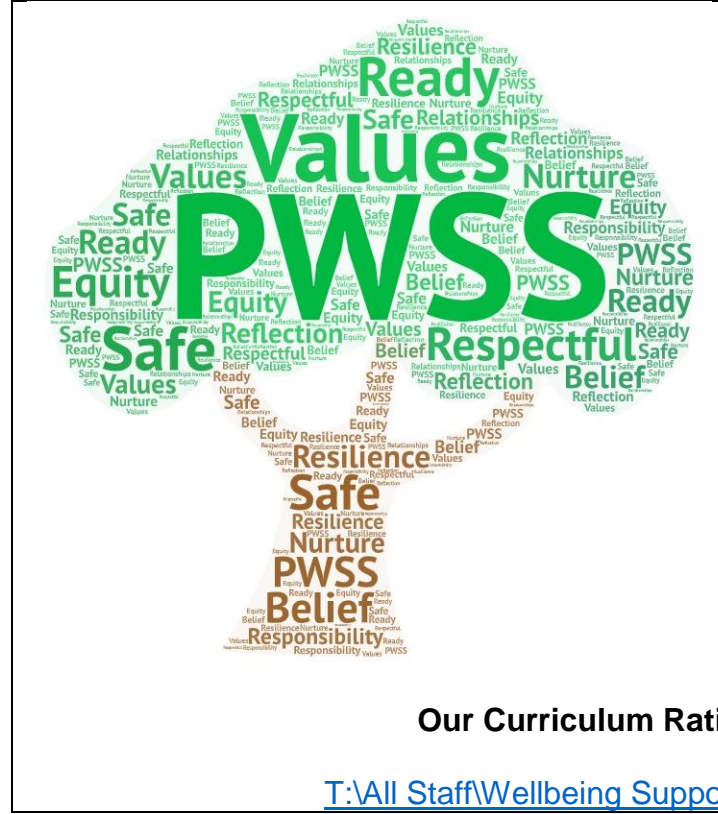


Framework for School Improvement Planning 2025/26

Section 1: School Information and 3 Year Improvement Plan Priorities	
School/Establishment	Primary Wellbeing Support Service
Head Teacher	Gaynor Hale
Link QIO	Carolan Burnet

School Statement: Vision, Values & Aims and Curriculum Rationale



Our Vision
 To support pupils, through nurturing relationships, to be the best they can be

Our Values
Ready—Resilience and Belief
Respectful—Relationships
Safe—Responsibility and Reflection

Our Aims

- Ensure each pupil achieves, regardless of individual starting points
- Celebrate at every opportunity in the success of our pupils
- Equip pupils with effective communication skills, encouraging pupil voice and independence
- Create a nurturing, safe and stimulating environment which promotes positive attitudes
- Support children to be respectful, happy and motivated with a belief in themselves
- Foster respectful relationships, so that everyone feels included, safe and valued

Our Curriculum Rationale can be found by clicking on the link below:

<T:\All Staff\Wellbeing Support Service\Primary\Policy\PWSS Curriculum Rationale.docx>

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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	Wellbeing, inclusion and wider achievements	Wellbeing, inclusion and wider achievements	Wellbeing, inclusion and wider achievements
Priority 2	The Circle Framework	Learning and Teaching	Learning and Teaching

Section 2: Improvement Priority 1	
School/Establishment	Primary Wellbeing Support Service
Improvement Priority 1	Wellbeing, inclusion and wider achievements
Person(s) Responsible	PWSS staff, partners

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
Improvement in children and young people’s health and wellbeing Closing the attainment gap between the most and least disadvantaged children	school leadership teacher professionalism parent / carer involvement and engagement	QI 3.1 Wellbeing, equality & inclusion QI 1.5 Management of resources to promote equity QI 2.7 Partnerships	Improvement in children and young people’s mental health and wellbeing Closing the attainment gap between the most and least disadvantaged Choose an item.

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Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Staff to lead in training opportunities such as Rights Respecting School, PEBL, CIRCLE approach, inclusion opportunities, leading learning outdoors	External training as identified Outdoor equipment and wider achievement opportunities as identified with pupils	Daily updates via Seesaw Planned opportunities to visit base Planned shared activities with parents such as craft, cooking, gardening
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
All staff to undertake professional reading and research linked to emotional literacy, mental health, de-escalation, therapeutic interventions, UNCRC and AI	Social and emotional wellbeing Promoting healthy lifestyles Engaging beyond the school Partnership working Professional learning and leadership	Schools to provide PEF funding for pupil led interventions such as horse riding, music therapy, swimming...

