East Dunbartonshire: Education Service

Framework for School Improvement Planning 2026 – 29

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"Our children and young people are safe, healthy and ready to learn"

EDC Local Outcome Improvement Plan 2017-2027 (Outcome 3)

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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.

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Section 1: School Information and 3 Year Improvement Plan Priorities	
School/Establishment	**Kirkintilloch High School**
Head Teacher	**Maureen Daniel**
Link QIO	**Kevin Kelly QIM/ Mary Kerr QIO**

School Statement: Vision, Values & Aims and Curriculum Rationale
Vision Values and Aims - Kirkintilloch High Curriculum - Kirkintilloch High
Current Standards & Quality Report
Standards and Quality Report - Kirkintilloch High

	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	Curriculum • CIC Implementation Planning • 21 Hours	Pedagogy • CIC Implementation
Priority 3	Raising Attainment & Achievement, and Meta-Skills	Raising Attainment & Achievement	Raising Attainment & Achievement

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Section 2: Improvement Priority 1	
School/Establishment	**Kirkintilloch High School**
Improvement Priority 1	**Wellbeing & Inclusion**
Strategic Leads	**Jo McLaughlin, DHT: All House Teams: Pupil Support Team and all GIRFEC Leads: Equalities/UNCRC SIP Teams. Maureen Daniel, HT: Positive Relationship Policy/Trauma Informed SIP Group and COSD Staff Leads (BF/BG).**

Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	HGIOS 4 QIs
Equity and Opportunity Child Centred and Future Focused Inclusion and Empowerment	Wellbeing and Inclusion Leadership Partnerships	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	QI 3.1 Wellbeing, equality & inclusion QI 2.4 Personalised Support QI 2.1 Safeguarding and child protection

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Participation in and Leadership of SIP Teams. Staff leadership opportunities working with our PT Attendance for Achievement. Extended Guidance Team.	Time to meet and develop/deliver SIP Priorities, as set out in the Working Time Agreement.	Continued parental partnership is embedded within our GIRFEC Strategy in KHS.
Professional Learning	**Interventions for Equity**	**Pupil Equity Funding (PEF) Allocation**
ESAS Training for all staff (Aug 2026) MVP Training for young people in S5. Training for Mental Health Ambassadors.	social & emotional wellbeing early intervention & prevention promoting healthy lifestyles partnership working	PT Attendance for Achievement £8,844 Pupil Equity Resources (COSD) £37,000

