

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

Progress

Wellbeing

Inclusion

School	Broomhill Primary School			
Learning Community	Hyndland Learning Community			
Link Officer	Simon Kelly			
Head of Service	Brian McDermott			
School Roll	439			
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 26-27:	£35,525	SIMD Quintile 1 (% and Number)	51 pupils	11.56%
PEF Carry Forward:	£0	SIMD Quintile 5 (% and Number)	287 pupils	65.07%
Total PEF Allocation 26-27:	£35,525	Other - Staged Intervention 2-4	68 pupils	15.41%
FME (number and %)	29 pupils	6.57%	Total No Pupils	441 pupils

Grand Challenges over 3 year cycle (Aug 2026 – Jun 2029) *(Throughout the current 3 year cycle of improvement all establishments should focus on the Grand Challenges of Progress, Wellbeing and Inclusion)*

Year 1	Year 2	Year 3
<u>Achievement and Progress:</u> To enhance teaching and learning in Literacy (writing and talking and listening) <u>Engagement, Participation and Inclusion:</u> Pedagogy – The Good Lesson and Active and Collaborative Learning <u>Engagement, Participation and Inclusion:</u> To develop progressive programmes in Music and Art and Design	<u>Achievement and Progress:</u> To enhance teaching and learning in Numeracy <u>Wellbeing and Learning:</u> Meeting Learners Needs and Relationships policy update <u>Engagement, Participation and Inclusion:</u> To develop progressive programmes in Dance and Drama	<u>Engagement, Participation and Inclusion:</u> Glasgow Pedagogy <u>Wellbeing and Learning:</u> Digital safety and digital learning strategy <u>Engagement, Participation and Inclusion:</u> Celebration of cultures, languages and religions/ RME overview

Challenge: Achievement and Progress: Learning and Teaching						
Mission: Accelerate children's progress in literacy through the consistent application of high quality pedagogical approaches across the school.				QI (HGIOS 4)	Costs	
Commitments(sprints)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
All staff will focus on teaching tools for writing in Term 1 using strategies from Write on Track and Big Writing. Creation of progressive talking and listening focus for teaching and assessment throughout the school.	Staff will develop teaching and learning activities using the GCC Literacy Framework, GDSS strategies and associated pedagogical approaches to deliver consistent, high-quality literacy teaching. Almost all staff will: Engage with CLPL activities, GDSS training and online training. Use agreed pedagogical approaches and resources to teach literacy at their stage. Identify key learning focus for talking and listening throughout the year and identify appropriate success criteria. Use assessment approaches to inform next steps and evaluate progress. Almost all learners will: Demonstrate increased progression in writing, in particular accuracy in using tools for writing. Demonstrate ability to achieve appropriate success criteria within talking and listening. Demonstrate improvement in spelling through SWST Targeted learners will demonstrate improved progress in literacy through: An increase in accurate use of sentence structure, punctuation and grammar. By June 2027, there will be an 3% increase in attainment in writing at each stage.	Moderation / Professional Dialogue Planning and moderation will evidence use of the GCC Literacy Framework and agreed pedagogical approaches across all stages. Professional dialogue will demonstrate increased staff confidence and consistency in teaching tools for writing. Classroom Observation Observations will evidence consistent teaching and learning in literacy across the school. Assessment tools will be used to inform responsive teaching. Learner Conversations Learners will be able to share strategies used to improve accuracy in writing skills. Quantitative Attainment Data By June 2027, there will be a 3% increase in writing attainment at each stage.	Kirstin Bush DHT, Nicola Saunders and Collaborative Development group	Training and implementation of strategies in T1 Baseline assessments in T1 Identification of target pupils in T1 SLT observations in T1/3 Learning conversation in T2 Moderation of writing attainment in T2 Attainment assessment T3		
Dec/May Evaluative Comments on impact of SIP work: <i>(Used to support completion of SER)</i>						



