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

Progress

Wellbeing

Inclusion

School	Clyde Primary
Learning Community	Knightswood
Link Officer	Michelle Stewart
Head of Service	Carolyn Davern
School Roll	384
Attendance Rate	
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: £194000	SIMD Quintile 1 (% and Number) 54% - 204 pupils
PEF Carry Forward: £0	SIMD Quintile 5 (% and Number) 0.2% - 1 pupil
Total PEF Allocation 26-27: £194000	Other 30% EAL, 48% ASN
FME (number and %) 145 – 38%	Total No Pupils 384
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> Wellbeing: Embedding a consistent, rights-based approach to wellbeing that improves engagement, attendance, and outcomes for all learners. Inclusion: Using robust understanding of learner needs and data to ensure equitable outcomes, support, and progress for all learners. Progress: Improving Consistency in Learning, Teaching and Assessment	

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Grand Challenge: Wellbeing – Embedding a consistent, rights-based approach to wellbeing that improves engagement, attendance, and outcomes for all learners.						
Mission: Improve the school community's understanding and promotion of wellbeing and rights.			QI (HGios 4) 3.1		Costs	
Commitments(sprint)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
All staff will engage in Emotion Works CLPL and implement the Bronze and Silver programmes to ensure a consistent, whole-school approach to emotional literacy, using the COG model and agreed strategies to support learners.	All staff consistently use the Emotion Works COG model and associated language to develop learners' emotional literacy. All learners will understand and be able to use the COG model to identify, describe, and begin to regulate their emotions. A consistent approach to emotional support will be evident across all classrooms, using agreed visuals and strategies.	QA visits show that classroom environments consistently reflect the Emotion Works COG model and this is referenced in learning, and use of approaches in all classes. Learner voice demonstrates increased ability to identify, describe, and regulate emotions using a shared language and appropriate strategies. Targeted learners show improved engagement and readiness to learn (2 per class) and behaviour data indicates a reduction in incidents linked to emotional dysregulation.	Darci/Matt	June 27		£3000
The wellbeing indicators will be embedded within daily classroom learning, planning, and practice, ensuring consistent delivery of high-quality wellbeing learning. This will be reflected in class charters, displays, assemblies, and communication with families.	All learners will understand the wellbeing indicators and how they relate to their own lives. Learners will be able to apply the wellbeing indicators within their learning and explain how they support their own wellbeing and that of others. Wellbeing learning will be consistently embedded within daily classroom practice across all curricular areas.	QA visits evidence the consistent embedding of wellbeing indicators within daily classroom learning and teaching across all classes. Learner voice demonstrates confident understanding of the wellbeing indicators and how they are applied within their learning and daily experiences. Learners can identify supports within the classroom and school and describe strategies to maintain or improve their wellbeing. Wellbeing survey data shows improvement in learners' reported wellbeing over time (GMWP)	Cher Darci/Matt	Sept 26 Jan 27 June 26		
Our recognition approaches will be refined to consistently promote wellbeing, positive relationships, and children's rights within daily classroom practice. This will be supported through weekly assemblies and reinforced through ongoing classroom learning.	All staff will consistently apply the school's recognition approaches within daily classroom practice, promoting positive behaviour, relationships, and wellbeing. Learners will understand how recognition links to children's rights and the wellbeing indicators. Learners will be able to reflect on their own progress and achievements in relation to behaviour, relationships, and wellbeing.	QA visits evidence consistent use of recognition approaches within classroom learning and teaching across all classes. Learner voice demonstrates understanding of how recognition links to rights, wellbeing, and school values. Learners are able to articulate personal targets and achievements in relation to behaviour, relationships, and wellbeing. Behaviour data shows an increase in positive behaviour and a reduction in low-level disruptions over time.	Scott/Kimberly	October 26		