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Pupils supported and protected by staff training in CP	Training in Child Protection and other relevant issues	Training log completed, staff know procedures	In-service days Aug 25	
Ensure new pupils and families have a clear and shared understanding of service aims and underpinning values	Development of updated vision, values and aims with all pupils, staff and partners, embed this throughout service Use of talking mats to gather pupil voice	Pupils are clear on service vision, values and aims and can demonstrate these	Ongoing throughout session	
A wide range of opportunities for inclusion and transition be identified	G Hale to meet with HT of Oxgang and to consult with link schools to identify	Pupils will have increased opportunities for inclusion	Aug – June 2026	

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and offered termly both within Oxbang Primary and within pupils' own mainstream schools	opportunities for pupils to participate PWSS to liaise with schools to ensure regular TAC meetings and opportunities for visits - either staff to PWSS or visits to mainstream for pupils			
Pupils will be supported to use the outdoor environment as an extension to the classroom and supported to use this space to help with self-regulation and wellbeing	Activities identified, planned and evaluated with pupils Outdoor Learning will focus on: <ul style="list-style-type: none"> • Skills • Fitness/co-ordination • The role of outdoors in co-regulation and self-regulation 	Engagement and involvement assessed SDQ, Boxall and Leuven Scale to evidence increased wellbeing Pupil feedback to establish effectiveness and next steps	Throughout session	
Staff and pupils to identify variety of opportunities for wider achievement. Pupil voice to lead. Increase in self-esteem, self-efficacy and wellbeing	Activities identified, planned and evaluated with pupils Consult with wider partners and external suppliers Sessions agreed with Outdoor Education Specialist	Engagement and involvement assessed SDQ, Boxall and Leuven Scale to evidence increased wellbeing	Throughout session	
Development of life skills and understanding of the world of work	Pupils and staff will plan various activities such as shopping, cooking, banking, using public transport and will visit	Increase in confidence and self-efficacy in life skills. Further enhance knowledge of places of work and workers roles within these	Throughout session	

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	various places of work - doctor, dentist, café, bank etc.			
Rights Respecting	Use Education Scotland 'Children's Rights – What? Why? How? To engage in self and whole service evaluation and action areas of development	Pupils involved in developing class charters. RRS planned and delivered each term. Talking mats useful for exploring rights.	Throughout session	
Engage with AI tools to empower staff in use of AI resources to enhance learning	Seek training in AI from authority as per Education Service Plan	Staff will attend training and implement AI if and where appropriate within practice to enhance learning for pupils	Throughout session	
Audit and update health and wellbeing planners/resources and include sessions on sleep and anxiety	Audit of existing planners and resources Devise new planners to incorporate identified resources	All staff involved in process Planners to be devised and trialled	Throughout session	
Ensure a consistent approach within wellbeing	Member of staff identified to lead Resources audited as a team Decide on use of programmes and ensure this approach is consistent across classes	Staff to look at links between Emotion works and Zones of Regulation Reflections with colleagues and changes made to classrooms as a result of self-evaluation	Throughout session – team meetings and inset days	
Pupils and staff feel supported and safe	Staff training in module 2 of CALM and re-accreditation	Monthly review and training logs	Training twilight	

		Learning/skills implemented to support Staff re-accredited	Re-accreditation on in-service October 2025	
Families feel included and involved. Improved partnerships to support pupils. Trusting and supportive relationships are built between staff, pupils and parents.	Continue use of Seesaw to share learning and information with parents and partners Support new pupils, their families and the TAC to access this Plan family events – open days, coffee mornings, sharing learning events etc.	Family and partner engagement Data from Seesaw	Throughout session	
Pupils, parents and partners are involved in evaluation processes of service	Questionnaires and face to face discussions around evaluation of service provided	Pre/post questionnaires	Throughout session – questionnaires in terms 2/4	

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Section 2: Improvement Priority 2	
School/Establishment	Primary Wellbeing Support Service
Improvement Priority 2	Improvement of Wellbeing and Equity through Implementation of the CIRCLE Framework
Person(s) Responsible	CIRCLE Advisor in collaboration with all staff

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
Placing the human rights and needs of every child and young person at the centre	school leadership	QI 3.1 Wellbeing, equality & inclusion Themes: Wellbeing; fulfilment of statutory duties; inclusion and equality	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 children	teacher professionalism	QI 2.4 Personalised Support Themes: Universal support; targeted support; removal of potential barriers to learning	Closing the attainment gap between the most and least disadvantaged
Improvement in children and young people’s health and wellbeing	school improvement	QI 1.1 Self-evaluation for self-improvement QI 2.7. (Partnerships) Themes: The development and promotion of partnerships; collaborative learning and improvement; impact on learners.	Improvement in children and young people’s mental health and wellbeing

