



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.



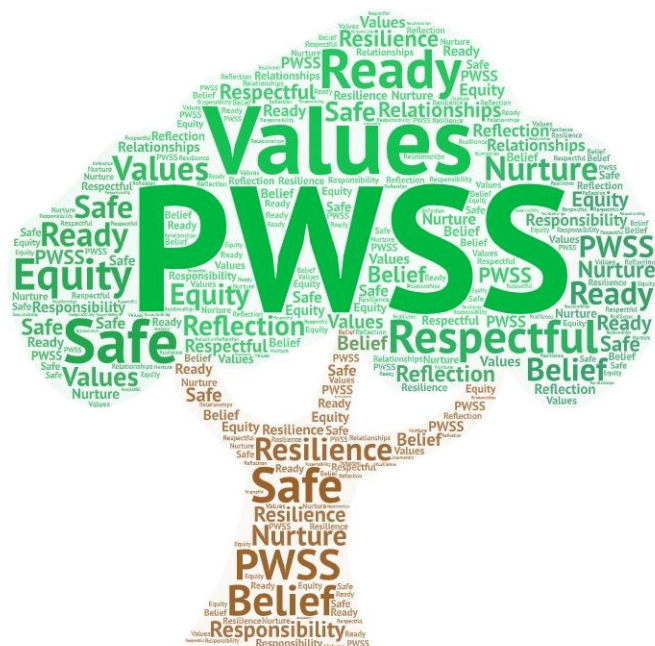
Inclusion & Empowerment

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	Primary Wellbeing Support Service
Head Teacher	Gaynor Hale
Link QIO	Carolyn 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>

Current Standards & Quality Report

[Standards & Quality Reports - Wellbeing Support Primary.](#)

Framework for School Improvement Planning 2026 – 29

	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	Primary Wellbeing Support Service		
Improvement Priority 1	Wellbeing & Inclusion		
Strategic Leads	Gaynor Hale and staff team		
Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	HGIOS 4 QIs
Equity & Opportunity	Priority 6: Wellbeing & Inclusion Priority 5: Partnerships Priority 7: Skills for Learning, Life & Work	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 Choose an item.	QI 3.1 Wellbeing, equality & inclusion QI 2.4 Personalised Support QI 2.7 Partnerships

Framework for School Improvement Planning 2026 – 29

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Staff to lead in training opportunities such as 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...	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 for learners	Tasks/Interventions	Measures	Timescale(s)	Progress to date
consider targets, % change expected	Activities in Working Time Agreement, Professional 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
CIRCLE Further engagement with CIRCLE resource to empower staff to support all pupils, to promote inclusive practice and to encourage effective collaboration between school staff, parents/carers, partner services and other agencies.	Professional reading of the CIRCLE document. Circle advisor participation in EDC training/twilight courses and feeding back to staff. Completing Circle Participation Scale termly (forward plan) in order to document strategies and record/ measure progress termly. Complete CICS in August and June, as well as any other relevant times such as arrival of new pupils.	Improvement in scores of CPS-score each pupil in August and then score as part Of assessment process termly. Improvement in score of CICS. CIRCLE pre and post evaluative questionnaires.	CPS for each pupil; baseline in August then re-assessment in October, December, March and June. CICS August and May.	

Framework for School Improvement Planning 2026 – 29

Shared links between school, home, professionals and PWSS.	Celebrating success via home communication passports using accessible, non-judgemental, supportive and positive language. Development and use of one plan including CIRCLE targets, using circle tools with other professionals to inform joint planning. Communication with parents, mainstream schools and other professionals using the CIRCLE as one common language at TACs, SEESAW and professionals meetings.	Impact on CPS, Boxall and SHANARRI. G Hale part of working party to devise one plan used by all schools and services (My Plan)	Ongoing throughout session My Plan devised and ready to use by Sept/Oct?	
Enhance inclusion by continued implementation of the Circle resource to create a learning environment that meets our learners' needs.	Observations- Use of the red circle of selective observations, looking specifically how a young person performs a specific skill across different context. Development of corridor as a sensory area.	Pupil Voice for CICS on physical environment and CPS in mainstream schools.	Termly	
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	
Pupils and staff feel supported and safe	Staff training in module 2 of CALM and re-accreditation	Monthly review and training logs Learning/skills implemented to support Staff re-accredited	Training twilights Re-accreditation on in-service October 2026	