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A consistent, early intervention approach to improving attendance will be embedded across the school, with a focus on supporting learners at risk of low attendance (below 90%) through targeted, data-informed strategies. (Improving remit of HSSW)	SLT and staff will consistently use EBSA and staged intervention approaches to support improved attendance. SLT will use a range of strategies such as Attendance HEROS, weekly Target reviews, Skills Academy. Improved attendance will be evident for targeted learners, with learners demonstrating increased understanding of the importance of attendance.	Tracking systems and staged interventions evidence timely and appropriate support for identified learners to include GMWP, School Avoidance Questionnaires results, meetings with families. Attendance data shows a 1% overall increase and a reduction in persistent absence. Learner voice shows increased understanding of the importance of attendance.	Alan	December 26		£9000
Dec/May Evaluative Comments on impact of SIP work: <i>(Used to support completion of SER)</i>						

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Grand Challenge: <i>Inclusion - Using robust understanding of learner needs and data to ensure equitable outcomes, support, and progress for all learners.</i>						
Mission: <i>To ensure all learners are supported, included, and able to achieve through equitable, responsive, and data-informed practice.</i>				QI (HGIOS 4)		Costs
Commitments(sprint)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
Tracking systems will be further developed to clearly evidence progress over time for all learners, particularly those identified as off-track, EAL, or with additional support needs. This will support staff in understanding learner needs and using data effectively to inform targeted support and next steps.	Staff will have a clear and detailed understanding of the additional support needs, attainment, and progress of all learners in their class. Staff will confidently use data to identify, monitor, and support learners, including those who are off-track or EAL. Progress over time will be evident for identified learners, demonstrating good or very good progress from individual starting points. Data will be used effectively to inform planning, differentiation, and targeted support within classroom practice.	Tracking systems clearly demonstrate progress over time for off-track, EAL, and ASN learners, showing evidence of good or very good progress from individual baselines. Tracking meeting dialogues evidence staff confidently discussing learners' needs, progress, and next steps, including for those requiring additional support. Planning and classroom practice reflect staff understanding of learner needs, with appropriate differentiation and targeted support evident. Attainment and progress data show improvement for identified groups, with gaps reducing over time.	Cher/Alan	October 26		
All learners will engage in regular personal target setting, linked to literacy, numeracy, and wellbeing, with ongoing reflection and review in collaboration with staff.	All learners will understand and be able to discuss their personal targets and progress. Learners will regularly reflect on their learning and identify next steps. Staff will consistently implement structured approaches to target setting and review within classroom practice.	QA visits evidence regular use of target setting and reflection as part of classroom learning. Learner voice demonstrates understanding of targets and next steps. Learners can articulate their progress and areas for improvement.	Jess	April 27		
All staff will engage in professional learning through the Learning Community CLPL on 'Keeping the Promise' to improve outcomes for care experienced learners.	All staff will demonstrate a clear understanding of the needs and experiences of care experienced learners and will use this to provide appropriate support, including targeted strategies to improve engagement, wellbeing, and progress. Care experienced learners will experience more inclusive and supportive learning environments. Improved outcomes in engagement, attendance, and attainment will be evident for care experienced learners.	QA visits and professional dialogue evidence staff applying inclusive, trauma-informed approaches within classroom practice. Staff confidently discuss the needs, progress, and next steps for care experienced learners. Learner voice demonstrates that care experienced learners feel supported, included, and understood. Attendance, engagement, and attainment data show improvement over time.	Alan	June 27		



