Section 1: School Information and 3 Year Improvement Plan Priorities	
School/Establishment	**Woodland View School**
Head Teacher	**Kay Hunter**
Link QIO	Carolan Burnett and Martyn Cosh

School Statement: Vision, Values & Aims and Curriculum Rationale

As we enter our fourth year in our new school building, we the journey where our shared aims and values have become embedded in the daily life and work of Woodland View. Following an extended period of consultation prior to our move and throughout our foundational first year, we established our core values of Achievement, Respect, and Kindness. Produced collaboratively through work with children and young people, staff, and parents, these values have been woven into assemblies, classroom learning, and displays across the school over the past few years. We have ensured that every member of the school community—from our newest pupils to our extended families—is familiar with these values, seeing them reflected, and hearing them spoken of, across our school.

Our school vision, likewise shaped through deep consultation with staff, families, and learners, has evolved into a clear and powerful guiding statement: 'A place of learning where every member of the school community is supported to achieve their potential.' This vision has grown alongside us, remaining central to our identity as we move forward together. The aspiration to achieve for our learners, and support our staff and families in this is core to our work.

Our aims have evolved as we have embedded into our school and are

- To provide a broad, balanced and engaging curriculum which takes account of individual needs and interests
- To ensure equality and equity for all, giving every pupil the opportunity to succeed and achieve their full potential
- To provide a nurturing and inclusive environment in which pupils feel safe, confident and secure

- To promote an ethos of respect for all, where diversity is celebrated
- To create an atmosphere of fun, enjoyment and challenge where pupils are valued and can grow as individuals
- To enrich pupils' experiences through the support and involvement of families/carers, partners and the wider community

As the school population continues to expand, the need for a developing curriculum rationale continues. We work on a traditional primary model in the primary school and currently have 4 models of timetable delivery which run in our secondary department in order to meet the very specific needs of different groups of learners. This continues to evolve as the school grows.

	Looking Forwards – 3 Year Improvement Plan Priorities Bullet point key priorities for the next 3 years		
Session	**2026/7**	**2027/8**	**2028/9**
Priority 1	To develop communication in its broadest sense across the school community	To embed all aspects of AAC, functional communication and training for the community, across the school	To review and consolidate partnerships with external agencies to ensure that the whole school community is able to support our school
Priority 2	To develop a shared understanding of effective pedagogy which enables staff to design, deliver, evaluate and adapt learning experiences that meet the diverse needs of all learners and prepare Woodland View to engage effectively with the Curriculum Improvement Cycle.	To continue to improve attainment and achievement through development of increased personalisation and choice within the learning appropriate to the needs of the children and young people with cognisance of the CIC	To ensure alignment between the embedded teaching and learning approaches and the national curriculum

Priority 3	To improve the social and academic outcomes of the learners through engagement in both outdoor and play based learning across the school	To build links with our comparator schools and external providers to extend the range of opportunities available to our learners	To embed this practice and these links into our daily practice in order that we are part of a wider ASN community in meeting learner need.

Section 2: Improvement Priority 1	
School/Establishment	**Woodland View School**
Improvement Priority 1	To develop communication in its broadest sense across the school community
Person(s) Responsible	Led by Senior Leadership Team in partnership with Educational Psychology and EDC ASN Team

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Improvement in attainment, particularly in literacy and numeracy. Placing the human rights and needs of every child and young person at the centre	school improvement teacher professionalism parent / carer involvement and engagement	QI 2.4 Personalised Support QI 3.2 Raising attainment and achievement QI 1.5 Management of resources to promote equity	Closing the attainment gap between the most and least disadvantaged Improvement in children and young people's mental health and wellbeing Improvement in attainment in literacy

Improvement in skills and sustained, positive school-leaver destinations for all			

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
- Teacher mentoring programmes - Leading on NAS accreditation - Pupil / peer coaching / buddying - Further qualifications around AAC - Working parties for development and consistency -	- Funding for AAC devices and training - Time to be allocated within school day to support staff training with children and young people - NAS spending	- Offers of training around AAC and Makaton - Increased communication around this - Parent knowledge shares around their own child devices
Professional Learning	**Interventions for Equity**	**Pupil Equity Funding (PEF) Allocation**
- As assessed and delivered by CALL Scotland - As identified by educational psychology and SLT following audit - In response to the training offered by SmartBox	- AAC devices purchased as appropriate for learner need - Assessment undertaken for all learners as appropriate to remove barriers to communication	Literacy PT appointed for 1 year to support this AAC devices to be purchased as necessary

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning	What ongoing information will demonstrate progress? Identify	What are the key dates for implementation?	

