

School Improvement Planning Template (Year 3)

School	Broomhill Primary School		
Learning Community	Hyndland		
Link Officer	Simon Kelly, QIO		
Head of Service	Jean Miller		
School Roll	428		
Attendance Rate	95%		
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 25-26: £35, 872	SIMD Quintile 1 (% and Number)	13.5%	58
Carry Forward: n/a	SIMD Quintile 5 (% and Number)	59.5%	255
Total Allocation 25-26: £35, 872	Other 115		
FME (number and %) 6.3% 27	Total No Pupils 428		
Grand Challenges 2023-26 (<i>Grand Challenges are the long term strategic changes you intend to achieve i.e. 'to improve attainment in literacy'</i>) Achievement and Progress – to improve our planning and assessment procedures to increase attainment for pupils Wellbeing and Learning – to meet the needs of all learners with focus on pupils with additional support needs Engagement, Participation and Inclusion – to develop a more cohesive and progressive literacy programme			

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Grand Challenge: Achievement and Progress – to improve our planning and assessment procedures to increase attainment for pupils						
Mission: to develop a planning and assessment format which tracks progression of learning for all					QI (HGIOS 4) 2.3	Costs
Commitments(sprints)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
Create a new format for termly and yearly curricular forward planning that is cohesive and effective for all learners.	All staff are able to effectively use a consistent planning template that demonstrates progression and high-quality learning and teaching, ensuring differentiation is clear, and evidences other overarching themes (Meta skills/Rights etc.). All pupils will be working on the correct level based on a variety of assessments.	<ul style="list-style-type: none"> • Staff Feedback – each term so planners can be adapted throughout the year as needed. • Pupil Progress Meetings (SLT review) • Shows clear links to Assessment Framework and Evaluations • Class Observations • Planning Format 	Christie Castelli-MacLennan, Karis Nicholson, Working Party	Sept 25	n/a	n/a
Create an effective evaluation tool that collects and reports on children’s progress and next steps.	All staff are able to effectively track and evaluate all pupils using the progression pathway/benchmarks to ensure clear understanding of progress and next steps. Staff can use their evaluations to support their reporting to parents (reports/ parents evening). All pupils will be working on the correct level based on a variety of assessments.	<ul style="list-style-type: none"> • Staff Feedback – each term so planners can be adapted throughout the year as needed • Monitoring and Tracking Data • Parent Reports Feedback • Attainment Data (Ahead of Track, On Track, Not Yet On Track) • ASN Planners 	Christie Castelli-MacLennan, Karis Nicholson, Working Party	Oct 25	n/a	n/a
Develop a consistent, robust, whole school assessment framework.	All staff have increased confidence and clarity of learners’ progress and next steps which are aligned consistently with the benchmarks. Tracking is consistent across the school and expectations are clear to all. All pupils will be working on the correct level based on a variety of assessments.	<ul style="list-style-type: none"> • Improved consistency of assessment against the benchmarks across the school • Tracking Conversations • Monitoring and tracking Data • Attainment Data (Ahead of Track, On Track, Not Yet On Track) 	Christie Castelli-MacLennan, Karis Nicholson, Working Party	Oct 25	n/a	n/a

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All staff will implement and evaluate the new planning and assessment formats.	All staff will be able to evaluate the use of the new planning formats throughout the year and make final recommendations to ensure the planning and assessment frameworks are finalised for future use and form part of a Planning and Assessment Policy.	<ul style="list-style-type: none">• Staff Feedback – baseline and final evaluation.• Effective planning for learning and teaching throughout the year that is relevant for all pupils• Community moderation event	Christie Castelli-MacLennan, Karis Nicholson, Working Party	May 26	n/a	n/a
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Dec/May Evaluative Comments on impact of SIP work: *(Used to support completion of SER)*

