

## School Improvement Planning Template

<b>School:</b>		<b>Crookston Castle Primary School</b>	
<b>Learning Community:</b>		<b>Rosshall Leaning Community</b>	
<b>Link Officer:</b>		<b>Sharon McGeever</b>	
<b>Head of Service:</b>		<b>Donnie MacLeod</b>	
<b>School Roll :</b>		<b>504</b>	
<b>Attendance Rate :</b>		<b>88%</b>	
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.			
<b>PEF allocation 23-24:</b>	<b>£213,150</b>	<b>SIMD Quintile 1 (% and Number)</b>	<b>69.5% 350</b>
<b>Carry Forward:</b>	<b>£-135,021 (includes pre-allocated staff)</b>	<b>SIMD Quintile 5 (% and Number)</b>	<b>10% 50</b>
<b>Total Allocation 23-24:</b>	<b>£78,129</b>	<b>Other</b>	<b>26% EAL 131 (TBC) 49% ASN 247 (TBC)</b>
<b>FME (number and %)</b>	<b>49.1% (247)</b>	<b>Total No Pupils</b>	<b>350</b>
<b>Grand Challenges 2023-26</b> ( <i>Grand challenges are the long term strategic changes you intend to achieve i.e 'to improve attainment in literacy)</i> )			
<ol style="list-style-type: none"> <li><b>1. To raise attainment in Writing from 51.5 % to exceed Glasgow average of 71.3% by June 2026. (Target =75%)</b></li> <li><b>2. Challenge: To raise attainment in Reading from 69.9% to exceed Glasgow average of 76.3% by June 2026 (Target = 80%)</b></li> <li><b>3. To raise attainment in Numeracy from 70% to exceed Glasgow average of 76.1% by June 2026 (Target = 85%)</b></li> </ol>			

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<b>1. Challenge: To raise attainment in Writing from 51.5 % to exceed Glasgow average of 71.3% by June 2026. (Target =75%)</b>						
<b>Mission 1: Develop a whole school, consistent approach to the planning and assessment of Writing.</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>
Update all planning and assessment guidance of "Routes Through Writing"	All teaching staff will have a consistent approach to the planning and assessment of writing.	Evidence of consistent planning, self- evaluation and next steps in new online planning folders.	Simon Cundy HT	Sept 2023	N/A	N/A
Staff will have opportunities to moderate their writing assessments.	All teaching staff will have a consistent approach to the assessment of genre-based writing.	Triangulation of evidence through SNSA data, jotter monitoring, tracking meetings.	Simon Cundy HT	Ongoing	N/A	N/A
Termly "stretch aim" tracking meetings.	All teaching staff will meet each term with SLT to target "amber" children.	Stretch aim of + 15% from August to June in all classes.	Simon Cundy HT	Termly	N/A	N/A
<b>1. Challenge: To raise attainment in Writing from 51.5 % to exceed Glasgow average of 71.3% by June 2026. (Target =75%)</b>						
<b>Mission 2: Develop a whole school, consistent approach to the teaching of Writing.</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>
Research effective pedagogical approaches to the teaching of writing.	Selected lead staff will be able to make informed choices about specific pedagogical approaches.	Pedagogical approaches will be shared with staff and evaluated through Quality Assurance Calendar.	Cheryl Hamilton CT Simon Cundy HT Writing Working Party	June 2024	N/A	N/A
Model effective pedagogical approaches.	Experienced teachers will model research based approaches to the teaching of writing.	Pedagogical approaches will be embedded and evidence through learning observations and +15% improvement in attainment.	Cheryl Hamilton CT Simon Cundy HT Writing Working Party	June 2024	N/A	N/A
Create school wide opportunities to expand writing into other curricular areas.	Children will be expected and encouraged to transfer their writing skills and use them in other contexts.	Quality Assurance Calendar will assess transfer of skills. Expectation that almost all teachers are providing this opportunity.	Cheryl Hamilton CT Simon Cundy HT Writing Working Party	June 2024	N/A	N/A