	Learning and Teaching interventions	qualitative, quantitative, evaluative pre and post measures	When will outcomes be measured?	
A clear baselines will be established, identifying strengths, gaps and priorities. Every learners has their communication needs and preferred communication methods identified	Complete a whole school, communication audit - Audit current communication approaches, AAC systems, resources, staff confidence and barriers across classes and whole school environments	Audit will be completed and shared Information from CALL Scotland will be shared with SMT in order to develop next steps Communication needs will be recorded in accessible format	By Dec NAS audit Based on CALL Scotland feedback WP to develop this	
Staff will be using a consistent approach across classrooms, social spaces, transitions and wider school activities. Learners will experience fewer communication barriers when moving between adults and environments	Develop a whole school communication framework - Agreed shared expectations for how staff support communication including AAC, signing, symbols, objects of reference, gesture, communication books and speech generating devices	Working party to be developed to address this outcome Shared expectations to be developed	Ongoing throughout the session but following the NAS scoping visit.	
All learners will have an up-to-date communication profile which is understood	Develop individual communication profiles - Ensure every learner has a n accessible	Working party to develop an appropriate communication profile which will be shared	Following NAS scoping visit and based on NAS	

and used by relevant staff. Profile are reviewed alongside individual planning	profile outlining how they communicate, what their communication means, what supports they use and how adults should respond	across the school and form part of the pupil profile paperwork.	guidance and advice	
All learners will have reliable access to their preferred communication system across leaning, play, social times and transitions. Increased opportunities for learners to initiate communication	Increase access to AAC and multimodal communication -review whether learners have access to appropriate low and high-tech AAC and ensure communication systems are available throughout the school day	Consultation to take place with educational psychology and speech and language therapy, alongside class teachers Outcomes to be shared with SMT in order to look at access / resourcing needs	October 2026	
Staff confidence and competence in supporting and understanding communication will increase Staff evaluations demonstrate increased understanding and observations show consistent	Establish a staff professional learning programme -provide staged training on communication development, AAC, modelling, wait times, SCERTS, intensive interaction etc.	Measure of staff confidence to be followed up following initial intervention and feedback from CALL Scotland	Initial audit in August to be followed up following CLPL opportunities by Easter break	

us of agreed communication strategies.				
Families report increased confidence in supporting communication at home. Attendance at workshops is evaluated There is greater consistency between home and school communication Parents and carers feel confident in contributing to communication planning	Strengthen communication between home and school - Develop accessible ways for families to share information about communication and vice versa - Offer training and support around methods used in school and how these can be supported at home	Range of opportunities to be offered throughout the school year to include -marvellous minds - Makaton training - support at nursery level -shared ideas for target setting - ideas from school around supporting targets at home	Ongoing throughout session, beginning with parent evening 1 where joint targets are discussed	
Learners will have meaningful opportunities to influence decisions affecting them. Evidence from learner voice demonstrates that communication systems are being used for more than requesting – e.g. commenting, social, opinions and sharing	Embed learner voice and choice through communication - Review school processes to ensure all learners can be appropriately supported to express preferences, make choices, contribute to meetings and communicate their views around H&W	Training through Talking Mats to be offered to staff Regular and planned discussions with learners around their learning and how this aligns with outcomes Feedback at all reviews to be gathered on learners views of their learning in an appropriate manner Pupil council information to be shared UNCRC work to continue	Ongoing through session as appropriate to the review planning for each child Regular meetings	

Communication progress will be routinely evaluated and will inform individual and whole school planning Evidence will demonstrate increased participation, independence and interaction for learners across the school.	Monitor impact and celebrate communication progress - Establish termly communication review using learner evidence, observations, staff confidence measures and family feedback. - Share successful practice across the school	Classroom observations and feedback to look at the impact of high level awareness in communication Individual case stories to highlight increased participation Ongoing work to record participation across the school	Termly To be started by Christmas break Ongoing	

