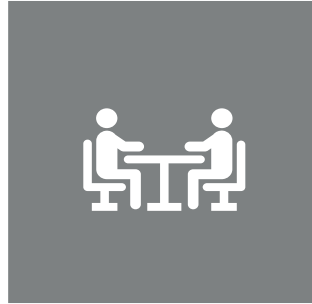




Improving Lives Together
Ambition | Compassion | Integrity

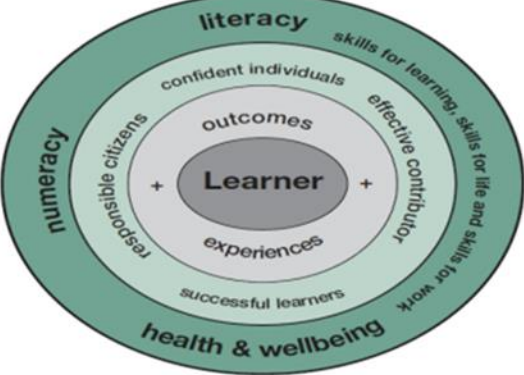


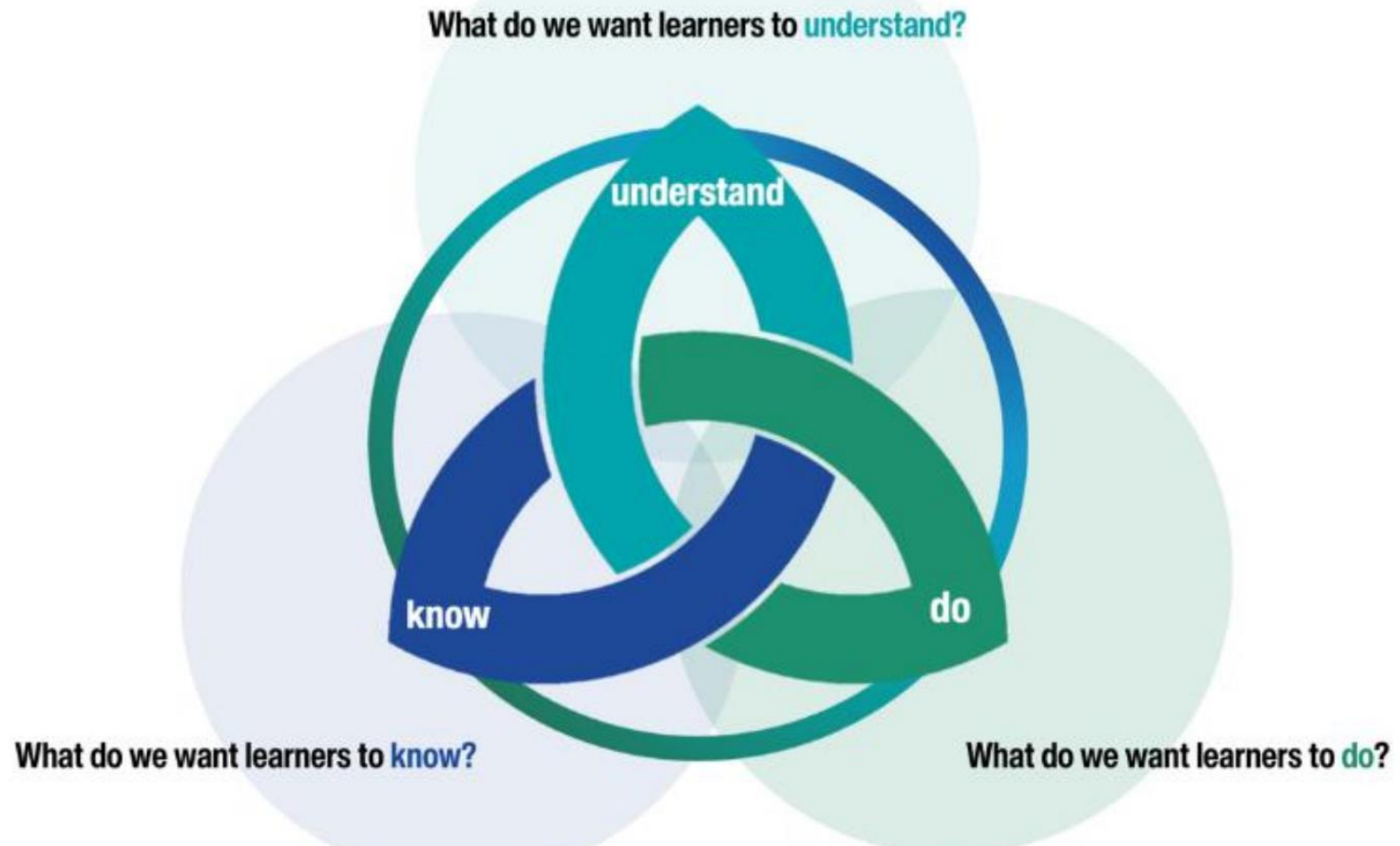
Quality Improvement Plan 2025-2026

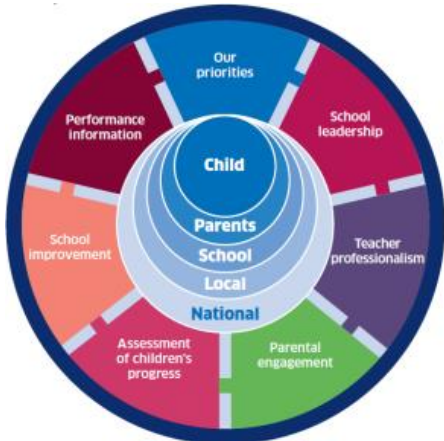
SCHOOL:

COLLACE PRIMARY SCHOOL

SEED:

Curriculum Rationale		
Values <i>The totality of learning experienced by all our children enables them to develop the knowledge, skills and attributes to be lifelong successful learners, confident individuals, responsible citizens and effective contributors in a global society.</i> <i>All stakeholders effectively work together to provide an inclusive, relevant and motivating learning environment for all.</i> <i>Each child is actively involved in planning and assessing their own learning and next steps and their achievements are celebrated.</i>	Totality of the Curriculum <i>Children, families, staff and our community are involved in both planned and spontaneous opportunities which develop the life and ethos of the school.</i> <i>There is a considered blend of discrete subject development and interdisciplinary learning designed around contexts which are relevant and meaningful to our children.</i> <i>Opportunities are planned for all children to develop and achieve their potential as individuals.</i>	Learning and Teaching <i>All staff have a shared understanding of effective learning and teaching approaches which are embedded in practice consistently across the school. A variety of high quality strategies and tools are employed appropriately and effectively to ensure that each child is engaged, challenged and enjoying their learning. These include cooperative learning, active learning, outdoor learning and use of appropriate technologies.</i>
