

Framework for School Improvement Planning 2025/26

Section 1: School Information and 3 Year Improvement Plan Priorities	
School/Establishment	St Matthew's Primary
Head Teacher	Clare Wilson
Link QIO	Vicky Mackenzie

School Statement: Vision, Values & Aims and Curriculum Rationale
Vision: - An Inclusive Community of Learning, Love, Faith and Justice. Values: - We are committed to ensuring that all pupils will be safe, respected, healthy, active, nurtured, responsible and included. Aims: - As a Community of learning we aim to: - • Provide the highest quality of learning experiences and ensure that children are equipped with skills for learning, life and work. • Ensure that children's health and wellbeing is at the heart of learning. As a Community of Love we aim to: - • Provide a safe, inclusive and nurturing environment where all learners are happy and respected. As a Community of Faith we aim to; - • Champion the Gospel Values and Support Learners through celebration and worship. • Follow the example of Jesus by living the Gospel Values in St Matthew's, Scotland and across the world. As a Community of Justice we aim to: - • Uphold dignity and respect each learners' own needs and rights. • Understand the value of diversity, respect and celebrate other beliefs and promote equality in St Matthew's. Scotland and across the world. Our Children's Aims: - • I am happy and ready to learn • I feel nurtured and safe • I try to live like Jesus • I listen to and celebrate others

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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	Learning and Teaching – Literacy (Year 1) Improved pedagogical practice in Reading and Writing	Learning and Teaching- Literacy (Year 2) Improved pedagogical practice in writing and talking and listening	Curriculum Curriculum Improvement Cycle - Literacy
Priority 2	Curriculum - Numeracy and Maths (Year 1) STEM SPACE, Number Talks and Maths Recovery	Partnerships – Numeracy (Year 2) Parental Engagement/ Maintenance of MMM	Curriculum Improvement Cycle- IDL
Priority 3	Wellbeing and Inclusion – Circle Inclusive Partnership - (Year 2)/ RRS - Bronze/ The Promise/ RERC	Wellbeing and Inclusion – Circle Inclusive Partnership - (Maintenance / RRS - Silver / RERC	Wellbeing and Inclusion – Circle Inclusive Partnership - (Maintenance / RRS - Gold / RERC

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Section 2: Improvement Priority 1	
School/Establishment	St Matthew's Primary
Improvement Priority 1	Learning and Teaching – Improved pedagogical practice in reading and writing
Person(s) Responsible	Clare Wilson Reading Recovery Lead – C McKechnie Literacy Leadership Group Pupil Leaders - Literacy

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
Delete / copy as required Closing the attainment gap between the most and least disadvantaged children Improvement in attainment, particularly in literacy and numeracy. Choose an item.	Delete / copy as required teacher professionalism curriculum and assessment performance information	Delete / copy as required QI 2.3 Learning, Teaching & Assessment QI 2.4 Personalised Support QI 3.2 Raising attainment and achievement	Delete / copy as required Closing the attainment gap between the most and least disadvantaged Improvement in attainment in literacy and English Improvement in attainment in literacy and English

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
- Reading Recovery Lead - Literacy Leadership Group - Pupil Literacy Leaders	Reading Recovery Lead attendance at Reading Recovery – CPD – Year 2	Reading Recovery Lead will provide Parental Interactive Reading sessions – Early and First Level

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	• PIRA Standardised Assessments • WTA – allocation of curriculum development time as per collegiate calendar • Cover for Reading and Writing observation and moderation sessions	• Seesaw – How to Guides for early and first level phonics/spelling and reading • Parent Council – ongoing involvement in feedback meetings
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
• Marie M. Clay – Change Over Time in Children’s Literacy Development • Marie M Clay – Literacy Lessons Designed for Individuals • Visits to see good practice in early level literacy at other establishments • EDC – Interventions for Equity Literacy Framework –phonics and reading focus • The Learning, Teaching & Assessment Cycle – The West Partnership	• Reading Recovery Group x2 • Leadership Opportunities for Pupil Literacy Leaders • Use of digital technology to reduce literacy barriers	• Seesaw Subscription – £1664 • PIRA Standardised Assessments- £840 • Allocated resources to support implementation of inputs -£1000

