

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

Progress

Wellbeing

Inclusion

School	Blairdardie Primary School	
Learning Community	Knightswood LC	
Link Officer	Michelle Stewart	
Head of Service	Carolyn Davren	
School Roll	400	
Attendance Rate	90.39%	
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: £118,825	SIMD Quintile 1 (% and Number) 223=56%	
PEF Carry Forward: £9320	SIMD Quintile 5 (% and Number) 18=4.5%	
Total PEF Allocation 26-27:£128, 145	Other	
FME (number and %) 33%	Total No Pupils 400	
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>		
1. Progress 2. Wellbeing 3. Inclusion		

Challenge: <i>Progress</i>						
Mission: To raise attainment in reading by 5%			QI (HGIOS 4) 2.3 & 3.2		Costs	
Commitments(sprints)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
To review and improve the teaching of reading across the whole school. All staff will engage with Glasgow City Council Systematic Synthetic Phonics CLPL.	- Staff demonstrate increased confidence in delivering systematic synthetic phonics using a robust, research-informed pedagogical approach. - Staff will implement consistent phonics routines across the school, and will use explicit teaching strategies to support decoding (reading) and approaches which support the development of automatic word recognition. - Almost all learners will demonstrate improved ability to decode unfamiliar words and use phonics knowledge when reading. - Attainment in reading increases by at least 5% across the school.	Standardised assessments: Read Write Inc. assessments, PM benchmarking and/or other relevant reading assessments Quality Assurance evidence (learning visits, jotter monitoring, and professional dialogue) demonstrates consistency in practice across classes Quantitative attainment data: By June 2027, there will be a 5% increase in reading attainment across the school Learner conversations: learners will articulate how they use phonics strategies to support reading. Learners will describe strategies they use when they encounter unfamiliar words	Arlene Karen Clare Carole Naz Yvonne Alison Jackie Stephen Kimberley	June 2027		Resources £3000 Staffing £15,000
To ensure a consistent, whole-school approach to the teaching of spelling.	- All learners are taught spelling through a structured and consistent approach across the school. - Use explicit teaching strategies to support encoding (spelling) - Almost all learners will demonstrate improved ability to apply encoding strategies to support spelling and writing. - Learners demonstrate improved spelling accuracy within independent writing. - The percentage of pupils achieving their chronological spelling age increases by at least 5%.	Standardised assessments: SWST (Single Word Spelling Test) Programme assessments: Read Write Inc. Spelling assessments - Analysis of written work/jotters shows improved application of spelling skills Quantitative attainment data: By June 2027, there will be a 5% increase in the percentage of pupils achieving their chronological spelling age Learner conversations: learners will articulate how they use phonics strategies to support spelling. Learners will describe strategies they use when they encounter unfamiliar words.	Arlene Karen Clare Alison Stephen Kimberley	October 2027		£1000
Dec/May Evaluative Comments on impact of SIP work: <i>(Used to support completion of SER)</i>						

Grand Challenge: <i>Inclusion</i>						
Mission: <i>(medium term strategic change achievable within an academic year)</i>			QI (HGIOS 4) 2.3 & 2.3		Costs	
Commitments(sprint)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
To engage children, parents/carers, staff and stakeholders in reviewing and updating the school's Curriculum Rationale.	☐ A revised and clearly articulated Curriculum Rationale is developed and shared. ☐ The Rationale reflects the values, context and aspirations of the school community. ☐ Increased staff confidence and understanding of the curriculum rationale.	☐ Analysis of staff, parent/carer and pupil surveys ☐ Evidence from professional dialogue and consultation activities ☐ Staff confidence survey indicates increased clarity and understanding ☐ Finalised Curriculum Rationale reflects stakeholder voice	Graeme Danielle Katie Morven Gill Lyndsey Tracey Eleanor	December 2026		CT £55,000
To review and evaluate the quality of whole-school outdoor learning experiences.	☐ A consistent, high-quality approach to outdoor learning, teaching and assessment is evident across all stages. ☐ A progressive, termly outdoor learning planner is in place. ☐ Children demonstrate the ability to assess and manage risk appropriately.	☐ Evidence from professional dialogue and learning conversations ☐ Staff confidence surveys and evaluations ☐ Quality assurance shows improved consistency and progression ☐ Improved access to and use of high-quality outdoor learning resources ☐ Observations show children applying risk assessment skills	Graeme Danielle Katie Morven Gill Lyndsey	May 2027		£1000
To review and enhance current P1-3 play pedagogy practice (Experiences, Interactions, Observations) & implement a consistent approach to high-quality learning through play.	☐ A Blairdardie Play Pedagogy Strategy is developed in line with <i>Realising the Ambition</i> . ☐ Clear, shared understanding of progression and differentiation across P1–P4. ☐ Improved learner progress in knowledge, skills and attitudes .	☐ Staff training records and engagement with professional learning ☐ Evidence from visits to other establishments and partnership working (e.g. GCC Pedagogy Team) ☐ Professional dialogue and learning conversations ☐ Quality assurance using: Experiences, Interactions, and Observations. ☐ Improved staff confidence and consistency in practice	Graeme Danielle Katie Morven Gill Lyndsey	October 2026		£2000 Resources £24,000 SfLW

