

## School Improvement Planning Template

<b>School</b>	<b>Cranhill Primary</b>		
<b>Learning Community</b>	<b>Smithycroft</b>		
<b>Link Officer</b>	<b>Samir Shar</b>		
<b>Head of Service</b>	<b>Jean Miller</b>		
<b>School Roll</b>	<b>186</b>		
<b>Attendance Rate</b>	<b>91%</b>		
<p><b>Pupils affected by the poverty related attainment gap</b> (employment, income, housing, health, access to services, education, crime), covid &amp; other forms of poverty not listed  <b>OTHER</b> – Pupils not in SIMD 1 &amp; 2, not in receipt of school meals but affected by factors detailed above.</p>			
<b>PEF allocation 24-25:</b>	£91,875	<b>SIMD Quintile 1 (% and Number)</b>	<b>171</b>
<b>Carry Forward:</b>		<b>SIMD Quintile 5 (% and Number)</b>	<b>0</b>
<b>Total Allocation 23-24:</b>		<b>Other</b>	<b>19 (SIMD band – Quintile 2 and 3)</b>
<b>FME (number and %)</b>	<b>67%</b>	<b>Total No Pupils</b>	<b>190</b>

**Grand Challenges 2023-26** (*Grand challenges are the long-term strategic changes you intend to achieve i.e 'to improve attainment in literacy'*)

**Challenge 1: Increase Engagement, Participation & Inclusion:** Engage all learners and create opportunities for high quality and inclusive learning: through developing nurture and improved approaches to improve wellbeing

**Challenge 2: Improve Achievement & Progress:** Improve attainment in literacy and numeracy through high quality learning, teaching and assessment: including developing curriculum pathways.

**Challenge 3: Further Develop Connected Learning:** Develop digital approaches, thinking skills and formative assessment across the curriculum

**Challenge 1: Increase Engagement, Participation & Inclusion:** Engage all learners and create opportunities for high quality and inclusive learning: through developing nurture and improved approaches to improve wellbeing

**Mission 1: Ensure equality, diversity and inclusion underpin our approaches to improving behaviour and relationships**

**Costs**

Commitments(sprints)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
<p>Inclusive and Equitable Culture:</p> <p>Nurture: Audit of current practices- HNIOS</p> <p>Whole staff self-evaluation of how relational we are and participation in further training on nurture principles and restorative practice</p>	<p>All staff will have improved understanding of nurturing principles</p> <p>Increased capacity in staff to analyse and intervene to meet needs of pupils</p>	<p>Analysis of nurture questionnaires</p> <p>Staff observations and questionnaires</p> <p>GMWP results and analysis. Teacher follow up with curriculum maps and discussions.</p>	<p>AY HT</p> <p>SB PT</p> <p>LMcD Educational Psychologist</p>	<p>Aug</p>	<p>0</p>	<p>0</p>
<p>Inclusive and Equitable Culture:</p> <p>All staff to Promote Positive Relationships policy. Continue to develop the articles of the</p>	<p>Evidence of nurture principles being used in practice to develop engagement.</p>	<p>GMWP analysis OCT and MAY</p> <p>Learner feedback</p> <p>Learner conversations feedback</p> <p>Tracking conversations recorded</p> <p>Termly plans and evaluations</p>	<p>AY HT</p> <p>PD PT</p> <p>SB PT</p> <p>All Staff</p>	<p>Aug to June</p>	<p>0</p>	<p>0</p>

