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School Improvement Planning Template (Year 3)

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| **School** | **Annette Street** |
| **Learning Community** | **Shawlands** |
| **Link Officer** | **Michelle Wright** |
| **Head of Service** | **Carolyn Davryn** |
| **School Roll** | **194** |
| **Attendance Rate**  | **83%** |
| **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. |
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| **PEF allocation 25-26:**  | **SIMD Q**uintile 1 **(% and Number)** 147 / 76% |
| **PEF Carry Forward: tbc** | **SIMD Q**uintile 5 **(% and Number)** 4 / 2% |
| **Total PEF Allocation 25-26: £89,000 (tbc)** | **Other** 41 22% |
| **FME (number and %) 41 and 21%** | **Total No Pupils** 194 |

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| **Grand Challenges 2023-26** (*Grand Challenges are the long-term strategic changes you intend to achieve i.e. ‘to improve attainment in literacy’)** Improve literacy outcomes
* Improve relationships across the school
* Improve representation and anti-racism in the curriculum and life of the school
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| **Grand Challenge 1:  *Improve literacy outcomes*** |
| **Mission: *(medium term strategic change achievable within an academic year)*** Embed a consistent, evidence-based approach to phonics teaching across P1–P7, improving staff confidence and pupil attainment in early reading. | **QI (HGIOS 4)**2.3 Learning, teaching and assessment2.2 Curriculum 2.4 Personalised Support3.2 Raising attainment and achievement | **Costs** |
| **Commitments(sprint)** | **Expected Outcomes** | **Measures of Impact** | **Lead Responsibility** | **Target Date** | **Core** | **PEF** |
| Conduct staff training on selected phonics programme - Jolly Phonics | All staff have increased confidence and consistency in delivering phonics lessons | Pre/post staff confidence surveys; observation feedback | Claire Fulton DHT Heather Wallace | Sept 2025 | £500 | £500 |
| Implement daily phonics lessons with fidelity using selected scheme & approach | The majority of learners make accelerated progress in decoding and word recognition | Phonics assessments; tracking data using Jolly Classroom; moderation evidence | Class TeachersLead Practitioners – Lee (uppers), Nazz (infants) Anne Marie (EAL); Leslie (pedagogy) | Nov 2025 |  |  |
| Develop phonics-rich & EAL friendly learning environments  | Most pupils show increased engagement in phonics across the curriculum | Learning environment audits: pupil focus groups | Lead practitioners, class teachers | Oct 2025 |  |  |
| Develop and implement a bank of enriched phonics games, hands-on activities, and cross-curricular learning opportunities (e.g., science, expressive arts, outdoor learning) | All learners experience phonics in meaningful, engaging contexts that support deeper understanding and transfer of skills | Pupil engagement (observations, voice); improved phonics tracking data; evidence in jotters and floor books; evidence on Seesaw; evidence on learning walks and from teacher planning | DHT, lead practitioners, class teachers | Jan 2026 |  | £500 |
| Develop and implement a progressive bank of decodable phonics readers and large-format big books, mapped to phonics progression | All learners develop fluency, confidence, and decoding skills through engaging with levelled reading materials | Running records; pupil PM benchmarking scores; learner engagement via voice and observation | HT DHTLead practitioners | April 2026 |  |  |
| Conduct staff training on literacy difficulties and targeted interventions that support including dyslexia and DLD; conduct training on phonics and EAL | All staff have increased confidence in supporting children who are working at a slower pace/have difficulty with decoding | Pre/post staff confidence surveys | Claire Fulton, Heather Wallace,Jem Anderson Anne Marie Love | June 2026 |  |  |
| Targeted phonics intervention for learners not meeting benchmarks; with analysis of extended leave gaps in particular | Closing the attainment gap for identified children | Progress of targeted children in assessments | PTs, EAL teachers | Ongoing |  | £60,000 TIG teacher |
| Family learning workshops on phonics strategies  | Improved home-school partnerships and reinforcement of phonics at home for targeted families | Parent feedback; engagement levels  | DHT Heather in partnership with PTs, The Space & others | Feb 2026 |  | £100 |
| Conduct staff training on assessment through Jolly Classroom and monthly analysis of phonics assessment data gathered via JC and classroom evidence | Consistent understanding of achievement of a level across all staff | Pre/post staff confidence surveys; assessment evidence on JC and jotter / seesaw samples | DHT, PTs, Lead Practitioners | Ongoing | £250 |  |

