



School Improvement Planning Template (Year 1: 2026 - 2027)

Progress *Wellbeing* *Inclusion*

School	Anderston Primary	
Learning Community	Hillhead	
Link Officer	Simon Kelly	
Head of Service	Brian McDermott	
School Roll	207	
Attendance Rate	92.2%	
Pupils affected by the poverty related attainment gap (employment, income, housing, health, access to services, education, crime), covid & other forms of poverty not listed OTHER – Pupils not in SIMD 1 & 2, not in receipt of school meals but affected by factors detailed above.		
PEF allocation 26-27: £66,150	SIMD Quintile 1 (% and Number) 40.6%	
PEF Carry Forward: 0	SIMD Quintile 5 (% and Number) 11.6 %	
Total PEF Allocation 26-27: £66,150	Other	
FME (number and %) 68 pupils 32.9%		
Grand Challenges over 3 year cycle (Aug 2026 – Jun 2029) <i>(Throughout the current 3 year cycle of improvement all establishments should focus on the Grand Challenges of Progress, Wellbeing and Inclusion)</i> Achievement & Progress: Improve levels of attainment and rates of progress. Engagement, Participation & Inclusion: Embed inclusive practices in every classroom, ensuring all children are engaged, self-motivated and responsible learners who can apply their skills across the contexts for learning both within and outwith the classroom. Wellbeing and Learning: Transform our curriculum to ensure effective learning and teaching, improving pedagogy, nurture and relationships to broaden and deepen learner experiences.		



Challenge: Achievement & Progress: Improve levels of attainment and rates of progress.						
Mission : Strengthen the quality of questioning to support improved attainment in literacy and numeracy, alongside increasing pace and challenge within maths.					Costs	
Commitments(sprints)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
Complete GCC Pedagogy questioning module and establish TLCs to ensure consistent approaches and nurture of positive learning environments	Expected Outcomes Staff will develop confidence in using high-quality questioning approaches to support and extend learning. Almost all staff will: Use effective questioning to encourage children to take ownership of their learning. Apply consistent approaches to questioning across contexts. Use questioning to identify gaps in learning and scaffold or challenge thinking. Almost all learners will: Be supported to understand how to move their learning forward. Engage actively in learning through purposeful questioning. Demonstrate increased independence in responding to and generating questions.	Classroom Observation Observations will evidence effective use of questioning to extend learning. Teaching will demonstrate appropriate scaffolding and challenge. Learner Conversations Learners will articulate how questioning supports their learning. Learners will describe next steps and how to improve their work. Professional Dialogue & Tracking Tracking conversations will demonstrate use of questioning to identify next steps. Samples of work and assessment data will evidence progress linked to questioning approaches.	Allan Lynn Julie Moore + Class teacher tbc	December 2026 June 2027		
All staff collaborate to implement questioning to identify gaps in learning and support and scaffold/challenge learners thinking.	Staff will collaborate through TLCs and POLLI to implement effective questioning strategies and improve professional dialogue. Almost all staff will: Engage in TLCs and POLLI discussions to share and refine practice. Collaborate to identify gaps in learning and plan appropriate support and challenge. Contribute to a consistent approach to pedagogy across the school. Almost all learners will: Actively engage in numeracy and literacy lessons with 5% gain in numeracy attainment, 3% gain in reading and 5% gain in writing in our legacy children. Benefit from consistent, high-quality learning experiences across classes.	Professional Dialogue & Collaboration Staff to attend Inservice session on challenging highly able learners. TLC meeting records will evidence professional learning and shared approaches. POLLI feedback will demonstrate increased staff confidence and consistency. Classroom Observation Learning walks will evidence increased learner engagement. Observations will show consistent application of agreed approaches. Learner & Staff Feedback Feedback will evidence improvements in engagement and learning experiences. Quantitative & Tracking Data Monitoring and tracking data will demonstrate improved learner engagement and progress over time.	Allan Lynn Julie Moore + Class teacher tbc	December 2026 June 2027		



