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"Our children and young people are safe, healthy and ready to learn"

EDC Local Outcome Improvement Plan 2017-2027 (Outcome 3)

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.

East Dunbartonshire: Education Service

Framework for School Improvement Planning 2026 – 29

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Section 1: School Information and 3 Year Improvement Plan Priorities	
School/Establishment	Lairdsland Primary School
Head Teacher	Lesley Davidson / Fiona Donaghey
Link QIO	Vicky MacKenzie

School Statement: Vision, Values & Aims and Curriculum Rationale
Link to school website Lairdsland Primary - Lairdsland Primary
Current Standards & Quality Report
Link to school website Lairdsland Primary - Lairdsland Primary

	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 and Meta skills	Wellbeing & Inclusion	Wellbeing & Inclusion
Priority 2	Pedagogy	Curriculum • CIC Implementation Planning • 21 Hours	Pedagogy • CIC Implementation

Section 2: Improvement Priority 1	
School/Establishment	**Lairdsland Primary School**
Improvement Priority 1	**Wellbeing & Inclusion and Meta-Skills.**
Strategic Leads	Maria Kerr, Jill Paterson, Fiona Donaghey

Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	HGIOS 4 QIs
Equity & Opportunity	Priority 2: Learning & Teaching Priority 6: Wellbeing & Inclusion	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 2.4 Personalised Support QI 3.2 Raising attainment and achievement

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
• Pupil Empowerment, Inclusion of pupil voice in relation to individual target setting and identification of appropriate support strategies through SIP groups • CIRCLE Advisor leading staff in including participation scale within universal/targeted support planning • DHT - ASN leadership forum and Circle professional learning community.	• EDC policies: Relationships, Behaviour and Learning, Including Every Learner/Dyslexia Guidance and Framework for Equity in Literacy. • CIRCLE resource materials from Education Scotland, including ideas in practice materials • Resources to support self-evaluation, including learning engagement scales, participation scales and wellbeing and involvement scale (Leuven)	• Progress updates to Parent Council • Collaboration between parents, learners and school to implement the CIRCLE model of inclusive practice • FLA led events; 'Wellbeing Wednesday' Parental Support Group

• Acting PT - Review of core/meta skills in the context of inclusive learning. • Teachers – SIP/WP and share best practice. • Learners – My voice, my choice forum, SIP groups, skills programme, assemblies and leading clubs.	• Frameworks for Universal and Targeted support planning • Boardmaker visual tools to support learners with ASN • Time from the collegiate calendar and Inset days • SDS Meta skills progression framework.	
Professional Learning	**Interventions for Equity**	**Pupil Equity Funding (PEF) Allocation**
Dyslexia Online Professional Learning Modules: • Introduction to dyslexia and inclusive practice • Supporting dyslexia, inclusive practice and literacy • Dyslexia: identification and support • Supporting learners with social communication barriers • Professional reading/online CIRCLE resources • Setting SMART targets and measurable outcomes for learners • Training on creating and evaluating universal and targeted support plans, including aspects of CIRCLE participation scale.	Choose an item. • Differentiated Support • High-Quality Learning Experience • Use of evidence and data. • Professional Learning and Leadership.	• Orbis I day a week .

Meta Skills – whole school professional learning introducing Skills Development Scotland Meta- Skills Framework. Professional dialogue engaging with embedding meta skills in classroom practice. Professional reading		

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 feel safe and included in school. • Almost all learners are highly engaged and motivated. • All learners benefit from inclusive practice. • The needs of individual learners are met through an adaptive classroom environment. • All learners with ASN are supported through a staged model of universal and targeted support.	• Develop a shared understanding of inclusive practice through collegiate professional learning and professional dialogue. • SMT will carry out whole staff collegiate session on setting SMART targets and outcomes for learners (Universal and targeted support plans). • Opportunities for stage partner planning and professional discussion around the four contexts of differentiation to support inclusive learning and teaching.	• Pre and post data from wellbeing and participation scales. • Wider achievement participation data. • Feedback from all stakeholders. • Evidence of actions from health and wellbeing screening meetings. • Attendance and exclusion data • Qualitative data gathered from universal and targeted support plans. • Health & Wellbeing Assessments.	• Pre data to be collected by October 2026. • Post data to be collated and analysed by end of April 2027 • Samples of universal and targeted support plans from 2025/26 to be audited as a baseline. • Universal and targeted support plans to be monitored termly	

