School Improvement Planning Template

School	Linburn Academy
Learning Community	**Lourdes**
Link Officer	**Carole Campbell**
Head of Service	**Catherine Gallagher**
School Roll	**52**
Attendance Rate	**98%**

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:	£31850	SIMD **Q**uintile 1 **(% and Number)**	36%
Carry Forward:	**£0**	**SIMD Quintile 5 (% and Number)**	**12%**
Total Allocation 25-26:	**£31850**	**Other**	**-**
FME (number and %)	**100**	**Total No Pupils**	**52**

Grand Challenges 2023-26 (*Grand challenges are the long-term strategic changes you intend to achieve i.e. 'to improve attainment in literacy)*

To improve Wellbeing and Learning:

- Improve pupil access to robust and appropriate communication systems.
- Develop tracking of pupil progress over time from Milestones across the BGE and into the Senior Cycle.
- Plan and prepare for a successful transition to Penilee for pupils, staff and families

Challenge: Improve pupil access to robust and appropriate communication systems						
Mission 1: Develop progressive personalised approaches to communication for individual pupils					**Costs**	
Commitments(sprints)	**Expected Outcomes**	**Measures of Impact**	**Lead Responsibility**	**Target Date**	**Core**	**PEF**
Audit to identify current practice to identify gaps and next steps. Using either LCFE or Nurture materials. Learning Walks/ Menti/ PRD discussions	Consolidate and build on existing strengths. Identify training needs and next steps. Targeted CPD.	Teachers are better equipped to support individual communication needs.	Fiona Graham Mark Beattie	Nov 24		
ELKLAN training for teachers + Makaton sign sharing sessions	Teachers will be better informed, reflect on their own practice and improve their knowledge, understanding and ability to use a range of strategies to support communication	Inform the creation of Communication Profile leading to appropriate support with progression for individuals.	Fiona Graham	Dec 24		£1000
Explore Equals Communication resources, working with Langlands, Kelbourne Park and Howford.	Plan on how to share and use the resources to support planning and progression for individuals. Providing a rationale for our approach to communication for individual pupils and ideas for potential progression pathways.	Pupils will have access to meaningful and appropriate learning activities tailored to their individual communication needs.	Mark Beattie Daniel O'Reilly	Feb 25	£1100	
Create a document which identifies individual pupil's communication profile, strengths/ needs, strategies and next steps	Provide a baseline for pupil's communication. Each pupil will have a personalised approach to support their communication.	Accurate baseline of pupils will inform next steps and inform individual communication pathways.	Fiona Graham	Oct 25		

Evaluative Comment (*HGIOS 4 Link Outcome to QI Challenge Questions*)

Audit identified training gaps, some of which have been addressed in training opportunities: ELKLAN training was attended by 7 class teachers, and sessions on Total Communication approaches, and All Behaviour is Communication were attended by support staff on INSET days. Class teams devoted a session on INSET days to discussing pupil communication needs and identifying their stage of communication. Weekly Makaton Sign Share sessions for staff were implemented and well attended. Feedback was sought for all CLPL activities and was positive. Class teachers reported increased confidence in planning communication supports. Support staff commented on an increased understanding of pupil communication needs, and of the importance of their own role. Staff attending Makaton sign share sessions reported increased confidence and motivation in use of signs and requested that sessions be made available to all staff at a different time.

Equals Resources. This did not take place.