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Outcomes/Expected Impact for learners; targets; % change	Tasks/Interventions: Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	Measures: Identify qualitative, quantitative, evaluative pre and post measures	Timescale(s): Key dates for implementation and measuring impact
Improvement in Health, Wellbeing and Relational Practice.	**Mental Health and Wellbeing Strategy** Develop a Whole School Mental Health strategy based on data from SHINE, HBSC (Scotland) and other sources. This will include training of Mental Health Ambassadors and a focus on mental health at assemblies and in PSE. **Attendance Support Strategy** Scrutinise data and take action to improve attendance via participation in the EDC Attendance pilot. EBSA/EBCA Learners to be supported by PT Attendance for Achievement to maximise opportunities for success. **Positive Relationship Policy/Trauma Informed Practice** We will continue to develop the work of our Positive Relationship and Trauma Informed Practice SIP Group to further foster our safe and happy ethos. **Removing Poverty Related Barriers to Participation** Continue to prioritise keeping the "Cost of the School Day" as low as possible for families in both a universal and targeted strategy. **Illicit Project** Engage fully in the Illicit Project initiative, raising staff, parent, partner and pupil awareness of drug abuse. **Review of PSE Provision** Review of PSHE programme to ensure alignment with our school values. The delivery of PSHE will be fully evaluated in line with our Whole School approach to Learning and Teaching.	**Mental Health and Wellbeing Strategy and Attendance Support Strategy** Data gathered at the start of the year will be analysed against data post-input, to track impact. **Positive Relationship Policy/Trauma Informed Practice** Analysis of statistical evidence to gauge effectiveness of impact. **COSD/Equity Strategy** Strategy Review and Update with COSD Leads. **Illicit Project and Review of PSE Programme** A full evaluation to be undertaken of each initiative and impact assessed for future sessions.	Initial Data Analysis – September 2026 Post-Input Analysis – May/June 2027 Review data at key points in September 2026, January 2027 and June 2027. Review COSD/Equity in September 2026 Illicit Programme Evaluated June 2027. PSE programme Evaluated September 2026 and again in June 2027 to track impact of innovation.
Strategic Development of Inclusion, Equality and Support for All.	**UNCRC Going for Gold** Achieve our Gold Rights Respecting School Award by working through the recommendations of our recently published Silver Award report. **LGBTQ+ Going for Gold** Achieve the Gold LGBT+ Charter Award, and support this by rolling out our newly launched Anti-bullying Policy. **MVP/ESAS Roll Out** Roll out Equally Safe At School in line with EDC improvement plan. All staff will undertake online training and complete staff survey the results of which will inform the next steps for delivery. A working group will be established. Re-launch of MVP across S5 learners including associated training. **Keeping the Promise** Achieve Keeping The Promise Award to recognise excellent work being done to support care experienced learners. **Dyslexia Friendly School** Engage in EDC roll out of Dyslexia Friendly Schools initiative, raising staff, parent, partner and pupil awareness.	**UNCRC Going for Gold** Awareness will be raised and award will be achieved. **LGBTQ+ Going for Gold** Awareness will be raised and award will be achieved. **MVP/ESAS Roll Out** All S5 Pupils trained for MVP All staff trained for ESAS Projects rolled out and impact evaluated. **Keeping the Promise** Awareness will be raised and award will be achieved. **Dyslexia Friendly School** Support for dyslexia will be improved though involvement. Evaluations will be scrutinised.	Review progress in June 2027. Review progress in June 2027. S5 Pupils MVP trained by August 2026. Evaluate project by June 2027. Review progress in June 2027. Review progress in June 2027.

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Section 2: Improvement Priority 2	
School/Establishment	**Kirkintilloch High School**
Improvement Priority 2	**Pedagogy**
Strategic Leads	**Gillian Fraser, DHT: Learning & Teaching SIP Team: All teaching staff.** **Alanna Brown, DHT: Self Evaluation Team and Pupil Parliament: Principal Teachers.** **Maureen Daniel, HT: Parent Council.**

Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	HGIOS 4 QIs
Learning and Teaching Family and Community Partnerships Child Centred and Future Focused Inclusion and Empowerment	Leadership Learning and Teaching Partnerships Skills for Life, Learning and Work	Closing the attainment gap between the most and least disadvantaged children Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children	QI 2.3 Learning, Teaching & Assessment QI 1.2 Leadership of Learning

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Participation in SIP Teams. Pupil Leadership Opportunities. Parent Leadership Opportunities.	Books for Professional Reading Group £225 (CLPL) Time to meet and develop/deliver SIP Priorities, as set out in the Working Time Agreement.	Parent Council leading Parental Improvement Plan. Parent Focus Groups
Professional Learning	**Interventions for Equity**	**Pupil Equity Funding (PEF) Allocation**
Staff Professional Reading Group Train new pupil leaders on leading pupil focus groups/supporting recruitment visits. On-going CLPL related to QIs.	high quality learning experience differentiated support professional learning & leadership	Digital Resources to Support Digital Learning £25,000

