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Castlehill Primary School and ELR



Improvement Plan 2026-27

Castlehill—a community of learners

RIGHTS RESPECTING SCHOOLS
unicef UNITED KINGDOM
GOLD – RIGHTS RESPECTING

We are a Reading School Silver

Castlehill—a community of learners

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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	Castlehill Primary and ELR
Head Teacher	Mandy Thompson
Link QIO	Karen Oppo

School Statement: Vision, Values & Aims and Curriculum Rationale
Please click on this link to take you to our Vision, Values and Aims: http://www.castlehill.e-dunbarton.sch.uk/school-info/vision-values-and-aims/
Current Standards & Quality Report
Click on this link to access our Standards and Quality Report for last session: https://sway.cloud.microsoft/Yn4HilPEWApK3Igg?ref=Link

	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	Wellbeing & Inclusion	Wellbeing & Inclusion
Priority 2	Pedagogy & Meta-Skills	Curriculum CIC Implementation Planning 21 Hours	Pedagogy CIC Implementation

Section 2: Improvement Priority 1			
School/Establishment	Castlehill Primary and ELR		
Improvement Priority 1	Wellbeing & Inclusion		
Strategic Leads	Head Teacher and Depute Head Teacher		
Education Service Aim	**IMAGINE Leadership Strategy**	**NIF Priority**	**HGIOS 4 QIs**
Inclusion & Empowerment Learning & Teaching	Priority 2: Learning & Teaching Priority 6: Wellbeing & Inclusion Priority 7: Skills for Learning, Life & Work	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 2.3 Learning, Teaching & Assessment QI 3.1 Wellbeing, equality & inclusion

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
• Education Support Teacher – Dyslexia Champion • Working party – Dyslexia • Working party – Emotion Works • Teacher leadership opportunities • Pupil led learning	• Whole staff training – dyslexia • Emotion Works Training • Professional reading	• Dyslexia information and stall set up at Meet the Teacher market place. • Sway Parent/Carer Leaflet issued to parents. • Newsletter updates
Professional Learning	**Interventions for Equity**	**Pupil Equity Funding (PEF) Allocation**
Dyslexia Scotland Training – all staff module 1 Dyslexia Scotland Training - module 2 (HT, DHT and EST) Emotion Works Training videos	social & emotional wellbeing high quality learning experience	• Resources to support Dyslexic Learners £3000 • Resources to support the delivery of Emotion Works £2000

Links to UNCRC and SDGs

Article 12: Respect for children's views;
Article 13: Sharing thoughts freely;
Article 28: Right to an education;

SDG4: Quality Education
SDG 10: Reduced inequalities

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
Children with dyslexic profiles will make individual progress across learning.	Launch of Dyslexia Guidance to all staff	Qualitative and Quantitative data from staff audit,	14th August 2026	
	All staff to complete audit of understanding of dyslexia and confidence to support pupils with dyslexia.			
	Dyslexia information and stall set up at Meet the Teacher market place.	Post-it questions - things parents want to know.	28th Aug 2026	
	All staff will complete Dyslexia Module 1	Training record Evaluation/feedback from staff – potential for additional focus/training.	Half of staff 20/10/26 Half of Staff 12/11/26 Support Staff SLT to cover time out Oct – Nov 2026	
	Working group Established to lead on the support for Dyslexic Learners across the school	Minutes of meeting with record of findings	Tuesday 27th October	

	Audit of current resources and approaches used to support Dyslexic learners	Minutes of meeting with record of findings	Tuesday 27th October	
	Working party members to complete Dyslexia Module 2	Training record Evaluation/feedback from staff – potential for additional focus/training.		
	Sway Parent/Carer Leaflet issued to parents	Analysis of views	February 2027	
	Working party to produce guidance for Castlehill staff on supporting pupils with Dyslexia.	Completed guidance Feedback from Staff on guidance		
	Post priority audit of awareness and confidence of dyslexia and how to support dyslexic learners	Qualitative and Quantitative data from staff audit,	6th May 2027	
Almost all children will be able to talk with confidence about their wellbeing.	Introduction of progressive Emotion Works planners to plan progressive experiences for children across all stages.	Moderation of Planning alongside Planning and tracking meetings	WB 21st Sep, WB 18th Jan, WB 17th May	
	Working group Established to lead on the roll-out of emotion works across the school.	Minutes of meeting with record of findings	10th, 17th Sep 19th, 26th Nov 25th Feb and 4th March	
	Most staff will complete Silver Twilight Live sessions, building confidence in classroom delivery of Cog model.	Teacher CPD tracker completed	Ongoing across the session	
	Creation of Dyslexia Champions Pupil Leadership Group	Minute of PLG meetings Showcase of work undertaken this session and	Monday 14th June	