**Duplicate tables as required for each priority*

Section 2: Improvement Priority 2	
School/Establishment	**Woodland View School**
Improvement Priority 2	To develop a shared understanding of effective pedagogy which enables staff to design, deliver, evaluate and adapt learning experiences that meet the diverse needs of all learners and prepare Woodland View to engage effectively with the Curriculum Improvement Cycle.
Person(s) Responsible	Head teacher, Depute Head Teachers QIOs EDC QIMs

East Dunbartonshire: Education Service

Framework for School Improvement Planning 2026/27

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NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Delete / copy as required Closing the attainment gap between the most and least disadvantaged children Improvement in children and young people's health and wellbeing Improvement in attainment, particularly in literacy and numeracy.	Delete / copy as required school improvement performance information teacher professionalism	Delete / copy as required QI 2.3 Learning, Teaching & Assessment QI 2.2 Curriculum QI 1.3 Leadership of Change	Delete / copy as required Closing the attainment gap between the most and least disadvantaged Improvement in attainment in literacy Improvement in attainment in literacy

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
- Staff training delivered by colleagues - Clubs / activities to be planned and run by all staff - GTCS accreditation as appropriate - Running working parties - Feedback from pupil council etc - Data enquiry support / lead	- Time allocated in working time agreement - Resourcing as per CIC as it is developed	- Workshops for parents - Newsletters to share information - Feedback around curriculum
Professional Learning	**Interventions for Equity**	**Pupil Equity Funding (PEF) Allocation**
- training from PlayScotland	- Ensure no barriers to engagement across the school	-play scotland work - playground painting

- Work towards play scotland accreditation - Training in school around pedagogy - Advice and guidance from education Scotland about CIC - Advice and guidance from EDC around CIC	- Assess in small groups through peer discussions for possible conflicts around equity	- additional staffing to support (1.5 days per week) - resourcing as required

Outcomes/Expected Impact	Tasks/Interventions	Measures	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?	
A clear baseline of pedagogical practice is established. Improvement priorities are evidence-informed and reflect the needs of learners and staff.	**Undertake a whole-school pedagogy audit** - Use self-evaluation, learning visits, staff voice and learner evidence to identify strengths and areas for development in current learning and teaching.	All staff to take part in pedagogy audit linked with evidence from learning visits, staff feedback and pupil voice Feedback from staff, leadership team and pupils to inform next steps in learning development	Following October CIC in-service	
Staff will demonstrate increased knowledge, confidence and skills in	**Develop a programme of professional learning focused on pedagogy**	EDC implementation of CIC – engagement to be measured and discussions to take place with concerns raised	Following October CIC in-service	

evidence-informed pedagogy increase, with professional learning increasingly translating into changes in classroom practice.	- Explore areas such as explicit teaching, modelling, scaffolding, questioning, metacognition, active learning, differentiation, formative assessment and appropriate use of technology/AAC.	Feedback from staff in working parties around specific areas of focus e.g. Metaskills and pedagogy Identification of areas for development around AAC to inform resourcing and training required	Initial feedback at February in-service Training days identified by CALL Scotland in Jan and Feb 27	
Planning will become more focused on what learners will learn and how they will demonstrate learning, rather than primarily on activities. This will then be effectively tracked through BSquared	**Develop consistent approaches to planning for learning** - Review planning processes to ensure they begin with clear learning intentions/outcomes, appropriate challenge, learner needs, prior learning and meaningful assessment.	All staff to use agreed planning formats and recommended target setting discussions All staff to receive feedback to improve this if necessary through discussion with allocated SLT Learning visits show how this links from classroom practice to BSquared	In place for start of planning period For second planning period For classroom observation schedule	
Assessment will be increasingly used to inform teaching and next steps. Staff	**Develop formative assessment and responsive teaching**	Learning will be responsive to the changing needs of the	Ongoing throughout session	