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 teaching staff will report improved knowledge and confidence in teaching reading through the use of reading recovery approaches.	CLPL Sessions to include; • An overview of Reading Recovery • Reading Walk Through • Concepts of Print • Running Records • Reading to Write Tasks – Quality Sentences • Letter formation – avoidance of confusions Engagement in relevant professional learning to include;	• Pre and Post questionnaires • Quality Assurance Classroom Visits and Pupil Voice Focus Groups • Reading Observation Sessions	August 2025- June 2026 In Service Day 2– 13th August 2025 (Half Day) 27th August 2025 In Service Day 3 – 10th October 2025 (Half Day)	

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	- Literacy Lessons – Designed for Individuals - Marie M Clay - EDC Interventions for Equity – Literacy Framework (Reading Focus)			
Almost all teaching staff will improve confidence of professional judgement of achievement of a level in reading at early and first level	Termly moderation of planning, process and product through use of West Partnership Learning, Teaching and Assessment Cycle Toolkit	- Moderation Paperwork - Learning and Teaching Meeting minutes - NSA Data - SNSA Data - PIRA Assessment	Aug – June 2026 1 st October 2025 3 rd December 2025 11 th February 2026 27 th May 2026	
Almost all Support Staff will report improved knowledge and confidence in supporting reading at early and first level	- Support Staff training by Reading Recovery Lead to cover; - Reading Walk Through - Onset and rhyme - Reinforcing letter formation	- Pre and Post confidence questionnaires - Reading Recovery Lead coaching sessions and observations	September-October 2025	
All targeted learners (Primary 2) will improve engagement and reading fluency	Reading Recovery implementation from (Aug-Jan- 4 Pupils) (Feb Jun – 4 Pupils)	Pre and Post Measures to include; Running Record	Aug 2025- June 2026	

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		• Letter identification score sheet • Concepts about print • Duncan word test • Writing Vocabulary Sheet • British Ability Scale 3 • Hearing and Recording sound in words		
Almost all pupils at early and first level will demonstrate improvement in achieving early and first level benchmarks in tools for reading.	• Update and implementation of St Matthew's Reading Lesson Guide and Reading Week Guide • Targeted pupils identified and tracked	• Primary 1 baseline data • Primary 3 and 4 PM Benchmarking Kit (Term 2 and Term 4) • PIRA assessments (Autumn and Spring) • Pupil Focus Groups • Tracking of targeted pupils during Learning and Teaching Meetings • ACEL Data • NSA Data • Quality Assurance - Classroom visits, jotter monitoring and pupil voice groups	18th Aug 2025 29th September 2025/9th February 2026 20th October Termly (Ongoing)	

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Most parents and carers will increase knowledge to support reading at home at early and first level.	• Reading Recovery Lead will provide Parental Interactive Reading sessions – Early and First Level • Seesaw – How to Guides for early and first level phonics/spelling and reading	• Pre and Post confidence questionnaires • Feedback from families • Tracking of parental engagement on Seesaw	September – November 2025 October 2025 to March 2026	
Almost all teaching staff will improve confidence of professional judgement of achievement of a level in writing at second level.	• Audit writing success criteria against second level benchmarks • CLPL – West Partnership – Metacognition and Self-Regulated learning • Termly moderation of planning, process and product through use of West Partnership Learning, Teaching and Assessment Cycle Toolkit (Stage 2, Stage 3 and Stage 4)	• Teacher Feedback from CLPL sessions • Moderation Paperwork • Quality Assurance - Classroom visits, jotter monitoring and pupil voice groups	Ongoing August 2025- June 2026 In Service Day 2– 13th August 2025 (Half Day) 27th August 2025 In Service Day 3 – 10th October 2025 (Half Day) 1st October 2025 3rd December 2025 11th February 2026	

