

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

Progress

Wellbeing

Inclusion

School	Battlefield Primary School
Learning Community	Shawlands
Link Officer	Michelle Wright
Head of Service	Carolyn Davren
School Roll	389
Attendance Rate	95.17
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:	SIMD Quintile 1 (11.40% and Number)
PEF Carry Forward:	SIMD Quintile 5 (37.31% and Number)
Total PEF Allocation 26-27:	Other
FME (number and %)	Total No Pupils
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: Learning and Teaching Wellbeing Inclusion	



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Challenge: *Progress: Learning and Teaching*

Mission: Accelerate children's progress in numeracy and writing through the consistent application of high-quality pedagogical approaches across the school			QI (HGIOS 4) 2.3 Learning, teaching and assessment 2.2 Curriculum 3.2 Raising attainment and achievement		Costs	
Commitments(sprints)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF

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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 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 3% increase in numeracy attainment across all stages.	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 in numeracy across the school. Teaching will demonstrate clear modelling of strategies and appropriate pace and challenge. 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 3% increase in numeracy attainment across all stages.	Susan Marsh, PT	June 2027		
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All staff to engage in GCC Write on Track CLPL session and refamiliarise themselves with the resource. All staff implement sentence level assessments to establish starting points. Joint planning to be carried out across levels. All staff use Write on Track strategies for agreed times. P1-3 (15 mins- 3 times a week) P4-7 (30 mins -3 times a week) Literacy assessment framework updated to incorporate sentence level assessment	Almost all staff will increase knowledge, confidence and skills leading to improved approaches. All staff will identify clear starting points/next steps for learners and include in termly planning. Almost all learners will have an improved experience through increased and contextualised opportunities to build Tools for writing skills. There will be an improved consistency in teaching of writing across the school. By June 2027, there will be an overall 2% increase in writing attainment across school.	Planning / Moderation / Professional Dialogue Staff CLPL surveys Observations of/dialogue around changes to pedagogy Staff forward planning reflects analyses of assessment. Classroom Observation / Learning Visits Observations will evidence consistent pedagogical approaches in teaching sentence construction across the school. Teaching will demonstrate clear modelling of strategies and appropriate pace and challenge. Learner Conversations Learners will explain strategies used to construct sentences as taught and b able to demonstrate this approach. Quantitative Attainment Data By June 2027, there will be a 2% increase in writing attainment across the school Ongoing assessment data will	Louise Flanagan, DHT	June 2027		
Dec/May Evaluative Comments on impact of SIP work: <i>(Used to support completion of SER)</i>						

Grand Challenge: *Wellbeing*

Mission: Ensure increased opportunities for learner voice and leadership

QI (HGIOS 4)

3.1 Ensuring wellbeing, equality and inclusion

2.5 Family Learning

2.7 Partnerships

Costs

Commitments(sprint)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
To contribute towards building a strong Children's Rights Learning Community and strengthen learner voice and leadership.	Schools will work collaboratively through a Children's Rights Learning Community Steering Group to share effective practice, develop a shared identity and deliver joint Children's Rights initiatives. Children will have meaningful opportunities to influence Learning Community priorities, lead collaborative activities and contribute to family and community engagement. Strengthen pupil voice, celebrate diversity and promote and support inclusion. Excellent progress toward embedding the principles of the UN Convention on the Rights of the Child (UNCRC) into their curriculum and overall school culture.	Planning / Moderation / Professional Dialogue Shared Children's Rights vision statement and mascot developed and agreed. Evidence that schools have accessed and utilised shared resources, ideas or approaches across the Learning Community. At least one pupil-led Learning Community event, campaign or assembly takes place. Learner Conversations Pupil feedback demonstrates that children feel their views are listened to and acted upon. Parental feedback via Children's Rights questionnaires. Silver Rights Award accreditation - the second stage of the UNICEF UK Rights Respecting Schools Award (RRSA).	Laura Imrie,DHT Natalie McKay, DHT	June 2027		

Dec/May Evaluative Comments on impact of SIP work: *(Used to support completion of SER)*



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Grand Challenge 3: <i>Inclusion</i>						
Mission: Ensure equal opportunities & inclusion for all learners			QI (HGIOS 4) 3.1 Ensuring wellbeing, equality and inclusion 2.2 Curriculum 2.5 Family Learning 2.7 Partnerships		Costs	
Commitments(sprint)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
To create an inclusive, innovative and sustainable digital learning environment where staff, learners and families feel confident, supported and inspired to use digital tools safely and effectively.	All staff to be involved in CLPL activities which lead to more effective and safe use of technology across the school Forward Planning adapted. Coding confidence and differentiation across all stages. iPad Learning, Teaching and Digital Citizenship Framework. Reliable infrastructure in place. Strong family/community engagement established.	Staff CLPL Evaluation. Pre/post staff confidence surveys Pupil voice; curriculum audits; teacher planning Parent feedback; engagement levels	Louise Thompson, DLOL & CT	June 2027		
To build Racial Literacy amongst all staff through CLPL. Ensure curriculum reflects diversity and gives opportunities to learn globally. Embed anti-racist values and inclusive language in school behaviour policy and classroom charters. To link with parents and partners to promote Racial Literacy across school community	All staff to be racially literate, effective at dealing with racism and embedding anti-racist practice in the curriculum for all staff All learners experience a curriculum that reflects their identities and includes global storylines. Improved respect, empathy, and language use in school interactions for all stakeholders	Staff CLPL Evaluation. Pupil voice; curriculum audits; teacher planning Analysis of racial incident records on SEEMIS Pupil Wellbeing Questionnaires Parent feedback; engagement levels	Stacy Wilson, HT Eirinn Proctor, EAL teacher	June 2027		



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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

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Grand Challenge	Area of Focus	QI HGIOS 4
Learning & Teaching -	Effective Phonics	2.3 & 3.2
Learning & Teaching -	Handwriting	2.3 & 3.2
Wellbeing .	All staff to have increased awareness and knowledge of strategies to build resilience of pupils, parents & staff through implementation of the Edinburgh Resilience Pack. Increase pupil autonomy, aided with the GMWP tool to forensically determine a more targeted action plan.	3.1 & 3.2
Dec/May Evaluative Comments on impact of maintenance agenda work: <i>(Used to support completion of SER)</i>		



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