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School Improvement Planning Session: 2025-26

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| **School** | Croftcroighn Primary & NC |
| **Learning Community** | Smithycroft |
| **Link Officer** |  |
| **Head of Service** | Catherine Gallagher |
| **School Roll** | 67 |
| **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 25-26:** £78,400 | **SIMD Q**uintile 1 **(% and Number) 46% 31** | | **Carry Forward:** | **SIMD Q**uintile 5 **(% and Number) 51% 34** | | **Total Allocation 25-26:** | **Other** 2 blank for SIMD | | **FME (number and %) 67 100%** | **Total No Pupils 67** | | |
| **Grand Challenges 2023-26 (***Grand challenges are the long term strategic changes you intend to achieve i.e ‘to improve attainment in literacy)*  1). To increase the use of a range of Alternative & Augmentative Communication strategies across the school day to support engagement, participation and inclusion.  2). To embed staff knowledge and understanding of Nurture approaches to promote positive relationships & understanding of distressed behaviour (aligned to Wellbeing & Learning). | |

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| **Challenge: *(copy/paste aligned challenge)*** | | | | | | |
| **Mission :** | | | | | **Costs** | |
| **Commitments(sprints)** | **Expected Outcomes** | **Measures of Impact** | **Lead Responsibility** | **Target Date** | Core | **PEF** |
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| December Check Point: Evaluative Comments | | | | | | |

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| **Challenge: *(copy/paste aligned challenge)*** To increase the use of a range of Alternative & Augmentative Communication strategies across the school/nursery day to support engagement, participation and inclusion. QI 1.3, QI 2.3, QI 3.2 | | | | | | |
| **Mission :** To provide training & resources to enable practitioners to use Signalong throughout daily teaching/learning activities. | | | | | **Costs** | |
| **Commitments(sprint)** | **Expected Outcomes** | **Measures of Impact** | **Lead Responsibility** | **Target Date** | Core | **PEF** |
| To provide signalong training for support staff. | 2 staff members are accredited Signalong Tutors.  Increased signing training by staff across the school day. | Signalong Tutors will plan a series of training sessions for support staff. Support staff will complete a w/shop. All staff will increase their use of signing. Lesson observations, conversations with pupils. Feedback from staff & parents about signing. | E. Jamieson  M. Gartshore Primary & D Morris Nursery | Start sep-25 | Monthly 30mins |  |
| To provide Signalong training for CDO’s & Teachers. | All staff will use Signalong across the school day. Increased modelling of signing across the school day. Increased use of signing by pupils & parents. | Signalong Tutors will plan a foundation training course for CDO’s & Teachers. Support staff will complete a w/shop. All staff will increase their use of signing. Lesson observations, conversations with pupils. Feedback from staff & parents about signing. | E. Jamieson  M. Gartshore Primary & D Morris Nursery | June 26 | 15hrs WTA | Approx. £1000 (For core Vocab books) |
| Staff will work collaboratively to identify common vocabulary which they can learn to support different learning activities & routines across the day. | Staff will identify sign vocabulary that they would like to learn. Signalong tutors will record clips of themselves signing to support training | Signing will be evident by staff throughout the school day. Children will increase their use of signing. | E. Jamieson  M. Gartshore Primary & D Morris Nursery |  |  |  |
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| **Challenge: *(copy/paste aligned challenge)*** To embed staff knowledge and understanding of Nurture approaches to promote positive relationships & understanding of distressed behaviour (aligned to Wellbeing & Learning). QI 3.1. | | | | | | |
| Mission : To further develop staff understanding of low arousal approaches & to employ Emotion Works ASN Incident Debrief sessions in classes. | | | | | **Costs** | |
| **Commitments(sprint)** | **Expected Outcomes** | **Measures of Impact** | **Lead Responsibility** | **Target Date** | Core | **PEF** |
| All staff will be familiar with behavioural analysis & planning methods. | Class teams will become familiar with completing ABC or Star Analysis charts to document information about specific behaviours. Teachers & CDO’s will use this to inform functional behavioural Analysis. | All staff will become familiar with processes to analyse and plan support for children’s behaviour. Behaviour support plans will be in place to support individuals when required. | E. Jamieson, C. Kelly  H. McKinnon & L. Connacher | SIP Meetings scheduled across Year |  | n/a |
| All staff will work together to create an environment conducive to learning. | Class teams will work together to draw up class charters highlighting to the type of environment will be conducive to learning. | Classroom & learning environments will be adapted to meet the needs of the individuals in the class. Staff will be aware of the class charters and will adapt accordingly. | E. Jamieson, C. Kelly  H. McKinnon & L. Connacher | Aug 25 |  |  |
| Staff will complete training about trauma informed responses & restorative approaches. | Staff will adapt their practice to take account of restorative approaches & trauma informed strategies when working with individuals. | Staff will be able to implement restorative approaches and trauma informed responses for individuals. Lesson observations. Mentor discussions. Less incidents and shorter duration. | E. Jamieson, C. Kelly  H. McKinnon & L. Connacher | WTA/  SIP meetings |  | n/a |
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| December Check Point: Evaluative Comments | | | | | | |
| **Challenge:**  To increase the use of a range of Alternative & Augmentative Communication strategies across the school day to support engagement, participation and inclusion. | | | | | | |
| **Mission :** To provide training & resources to enable practitioners to use Boardmaker Online software, TDSnap &/or objects of reference to support AAC users across the curriculum. QI 2.3, QI 3.2 | | | | | **Costs** | |
| **Commitments(sprint)** | **Expected Outcomes** | **Measures of Impact** | **Lead Responsibility** | **Target Date** | Core | **PEF** |
| Staff will be able to access Boardmaker to create low tech AAC. | All teaching & CDO staff will incorporate symbol use in learning activities to ensure they support communication. | Children will be more familiar with using picture symbols to assist them to express themselves – making choices & expressing opinions & to support transitions. All staff will have access to transition Lanyards. | H. McKinnon  E. Jamieson | Sept 2025 |  | Approx.  £5000 |
| Staff will develop familiarity with the TD Snap app | All teachers will have access to TD snap on an ipad. This will enable them to become familiar with the software to allow them to model it’s use for pupils across the day. Support staff training sessions on TDsnap. | Staff will model use of TD Snap with great confidence across the school day. Lesson observations. Children will be more familiar with using TD Snap – making choices & expressing opinions. | H. McKinnon  E. Jamieson | SIP meetings | Monthly 30mins | free |
| Staff will agree common objects of reference across the nursery/school | All teaching & CDO staff will incorporate objects of reference into daily transitions for pupils with significant visual impairments & others who would benefit with transition support | Children will transition between activities using objects of reference to assist them to end one task and begin another or move from 1 space to another. Children will demonstrate recognition of the meaning of the object of reference e.g. coat on -we’re going outside | V. Janska Primary  D. Morris Nursery | SIP Meetings |  |  |
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| December Check Point: Evaluative Comments | | | | | | |

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| Grand Challenge | Area of Focus | Quality Indicator |
| Develop pupil voice across school using AAC QI 3.1 | Communication Friendly Environment Accreditation | QI 3.1 |
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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.