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			27 th May 2026	
Almost all pupils at second will demonstrate improvement in achieving second level benchmarks in tools for writing.	Update and implementation of St Matthew's Writing Lesson Guide and Genre Overview for second level	- Pupil Focus Groups - Moderation Paperwork - Tracking of targeted pupils during Learning and Teaching Meetings - ACEL Data - NSA Data - Quality assurance processess	Ongoing August 2025- June 2026	

**Duplicate tables as required for each priority*

Section 2: Improvement Priority 2	
School/Establishment	St Matthew's Primary
Improvement Priority 2	Curriculum - Numeracy and Maths – STEMSPACE, Number Talks and Maths Recovery
Person(s) Responsible	Acting Principal Teacher- Sean Henderson Numeracy Recovery Champion Numeracy Leadership Group Pupil Leaders – Numeracy Collaborating with LPG Partner/ EDC Numeracy Development Officer

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NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
Delete / copy as required Closing the attainment gap between the most and least disadvantaged children Improvement in attainment, particularly in literacy and numeracy. Choose an item.	Delete / copy as required curriculum and assessment teacher professionalism performance information	Delete / copy as required QI 1.3 Leadership of Change QI 2.3 Learning, Teaching & Assessment QI 2.2 Curriculum QI 3.2 Raising attainment and achievement	Delete / copy as required Improvement in attainment in numeracy and Maths Closing the attainment gap between the most and least disadvantaged Improvement in employability skills and sustained, positive school leaver destinations for all young people

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
- Numeracy Recovery Lead - Numeracy Leadership Group - Pupil Numeracy Leaders	- Numeracy Recovery Lead attendance at EDC Numeracy Leads CLPL - PUMA Standardised Assessments - WTA – allocation of curriculum development time as per collegiate calendar	- Numeracy Recovery Lead will provide Parental Interactive maths sessions – Early and First level - STEM Home learning Bags - Seesaw – How to Guides - Parent Council – ongoing involvement in feedback meetings

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	- Resources associated with STEMSPACE 0.4FTE Numeracy Recovery Teacher – August 2025- March 2025	
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
- Number Talks STEM SPACE Project Home - Numeracy Recovery	0.4FTE Numeracy recovery teacher to track identified learners - Early intervention – parental engagement - STEMSPACE – Maths Burst curriculum	0.4FTE Numeracy Recovery Teacher – August 2025- March 2026 - £18,579 - PUMA Standardised Assessments - £840 - STEM Home Learning Bags £2000 - Play Resources to support early maths curriculum £1200

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?	
All teaching staff at at Primary 4 and 5 stage will increase their knowledge and understanding of delivering a curriculum to	Attendance at CLPL delivered by Glasgow University using maths burst skills.	- Pre and Post knowledge questionnaires - Peer observation paperwork	August/ September 2025	

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enhance spatial recognition skills	• Good practice visits to other EDC schools developing STEMSPACE	• Good practice visits feedback		
Almost all pupils will increase spatial cognition through a spatialised curriculum	• Participation in Maths Burst lessons associated with STEMSPACE	• Pre and Post assessment data • Minutes from learning and teaching meetings • Quality assurance including class visits and pupil voice groups		
All families at P1 and P2 level will increase skills in supporting pupils numeracy and maths curriculum	• Creation of STEM home Learning Bags (adapted Count Me in bags) for P1 and P2 • Home Learning approach adapted to incorporate STEM Home Learning Bags • Parental Interactive Sessions supporting maths and numeracy concepts	• Parental consultation on areas requiring support • Parental feedback questionnaires from home learning bags and parental interactive sessions	August/ September 2025 Ongoing in planned blocks Term 2 and Term 3	
All targeted pupils will increase attainment in maths and numeracy through the delivery of the	• Intervention blocks of 20 weeks	• Pre and Post assessment data • PUMA standardised assessment results	Block 1 September – December Block 2	

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maths recovery programme.		- Tracking of identified pupils through learning and teaching meetings - Pupil Voice Feedback	January - June	
All staff will increase knowledge, understanding and confidence with the delivery of Number Talks approaches.	CLPL delivered by Numeracy Champion throughout the session		Aug 2025- June 2026 17 th September 2025 5 th November 2025 21 st January 2026 25 th March 2026	

