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Framework for School Improvement Planning 2025/26

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Section 1: School Information and 3 Year Improvement Plan Priorities	
School/Establishment	**Lennoxtown Primary School**
Head Teacher	**Jen Murphy**
Link QIO	**Karen Oppo**

School Statement: Vision, Values & Aims and Curriculum Rationale

It is our shared **vision** that;

'All of our children, staff, families and the community work together to provide a happy, safe and nurturing learning environment for all.'

It is our aspiration that all of our children are given every opportunity to achieve their full potential and in doing so are motivated and confident in meeting the challenges of learning, life and work.
As a school team we champion our children and we work tirelessly to support them in becoming the very best versions of themselves possible.
As a school community we share the **values** of Safe, Truth, Aspiration, Respect and Support and we seek to represent these values in our day to day interactions in and beyond our school and nursery.

Through strong relationships and partnership, we strive to meet the following **aims**;
- To work together to create a safe, happy, nurturing environment for all to learn.
- To raise children's standards of attainment and achievement through providing a range of effective learning and teaching approaches which are stimulating, motivating and meet the needs of all learners.
- To ensure that all children aspire to reach their potential and feel a sense of achievement in all that they do.
- To nurture a growth mind-set ensuring all children are confident and motivated to contribute to lifelong learning and the wider world of work.
- To encourage creativity and independence in all learners and ensure everyone feels valued, respected and has the capacity to compromise.
- To promote the importance of strong partnership between home and school and with the wider community through regular communication and planned activities.

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Curriculum Rationale

The curriculum: 'the totality of all that is planned for children and young people throughout their education' – Building the Curriculum 3

We are passionate to work with the children to allow them to develop the 4 capacities of Curriculum for Excellence;

- Successful learners
- Responsible citizens
- Effective contributors
- Confident individuals.

Our curriculum recognises the four contexts for learning:

- Ethos and life of the school as a community
- Curriculum areas and subjects
- Interdisciplinary learning (IDL)
- Opportunities for personal achievement

We have recently worked collaboratively to design a curriculum that is relevant and reflects our school's journey of continuous improvement.

Together, we developed our own school skill framework that our teaching and learning will focus on.

All lessons will encourage the children to develop skills in;

- Creativity   - Collaboration
- Critical Thinking   - Communication
- Curiosity   - Citizenship

It is through this skill set and guided by our values, the golden thread that runs through our school, that we will continue to work with our children on their journey to excellence.

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	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	Project based learning – pupil inquiry led approach.	Technology - Digital school award	Literacy – Writing
Priority 2	CIRCLE	Reading – reading schools award	Numeracy – Number talk
Section 2: Improvement Priority 1			
School/Establishment	**Lennoxtown Primary School**		
Improvement Priority 1	**To raise attainment by developing an environment where both teachers and young people are actively involved in evaluating and improving the learning process.**		
Person(s) Responsible	**Jen Murphy and PEBL champion**		
NIF Priority	**NIF Driver**	**HGIOS 4 QIs**	**EDC Service Plan 2025-2028**
Placing the human rights and needs of every child and young person at the centre Improvement in skills and sustained, positive school-leaver destinations for all Improvement in children and young people's health and wellbeing	school leadership teacher professionalism school improvement	QI 1.2 Leadership of Learning QI 2.2 Curriculum QI 2.3 Learning, Teaching & Assessment	Priority 1 – Leadership Priority 2 – Learning and Teaching Priority 4 – Curriculum Priority 6 – Wellbeing and Inclusion Priority 7 – Skills for Learning, Life and Work.

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Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
PEBL Champion Pupil leadership through School Improvement group Pupil voice within planning	John Hatte Books for professional reading Additional resources for class projects – business plan to be submitted to HT from pupils.	Sharing of learning through project. Digital newsletter – Little People Big News Parent Council and PTA Termly whole school and class newsletters
Professional Learning	**Interventions for Equity**	**Pupil Equity Funding (PEF) Allocation**
Osiris Education seminars Change yourself, Change the System – Michael Fullan webinar How to Implement visible learning – Wendy Delf The Key Priority for School Leaders – Hatte Books Visible learning for teachers and Visible Learning feedback – Hattie	Promoting a high quality learning experience Employability and skills development Engaging beyond the school	Purchase of Hatte Materials - £500 Experiential learning class budget (£1800) Outdoor classroom/playground development - £20,000 0.2 Class Teacher to reinforce skill development through Literacy and Numeracy interventions.