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All staff will engage in CLPL to implement the GCC Numeracy Framework, including participation in citywide Teacher Learning Communities (TLCs), to ensure consistency in pedagogical approaches to teaching numeracy across the school and city.	Staff will develop confidence in using the GCC Numeracy Framework and associated pedagogical approaches to deliver consistent, high-quality numeracy teaching. Almost all staff will: Engage with CLPL through online TLCs and Teams channels. Use agreed pedagogical approaches and resources to teach numeracy at their stage. Use assessment approaches, including digital tools (e.g. Magma Maths), to inform next steps Almost all learners will: Demonstrate increased confidence and accuracy in numeracy. Articulate the strategies they use to solve problems. Apply appropriate strategies independently across a range of numeracy contexts. Most learners will demonstrate improved pace and challenge in numeracy through: Increased independence in selecting strategies. Engagement in appropriately challenging tasks. By June 2027, there will be a 5% increase in numeracy attainment across all stages for legacy children.	Moderation / Professional Dialogue Planning and moderation will evidence use of the GCC Numeracy Framework and agreed pedagogical approaches across all stages. Professional dialogue (including online TLCs) will demonstrate increased staff confidence and consistency in numeracy teaching. Teams channels will show engagement with CLPL materials and moderated resources. Classroom Observation Observations will evidence consistent pedagogical approaches Teaching will demonstrate clear modelling of strategies and appropriate pace / challenge. Digital assessment tools (e.g. Magma Maths) will be used to inform responsive teaching. Learner Conversations Learners will articulate the strategies they use to solve numeracy problems. Learners will explain how they select and adapt strategies to improve accuracy and efficiency. Quantitative Attainment Data By June 2027, there will be a 5% increase in numeracy attainment across all stages for legacy children. Tracking data will demonstrate improved learner progress over time.	Allan Lynn All class teachers	June 2027		
Dec/May Evaluative Comments on impact of SIP work: <i>(Used to support completion of SER)</i>						

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Grand Challenge: Wellbeing and Learning: Transform our curriculum to ensure effective learning and teaching, improving pedagogy, nurture and relationships to broaden and deepen learner experiences.						
Mission: All learners will engage with high quality play pedagogy with a consistent approach to their experiences, interactions, and spaces.				QI (HGIOS 4)	Costs	
Commitments(sprint)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
Review and implement the Play Policy, developed in collaboration with the Local Authority, across all classes. Ensure all children are supported and appropriately challenged in their learning through a high-quality play-based pedagogy.	Staff will develop confidence and consistency in delivering high-quality play pedagogy, ensuring rich learning experiences across all stages. Almost all staff will: Engage in CLPL and professional dialogue to refine practice and share approaches through GCCC TLC and engaging with Education Scotland play programme Implement the Play Policy consistently across their learning environment. Use play pedagogy to support and challenge learners effectively. Create high-quality play environments that support purposeful interactions and learning throughout the school. Almost all learners will: Engage in meaningful, high-quality play experiences. Demonstrate increased independence, creativity and curiosity in learning. Benefit from consistent, nurturing and stimulating learning environments. Most learners will demonstrate improved learning through: Increased engagement and sustained involvement in play. Development of language, social skills and problem-solving through play. Ability to apply skills across different contexts within play-based learning.	Classroom Observation Observations by Class Teachers will evidence consistent implementation of the Play Policy across all classes. Learning environments will demonstrate high-quality play experiences, with appropriate support and challenge. Interactions between staff and learners will reflect effective use of play pedagogy and development of metaskill. Professional Dialogue & CLPL Engagement TLC records and professional dialogue will evidence increased staff confidence and consistency. Engagement in CLPL will demonstrate ongoing development of pedagogy and shared understanding. Learner Conversations Learners will describe their play and how it supports their learning. Learners will demonstrate independence, creativity and engagement in play-based activities whilst reflecting on the metaskills. Planning & Documentation Planning will evidence the use of play-based approaches to support progression and challenge. New documentation will show clear links between play experiences, metaskills, learning outcomes and responsive planning. Wellbeing & Engagement Data Observations and wellbeing indicators will demonstrate increased engagement and positive relationships. Tracking will evidence improvements in participation and learner involvement through termly Leuven scales and GMWP progress.	Lisa McGloughlin + Play working party	June 2027		
Dec/May Evaluative Comments on impact of SIP work: <i>(Used to support completion of SER)</i>						



