

School Improvement Plan = **Crookston Castle Primary School**

School:	Crookston Castle Primary School
Learning Community:	Rosshall Leaning Community
Link Officer:	Sharon McGeever
Head of Service:	Donnie MacLeod
School Roll:	505
Attendance Rate:	88%

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 24-25:	£213,150	SIMD Quintile 1 (% and Number)	336 (67%)
Carry Forward:	?	SIMD Quintile 5 (% and Number)	56 (12%)
Total Allocation 23-24:	£?	Other	EAL 176 (35%) ASN 129 (25%)
FME (number and %)	214 (42%)	Total No Pupils	305 (60%)

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 raise attainment in Writing from 51.5 % (2023) to exceed Glasgow average of 71.3% by June 2026. (Target =75%)**
- 2. Develop further opportunities for improving the wellbeing of our pupils.**
- 3. Develop a whole school approach to Develop Skills for Life Long Learning and Work.**

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Challenge 1: To raise attainment in Writing from 51.5 % (2023) to exceed Glasgow average of 71.3% by June 2026. (Target =75%)						
Mission 1: Develop a whole school, consistent approach to the planning and assessment of Writing.					Costs	
Commitments(sprints)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
Embed updated I 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	Ongoing	N/A	N/A
Create further opportunities for staff to moderate in writing across the year.	All teaching staff will have a consistent approach to the assessment of genre-based writing. Consider commercial programmes.	Triangulation of evidence through SNSA data, jotter monitoring, tracking meetings.	Simon Cundy HT	Sept 2024 Onwards	N/A	N/A
Continue Termly "stretch aim" tracking meetings.	All teaching staff will meet each term with SLT to target "amber" children.	Stretch aim of + 10% in writing from August 2024 to June 2025 in all classes.	Simon Cundy HT	Termly	N/A	N/A
Mission 2: Develop a whole school, consistent approach to the teaching of Writing.					Costs	
Commitments(sprints)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
Model effective pedagogical approaches to the teaching of writing.	New PT with responsibility for Literacy will model GCC guidelines / best practice for the teaching of writing, and share practice at CAT nights.	Pedagogical approaches will be monitored through Quality Assurance Calendar. Writing Assessment Jotters.	New PT for Literacy (TBC)	August 2024- June 2025	N/A	N/A
Introduce "Effective Feedback" pedagogical approach to all teachers and linked to writing. (differentiation in following	CT Anna McGeough will deliver 4-5 CAT training sessions focused on Effective Feedback in Writing.	Quality Assurance Calendar, including jotter monitoring, will evaluate impact of effective feedback implementation.	CT Anna McGeough	August 2024- June 2025	N/A	N/A
Create a whole school spotlight on writing.	New PT with responsibility for Literacy will create Writing Showcase week, Writing Certificates and get authors into school. (Consider use of "Magpie" walls.)	Feedback on writing event. QA calendar. Attainment data in writing. Class "Writer of the Month".	New PT for Literacy (TBC)	August 2024- June 2025		
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 2: Develop further opportunities for improving the wellbeing of our pupils.						
Mission 1: Develop a whole school, consistent approach to the teaching of PE.					Costs	
Commitments(sprints)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
Celebrate staff and pupil PE achievements.	Introduce Sports Superstar wall. PE certificates at assembly bi-termly.	Regularly updated Sports Superstar wall.	Jade Campbell CT Ashley Daniels CT	Oct 2025		
Develop a consistent, progressive approach to the planning of PE.	Updated planners consistently used throughout the school.	Quality assurance of forward plans.	Jade Campbell CT Ashley Daniels CT	Ongoing		
Continue journey towards silver Sports Scotland Award.	Achievement of Sports Scotland Award.	Sport Scotland self evaluation tool.	Jade Campbell CT Ashley Daniels CT	June 2025		
Mission 2: Further develop a whole school nurturing approach to improving children's wellbeing.					Costs	
Commitments(sprints)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
Continue to develop a whole school, evidenced based, nurturing approach.	Staff will continue to develop the whole school nurturing approach with a focus on "developing the class as a safe base". Continued implementation of PEF funded "Sunshine Room".	The Nurturing School Framework (self-evaluation implementation science model)	Leanne Boyle and Nurture Working Party in partnership with GCC Psychological Services.	Ongoing until June 2025		
Continue to develop opportunities to raise awareness of and celebrate diversity.	Diversity Day / International Women's Day. Stage 2 Equalities training at Inservice (LGBTQ+). Re- appraisal of balance in RME programme. Year 2 focus on Race.	Feedback from 2hour LGBTQT+ staff training sessions.	CTs Sarah Lindsay and Equalities Working Party.	June 2025		
Achieve Silver Award in Rights Respecting School.	Achievement of Silver Rights Respecting School Award.	Rights Respecting self evaluation tool. Authentication visit from Gary Condie.	Laura Johnston PT	December 2025		
Evaluative Comment (<i>HGIOS 4 Link Outcome to QI Challenge Questions</i>) 1a The whole learning community has a shared understanding of wellbeing and the children's rights. 2a All staff are committed to change which results in improvements for learners						

