

## School Improvement Planning Template (Year 1: 2026 - 2027)

### Progress

### Wellbeing

### Inclusion

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| <b>School</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Ibrox Primary School</b>                                                  |  |
| <b>Learning Community</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Bellahouston &amp; Govan LC</b>                                           |  |
| <b>Link Officer</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Mairi Baker</b>                                                           |  |
| <b>Head of Service</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Carolyn Davryn</b>                                                        |  |
| <b>School Roll</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>204</b> (June '26)                                                        |  |
| <b>Attendance Rate</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>91%</b> (June '26)                                                        |  |
| <b>Pupils affected by the poverty related attainment gap</b> (employment, income, housing, health, access to services, education, crime), covid & other forms of poverty not listed<br><b>OTHER</b> – Pupils not in SIMD 1 & 2, not in receipt of school meals but affected by factors detailed above.                                                                                                                                                                                                                                               |                                                                              |  |
| <b>PEF allocation 26-27: £91,875</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>SIMD Quintile 1 (% and Number) : <math>\frac{91}{204} = 44.6\%</math></b> |  |
| <b>PEF Carry Forward: £2,290</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>SIMD Quintile 5 (% and Number) : <math>\frac{0}{204} = 0\%</math></b>     |  |
| <b>Total PEF Allocation 26-27: £94,165</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Other : <math>\frac{10}{204} = 4.9\%</math></b>                           |  |
| <b>FME (number and %) : <math>\frac{73}{204} = 35.7\%</math></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Total No Pupils : <math>\frac{101}{204} = 49.5\%</math></b>               |  |
| <b>Grand Challenges over 3 year cycle (Aug 2026 – Jun 2029)</b> <i>(Throughout the current 3 year cycle of improvement all establishments should focus on the Grand Challenges of Progress, Wellbeing and Inclusion)</i> <ol style="list-style-type: none"> <li>To raise attainment in Literacy &amp; Numeracy</li> <li>To improve targeted support to ensure the needs of all our learners are met</li> <li>To strengthen our whole school approach to health and wellbeing</li> <li>To continue to prioritise raising attendance levels</li> </ol> |                                                                              |  |

| Challenge 1 : To raise attainment in Literacy & Numeracy                                                                                                                                     |                                                                                                                                                                                                                                                                               |                                                                                                                                                                                     |                     |                               |                    |     |
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| Mission : To raise attainment in Numeracy                                                                                                                                                    |                                                                                                                                                                                                                                                                               |                                                                                                                                                                                     |                     | QI (HGIOS 4)<br>2.2, 2.3, 3.2 | Costs -<br>0.2 FTE |     |
| Commitments(sprints)                                                                                                                                                                         | Expected Outcomes                                                                                                                                                                                                                                                             | Measures of Impact                                                                                                                                                                  | Lead Responsibility | Target Date                   | Core               | PEF |
| Review and update numeracy pathways at all stages.                                                                                                                                           | Numeracy attainment across all stages will increase by at least 2%.                                                                                                                                                                                                           | End of block assessments<br>ACEL data<br>PUMA data                                                                                                                                  | J McGhee            | June '27                      | √                  |     |
| Review and update Numeracy Strategy and Policy documentation.                                                                                                                                | Create a Numeracy Rationale.<br>Create a Numeracy Feedback Policy.                                                                                                                                                                                                            | Jotter monitoring<br>Learner conversations<br>Staff moderation<br>Raised attainment                                                                                                 | J McGhee            | June '27                      | √                  |     |
| Development of all assessments connecting experiences and outcomes, learning intentions and success criteria and benchmarks.<br><br>Staff to be supported through modelling / team teaching. | All teaching staff will have an improved understanding of children's numeracy and maths skills and abilities.<br>Staff confidence in analysing and using assessment data will increase ensuring professional judgements about learners' progress and attainment are accurate. | Staff confidence survey start/mid/end of session.<br>Professional dialogue at CAT sessions and tracking meetings.<br>Improved numeracy and maths documentation and assessment data. | J McGhee            | June '27                      | √                  | √   |
| Develop a whole school consistent approach to recording numeracy and maths learning.                                                                                                         | Implementation of consistent whole school numeracy and maths feedback.<br>Improved standards and consistent jotter work across the school.                                                                                                                                    | Jotter monitoring<br>Learner conversations<br>Staff moderation<br>Raised attainment                                                                                                 | J McGhee            | June '27                      | √                  |     |
| Dec/May Evaluative Comments on impact of SIP work: <i>(Used to support completion of SER)</i>                                                                                                |                                                                                                                                                                                                                                                                               |                                                                                                                                                                                     |                     |                               |                    |     |