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| * **Grand Challenge 2:**  Improve relationships across the school
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| **Mission: *(medium term strategic change achievable within an academic year)***Develop and embed a whole-school, values-driven approach to relationships and positive behaviour that is restorative, consistent, inclusive, and supported by storytelling and reflection on shared values. | **QI (HGIOS 4)**3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement 2.2 Curriculum 1.5 Management of resources to promote equity 2.7 Partnerships | **Costs** |
| **Commitments(sprint)** | **Expected Outcomes** | **Measures of Impact** | **Lead Responsibility** | **Target Date** | **Core** | **PEF** |
| Revise and strengthen our shared school vision, values, aims, points system etc with pupils, staff, and families | Almost all show a stronger community ownership of behaviour culture; consistent reference to shared values | Pupil/staff surveys; visibility of values in learning and environment | HT / PT Evonne / JLT/ Brian Donnelly | Sept 2025 |  | £4000 weekly coaching support from BD |
| Deliver whole staff training on ABIC and trauma informed practice. Revisit restorative approaches, attunement and attachment | All staff understand that behaviour meets needs withing the child/shows unmet needs All staff know when and how to use restorative approaches | Pupil/staff surveys | PT EvonneDHT Heather | Dec 2025 |  |  |
| Launch a pupil-led “Values Ambassadors” group to promote positive behaviour and peer leadership | Learners feel ownership and agency in building a positive school ethos | Participation data; pupil feedback; case studies | PT Evonne | Feb 2026 |  |  |
| Regular values and achievement assemblies and recognition linked to values for all community – staff, children, parents, partners | Increased motivation and reinforcement of prosocial behaviour from almost all learners | Behaviour points/tracking; pupil surveys; focus groups | HT & PT Evonne | Ongoing |  |  |
| Create and implement consistent behaviour supports and visuals for targeted learners (e.g. emotion cards, social stories); clear entitlements regarding ASN  | All children with additional needs feel supported and secure in the classroom | Observation notes; teacher feedback; pupil wellbeing data, focus groups, parent feedback | DHT Upper schoolPT EvonneSfLW Team | Dec 2025 |  |  |
| Develop a programme of story-based learning using values-themed books to support discussions around school values – link to talking and listening. Box of stories & materials for each class | All children deepen understanding of school values through engaging, age-appropriate stories and class dialogue | Observations of classroom discussion; pupil reflections; visible links to school values in learning evidence, time to talk evidence | PT Leslie DouganEmma Rodger | June 2026 |  | £250 books  |
| Develop and model inclusive & consistent classroom strategies and school routines (e.g. emotion check-ins, predictable routines, calm spaces, scripts for conversations) | Almost all children show improved emotional regulation and engagement in learning | Reduction in low-level disruptions; pupil engagement, focus groups | PT EvonneClass Teachers | Dec 2025 |  |  |
| Design and deliver a series of family learning sessions and resources focused on the school’s shared values, relational behaviour strategies, and emotional literacy | Targeted families gain confidence in supporting positive behaviour and emotional wellbeing at home, aligned with school’s approach | Family engagement rates; feedback forms; observed consistency in language and strategies between home and school | DHT HeatherPT EvonnePartners | June 2026 |  |  |
| Develop suite of targeted intervention for behaviour and relationships and incorporate the use of new sensory space into this | Targeted groups and individuals show improvements in behaviour and feel safer and more secure in self and school; all children with ASN have their needs better met | Pupil surveys | HTPT EvonneDHT HeatherSfLW |  | £100 |  |
| Dec/May Evaluative Comments on impact of SIP work: ***(Used to support completion of SER)*** |
| **Grand Challenge: *(copy/paste aligned Grand Challenge from above)*** |

