

School Improvement Planning Template (Year 3)

School		Hyndland Primary School	
Learning Community		Hyndland	
Link Officer		Simon Kelly	
Head of Service		Jean Miller	
School Roll		432 (predicted roll August 2025)	
Attendance Rate		93.1%	
<p>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.</p>			
PEF allocation 25-26:	£57,798	SIMD Quintile 1 (% and Number)	99 22.9%
Carry Forward:	n/a	SIMD Quintile 5 (% and Number)	203 46.9%
Total Allocation 25-26:	£57,798	Other	130 30.2%
FME (number and %) EAL (number and %)	19% 20%	Total No Pupils	432

Grand Challenges 2023-26

(Grand challenges are the long-term strategic changes you intend to achieve i.e 'to improve attainment in literacy)

- 1 Engagement, Participation & Inclusion: Engage all learners and create opportunities for high quality and inclusive learning: through developing Restorative Practices and improved approaches to supporting wellbeing (connects with HSS Challenge 1; To improve our approaches to health and wellbeing and promote positive relationships)**
- 2 Achievement & Progress: Improve attainment in Literacy & Numeracy through high quality learning, teaching and assessment: including developing curriculum pathways. (connects with HSS Challenge 3 To improve our attainment, achievement and inclusion commitment through our curriculum offer).**
- 3 Connected Learning: Develop digital approaches, thinking skills, differentiation across the curriculum (connects with HSS Challenge 2 To improve the quality of learning experiences for all young people).**

Challenge 1: Engagement, Participation & Inclusion: Engage all learners and create opportunities for high quality and inclusive learning: through developing Restorative Practices and improved approaches to supporting wellbeing

Mission 1: Ensure equality, diversity and inclusion underpin our approaches to improving behaviour and relationships

Costs

Commitments(sprints)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
<p>Inclusive and Equitable Culture: Nurture: Audit of current awareness of Restorative practices Whole staff self-evaluation of how relational we are and participation in further training on Restorative practice (GRAF Staff, parent and pupils – January 2026)</p>	<p>All staff will have improved understanding of restorative research, theory, practices and principles Increased capacity in staff confidence to analyse and intervene effectively to meet needs</p>	<p>Analysis of Restorative Practice questionnaires Staff observations and questionnaires DEC and MAY GMWP</p>	<p>HB HT KC PT</p>	<p>SEPT 2025</p>	<p>0</p>	<p>0</p>

<p>Inclusive and Equitable Culture:</p> <p>All staff to contribute to Promoting Positive Relationships policy developing the UNCRC across the school (context - UNCRC, Global Goals and Children's Rights).</p>	<p>There is evidence of nurture principles being embedded in practice; reduction in referrals for intervention/support by class teachers and SFLWs and better experiences for young people.</p> <p>Staff and pupils set high expectations for behaviour in our school.</p> <p>Staff and pupils show increased levels of respect to each other.</p> <p>Our school's vision, values and aims are reflected in a restorative ethos.</p>	<p>GMWP analysis FEB and MAY</p> <p>Learner feedback</p> <p>Learner conversations</p> <p>Tracking conversations</p> <p>Termly plans and evaluations</p> <p>Moderation HIGIOS 4</p> <p>Equalities Self-Evaluation Tool</p> <p>Theme Disability</p>	<p>HB HT</p> <p>KC PT</p>	<p>October-June 2026</p>	<p>0</p>	<p>0</p>
<p>Inclusive and Equitable Culture:</p> <p>All staff to complete bespoke establishment Restorative Practice Training</p>	<p>Identify why using Restorative Practices are essential</p> <p>Describe what Restorative Practices are</p> <p>Recognise opportunities to deploy RA</p> <p>Recognise the role of RA in setting and supporting whole school ethos</p> <p>Understand how promoting positive relationships is essential to preventing negative impact on pupil mental health and capacity to be effective contributors</p> <p>Apply a children's rights-based approach to supporting</p>	<p>Inset Day 2 SLT led Review/Refresh RA and Circle Framework</p> <p>Staff moderation of practice and impacts</p> <p>Two modules complete with feedback and analysis</p>	<p>All Staff</p> <p>JW DHT</p> <p>KC PT</p> <p>EH ED PSYCH</p> <p>All Staff</p> <p>JW DHT</p> <p>KC PT</p> <p>EH ED PSYCH</p> <p>CAT / INSET FEB</p>	<p>AUG 2025</p> <p>JAN-MARCH 2025</p>	<p>0</p>	<p>0</p>