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Outcomes/Expected Impact for learners; targets; % change	Tasks/Interventions: Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	Measures: Identify qualitative, quantitative, evaluative pre and post measures	Timescale(s): Key dates for implementation and measuring impact
Improve Learners' Experiences through Effective Pedagogical Provision and Robust Self-evaluation Procedures.	**Highly Effective Differentiation** Ensure that differentiation is consistently robust, both targeting support at learners with additional support needs while stretching and challenging our ablest pupils. **EDC Learning and Teaching Toolkit** Implement the differentiation and adaptive teaching toolkit to reflect on pedagogical strengths and areas for development. **ASN/Differentiation Profile for Observers** Develop a template that will guide observers to the varied needs, strengths and interests of the learners involved in the activity being shared. **Refining pedagogical observations** Further improve the quality of existing, strategically planned learning observations by utilising pupil observers during lessons in a pilot of volunteer departments. **Pupil led focus groups** Continue to train pupils on the 'Ladder of Participation' to develop them to lead focus groups and feed back to staff on their learning experiences. **Pupil Improvement Plan** Work with our Pupil Parliament to deliver their Pupil Improvement Plan. **Informal Classroom Drop-ins** Further extend informal class drop-ins to observe pupil engagement, monitor the implementation of consistent expectations and assess pupil understanding of their levels in the BGE.	**Highly Effective Differentiation** Attainment and AiFL Data. Classroom observation data. **EDC Learning & Teaching Toolkit** Self-evaluate using took within kit. **ASN/Differentiation Profile for Observers** Evaluate for impact post observation cycle. **Refining pedagogical observations** Evaluate for impact post observation cycle. **Pupil led focus groups** Evaluate for impact after the focus group feedback to staff. **Pupil Improvement Plan** Monitor progress throughout session for each action in plan. **Informal Classroom Drop-ins** Use data from visits to track impact - compare with prior findings.	Feedback from observations at end of each cycle/term. On-going throughout the session. Feedback from observations at end of each cycle/term. Feedback from observations at end of each cycle/term. On-going throughout the session. Spot-check Dec. 2026. Review June 2027. On-going throughout the session.
Engaging Families in our Learning Journey	**Home Study Support** Implement and share an effective homework calendar with parents that reflects department strategies. **Family Learning** Deepen our commitment to equity and social justice, by ensuring that our family learning opportunities are inclusive of our demographic and offer variety and relevance to participants. **Parental Improvement Plan** Work with our Parent Council and parent body on the delivery of the agreed priorities within our Parental Improvement Plan.	**Home Study Support** Depts. monitor HW returns. **Family Learning** Monitor offering & participation. **Parental Improvement Plan** Work with Parent Council and Focus Groups on monitoring the delivery of priorities in plan.	On-going throughout the session. On-going throughout the session - full review in June 2027. Plan created by September 2026 and reviewed in June 2027.
Developing Collaborative Practice with Others	**Partnership Improvement Plan** Collaborate with partner agencies to produce and deliver our Partnership Improvement Plan. **Collaborative Pupil Participation** Facilitate collaboration between our own pupil voice ambassadors and pupils from other centres. **Staff Collaboration Opportunities** Continue to foster collaboration opportunities for staff with colleagues in other centres through opportunities such as engagement with the West Partnership and other VSE/CLPL opportunities.	**Partnership Improvement Plan** Work with Partners on monitoring the delivery of priorities in plan. **Collaborative Pupil Participation** Facilitate visits and activities and monitor impact. **Staff Collaboration Opportunities** Continue to participate in IOC/IOD opportunities for staff and for SMT on the HT Reference Group, the National Profiling Co-Design Group, Into Headship, the AI and Digital Group and the IDL Curriculum Improvement Co-Design Group.	Plan created by September 2026 and reviewed in June 2027. On-going throughout the session. On-going throughout the session.

Section 2: Improvement Priority 3	
School/Establishment	**Kirkintilloch High School**
Improvement Priority 3	**Raising Attainment and Achievement, Curriculum & Meta-Skills**
Strategic Leads	**Stuart Law, DHT: Raising Attainment and Achievement SIP Team: Principal Teachers and Staff Teams.** **Pam Davie, DHT: Curriculum SIP Group Lead: KHS Skills School Staff: SCQF SIP Team.**

Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	HGIOS 4 QIs
Equity and Opportunity Family and Community Partnerships Learning and Teaching Child centred and Future Focused	Tracking and Monitoring Curriculum Partnerships Skills for Learning, Life and Work	Closing the attainment gap between the most and least disadvantaged children Improvement in attainment, particularly in literacy and numeracy. Improvement in skills and sustained, positive school-leaver destinations for all	QI 3.2 Raising attainment and achievement Q! 3.3 Increasing creativity and employability QI 2.7 Partnerships

