

Framework for School Improvement Planning 2025/26

Section 1: School Information and 3 Year Improvement Plan Priorities	
<b>School/Establishment</b>	St Helen's PS
<b>Head Teacher</b>	Maureen O'Connor
<b>Link QIO</b>	Marie Donald

School Statement: Vision, Values & Aims and Curriculum Rationale
<a href="http://www.st-helens.e-dunbarton.sch.uk/">http://www.st-helens.e-dunbarton.sch.uk/</a>

Session	Looking Forwards – 3 Year Improvement Plan Priorities		
	Bullet point key priorities for the next 3 years		
	2025/26	2026/27	2027/28
<b>Priority 1</b>	Literacy- Writing, Listening and Talking	STEM development	Expressive Arts- Art
<b>Priority 2</b>	PEBL in Science, Play – outdoor learning	Partnership with Parents- Family Learning -RRS	RERC- Teaching and Learning
<b>Priority 3</b>	H&W/RERC- The CIRCLE- year 2, Global Compact – Welcoming the marginalised year 2	RERC- Global Compact – empowering Families	RRS

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Section 2: Improvement Priority 1	
<b>School/Establishment</b>	<b>St Helen's PS</b>
<b>Improvement Priority 1</b>	<b>Literacy- Writing , Listening and Talking</b>
<b>Person(s) Responsible</b>	DHT-strategic lead HT & School Staff

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 Choose an item.	school leadership teacher professionalism parent / carer involvement and engagement curriculum and assessment	QI 1.3 Leadership of Change QI 2.3 Learning, Teaching & Assessment QI 3.2 Raising attainment and achievement	Improvement in attainment in literacy and English Closing the attainment gap between the most and least disadvantaged Choose an item.

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
DHT – Lead of Literacy Development Staff Leads in Literacy Literacy Champion & FLA– Reading Accreditation. Reading Committee – Pupils Leading	Allocation of hours from WTA for collegiate development work- 18 hours Time on In-service Days 2, 3 & 5 Allocation of time from WTA for committee meetings x 8 – 1 hour per meeting. Education Scotland training material on planning and moderation cycle	Parent presentations in Writing and Listening and Talking. Sharing the learning events. Questionnaires. Family Learning Assistant leading parent/family events
<b>Professional Learning</b>	<b>Interventions for Equity</b>	<b>Pupil Equity Funding (PEF) Allocation</b>

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In house –Active Literacy Resources Training – Writing, Listening and Talking Literacy Champion Training Revision of Moderation in writing training	Additional teaching support (0.4FTE) Digital resources for writing- Clicker, voice to text apps, Translation app for EAL learners	Cost of 0.4 FTE teacher = £25,428
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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?	
All learners will experience consistent learning approaches in <b>writing</b> as clear and consistent programmes in writing increase teacher knowledge, confidence and capacity.  Learners will benefit from increased teacher confidence in using	<ul style="list-style-type: none"> <li>Continued staff training on updated approach to writing to train new staff and increase staff knowledge and confidence</li> <li>Teaching staff will implement the writing skills set through consistent approaches detailed in the school’s Active Literacy programme</li> <li>Updated staff training on moderation in writing reinforcing intensive West Partnership</li> </ul>	Planning- long/mid and short term- discussion and monitoring Jotter monitoring Monitoring digital sharing platform (See Saw) Learning, Teaching and Tracking Meetings Dialogue with Pupil Focus groups Lesson observations as part of monitoring, self-evaluation and Quality Assurance processes  Learning, Teaching and Tracking Meetings	In-Service Day 2  Oct 25- Jun 26 ❖ Nov/Dec 25 ❖ Mar 26 ❖ Jun26  ❖ Oct 25  CAT session- Nov 25 Oct- Dec 25	

