

School Improvement Planning Template

School	Scotstoun Primary School
Learning Community	Knightswood
Link Officer	Leisa McCracken
Head of Service	Jean Miller
School Roll	426
Attendance Rate	96.4%
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: £100,450	SIMD Quintile 1 (% and Number) 184 43%
Carry Forward:	SIMD Quintile 5 (% and Number) 134 31.4%
Total Allocation 24-25: £100,450	Other 104 24.4%
FME (number and %)	Total No Pupils 426
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>) To develop an equitable literacy rich curriculum (year 3) To develop an inclusive and equality focussed curriculum (year 2) To develop an inquiry-based curriculum (year 2)	

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Challenge: (copy/paste aligned challenge) To develop an equitable literacy rich curriculum . To develop an inclusive and equality focused curriculum						
Mission: Improve the quality of assessment and levels of attainment in Writing. Improve assessment processes in Literacy.					Costs	
Commitments(sprint)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
Complete GCC Pedagogy assessment module and establish TLCs to ensure consistent approaches and processes.	All staff are able to plan and implement a range of assessment processes and use assessment data to inform planning for high quality learning and teaching. All children will be able to recognise and describe their achievements (metaskills) and plan their next steps.	Observations of learning Learner conversations and samples of work. Forward plans show clear learning plans linked to Assessment framework Tracking conversations Assessment activity and data analysis.	T. Kissack	Dec 2024	£250	£500
All staff collaborate to improve learner experience in writing in partnership with WOSDEC ensuring increased level of motivation for learners.	Across the school almost all learners actively engage in writing lessons. All staff will demonstrate that they have planned experiences which allow for breadth, challenge and application in writing.	Learning visits and conversations. Feedback from learners (learning circles) and staff. Monitoring and tracking data. Tracking conversations POLLI visits (Term 2)	L. McKinnon	Oct 2024	£6,000 funded	
All staff implement refreshed monitoring and tracking process enabling effective targeted interventions for learners at risk of being off track and for those ahead of track	All staff have increased confidence in identifying levels and next steps for learners. All learners are making good progress. All ASL plans are effective and are evaluated showing progress. 10% of learners at each stage are ahead of track for writing	Tracking conversations Monitoring and tracking data Learner's work LC moderation event records ASN overview and WAP reviews Learner and parent views	E. McGill	Dec 2024		£750
All staff engage in Write on Track CLPL then familiarise staff with resource. First level staff use Write on Track strategies to plan increased and contextualised opportunities to build Tools for writing skills.	All staff have increased confidence in planning, teaching and assessing Write on Track approaches. 7 P2 EAL learners will be on track.	Improved consistency in teaching of writing across the school through forward plans and learner conversations Writing attainment data	L. McKinnon	May 2025		£750
December Check Point: Evaluative Comments						

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Please use the space below to note any other improvement action initiated in previous years which are continuing to be focus in the coming year but not your identified priority for 24-25.		
To develop an inquiry-based curriculum (year 2)	Further develop knowledge, skills and confidence of staff to plan progressive rich learning experiences through project-based learning.	3.1, 2.2, 2.3
To develop an inclusive and equality focussed curriculum (year 2)	to develop approaches to anti-racist education and school charter.	2.2, 3.1
To develop an equitable literacy rich curriculum (year 3) To develop an inclusive and equality focussed curriculum (year 2)	to develop further inclusive classrooms in our school.	2.3,3.1,3.2

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