



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	St. Nicholas' Primary School
Head Teacher	Martyn Glancy
Link QIO	Vicky MacKenzie

School Statement: Vision, Values & Aims and Curriculum Rationale

<http://www.st-nicholas.e-dunbarton.sch.uk/school-info/vision-values-and-aims>

<http://www.st-nicholas.e-dunbarton.sch.uk/school-info/curriculum-rationale>

Current Standards & Quality Report

<http://www.st-nicholas.e-dunbarton.sch.uk/school-info/standard-and-quality-report/>

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 – develop staff knowledge to understand and deliver high quality nurture principles across the school aligned to our Catholic ethos.	Wellbeing & Inclusion – staff knowledge to understand and deliver high quality nurture principles across the school aligned to our Catholic ethos.	Wellbeing & Inclusion – embed staff knowledge to understand and deliver high quality nurture principles across the school aligned to our Catholic ethos.
Priority 2	Pedagogy & Meta-Skills – develop high quality approaches to learning, teaching and assessment across our school	Curriculum • CIC Implementation Planning • 21 Hours	Pedagogy • CIC Implementation
Priority 3	Roman Catholic Religious Education – Develop staff capacity to lead faith experiences across the school	Roman Catholic Religious Education– Embed staff capacity to lead faith experiences across the school	Roman Catholic Religious Education– Staff leadership in faith education in and beyond the class in our community of Faith.

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Section 2: Improvement Priority 1			
School/Establishment	St. Nicholas' Primary School		
Improvement Priority 1	Wellbeing & Inclusion – develop staff knowledge to understand and deliver high quality nurture principles across the school aligned to our Catholic ethos.		
Strategic Leads	Depute Head Teacher		
Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	HGIOS 4 QIs
Inclusion & Empowerment	Priority 6: Wellbeing & Inclusion Priority 5: Partnerships	Improvement in children and young people's health and wellbeing Improvement in children and young people's health and wellbeing Improvement in attainment, particularly in literacy and numeracy.	QI 3.1 Wellbeing, equality & inclusion QI 3.2 Raising attainment and achievement Choose an item.

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
- Leadership of learning at each stage at classroom level. - Leadership opportunities for DHT and teacher responsible for nurture development across the school. - Pupil Leadership of learning through pupil voice focus groups. - Staff leadership through coordinator and champion roles. - My Voice, My Choice group to lead UNCRC re-accreditation.	- Collegiate Session x 5 1hr 30mins at Inset - Time for professional reading (Marjorie Boxall and the Boxall profiles) - Quality assurance processes to evaluate impact of action plans - Create a staff library in the staffroom to support professional reading of relevant texts - UNCRC audit toolkit - Equity in Literacy Toolkit	EALs cafes to support children and families (once per term) Updates in newsletter

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Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
- Professional reading and research: - Marjorie Boxall - Nurture Groups in Schools (chapters on school expectations and Children's difficulties) - Professional dialogue following audit of action plans.	Delete / copy as required partnership working social & emotional wellbeing high quality learning experience	£1000 allocated to resources that may emerge as a result of issues identified. £1000 for nurture and Boxall resources

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 children will benefit from staff engagement with developing knowledge of nurture approaches across the school aligned to CIRCLE framework to support our children.	- Creation of an All about Me booklet. - Nurture professional learning - All behaviour is communication and transitions are important in my life - led by Nurture teacher. (2 x sessions – CD - 1 October and CD 6 - January) - Examine daily transitions for pupils against the St.	- Pre and post questionnaires teacher questionnaires to establish impact on confidence and knowledge - Observed teaching sessions - Professional dialogue at tracking and learning and teaching meetings - Clear implementation of the St. Nicholas' Way. - UNCRC evaluation	- CD -1 (1hr 30mins including professional reading time) - January CD x1 (1hr 30mins including professional reading time)	

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	Nicholas' Way. (CD 1 October) - Evaluate communication tools to support transitions throughout the school day. - Develop participation in Dynamic Youth Award for children in Compass room through a curriculum developed around the tenets of Health and Wellbeing (e.g. outdoor learning, cooking, STEM).			
Almost all EALS pupils and their families will feel included and will be supported by our school to support their home culture/ language to raise attainment for EALS learners.	Termly EALS drop in café scheduled once a term (x3) to support families with: - Access to dual language books; - To address any issues with homework/ school that may have arisen; - To share our EALS approaches with parents. - Use of Equity in Literacy Toolkit by teaching staff to remove barriers.	- Pre and post questionnaires for parents. - Pre and post interventions with teachers, - Pupil focus group with children, and - Attainment impact at tracking meetings, - Access to EALS lending library, - EALS celebrated in our newsletter	1 x café per term	
Almost all children receiving universal and targeted support will become active participants in their right to an education.	- Audit with teaching staff using the UNCRC toolkit to identify needs and identify next steps. (CD 2 and CD 3 session). - Embed pupil voice as preparation ahead of TAC meetings.	- Pre and post interventions with teachers, - Pupil focus group with pupils, - Audit of paperwork	- Ongoing (January- April) 4x CD sessions	