Experiences and Outcomes <i>All the Experiences and Outcomes are used to plan relevant meaningful learning experiences for every child. This ensures consistent, progressive development of their knowledge, skills and attributes.</i>		Entitlements <i>Each child experiences a broad, coherent, relevant curriculum which meets their needs. All children have appropriate opportunities to develop the skills for learning, life and work, including the skills and attributes of the four capacities, and can talk about their progress in this area.</i> <i>All our children engage in learning experiences which enable them to develop their understanding of our world and Scotland's place in it, supported by their families and our community.</i> <i>Our children, families, staff and community have high expectations of themselves and the school and play a significant role in improving our school. Every child experiences success.</i>
Support <i>Transition support at all levels and stages demonstrates best practice in ensuring each child is supported appropriately.</i> <i>All stakeholders are clear about agreed policy and practice in this area. Support needs for each child are identified, addressed and reviewed as needed to ensure that learning experiences meet their needs and that we make best use of all available resources</i>	Principles <i>The seven principles of curriculum design underpin all planned learning experiences and are consistently used as an integral part of the quality assurance process.</i>	Assessment <i>The continuous cycle of learning, teaching and assessment is built on a sound foundation underpinned by the principles of Assessment for Learning. School, LMG, PKC and national moderation processes enable us to make sound judgements about each learner's progress which is supported by a bank of good quality evidence demonstrating breadth, challenge and application of knowledge, skills and attributes.</i>