Opportunities for Leadership	Resource Requirements	Parental and Carer Engagement and Involvement
<p>Teacher Leadership related to meeting individual pupil needs as part of classroom practice.</p> <p>Pupil Empowerment, Inclusion of pupil voice in relation to individual target setting and identification of appropriate support strategies.</p> <p>CIRCLE Advisor to share learning with all practitioners</p>	<ul style="list-style-type: none"> • Time – see collegiate calendar for SIP and Working Time Agreement/Staff meetings and Inservice Days/Personal professional development time. • CIRCLE Framework tools: CIRCLE resource to support Inclusive Learning and Collaborative Working (Secondary) Resources Education Scotland • 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"> • Parental Engagement-Use of Participation Scale and Parental Postcards through Case Study approach to support individual learners

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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 • Quality assurance processes, Peer/ SMT/professional discussions 	<ul style="list-style-type: none"> • The Circle Framework as a strategy to support individual pupils looking at Targeted supports within all schools. 	

Outcomes/Expected Impact	Suggested Tasks/Interventions	Suggested Measures- Linked to quality assurance data	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 children and young people’s needs and behaviours will be better understood and supported through increased staff	Expanding on CIRCLE Framework at Aug Inservice, specifically Participation Scale and associated supports for all staff.	Staff feedback from the initial introduction session highlights areas for development within CIRCLE Action plan.	August Inservice Day	

<p>understanding of inclusion and additional support needs.</p>	<p>Circle advisor PLC sessions throughout the year fed back to school staff</p> <p>Parent and Pupil consultation shows that targeted groups of learners have an increased involvement in identification of strategies and supports that they can access within their learning environment</p>	<p>Staff pre and post training assessment of knowledge and skill. If gaps are identified, these will be added to the action plan to develop this year.</p> <p>Pupil Voice tools/ pupil forum. This will support pupil; attention and concentration, organisation and planning, posture and mobility dexterity and manipulation, social, emotional and relationships, verbal and non-verbal communication as well as motivation. Strategies to help this at home will be shared with parents using school to home postcards. Circle advisor will co-ordinate this with staff.</p> <p>Professional dialogue. Circle will be included at staff meetings and strategies discussed during debriefs.</p>	<p>August 25 & June 26</p> <p>June 26</p>	
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<p>Improved Classroom Environments for Children: Teachers make use of CICS (Circle Inclusive Classroom Scale) to evaluate and adapt classroom environment</p>	<p>Staff use CICS individually and with a supportive peer to critically analyse classrooms. Departmental focus on continuity of labels and resources between classrooms. Professional discussion to support Social, Emotional and Relationships of children.</p>	<p>Reflections with colleagues and changes made to classrooms as a result of self evaluation using CICS- and Action Plan Moderation and evaluation evidence shows increase in universal level supports available to all learners</p>	<p>Continue to develop sensory space areas within the classroom and 'Calm Room' from Academic Year 2025-26 throughout the year, completed by Dec 26.</p>	
<p>Improved implementation of Personalised support Teachers will support improved participation of individual learners through analysis of Participation Scale (CPS) and associated skills and strategies</p>	<p>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/carer and individual children and young people Staff use CPS alongside formative and summative assessment to identify</p>	<p>Completion of pre and post participation scale through a case study approach to allow for moderation of strategies as a staff. Partnership working with parents/carers will take place through sharing information at parent visits, including successful strategies implemented within reports and through school to home postcards.</p>	<p>By June 26</p>	

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	individual learners' strengths and areas for development	Circle advisor will coordinate this and share with teachers.		
Views of parents/carers and learners will be used to inform the assessment process and to develop a shared understanding of successful support strategies	Use of parent postcard approach with case study pupils	<p>Parent and pupil consultation and feedback</p> <p>Parent Postcards – Improvements will be noted and reflected in wellbeing assessments.</p> <p>Sharing privately on Seesaw will ensure postcards are not lost and allow a conversation/questions between parent/carer to allow for any questions and clarify understanding. Reference to these strategies during TAC meetings will see the progress of supports and strategies implemented.</p> <p>Parent Council consultation- this will focus on the social, emotional and relationship OR attention and concentration of the child.</p>		

<p>All learners will experience improved approaches for Supporting Children and Young People using the Circle Framework</p>	<p>All staff implement appropriate interventions with consideration of CICS & Skills, Supports and Strategies outlined in Circle Framework</p>	<p>Reflections with colleagues and changes made to classroom practice as a result of self-evaluation using CICS action plan and CPS</p>	<p>Term 3 By June 26</p>	
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