



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	Clober Primary School
Head Teacher	Catriona Marshall
Link QIO	Marie Donald

School Statement: Vision, Values & Aims and Curriculum Rationale
Vision Values and Aims - Clober Primary Curriculum - Clober Primary
Current Standards & Quality Report
Standards & Quality Reports - Clober 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	Wellbeing & Inclusion	Wellbeing & Inclusion
Priority 2	Pedagogy & Meta-Skills	Curriculum <ul style="list-style-type: none"> CIC Implementation Planning 21 Hours 	Pedagogy <ul style="list-style-type: none"> CIC Implementation

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Section 2: Improvement Priority 1			
School/Establishment	Clober Primary School		
Improvement Priority 1	Wellbeing & Inclusion		
Strategic Leads	Jennifer Law, DHT		
Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	HGIOS 4 QIs
Inclusion & Empowerment	Priority 6: Wellbeing & Inclusion Priority 2: Learning & Teaching Priority 3: Monitoring & Tracking	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 Closing the attainment gap between the most and least disadvantaged children	QI 2.3 Learning, Teaching & Assessment QI 3.1 Wellbeing, equality & inclusion QI 2.4 Personalised Support

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
<ul style="list-style-type: none"> CIRCLE Advisor to attend CLPL/PLCs and share learning with all practitioners Class Teachers leading priority within their classes Peer observations and professional dialogue – in Clober and across EDC Pupil Leadership – Pupil Voice in relation to individual target setting and identification of appropriate support strategies. 	<ul style="list-style-type: none"> Time – see collegiate calendar for SIP/Staff meetings and In-service Days Personal professional development time. Cover costs for staff undertaking any leadership responsibility that requires release from class. Funding for CLPL as required CIRCLE framework tools: CIRCLE resource to support Inclusive Learning and Collaborative Working (Primary) Resources Education Scotland Education Scotland Training videos 	<ul style="list-style-type: none"> Parent Feedback - use of Participation Scale to support individual learners. Seesaw - Information and learning showcased for families. Parent Council ongoing involvement in feeding back parent views at meetings.

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Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
<ul style="list-style-type: none"> Whole staff/ Teaching staff CLPL (Inservice Days/ collegiate hrs). Professional reading/ viewing online materials Professional Enquiry Approaches Quality assurance processes. Peer/ SLT/professional discussions 	<p>social & emotional wellbeing</p> <ul style="list-style-type: none"> The Circle Framework as a strategy to support all pupils, especially those with additional support needs Promoting Positive Behaviour Toolbox which all staff can draw on to support behaviours 	<ul style="list-style-type: none"> Connected to inclusive practice: PEF will be used to fund the Rainbow Room and Additional SLA, see below

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
The school vision and values will reflect our approach to promoting positive behaviour	<ul style="list-style-type: none"> Launch the school vision, values and aims to reflect inclusive practice and positive approaches (agreed 25/26) Invest in displays around the school to promote and reinforce these: Logo Design - £360 Roller Banner - £140 (inc. Design) - 1m x 1m Floor Graphic - £160 (inc. Fitting) 700mm wide and Vision Values Board 1200mm wide outside school office - £220 (inc. Fitting) - this would have the logo and the Vision, Values and Aims Funded through PEF 	<ul style="list-style-type: none"> Parent surveys Staff and pupil surveys Quality assurance processes to measure engagement and behaviours Impact of committees on school improvement included in standards and quality reporting 	August 2026	

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	<ul style="list-style-type: none"> Continue committees for every child to ensure positive impact on school improvement and increase pupil voice and leadership skills 			
All children and young people's needs and behaviours will be better understood and supported through increased staff understanding of nurture, ACES, trauma informed practice, attachment theory and how this impacts on readiness to learn	<ul style="list-style-type: none"> Practical toolkit of resources and strategies staff can draw on to meet learner needs will be developed and agreed Participation in EDC de-escalation and co-regulation pilot Development of parental engagement to understand young people's needs and behaviours 	<ul style="list-style-type: none"> Staff confidence questionnaires Aug/May Tracking of pupil engagement Attainment data for targeted groups 	August 26 and May 27	
Improved implementation of Personalised support Teachers will support improved participation of individual learners through analysis of Participation Scale (CPS) and associated skills and strategies	<ul style="list-style-type: none"> 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/carers and individual children and young people Implement new support plan format agreed session 25/26 Update of Additional Support Needs Policy. 	<ul style="list-style-type: none"> Completion of pre and post participation scale for individuals – case studies for those who have support plans/TAC meetings. Views of parents/carers and learners will be used to inform the assessment process and to develop a shared understanding of successful support strategies. 	August 26 and May 27 Throughout the school year	
All learners will experience improved approaches for Supporting Children and Young People using the Circle Framework	<ul style="list-style-type: none"> All staff implement appropriate interventions with consideration of CICS & Skills, Supports and Strategies outlined in Circle Framework 	<ul style="list-style-type: none"> All classrooms will reflect the agreed physical environment, structure and routines measures as part of CIRCLE self-evaluation 	Term 1 Terms 2 and 3	