3 Year Overview*		
Performance Information 2023-2026	Key Priorities 2023-2026	School Leadership 2023-2026
The school will use the attainment tracking data, class assessments, SNSA data, planning and tracking meetings, observations and class-based learning to gain a clear picture of performance. This will be monitored regularly through a robust self-evaluation process as part of the collegiate calendar	To build and focus on a clear set of values that are at the heart of curriculum delivery. An inspirational and aspirational curriculum rationale will lead to improved outcomes for learners in health and wellbeing, literacy and numeracy. Relationships, behaviour and respect across the school will be better for all, ensuring improved outcomes.	The new Head Teacher and Senior Leadership Team will inspire and model leadership for all. Leadership opportunities will be available to all staff and class teachers will have clear areas of the curriculum to lead upon. The SLT will be increasingly visible in the school and wider community. Pupils will have improved opportunities for meaningful school leadership through focus groups and self-evaluation meetings.
School Improvement 2023-2026		Teacher Professionalism 2023-2026
The school values are shared more widely. The assessment calendar is reviewed to ensure teachers are using a range of timely and coherent evidence when making level judgements. The quality assurance and collegiate calendar will be reviewed to ensure a balance of tasks related to school improvement. Quality assurance evidence will be triangulated where appropriate to provide authentic feedback for all levels of school improvement.		Teachers will take key roles in school improvement and curriculum development e.g., Nurture principles. Staff will embed digital learning into the curriculum. Elements of continuous professional learning will be incorporated into school improvement priorities e.g., 'A Model for an Effective Learning Experience', 'Support and Challenge in Learning and Teaching'. Teachers will become involved in the national improvement cycle and enter discussions about curriculum change.
Assessment of Children's progress 2023-2026	LMG Priority 2023-2026	Parental Engagement 2023-2026
Staff will meet regularly to look at key data – attendance, summative and formative assessments to ascertain where children are with their learning. Holistic assessments e.g. Leuven Scale, Well-being Indicators, Glasow Health and Wellbeing Scale, will be used to inform progress in health and well-being.	Teachers will take part in Local Moderation work in key curriculum areas: Year 1: Listening and Talking Year 2: Learning Journals online tool – profiling and reporting Year 3: Improved Staff confidence in the Learning & Teaching of Numeracy, improved attainment in numeracy.	Staff, parents and children will work together to create increased opportunities for parental and community engagement. 'Shared Learning Sessions' will be planned for improved content and increased attendance. 'Parent Focus Groups' linked to self-evaluation to support meaningful participation.

Three Year Overview of Key School Priorities 2023-2026

2023-2024	• NIW Programme • Digital learning – Achievement of Digital Award • LMG – Moderation of Listening & Talking
2024-2025	• The Principles of Nurture – Year 1 – Environment offers a safe base • Learning & Teaching – Improving Learner Experiences • LMG – Learning Journals
2025-2026	• The Principles of Nurture – Year 2 – Transitions are Important in the Lives of Children & Young People • Learning & Teaching – Improving Support & Challenge as part of Learning & Teaching • LMG – Improved Staff Confidence in the Learning and Teaching of Numeracy. Improved attainment in numeracy.
LMG Priority Improved Staff Confidence in the Learning and Teaching of Numeracy. Improved Attainment in Numeracy.	

Quality Improvement Plan - Priorities and Outcomes

What are the outcomes that you plan to achieve for your children, young people and families for this session?

Key Priority One: To promote inclusion through increased awareness of The Principles of Nurture, and to track the impact of this on learner wellbeing. This session we will focus on Nurture Principle 6 'Transitions are Significant in Children's Lives.'

Rationale: HMI recommendations indicated that children could benefit from improved resilience and increased independence in learning. Further recommendations highlighted developing staff knowledge and understanding of factors affecting children and families and adverse childhood experiences. Having completed 'The Environment Offers a Safe Base' and 'Universal Springboard' training, staff are now in a position to take a closer look at transitions for children and the impact these can have.

Overall Aim: By June 2026, the school will have achieved level 2 of Nurturing Relationships. By June 2026 all teachers will have participated in training and development relating to improving transitions for children. All children in Collace PS will benefit from improved transitions at key points of the school day.