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Challenge 3: Develop a whole school approach to Develop Skills for Life Long Learning and Work.						
Mission 1: Digital					Costs	
Commitments	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
Work towards achieving Digital Schools Award/Apple Distinguished Schools.	Achievement of Digital Schools Award/Apple Distinguished Schools.	Staff and pupil self-evaluation Classroom observations	Laura Johnston PT	Aug 24 – Jun 25		
Update Digital Strategy and create an asset management policy.	Updated Digital Strategy shared with staff, parents and pupils. Implementation of asset management policy.	Clear procedures in place for management of digital resources	Laura Johnston PT	Aug 24 – Jun 25		
Promote innovation in digital teaching and learning.	Improved classroom practice using digital technology to support rich, transformative learning.	Classroom observations Sharing good practice App of the month focus Digital leader's pupil group	Laura Johnston PT	Aug 24 – Jun 25		
Mission 2 : DYW (Developing the Young Workforce)						
Commitments	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
Develop whole school understanding of Meta Skills 4.0 and Career Education Standards.	All teachers to engage with Meta Skills and Career Education standards through planning. "Metaskills Certificate".	Staff planning Class engagement with DYW resources such as My World of Work.	Sharon McHarg DHT Laura Johnston PT	Aug 24 – Jun 25		
Identify local partners who can support development of DYW in classes.	Create meaningful partnerships to support the development of DYW throughout all stages.	Classes working with local partners. Collated list of partners.	Sharon McHarg DHT Laura Johnston PT	Aug 24 – Jun 25		
Development of a Skills Hub to enhance high quality skills based learning experiences related to DYW.	Begin to implement skills based learning with a group of children in a purpose created space.	Creation of fully resourced area. Pupil views.	Sharon McHarg DHT Laura Johnston PT	Aug 24 – Jun 25		
Evaluative Comment (HGIOS 4 measuring impact and progress) 2b Learning is enriched and supported by effective use of digital technologies 3a Children and young people are fully engaged in their learning and participate in decision-making about their learning pathways and future career aspirations.						

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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 24-25.

Grand Challenge	Area of Focus	Quality Indicator
To raise attainment in Reading from 69.9% (2023) to exceed Glasgow average of 76.3% by June 2026 (Target = 80%)	CLOL / PEF teacher Literacy to target children at P1-3 stage to raise attainment in reading. PEF teacher to target children at P4-7 stage to raise attainment in reading Update dyslexia assessments and provide targeted strategies to support learning in reading Revise expectations about the teaching of reading, enshrined in Crookston pedagogical guide Update training for SFLW (support staff) in reading recovery pedagogical approaches. Provide opportunities for challenge for more able learners.	2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement
To raise attainment in Numeracy from 70% (2023) to exceed Glasgow average of 76.1% by June 2026 (Target = 85%)	Introduce school wide guidance for the assessment of numeracy. Targeted intervention at P1,P4 and P7 stages. Develop pedagogical approaches to support the teaching of numeracy. Further embed approaches to the teaching of “number talks” and SEAL. Update training for SFLW (support staff) in GCC numeracy approaches.	2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement

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