<p>UNCRC across the school (context - UNCRC, Global Goals and Children's Rights). Commitment to Gold Award 2024 2025</p>	<p>Staff and pupils set high expectations for behaviour in our school.</p> <p>Staff and pupils show respect to each other and take responsibility for their behaviour</p> <p>Our school's vision, values and aims reflect a restorative ethos.</p>	<p>Moderation HIGIOS 4 through EPR Equalities Self-Evaluation Tool RRS Gold award attained by end of June 2025 Almost all children show the values of the school every day</p>				
<p>Inclusive and Equitable Culture:</p> <p>All staff to complete ACES and Trauma informed training content in line with Scottish Government Guidance, 'Tackling the attainment gap by preventing and responding to Adverse Childhood Experiences (ACEs)' 'Nurture, Adverse Childhood Experiences and Trauma informed practice: Making the links between these approaches'</p> <p>James Docherty Presentation to Staff and Parents</p>	<p>All staff will be able to summarise the links between early adversity, learning and behaviour</p> <p>Staff will be able to state the significance of the relational elements to learning and how schools can create a supportive and inclusive environment for learning (strong understanding of the impact of poverty on learning)</p> <p>Staff will be able to suggest some questions to consider when planning action on the use of additional funding to reduce the attainment gap</p> <p>SLT will provide links to further resources and forthcoming work which will contribute to</p>	<p>Staff moderation paperwork showing current and future understanding and practice based on the training provided</p> <p>Questionnaire - Staff will have a greater understanding of the science of adverse childhood experience and the effect on the child</p>	<p>AY HT SB PT LMcD Educational Psychologist</p>	<p>Aug onwards</p>	<p>0</p>	<p>0</p>

	<p>informing action on reducing the attainment gap.</p> <p>Parents will have a better understanding of ACES and how they can provide create a supportive and inclusive environment for learning at home</p>					
<p>Inclusive and Equitable Culture:</p> <p>When Adults Change, Everything Changes: What, When and How - Behaviour management and visible consistency</p>	<p>All staff to have consistent approaches across the school when dealing with behaviour and relationships</p> <p>Staff and pupils have an awareness of their behaviour and its impacts on all pupils.</p> <p>Staff to complete Paul Dix Training on line</p> <p>Staff will be confident on, 'What to Say, What to do and How to be Be' when dealing with relationships across the school.</p>	<p>Learner conversations show positive impact on relationships with adults and pupils.</p> <p>GMWP show that we are improving relationships across the school</p> <p>Evidence of approaches in moderations/collaboration groups feedback will show staff are confident in relationship building and minimising distressed behaviour</p> <p>Observed positive relationships between children and adults/peers</p> <p>Reduction in HANDs forms</p>	AY HT	Aug to June	0	0

Mission 2: Improved staff understanding and use of restorative approaches to improve engagement in almost all classes						
<p>Inclusive and Equitable Culture:</p> <p>Review of needs analysis evaluation from 2023 2024.</p> <p>Continue to build a comprehensive understanding of the existing strengths, needs and issues within our establishment. (GRAF 3 Themes)</p> <p>Participation in Restorative training for all staff and P6 Peer Mediation Training with Educational Psychology</p> <p>P7 pupils will take on the role of peer mediators for session 2024 2025</p>	<p>Staff to feel confident in positive and attuned interactions, accountability for self and others.</p> <p>Children and young people at P6 and P7 are active participants in conflict resolution and support younger children across the school</p> <p>All staff using a consistent approach to restorative practice Staff and children model positive relationships in and around the establishment. Staff demonstrate their understanding of the fact that all behaviour is communication</p> <p>Whole class restorative approaches are used e.g. restorative scripted conversations Staff and pupils across the whole school use the 5 restorative questions when dealing with conflict</p>	<p>Pre and post survey for measuring staff confidence in developing attuned interactions questionnaire to ascertain the following:</p> <ul style="list-style-type: none"> <li>To reflect on what learners tell us makes a good teacher</li> <li>To understand why being emotionally attuned is important</li> <li>To learn how we can 'attune' to a learner and use attunement to build trusting relationships</li> <li>To reflect on our own practice and explore our next steps in learning</li> </ul> <p>Formal and informal feedback from staff, pupils and parents/carers; Questionnaires with staff, pupils and/or parents/carers</p>	<p>LMcD Educational Glasgow Psychological Services AY HT</p>	<p>Aug to June</p>	<p>0</p>	<p>0</p>
<p>Inclusive and Equitable Culture:</p> <p>Environmental checklist (CIRCLE inclusive classroom scale) used across the school</p>	<p>Planning ensures consideration of a more inclusive classroom</p>	<p>CIRCLE resource checklist used by all teachers to analyse how inclusive classrooms (physical environment, social environment structures and routines, and motivation) This helps to provide environments which support engagement and high-quality learning.</p>	<p>AY HT All Staff SB PT</p>	<p>Aug to June</p>	<p>0</p>	<p>0</p>

