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

Progress

Wellbeing

Inclusion

School	Barmulloch Primary School & ALN Provision	
Learning Community	Springburn	
Link Officer	Louise Ballantyne	
Head of Service	Brian McDermott	
School Roll	123 (June 2026)	
Attendance Rate	91% (June 2026)	
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: £61,250	SIMD Quintile 1 (% and Number): 95 (77.57%)	
PEF Carry Forward: £0	SIMD Quintile 5 (% and Number): 2 (1.87%)	
Total PEF Allocation 26-27: £61,250	Other: 17	
FME (number and %): 63 (51.9%)	Total No Pupils: 114	
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> Progress: To raise attainment in numeracy and mathematics. Progress and inclusion: To develop consistent approaches in teaching, learning and assessment. Wellbeing and Inclusion: To develop effective approaches that improve wellbeing and support inclusion.		

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Challenge: To raise attainment in numeracy and mathematics.						
Mission: To improve approaches to teaching in numeracy and mathematics.					Costs	
Commitments(sprints)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
All staff to engage in professional learning on explicit instruction and retrieval practice to support the implementation of the updated Glasgow Numeracy trackers.	- Almost all staff will report an increase in knowledge and skills in explicit instruction and retrieval practice. - Almost all staff will use updated numeracy trackers when planning, teaching and assessing. - Overall numeracy attainment will increase by 3% compared to June 26.	- Pre and post staff numeracy and maths survey - Planning, tracking and assessment dialogue records - ACEL/Tracking attainment data - SLT class observations - Leaner Conversations - Standardised assessment data	DHT – L Reid	May 27	X	
Develop learner number sense through the implementation of Chat that counts/Number Talks approaches in daily numeracy and maths lessons.	- Almost all staff will report a clear understanding of how to develop learner number sense through Chat that Counts/Number Talks. - Most learners will report increased confidence in using strategies to solve calculations mentally.	- Pre and post staff numeracy and maths survey - Pre and post learner numeracy and maths survey - SLT Observations	DHT – L Reid	Dec 26	X	
Develop a 'Barmulloch Numeracy and Maths Framework' detailing the agreed structures and approaches to be used in every numeracy and maths lesson.	- Almost all numeracy and maths lessons will follow the Framework structure. - Most learners will make better than expected progress during numeracy and maths lessons.	- SLT class observations - Formative assessment feedback - ACEL/Tracking attainment data - Standardised assessment data	DHT – L Reid	May 27	X	
Audit numeracy and maths resources to ensure all required resources are available.	Almost all learners will have access to the required materials to support them in their learning.	Audit records	DHT – L Reid	Dec 26		X
Develop rigorous use of numeracy and mathematics data/feedback (e.g. Sumdog, PUMA, Showbie)	Almost all staff will report increased confidence in utilising assessment feedback to inform teaching and learning in numeracy and maths.	- Numeracy and maths planning documents - Planning, tracking and assessment dialogue records	HT – P Fyfe	May 27	X	
Dec/May Evaluative Comments on impact of SIP work: <i>(Used to support completion of SER)</i>						

Grand Challenge: To develop consistent approaches in teaching, learning and assessment.						
Mission: To develop valid, reliable and robust assessment approaches.				QI (HGIOS 4)		Costs
Commitments(sprint)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
All Teaching staff will engage in professional learning on: - assessment design - breadth, challenge and application - context vs application leading to the creation of high-quality assessments.	- Almost all staff will report increased knowledge and understanding of the purpose and application of assessment. - Almost all staff will use updated knowledge and understanding to create valid, reliable and robust high quality assessments.	- Glasgow's Pedagogy Assessment Pre and Post staff survey - Planning, tracking and assessment dialogue records - SLT class observations	PT – J Thomson	May 27	X	
All Teaching staff will engage in professional learning on formative assessment strategies and the use of this information to inform teaching and learning.	- Almost all staff will make effective use of formative assessment information in most lessons. - Almost all learners will report an increase in support when required as a result of formative assessments.	- SLT class observations - Learner conversations	PT – J Thomson	May 27	X	
Creation of an assessment policy poster with agreed expectations and definitions to support implementation of the assessment framework.	Almost all staff will use shared language and demonstrate agreed expectations in assessment practices.	- SLT class observations - Planning, tracking and assessment dialogue records	PT – J Thomson	May 27	X	
Update assessment framework and planning expectations to incorporate high quality assessments in Literacy and Numeracy.	Almost all staff will make effective use of updated assessment framework to ensure learners can apply their learning in new and unfamiliar contexts.	Planning, tracking and assessment dialogue records	PT – J Thomson	May 27	X	
ALN – introduce Bsquared and integrate this in to planning, teaching and assessment.	- All ALN staff will report improved tracking, planning and assessment of learners progress. - Almost all learners will have their progress tracked more robustly.	- Planning, tracking and assessment dialogue records - SLT class observations - ALN Pre and Post Staff survey	DHT – L Reid	Dec - 26	X	
Dec/May Evaluative Comments on impact of SIP work: <i>(Used to support completion of SER)</i>						