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		<ul style="list-style-type: none"> • Reflections with colleagues and changes made to classroom practice as a result of self-evaluation using CICS action plan and CPS • Learning and teaching policy reflects agreed approaches 	January 27	
Embed health and wellbeing planners devised 25-26	<ul style="list-style-type: none"> • All planners to be implemented • Review as part of school self-evaluation procedures in Term 3 	<ul style="list-style-type: none"> • Improved outcomes for learners' wellbeing – content of the curriculum meets needs of our school community 	August 26 May 27	
Staff to engage with EDC Policy – Promoting Positive Relationships, Behaviour & Learning in Education Self-evaluation Toolkit.	<ul style="list-style-type: none"> • Continue to develop policies (started 25/26) to ensure wellbeing of all learners • Finalise policies and communicate to all stakeholders, including child friendly versions 	<ul style="list-style-type: none"> • Parent survey to include questions regarding relationships, behaviour and learning 	Term 1 Term 2	
Learners to engage with How Good is OUR School – Theme 1 Relationships	<ul style="list-style-type: none"> • HGIOURS with school committees to reflect pupil voice • Action plan 	<ul style="list-style-type: none"> • HGIOURS • Action plan and evaluation 	August 26 and May 27	

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Section 2: Improvement Priority 2	
School/Establishment	Clober Primary School
Improvement Priority 2	Pedagogy & Meta-Skills
Strategic Leads	Catriona Marshall, HT

Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	HGIOS 4 QIs
Learning & Teaching	Priority 2: Learning & Teaching Priority 7: Skills for Learning, Life & Work Priority 4: Curriculum	Improvement in skills and sustained, positive school-leaver destinations for all Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children	QI 1.2 Leadership of Learning QI 2.3 Learning, Teaching & Assessment QI 3.3 Increasing creativity and employability

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
<ul style="list-style-type: none"> Class Teachers leading priority within their classes Peer coaching Pupil Leadership – Pupil Voice 	<ul style="list-style-type: none"> Time – see collegiate calendar for SIP/Staff meetings and In-service Days Personal professional development time. Funding for CLPL as required 	<ul style="list-style-type: none"> Parent surveys and school wide consultation Parent Council ongoing involvement in feeding back parent views at meetings. Parent Information Evenings
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
<ul style="list-style-type: none"> Whole staff/ Teaching staff CLPL (In-service Days/ collegiate hrs). Professional reading/ viewing online materials Quality assurance processes. 	high quality learning experience	<ul style="list-style-type: none"> Standardised assessments PIRA and PUMA twice per year P2-7 £2296.80 Connected to inclusive practice: PEF will be used to fund FLA and additional SLA, see below

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<ul style="list-style-type: none"> • Peer/ SLT/professional discussions • Professional Enquiry Approaches 		
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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 benefit from enhanced pedagogy	<ul style="list-style-type: none"> • Completed pedagogy input 2025/26. This session, use evaluative toolkits produced by EDC learning and teaching group to ensure best practice and identify next steps: <ul style="list-style-type: none"> ✓ Metacognition ✓ Higher Order Thinking Skills to develop effective questioning ✓ Differentiation and adaptive Teaching ✓ Feedback 	<ul style="list-style-type: none"> • Staff feedback from the toolkits highlights areas for development within their own practice. • Staff pre and post survey: peer coaching approach develops sharing of professional practice and enhancement of skills. • Consistency of approach evident through peer and SLT observations • Pupil Voice tools/ pupil forum • Parent Voice gathered through parent appointments/ TACS 	<p>Throughout the session</p> <p>August 26 and May 27</p> <p>October, November 26 March 27</p> <p>Throughout the session</p>	
All learners will benefit from planning and reflecting upon their own learning	<ul style="list-style-type: none"> • Familiarisation with EDC learning, teaching and assessment policy • Teachers will discuss learning and identify learning targets with learners which will be shared on Seesaw 	<ul style="list-style-type: none"> • Learning targets evident in planning and class observation. • Learners will post their learning targets on Seesaw. 	<p>August 26</p> <p>Termly</p>	