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	• Develop follow-up meeting with child and teacher after TAC to ensure shared aims moving forwards. • Review learning environment aligned to CICS and participate in learning walk (CD 2) • Audit and amend plans to incorporate CIRCLE framework into Universal strategies with teaching staff. (CD 7 and CD 8 sessions)			
All children will experience effective approaches to remove barriers to literacy.	• Teachers and support staff to undertake level 1 Dyslexia Scotland module (3 hours – FEB INSET and CD 10). • Staff to feedback through professional dialogue. • Working towards silver accreditation for Reading Schools. - Develop school library. - Arrange class visits to local library. - Opportunities to for intergenerational reading (buddies) • All teaching staff to participate in Dyslexia Module 1 to develop knowledge to support pupils with literacy difference.	• Pre and post FORMS. • Professional dialogue to discern barriers to literacy. • Reading Schools Evaluation. • Pupil Focus groups. • Reading Schools Pupil Leadership Group.		

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Section 2: Improvement Priority 2	
School/Establishment	St. Nicholas' Primary School
Improvement Priority 2	Pedagogy & Meta-Skills – develop high quality approaches to learning, teaching and assessment across our school
Strategic Leads	Anne-Marie McNair and Angela Paul

Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	HGIOS 4 QIs
Learning & Teaching	Priority 2: Learning & Teaching Priority 4: Curriculum	Improvement in achievement, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children	QI 2.3 Learning, Teaching & Assessment QI 2.2 Curriculum QI 3.2 Raising attainment and achievement

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
- Leadership of learning at each stage at classroom level – 1x Play working party and 1x Meta skills working party - Leadership opportunities for PT and class teachers to develop excellence in their teaching and learning. - Pupil Leadership of learning through pupil voice focus groups.	- Collegiate Session x 8 - Time for professional reading (7Ts of Differentiation by Sue Cowley and The Teaching Delusion by Bruce Robertson)) - Quality assurance processes to evaluate Meta-skills and differentiation. - Create a staff library in the staffroom to support professional reading of relevant texts - Meta-skills progression framework.	- Curriculum afternoon session. - Parent information sessions – Read, Write, Count, P1 parent session. - Updates in newsletter. - Sharing success of activities on SEESAW. - Meta-skills showcase.

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	- Professional reading of Skills Development Scotland website. - Moderation of learning and teaching (differentiation/ meta-skills)/ SPRINT template. - CALL Scotland website.	
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
- Moderation of differentiation in writing. - Professional reading on Meta-skills/PLAY	Delete / copy as required high quality learning experience	£1500 for teacher cover for moderation activities.

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 P1 and P2 pupils will experience a high quality play environment consistent across the department.	- Use the language and Communication friendly establishment/ EDC PLAY toolkit to enhance our environment.(CD - 3 working party and CD -12 to evaluate) - Weekly P1 and P2 planning meetings to ensure consistency across the department.	- Pre and post questionnaires with teachers, - Pupil focus group with children, and - Attainment impact at tracking meetings. - Self-evaluation of current approaches to PLAY.	1hr 30mins February INSET 2 x CD sessions	