NIF Priority <i>(Highlight):</i> - Placing the human rights and needs of every child & young person at the centre of education - Improvement in children & young people's health & wellbeing - Closing the attainment gap between the most & least disadvantaged children & young people - Improvement in skills & sustained, positive school-leaver destinations for all young people - Improvement in attainment, particularly in literacy & numeracy		NIF Drivers <i>(Highlight):</i> - School & ELC leadership - Teacher & Practitioner professionalism - Parent/carer involvement & engagement - Curriculum and assessment - School & ELC improvement - Performance information		HGIOS4 QIs <i>(Highlight) :</i> <table><tr><td>1.1 Self-evaluation for self-improvement</td><td>1.1 Safeguarding & child Protection</td><td>3.1 Ensuring wellbeing, Equality & inclusion</td></tr><tr><td>1.2 Leadership of learning</td><td>1.2 Curriculum</td><td>3.2 Raising attainment</td></tr><tr><td>1.3 Leadership of change</td><td>1.3 Learning, teaching & assessment</td><td>3.3 Increasing creativity & employability</td></tr><tr><td>1.4 Leadership & management of staff</td><td>1.4 Personalised support</td><td></td></tr><tr><td>1.5 Management of resources to promote equity</td><td>1.5 Family learning</td><td></td></tr><tr><td></td><td>1.6 Transitions</td><td></td></tr><tr><td></td><td>1.7 Partnerships</td><td></td></tr></table>			1.1 Self-evaluation for self-improvement	1.1 Safeguarding & child Protection	3.1 Ensuring wellbeing, Equality & inclusion	1.2 Leadership of learning	1.2 Curriculum	3.2 Raising attainment	1.3 Leadership of change	1.3 Learning, teaching & assessment	3.3 Increasing creativity & employability	1.4 Leadership & management of staff	1.4 Personalised support		1.5 Management of resources to promote equity	1.5 Family learning			1.6 Transitions			1.7 Partnerships	
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Objective <i>What will change? When, who, what, by how much?</i>	Intended Outcomes <i>What will happen as a result of the objective?</i>	Key Improvement Activity <i>What approaches or interventions will be in place? (May be Universal or Targeted)</i>	Measures <i>How will you measure the intended outcomes?</i>	Key Personnel	Monitoring <i>How will you know the activity is happening as planned?</i>	Progress and Impact																					

By June 2026 all teachers will have participated in the Nurturing Schools development activities.	All staff will be aware of why transitions are important for children and the reasons behind social, emotional and behavioural challenges faced by CYP. All staff will show increased confidence in planning for and supporting transitions for children.	Staff will take part In a series of development sessions supporting them to improve transitions for children. x4 bite-sized videos (15 minutes) and x4 activities Sessions will include: Introduction – develop actions and test of change ideas related to school context. Outline of sessions. Training materials related to managing anxiety, trauma informed practice -Touchbase regulation materials -Moving from behavioural to relational responses -Beacon House Brainstem Calmer Using visuals and resources to plan for and support transitions e.g. timetables, communication passports Staff discussion Staff activity	Baseline evaluation and questionnaire. Baseline evidence on focused transition areas (for each class) to inform action planning. Actions related to self-evaluation (challenge questions).	SLT Teachers	Staff will attend practice sharing sessions each term to share progress of the project and hear about the progress of others. Action planning and review. Planned collegiate sessions and takeaway tasks. Final practice sharing conference.	
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By June 2026 all children will have taken part in activities and experiences designed to help them plan for an manage change more effectively.	All children will experience improved transitions, both small and large scale within the school environment and if moving between settings.	Staff and children use a range of visual materials to support transitions -Social Stories -School-home postcards -Mini passports -Power of PACE at Christmas time -Chuckit Bucket -Selfcare Summer Pack -Transition Cards -Secondary Transition Booklet	Development of action plan. Glasgow Wellbeing & Motivation Profile initial questionnaire. Circle Participation Scale.	SLT Teachers		
Linked to Nurture priority. By June 2026 children, staff and the whole school community will be aware of the revised school vision and values.	All children, staff and the school community will be able to recognise how our values are reflected in everyday life and learning at Collace Primary School.	Share vision and values: • School documents • Newsletters • Assembly – link certificates and awards to V&V • New signage and posters • Class teaching opportunities	Focus groups with pupils Discussion at Parent Council Regular assembly reminders	SLT lead		

Quality Improvement Plan - Priorities and Outcomes

What are the outcomes that you plan to achieve for your children, young people and families for this session?

Key Priority Two: To ensure highly effective learning and teaching. To ensure learning is appropriately differentiated and tailored to the developmental stage of pupils.