| Grand Challenge 2 : To improve targeted support to ensure the needs of all our learners are met                                                                                                                                                       |                                                                                                                                                                                                                     |                                                                                                                                     |                                    |             |       |     |
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| Mission: To enhance staff knowledge and improve processes to ensure we are meeting the needs of all our learners.                                                                                                                                     |                                                                                                                                                                                                                     |                                                                                                                                     | QI (HGIOS 4)<br>2.3, 2.4, 3.1, 3.2 |             | Costs |     |
| Commitments(sprint)                                                                                                                                                                                                                                   | Expected Outcomes                                                                                                                                                                                                   | Measures of Impact                                                                                                                  | Lead Responsibility                | Target Date | Core  | PEF |
| Staff development at INSET day - an overview of ALAL and a reminder of the Staged Intervention Levels.<br>Ibrox Meeting Learners' Needs Rationale shared with staff.<br>Update ASN Quality Assurance Calendar and ensure all SIIM dates are included. | Improved staff confidence and knowledge of staged intervention levels.<br>Improved understanding of processes for referring children.                                                                               | Staff confidence survey start / mid / end of year.<br>Processes more responsive to on-going needs.                                  | G Chalmers                         | May '27     | √     |     |
| DHT to identify children across the school who need a WAP and those who would benefit from Individual Targets or an IHP.<br>CLPL to support staff to write WAPs/Personal Targets for identified pupils.<br>Upload WAPs on SEEMIS T1, T2 & T4.         | WAPs/Individual Targets/IHPs created for children across the school.<br>WAPs shared with parents / carers in Sep and reviewed in Jan & May.<br>Individual Targets, for children who require them, Sep, Feb and May. | Focus at forward plan meetings on reviewing progress of children on individualised pathways<br>WAP review minutes<br>WAPs on Seemis | G Chalmers                         | May '27     | √     |     |
| Scheduled WAP meetings with parents/carers Term 1, Term 2 and Term 4.<br>Pupil and parents voice reflected in WAPs and Pupil Target Plans.                                                                                                            | WAPs/Individual Targets/IHPs updated for children across the school.                                                                                                                                                | WAP review minutes<br>WAPs on Seemis                                                                                                | G Chalmers                         | May '27     | √     |     |
| Planned ASN Meetings Term 1, Term 3 and Term 4.<br>Evidence in Forward Plans of personalised pathways to support children's needs.                                                                                                                    | All staff clear about support for children in their class/ groups/ working with across school.                                                                                                                      | Minutes of ASN meetings<br>Clear evidence in forward plans                                                                          | G Chalmers                         | May '27     | √     |     |
| Termly meetings with support staff to share information about children requiring support.                                                                                                                                                             | Improved understanding from support staff in meeting learners needs                                                                                                                                                 | Minutes of Termly meetings<br>Staff feedback                                                                                        | G Chalmers                         | May '27     | √     |     |
| CLPL sessions for staff to support learners with additional needs- look at staff confidence survey                                                                                                                                                    | Improved staff knowledge                                                                                                                                                                                            | End year review of staff knowledge                                                                                                  | G Chalmers                         | May '27     | √     |     |
| Dec/May Evaluative Comments on impact of SIP work: <i>(Used to support completion of SER)</i>                                                                                                                                                         |                                                                                                                                                                                                                     |                                                                                                                                     |                                    |             |       |     |

| Grand Challenge 3 : To strengthen our whole school approach to health and wellbeing                                                                                                                                                                        |                                                                                             |                                                                                                                                                                     |                       |                                    |                                                           |     |
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| Mission: To design and implement a progressive, structured HWB curriculum.                                                                                                                                                                                 |                                                                                             |                                                                                                                                                                     |                       | QI (HGIOS 4)<br>2.2, 2.3, 3.1, 3.2 | Costs -<br>0.2 FTE PE teacher<br>0.2 FTE backfill teacher |     |
| Commitments(sprint)                                                                                                                                                                                                                                        | Expected Outcomes                                                                           | Measures of Impact                                                                                                                                                  | Lead Responsibility   | Target Date                        | Core                                                      | PEF |
| Working party created (reps from Early, First & Second Level).<br>Review current HWB curriculum & resources.<br>Create & pilot new HWB plans.<br>Finalise HWB plans by Dec.<br>Implement in Term 3 & Term 4.                                               | 90% of pupils confidently discussing their learning in relation to the Wellbeing indicators | Staff baseline before/during/after<br>Pupil baseline before/during/after<br>Parent/carer feedback<br>Working Party data                                             | TBC                   | Dec '26                            | √                                                         | √   |
| Short-term working party created (reps from Early, First & Second Level).<br>Review of additional wellbeing support at Ibrox.<br>Consultation of pupils, staff & parents/carers.<br>Additional wellbeing support, including nurture, policy to be created. | Improved pupil resilience (targeted) verified by bi-annual GMWP data (Nov '26 & May '27).   | Consultation feedback from all stakeholders<br>GMWP data                                                                                                            | JWhitehead & KKennedy | Nov '26                            | √<br>(incl Counsellors thru sch budget)                   | √   |
| Temp P.E teacher to be allocated to 0.2 vacancy in school.<br>Review and improve P.E planners.<br>Create annual P.E overview, including additional PEPASS opportunities to be offered.                                                                     | 90% of pupils confidently discussing skills development in P.E.                             | P.E teacher feedback before/during/after<br>Staff baseline before/during/after<br>Pupil baseline before/during/after<br>Parent/carer feedback<br>Working Party data | FYoung                | May '27                            |                                                           | √   |
| Dec/May Evaluative Comments on impact of SIP work: <i>(Used to support completion of SER)</i>                                                                                                                                                              |                                                                                             |                                                                                                                                                                     |                       |                                    |                                                           |     |