• All children who are supported through the TAC process have SMART targets/outcomes. • All children who are supported by the TAC process have their voices heard in decision making.	• Collegiate time allocated for whole staff group to complete Dyslexia Module 1. • DHT plus one other staff member complete Dyslexia Module 2.	• Feedback from Pupil Support Group multiagency partners. • Minutes from TAC meetings, including evidence of pupil voice. • Evidence of SMART targets being used in universal and targeted support plans. • Observation during learning visits of pupils being supported using the four contexts of differentiation.	as part of quality assurance. • Data re: multiagency referrals/requests for assistance. • Dyslexia modules to be completed by January 2027.	
Meta Skills: • Almost all children participate in play and enquiry-based learning. • Almost all children participate in child initiated and child led play and enquiry. • Almost all learners can talk about their learning across the curriculum and link this to core skills.	• Collegiate time allocated for professional learning on meta-skills. • Working party review play 2 learn opportunities, P1-3. • Moderation visits to other schools/learning and collaboration visits. • Establish a play/meta skills SIP group with the pupils to facilitate pupil voice into school improvement priorities. • Opportunities for stage planning and peer	• Forward planning • Observations (skills based) • Feedback from teachers, practitioners, learners and parents • All P5-7 classes complete one Enquiry cycle. • Progression pathways in core/meta skills • Meta-skills tracker used in alignment with SDS meta-skills progression framework.	• Baseline data gathered through observations Aug/Sept 2026 • Progress data Feb 2027 • Post data collated and analysed by end of April 2027 • Meta skills display in each	

• The majority of learners can name core skills. • All classrooms to have a meta-skills visual display.	observation to support play within early-1st levels. • Professional learning in Enquiry Cycle. • Introduce enquiry-based learning opportunities within 1st-2nd level (P5-7). • Professional learning to incorporate meta-skills vocabulary within L&T through a shared meta-skills vocabulary based on SDS Framework. • Establish a pedagogy/meta skills working party. • Working party to create meta-skills visuals to be used across the school.	Quantitative • Observation of all classrooms having a meta-skills display. Qualitative • Termly learner conversations to observe the pupils understanding of meta-skills vocabulary. • Teacher observations of learners applying meta skills independently monitored and discussed at tracking meetings with SMT. • Use the Skills Development Scotland meta-skills progression framework to support tracking and monitoring of meta-skills across each stage. • Feedback from staff focus groups discussing how learners use meta-skills across different contexts and stages.	classroom by December 2026. • Termly tracking and monitoring meetings.	

• All partners will know and use the school values consistently as part of a values-based approach • All learners will benefit from interventions to support readiness to learn. • Almost all class teachers will feel more confident integrating the new UNCRC articles into learning, teacher and the wider community.	• Display school values in classrooms and around the school. • Incorporate the school values in the Relationships and Behaviour policy and share this with all partners. • Recognise and celebrate the school values through the weekly hot chocolate nominations in each class. • Family support to help readiness to learn through school Family Learning Assistant: Parents coffee morning Uniform Bank Family Cooking Sessions Foodbank Wellbeing Wednesday's Families Connect P1 & 2 Lego Therapy Club. • Rights Respecting Schools Working Party to continue to implement	• Feedback from teachers, practitioners, learners and parents • Gold RRS award	• Pre and post data from Orbis • Tracking family/learner engagement. Pre Sept '26/Post May '27	

	action plan to achieve Gold Award. • Assemblies/SIP group linked to VVA.			

Section 2: Improvement Priority 2	
School/Establishment	**Lairdsland Primary School**
Improvement Priority 2	**Pedagogy: Developing metacognition within the context of Literacy.**
Strategic Leads	Libby Bradford, Nicola Nellaney, Lesley Davidson

Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	HGIOS 4 QIs
Learning & Teaching	Priority 2: Learning & Teaching	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 3.2 Raising attainment and achievement

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
• HT - Lead "Imagine" improvement strategy group. • DHT – Participate in Literacy Champion Forum. • Teachers - Lead and participate in moderation activities and share best practice. • Teachers - Engage in modelling and team teaching. •	• EDC Literacy Strategy & Framework for Equity in Literacy • Big Cat reading resource materials • Guidance to support learning, teaching and assessment (reading policy/guidelines) • Framework to support moderation • Progression pathways • Time from the collegiate calendar and Inset days	• Progress updates to Parent Council • Reading resources on display at parents' evening • Share learning through the Seesaw application
Professional Learning	**Interventions for Equity**	**Pupil Equity Funding (PEF) Allocation**
Bespoke professional learning programme: • EDC Literacy Strategy & Framework for Equity in Literacy • Reading guidance (features of highly effective practice) • Four contexts of differentiation • Metacognition - Education Endowment Foundation (2025) *Metacognition and Self-Regulated Learning: Guidance Report*. London: Education Endowment Foundation. Available at: EEF Metacognition and Self-Regulated Learning guidance • Peer observation and sharing good practice.	Choose an item. • Professional learning and leadership. • Differentiated support. • High-quality learning and teaching • Targeted approaches to literacy and numeracy. .	• .5 CT reading recovery Yr 2

• Genre features (text types) at early, first and second level • Supporting learners with barriers to reading • Approaches to planning and assessment • Reciprocal visits to observe reading across early level – P1 teachers and Early Years Centre teacher and practitioners		