<p>Inclusive and Equitable Culture:</p> <p>Analyse and improve attendance and late comings with established target group(s) using new school attendance tracker for 2024 2025</p>	<p>Improved use of data analysis to create a solution focused intervention.</p> <p>Targeted pupils' absence and late coming decreases for those pupils under 90% attendance.</p> <p>Improved use of data analysis to create a solution focused intervention.</p> <p>Engagement of families improves.</p> <p>Improved overall attendance in line with city average or above.</p> <p>From data gathered from new tracker develop further links and partnerships to support families who require support.</p>	<p>Monthly attendance and late coming statistics analysed and used to support families to improve attendance.</p> <p>Education Toolkit Self Evaluation supports next steps.</p> <p>Tracking conversation to identify target groups</p>	<p>AY HT</p> <p>PD PT</p>	<p>Aug onwards</p>	<p>0</p>	<p>0</p>

<p>Pilot the use of PATHs materials across all stages of the school</p>	<p>All staff will develop their confidence in supporting all pupils to develop their skills in of self-control, emotional awareness and interpersonal problem-solving skills.</p> <p>Pupils will have: Increased understanding and use of the vocabulary of emotions and emotional states; e.g., excited, disappointed, confused, guilty, etc. Increased use of verbal mediation.</p> <p>Increased understanding of how one's behaviour affects others.</p> <p>Increased self-control, i.e., the ability to stop and think before acting when upset or confronted with a conflict situation. Lessons in this area also teach identification of problem situations through recognition of "upset" feelings.</p>	<p>Pre and post survey for measuring staff confidence and pupil's awareness of the skills needed for self-regulation and self-control.</p> <p>Increase engagement across the school day in all classes and in the playground.</p>		<p>Aug Onwards</p>	<p>0</p>	<p>£2500</p>
<p><b>Evaluative Comment</b> <i>(HGIOS 4 measuring impact and progress)</i></p>						

**Challenge 2: Achievement & Progress: Improve attainment in Literacy & Numeracy through high quality learning, teaching and assessment: including developing curriculum pathways.**

**Mission: Increase attainment in reading and writing at key stages P1, P4 and P7 to at least 75%**

**Costs**

Commitments(sprints)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
<p>Participation by early years and SFLW staff on-line training and development sessions from RWI and moderation meetings across the school to improve teaching methods in phonics and reading</p>	<p>Teachers have a greater understanding of the progression of the teaching of reading and plan/teach accordingly.</p> <p>Improved methodology, pace and progression in phonics and spelling leading to increased attainment in these areas across all stages</p>	<p>Records of attendance at training and action plans Attainment data in reading and writing improves across the school Moderation meeting notes Pupil profiles and work samples show improvements in phonics development particularly at P1 RWI assessment records Standardised Assessment data</p>	<p>NF Reading Leader PT Early Years Class Teachers AY HT</p>	<p>Aug to June</p>	<p>0</p>	<p>0</p>
<p>Targeted support system in place from term 1 2024 2025 to ensure no child falls behind.</p> <p>All staff using literacy policy and reading skills pathway document for Cranhill Primary (shared area)</p>	<p>Clear pathway for progression for every child</p> <p>All staff using a literacy pathway for Cranhill to ensure pace and challenge</p> <p>TIG pupils (identified by CLOL and class teachers) and identified support groups across the school will make progress in their reading</p>	<p>Moderation meeting notes to review and identify next steps to improve pathway</p> <p>Tracking conversations will summarise key aspects of policy being developed to raise attainment in the area of reading Learner conversations Support Plan evaluations</p> <p>TIG Group quality assurance</p>	<p>PD PT SB PT AY HT</p>	<p>Term 1</p>	<p>0</p>	<p>£77000 Teacher &amp; SFLW targeted support</p>