		impact Monday 14th June for whole school and parents		
	Staff in working party will complete a range of 'Getting started individual cog training'	Minutes of meeting with record of findings	10th, 17th Sep 19th, 26th Nov 25th Feb and 4th March	
	Staff in working party will explore Teaching Pages for individual cogs.	Minutes of meeting with record of findings	10th, 17th Sep 19th, 26th Nov 25th Feb and 4th March	
	Staff in working party will produce guidance for the wider staff team on effective display to support the delivery of emotion works.	Minutes of meeting with record of findings	10th, 17th Sep 19th, 26th Nov 25th Feb and 4th March INSET 17th February	
	Staff in working party will produce guidance for the consistent delivery of Emotion Works across the school and ELR.	Minutes of meeting with record of findings	10th, 17th Sep 19th, 26th Nov 25th Feb and 4th March INSET 6th May	

East Dunbartonshire: Education Service

Framework for School Improvement Planning 2026 – 29

Section 2: Improvement Priority 2	
School/Establishment	Castlehill Primary and ELR
Improvement Priority 2	Pedagogy & Meta-Skills
Strategic Leads	Head Teacher, Depute Head Teacher and Principal Teacher (ELR)

Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	HGIOS 4 QIs
Learning & Teaching	• Priority 4: Curriculum • Priority 7: Skills for Learning, Life & Work	• 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	• QI 2.3 Learning, Teaching & Assessment • QI 2.2 Curriculum

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
• Teacher leadership opportunities • Working party - Metaskills P4-7 • Working Party – Metaskills P1-3 • Pupil led learning	• Leadership time for staff • Professional reading • Education Scotland Enquiry reading	• Sway parent/carer leaflet linked to Meta-skills • Newsletter updates • Sharing the learning - metaskills
Professional Learning	**Interventions for Equity**	**Pupil Equity Funding (PEF) Allocation**
• Play and meta-skills reading and research • Practitioner Enquiry • Staff peer observations of meta-skills	• high quality learning experience • partnership working employability & skills development	• Resources to support meta-skills in the classroom £5000

Links to UNCRC and SDGs

Article 12: Respect for children's views;
Article 13: Sharing thoughts freely;
Article 28: Right to an education;

SDG4: Quality Education
SDG 10: Reduced inequalities

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 in P1-7 will develop a shared vocabulary for their learning, becoming more aware of the skills they are developing.	All staff to complete audit of understanding of Meta-skills and confidence to support pupils to develop meta skills within the classroom and wider school environment .	Qualitative and Quantitative data from staff audit.	Aug 2026	
	Teaching staff to self-assess their understanding of the rationale behind meta-skills and knowledge of different kinds of meta-skills that might be evident within the classroom and wider school environment.	Minute of staff meeting and implementation of actions	Thursday 10th Sep	
	Staff training on evidence base for the development of meta-skills.	Qualitative and quantitative feedback following staff training/workshop.	Thu 10th Sep	

	Staff workshop on: • language and vocabulary of meta-skills. • how to support children to identify strategies most relevant to them. • How pupils can identify and use a range of meta-skills to plan, monitor and evaluate learning. • How the development of meta-skills can be embedded across the curriculum.	Minute of staff meeting and implementation of actions	Thursday 17th Sep	
	Parent video/sway sent out explaining meta-skills	Analysis of views	Oct 2026	
	Staff workshop on: • Use of meta-skills progression framework. • Understanding of self-management on learners' success. • How skills to develop social intelligence can be built into the learning process • Supporting learners to develop innovation through curiosity, creativity, sense making and critical thinking.	Minute of staff meeting and implementation of actions	Thursday 19th November Thursday 26th November Thursday 25th February Thursday 4th March	
	Sway Parent/Carer Leaflet issued to parents	Analysis of views	February 2027	

	Sharing the learning in every class showcasing the implementation of meta-skills.	Feedback from parents	March 2027	
	The planned development of meta-skills to be built into planning and teaching activities.	Moderation of forward planning. Observation of pupils in class through Holistic Quality Assurance, including pupil-learning conversations.	Jan 27 and May 27 Quality Assurance Feb and May 27	
	All staff to complete audit of understanding of the planning, implementation and evaluation of meta-skills and confidence to support pupils to develop meta skills.	Qualitative and Quantitative data from staff audit.	11th May 2026	

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**
Almost all pupils in mainstream on track for literacy and numeracy.	Additional staffing November – Dec to deliver Targeted Intervention in Literacy and/or Numeracy. £12, 000	Resources and materials for Targeted Interventions: Literacy; Numeracy; Digital Platforms; IT support; £3000	Analysis of pre and post assessment data. ACEL data	Nov 2025 March 2026 June 2026	

School PEF allocation 26/27: £25,000_____ Total PEF allocated in SIP £25,000_____ Underspend: £0