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 learners make very good progress from their prior levels of achievement in reading. • Almost all learners with ASN (including dyslexia) are supported to achieve in line with national standards and expectations in reading.	• Establish a pedagogy working party to develop a shared understanding of embedding metacognitive strategies in learning and teaching across the school. • Professional learning to develop understanding of how to embed metacognitive strategies to develop reading skills in collegiate time. • Reading working party will develop a shared understanding of early reading skills progression and strategies across all stages through providing professional learning resources to staff and professional discussion.	• ACEL data over time in P1, P4 and P7. • Planning, assessment and moderation evidence, including children's work. • Professional dialogue and records from learning, teaching, assessment and tracking meetings. • SMT observation of metacognitive strategies being used in learning and teaching. • Early level planning, assessment and tracking (EYC) • Observation of staff confidence discussing reading skills progression and strategies.	• Pre data gathered May/June 2026 • Post data will be collated and • analysed at key points: Sept 2026 November 2026 February 2027 May 2027	

• All learners experience daily opportunities to read, including reading across the curriculum and for enjoyment. • All learners benefit from a progressive learning pathway in reading. • Almost all learners are able to talk about their progress and achievement in reading and comprehension. • Almost all learners demonstrate skills progression and have experience across a range of genres. • Learners with additional support needs are supported with bespoke tools and interventions including digital approaches.	• Supporting learning and teaching through embedding metacognition in daily practice. • INSET 1 August whole staff group complete self-evaluation using EDC L&T Metacognition Toolkit audit • Peer observations with a focus on the use of metacognitive strategies in reading and sharing good practice. • Termly tracking and monitoring to ensure all learners needs are being met through differentiation and targeted interventions. • Shared understanding of national standards and expectations (through moderation). • Moderation activities to support teacher confidence in reporting on levels of achievement in reading, with specific reference to those with dyslexia profile.	• Forward planning guidance. Qualitative • EDC L&T Metacognition Toolkit audit in August and May INSET to provide comparative data. • Direct observation of learning and teaching. • Learner and teacher feedback, including peer observations. • Moderation evidence. • Evaluations from professional learning activities. • Learning environments and writing walls. • Professional Dialogue • Learning conversations/focus groups. • Jotter observations	• August Inset 2 Aug ’26 – Approaches to planning and assessment including meta-cognitive strategies. • Modelling of meta cognitive strategies within L&T-ongoing • Audit Feb ’27 INSET 4 • INSET 2 Aug’26	

• All learners will be supported to use metacognitive strategies in planning, monitoring and evaluating their learning in reading and beyond, • Almost all learners can talk about their learning across the curriculum and link this to core skills. • All learners will be supported to use Plan, Monitor, and Evaluate (PME) in reading tasks and beyond.	• Develop a consistent approach to learning and teaching of comprehension, focusing on skills and pedagogy through professional discussion and peer observations. • Develop consistent metacognitive language across the school. • Working Parties focused upon reading and play into enquiry-based learning. • Engage in a classroom enquiry with a focus on metacognitive strategies and reading outcomes across stages.	Quantitative • PM Benchmarking data. • Classroom Assessments. • SNSA data • Percentage of learners achieving expected CfE level (ACEL). • Attainment gap data. • Pre and post surveys measuring: • Confidence in reading. • Use of reading strategies. • Ability to explain thinking. • Ability to evaluate learning. • Learner conversations demonstrate: • Understanding of PME cycle. • Ability to discuss reading strategies. • Increased ownership of learning. • Improved self-regulation (learners can understand what they need to do in order to achieve outcomes and use their learning across different contexts).	Ongoing	

		• Learning Visits • Evidence of: • Metacognitive language visible. Explicit strategy instruction. • Think-aloud modelling and other metacognitive strategies used. • Learner reflection opportunities. • Jotters Sampling demonstrates: • Effective planning before reading. • Monitoring of understanding. • Reflection on effectiveness of strategies.		

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**
• Reading Recovery	• 5 days • 4x30min morning sessions with identified learners • Afternoon sessions targeting reading and literacy with Early Level Learners in P2 and 3 • Training days Supporting CTs and Support Staff	• 0.5 (temp contract) Aug-March '27 £24132 • Training East Ren £1200	• Pre/post baseline assessment • Analysis of pre/post data as measure of value added. • Focused LT & A with 4 identified learners • Targeted intervention groups	Throughout session '26-'27	
• Readiness to learn; • Measureable reduction in dysregulated behaviours • Less disruption in class • Reduction in time spent out of class • Increase in positive parental engagement.	• 1 day a week (Monday) working with cohorts, identified children/families and Family Learning Assistant. • Collegiate sessions • Parental engagement sessions	Brian Donnelly, Orbis Ltd £16,000	• Pre/post baseline assessment • Analysis of pre/post data as measure of value added. • Pupil, staff, parental questionnaires • Pupil, staff, parent evaluations.	Aug '26-March '27	

	• Working with families directly				

School PEF allocation 26/27: £__71 050_____ Total PEF allocated in SIP £_24,312+£16000+£1200__£41 512_____
Underspend: £_29538_____

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

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