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Grand Challenge: Wellbeing and Learning – to meet the needs of all learners with focus on pupils with additional support needs							
Mission: to develop use of strategies and supports to enable children with Additional Support Needs (including Care Experienced children) to increase their wellbeing/increase their progress within their learning					QI (HGIOS 4) 2.4/3.1	Costs	
Commitments(sprint)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF	
All staff will be aware of the challenges of school from the perspective of the children with Additional Support Needs (ASN).	All staff will be aware of the challenges which children with ASN face within the school environment. All pupils with additional support needs will be able to identify strategies and support which help them.	Pupil Questionnaires/Learning Conversations with pupils attending Dyslexia/ADHD/Autism support groups Teacher observation – engagement/‘stress’ behaviours	Jess Menzies and Susan Connor, ASN working party	December 2025	n/a	n/a	
All staff work with pupils to complete Pupil Profiles which identify preferred learning styles, strategies and supports for individual children and to use the Positive Engagement Scale to support emotional regulation.	All staff, parents and pupils will have a shared understanding of what supports are required for children’s wellbeing and progress. All pupils with additional support needs will be able to identify strategies and support which help them.	Pupil Profiles with parental comment Class observations Learning Conversations	Jess Menzies and Susan Connor, ASN working party	December 2025	n/a	n/a	
All staff will engage in training to develop further awareness of strategies/supports to increase the wellbeing of pupils with ASN in school. SLT will have, and record, debrief conversations with staff/pupils to identify triggers of emotional dysregulation and response.	All staff use strategies and supports in their interactions with pupils. Use of sensory breaks/areas to support pupils to regulate their emotions throughout the day. Debriefs will show an increase in successful responses to pupils who are emotionally dysregulated.	Staff feedback Pupil feedback on use of strategies and sensory areas GMWP Teacher observation – engagement/‘stress’ behaviours Evidence of differentiation in planning and assessment. SLT debrief conversations with staff/pupils	Jess Menzies and Susan Connor, ASN working party	May 2025	n/a		
Pupils with ASN will work with ASN working party to create a Policy on Inclusive Learning in Broomhill.	All stakeholders will have a clear understanding of how Broomhill staff support pupils with Additional Support Needs.	Stakeholders feedback on the policy	Jess Menzies and Susan Connor, ASN working party Equalities pupil group	May 2025	n/a	n/a	

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

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Grand Challenge: Engagement, Participation and Inclusion – to develop a more cohesive and progressive literacy programme						
Mission: to develop a clear progression of spelling, reading and writing skills throughout Early-Second level				QI (HGIOS 4) 3.2	Costs	
Commitments(sprint)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
Research and implement a progressive grammar and punctuation programme from early to second level.	All staff will plan and deliver effective teaching and learning of grammar and punctuation, demonstrating progression in line with writing benchmarks.	Evident in forward plans. Teacher feedback. Tools for Writing data from Routes Through Writing assessment.	Lisa Maxwell, Kirstin Bush, Working Party.	Dec 25	n/a	n/a
Research and implement a progressive spelling programme across first and second level that meets the needs of all learners.	All staff will plan and deliver effective teaching and learning of spelling demonstrating progression and differentiation.	Evident in forward plans. Teacher feedback. Pupil learning conversations. Tools for Writing data from Routes Through Writing assessment	Lisa Maxwell, Kirstin Bush, Working Party.	Dec 25	n/a	n/a
Create a detailed book list of novels showing clear progression which will be use in forward planning by all staff.	Staff will plan reading experiences to meet all learners needs. Pupils will experience choice and a range of genres within their reading material. Reading homework will be evident in forward plans. There will be consistent percentage of time dedicated daily to reading.	Reading attainment levels data. Evident in forward plans-range of books used in class and homework. Percentage of time spent daily on reading. Staff and pupil feedback	Lisa Maxwell, Kirstin Bush, Working Party.	Dec 25	n/a	n/a
All staff to engage in sharing of good practise focusing on comprehension skills and fluency.	All staff to develop skills in effective teaching and learning of comprehension and fluency skills. Targeted pupils will show progress in their fluency and comprehension skills through the Three Read Approach.	Teacher feedback POLLI Classroom observation Three Read Approach baseline and assessments	Lisa Maxwell, Kirstin Bush, Working Party. <ul style="list-style-type: none"> • E. Pitbaldo • C.Duncan • L.MacRae 	Dec 25	n/a	n/a

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Working party to create a Literacy Policy outlining a whole school approach to spelling, reading and writing.	All stakeholders will have a clear understanding of how the literacy curriculum is delivered at Broomhill.	Feedback from staff and wider school community.	Lisa Maxwell, Kirstin Bush, Working Party.	May 26	n/a	n/a
Dec/May Evaluative Comments on impact of SIP work: <i>(Used to support completion of SER)</i>						

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Maintenance Agenda:

Please use the space below to note any other improvement action initiated in previous years which are continuing to be focus in the coming year but not your identified priority for 25-26

Grand Challenge	Area of Focus	QI HGIOS 4
Wellbeing and Learning	Restorative Approaches – P6s received training by Educational Psychologist, and they will train up the current P6s. In the weekly assembly peer mediators will be identified to support any concerns in the playground.	Q3.1
Engagement, Participation and Inclusion	Continue to fundraise as a school community to develop the playground for outdoor learning and free play.	