Grand Challenge: To develop effective approaches that improve wellbeing and support inclusion.						
Mission: To embed the nurture principles and develop learner's emotional literacy.				QI (HGIOS 4)	Costs	
Commitments(sprint)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
Audit current practice and understanding of nurture principles using How Nurturing is Our School? Framework and identify key strengths and areas for development.	- Almost all staff will have a clear understanding of strengths and next steps in understanding and practice of nurture principles.	- Staff nurture questionnaire and CAT professional dialogue	PT – L Miller	Dec 26	X	
All staff to engage in professional learning focussing on identified nurture principle(s) from self-evaluation leading to agreed strategies and approaches to support learners.	- Almost all staff will confidently use consistent language and apply shared strategies within the focus nurture principle(s). - Almost all learners will report increased inclusion and support with a reduction in Barmulloch Wheel incidents recorded.	- Wellbeing wheel data - SLT class observations - Barmulloch Wheel class overview data - Leuven Scale data	PT – L Miller	May 26	X	
Introduce an emotional literacy approach (to be decided collegiately) with linked professional learning and resources leading to the creation of an agreed whole-school approach, incorporating daily emotional check-ins and consistent emotional vocabulary displays.	- Almost all learners will develop richer emotional vocabulary - Almost all learners will increasingly recognise, understand and regulate emotions with support - Almost all staff will provide increased opportunities for learners to use emotional vocabulary and linked strategies.	- SLT class observations - Learner conversations - Wellbeing wheel data - Leuven scale data	PT – L Miller	May 26		X
ALN – To develop a language and communication friendly environment within the ALN provision through self-evaluation against the LCFE framework resulting in professional learning linked to areas for development.	- Almost all ALN staff will report increased knowledge, understanding and skills in supporting learners through effective communication and language. - Almost all learners will have their communication and language needs met.	- LCFE self-evaluation documents - SLT class observations - Planning, tracking and assessment dialogue records	DHT – L Reid	May 26	X	
Dec/May Evaluative Comments on impact of SIP work: <i>(Used to support completion of SER)</i>						

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
Progress	Writing: continue to embed Kaligo, Write on Track and PM Writing approaches into lessons. Continue to roll out use of run charts in all P4-7 mainstream classes. (PT – J Thomson)	2.3, 3.2
Progress	Reading: continue to embed updated phonics approaches in P1-3 and task board approach in P4-7 including use of novels. (HT – P Fyfe and PT – J Thomson)	2.3, 3.2
Wellbeing and Inclusion	Vision, values and aims: continue to embed into daily practice and build on Barmulloch Wheel approach to ensure all learners are recognised when demonstrating our values. (HT – P Fyfe)	1.3, 3.1
Wellbeing and Inclusion	Continue to embed use of CIRCLE CICS and ABiC training. (DHT – L Reid)	3.1
Progress	Continue to embed Feedback and differentiation policies through development of a '4-part' consistent lesson model (HT – P Fyfe)	2.3, 3.2
Progress	Continue to develop play-based learning approaches in P1-3 and begin to roll out small scale in P5/4 utilising upper open area. (CT – L Shaw)	2.3, 3.2
Dec/May Evaluative Comments on impact of maintenance agenda work: (Used to support completion of SER)		