To develop high-quality learning through enquiry-based approaches, including experiences, interactions and observations. (P5–P7).	☐ Increased learner engagement and participation in learning. ☐ Improved attendance. ☐ Clear and consistent differentiation and progression across P5–P7. ☐ Demonstrable progress in children’s knowledge, skills and attitudes.	☐ Evidence from learning visits and professional dialogue ☐ Staff training and engagement in professional learning ☐ Pupil voice gathered and analysed ☐ Engagement with professional reading and research ☐ Evidence of improved engagement and participation in learning	Graeme Danielle Katie Morven Gill Lyndsey	March 2027		£1000
Dec/May Evaluative Comments on impact of SIP work: <i>(Used to support completion of SER)</i>						

Grand Challenge: <i>Wellbeing</i>						
Mission: To make the school a more inclusive environment for all stakeholders.			QI (HGIOS 4) 3.1, 2.4, 3.3		Costs	
Commitments(sprint)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
To build whole-school understanding of The Promise through completion of The Promise Award online training.	☐ All staff develop a clear understanding of The Promise and its implications for practice. ☐ Increased staff confidence in supporting care-experienced learners and meeting their needs. ☐ Practice across the school reflects nurture, inclusion and relational approaches .	☐ Completion of The Promise Award by all staff ☐ Staff evaluations/feedback demonstrate improved understanding ☐ Evidence from professional dialogue and learning visits shows impact on practice ☐ Tracking of care-experienced learners' engagement and wellbeing	Emily	October 2026		PT Differential £5000 x2
To review and strengthen anti-racism, equality and diversity across the school.	☐ ☐ Reduction in racist incidents across the school ☐ Increased staff confidence in delivering anti-racism and equalities education ☐ Learners demonstrate improved awareness, respect and inclusive attitudes ☐ A clear and embedded whole-school approach to equality and diversity . ☐ Deliver targeted learning through the Health and Wellbeing (HWP) programme	☐ Record of staff completion of TIE Level 1 and Level 2 training ☐ Staff confidence surveys evidencing increased confidence ☐ Analysis of racist incident data ☐ Minutes and actions from Equalities Group meetings ☐ Pupil voice gathered through school surveys and GMWP ☐ Quality assurance evidence from learning visits and jotter monitoring ☐ Completed draft Anti-Racism Charter	Nicola Carol Jackie Helen Kat Amra Rebecca Mandy Suze	December 2026		£500
To develop and embed a progressive Expressive Arts strategy across the school and community, promoting creativity, participation and wider achievement.	☐ A clearly defined and embedded Expressive Arts strategy ☐ Increased learner engagement and participation in the arts ☐ Improved attendance and enthusiasm for wider achievement opportunities ☐ Achievement of Silver Award (where applicable) ☐ Increased opportunities for pupil leadership and creativity	• Attendance data from clubs and activities • Evidence of participation in CREATE challenges and events • Staff CLPL records and evaluations • Feedback from community partners, parents/carers and learners • Evidence of pupil voice influencing planning and evaluation • Quality assurance showing increased breadth of expressive arts experiences	Helen Kat	May 2027		£500
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
Inclusion	Attendance We will sustain our improved attendance rates by continuing to promote positive relationships, early intervention and targeted support for identified learners and families. (HSSW £3500)	3.1
Inclusion	LCFE We will build on our success in achieving the Language and Communication Friendly Establishment award by embedding and consistently applying supportive communication strategies across all learning environments.	3.1
Progress	Numeracy We will maintain high-quality numeracy teaching and consistent approaches across the school to ensure continued progress in attainment and confidence in mathematical skills.	2.3, 3.1
Dec/May Evaluative Comments on impact of maintenance agenda work: <i>(Used to support completion of SER)</i>		