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<p>benchmarks and moderation in writing will provide a clearer picture of learner progress and next steps in learning</p> <p>Increased writing attainment of learners at all levels including interest, confidence and engagement</p> <p>Learners with additional support needs are supported with bespoke tools and interventions including digital approaches.</p>	<p>training undertaken previously to increase staff knowledge and confidence</p> <ul style="list-style-type: none"> <li>• Data focus dialogue on writing attainment in tracking meetings with all teachers</li> <li>• Survey staff, learners and parents on confidence and views on writing</li> <li>• Targeted support including Reading Recovery(writing) implemented to close the attainment gap in writing</li> <li>• Training in targeted approaches for all school staff, including the effective use of digital resources, to support writing and reduce barriers to accessing writing curriculum</li> </ul>	<p>Independent Writing assessments- periodic Moderated with stage partner</p> <p>Attainment data – year on year and over time</p> <p>Survey feedback- pre and post surveys Monitoring digital sharing platform (See Saw) re sharing achievement in writing</p> <p>Attainment Data. Assessment Data Reading Recovery(writing) assessment data Planning- long/mid and short term- discussion and monitoring Jotter monitoring Monitoring digital sharing platform (See Saw) Learning, Teaching and Tracking Meetings</p>	<p>Mar 26 May 26</p> <p>Oct 25- Jun 26</p> <p>Ongoing Aug 25- Jun 26</p> <p>Ongoing Aug 25- Jun 26</p> <p>In-Service Day 2-</p>	
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<p>Learners will benefit at home as Parents/Carers will have an increased awareness of writing skills and development and how to support their children.</p>	<ul style="list-style-type: none"> <li>• Powerpoint created for parents on supporting writing at home –shared through digital platform (See Saw) and at Meet The Staff Meetings</li> <li>• Parent information leaflets/Sway shared with parents regularly</li> <li>• Family Learning events- for parents and carers- Book Bug/Read, Write, Count bags, Tiny Teachers including writing focus</li> </ul>	<p>Parental Feedback on guidance provided                  Parental Survey                  Feedback from Parent Council                  Feedback from Class/stage                  Family Learning Events</p>	<p>Aug/Sep 25                  Nov 25-May 26</p> <p>Nov 25</p>	
<p>All learners will experience consistent learning approaches in <b>Listening and Talking</b> as clear and consistent programmes in Listening and Talking increase teacher knowledge, confidence and capacity.</p>	<ul style="list-style-type: none"> <li>• Staff will work together to review school programmes and practice in Listening and Talking</li> <li>• Staff will consider benchmarks and Es&amp; Os at each level to inform development of skills.</li> <li>• Literacy Lead and HT look outward at other school examples of very</li> </ul>	<p>Planning- long/mid and short term- discussion and monitoring                  Monitoring digital sharing platform (See Saw)                  Learning, Teaching and Tracking Meetings                  Dialogue with Pupil Focus groups                  Observations as part of monitoring, self-evaluation</p>	<p>Collegiate sessions Sep 25 – Dec 25</p> <p>May 25 and ongoing into session 25-26</p>	

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	good practice in Listening and Talking.	and Quality Assurance processes		
Learners will benefit from increased teacher confidence in this aspect of Listening and Talking which will provide a clearer picture of learner progress and next steps in learning	<ul style="list-style-type: none"> <li>Staff will initially focus on Tools for Listening and Talking to develop teaching, learning and assessment programmes and resources.</li> </ul>	Lesson observations as part of monitoring, self-evaluation and Quality Assurance processes	Aug 25- Jun 26 Inset Day 3 Collegiate sessions  Nov 25	
Learners and staff have increased knowledge and understanding of tools for Listening and Talking and are able to utilise these in their learning and teaching	<ul style="list-style-type: none"> <li>Staff evaluate learning , teaching and assessment programme so far in preparation for next aspects of development: - Talking and Presenting -- Listening and Responding</li> </ul>	Professional dialogue and review	Apr-Jun 26	

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Section 2: Improvement Priority 2	
<b>School/Establishment</b>	St Helen's PS
<b>Improvement Priority 2</b>	PEBL in Science, Play- outdoor learning
<b>Person(s) Responsible</b>	PT & PEBL Staff Leads supported by HT- strategic leads

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	curriculum and assessment school improvement teacher professionalism	QI 1.3 Leadership of Change QI 2.3 Learning, Teaching & Assessment QI 3.2 Raising attainment and achievement	Placing the human needs and rights of every child and young person at the centre of education Closing the attainment gap between the most and least disadvantaged Improvement in attainment in literacy and English Improvement in attainment in numeracy and Maths

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Play- PT & P1-3 staff PEBL- Staff Leads	EDC PEBL training as appropriate Collegiate time from WTA- 8 hours and time on In-service day 3 and 4 Stage Meetings X 6 hours	Use of digital platform (See Saw) to share learning with parents/carers Family Learning events to showcase learning outdoor P1-3. P4-7

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		PLAY/PEBL
<b>Professional Learning</b>	<b>Interventions for Equity</b>	<b>Pupil Equity Funding (PEF) Allocation</b>
Outdoor Learning Training	Extending outdoor learning to support targeted learners	£7,500 for outdoor play/learning resources for whole school & training £3,000 for science resources