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	• Visit other schools/ early years centre to observe clear use of Ferre Laevers data to identify children who require support to play – build this in to calendar of assessments. • Develop clear assessment processes through floor books to represent success of Play. (CD -3) • Identify clear play areas and maintained with signs at child's eye-level. (CD 3) • Develop clear literacy and numeracy areas to enhance cross curricular play using EDC planning tools. (CD-3) • Provide areas for pupil voice to be displayed. • Establish weekly Ferre Laevers assessment (30 mins each week) built in to planning time. • Establish a homework pack for children in P1 and P2 including: • Reading books, word tins, number tasks and shared family activities. (CD 4) • Review our Play policy aligned with EDC policy to			
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	ensure sustainable school practices. (CD 11 session)			
Almost all staff will engage in our wider school learning culture for all to support consistent high quality learning experiences for our pupils	Development of an in-house CLPL drop-in calendar to ensure consistency and to support new staff members: • LI and SC • Effective Questioning • Metacognition (thinking aloud) - Use of whiteboards • CPA approaches • Number Talks • Use of interactive whiteboards	• Pre and post interventions with teachers, • Pupil focus group with children to identify impact of interventions in lessons, and • Attainment impact at tracking meetings, • Observed Teaching Sessions.	• Lunchtimes/ assembly time	
All pupils will benefit from differentiated lessons to meet the needs of all learners.	Embed awareness of the four contexts – process, content, product and environment. • Audit using EDC differentiation toolkit. • Professional directed reading (7Ts of Differentiation by Sue Cowley) (CD 6 session) • SPRINT technique to be implemented. (CD 7, CD 8, CD 9 sessions) • Moderation cycle focused upon differentiation within writing (CD 7, CD 8, CD 9 sessions) • Observed Teaching session-2	• Professional dialogue following teaching sessions. • Moderation paperwork • SPRINT presentations by teaching staff. • Staff confidence measured through questionnaires.	• 1 x CD session • 3 x CD sessions dedicated to SPRINT (Differentiation or Meta-skills – teacher choice) • Moderation Paperwork	

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All children will experience high engagement and motivation in learning as we enhance our curriculum through the development of meta skills in our learning and teaching.	• Develop a P3-P7 meta-skills working party. • Use the skills development Scotland resource to introduce meta-skills and draw explicit links to 'how' a lesson is taught. (CD-3 and CD-4) • • Create a school-wide display of examples where meta-skills have been developed. (CD 4 and February INSET Day – support staff and Working Party) • Development of a skills passport for pupils. (CD 4) • Termly pupil voice self-evaluation of skills passport against meta-skills developments. • Link/self-evaluation using EDC Collaborative Learning toolkit. (CD 5 session) • Use the SPRINT approach to focus on a change to learning and teaching from meta-skills – adapting and focussing. (CD 7, CD 8, CD 9 session)	• Pre and post questionnaires • Pupil focus groups • Share meta skills in newsletter • Pupil meta-skills passports. • Time allocated at FEB inset for collegiate planning of whole school enquiry topic using Meta-skills as a test of change to roll out in session 27/28.	• February INSET • May INSET • 2x CD sessions • 3 x CD sessions dedicated to SPRINT (Differentiation or Meta-skills – teacher choice)	

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	• Review learning and teaching policy to incorporate meta-skills. (May INSET day) • Plan and develop an enquiry-based social subjects topic for term 3 to utilise meta-skills as a test of change (FEB INSET) • Observed teaching session (2) focussed on meta-skills applied to writing. • Charanga curriculum session to review music resource and build staff confidence (Staff Meeting 1)			
All children will experience motivation and increased engagement through the development of STEM across the school demonstrating innovative approaches to learning and utilising our school resources.	• Further development of a STEM area in the school. • Timetabling of STEM area with a focus on skills development (term 1 basic IT skills, term 2 spheros Indi, term 3 Kinex/ Lego tasks linked to metaskills) • Development of a science curriculum involving growing and using vegetables to make soup at P5. • Progression of STEMSPACE lessons at Primary 5 and Primary 6.	• Audit of STEM Nation award. • STEM SPACE data, • Pupil focus groups. • Professional Dialogue with staff.	• January 2027	

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All children will experience greater engagement and motivation from a change of pedagogical approaches aligned to the new curriculum.	Staff will participate in cluster work to develop the Curriculum Improvement Cycle (Oct INSET)	- Pre and post Questionnaires. - Professional dialogue and self-evaluation to identify knowledge and skills.	October 2026	
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Section 2: Improvement Priority 3	
School/Establishment	St. Nicholas' Primary School
Improvement Priority 3	Roman Catholic Religious Education – Develop staff capacity to lead faith experiences across the school.
Strategic Leads	Class Teachers/ RE Coordinator

Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	HGIOS 4 QIs
Family & Community Partnerships	Priority 5: Partnerships Priority 1: Leadership Priority 4: Curriculum	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	QI 1.2 Leadership of Learning QI 2.2 Curriculum QI 2.7 Partnerships

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
	£500 for soil and seeds. - Possible PTA funding.	Parents to support with the preparation of raised beds.

