self-evaluation using CICS- and Action Plan	By June 26	

Framework for School Improvement Planning 2025/26

evaluate and adapt classroom environment and Pupil Participation	Environment and Pupil Participation	Moderation and evaluation evidence shows increase in universal level supports available to all learners		
Improved implementation of Personalised support Teachers will support improved participation of individual learners through analysis of Participation Scale (CPS) and associated skills and strategies Class teachers will be able to work alongside staff with specific support for learning remits to complete a more detailed assessment of needs when required.	Staff use CPS to identify individual learners' strengths and areas for development Staff will identify and implement further strategies to enhance pupil skills in collaboration with Parent/carer and individual children and young people Staff use CPS alongside formative and summative assessment to identify individual learners' strengths and areas for development	Completion of pre and post participation scale through a case study approach	By June 26	
Views of parents/carers and learners will be used to inform the assessment process and to develop a shared understanding of successful support strategies	Use of parent postcard approach with case study pupils	Parent and pupil consultation and feedback Parent Postcards Parent Council consultation	Aug 25 – June 26	

All learners will experience improved approaches for Supporting Children and Young People using the Circle Framework	All staff implement appropriate interventions with consideration of CICS & Skills, Supports and Strategies outlined in Circle Framework	Reflections with colleagues and changes made to classroom practice as a result of self-evaluation using CICS action plan and CPS	Term 3 By June 26	
--	---	--	----------------------	--