Challenge: Improve pupil access to robust and appropriate communication systems						
Mission 2: Improve pupil access to robust communication systems through standardised AAC vocabulary, enhanced staff modelling, and increased access to AAC.					**Costs**	
Commitments (sprints)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
Embed consistent use of core communication vocabulary used in signing and symbol system across the school, making use of resources from CALL Scotland.	A core communication vocabulary of words and corresponding standardised symbols and Makaton signs are formally agreed upon and shared with all staff.	Core vocabulary displays are visible in at least 5 key communal and classroom areas across the school. Pupils and staff have access to standardised core vocabulary.	Fiona Graham	Mar 2026		**£1000**
Increase staff skills and capacity through foundational and refresher training in use of AAC, including use of symbols, Makaton training, and modelling AAC use. To have a fully qualified Makaton trained tutor in school to support and deliver training.	Increased staff confidence and capability in use of multi modal, Total Communication approaches. Increased modelling and direct teaching of communication skills in all school settings leading to improved receptive and expressive communication skills for pupils, improving wellbeing and access to learning. Reduction in distressed behaviours of pupils as communication strategies become accessible to them. Increased pupil use of functional communication strategies and AAC.	80% of teaching and support staff have attended the initial training session on core vocabulary and basic AAC modelling. (INSET and Collegiate sessions.) Initial cohort of staff members attend level 1 Makaton training. Cohort of staff attend refresher Makaton training. Increased use of core vocabulary. Increased evidence of modelling of AAC apparent in Learning Walk and SMT lesson observations. Reduction in reporting of incidents recording on HANDS Feedback from staff, pupils, and parents (e.g., via surveys or focus groups) demonstrates improved confidence and competence in using and modelling AAC systems, and perceived improvements in pupil communication. Pupil progress in communication is tracked through ASP targets, tracking documents SEESAW and reporting to parents.	Fiona Graham Maria Antelmi	Apr 2026		**£3000**
Devise and utilise a clear AAC pathway and protocol for assessing individual pupil communication needs, identifying targets and suggesting strategies for each stage, referencing Scottish National AAC Core Pathway, Linburn	Increased teacher skills and confidence in identifying and providing meaningful communication targets, supports and learning activities. Pupil access to appropriate, multi modal communication support is increased.	AAC and Communication targets are consistently included and regularly evaluated and reviewed in 100% of relevant pupil Additional Support Plans. Improved and measurable pupil	Fiona Graham	Jun 2026		

Communication Profile, IPAACKS, Equals Curriculum, and CALL Scotland and ELKLAN resources.	Pupils are supported to work towards meaningful communication targets, leading to improved and measurable progress. Reduction in distressed behaviours of pupils as communication strategies become accessible to them.	progress in functional communication, evidenced using data from ASP, tracking documents, SEESAW and reporting to parents. Learning walks, SMT lesson observations and informal observations indicate an increased access to multi modal AAC in at least 75% of classrooms.				

Evaluative Comment (*HGIOS 4 Link Outcome to QI Challenge Questions*)

Challenge: Improve pupil access to robust and appropriate communication systems						
Mission 3: Improve pupil access to high and medium tech communication supports					Costs	
Commitments (sprints)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
Liaise with Allied Health and ASL Technologies Group to clarify high-tech AAC pathway and protocol for assessing pupil suitability and individual communication needs. Disseminate to Core Communication Team and utilise knowledge to increase pupil access to loan devices, assessment and potentially own devices.	Comprehensive knowledge of criteria for identifying pupils who would benefit from high-tech AAC, methods for trial, and procedures for evaluating device effectiveness and accessing SLT assessment.	Increased knowledge, competence and confidence in core communication team and SMT in use of SLT supports and referral process.	Fiona Graham	Dec 2025		
Conduct a comprehensive audit of existing high-tech and medium-tech AAC devices within the school, assessing their functionality, availability, and suitability for current pupil needs.	Comprehensive knowledge of current inventory and potential use and re-purposing.	Identification of gaps in current inventory. Increased pupil access to existing High and Medium tech communication supports. Evidence gathering to support SLT communication assessment where appropriate.	Katie Fair	Mar 2026		
Identify a specific cohort of pupils who currently lack appropriate access to high- and medium- tech AAC devices and would benefit most from improved provision, using AAC Pathway document and improved knowledge of SLT pathways and protocols. Initiate assessment and trials, using school or loan devices as appropriate. Engage with SLT to request assessment as appropriate.	Improved pupil access to SLT communication assessments. Improved pupil access to trials of loan devices. Improved pupil access to appropriate communication supports, leading to gains in wellbeing, capability and achievement.	Increased number of pupils trialling and accessing high tech AAC Devices. Increased number of pupils accessing SLT communication assessment. Increased number of pupils acquiring and regularly utilising High Tech AAC devices. Improved access to SLT assessment and loan devices. Increased access to high tech communication strategies for pupils.	Katie Fair	May 2026		
Evaluative Comment (*HGIOS 4 Link Outcome to QI Challenge Questions*)						