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- Leadership of learning at each stage with class teachers responsible for planning and organising mass. - Leadership opportunities for House Keeper to support activities on growing food and cooking food. - Pupil Leadership of learning through pupil voice focus groups.		- Parents invited to Missio assembly. - Parents invited to celebration of pupils living their faith. - Family prayer Breakfast during Lent for Stations of the Cross. - Family Prayer Breakfast during October and May – Rosary.
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
- Mrs Comerford becoming familiar with growing cycles for seeds and plants. - Create an outdoor learning curriculum linked to Science utilising the raised beds.	Delete / copy as required high quality learning experience promoting healthy lifestyles social & emotional wellbeing	nil

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 children are engaged in planning mass with their teacher choosing readers and hymns.	Actively plan and discuss readers, hymns and liaise with the RE coordinator	Self-evaluation using Developing in Faith identifying pupil ownership of Mass.	30 mins (August Inset/ August staff meeting)	

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	regarding First Friday Mass and holidays of obligation. Implement mass plan proforma to support staff with the organisation of mass. (Staff Meeting 1)	Professional dialogue with teachers – planning for Mass.		
Almost all children at P5 stage have the opportunity to learn about sustainability and look after God's planet by cultivating plants and vegetables.	Develop participation in John Muir Award as part of looking after God's planet.	- Observations of children engaging in outdoor learning. - Children achieving success in the John Muir award. - Pupil focus groups to demonstrate engagement in a broad science curriculum.	Professional dialogue at planning meetings (August 2026)	
Almost all children will have the opportunity to act out their faith as our community works towards becoming a missio-school.	Engage with Missio Scotland to deliver Catholic Social Teaching and the holistic development of our pupils and community: - Participate in praying the Rosary in the months of October and May. - Fundraise for Missio in October - Take part in the Missio Christmas Card Competition. - Perform a Missio Saints Play.	- Observations of Faith in Action in our community. - Pupil focus groups. - Observations of children participating in the Rosary.	August 2026 – clearing/ preparing raised beds.	
All children will be supported to develop their faith by planning explicit activities that reflect our Gospel values and God-given talents.	Re-establish wider achievements recognition in termly newsletter and assemblies. Tracking of Wider achievements as we work towards Sports Scotland award. Monitor tracking to increase participation in school sports clubs to 70%.	- Observations of Faith in Action in our community. - Pupil focus groups. - Observations of children participating in the Rosary. - Termly assemblies. - Celebrating success in newsletter. - Tracking of wider achievements and participation data.	- Termly newsletter. - Termly assemblies. - Tracking of engagement with clubs termly. - Termly tracking of Faith engagement to be tracked.	

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	Work with Youth Ministries Group to create opportunities for acts of faith in Parish and school through Pope Francis Faith Awards • Microsoft FORM roles shared. • Faith roles in school e.g. leading Rosary, Stations, prayer in classes and whole school.	• Achievement of Sports Scotland Award.		
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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
All pupils experiencing a barrier to literacy tasks will experience increased motivation and engagement in classroom activities.	Audit/ research apps that enable EALS pupils to achieve a higher rate of success.	£10,000 allocated for the purchase of ipad/ laptop devices for specific EALS support with apps from CALL Scotland.	- Pre and post questionnaires with teachers. - Professional dialogue at tracking meetings. - Attainment progress.	Implementation of program for support – November 26.	
All pupils will benefit from Reading Recovery to increase confidence and attainment in reading outcomes.	Reading Recovery CLPL	£1,500 allocated for training costs to further develop the skills and knowledge of our reading recovery teacher. - Reading Recovery teacher to build capacity in support staff to implement this resource.	- Pre and post questionnaires with teachers. - Professional dialogue at tracking meetings. - Attainment progress.	May 2026	
All pupils will benefit from a bespoke approach to nurture through the development of our health and wellbeing curriculum.	Further development of the Compass Room space to support the needs of the children	£2,000 allocated to Hamish and Milo program and resources as required (i.e. food, planting resources).	- Boxall Profiles. - Professional dialogue at tracking meetings. - Attainment progress.	Ongoing	
All pupils with English as an Additional language will develop their skills to communicate in English.	Listening and talking group for EALS learners new to	A teacher one day per week (£350x 30 weeks = £10,500).	Pre and post questionnaires with teachers.	Ongoing	

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	English or developing in English	• CIRCLE Time resources. • Equity in Literacy Toolkit.	• Professional dialogue at tracking meetings. • Attainment progress.		
			Total spend £24,000.		

School PEF allocation 26/27: **£22, 000 plus previous £2000 underspend** Total PEF allocated in SIP **£24,000** Underspend: £ **nil**

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