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All learners will develop their understanding of meta skills and their importance in our daily lives	<ul style="list-style-type: none">• Continue meta skills assemblies• All committees will be planned using meta skills• Connect meta skills to curricular planning	<ul style="list-style-type: none">• Pupils will use meta skills language in their learning activities• Meta skills will be posted on Seesaw• Impact of committees on school improvement included in newsletters and standards and quality reporting	Throughout the session Every post Termly June 26	
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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
Individual pupils will be well supported to manage their behaviours throughout the school day in addition to class teacher support	<ul style="list-style-type: none"> The Rainbow Room will be staffed by an experienced member of teaching staff and a Pupil Support Assistant (PSA). The nurture teacher will develop social skills and small group learning with targeted children following referral from class teachers/SLT 	<u>PSA – 15 hours p/w</u> 13/08/26 to 31/03/27 £9,932 01/04/27 to 30/06/27 £3,732 TOTAL £13,664	<ul style="list-style-type: none"> Pre and post questionnaires/Boxall/LIAM Reduction in referrals to SLT Wellbeing surveys: EDC Staff and learner evaluations TAC meetings and actions reviewed with CTs Intervention continued from previous years Tracking meetings termly; impact and interventions discussed 	As soon as possible (EDC completing PSA matching exercise)	
Parents and families will be supported to manage behaviours which challenge	<ul style="list-style-type: none"> A Family Learning Assistant (FLA) will be appointed to work in the school 9am – 12noon every weekday. Families will be identified through 	<u>FLA - 15 hours p/w</u> 13/08/26 to 31/03/27 £10,259 01/04/27 to 30/06/27 £3,855 TOTAL £14,114 Meeting room and Rainbow Room spaces	<ul style="list-style-type: none"> Pre and post questionnaires Reduction in referrals to SLT Wellbeing surveys: EDC Parent and learner evaluations 	August 26 and May 27	

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	<p>school referral or self-referral</p> <ul style="list-style-type: none"> Strategies and supports will be shared with families to support children 		<ul style="list-style-type: none"> TAC meetings and actions reviewed with CTs Tracking meetings termly; impact and interventions discussed 		
All learners will have their progress tracked and monitored, enhanced by standardised assessment data	<ul style="list-style-type: none"> PIRA and PUMA will be implemented P2-7, and baseline continued in P1, in addition to SNSA at P1, P4 and P7 to support teacher judgement and identify those needing support for learning 	PIRA and PUMA assessments Autumn and Summer papers for P2-P7 £2296.80	<ul style="list-style-type: none"> Tracking of individual pupil progress Teachers ability to measure impact of teaching and progress over time Teachers able to identify next steps in learning Pupils identified for support for learning 	Termly	
The school vision and values will reflect our approach to promoting positive behaviour	<ul style="list-style-type: none"> Invest in displays around the school to promote and reinforce these 	<p>Logo Design - £360</p> <p>Roller Banner - £140 (inc. Design)</p> <p>1m x 1m Floor Graphic £160 (inc. Fitting)</p> <p>700mm wide and Vision Values Board 1200mm wide outside school office - £220 (inc. Fitting) - this would have the logo and the Vision, Values and Aims</p> <p>£880</p> <p>House display in the hall still to be costed – allocating £1500 overall</p>	<ul style="list-style-type: none"> Pupils and staff can state the school values and refer to these in daily school life Children and staff can recognise the values, demonstrate these and identify them in others Conversations regarding behaviour standards are centred around the school values 		

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All learners will benefit from planning and reflecting upon their own learning Progress in learning will be shared with parents	<ul style="list-style-type: none">IT equipment will be purchased (iPads and laptops)	Laptops £425 each iPads £340 £18,650.20	<ul style="list-style-type: none">Increased Seesaw engagementParent and pupil views	August 27	
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School PEF allocation 26/27: £50,225 Total PEF allocated in SIP £50,225 Underspend: £0

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