

School Improvement Planning Template (Year 3)

School	Clyde Primary School
Learning Community	Knightswood
Link Officer	Kim King/Jane Saunders
Head of Service	Carolyn Davren
School Roll	400
Attendance Rate	92.3%
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: £195,000	SIMD Quintile 1 (% and Number) 60.25% 238 children
PEF Carry Forward: £0	SIMD Quintile 5 (% and Number) 0.5% 2 children
Total PEF Allocation 25-26: £195,000	Other
FME (number and %) 60%	Total No Pupils: 400
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>) Wellbeing & Learning: Improve Outcomes for Children and Families through Inclusive Practice (continued from 2023) Engagement, Participation and Inclusion: Delivering a play and enquiry Curriculum to Engage, Support and Challenge all Learners (new) Achievement and Progress: Improve Attainment in Literacy and Numeracy (updated)	

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Grand Challenge: <i>Wellbeing & Learning: Improve Outcomes for Children and Families through Inclusive Practice</i>							
Mission: Refine and implement whole school policy and practices for supporting children with ASN/EAL to ensure consistency.					QI (HGIOS 4)	Costs	
Commitments(sprint)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date		Core	PEF
Implement new approaches to target setting, ASN and CEL reviews, IEPs/WAPs. Improve family involvement and pupil voice within all approaches. Ensure online folders updated and organised.	-improved tracking of off-track learners to show progress -all req. WAPs will be online with reviews, etc. -pupils and parents will have good understanding of their targets	Views: Pupil and family views will be recorded during all ASN meetings. A consistent review template will be introduced. Observation: Clear folders labelled and clear to access.	Cher Alan, Scott	Oct 25	3.1, 2.4	0	0
Renew approaches to pupil leadership through groups using the Lundy Model for voice groups, promoting decision making , link to RRS – GOLD. Review feedback approaches , i.e. assembly.	-All children involved more in decision making -clear approaches to sharing pupil led changes & improvements	Views: regular views gathered and displayed from learners Observation: Regular PV group meetings	Scott & Darci Alan	Dec 25	1.3	0	0
Continue to develop our inclusive approaches through The Hive & The Treehouse and further embed LCFE. Embed inclusive approaches , including emotional literacy programme in all classes, including improved support for EAL learners.	-increased awareness of neurodiversity across all staff and pupils including parent group -creation of a new 'inclusion base' to support P3-5 learners -EAL teacher embedded in school culture.	Views: EAL Pupil surveys Pre & Post inclusive interventions/literacy programme. Views of EAL families on inclusion of them Views of parents of children accessing The Hive/Treehouse	Cher Darci, Gillian, Rebecca G EAL Teacher	June 26	3.1	0	Hive staff - c£50k New resources - c£20k
Improved use of technology to support all learners , specifically all off-track and EAL P3-7 children using technology to support reading/writing using 'Read & Write' app.	-all P3-7 EAL/off-track children using technology daily -all staff upskilled in use of new digital technology	Observation: The use of technology to support EAL/off T pupils being a focus during QA of literacy lessons.	EAL Teacher DLOL – Gemma Digital Infrastructure- Alan	June 26	2.3	0	EAL 0.2 £15k
Dec/May Evaluative Comments on impact of SIP work: <i>(Used to support completion of SER)</i>							

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Grand Challenge: <i>Engagement, Participation and Inclusion: Delivering a play and enquiry Curriculum to Engage, Support and Challenge all Learners</i>							
Mission: <i>Develop a cohesive approach to a play/enquiry-based curriculum, engaging learners better.</i>					QI (HGios 4)	Costs	
Commitments(sprint)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date		Core	PEF
Develop staff knowledge of play/enquiry-based curriculum , including reading, CLPL, visits to other establishments leading to a progressive approach which is evaluated to suit our context.	-all staff will be upskilled and using a play/enquiry based approach across the curriculum with a level of consistency -self-evaluation of approaches leading to improvements	Views: self-evaluation views on CLPL Data: track coverage with Metaskills, national profiles Observation: Observing enquiry/play on QA visits, engagement of metaskills during play/enquiry	Cher Laura, Hannah & Katie	June 26	2.2	£3000	£14000 TBC
Build on metacognition as a key component of the high-quality learning and teaching , linking it to the Metaskills through the curriculum . This will link to personal target setting , including national profiling .	-all children can use the language of Metaskills alongside their play/enquiry and Skills Academy and Sports Coach -all classes use a range of metacognition activities	Views: Staff views/ evaluation, learning conversations – targeted 6 pupils Data: track coverage with Metaskills, national profiles Observation: QA Block 1 & Block 3 of Personal Target Setting – 6 pupils – OT/TIG/Off-T	Kimberly & Jess Alan	June 26	2.3	0	0
Develop approaches to improving pupil voice and choice across the curriculum , ensuring all learners have a voice, including at assemblies.	-all classes will be using a Big Question approach, allowing for a KLW with a balance of Teacher Led, Teacher Initiated and Pupil Initiated learning opportunities.	Data: Improvement in annual surveys re: involvement in learning Observation: Assembly with increased pupil involvement	Scott & Alan	Oct 25	1.3/2.3	0	0
Action our new approach to QA of learning and curriculum, improving the language of teaching and learning for staff, evidence of learning and improving Learning Conversations .	-daily/weekly SLT check-ins (recorded/feedback) -increase peer visits and peer QA of learning (as calendar) -LC more regularly through check-ins	Views: End of year survey on this approach Data: weekly visits recorded	Scott Alan/Cher	Sept 25	1.1/2.3	0	0
Dec/May Evaluative Comments on impact of SIP work: <i>(Used to support completion of SER)</i>							