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| **Grand Challenge 3: I**mprove representation and anti-racism in the curriculum and life of the schoolI |
| **Mission: *(medium term strategic change achievable within an academic year)***Embed anti-racism and representation across the curriculum, school ethos, and professional practice, ensuring equitable experiences and outcomes for all learners. | **QI (HGIOS 4)**3.1 Ensuring wellbeing, equality and inclusion2.2 Curriculum 1.5 Management of resources to promote equity2.7 Partnerships | **Costs** |
| **Commitments(sprint)** | **Expected Outcomes** | **Measures of Impact** | **Lead Responsibility** | **Target Date** | **Core** | **PEF** |
| Staff training on anti-racism, bias, global storylines and inclusive practice | Increased staff knowledge and confidence in addressing racism and embedding anti-racist practice in the curriculum for all staff | Pre/post training surveys; observation of practice | DHT Wendy &Equalities Team (Wendy, AML, Christine); WOSDEC | Oct 2025 |  | £1400  |
| Audit and refresh curriculum maps to reflect diversity and global majority voices across all subjects; refresh IDL planning  | All learners experience a curriculum that reflects their identities and broadens worldviews | Pupil voice; curriculum audits; teacher planning  | DHT WendyEqualities TeamClass teachers | Ongoing |  |  |
| Re-establish language ambassadors & RRS committee to promote diversity and challenge injustice | Some learners have agency in shaping a more inclusive school and develop confidence to speak up | Number of actions driven by pupil groups; pupil participation; incident reduction | Language Ambassadors Lead RRS Lead | Sept 2025 |  |  |
| Ensure school library and class texts include diverse characters, cultures, authors and lived experiences (correlate with grand challenge 1 & 2) | All learners see themselves and others represented in books; improved engagement with reading | Library stock audit; pupil book choice data; engagement in story discussion | PT Evonne | Dec 2025 |  | £250 library texts£6,000class text restock – OUP/Collins |
| Classes create their own representative story / book to launch on world book day (correlate with grand challenge 1 & 2) | All children have created a text that represents them and their cultural heritage | Books created, pupil views, parent views | AML and Lee  | April 2026 | £50 per class for book materials |  |
| Embed anti-racist values and inclusive language in school behaviour policy and classroom charters (correlate with grand challenge 2) | Improved respect, empathy, and language use in school interactions for all stakeholders | Reduction in discriminatory language use; Seemis incident logs; recorded conversations | DHT WendyBrian Donnelly | Dec 2025 |  |  |
| Regular review of incidents involving racism or bias; use restorative/scripted response & learning  | All incidents are addressed swiftly and consistently, with focus on education and accountability | Incident log data; follow-up interviews; pupil and parent feedback | Equalities Team  | Ongoing |  |  |
| Design and deliver a series of family learning sessions and resources focused on anti-racism and bias | Targeted families gain confidence in supporting positive behaviour and emotional wellbeing at home, aligned with school’s approach | Family engagement rates; feedback forms; observed consistency in language and strategies between home and school | DHT HeatherPT EvonnePartners | June 2026 |  |  |
| Dec/May Evaluative Comments on impact of SIP work: ***(Used to support completion of SER)*** |

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| Grand Challenge  | Area of Focus | QI HGIOS 4 |
| imp Improving relationships, participation and engagement | Attendance Family Learning and engagement Partnerships for improvement Pupil leadership and JLT | 3.12.41.32.52.71.11.21.3 |
| Improving literacy outcomes | Writing – bespoke EAL programme with foundations of writing, JC and T4WReading for PleasurePM Benchmarking  | 2.33.13.22.2 |
| Improving learning, teaching and assessment  | Formative assessment – LI, SC and feedback; stuck strategiesQuality assurance Data systems | 2.33.21.11.2 |
| Dec/May Evaluative Comments on impact of maintenance agenda work: ***(Used to support completion of SER)*** |

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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 25-26*