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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?	
Almost all pupils will be able to recognise their skills and identify them across the curriculum	All skills reinforced through whole school assembly Ensure skills are recognised and celebrated through learning logs, hall displays and skill of the month assembly.	All classes contributing to skill of the month wall.	Sept – Collaboration Oct – Communication Nov – Critical Thinking Feb – Creativity March - Citizenship April – Curiosity	
	Skills celebrated at end of year school-wide showcase School improvement pupil group present survey results	Pre and post surveys for all pupils in P2 to P7 to measure knowledge of Lennoxtown Skill set. Feedback from pupil survey show an increased awareness of skills across subjects. QA processes – observations / conversations	Baseline questionnaire – Sept 2025 Final questionnaire – May 2026 Whole school showcase – of skills in June 2025.	
	Collegiate meetings to identify skill development through planning. Curriculum development group will create a cross-curricular skill framework that illustrates skill progression.	QA processes – Class observations / learning walks learner conversations. Planning meetings scheduled through WTA	Developed from previous session. Recap in June 2025, August 2025, 17th September Present to staff May 2026	

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	Train staff on the skills framework and how to integrate it into their lesson planning.	Tracking and monitoring feedback		
	Learning conversations with the majority of pupils to be conducted by SLT and CT, focussing on skill identification and development.	Almost all pupils who participate in LC will be able to identify at least 3 skills and speak about how they have developed them through their work.	Term 1 - SLT LC Term 2 – CT LC Term 3 – SLT LC	
Make Learning Visible by creating a learning environment where almost all teachers and students are actively involved in evaluating and improving the learning process.	Collegiate meetings focussing on Learning Intentions and Success Criteria - linking with Education Scotland and IOC presentations.	Through quality assurance – almost all classes will show effective LI and SC. Most will begin to co-construct SC.	Collegiate dates 23rd September 28th October 5th November Class observations T1 Class observations T2	
	Workshop for staff to develop skills to co-construct SC with young people. All staff will complete 'Core Collaborative' based training.	Pre-post assessment to measure impact of CLPL.	Baseline – Sept 2025 CLPL November 2025 Post questionnaire – May 2026	
	Through collegiate time, all staff will be given professional reading on effective, meaningful feedback. Meetings will have a minute to ensure knowledge is cascaded.	All staff will complete feedback on reading given for the week – stating what they are going to implement in their class based on the reading.	26th January 3rd February 18th March	
	Peer, teacher and SLT Learning conversations with pupils to discuss their learning.	Uniform questionnaire across levels to allow analysis of cohort data.	T1 – SLT LC T2 – Teacher LC T3 – SLT LC	

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		Use of digital platforms to analyse data.	On-going – peer LC	
Almost all staff will begin to develop an awareness of metacognition and the impact it has on learning, teaching and assessment.	Baseline to assess the extent that learners plan, monitor and evaluate their work and approach their learning independently and effectively.	Baseline assessments to evaluate pupils' ability to reflect on their learning process and use feedback to improve. Baseline to staff to evaluate their understanding of metacognition.	Pupil baseline assessment led by School Improvement group – Sept 2025 Baseline for teaching staff – Sept 2025.	
	Staff team will explore the meaning of 'metacognition' and unpick the characteristics of a metacognitive learner.	Most staff will be able to state at least 3 characteristics of a metacognitive learner. Class observations will show the majority of pupils discussing their learning process, involved in the planning of learning and how their learning will progress.	19th November 16th December	
	Staff will begin to develop a range of learning strategies that can be used to support metacognition.	Link to the 7 EEF framework into planning.	19th November 16th December	
	Teachers will use PEBL to support the implementation of metacognition and skill development in the classroom.	PEBL planners Time to plan together with colleagues and staff from neighbouring schools – St Machans and Craighead.	11/11/25 –project planning 10/02/26 – midpoint evaluation 05/05/26 – Evaluation and shared feedback 19/05/26 – Planning for 26-27	
Section 2: Improvement Priority 2				
School/Establishment	**Lennoxtown Primary School**			

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Improvement Priority 2	Improvement of Wellbeing and Equity through Implementation of the CIRCLE Framework
Person(s) Responsible	Susan McGregor and Pauline Christie

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2025-2028
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 Improvement in children and young people's health and wellbeing	school leadership teacher professionalism school improvement	QI 3.1 Wellbeing, equality & inclusion QI 2.4 Personalised Support QI 1.1 Self evaluation for self improvement QI 2.7 Partnerships	Priority 6 – Wellbeing and Inclusion Priority 2 – Learning and Teaching Priority 1 – Leadership

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Teacher Leadership related to meeting individual pupil needs as part of classroom practice. Pupil Empowerment, Inclusion of pupil voice in relation to individual target setting and identification of appropriate support strategies.	Time – see collegiate calendar for SIP and Working Time Agreement/Staff meetings and In-service Days/Personal professional development time. Cover costs for staff undertaking any leadership responsibility that requires release from class. CIRCLE Framework tools: CIRCLE resource to support Inclusive Learning and Collaborative Working (Secondary)	Resources	Education Scotland	Parent and Carer Council ongoing involvement in feeding back parent views at meetings. Parental Engagement-Use of Participation Scale and Parental Postcards through Case Study approach to support individual learners

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	CIRCLE Framework tools: CIRCLE resource to support Inclusive Learning and Collaborative Working (Primary) | Resources | Education Scotland	
CIRCLE Advisor to share learning with all practitioners	Education Scotland Training videos	
Professional Learning	**Interventions for Equity**	**Pupil Equity Funding (PEF) Allocation**
• Whole staff/ Teaching staff CLPL (In-service Days/ collegiate hrs). Professional reading/ viewing online materials • Quality assurance processes, Peer/ SMT/professional discussions	Early intervention and prevention Social and Emotional wellbeing	Family Learning support £1000 Pupil leadership £3000

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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.	In-service day training – participation scale and supports.