<p>Staff in P1 using the full pedagogical approach from "RWI".</p> <p>All staff using Reading toolkits to promote before, during and after reading strategies to support guided reading sessions.</p>	<p>Skilled teachers who are clear about approaches to improve reading in their classes</p> <p>Ensure all teachers have the knowledge, skill and determination to teach every child, regardless of age, background or need.</p>	<p>Learner conversations CLOL observations Class observations as part of quality assurance programme HIGIO 2.3 evaluation from EPR POLI Observations</p>	<p>PT2 AY HT</p>	<p>Aug 15<sup>th</sup> to Jun</p>	<p>£500</p>	<p>0</p>
<p>All staff to receive training and use miscue analysis and benchmark of reading</p> <p>PM Benchmarking to be purchased and training to be provided for whole staff team</p>	<p>All staff will accurately assess and identify children correct reading level</p>	<p>Tracking information Learner conversations</p> <p>Staff confidence will increase in assessing reading levels:</p> <p>Independent Level Relatively easy for the student to read (95% word accuracy). The ability to read words correctly.</p> <p>Instructional Level Challenging but manageable for the reader (90% word accuracy).</p> <p>Frustration Level Difficult text for the student to read (less than 90% word accuracy).</p>	<p>AY HT YM PEF</p>	<p>30<sup>th</sup> Aug to Jun</p>	<p>£500</p>	<p>PM Benchmarking and PEF Supply</p>
<p>National Writing Programme Followed by Write on Track</p>	<p>Improve children's attainment in writing at first level</p> <p>At least 75% of children attaining first level in writing</p>	<p>Almost all children report that they feel challenged and engaged in the writing process</p> <p>Teacher reporting that they have substantial evidence of</p>	<p>AY PD AMcG</p>	<p>Aug to June</p>	<p>0</p>	<p>0</p>

	<p>Teachers participating in the programme will be equipped with increased knowledge of Quality Improvement (QI) knowledge to improve outcomes for children</p> <p>Develop a consistent implementation of good learning and teaching of writing at P4 stage.</p> <p>School leaders and teachers feel confident on how to systematically spread evidence-based practice</p>	<p>the gap between individuals and their peers narrowing.</p> <p>Tracking data shows at least a 18% increase in attainment from P3 data</p> <p>Teacher report that they feel more confident in quality assuring writing and improving writing outcomes for children.</p> <p>School leaders and teachers feel confident in systematically spreading evidence based practice to other areas of the curriculum.</p>				
<b>Mission 2: Increase attainment in numeracy at key stages P1, P4 and P7 to at least 75 %</b>						
<p>All staff participation in training from Chris McKenna to support implementation of numeracy blue prints in at all stages: Numeracy Blue Print (Count on Us)</p>	<p>Increased attainment in maths/numeracy. All staff have a shared understanding of strategies to develop mental maths.</p> <p>Pupils will learn a variety of pictorial strategies to support their development in number</p> <p>Staff will develop their understanding of the concrete, pictorial abstract model to support pupils numeracy development</p>	<p>Attainment/tracking data including standardised assessment Moderation/professional dialogue and self-evaluation of learner engagement and attainment Self-evaluation feedback Learner conversation feedback</p>	AY HT	25 <sup>th</sup> Sep CAT	0	£2000

All staff to use Cranhill progression pathway and policy document	<p>Clear pathway for progression for every child</p> <p>TIG pupils (identified by CLOL and class teachers) and identified support groups</p> <p>Almost all pupils will make progress in number</p>	<p>All staff using a numeracy pathway for Cranhill to ensure pace and challenge for all pupils</p> <p>Moderation meeting notes</p> <p>Tracking conversations</p> <p>Learner conversations</p>	AY HT	August onwards	0	0
Further develop and maintain approaches to Maths Mastery methodology and active approaches	<p>Teachers have a greater understanding of the progression of the teaching of number and beyond number and plan/teach accordingly.</p> <p>Improved methodology, pace and progression in numeracy and mathematics leading to increased attainment in these areas across all stages</p> <p>All staff to have increased understanding of the different types of active strategies and how this can support the teaching of mathematics to meet the needs of all pupils</p>	<p>All staff using a numeracy Pathway for Cranhill to ensure pace and challenge</p> <p>Moderation meeting notes</p> <p>Tracking conversations</p> <p>Learner conversations</p> <p>Classroom Observation and Polli</p> <p>Teacher termly self-evaluations against SIP</p>	AY HT	August 2024	0	PEF Teacher Support

<p>Family learning workshops across all stages.</p> <p>Intervention strategy and implementation at all stages for Play Along Maths shared with parents</p>	<p>Increase parent knowledge and confidence</p> <p>Develop parent's skill in strategies to support learning at home</p>	<p>Feedback from learners and parents on family learning</p> <p>Questionnaires and feedback of effectiveness of strategies shared for all parents</p>	<p>PT2</p> <p>PT PEF 1</p>	<p>Term 1 then termly family workshops in line with self evaluation</p>	<p>0</p>	<p>0</p>
<p><b>Evaluative Comment</b> (<i>HGIOS 4 measuring impact and progress</i>)</p>						