## Grand Challenge 4 : To continue to prioritise raising attendance levels

**Mission: To raise attendance of targeted groups of children**

**QI (HGIOS 4)  
3.1, 3.2**

**Costs**

| Commitments(sprint)                                                                                                                                                                                          | Expected Outcomes                                                                                                                                             | Measures of Impact                                                                                                                                                                     | Lead Responsibility | Target Date | Core | PEF |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|-------------|------|-----|
| Review and improve Ibrox Attendance Policy – include pupil voice. Also, consider Miltonbank PS approach to improving attendance.<br>Introduce trusted adult conversations with children on attendance plans. | Children on an Attendance Support Plan attendance will improve by 5% in session 26/27.                                                                        | GMWP data<br>Trusted adult conversations<br>Feedback from parents/carers<br>Feedback from pupils<br>Run chart data                                                                     | FYoung & GChalmers  | June '27    | √    |     |
| Improve procedures for when families move from emergency / temporary accommodation within our catchment to other establishments.                                                                             | All children living in emergency / temporary accommodation that leave Ibrox PS, within the school year, will enrol in a new school within 4 weeks of leaving. | Monthly monitoring of attendance, focussing on in-term leavers.<br>Daily attendance sheet and analysis of absence.                                                                     | FYoung & GChalmers  | June '27    | √    |     |
| Review and improve attendance and registration procedures.<br><br>Monthly meetings to ensure staff engagement and implementation of policy.                                                                  | All procedures within the attendance and registration policy will be implemented.                                                                             | Quality assurance data<br>Minutes of monthly attendance and registration meetings<br>Daily attendance sheets<br>Attendance data                                                        | FYoung & GChalmers  | Nov '26     | √    |     |
| To review and improve extended leave paperwork.<br>To ensure extended leave paperwork is completed and filed in PPR.<br>Record extended leave on annual reports.                                             | To improve pupil and parental understanding of the impact of extended leave on attainment and achievement.                                                    | Paperwork signed by parent/carer to clarify understanding of impact of extended leave.<br>Record on Pastoral Notes key points from discussions with parent/carer about extended leave. | FYoung & GChalmers  | Feb '27     | √    |     |

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 priority for 26-27*

| and Challenge                                                                                                                                | Area of Focus                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | QI HGIOS 4               |
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| Achievement and Progress                                                                                                                     | <b>Curriculum Improvement Cycle</b>                                                                                                                                                                                                                                                                                                                                                                                                                                | 3.3<br>3.2               |
| Engagement, participation and inclusion                                                                                                      | <b>Time for Inclusive Education (led by KG)</b>  <ul style="list-style-type: none"> <li>To continue to build on our LGBT inclusive curriculum and continue to put learning from 25/26 TIE CLPL into practice.</li> </ul>                                                                                                                                                                                                                                           | 2.2<br>3.1               |
| Wellbeing and Learning<br><br>Engagement, Participation and Inclusion<br><br>Achievement and Progress<br><br>Networked Learning Organisation | <b>Learning Community Improvement Plan Priorities (led by FY)</b> <ul style="list-style-type: none"> <li><b><u>Improve Pupil Attendance</u></b><br/>Focus for 25/26 – Extended Leave<br/>A practitioner enquiry into the impact of extended leave</li> <li><b><u>Develop More Effective Transition Arrangements</u></b><br/>Focus for 26/27 – Nursery to P1</li> <li><b><u>Develop More Effective Moderation Arrangements</u></b><br/>Focus for 26/27 – Improve LC Moderation<br/>Level sub-groups to plan LC Moderation in smaller groups</li> </ul> | 1.3<br>2.6<br>2.7<br>3.2 |
| Dec/May Evaluative Comments on impact of maintenance agenda work: <i>(Used to support completion of SER)</i>                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                          |