Circle advisor to attend PLC sessions throughout the year feed 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 will highlight areas for development within CIRCLE Action plan.

Staff pre and post training assessment of knowledge and skills will show that most staff felt their knowledge had increased.

Leaders of learning pupil group will conduct survey across targeted learners using HGIOS.

Parent voice collected through TAC and curriculum events.
DHT to support tracking to identify any supports that are needed.

Almost all staff will participate in professional learning on additional support needs – finding the hidden barrier. | August In-service Day

August 25 & June 26

March 2026

Curriculum – Sept 25
TAC – on-going
Tracking – Sept, Feb, May

CLPL – CPS – Aug 25 hidden barriers – Sept 2025.
Successful strategies – Nov 26. | |

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All teachers make use of CICS (Circle Inclusive Classroom Scale) to evaluate and adapt classroom environment	Staff use CICS individually and with a supportive peer to critically analyse classrooms. Whole school development focus on physical environment – consistency. Universal supports available to support all learners	Most pupils and staff will be able to reflect positively on changes made to their classrooms as a result of self-evaluation using CICS- and Action Plan. Moderation and evaluation of universal supports will show an increase in the universal supports available to all learners.	Aug 2025 Jan 2026 May 2026 Jan 26 All tracking meetings feedback. Class packs April 2026	
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. Staff will share good practice and successful strategies through collegiate meetings. Staff will use the CPS for all pupils identified through tracking and wellbeing meetings.	Ongoing through WTA calendar On-going through tracking and collegiate meetings. Evidence gathered through tracking, class observations and learning conversations.	

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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 targeted pupils. All staff will complete a staff questionnaire to identify hidden needs and wellbeing supports. Wellbeing questionnaires to all pupils. Information to all families through termly wellbeing newsletter.	Parent and pupil consultation and feedback. Through Instagram profile – most families will state they have received their Parent Postcards Through evaluations, most families will give positive statements in relation to Parent Postcards. Through parental events and newsletter– family learning and wellbeing will provide information for families to access.	On going Evaluate May 26 May 26 May 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 2026	

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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
Increased attainment and achievement in literacy and numeracy for identified pupils, including those affected by poverty as well as other factors	Targeted support for Literacy (Reading/Phonics) and Numeracy.	0.2 PEF teacher (8460) Concrete resources required. £1000 £2000 for online subscriptions	Pre and post Questionnaire Benchmarks Intervention monitoring and tracking Attainment Data	Pre-data completed in Sept 2025 Post data completed in May 2026	
Increase in motivation, physical and mental health through outdoor learning	Playground improvements – reading hub, playground markings, outdoor den materials, seating, garden equipment.	Adventure trail (10000) Reading hub in shed – (500) Playground markings (6000) Den materials (2000) Garden equipment (1500) Furniture 9500	Pupil feedback from questionnaires. Pupil observation Staff observation Parent feedback	All improvements by May 2026	
Increased engagement with families, including those potentially affected by poverty as well as other factors	Family Learning Room to be created for use by FLAs to support parental engagement for identified families.	£1000	Continuous questionnaires during FLA events. Family Learning Evaluation.	On-going questionnaires. FLA evaluation by April 2026.	

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Increased attainment through experiential learning for identified pupils, including those affected by poverty as well as other factors	Forest Schools Football skills Dance club Swimming lessons Water safety	1050 500 500 1200 (£800 lessons and £400 bus) 1000	Pre and Post Questionnaire Project evidence Talking to children through learning conversations. Teacher observation. Lennoxtown legends	All evidence gathered by March 2026	
Increased attainment through access to cultural and academic experiences.	Science Centre visits. Theatre groups Sky Studios	5000	Pupil questionnaires Increase in attainment – see through standardised assessment and formative assessment.	Data collected by March 2026	
Raise awareness of pupil leadership and school improvement with school signage	Pupil leadership groups given a display board to populate school improvement. Boards used to display links to supports for families and experiences for children.	£3000	Increase in confidence through observation and wellbeing assessments.	May 2026	

School PEF allocation 25/26: £_54243_   Total PEF allocated in SIP £_54210__   Underspend: £ 33__