Challenge:	Develop tracking of pupil progress over time from Milestones across the BGE and through the Senior Cycle.					
Mission 1: Develop tracking of pupil progress over time from Milestones across the BGE					**Costs**	
Commitments(sprints)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
Linburn Numeracy framework to be embedded across the school	Teachers will confidently access appropriate resources to support individualised planning for pupils.	Pupils will have improved planned, progressive learning experiences in numeracy. We will be able to track pupil progress in numeracy with more detail and accuracy.	Daniel O'Reilly			
Explore Equals resources, working with Langlands, Kelbourne Park and Howford.	Plan on how to share and use the resources to support planning and progression for individuals. Providing a rationale for our approach to communication for individual pupils and ideas for potential progression pathways.	Pupils will have access to meaningful and appropriate learning activities tailored to their individual communication needs.	Mark Beattie	Feb 25	£1100	
Create a tracking framework for BGE, in collaboration with other ASL establishments.	Tracker will support Teachers to track the most meaningful and relevant areas of learning for individuals in S1-3. BGE tracking will be sustainable and proportionate.	Tracking of pupil progress will be more granular and more accurate. Improved tracking will inform planning for progressive learning. Teacher workload more manageable.	Mark Beattie Daniel O'Reilly	May 25		

Evaluative Comment (*HGIOS 4 Link Outcome to QI Challenge Questions*)

Numeracy Framework is used in some classrooms but is not embedded across the school. Next steps: to create a How To document (SWAY?) and to have a series of Collegiate events to support implementation of this.

Equals Curriculum was introduced to staff and provided as a resource, however further work needs to be undertaken to integrate and embed it into the Linburn curriculum to ensure that it is used as a resource.

Tracking framework collaboration with other ASL schools proved to be a challenge which did not get off the ground. The group became too large and disparate, with each school having a different agenda. No progress was made after a number of meetings, and decision taken to take this forward as individual schools. Carried forward to 25-26.

Challenge: Develop tracking of pupil progress over time from Milestones across the BGE and through the Senior Cycle.						
Mission 2: To embed Literacy and Numeracy frameworks across the school.					**Costs**	
Commitments(sprints)	**Expected Outcomes**	**Measures of Impact**	**Lead Responsibility**	**Target Date**	**Core**	**PEF**
Linburn Literacy framework to be completed and shared.	Teachers demonstrate increased confidence and consistency in selecting and applying high-quality literacy and numeracy resources, resulting in more personalised and purposeful learning plans for pupils.	Pupils experience more coherent, progressive, and differentiated numeracy learning pathways, evidenced by improved engagement and attainment against individual milestones. Staff can reliably capture and analyse pupil progress in numeracy using detailed tracking systems, enabling data-informed planning and timely interventions. Learning plans show clear progression in numeracy milestones across BGE and Senior Phase. Activities are differentiated and linked to pupils' individual targets. Evidence from classroom observations and work samples demonstrates increased pupil engagement and independence.	Daniel O'Reilly	Feb 26		
Linburn Numeracy and Literacy frameworks to be embedded across the school	Teachers consistently demonstrate confidence and competence in selecting and applying the Linburn Literacy and Numeracy frameworks, ensuring individualised planning that leads to purposeful, high-quality learning experiences for all pupils.	Pupils engage in well-structured, progressive numeracy and literacy learning activities, evidenced by observable gains in milestone achievement and increased independence in applying skills (for some pupils, and over significant periods of time.) Staff utilise robust tracking systems to identify strengths and needs, enabling accurate analysis and timely, targeted interventions that facilitate pupil progress. Observations and learning walks confirm pupils are engaging with differentiated, multi-sensory numeracy activities.	Daniel O'Reilly	Jun 26		
Creation of a curriculum mapping document to support planning and signposting to resources	A coherent and systematic approach to curriculum planning is evident across the school, with teachers demonstrating consistency in applying agreed frameworks and strategies. Planning processes are streamlined, reducing duplication and workload, while pupils benefit from a broader, well-signposted range of high-quality approaches and resources tailored to their individual needs, strengths, and interests.	Teacher Feedback and Professional Dialogue: Feedback reflects increased clarity, confidence, and efficiency in planning, with evidence of reduced workload and improved collaboration across teams. Moderation and Observational Evidence: Moderation of planning documents and classroom observations (SLT & peer) confirm alignment with the curriculum mapping document, consistency in practice, and enhanced quality of learning experiences for pupils.	Fiona Graham	Mar 26		