can demonstrate how assessment evidence has influenced subsequent learning.	- Build staff skills in observing learning, checking understanding, using learner responses and adapting teaching in the moment, including for learners who communicate non-traditionally.	classes with staff dynamically planning to meet these needs A range of skills will be identified and used in order the learning of all the children and young people is appropriately resourced and differentiated	Through initial planning period then ongoing discussion	
Staff will have regular opportunities to observe effective practice, reflect on their own teaching and share approaches. Increased consistency in identified priority areas of literacy, numeracy and health and wellbeing.	**Increase opportunities for peer observation and professional dialogue** - Introduce low-stakes learning visits, peer observations or video/reflection opportunities focused on agreed aspects of pedagogy.	Staff will be supported with time to visit other classes then provisions in our Local Authorities in order to observe a range of learning and teaching Peer modelling will demonstrate alternative ways of looking at the various aspects within pedagogy in the asn setting	Term 2 and 3 Beginning in term 1 in school	
Staff will become increasingly confident in analysing and evaluating the curriculum. Teams can identify strengths,	**Prepare staff for curriculum review through curriculum mapping** - Develop staff confidence in	Staff will undertake local authority led training in order that they have comparable	October inset	

gaps and opportunities for development in preparation for participation in the CIC.	identifying progression, skills, knowledge, experiences, interdisciplinary opportunities and gaps within current curricular provision.	awareness as mainstream colleagues as to the CIC Training will be delivered in the CIC to support staff knowledge Support will be given to implement this	Ongoing between Oct 26 and June 2027 Ongoing	
Effective practice will be shared and sustained across the school. Staff have access to practical examples which support implementation rather than relying solely on theoretical professional learning.	**Build a bank of effective pedagogical practice** - Capture examples of effective practice from within and beyond the school, including approaches particularly effective for learners with complex or additional support needs.	Professional dialogue and evidence gathering will support building a bank of effective pedagogical practice Planning will demonstrate how this knowledge can be used within planned learning and teaching experience.	Throughout school session 2026/27	

**Duplicate tables as required for each priority*

Section 2: Improvement Priority 3	
School/Establishment	**Woodland View School**

Improvement Priority 3	To improve the social, emotional and academic outcomes of the learners through increased, purposeful opportunities for outdoor and play-based learning across the school, ensuring that learning is accessible, appropriately challenging and responsive to individual needs.
Person(s) Responsible	Principal teachers across the school Jennie Webster and Maryann Morrison All staff involved.

NIF Priority	NIF Driver	HGIOS 4 Qis	EDC Service Plan 2021-24
Delete / copy as required 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	Delete / copy as required school improvement school leadership curriculum and assessment	Delete / copy as required Q! 3.3 Increasing creativity and employability QI 2.3 Learning, Teaching & Assessment QI 1.2 Leadership of Learning	Delete / copy as required Improvement in employability skills and sustained, positive school leaver destinations for all young people Closing the attainment gap between the most and least disadvantaged Improvement in children and young people's mental health and wellbeing

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Led by teaching staff supported my members of SLT	Staffing additionality for 2 days per week – 1 day to Outdoor Learning and 1 day to Play pedagogy	Opportunities to share learning with parents / families through Evisense and school Instagram

Staff supported to take on leadership roles within this including delivering training to colleagues	Resources necessary to achieve success in Play Scotland Award Outdoor learning equipment and storage Play pedagogy resources and equipment along with staff training	Invitations to families to become involved eg. Through Book Bug support etc.
Professional Learning	**Interventions for Equity**	**Pupil Equity Funding (PEF) Allocation**
Supported by Play Scotland delivery Outdoor learning through John Muir award delivery and associated training Training delivered by lead staff in this.	Additional support and funding made available to ensure equity of access (e.g. additional staffing to ensure all children able to participate in opportunities)	Staffing 2Xdays per week Resourcing for play award Resourcing for outdoor learning

Outcomes/Expected Impact	Tasks/Interventions	Measures	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?	
A clear baseline identifies strengths, gaps and barriers. The school has a shared understanding of how outdoor and play-based learning currently contributes to learner outcomes.	**Audit current outdoor and play-based learning provision** - Review how, where and when play and outdoor learning currently take place across the school, including barriers to	Audit undertaken for play Scotland around staff confidence in play pedagogy Feedback from staff Ongoing feedback from pedagogy staff	August inset Ongoing as per JW timetable Throughout year at working parties	

