



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.

Framework for School Improvement Planning 2026 – 29

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

School Statement: Vision, Values & Aims and Curriculum Rationale
www.st-matthews.e-dunbarton.sch.uk/school-info/vision-values-and-aims/
Current Standards & Quality Report
https://sway.cloud.microsoft/Nm9WKU57aMrAwKTF?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
Priority 3			

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Section 2: Improvement Priority 1			
School/Establishment	St Matthew's Primary		
Improvement Priority 1	Wellbeing & Inclusion		
Strategic Leads	Eileen McWilliams – Depute Head Teacher Siobhan Devenney – Principal Teacher (Rights Respecting School Lead) Pupil Inclusion Group/ My Voice, My Choice Pupils Parent Consultation Group		
Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	HGIOS 4 QIs
Inclusion & Empowerment	Priority 4: Curriculum Priority 5: Partnerships Priority 6: Wellbeing & Inclusion	Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children Placing the human rights and needs of every child and young person at the centre	QI 2.2 Curriculum QI 3.1 Wellbeing, equality & inclusion QI 2.7 Partnerships

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
- Rights Respecting School Lead - Pupil Inclusion Group - Parent/Carer Consultation Group - All staff - Leadership at all levels- professional learning - PSA- Playground Leadership	- Show Racism the Red Card Workshops- All pupils - WTA - Allocation of time to complete professional learning	- Parent/Carer Consultation Group – Creation of Anti- Racist School Policy - Seesaw – Used to share learning experiences - Parent Council – ongoing involvement and feedback - Engaging families in awareness raising events such as assemblies
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation

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- Show Racism the Red Card - www.antiracist.scot - The Circle Inclusive Partnership - EDC Dyslexia Guidelines - Addressing Dyslexia – Online Toolkit	professional learning & leadership	- Show Racism the Red Card Workshops - £1160 - Inclusive Classroom Resources- £1000
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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 experience an inclusive learning environment where all backgrounds and experiences are acknowledged and celebrated.	All staff will evaluate current practice within our own context including our; - Interactions - Experiences - Spaces - Anti-Racist Principles	Pre and Post Staff and pupil questionnaires exploring current practice.	(Pre) Staff Meeting 20 th August (Post) Term 3 Staff Meeting	
All learners will experience high quality learning that meaningfully recognises and fairly represents the rich and diverse communities in Scotland and beyond.	All staff will participate in two collegiate sessions enhancing staff confidence in teaching an anti-racist curriculum using www.anti-racisted.scot .	Improved confidence, knowledge and skills for staff gathered through questionnaires	Staff Meeting -20 th August/ Curriculum Development Meeting – 27 th August	

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All members of the school community will safeguard against racism and discrimination, understanding those as a source of serious harm for learners, colleagues, families, carers and wider community members. Racism will be understood in the context of GIRFEC indicators, children's rights and human rights.	All staff will deliver a series of lessons in Term 1 linked to www.anti-racist.scot.	Quality Assurance processes including learning and teaching meetings, pupil focus groups.	September 2026	
	Working with wider partners all pupils will experience workshops from Show Racism the Red Card	Staff evaluations of learning and teaching.	September 2026	
	Establish a pupil voice Inclusion Committee	Pupil voice action plan and minutes from committee meetings.	Jan – March 2027	
	All pupils will feel safe and confident to co-design their curriculum from their personal perspectives and those of the wider world by focusing on pupil enquiry strands and themes of anti-discrimination in Term 3	Record of racist Incidents recorded on Seemis Bullying and Equalities Module	September – October 2026	
	RRS Lead, Pupil and Parent/Carer leadership groups PSA groups will develop St Matthew's Anti-Racist Policy linked to UNCRC and GIRFEC	Audit Information	September 2026 Feb 2027	

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	RRS Lead and Pupil Leadership Group will provide whole school assembly inputs on Anti-Racism linked to school values RRS Lead and Pupil Leadership Group will audit current teaching and learning material enhancing provision of diverse resources to enhance experiences and spaces.		September/ October 2026	
All staff will enhance awareness of what dyslexia is, its impact and how it can be supported within an inclusive school community.	All staff will complete – Introduction to Dyslexia and Inclusive Practice Module Two staff members (Including DHT to complete – Dyslexia and Inclusive Practice Module 2.	Certificate of Participation. Professional dialogue during learning and teaching meetings and PRD. Quality Assurance of Targeted and Universal supporting Planning.	August 2026 – Mar 2027- Part of CLPL	
All staff will gain confidence in understanding and using EDC Dyslexia Guidelines	ASN Lead to share overview of new guidelines with all staff and to be utilised for new profiles starting 2026-27	Quality Assurance of literacy profiles and universal and targeted support plans Classroom Observations Learning and Teaching Meetings PSG Meetings	Following Council approval – approx. 17 th September	