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Grand Challenge: Engagement, Participation and Inclusion						
Mission: To increase the opportunities for more active and collaborative learning within numeracy lessons				QI (HGIOS 4)	Costs	
Commitments(sprint)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
All staff will engage in CLPL to implement strategies from Glasgow's Pedagogy: Active and Collaborative Learning to ensure consistency in pedagogical approaches to teaching numeracy across the school.	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 Glasgow Pedagogy's CLPL Use agreed pedagogical approaches and resources to teach numeracy at their stage. Use assessment approaches, including digital tools (e.g. Magma Maths), to inform next steps Almost all learners will: Demonstrate increased engagement and accuracy in numeracy. Articulate the strategies they use to solve problems. Targeted learners will demonstrate improved progress in numeracy through: Active and collaborative learning activities Engagement in learning activities By June 2027, there will be an increase in their engagement in numeracy.	Moderation / Professional Dialogue Planning and moderation will evidence use of the GCC Numeracy Framework and agreed pedagogical approaches across all stages. Professional dialogue will demonstrate increased staff confidence and consistency in using active and collaborative strategies. Classroom Observation Observations will evidence consistent active and collaborative learning in numeracy across the school. Digital assessment tools (e.g. Magma Maths) will be used to inform responsive teaching. Learner Conversations Learners will articulate the increase in engagement within numeracy lessons Learners will be able to share strategies used to improve accuracy in numeracy. Quantitative Attainment Data By June 2027, there will be an increase in numeracy engagement of targeted pupils. Tracking data (including Magma Maths insights such as attempts and accuracy) will demonstrate improved learner progress over time	Susan Connor, DHT Lisa Maxwell Collaborative Development group Emma Hamill, Educational Psychologist supporting with engagement analysis	Training and implementation of strategies in T1 and T2 Baseline assessments in T1 Identification of target pupils in T1 Baseline engagement analysis LC/Peer observations in T3 Learning conversation in T3 Assessment of numeracy attainment in T4 Engagement analysis in T4		
Dec/May Evaluative Comments on impact of SIP work: <i>(Used to support completion of SER)</i>						

Grand Challenge: Engagement, Participation and Inclusion						
Mission: Develop progressive series of teaching and learning activities withing music and art and design throughout the school				QI (HGIOS 4)		Costs
Commitments(sprint)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
All staff will engage with CLPL to ensure a progression of skills in music and art and design.	Staff will develop confidence in teaching art and design and music skills. Almost all staff will: Engage with the Expressive Arts framework and CLPL Use agreed pedagogical approaches and resources to teach music and art and design at their stage. Use assessment approaches to inform next steps Almost all learners will: Demonstrate increased engagement and progress in music and art and design Be able to use appropriate vocabulary to explain their learning in music and art and design. By June 2027, there will be an increase in their music and art and design knowledge and skills.	Moderation / Professional Dialogue Planning and moderation will evidence use of the GCC Expressive Arts Framework and agreed pedagogical approaches across all stages. Professional dialogue will demonstrate increased staff confidence and consistency in teaching music and art and design. Classroom Observation Observations will evidence teaching of vocabulary and skills appropriate to music/art and design. Plans will be active in their demonstration of their learning. Learner Conversations Learners will articulate the increase in skills within music and art and design lessons Learners will be able to share knowledge gained in music and art and design. Qualitative Data By June 2027, there will be an increase in knowledge and skills within music and art and design.	Karis Nicholson, HT, Christie Castelli-MacLennan PT and Collaborative Development Group	Identification of teaching and learning focuses at each stage T1 Staff and Pupil Baseline assessments in T1 SLT observations in T3 Learning conversation in T3 Assessment on skills/knowledge T3		
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
Achievement and Progress	Continuation of development of assessment procedures and resources Moderation of literacy and numeracy work across the school	
Engagement, Participation and Inclusion	Home Learning review	
Achievement and Progress: Literacy	Reading fluency and comprehension Spelling progression and pedagogy Continue to record progress using PM Benchmark assessment, use of new reading books and evaluate targeted supports	
Dec/May Evaluative Comments on impact of maintenance agenda work: <i>(Used to support completion of SER)</i>		