School Improvement Planning Template (Year 3)

School	**Bun-sgoil Ghàidhlig Bhaile a' Ghobhainn**
Learning Community	**Ard-Sgoil Ghàidhlig Ghlaschu**
Link Officer	**Paul Cassidy/Sharon McGeever**
Head of Service	**Carolyn Davern**
School Roll	**240**
Attendance Rate	**96%**

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: £24500	**SIMD Quintile 1 (% and Number)** 28% - 68 Children
PEF Carry Forward: £2000	**SIMD Quintile 5 (% and Number)** 10% - 25 Children
Total PEF Allocation 25-26: £26500	**Other**
FME (number and %) 9% - 21 Children	**Total No Pupils**

Grand Challenges 2023-26 (*Grand Challenges are the long-term strategic changes you intend to achieve i.e. 'to improve attainment in literacy'*)
To continue to improve overall attainment in Gàidhlig literacy reviewing and refining approaches to planning to ensure consistency across the school
(Achievement & Progress, GCC GC)
To improve and make consistent our approaches to recording progress, attainment and wider achievements (Glasgow's Monitoring and Tracking Tool)
(Achievement & Progress, GCC GC)
To continue to improve children's participation in the life of the school, enhancing pupil voice and overall wellbeing
(Engagement, Participation & Inclusion, GCC GC)

Challenge: To continue to improve overall attainment in Gàidhlig literacy reviewing and refining approaches to planning to ensure consistency across the school						
Mission: *To improve and secure approaches to immersion across the school*			QI 2.3 & 3.1		Costs	
Commitments(sprints)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
Staff to undertake CLPL on immersion and immersion practices with Anne Thirkell from Sabhal Mòr Ostaig	All teaching staff will be upskilled in immersion education and immersive practices in ensuring that their classroom practice fully embraces all aspects of an immersive environment	Consistency across the school to ensure all learners needs are met through appropriate and purposeful immersive environments	HT – P Cassidy PTs – R Geddes A Quinn	Aug 2025	0	PT PEF
Collegiate time for staff to reflect, collaborate and plan together	Through discussions & collaboration staff will feel supported and empowered to create the conditions in which learners can thrive within the immersive environments	Improvement in staff confidence, further development of working collegiately and raised attainment across the curriculum and consistency of practice	HT – P Cassidy PTs – R Geddes A Quinn	Nov 2025	0	PT PEF
Self-evaluation sessions as required	The gathering of evidence to assess the effectiveness of the immersion strategies used to share best practice and inform further improvements	A suite of evidence to track improvements and inform next steps	HT – P Cassidy PTs – R Geddes A Quinn	Feb 2026 Apr 2026	0	PT PEF
Dec/May Evaluative Comments on impact of SIP work: *(Used to support completion of SER)*						

Grand Challenge: To continue to improve overall attainment in Gàidhlig literacy reviewing and refining approaches to planning to ensure consistency across the school						
Mission: • *To improve the quality of consistency in the teaching of reading* • *To improve the consistency of planning frameworks in literacy and across the other curricular areas*			**QI 2.2, 2.3 & 3.2**		**Costs**	
Commitments(sprint)	**Expected Outcomes**	**Measures of Impact**	**Lead Responsibility**	**Target Date**	**Core**	**PEF**
Literacy Gàidhlig – Reading Creation of a working party to review our approaches to reading, planning and resourcing for Gàidhlig reading	The use of a recognised and consistent approach to the teaching of reading, including appropriate progression planners and the purchasing of the resources needed	Consistency across the school to ensure all learners needs are met through an appropriate and purposeful Gàidhlig reading programme	PT - C Meney	Mar 2026		
Literacy Beurla – Reading Creation of a working party to review approaches to the teaching of English reading to clarify stages, phonics and ensure progression planning	The creation of solid programme which supports staff in the teaching of English as the children progress through the school. This will provide consistency across the school in the teaching of English reading	Consistency across the school to ensure all learners needs are met through appropriate and purposeful English reading guidance and programme	PT- A Quinn	Mar 2026		
Planning framework Create a planning for teaching and learning policy to ensure consistency across the school and appropriate progression pathways in all curricular areas	The creation of a teaching and learning policy so that all staff are clear about how to plan for effective teaching and learning across all curricular areas	Consistency across the school to ensure all learners needs are met through appropriate teaching, planning and assessment across all curricular areas	PT - R Geddes	Mar 2026		

Grand Challenge: To improve and make consistent our approaches to recording progress, attainment and wider achievements						
Mission: *To implement the use of Glasgow's Monitoring and Tracking Tool*			QI 3.2		Costs	
Commitments(sprint)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
Staff to undertake CLPL the use of the GCC monitor and tracking tool	All staff will record children's attainment and progress as well as recording wider achievements	Using one system to Identify stage intervention needs before gaps widen, personalised tracking of progress and evaluations of learning and measuring attainment over time	HoS – K Urquhart	Nov 2025		
Collegiate time for staff to use, reflect and collaborate with and about the Monitoring and Tracking Tool	Through discussions & collaboration staff will feel supported and empowered to use the tool to make judgements on children's learning and update as required	Improvement in staff confidence working with the system	HoS – K Urquhart	Dec 2025 Jan 2026		
Self-evaluation sessions as required	The gathering of evidence to assess the effectiveness of the use of the toll	A suite of evidence to track improvements and inform next steps	HoS – K Urquhart	Apr 2026		
Dec/May Evaluative Comments on impact of SIP work: *(Used to support completion of SER)*						

Grand Challenge: To continue to improve children's participation in the life of the school, enhancing pupil voice and overall wellbeing						
Mission: • *To improve the use of How good is OUR school? to evaluate and improve the work of the school with the children* • *To ensure that the teaching of the UNCRC articles is supported and embedded within our HWB curriculum*				**QI 1.3 & 3.1**	**Costs**	
Commitments(sprint)	**Expected Outcomes**	**Measures of Impact**	**Lead Responsibility**	**Target Date**	**Core**	**PEF**
Ensuring UNCRC is at the heart of increasing pupil voice using the How good is OUR school toolkit (Ed Scotland)	Children will self-evaluate the school under the 5 themes of How good is OUR school	Children's voices & evaluations will form part of EPR/S&Q. Children's views will inform next SIP Grand Challenges	HoS – K Urquhart	Nov 2025 – on-going		
Ensuring UNCRC is at the heart of increasing pupil voice by embedding these in our HWB curriculum	The HWB curriculum will have natural links to UNCRC to ensure that these are covered in all classes at the appropriate age and stage	Children will experience teaching of UNCRC at least fortnightly through the HWB programme	A Dicristina Working party	Term 1 Term 2 Term 3 Term 4	0	0
					0	0
Dec/May Evaluative Comments on impact of SIP work: *(Used to support completion of SER)*						

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 priorities for 25-26

Grand Challenge	Area of Focus	QI HGIOS 4
Differentiation	Ensuring differentiation is a key component of all lessons.	1.3, 2.3
Talking and listening	Ensuring use of the consistent use of the frameworks for the teaching of talking and listening	1.3, 2.2, 2.3
Glasgow Counts	Ensuring consistency of approach so that Glasgow Count strategies are used thorough the school.	1.3, 2.2, 2.3
Dec/May Evaluative Comments on impact of maintenance agenda work: *(Used to support completion of SER)*		