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Participation in SIP Teams. Leadership of KHS Skills School.	Time to meet and develop/deliver SIP Priorities, as set out in the Working Time Agreement. 2 periods per week, and associated development time, required to launch and roll out our KHS Skills School in S1/S2.	Parents involved in review of reporting/levels. Targeted parents supported throughout session to engage with feedback about their young person.
Professional Learning	**Interventions for Equity**	**Pupil Equity Funding (PEF) Allocation**
On-going CLPL related to QIs.	use of evidence & data targeted approaches to literacy & numeracy high quality learning experience	Sequential Tracker £4,500 SFL Bid to support Literacy/Numeracy Interventions £2,000 Resources for KHS Skills School £1,000

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Using Data Analysis to Improve Outcomes for Young People	**Consolidate BGE Reporting Commentary** Ensure that reporting in the BGE fully reflects the unique learner identity and progress of every child and supports parental understanding of a level. **Improve Universal Parental Engagement with Reporting and Parents' Evenings** Foster ambition by supporting parents and carers to receive, understand and act upon their young person's attainment data and next steps. Track and intervene positively if parents are not accessing information about their child's progress. **Consolidate Learner Conversations** Further embed Learner Conversations across departments and support pupils to use next steps to maximise progress and understand their levels. **Utilise Data-Driven Coursing to Maximize Attainment** Ensure that **all** course choices and subsequent level adjustments are based on previous attainment data with "best possible attainment" in mind. **Rigorous Scrutiny of Performance** Build on the culture of continuous accountability where performance data is actively scrutinised by all teaching staff throughout the year. Ensure that all classroom teachers actively own the data for specific known attainment factors and attainment groups. **Wider Achievement Tracking and Positive Intervention** Effectively track wider achievement and use the data to ensure that all pupils have access to opportunities. Accredit provision wherever possible.	**BGE Reporting** Evaluate impact of changes to reporting with parent body. **Improve Universal Parental Engagement with Reporting and Parents' Evenings** Scrutinise data to gauge impact. **Consolidate Learner Conversations** Compare data from departments and informal class drop-ins to measure impact. **Utilise Data-Driven Coursing to Maximize Attainment** Robust SQA and Prelim Examination Analysis. **Rigorous Scrutiny of Performance** Track attainment groups and discuss with regularity at review meetings and DMs.	On-going throughout the session with review in June 2027. On-going throughout the session with review in June 2027. On-going throughout the session with review in June 2027. SQA Review Aug 2026 Prelim review March 2027 On-going throughout the session
Widening Participation and Developing our Skills Framework through Curricular Innovation	**Meta-skills** Roll out the SDS Meta-Skills Toolkit and profiling, in conjunction with our KHS Employability Skills. **Kirkintilloch High Skills School** Plan and deliver bespoke project-based learning with associated accreditation in S1/S2, with a focus on Literacy, Numeracy and Skills in anticipation of the Curriculum Improvement Cycle. **Curriculum Improvement Cycle** Engage strategically with our cluster and secondary peers, as we prepare to respond positively to the requirements of the Curriculum Improvement Cycle. **Curricular Pathways to Success** Further expand vocational pathways and dual presentation models to ensure the curriculum scaffolds all learners and provides varied and appropriate routes to success. **SCQF Partnership – Going for Gold** Recruit further SCQF Ambassadors as we drive toward Gold Standard accreditation.	**Meta-skills** Launched in Skills School in S1/2 and continued in PSE in S3. **Kirkintilloch High Skills School** Rolled out in S1/2 for 2 periods throughout session. **Curriculum Improvement Cycle** Cluster collaboration on inset day. Subject collaborations later in session. **Curricular Pathways to Success** Timetabled for new session. **SCQF Partnership – Going for Gold** Continuation of SIP Group work.	On-going throughout the session with review in May 2027. On-going throughout the session with review in May 2027. As per EDC Plans. On-going throughout the session. On-going throughout the session with review in May 2027.

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**

School PEF allocation 25/26: £_88,200___Total PEF allocated in SIP £_98.918 (Carry forward from 24/25 £10,718)_ Underspend: £4,500.52p

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