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Grand Challenge: <i>Achievement and Progress: Improve Attainment in Literacy and Numeracy</i>							
Mission: <i>Review and refine</i>					QI (HGIOS 4)	Costs	
Commitments(sprint)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date		Core	PEF
Develop ‘Good Lesson’ for maths, considering use of resources, displays, differentiation, technology, assessment , etc. Link to enquiry-based learning.	-consistent LCFE approach to displays -overall reduction in worksheet use (Including digital worksheets) -‘policy on a page’ for Good Lesson in LTA booklet – videos/illustrations	Views: staff/pupil views on Good Lesson document. Observation: Consistency in classrooms during QA visits- focusing on a specific element during	Alan Mobina, Kimberly, Rebecca	June 26	2.3/3.2	0	0
Review & quality assure literacy and numeracy approaches through play in P1&2, ensuring an appropriate level of support and challenge for all learners. (WhiteRose, RWI)	-improved challenge specifically at P1 in literacy and numeracy -improved opportunities for play to raise attainment -use of WhiteRose, linked to play, at P1 and P2 -better ‘looking outward’ understanding	Views: Learner conversations Data: (possible) engagement scale, planning to show increased differentiation Observation: Planned QA visits, to review approaches.	Kimberly, Laura R, Karen D Cher & Scott	Dec 25	2.3/3.2 1.1	0	0
PT CLOLs to support at targeted stages/classes through Coaching in Context based on attainment data in literacy and numeracy. EAL teacher to follow this model in specific classes.	-rise in attainment with targeted learners to ‘on-track’ -clear system to track progression of EAL development	Views: Staff Survey to measure confidence pre and post. Staff to complete Coaching in Context Circle – Pre & Post Data: Attainment data (from TIG pupils) from before and after coaching (AR level, RTW scores, Sumdog Assessment, Whiterose concept specific assessments).	Kimberly & Rebecca Mobina	Ongoing	2.3/3.2	0	Additional PT c£12k
Review & amend P1-3 and P4-7 literacy programme for reading and writing, including QA of RWI, RWC, RWS. EAL: review how this is used to support EAL learners .	-improved consistency in all RW approaches -programmes adapted to suit EAL needs -New Family Learning programme for EAL and other families based on RW approaches	Views: Staff survey – pre and post coaching in context Data: Attainment data from new writing criteria Observation: QA visits during RWI and RWS lessons to ensure consistency and the correct level of pace and challenge	Cher P1-7 Kimberly & Karen D P1-3 Rebecca P4-7 Mobina P1-7	June 26	2.3/3.2 1.1	0	0

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

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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 priorities for 25-26

Grand Challenge	Area of Focus	QI HGIOS 4
<i>Wellbeing and Learning: Improve Wellbeing of children, Families and Staff Leading to Better Learning</i>	- Continue to develop, refine use of and evidence impact of Jack – SM/AD/RF - Attendance – AD/CT/SM - Continue to develop and use CEL/VP/CP tracker – SM - Food Tech – Assessment and continued development of overview to mirror other plans, create annual calendar – Karen D -	3.1 3.1/3.2 2.1/2.5 2.3
<i>Engagement, Participation and Inclusion: Improve Outcomes for Children and Families through Inclusive Practice</i>	- Record and recognise achievements (database, ceremony, assemblies) – KD/AD - Maintain a consistently high standard for LCFE – Karen D, Darci	3.2
	Possibly review and refresh our Vision towards the end of session. - SM	
Dec/May Evaluative Comments on impact of maintenance agenda work: <i>(Used to support completion of SER)</i>		

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