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?	
<p>All learners will engage in play and take part in learner and teacher directed learning through outdoor play experiences in P1-3</p> <p>All learners will benefit as staff will have an increased understanding and confidence in providing high quality learning and teaching through outdoor play</p>	<ul style="list-style-type: none"> <li>• Further develop play environment by extending learning zones to outdoor areas</li> <li>• Staff new to the lower school will attend EDC play training</li> <li>• All staff will take part in Outdoor play/learning training</li> <li>• Parent information leaflets/Sway shared through digital platform (See Saw) and at sharing learning events</li> </ul>	<p>Learner observation sheets                      Staff feedback /discussion at collegiate sessions/stage meetings                      Learner surveys                      Monitoring digital sharing platform (See Saw)                      Professional dialogue                      Learning, teaching and tracking meetings</p> <p>Parental Feedback/survey on guidance provided                      Feedback from Parent Council</p>	<p>Aug 25-Jun 26</p> <p>Collegiate session-Sep 25 &amp; Oct In-Service Day</p>	

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<p>Learners will benefit from additional support at home as Parents/Carers of children in P1-3 will have an increased awareness of how Play to Learn approach is enhanced by outdoor play.</p>	<ul style="list-style-type: none"> <li>• Sharing Learning events- for parents and carers</li> <li>• Family Learning events to showcase learning through outdoor play P1-3 and outdoor learning P4-7</li> </ul>	<p>Feedback from Sharing Learning Events</p> <p>Feedback from Family Learning events</p>	<p>Feb 26</p> <p>Apr/May 26</p>	
<p>All staff will further develop their understanding of enquiry based learning, to facilitate high quality pupil led enquiry based learning skills for learners at all stages</p> <p>All learners will engage in enquiry based learning and experience greater independence and personally directed learning</p>	<ul style="list-style-type: none"> <li>• Re-share St Helen’s PS Enquiry Cycle model with staff.</li> <li>• Use of new ‘Central Ideas’ for PEBL – within Science topics.</li> <li>• Use of reflective templates to support pupils and staff in engaging in the reflective stage of the enquiry process.</li> <li>• Implementing pupil enquiry based learning in some science topics</li> <li>• professional dialogue, sharing practice on implementation of PEBL in science topics – update or adapt whole</li> </ul>	<p>Staff feedback/discussion at collegiate session</p> <p>Quality Assurance and monitoring:                  Planning- long/mid and short term- discussion and monitoring                  PEBL journal monitoring by CT &amp; SLT                  Monitoring digital sharing platform (See Saw)                  Learning, Teaching and Tracking Meetings                  Wall display                  Skills posters</p> <p>Lesson observations as part of monitoring, self-evaluation and Quality Assurance</p>	<p>CAT sessions-                  Oct 25, Dec 25                  In-Service Day 3 &amp;4                  Feb 26, May 26</p> <p>Oct 25-Jun 26                  Ongoing</p> <p>❖ Nov/Dec 25                  ❖ Mar 26</p> <p>Mar 26</p>	

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<p>Learners will experience a higher level of support as Parents/Carers will have an increased awareness of PEBL approach in Science topics and how to support their children.</p>	<p>school guidance as required.</p> <ul style="list-style-type: none"> <li>• Parent information leaflets/Sway shared through digital platform (See Saw) and at sharing learning events</li> <li>• Sharing Learning events- for parents and carers</li> </ul>	<p>processes including pupil dialogue</p> <p>Parental Feedback/survey on guidance provided                  Feedback from Parent Council                  Feedback from Sharing Learning Events</p>	<p>,                  Jan 26                  Feb 26</p>	

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Section 2: Improvement Priority 3	
<b>School/Establishment</b>	<b>St Helen's PS</b>
<b>Improvement Priority 3</b>	<b>The CIRCLE- year 2, RERC Global Compact year 2</b>
<b>Person(s) Responsible</b>	Acting PT(0.4),/CIRCLE Lead HT and RERC Coordinator

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 Closing the attainment gap between the most and least disadvantaged children	school leadership teacher professionalism school improvement	QI 1.1 Self evaluation for self improvement  QI 2.4 Personalised Support  QI 2.7 Partnerships QI 3.1 Wellbeing, equality & inclusion	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
Lead CIRCLE Trainers to attend CIRCLE Participation Scale Training May 25. Lead CIRCLE Trainer to attend PLCs with other EDC Staff Teacher Leadership related to classroom practice. Peer observations and professional dialogue	Collegiate sessions x 6 hours Staff/stage meetings X6 hours Time on In-service Days 2, 3 & 4 Personal professional development time. The CIRCLE CICS & Participation Scale	Seesaw - Information and learning showcased for families. Parent Council ongoing involvement in feeding back parent views at meetings. Parental engagement – use of Participation Scale to support individual learners.

