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School Improvement Planning Session: 2025-26

School	Haghill Park Primary School & Nursery Class
Learning Community	Whitehill
Link Officer	Jane Arthur – (Senior Education Officer)
Head of Service	Jean Miller
School Roll	172 + 30 nursery class
Attendance Rate	91.1%
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: 109,025	SIMD Quintile 1 (% and Number) 89.0%
Carry Forward: 0	SIMD Quintile 5 (% and Number) 0% (0 pupils)
Total Allocation 24-25: 109,025	Other – EAL (% and Number) 46.7% (85 pupils)
FME (% and Number) 52.19% (95 pupils)	Total No Pupils – 172 school 30- nursery class
Grand Challenges 2023-26 (<i>Grand challenges are the long-term strategic changes you intend to achieve i.e. 'to improve attainment in literacy'</i>) <u>Achievement and Progress</u> - Improve pedagogy across all classes leading to improved attainment. <u>Engagement, Participation and Inclusion</u> - Improve pupil leadership, participation and engagement with learning. <u>Wellbeing and Learning</u> - To improve staff understanding of nurture to enhance children's wellbeing	

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Staff at early level to work together to ensure consistent high quality practice and transfer of prior learning across Early Level.	✓ New GCC Transition Toolkit to be used to support through school year ✓ Joint working enhanced transition programme across Early and First Level. ✓ Moderation of Early and First Level Planning and assessment. ✓ Observing play in nursery and infant classes.					
Evaluative Comments						

Challenge: <i>Engagement, Participation and Inclusion</i>						
Mission: Improve pupil leadership, participation and engagement with learning.					Costs	
Commitments(sprint)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
All pupils and staff to engage in Leader in Me Year 2. - Leader in Me - To continue to revisit and embed the 'Leader in Me' paradigms, strengthening the culture of leadership that has been developed - Leadership of Learning: To continue to raise attainment through collaborative professional learning, consistent approaches and targeted support to close the attainment gap - Leadership of Change: To develop and implement a Family Learning Calendar which is responsive to identified needs and leads to stronger home-school links	✓ Raise staff confidence and competence levels in supporting pupil leadership. ✓ To use the Leader in Me paradigms to develop leadership at all levels and provide opportunities for all staff and pupils to undertake leadership roles which focus on leading learning. ✓ To identify those targeted groups of children for support in class and in TIGs through quality holistic assessment data and analysis. All staff aware of those SIMD children and planned interventions to close the poverty related attainment gap. ✓ To ensure that habits and leadership principles are effectively taught to all students through direct lessons, integrated approaches, and staff modelling. Increased opportunities for pupils to actively lead learning.	Quantitative Data: ✓ MRA results from Year 1 ➤ Increased confidence in staff to deliver Leader in Me ➤ Consistent approach to delivery of programme People's Views: ✓ Learner Conversations evidence raised independence and confidence. Direct Observations: ✓ The Leuven Scale for Involvement for Targeted Intervention Groups / Classes evidence increased pupil involvement. ✓ Learning walks ✓ Classroom observations ➤ Training programme for new staff	Paula Grant (HT) Stephanie Hughes (DHT) All Teaching Staff All Support Staff All Achieve More Staff	December 2025 May 2026		Leader in Me Resource & Training £2855

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	✓ Raised attainment in Health & Wellbeing.	Quantitative Data: ✓ Glasgow's Motivation & Wellbeing Profile. ✓ Class Tracking Data. Direct Observations: ✓ The Leuven Scale for Wellbeing for Targeted Intervention Groups evidences increased wellbeing.		December 2025 May 2026		Achieve More £4840 per term = £19360
December Check Point: Evaluative Comments						

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Challenge: Work towards the Whole School Nurture Award to ensure all staff are providing a high-quality nurturing approach to supporting the well-being needs of the children and their families.						
Mission: To improve staff understanding of nurture to enhance children's wellbeing						
Commitments(sprint)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
Develop and deliver GCC Nurture Principles training for nursery staff from Education Psychologist.	Develop awareness of the Nurturing Principle 6 Transitions are important in children's lives. Children will have access to better informed practitioners which will enhance their overall nursery experience. Observations of practice, tracking children's progress and the views on their parents/carers will allow us to identify the improvements in children's engagement and experience within the nursery.	- Revisited Nurture - Questionnaires - Observations from play room visits visit	Mrs Paula Grant (HT) Jacqueline Campbell (Team Leader) Joanna Scott (CDO) Educational Psychologist Nursery Team	Term 2 Dec 2025		
Carry out CLPL audit periodically throughout the year to identify development needs and next steps in learning relating to Nurture for staff.	Children will have access to better informed practitioners which will enhance the support they receive from staff and their overall experience when in the setting. Observations of practice, tracking children's progress and the views on their parents/carers will allow us to identify the improvements in children's well-being.	- Staff feedback - Analysis of self-evaluation toolkit - Observations of learners - Children's learning journals - Tracking and monitoring data	Mrs Paula Grant (HT) Jacqueline Campbell (Team Leader) Joanna Scott (CDO) Educational Psychologist Nursery Team	Term 2 Dec 2025		

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Complete self-evaluation based on NP6 using Transition Toolkit to identify an intervention that will be delivered.	The data gathered from the self-evaluation will allow staff to identify the interventions which will be implemented by all staff to improve children's engagement and overall nursery experience. Observations of children will demonstrate that they are more engaged in learning experiences within all areas of the setting and the views of parents/carers gathered will support this	• EP feedback • Staff feedback • Analysis of self-evaluation toolkit • Transition Toolkit • Observations of learners • Children's learning journals • Tracking and monitoring data	Mrs Paula Grant (HT) Jacqueline Campbell (Team Leader) Joanna Scott (CDO) Educational Psychologist Nursery Team	On-going		
All staff to attend training on the Promise.	Children will have access to better informed practitioners/teachers which will enhance their overall nursery/school experience. Observations of practice, tracking children's progress and the views on their parents/carers will allow us to identify the improvements in children's engagement and experience within the nursery and school	• Staff training evaluations • Observations of learners • Children's learning journals • Tracking and monitoring data •	Mrs Paula Grant (HT) Jacqueline Campbell (Team Leader) Educational Psychologist Nursery Team		All staff to attend training on the Promise.	
December Check Point: Evaluative Comments						

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