Rationale: Self-evaluation and HMI feedback has identified that learning and teaching - with a focus on support and challenge for learners - is an area for school improvement to help raise attainment across the school. To include improved target setting, approaches to differentiation and the meta skills.

Overall Aim: By June 2026 all teachers will widen their knowledge and understanding of differentiation practices as part of the learning, teaching and assessment process and critically reflect on their thinking and practice. By June 2026 all staff will use the Glow and Grow Programme to support target setting in Literacy, Numeracy & Health & Wellbeing, linked to meta-skills.

NIF Priority(Highlight):

- Placing the human rights and needs of every child & young person at the centre of education
- Improvement in children & young people's health & wellbeing
- Closing the attainment gap between the most & least disadvantaged children & young people
- Improvement in skills & sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy & numeracy

NIF Drivers (Highlight):

- School & ELC leadership
- Teacher & Practitioner professionalism
- Parent/carer involvement & engagement
- Curriculum and assessment
- School & ELC improvement
- Performance information

HGIOS4 QIs(Highlight) :

- | | | |
|---|-------------------------------------|--|
| 1.1 Self-evaluation for self-improvement | 2.1 Safeguarding & child Protection | 3.1 Ensuring wellbeing, Equality & inclusion |
| 1.2 Leadership of learning | 2.2 Curriculum | 3.2 Raising attainment |
| 1.3 Leadership of change | 2.3 Learning, teaching & assessment | 3.3 Increasing creativity & employability |
| 1.4 Leadership & management of staff | 2.4 Personalised support | |
| 1.5 Management of resources to promote equity | 2.5 Family learning | |
| | 2.6 Transitions | |
| | 2.7 Partnerships | |

Objective <i>What will change? When, who, what, by how much?</i>	Intended Outcomes <i>What will happen as a result of the objective?</i>	Key Improvement Activity <i>What approaches or interventions will be in place? (May be Universal or Targeted)</i>	Measures <i>How will you measure the intended outcomes?</i>	Key Personnel	Monitoring <i>How will you know the activity is happening as planned?</i>	Progress & Impact
By June 2026 all teachers will show improved confidence in differentiating learning, incorporating the 5 key aspects	Better awareness of a range of approaches and practices in differentiation Increased confidence in planning for support and challenge	5 Collegiate Sessions Environment (climate and ethos) Explore where learning can take place and with whom, how learning and teaching spaces can be adapted to meet the needs of learners Content (what) KU&S Reflect on what is to be	-Circle Environment Scale -Learner feedback -The teaching space as a resource for differentiation – rubric -Intro to GLOW & GROW -Baseline information from staff	SLT Lead All staff	Analysis of questionnaire results Small test of change Class visits Peer discussions Whole staff feedback	

		learnt (and how we know) How we plan learning experiences with differentiation in mind. Process (how learners) Consider how teaching approaches and resources can be used and adapted to support and challenge learners Product Explore how learners can demonstrate learning, learner voice and choice in how to express ideas or required learning. Challenge Develop our understanding of challenge and reflect on how we provide challenge to all learners.	-Exit task/traffic light activity -Improving plenary exit ticket -The role of the PSA, reflection task -321 Task -Mid-point evaluation -Exit task -End of programme evaluation			
By June 2026 all children will use the Glow and Grow Programme and will have appropriate targets in Literacy, Numeracy & Health & Wellbeing, linked to meta-skills.	Children will have improved learning conversations and improved awareness of their learning journey.	All teachers trialling the programme.	Pupil & teacher feedback.	SLT Teachers	Self-evaluation HGlourS	

Quality Improvement Plan - Priorities and Outcomes

What are the outcomes that you plan to achieve for your children, young people and families for this session?

Key Priority Three: LMG – Improved learning and teaching in Numeracy.

Rationale: Schools across the LMG have identified a need to improve attainment in numeracy.

P1 –

P4 – 100%

P7 – 50%

Overall Aim: By June 2026 numeracy attainment will improve by 3% across all LMG schools. All staff will show increased confidence in teaching numeracy strategies and progression.