**Duplicate tables as required for each priority*

Section 2: Improvement Priority 3	
School/Establishment	St Matthew's Primary
Improvement Priority 3	Wellbeing and Inclusion – Circle Inclusive Partnership (Year 2)/ RRS Bronze Award/ RERC
Person(s) Responsible	Depute Head Teacher – E McWilliams Health and Wellbeing Leadership Group Outdoor Learning Lead

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	Pupil Leaders – Health and Wellbeing
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NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
Improvement in children and young people's health and wellbeing 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	teacher professionalism school leadership school improvement	QI 3.1 Wellbeing, equality & inclusion QI 2.4 Personalised Support QI 2.7 Partnerships Q1 1.3 Leadership of Change	Improvement in children and young people's mental health and wellbeing Placing the human needs and rights of every child and young person at the centre of education Closing the attainment gap between the most and least disadvantaged

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
- Health and Wellbeing Lead - Health and Wellbeing Leadership Group - Outdoor Learning Lead - Health and Wellbeing Pupil Leaders	- Time – In service Day 1 – 12th August/ In-service 3 – 10th October - Associated staff meeting and curriculum Development times - Cover for Circle Advisor to attend EDC Training	- Parental Consultation VVA - Pupil Consultation VVA - Parent Council ongoing involvement in feeding back parent views at meetings.

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• Class Teacher – Meeting Individual Pupils needs • Pupil Voice – Support Planning		• Parental Engagement – Use of Participation Scale and Parental Postcards through Case Study approach • Parental Involvement at TAC Meetings and support planning.
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
• Keeping the Promise Award Programme Resources Education Scotland • The Zones of Regulation A Curriculum For Emotional Regulation • Professional reading • Viewing online materials • Children's rights self-evaluation toolkit The United Nations Convention on the Rights of the Child Resources Education Scotland	• The Circle Framework as a strategy to support individual pupils looking at targeted support within	• Outdoor Learning Resources £1000

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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?	
We are committed to ensuring that all children experience success as through active collaboration the school and community have ownership of the Vision, Values and Aims.	- Pupil Leadership Group to collaborate with key stakeholders to review “What makes St Matthew’s Unique?” - Vision, Values and Aims will be refreshed and launched following consultation of all key stakeholders	- Consultation and focus group responses. - Pupil Voice responses	Consultation Aug 2025- October 2025 Launch October 2025	
All childrens’ needs and behaviours are better understood and supported through increased staff understanding of inclusion and additional support needs.	- Expanding on CIRCLE Framework at August In service. Focus on Participation Scale - Circle advisor PLC sessions throughout	- Staff pre and post questionnaires on knowledge of Circle Framework - Classroom action plans using CICS	Ongoing August 2025- June 2026	

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	the year fed back to school staff Completion of a “St Matthew’s Classroom Blueprint”	- Peer Learning Walks of St Matthew’s Blueprint - Quality assurance of universal support and targeted action plans		
Almost all staff will raise awareness and understanding of The Promise and our responsibilities as corporate parents.	Completion of Education Scotland – I Promise modules	Quality assurance of universal support and targeted action plans	Modules to be completed 10th October (In service Day) and 18th February (In service Day) Action Plans reviewed termly	
All targeted pupils will benefit from an inclusive outdoor learning environment.	- Audit of outdoor learning resources and spaces. - Use of the CICS to evaluate and plan outdoor areas. - Action plan identified for key areas and targeted pupils	- Ferre Laevers observations - Floor book of learning journey - Evaluation of Targeted Support Plans - CICS Action plan evaluation	Audit by September 2025 Targeted blocks throughout session 2025-26	
All pupils will benefit from a rights based approach embedded in our culture, value and ethos.	School Action Plan for accreditation of the RRS Bronze award	- Pupil Voice - Quality assurance including pupil focus groups and	August 2025-June 2026	

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	• Rights Based Assemblies • Class Charters	• Feedback from pupil leadership groups		

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

School PEF allocation 23/24: £__27,000 Total PEF allocated in SIP £__27,123_ Underspend: £