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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: Progress – Improving Consistency in Learning, Teaching and Assessment						
Mission: Accelerate children's progress in learning through the consistent application of high-quality pedagogical approaches across the school.				QI (HGIOS 4) 2.3		Costs
Commitments(sprint)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
All staff will engage in CLPL to implement the GCC Numeracy Framework to ensure consistency in pedagogical approaches and link to our Numeracy Week and current resources/approaches.	Staff will develop confidence in using the GCC Numeracy Framework and associated pedagogical approaches to deliver consistent, high-quality numeracy teaching. Lessons will show appropriate pace, with all learners engaged in purposeful tasks within the first 5 minutes and clear progression evidenced in almost all of QA visits.	Planning and moderation will evidence use of the GCC Numeracy Framework and agreed pedagogical approaches across all stages. Class visits will demonstrate clear modelling of strategies and appropriate pace and challenge with learners able to talk about strategies. Attainment data shows improved numeracy outcomes across all stages – minimum 2%.	Alan Jess/Kimberly	December 26		
A clear rationale and shared vision for enquiry-based learning (P4–7) will be developed, linked to play pedagogy in P1–3, ensuring a coherent progression across the school. Consistent planning approaches will support flexibility, collaboration, and learner personalisation.	A consistent approach to play pedagogy and enquiry-based learning will be established across the school. In P4–7, inquiry-based learning will be embedded within classroom practice, with learners experiencing increased choice, personalisation, and opportunities to lead aspects of their learning. Learners will demonstrate increased engagement, independence, and ability to apply skills across contexts. Staff will use a consistent approach to planning, tracking, and assessing learning within IBL, supporting clear progression and depth of learning.	QA visits evidence consistent play pedagogy in P1–3 and inquiry-based learning approaches in P4–7 across all classes. Classroom observations show increased learner engagement, independence, and opportunities for choice and collaboration. Learner voice demonstrates understanding of their learning, with learners able to discuss their focus, progress, and next steps. Planning and assessment evidence clear learning pathways, progression, and opportunities for personalisation. Learner work and observations demonstrate the application of skills across contexts.	Cher Katie	June 27		£10000 (trips/ experiential learning)
All teaching staff will participate in a structured small-group practitioner enquiry, focused on improving an identified aspect of learning and teaching within their own class, aligned with whole-school priorities.	Staff will apply a structured enquiry approach to evaluate and improve an aspect of their pedagogy. Staff will use evidence (e.g. assessment data, observation, learner voice) to inform changes in practice. Improvements in targeted areas of learning and teaching will be demonstrated within each class or focus group. Increased staff confidence in using enquiry to drive sustained improvement.	Enquiry presentations clearly demonstrate the link between focus, actions, and measurable impact on learners. Evidence includes baseline and follow-up data (attainment, engagement, learner work, and pupil voice). QA visits show the application of enquiry findings in classroom practice, with observable improvement in agreed pedagogical approaches. Tracking data demonstrates improved outcomes for identified cohorts, and effective approaches are shared and adopted more widely.	Scott, Alan, Cher 1 teacher lead per group	May 27		



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SLT and staff will implement a structured and collaborative programme of quality assurance, ensuring a consistent weekly SLT presence in classrooms.	Increased consistency in the application of agreed pedagogical and wellbeing approaches across all classes. Staff engage regularly in professional dialogue informed by QA evidence. Improved SLT understanding of whole-school strengths, needs, and emerging priorities, leading to targeted support and intervention.	Formal QA visits and weekly check-ins will evidence increased consistency in agreed pedagogical and wellbeing approaches across all classes (e.g. modelling, pace, questioning, PPB, rec. boards). Regular QA demonstrate a clear cycle of feedback, action, and follow-up, with improvements evidenced over time and work sampling show increased engagement, understanding, and application of learning.	Scott	October 26		
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 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
Progress	Continue to ensure consistency of our literacy programme, ensuring good pace and fidelity to the approach.	2.3
Wellbeing/Inclusion	Maintain and improve our LCFE standard. - Look at links to CIRCLE framework - Possible reaccreditation	2.5
Inclusion	Refine approach to pupil leadership groups: - Groups for Big Share and follow up with HT - Other groups required - Ensure the feedback loop is always closed by working more with groups of pupils and staff to take forward next steps.	1.3
Dec/May Evaluative Comments on impact of maintenance agenda work: <i>(Used to support completion of SER)</i>		