NIF Priority (Highlight):

- Placing the human rights and needs of every child & young person at the centre of education
- Improvement in children & young people's health & wellbeing
- Closing the attainment gap between the most & least disadvantaged children & young people
- Improvement in skills & sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy & numeracy

NIF Drivers (Highlight):

- School & ELC leadership
- Teacher & Practitioner professionalism
- Parent/carer involvement & engagement
- Curriculum and assessment
- School & ELC improvement
- Performance information

HGIOS4 QIs (Highlight):

- | | | |
|---|--|---|
| <ul style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership & management of staff 1.5 Management of resources to promote equity | <ul style="list-style-type: none"> 2.1 Safeguarding & child Protection 2.2 Curriculum 2.3 Learning, teaching & assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships | <ul style="list-style-type: none"> 3.1 Ensuring wellbeing, Equality & inclusion 3.2 Raising attainment 3.3 Increasing creativity & employability |
|---|--|---|

Objective <i>What will change? When, who, what, by how much?</i>	Intended Outcomes <i>What will happen as a result of the objective?</i>	Key Improvement Activity <i>What approaches or interventions will be in place? (May be Universal or Targeted)</i>	Measures <i>How will you measure the intended outcomes?</i>	Key Personnel	Monitoring <i>How will you know the activity is happening as planned?</i>	Progress & Impact
Improve numeracy attainment by 3% across all LMG schools by June 2026.	Learners show improved number sense, fluency and flexibility.	Baseline audit in August (mindset, environment, data) share session 1 key messages and materials Liaise with Denise Doig/Martina as LMG schools not attending inset 1	Implement self-evaluation of current practice in all schools. Create action plan around identified gaps using agreed baseline assessments.	LMG Principal Teacher, Martina Wolf Denise Doig SLT and Numeracy Leads	Termly tracking of pupil progress SNSA data. Moderation of jotters and assessments. End of year attainment data.	3% increase in attainment by June 2026
Enhance pupil understanding	Embed CPA approach in planning.	Ensure consistent use of concrete materials	Tracking attainment data (termly)	All teaching staff PPST	Monitoring assessment	Learners more engaged and

through consistent use of concrete, pictorial, abstract (CPA) approaches	Class teachers model concepts using manipulatives.	(e.g., Numicon, Base 10, counters) Targeted interventions for pupils not yet on track	Classroom observations Pupil voice and engagement feedback Evidence from moderation and planning scrutiny		evidence and planning	confident in numeracy Increased use of CPA
Increase staff confidence in teaching numeracy strategies and progression	Staff confidence in numeracy pedagogy increases.	Support from LMG Principal Teacher (1 day/week) Collaborative planning and moderation 3 LMG collegiate sessions across the year Early Sept Jan Inset (online) Feb Inset day focus on assessment and planning	Staff self-evaluation pre/post		Following engagement with session 2,3 and 4 of PKC numeracy programme monitor progress through termly tracking moderation and observations. Collegiate session evaluations Log of PT support and school visits LMG HT meetings	Staff confidence surveys (start/mid/end-year) CLPL evaluations Observation notes Sustainable pedagogy embedded across LMG

Cost of the School Day Plan – Collace Primary School 2025-26

Position Statement <i>Collace Primary School will support children and young people to participate fully in school life through reducing costs in a sustainable and inclusive way.</i>							
Overall Aim: <i>It is our goal to make our education provision equitable and accessible to all regardless of income or personal circumstances.</i>							
Area Identifies from information gathered	We already do...	Issue Identified What does our evidence/data tell us?	Desired Outcome What would we like to achieve? (universally or targeted)	Interventions How will we address the issue identified?	All staff should be considered	Impact evidence	Evaluation Date
Uniform	Engagement with 'The Social Flock' programme which parents and carers can access to get any uniform they need. This has a focus on recycling as well as cost reduction. Share information about applying to school clothing grant	Key families can be hard to reach	Increased uptake of SCG Increase in number of children wearing school uniform	Social Flock promoted via website, and social media channels as well as drop in support in August for parents to sign up. Information in school newsletters and Parent Council Facebook Information and clothing bank available at all parents' evenings	If you have concerns re any pupil's uniform, speak to SLT or CLA.	Increase in applications for SCG	If you have concerns re any pupil's uniform, speak to SLT or CLA.