Create a tracking framework for BGE, in collaboration with others.	Teachers will develop confidence in using the Linburn Literacy and Numeracy frameworks to plan highly personalised, meaningful learning experiences that reflect each pupil's unique profile and allow for incremental progress over extended timescales.	Pupils will access structured, responsive learning opportunities in literacy and numeracy that prioritise functional skills and engagement, with anticipated micro-progress evidenced through observation, portfolios, and milestone tracking over months or years. Staff will implement detailed tracking systems that capture very small steps in skill development, enabling teachers to identify emerging patterns and adjust planning to sustain progress and engagement over time. Teachers will report increasing confidence in identifying and planning for micro-steps in learning, using frameworks as a guide rather than a rigid sequence. Teacher feedback will reflect improved ability to recognise and celebrate small gains in functional literacy and numeracy skills. Moderation discussions will show growing consistency in how incremental progress is judged and recorded across the school.	Mark Beattie Daniel O'Reilly	May 26		

Evaluative Comment (*HGIOS 4 Link Outcome to QI Challenge Questions*)

Challenge: Plan and prepare for a successful transition to Penilee for pupils, staff and families						
Mission 1: Refresh Linburn Curriculum Rationale, Vision, Values and Aims to align with pupil priorities identified while working on tracking documents					**Costs**	
Commitments(sprints)	**Expected Outcomes**	**Measures of Impact**	**Lead Responsibility**	**Target Date**	**Core**	**PEF**
Gather and analyse data on pupil priorities, as revealed through tracking documents, attainment and destination data, observations and wellbeing indicators.	A comprehensive report detailing key pupil priorities, strengths, and areas for development, based on robust analysis of tracking documents, is produced	Relevant pupil tracking documents for the academic year are reviewed and key pupil priorities synthesised into a comprehensive report. Evidence (e.g. meeting minutes) that pupil priorities identified from tracking data were a primary driver for the curriculum rationale review.	M Antelmi K Fair	Feb 26		
Facilitate meaningful and inclusive consultation with pupils (using accessible methods), staff, parents/carers, and relevant community partners to gather diverse perspectives on the curriculum rationale, vision, values, and aims.	A structured plan for pupil, staff, partners and parent/carer consultation is developed and implemented, resulting in documented feedback that directly informs the refresh.	Almost all staff and pupils, many parents and most partners participate in curriculum and vison, values and aims consultation activities. Analysis of consultation feedback is used to directly and demonstrably influence the content of the refreshed curriculum rationale, vision, values, and aims.	M Antelmi K Fair	Feb 26		
Critically review and update the existing curriculum rationale, vision, values, and aims to ensure they accurately reflect the identified pupil priorities and the school's aspirations for all learners.	A revised and agreed document outlining Linburn's updated Curriculum Rationale, Vision, Values, and Aims is completed. This document will explicitly articulate how pupil priorities (e.g., communication, independence, wellbeing) are central to the refreshed framework.	The refreshed Linburn Curriculum Rationale, Vision, Values, and Aims documents will be shared with staff, Pupil and Parent Councils, for feedback and approval. This process will explicitly share how key pupil, staff, parent and partnership priorities are identified from tracking data and consultation. Feedback will be an iterative process until a final version is agreed.	M Antelmi K Fair	Apr 26		
Clearly communicate the refreshed curriculum rationale, vision, values, and aims to all stakeholders and embed these principles consistently across all aspects of school life and practice.	All teaching and support staff demonstrate a clear understanding of the refreshed curriculum rationale, vision, values, and aims, and express ownership of these principles. Pupils, where appropriate and in accessible formats, are aware of the school's refreshed values and aims, and can articulate what they mean for them.	Refreshed curriculum rationale, vision, values and aims are shared with all stakeholders. Staff survey of understanding of the refreshed curriculum rationale, vision, values, and aims.. Linburn values are embedded in school practice and events – e.g. classroom displays, assemblies, Head Teacher Awards. Some pupils (e.g. Pupil Council) can, in accessible ways, articulate at least two of the refreshed school values/aims.	M Antelmi K Fair	Jun 26		

Evaluative Comment (*HGIOS 4 Link Outcome to QI Challenge Questions*)