	participation for individual learners.			
Staff develop a shared understanding of how play and outdoor experiences can support both academic and social development. Learning experiences become increasingly purposeful while retaining learner agency and choice. Evidenced through learner voice activities and staff feedback.	**Develop a shared pedagogy for play-based and outdoor learning** - Agree what purposeful play and effective outdoor pedagogy look like within the school's ASN context.	As per Play Pedagogy pilot planning As per outdoor learning pilot planning in both primary and secondary department	Review at Christmas then again in summer term in line with award Review at Christmas then review in line with young people achieving their awards	
Staff increasingly use effective interaction strategies to extend learners' communication, thinking, and problem-solving and social skills through play. Noted through class and peer observations and self-reflection activities.	**Develop staff skills in play-based learning** - Provide professional learning around adult interaction in play, sustained shared thinking, modelling, scaffolding, observation, extending	Following resources being purchased these will be showcased and demonstrated across classes to extend the professional learning of all staff. Staff will report increased confidence in this	Feedback in summer term and following classroom observations.	

	learning and knowing when to step back.			
Learners demonstrate application of knowledge and skills in meaningful contexts. Staff can identify clear links between outdoor/play experiences and curricular progression.	**Embed curriculum learning through play and outdoor contexts** - Plan opportunities to develop literacy, numeracy, health and wellbeing, STEM, expressive arts and interdisciplinary learning through purposeful play and real-life outdoor experiences.	Observed across school day, through timetabling and access to resources and outdoor spaces Measured through planning and feedback on this. Increased use of outdoor spaces in first floor to meet needs of learners	Daily basis BSquared observations and planning. Planning discussions	
Learners demonstrate increased social interaction, communication and ability to engage with peers and adults. Learners have increased opportunities to initiate interaction and communicate in meaningful contexts.	**Use play and outdoor learning to develop social communication** - Intentionally plan opportunities for interaction, turn-taking, shared attention, negotiation, cooperation, emotional regulation and communication, including AAC and	Discussion with SLT and Eps to identify areas in which they can support, feedback at PSGs and TACs as appropriate Increase in levels of reported social communication as evidenced through levels of achievement in IEPs	PSGs and TACs through year Through IEP planning periods	

	other communication approaches.			
Learners demonstrate increased independence, confidence and problem-solving skills. Adults increasingly use scaffolding rather than completing tasks for learners.	**Develop learner independence and problem-solving** - Increase opportunities for learners to make choices, take appropriate risks, manage resources, solve problems and develop independence outdoors and through play.	Observed and measured through ongoing assessment by lead practitioners Discussions led with parents around increased observations of this in the house	Ongoing throughout session when lead practitioners in classes Second parent evening	
Assessment captures a broader range of learner achievement. Observations are used to identify next steps and inform planning and individual learning pathways.	**Strengthen observation and assessment through play** - Develop staff skills in observing and capturing learning during play and outdoor experiences, including subtle or non-traditional demonstrations of progress.	Increased confidence and reliability in assessment through play Increased understanding of the need for focused and clear observations to provide baselines for ongoing interventions	Following intervention by lead practitioners Following delivery of training on observations by Eps	
	Evaluate impact on learner outcomes			

The school can demonstrate measurable improvements in learner engagement and social/academic outcomes and use evidence to inform the next improvement cycle.	- Establish baseline and follow-up measures for engagement, social interaction, communication, independence and relevant curricular progress.	Staff report increased confidence in assessing then developing baselines and programmes to improve the social and academic outcomes Measurable improvements are achieved in social and academic areas identified	Interim measures at end of term 1, full measures at end of term 3 For completion of annual reports in May 2027.	

Section 3: Interventions for Equity: Pupil Equity Funding (PEF) not included in priorities 1-3					
Outcomes/Expected Impact	**Tasks/Interventions**	**Resources**	**Measures**	**Timescale(s)**	**Progress**
Outcomes for learners; targets; % change	Health & Wellbeing, Literacy and Numeracy interventions for identified groups	Identify PEF allocation, staffing and resources that will be procured to support	Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	Identify progress and impact in narrowing the PRAG
Increased uptake in opportunities outwith the school which impact on breadth of learners experiences	Health and Wellbeing – outings to shops, Riding for Disabled, Ski / Sailing trip, sensory yoga,	Staffing will be covered from within the school staffing. The costs will be those incurred by	Increased engagement of children and young people in activities	Updated as required and analysed on annual basis	

	soundplay, Nordoff Robins,	purchasing / funding the experiences	outwith the traditional school day		