	children by using respectful RA practice across the school					
Mission 2: Improved staff understanding and use of CIRCLE resources/approaches						
Inclusive and Equitable Culture: Environmental checklist (CIRCLE inclusive classroom scale) used across the school	Planning ensures consideration of a more inclusive classroom Children display and classrooms promote a growth mind-set	CIRCLE resource checklist used by all teachers to analyse how inclusive classrooms (physical environment, social environment structures and routines, and motivation)	JW DHT	August Inset 2025	0	0
Inclusive and Equitable Culture: Analyse and improve attendance and late comings with established target group(s)	Improved use of data analysis to create a solution focused intervention. Targeted pupils' absence and late coming decreases for those pupils with 75 – 90% attendance.	Monthly attendance and late coming statistics. Engagement of families. Education Toolkit Self Evaluation	VJ ACTING DHT JW DHT KC PT	On going	0	0
Evaluative Comment (HGIOS 4 measuring impact and progress) December 2025 /May 2026						

Challenge 2: Achievement & Progress: Improve attainment in Literacy & Numeracy through high quality learning, teaching and assessment: including developing curriculum pathways.

Mission: Maintain high level of attainment/Increase attainment in writing by 1 % at all stages					Costs	
Commitments(sprints)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
Participation by all staff in second wave of on-line Writing training sessions from Stephen Graham, moderation of writing at stage and department meetings to improve teaching and assessment in writing <ul style="list-style-type: none"> • Recount Sept • Procedure Oct • Response Nov • Discussion Dec 	Teachers have a greater understanding of the progression of the teaching of writing and plan/teach accordingly. Improved methodology, pace and progression in writing leading to maintained/increased attainment in writing across all stages.	Records of attendance at training and action plans Attainment data in writing Moderation meeting notes Pupil profiles and work samples Assessment records Ongoing Assessment	JW DHT	Sept to Jan 2026	£3000 Online training Digital Writing Resource	
Review of digital literacy planning Introduction of digital SG Related Writing Resource	Clear pathway for progression for every child TIG pupils (identified by SFL and class teachers) and identified support groups (P2-6) will make progress in their writing	All staff using a Literacy Pathway to ensure pace and challenge Moderation meeting notes Tracking conversations Learner conversations Support Plan evaluations	JW DHT	Oct to March 2026	0	0.8 FTE SFL TEACHER (COST TBC PENDING PAY REVIEW)
All staff using the pedagogical approach from GCC Pedagogy Champions.	Place meeting learners needs at the heart of our school	Circle Framework Learner conversations Class observations	JW DHT VJ ACTING DHT HB HT	Sept to June 2025	COVER-RELEASE MEMBER OF	0

