



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	Saint Helen's PS
Head Teacher	Maureen O'Connor
Link QIO	Marie Donald

School Statement: Vision, Values & Aims and Curriculum Rationale
http://www.st-helens.e-dunbarton.sch.uk/
Current Standards & Quality Report
Link to school website and/or SWAY.

Session	Looking Forwards – 3 Year Improvement Plan Priorities		
	Bullet point key priorities for the next 3 years		
	2026/27	2027/28	2028/29
Priority 1	Wellbeing & Inclusion Equity in Literacy	Wellbeing & Inclusion	Wellbeing & Inclusion
Priority 2	Pedagogy & Meta-Skills Listening and Talking	Curriculum • CIC Implementation Planning • 21 Hours	Pedagogy • CIC Implementation
Priority 3	RERC- awareness raising of RERC CIC		

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Section 2: Improvement Priority 1			
School/Establishment	St Helen's PS		
Improvement Priority 1	Wellbeing & Inclusion – Equity in Literacy		
Strategic Leads	HT, DHT & School Staff		
Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	HGIOS 4 QIs
Equity & Opportunity Learning & Teaching Inclusion & Empowerment	Priority 6: Wellbeing & Inclusion Priority 2: Learning & Teaching Priority 3: Monitoring & Tracking	Improvement in achievement, 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	QI 1.3 Leadership of Change QI 2.3 Learning, Teaching & Assessment QI 3.1 Wellbeing, equality & inclusion

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
ASN Coordinators- HT & DHT Teaching and Support for Learning staff DHT – Lead of Literacy Development Staff Leads in Literacy CIRCLE Advisor Family Learning Assistant	Allocation of hours from WTA for collegiate development work- 12 hours Time on In-service days 2, 3, & 5 EDC Framework for Equity in Literacy training material. Support from EDC Quality Improvement Team	Parental Workshops on Equity in Literacy strategies/tools Information leaflets/sways for parents and carers Sharing the learning events. Questionnaires/audits. Family Learning Assistant leading parent/family events
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
In house – Equity in Literacy Materials Literacy Champion Training EDC – Quality Improvement Officer input	differentiated support targeted approaches to literacy & numeracy early intervention & prevention	Assistive technology- 20 laptops= £7,000 Additional resources- £3,000 Additional teaching time (0.4FTE)= £26,000

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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
Learners will experience consistent and targeted approaches in literacy as clear and consistent supports and strategies are put in place, increasing teacher knowledge, confidence and capacity. Learners will benefit from increased teacher confidence in using the framework and moderation in literacy which will provide a clearer picture of appropriate support strategies, learner progress and next steps in learning. Increased literacy attainment of targeted learners at all levels including interest, confidence and engagement.	- Continued familiarisation and staff training on Equity in Literacy Framework, to train new staff and increase staff knowledge and confidence using the framework. - Teaching staff will implement the framework by identifying the most appropriate targeted and universal interventions and approaches to raise attainment for all and narrow the poverty related attainment gap. - Data focussed dialogue on literacy attainment in learning, teaching and tracking meetings with all teaching staff. - Pre and post surveys of staff, learners and parents on confidence and views on Literacy.	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 Support Plans- universal and individual Attainment data – throughout the year , year on year and over time Survey feedback- pre and post surveys	In Service days August, October & May Collegiate sessions throughout the year- Sep 26- Jun 27 Interim reviews of outcomes at end of each Planning block: Nov 26, Feb 27, May 27. Sep 26 and Apr/May 27	

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Learners will benefit at home as Parents/Carers will have an increased awareness of literacy skills and development and how to support their children.	• Training in targeted approaches for all school staff, including the effective use of digital resources, to support literacy and reduce barriers to accessing curriculum. • Parent information leaflets/Sway shared with parents regularly • Family Learning events- for parents and carers- Book Bug/Read, Write, Count bags, Tiny Teachers	Parental Feedback on guidance provided Parental Survey Feedback from Parent Council Feedback from Class/stage Family Learning Events	Block 1 Collegiate sessions Aug- Nov 26	
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Section 2: Improvement Priority 2	
School/Establishment	Saint Helen's Ps
Improvement Priority 2	Pedagogy & Meta-Skills
Strategic Leads	DHT HT& School Staff

Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	HGIOS 4 QIs
Learning & Teaching	Priority 4: Curriculum Priority 2: Learning & Teaching	Closing the attainment gap between the most and least disadvantaged children 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
DHT – Lead of Literacy Development Staff Leads in Literacy Literacy Champion and FLA – Reading Accreditation Reading Committee – Pupils Leading	Allocation of hours from WTA for collegiate development work- 14 hours Time on In-service Days -2, 4 &5 Allocation of time from WTA for committee meetings	Sharing the learning events. Questionnaires. Family Learning Assistant leading parent/family events
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
In house –Active Literacy Resources Training –, Listening and Talking	high quality learning experience targeted approaches to literacy & numeracy	As above: Assistive technology- 20 laptops= £7,000 Additional teaching time (0.4FTE)= £26,000 Also support resources for listening and talking- £1,000

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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
All learners will experience consistent learning approaches in Listening and Talking as clear and consistent programmes in Listening and Talking increase teacher knowledge, confidence and capacity.	- Staff will work together to review school programmes and practice in Listening and Talking - Staff will consider benchmarks and Es& Os at each level to inform development of skills. - Literacy Lead and HT look outward at other school examples of very good practice in Listening and Talking	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 and Quality Assurance processes	Time from In-service days 2, 4 &5 Time from Collegiate sessions- 14 hours from Sep 26-May 27 Check-ins at Learning, teaching and tracking meetings- Sep 26, Nov 26 & Mar 27 HT consulting with colleagues in LPG group	
Learners will benefit from increased teacher confidence in this aspect of Listening and Talking providing a clearer picture of learner progress and next steps in learning.	Staff will continue to implement new pedagogy and resources for Tools for Listening and Talking and Talking and Presenting.	Lesson observations as part of monitoring, self-evaluation and Quality Assurance processes	Staff development – Collegiate sessions- Sep-Nov 26 Class visits Oct/Nov 26	

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Learners and staff will have increased knowledge and understanding of a range of tools for Listening and Talking and are able to utilise these in their learning and teaching	- Staff evaluate learning , teaching and assessment programme in preparation for next aspects of development: - Listening and Responding - Staff will focus on 'Listening and Responding' to develop teaching, learning and assessment programmes and resources.	Professional dialogue and review	Collegiate sessions Nov26- May 27 Time from In-service days 2, 4 & 5 Class visits April/May 27	
All learners and staff will have increased experiences in Reading for enjoyment. Increased engagement in Reading for Enjoyment of most learners across all stages.	- Share whole school strategies to be implemented for next stage of Reading Accreditation. - All stages to continue to embed all strategies for reading for enjoyment. - Collect further evidence of reading for enjoyment to submit evidence to Scottish Book Trust for Gold Level of Accreditation.	Achievement of Gold Accreditation. Feedback from pupils, staff and parents.	In- service Day – August 26 Family events- Nov 26 Feb 27 May/June 27- FLA/Literacy Champion event	

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Section 2: Improvement Priority 3	
School/Establishment	St Helen's PS
Improvement Priority 3	RERC
Strategic Leads	HT, DHT, RERC Coordinator

Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	HGIOS 4 QIs
Learning & Teaching Family & Community Partnerships	Priority 4: Curriculum Priority 2: Learning & Teaching 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	QI 2.2 Curriculum QI 2.3 Learning, Teaching & Assessment QI 1.3 Leadership of Change

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Staff Leadership RERC Mentoring opportunities with Archdiocese	Time allocated from the Collegiate Calendar and from Staff personal development time as appropriate	Consultation with Parent Council and wider parent body through Newsletters, Meet the Staff and Sharing Learning events.
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
- Professional reading/viewing online materials. - SLT/Class Teacher professional discussions.	professional learning & leadership	N/A

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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
All teaching staff will have an increased knowledge of the draft Curriculum Improvement Cycle national guidance in RERC	Collegiate sessions to share information and engage in professional dialogue. Staff focus group identifying changes to current curriculum and implications for learning and teaching Liaison with Archdiocese Education Office for guidance and support	All staff will undertake professional reading, share reflections on key messages and participate in associated professional discussion	Aug 2026 -May 2027 Time from collegiate sessions- 6 hours	

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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
Learners will be supported through greater communication and partnership with parents and carers. More accessible and direct mode of communication with parents and carers will facilitate greater partnership in supporting their children.	Staff to post regular information and updates of children's achievements and progress as per school policy	Funding online platform for communication and sharing learning with parents and carers- £1,800	Increased use of online communication with parents and carers. Monitored by SLT as part of school quality assurance programme Audited through parental questionnaire	Aug 26- Jun 27 Oct 16, Jan 27, Apr 27 Mar 27	

School PEF allocation 26/27: £38,800 _____ Total PEF allocated in SIP £38,800_ Underspend: £ _____

School Improvement Plans should be emailed to the link Quality Improvement Officer **by Thursday 18 June 2026.**