<b>Challenge 3: Connected Learning: Develop digital approaches, thinking skills and formative assessment across the curriculum</b>						
<b>Mission 1: Increase staff confidence and increase opportunities use of digital technology at all stages</b>					<b>Costs</b>	
<b>Commitments(sprints)</b>	<b>Expected Outcomes</b>	<b>Measures of Impact</b>	<b>Lead Responsibility</b>	<b>Target Date</b>	<b>Core</b>	<b>PEF</b>
Participation of all staff in bespoke development sessions to improve understanding of apps and technology to enhance the learning experience.	<p>Pupils access digital technology to enhance learning.</p> <p>Teachers' planning reflects digital technologies across the curriculum (maps).</p> <p>Digital pupil leaders established across the school to support class learning</p>	<p>Analysis of digital learning staff audit</p> <p>Teachers' planning reflects digital technologies across the curriculum (maps).</p> <p>Views/observations of Digital Leaders of Learning supporting the use of digital technology across the school</p> <p>Pupils engagement increases – Learning conversations</p>	DLOL HT	August 2024 onwards	0	0
<b>Mission 2: Improve learning, teaching and assessment and use of thinking skills approaches</b>						
Glasgow Pedagogy Thinking Skills - Further develop and embed thinking routines across all classes: Pedagogy and collaboration groups	<p>Improve learner experience</p> <p>Improve learner engagement</p> <p>Improve pedagogy across the school to include further ways of developing HOTS.</p> <p>Increase staff confidence in using thinking skills</p>	<p>EPR</p> <p>Observations</p> <p>Views</p> <p>Improved use of thinking routines in all classes</p> <p>Engagement improves – Learner conversations</p> <p>Class Tracking Records</p> <p>Moderation sessions recorded</p>	SB PT	Aug 24 onwards	0	0
Glasgow Pedagogy – Whole staff collaboration and development of formative assessment strategies across all stages: Pedagogy and collaboration groups.	<p>Improved methodology, pace and progression for all staff</p> <p>Improved use of differentiation for all staff</p>	<p>EPR</p> <p>Observations</p> <p>Views</p> <p>Improved use of thinking routines in all classes</p> <p>Engagement improves – Learner conversations</p> <p>Class Tracking Records</p>	AY HT	Aug 24 onwards	0	0

	<p>Improve confidence in using assessment to identify next steps and targets</p> <p>Consistent use of key strategies in all classes</p>	Moderation sessions recorded				
<b>Evaluative Comment</b> (HGIOS 4 measuring impact and progress)						
<b>Mission 3: Improve learning, teaching and assessment and use of thinking skills approaches</b>						
All staff to self- evaluate our current practice using the 5 elements of learning and teaching identified by Smithycroft Secondary.	Staff are clear on how we illustrate and use the 5 key elements of learning and teaching to raise attainment.	Self- evaluation feedback.	HT	May INSET 2024	0	
Termly collegiate activities within the learning community focussing on the 5 key elements of learning and teaching.	All staff have a shared understanding of learning and teaching looks like within the learning community.	Staff surveys	HT	August INSET- all staff to Smithycroft.		
Whole school creation of a bespoke Learning and Teaching strategy which encapsulates Cranhill's ethos of learning and teaching, encompassing the Smithycroft Learning Communities 5 key strategies for Great Teaching and Learning.	<p>All Smithycroft feeder primaries have their own learning and teaching strategy using the 5 agreed elements;</p> <ul style="list-style-type: none"> <li>• Classroom Atmosphere</li> <li>• Collaborative Learning</li> </ul>	<p>HGIOS Q.I. 2.3 Level 5 illustrations and challenge questions.</p> <p>Pupil surveys</p> <p>Parent surveys</p> <p>Staff surveys</p>	All staff	June 2025		

	<ul style="list-style-type: none"><li>• Knowing How We Learn</li><li>• Effective Feedback</li><li>• Challenge and Differentiation</li></ul>					
<b>Evaluative Comment</b> <i>(HGIOS 4 measuring impact and progress)</i>						