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Learner leadership – inclusion of pupil voice in relation to individual target setting and identification of appropriate support strategies and leading school committees	Allocation of time from WTA for committee meetings x 8 – 1 hour per meeting.	
<b>Professional Learning</b>	<b>Interventions for Equity</b>	<b>Pupil Equity Funding (PEF) Allocation</b>
Whole staff/ Teaching staff CLPL (In-Service Days/ collegiate hours). Professional reading/ viewing online materials Quality assurance processes. Peer/ SLT/professional discussions Professional reading and good practice visits to EDC and Glasgow schools linked to Global Compact, Laudato Si and Rights Respecting Schools.	The Circle Framework as a strategy to support all learners, especially those with additional support needs.  Promotion of children’s rights and voice linked to Global Compact/Laudato Si	£2,000 for school/class resources required for CIRCLE

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?	
All children and young people’s needs and behaviours will be better understood and supported through increased staff understanding of inclusion	Training on CIRCLE Framework at Aug In-Service, specifically Participation Scale and associated supports for all staff.	Staff feedback from the initial introduction session highlights areas for development within CIRCLE Action plan.	August In-Service Day 2	

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<p>and additional support needs.</p> <p>Learner and Parent consultation will show that targeted groups of learners have an increased involvement in identification of strategies and supports that they can access within their learning environment</p>	<p>Circle advisor PLC sessions throughout the year fed back to school staff</p> <p>Parent and Pupil consultation</p>	<p>Staff pre and post training assessment of knowledge and skills.</p> <p>Pupil Voice tools/ pupil forum</p> <p>Parent Voice gathered through parent appointments/ TACS</p>	<p>August 25 &amp; June 26</p> <p>Oct 25 -June 26</p>	
<p>Improved Classroom Environments for learners: Teachers make use of CICS (Circle Inclusive Classroom Scale) to evaluate and adapt classroom environment.</p>	<p>Staff continue to use CICS individually and with a supportive peer to critically analyse classrooms for new cohort of pupils building on the development from last session.</p> <p>Staff following existing policy on classroom organization and structures in Positive Relationships Policy to ensure consistency across school.</p> <p>Staff ensure the establishment of a Calm Corner in their classroom</p>	<p>Reflections with colleagues and changes made to classrooms as a result of self-evaluation using CICS- and Action Plan</p> <p>Moderation and evaluation evidence shows increase in universal level supports available to all learners</p>	<p>Oct 25</p>	

<p>Learners will benefit from improved implementation of personalised support                  Teachers will support improved participation of individual learners through analysis of Participation Scale (CPS) and associated skills and strategies</p> <p>All staff will be able to use CPS alongside formative and summative assessment to identify individual learners' strengths and areas for development</p>	<p>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</p> <p>Class teachers will work alongside SLT/staff with specific support for learning remits to complete a more detailed assessment of needs when required.</p>	<p>Completion of pre and post participation scale for individuals – case studies for those who have support plans/TAC meetings.                  Views of parents/carers and learners will be used to inform the assessment process and to develop a shared understanding of successful support strategies.</p>	<p>By June 26</p>	
<p>All learners will experience improved approaches for Supporting Children and Young People using the Circle Framework</p>	<p>All staff implement appropriate interventions with consideration of CICS &amp; Skills, Supports and Strategies outlined in Circle Framework</p>	<p>Reflections with colleagues and changes made to classroom practice as a result of self-evaluation using CICS action plan and CPS</p>	<p>By June 26</p>	
<p>Learners will have greater awareness and understanding of the significance of Pope Francis' invitation to</p>	<ul style="list-style-type: none"> <li>Updated presentation to children and staff at Pastoral Assembly to raise awareness of the Core Commitments of</li> </ul>	<p>Feedback on Assembly by staff and Pupil Council</p>	<p>Pastoral Assembly                  September 25</p>	

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<p>engage in the Global Compact with a focus this session on inclusion: welcoming the marginalised</p> <p>All children leading an aspect of the life and work of the school through school committees</p> <p>Learners will benefit from greater understanding and support as all staff will reflect on their role as Catholic teachers and the responsibilities inherent in the Charter ensuring the promotion of our Catholic social teaching for our children and community.</p>	<p>the Global Compact and links to our school values, children’s rights and our journey as a Rights Respecting School</p> <ul style="list-style-type: none"> <li>• 2025-26 Committees x8 established with emphasis on the links to the school values, core commitments and children’s rights</li> <li>• Each committee creating an action plan to lead and develop an aspect of the life and work of the school</li> </ul>	<p>All children choose and become a member of a school committee in an area of interest to them - facilitated by school staff.</p> <p>Action plans created and implemented by pupil committees – shared at Pastoral Assemblies</p>	<p>Sep 25</p> <p>Sep 25- Jun 26</p>	
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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

School PEF allocation 25/26: £ 38,800 Total PEF allocated in SIP £ 37, 928 Underspend: £ 72.00.