Grand Challenge: Engagement, Participation & Inclusion: Embed inclusive practices in every classroom, ensuring all children are engaged, self-motivated and responsible learners who can apply their skills across the contexts for learning both within and outwith the classroom.						
Mission: (medium term strategic change achievable within an academic year)				QI (HGIOS 4)		Costs
Commitments(sprint)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
Create inclusive learning environments and sensory spaces to support learners, using SCERTS and LCFE to evaluate changes.	Staff will develop understanding of how inclusive learning environments and sensory approaches support engagement and wellbeing. Almost all staff will: Engage in the CIRCLE resource to consider the role of the environment in supporting all learners / participation. Use SCERTS and LCFE frameworks to evaluate and adapt learning spaces. Create inclusive, responsive classroom and breakout environments. Almost all learners will: Be supported, included and engaged in learning. Demonstrate increased motivation and participation. Access environments that meet their sensory and learning needs.	Classroom Observation Observations will evidence inclusive, well-considered learning environments. Breakout and sensory spaces will be used effectively to support learners. Learner Conversations Learners will describe how the environment supports their learning and engagement. Assessment & Evaluation Tools Leuven's Engagement Scale and Circle Inclusive Classroom Scale will evidence increased engagement and inclusion termly. SCERTS and LCFE evaluations will demonstrate improvements in environmental support.	Allan Lynn Lisa McGloughlin	December 2026		
All staff will engage in CLPL to develop and embed inclusive strategies to support children with Additional Support Needs, including ASD, ADHD, Speech and Language needs, GDSS, DLD and EAL, ensuring consistency in approaches across the school.	Almost all staff will be confident in and consistently apply supportive and inclusive strategies in their practice. Almost all ASN learners demonstrate increased engagement in learning. Planning processes are strengthened, with improved quality and consistent use of WAPs to support targeted interventions.	Analysis of a range of assessment data will evidence improved engagement and progress for ASN learners ASN planning and WAPs will demonstrate effective identification of need and targeted support Feedback from learners, families and staff will reflect improved experiences and support Learning observations will evidence consistent use of inclusive strategies across the school	Allan Lynn Lisa McGloughlin	December 2026		



Targeted support will be provided for families of children with Additional Support Needs to strengthen partnerships and build a supportive school community.	Families will engage more effectively with the school and develop confidence in accessing support and guidance. Families will feel increasingly connected to the school and to each other, supporting improved outcomes for children .	Family Engagement & Participation Attendance at workshops, information sessions and meetings will evidence increased family engagement. Records of communication (meetings, calls, referrals) will demonstrate increased uptake of support. Family Feedback Feedback from families will demonstrate increased confidence in understanding and supporting their child's needs. Families will report feeling more connected to the school and aware of available supports. Professional Dialogue & Partnerships Staff professional dialogue will evidence strengthened home–school partnerships and improved communication. Records will demonstrate effective signposting and collaboration with external agencies. Learner Wellbeing & Engagement Observations and wellbeing data will evidence improved confidence, engagement and participation in learning for ASN learners. Tracking & Progress Data Tracking data will demonstrate improved learner engagement and positive progress linked to enhanced family support.	Allan Lynn Lisa McGloughlin	March 2027		23,000 Family Support Worker
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Dec/May Evaluative Comments on impact of SIP work: *(Used to support completion of SER)*



Maintenance Agenda:
Please use the space below to note any other improvement actions initiated in previous years which are continuing to be a focus in the coming year but not on your identified priority for 26-27

Grand Challenge	Area of Focus	QI HGIOS 4
Dec/May Evaluative Comments on impact of maintenance agenda work: <i>(Used to support completion of SER)</i>		