Framework for School Improvement Planning 2026 – 29

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. Opportunities for families to come together as a 'support' group	Family and partner engagement Data from Seesaw Planned sessions for parents/carers to come together following quality review	Throughout session – dates identified and put into collegiate calendar – October, February and May	
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	
A range of opportunities for inclusion and transition be identified and offered termly both within Oxbang Primary and within pupils' own mainstream schools	G Hale to meet with HT of Oxbang and to consult with link schools to identify 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 have increased opportunities for inclusion	Aug – June 2027	
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, link with meta-skills	Activities identified, planned and evaluated with pupils Outdoor Learning will focus on: • 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	
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 various places of work - doctor, dentist, café, bank etc.	Increase in confidence and self-efficacy in life skills. Further enhance knowledge of places of work and workers roles within these	Throughout session	

Framework for School Improvement Planning 2026 – 29

Section 2: Improvement Priority 2	
School/Establishment	Primary Wellbeing Support Service
Improvement Priority 2	Pedagogy - Meta-Skills
Strategic Leads	Whole team

Education Service Aim Delete / copy as required	IMAGINE Leadership Strategy Delete / copy as required	NIF Priority Delete / copy as required	HGIOS 4 QIs Delete / copy as required
Learning & Teaching	Priority 2: Learning & Teaching Priority 6: Wellbeing & Inclusion Priority 7: Skills for Learning, Life & Work	Improvement in children and young people's health and wellbeing Improvement in skills and sustained, positive school-leaver destinations for all Choose an item.	QI 1.1 Self evaluation for self improvement QI 2.3 Learning, Teaching & Assessment QI 3.3 Increasing creativity and employability

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Staff collegiate working Staff collaboration / working groups to develop	Time – in-service days/ staff meetings Cover for teacher leaders to attend training/ visit other schools SDS meta-skills toolkit and materials	Share learning through Seesaw and planned parent/carers visits
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Skills Development Scotland professional learning on Meta-skills/ self-directed learning of staff	employability & skills development	N/A

Framework for School Improvement Planning 2026 – 29

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 children can identify, apply and evaluate meta-skills in different contexts and are able to demonstrate their understanding and awareness of meta-skills.	All staff will carry out baseline audit of knowledge and confidence of the meta-skills and their application across the curriculum, relevance to learning. Audit analysis informing next steps.	Pre and post questionnaires. Staff check-ins. Collegiate sessions and professional dialogue. SDS meta-skills self-assessment tool and action plan	Staff baseline and action plan August in-service days	
	All learners will carry out baseline audit of knowledge of meta-skills.	Baseline using self-reflection workbook	Learner baseline by October break.	
	Introduce meta-skills characters and explore Meta-land	Understanding of the 12 meta-skills characters	Ongoing throughout session	
All children will develop a shared vocabulary for their learning, becoming more aware of the skills they are developing	Meta-skill of the week/fortnight to be introduced from October. Embed meta-skills learning through regular references during class. SDS progression Framework in use	Meta-skills certificates in use to recognise pupil achievement Class routines show meta-skills language and application of skills Parent surveys and home learning activities linked to meta-skills. SDS progression framework in use.	Ongoing throughout session	
All learners will develop their understanding and application of meta-skills and	All staff participate in meta-skills staff CLPL and self-directed exploration of SDS meta-skills website to prepare for delivery.	Teacher PRDs. Collegiate time and staff meetings	Ongoing throughout session	

Framework for School Improvement Planning 2026 – 29

can evaluate their own metacognitive learning.	All staff will contribute to development of meta-skills materials e.g. stickers, certificates, wall displays, characters, pupil reflection sheets, skills tracker etc.	Materials in use and on display in all classes. Parent/carers events showcase knowledge of meta-skills.		
	All class teachers introduce meta-skills through 'meta-skill of the week/fortnight' in classes using and reinforcing consistent language	Jotters and Seesaw. Teacher planning formats evidence meta-skills in curriculum plans Displays evidence meta-skills learning.	Ongoing throughout session	
	Play experiences developed linking play to meta-skills.	Observations of T&L Play planning documentation updated. Play policy updated.	Ongoing throughout session	
	Learner self-evaluation wheels and repeat of self-reflection workbook	Improvements in understanding and use of skills demonstrated in reflection resources	By end of May 2027	