School supplies	<i>School provide all supplies</i>						
School meals, snacks and drinks	<i>Children, who require, are provided with a free water bottle.</i> <i>Parents and carers are encouraged to apply for FSM</i>	<i>Not all parents and carers who qualify for FSM, apply for it.</i>	<i>Less parents accruing debt for school meals when they are entitled to FSM.</i>	<i>FSM promoted via website, and social media channels as well as drop-in support in August for parents to sign up.</i> <i>Supports for families to be shared in termly email.</i>	<i>Daily check ins with all pupils regarding breakfast and snack</i> <i>Parents who may require support for FSM.</i>	<i>Increase in uptake of FSM</i>	<i>August 25</i>
Health and Wellbeing	<i>Free sanitary products provided to children and families</i>						
Fundraising events and themed days	<i>School developed spread sheet showing trips/events/ activities across the year</i> <i>We ensure we don't charge for themed days and ask for donations only</i> <i>We work closely with our CSA to limit the number</i>			<i>Ensure families are not asked for money at key times/too regularly</i>			

	<i>of fundraisers and space these out through the year. We aim to price so that this is affordable for all.</i>						
Trips	<i>Staff access the local area or places which are within walking distance in the first instance.</i> <i>We make use of public transport and the free minibusto reduce costs for families.</i> <i>Teachers take care to select trips which are subsidised or have transport subsidised.</i> <i>We use School Fund at our discretion to support funding for trips where required.</i> <i>Option for parents to pay up if required</i>	<i>Balance between cost and experience. Trips we want to provide are often expensive but these are valuable experiences.</i>	<i>All children to access at least one trip per school session which is fully subsidised.</i>	<i>Consider use of grants and supports from local community.</i>	<i>Learning contexts for the session to plan experiences and potential trips/ visits to ensure parents and carers have the time to pay up for any trips.</i> <i>Staff to consider the value of the trip- is it worth it? Can another class/school join to bring the transport cost down?</i>		

Extra-curricular activities and clubs	<i>We ensure there is no cost associated with extra-curricular activities and clubs which we offer at Collace PS.</i>						
Transport	<i>Pupils travel to and from school at no cost.</i>						
Digital access and learning at home	<i>No expectations that children complete learning at home</i>	<i>A number of children and families may not have access to a device to use for learning at home.</i> <i>A number of children and families may struggle with costs of wi-fi</i>					

Collace Primary School - Pupil Equity Fund 2025-26 Planning and Reporting

PEF Allocation £ 2773

Rationale:

- Pupil Equity fund will cover any cost of the school day barriers e.g., trips/visits, clothing etc.
- The remainder of the fund will be targeted towards ASN pupils and universal supports to benefit all pupils.

Improvement Outcome Be specific, include timeframe, learner group and expected measure of improvement (baseline in brackets).	Identified Need(s) Detail identified learner need/gap	Key Data Data which has informed needs analysis.	Intervention/Approaches	Measures of Impact How will you measure progress and impact?	School Lead initials	Projected Spend (£)	Projected Spend Timescale
Universal & ASN need Improved digital opportunities for all and those for whom digital learning is of particular benefit (ASN/Dyslexic)	-Equity of provision -Access to supportive apps (ASN)	CfE Data Dyslexia pathway assessments	Nessy programme – targeted support in literacy and numeracy for key individuals	-Attainment data -Baseline skills assessment information -Learner engagement tool -Nessy/IT Assessments	Head teacher	Nessy Membership £88 X 2	
Universal Assessment tools	-Improved assessment data required as baseline measure	Assessment data	Range of assessments in literacy and numeracy	-Use of data in tracking and planning meeting -Triangulation of data shows improved accuracy in key curriculum areas	HT	£35.75 YARC £71.50 BNT	
Universal & Targeted Support	-Pupils showing sensory	Observation	Range of resources to support sensory seeking behaviour	-Pupils show improved concentration and	PT	£500	

Improved sensory resources	seeking behaviour	Sensory assessments		engagement in learning			
PEF Targeted Funds to support school trip/events/clubs	Pupils who may require support for inclusion	Pupils identified through Pupil Equity	Individuals are included in all aspects of school life P1 - 7 Trips P7 – Trips/Transition	-Pupil feedback -Pupils included	SLT	TBC	Term 3-4

Notes

- Sensitive conversations with families who may be struggling
- Incorporate into letters home - option for families to seek support if struggling to afford trips/visits
- Reminder for parents about benefit entitlement