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Section 2: Improvement Priority 2	
School/Establishment	St Matthew's Primary
Improvement Priority 2	Pedagogy & Meta-Skills
Strategic Leads	Clare Wilson – Head Teacher (Learning and Teaching Toolkit/Framework) Eileen McWilliams (Metaskills Tracker) Learning and Teaching Toolkit Leads

Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	HGIOS 4 QIs
Learning & Teaching	Priority 2: Learning & Teaching Priority 4: Curriculum Priority 7: Skills for Learning, Life & Work	Closing the attainment gap between the most and least disadvantaged children Improvement in attainment, particularly in literacy and numeracy.	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
- Teacher Leadership – Learning and Teaching Toolkit Leads - Pupil Leadership – Pupil Focus Groups	WTA – allocation of curriculum development time as per colligate calendar	- Sharing of “How to Guides” on School Website/ Seesaw - Parent Council – ongoing involvement in feedback meetings
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation

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EDC Learning and Teaching Toolkit and professional reading as required focusing on identifying priorities.	high quality learning experience	- Teacher cover requirements to facilitate peer visits. (£3000) - Seesaw Subscription -£1712.50
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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 experience improved learning and teaching through ensuring consistency of approach related to key features of highly effective practice using EDC Learning and Teaching Toolkit. Specifically focusing on - Effective Questioning - Feedback - Assessment	All staff participate in PRD Meetings identifying specific focus. Following PRD process, Learning and Teaching Toolkit Leads and working groups established.	PRD Meetings with HT using EDC Coaching Cycle and recorded in MyGTCS profile.	September 2026	
	All staff audit current practice outlining areas of strength and development. One or two areas identified as improvement priorities.	Professional dialogue focusing on improvement priorities. Self- evaluation and evidence from toolkits.	1 st October 2026	
	All staff focus on “How” and create group action plans. SMART Targets within action plans identified.	Quality Assurance of Group Action Plans focusing on SMART Targets/ Pre and Post measures (Including pupil voice, sampling of pupil	19 th November 2026	

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	All staff implement small tests of change within identified stages for key priorities (6 week implementation). All staff evaluate impact and share good practice. Learning and Teaching Leads update of St Matthew's Learning and Teaching Framework ensures consistency of approaches.	work and SMT and Peer lesson observations). Pre and post measures specific to each action plan such as; Pre and post questionnaires Ongoing formative and standardised assessment data/ NSA Data. Quality Assurance processes including; jotter monitoring and classroom visits to ensure consistency of approach. Updating of Framework with pupil voice.	January – Feb 2027 17th February 2027 (Ongoing) 23rd February 2027	
All learners will experience high quality skills-based learning through improvement in tracking of metaskills to support planning for and understanding of learning styles.	In consultation with all staff, Metaskills lead will audit current tracking system. All staff and pupil feedback will highlight areas of strength and requirements for improvement.	Professional dialogue at Learning and Teaching Meetings. Staff and Pupil questionnaires and pupil feedback.	September 2026 October 2026 October 2026-December 2027	

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All learners will experience opportunities for personal achievement.	In consultation with staff, identified stages will pilot tracker.	Quality assurance of identified stages engagement in tracking. Learning and Teaching Meetings.	Jan 2027	
	Improved tracking system for metaskills will be implemented in all stages.	Quality assurance of engagement. (Jan 2027– Mar 2027). Professional dialogue April 2027 (Learning and Teaching Meeting).		

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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
Identified learners will increase attainment in numeracy	Identified pupils will experience Maths Recovery targeted intervention	0.4FTE -Class Teacher (August – Mar) £19,594	SEAL Maths Pre and Post Assessments PUMA Standardised Assessments	August 2026 – Mar 2027 (20 week interventions)	

School PEF allocation 26/27: £27,000

Total PEF allocated in SIP £26,466.50 Underspend: £ 533.50

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