All staff differentiating effectively within writing	Ensure all teachers have the knowledge and determination to teach every child, regardless of age, background or need				STAFF FOR TRAINING	
All staff to engage with GCC Pedagogy modules (differentiation) alongside training in use of new literacy resource for writing	All staff will accurately assess and identify children correct writing level in order to ensure challenge and support.	Tracking information Learner conversations Digital Tracking Tool	VJ ACTING DHT JW DHT HB HT	Sept to May 2026	0	0
Mission 2: Improve differentiation, pace and challenge in numeracy and maintain/ increase level of attainment in Numeracy by 1% at all stages						
Whole school audit of current maths practice including resources used, coverage, differentiation and assessment	Evidenced baseline of how maths is taught across the school Information used to inform next steps to maintain/improve maths attainment in P1-7	L&T observations/ learning conversations Attainment/tracking data Moderation/professional dialogue and self-evaluation of learner engagement and attainment Self-evaluation feedback	HB HT VJ ACTING DHT	Jan-March 2026		
Structured maths programme implemented P4-7 focusing on pace, coverage and challenge Review of planning for numeracy/maths progression pathway and policy document	Effective approaches to the teaching of maths Overall maintenance / 1% increase in attainment in Numeracy in P4-7	Lesson observations Analysis of assessment data Tracking and Monitoring data Learner feedback Digital Tracking Tool	HB HT VJ ACTING DHT	Jan-March 2026	0	0.8 FTE SFL TEACHER (COST TBC PENDING PAY REVIEW)
Further develop and maintain strategies in numeracy differentiation and pedagogical approaches	Teachers have a greater understanding of differentiation within the teaching of	Lesson observations Analysis of assessment data Tracking and Monitoring data Learner feedback	HB HT VJ ACTING DHT	Jan-March 2026		

	<p>numeracy/maths and plan/teach accordingly.</p> <p>Improved methodology, pace and differentiation in numeracy, leading to increased quality of attainment in numeracy across all stages</p>	<p>Support Plan evaluations</p> <p>Digital Tracking Tool</p>				
<p>Family learning workshops across all stages</p> <p>Intervention strategy and implementation at all stages</p>	<p>Increase parent knowledge and confidence</p> <p>Develop parents skill in strategies to support learning at home</p>	<p>Feedback from learners and parents on family learning</p> <p>Questionnaires</p>	VJ ACTING DHT	March-Jun 2026	0	0
<p>Evaluative Comment (<i>HGIOS 4 measuring impact and progress</i>) December 2025 and June 2026</p>						
<p>Challenge 3: Connected Learning: Develop digital approaches, thinking skills differentiation across the curriculum</p>						
<p>Mission 1: Increase staff confidence and increase opportunities use of digital technology at all stages</p>					<p>Costs</p>	

Commitments(sprints)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
<p>Digital Learning is featured across the curriculum.</p> <p>Analysis of digital learning staff audit.</p> <p>Participation of all staff in bespoke development sessions to improve understanding of Apple Systems, apps and the use of GLOW and SeeSaw</p>	<p>Pupils access digital technology and increase digital skills applicable across the curriculum.</p>	<p>Teachers' planning reflects digital technologies across the curriculum.</p> <p>Digital Leaders of Learning supporting the use of digital technology.</p> <p>Assemblies celebrating digital technology.</p> <p>Parental engagement.</p>	VJ ACTING DHT	Sep to June 2026	0	
<p>Partnership working with cluster Primaries/Secondary: to moderate digital approaches and impact on pedagogy and classroom experience.</p>	<p>Improve learner experience</p> <p>Sharing of practice</p> <p>Moderation of standards</p>	<p>Moderation paperwork</p>	VJ ACTING DHT	LC Moderation Term 1, 3	0	
Mission 2: Improve learning, teaching and assessment and use of digital approaches						
<p>Glasgow pedagogy (Differentiation) to support further develop and embed thinking routines in all classes: Pedagogy and collaboration groups</p>	<p>Improve learner experience</p>	<p>Observation of improved leadership of learning in children.</p> <p>Improved thinking routines in all classes</p> <p>Levels of engagement consistently high</p> <p>Learner conversations</p> <p>Records of moderation sessions</p>	VJ ACTING DHT	Sep to Jun 2026	0	T
<p>Glasgow pedagogy programme (Differentiation) to support further develop differentiation strategies</p>	<p>Improved methodology, pace and progression</p>	<p>Evaluation of QI 3.2</p> <p>Observed consistent use of key strategies in all classes</p>	VJ ACTING DHT	Oct to Jun 2026	0	0

across all stages: Pedagogy and collaboration groups		Professional moderation of impact of interventions Reduced barriers to learning Narrowed poverty related gap				
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Evaluative Comment (*HGIOS 4 measuring impact and progress*) December 2025 and May 2026