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Evaluative Comment ( <i>HGIOS 4 Link Outcome to QI Challenge Questions</i> )						
<b>1a</b> Almost all children and young people are attaining appropriate levels and a few have exceeded these.						
<b>1b</b> Attainment levels in literacy and numeracy are a central feature of the school's priorities for improvement and raising attainment.						
<b>1. Challenge: To raise attainment in Reading from 69.9% to exceed Glasgow average of 76.3% by June 2026 (Target = 80%)</b>						
<b>Mission 1: Provide a targeted approach to raising attainment in reading.</b>						<b>Costs</b>
Commitments(sprints)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
CLOL Literacy to target children at P1-3 stage to raise attainment in reading.	Targeted "amber" children will be on track by May.	Stretch aim of + 10% from August to June in targeted classes.	Fhionna Dinnen (CLOL Literacy)	May 2024	N/A	N/A
PEF teacher to target children at P4-7 stage to raise attainment in reading	Targeted "amber" children will be on track by May	Stretch aim of + 10% from August to June in targeted classes	Fhionna Dinnen (CLOL Literacy) Nida Anwar	May 2024	N/A	£53.6K
Update dyslexia assessments and provide targeted strategies to support learning in reading	Teachers will be equipped with strategies to support identified children with dyslexia.	10% progress in standardised assessments (SNSA/ PIRA) for children with reading difficulties.	Sharon McHarg DHT	May 2024	N/A	N/A
<b>Challenge: To raise attainment in Reading from 69.9% to exceed Glasgow average of 76.3% by June 2026 (Target = 80%)</b>						
<b>Mission 2: Develop a whole school, consistent approach to the teaching of Reading.</b>						<b>Costs</b>
Commitments(sprints)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
Revise expectations about the teaching of reading , enshrined in Crookston pedagogical guide	Staff will be made aware of "Reading Detectives" methodology. A variety of approaches to the teaching of reading will be used in classes.	Class learning observations and plans, "stretch aims and target meetings". Anticipated 10-15% increase in reading attainment.	Simon Cundy HT	May 2024	N/A	N/A
Update training for SFLW (support staff) in reading recovery pedagogical approaches.	All SFLWs will have been trained in a variety of reading- recovery strategies. Some minor additional expenditure on resources.	Focus on raising attainments for "red" and "amber" children measured by PIRA assessments, target = 10%-15% improvement.	Fhionna Dinnen (CLOL Literacy)	May 2024	N/A	N/A
Provide opportunities for challenge for more able learners.	CLOL to research and share strategies for providing challenge for more able learners in reading	Tracking evidence of more than 5% of "on track" children at above 110 on standardised assessments.	Fhionna Dinnen (CLOL Literacy)	May 2024	N/A	N/A

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Evaluative Comment (*HGIOS 4 Link Outcome to QI Challenge Questions*)

**1a**  
Almost all children and young people are attaining appropriate levels and a few have exceeded these.

**1b**  
Attainment levels in literacy and numeracy are a central feature of the school's priorities for improvement and raising attainment.

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**Challenge: To raise attainment in Numeracy from 70% to exceed Glasgow average of 76.1% by June 2026 (Target = 85%)**

**Mission 1: Provide a targeted approach to raising attainment in numeracy.**

					Costs	
Commitments	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
CLOL to introduce school wide guidance for the assessment of numeracy.	All teachers will carry out MALT assessments twice a year. End of unit assessments will be recorded and tracked.	Data from assessments will be used to plan for next steps .	Jade Foster (PT/ CLOL numeracy)	June 2024	N/A	N/A
Targeted intervention at P1,P4 and P7 stages.	“Amber” children at P1,P4,P7 will have targeted input in numeracy managed and guided by the CLOL	Data from MALT assessments used to measure impact. Expected 10% increase in scores.	Jade Foster (PT/ CLOL numeracy) Yvonne Costello ( to be trained up as CLOL)	June 2024	N/A	N/A
Core 0.8 teacher to be trained up in CLOL numeracy role.	Under the management of the PT the teacher will gain access to GCC approached to the teaching of numeracy.	CLOL will use learnt strategies to improve outcomes by 10% in numeracy for TIG groups.	Yvonne Costello ( to be trained up as CLOL)	June 2024	N/A	N/A

**Mission 2 : Develop a whole school, consistent approach to the teaching of Numeracy.**

Commitments	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
Develop pedagogical approaches to support the teaching of numeracy.	CLOL will continue to research pedagogical approaches and share with staff at CAT nights.	Termly tracking of attainment. Quality Assurance training calendar.	Jade Foster (PT/ CLOL numeracy) Numeracy Working Party	June 2024	N/A	N/A
Further embed approaches to the teaching of “number talks” and SEAL.	CLOL will share best practice with colleagues and model effective lessons.	Learning observations will assess implementations. MALT and SNSA will measure impact.	Jade Foster (PT/ CLOL numeracy)			
Update training for SFLW (support staff) in GCC numeracy approaches.	All SFLWs will have been trained in a variety of numeracy strategies.	Focus on raising attainments for “red” and “amber” children measured by MALT assessments, target = 10%-	Jade Foster (PT/ CLOL numeracy)	May 2024	N/A	N/A

**Evaluative Comment** (HGIOS 4 measuring impact and progress)

**1a**  
Almost all children and young people are attaining appropriate levels and a few have exceeded these.

**1b**  
Attainment levels in literacy and numeracy are a central feature of the school’s priorities for improvement and raising attainment.