




## School Improvement Planning Template (Year 3)

<b>School</b>	<b>Scotstoun Primary School</b>
<b>Learning Community</b>	<b>Knightswood</b>
<b>Link Officer</b>	<b>Jane</b>
<b>Head of Service</b>	<b>Carolyn Davren</b>
<b>School Roll</b>	<b>447</b>
<b>Attendance Rate</b>	
<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 <b>OTHER</b> – Pupils not in SIMD 1 & 2, not in receipt of school meals but affected by factors detailed above.	
<b>PEF allocation 25-26:</b> £100,450	<b>SIMD Quintile 1 (% and Number)</b> 45% 201
<b>PEF Carry Forward:</b>	<b>SIMD Quintile 5 (% and Number)</b> 32% 142
<b>Total PEF Allocation 25-26:</b> £100,450	<b>Other</b> 23% 104
<b>FME (number and %)</b> 21.1%	<b>Total No Pupils 447</b>
<b>Grand Challenges 2023-26</b> ( <i>Grand Challenges are the long term strategic changes you intend to achieve i.e. 'to improve attainment in literacy'</i> )	
	To improve attainment in numeracy.
	To develop an equitable literacy rich curriculum.
	To develop an inclusive and equality focussed curriculum.

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<b>Grand Challenge: (copy/paste aligned Grand Challenge from above)</b> To improve attainment in numeracy						
<b>Mission 1: (medium term strategic change achievable within an academic year)</b> <b>To improve children's numerical fluency increasing their ability to select, use and apply the most efficient strategy</b>				<b>QI (HGIOS 4)</b> <b>1.3, 2.3,3.2.</b>	<b>Costs</b>	
<b>Commitments(sprint)</b>	<b>Expected Outcomes</b>	<b>Measures of Impact</b>	<b>Lead Responsibility</b>	<b>Target Date</b>	<b>Core</b>	<b>PEF</b>
Improve staff knowledge and confidence in planning for and teaching the most efficient strategy for their stage and the application in word problems.	By October 2025, all staff will know and be able to evidence in their planning and implement into their teaching the most efficient strategies for numeracy for their stage.	Forward Plans (From B1) Learning visits (Term 1) Standardised assessments (Term 4) Staff pre and post questionnaires	Stuart Boyd APT/CLOL	October 25		
	By December 2025, almost all children will evidence the use of the most efficient strategy, explain their reasoning and apply in word problems.	Learner conversations (Term 2) Standardised assessment (Term 4) ACEL data (June 26) Children's work (Term 3) Moderation meeting (Term 3)	Stuart Boyd APT/CLOL	Dec 25		
<b>Mission 2: (medium term strategic change achievable within an academic year)</b> <b>to streamline our numeracy and maths curriculum and pathways</b>				<b>QI (HGIOS 4)</b> <b>1.3,2.2,2.3,3.2.</b>	<b>Costs</b>	
Streamline and update our curriculum progression in numeracy and maths to increase pace and challenge for learners with a focus on Early Level.	By October 2025, all teachers will have a deeper understanding of the numeracy and maths curriculum, and the revised pathways will lead to children moving through pathways with confidence and pace.	Learner progress at tracking meeting 2 (Feb 2026) Learner conversations (Term 2) Revised Maths and Numeracy Framework Stage Planning minutes (Block 2,3,4)	Stuart Boyd APT/CLOL	October 2025		
	By January 2026, almost all numeracy and maths planning shows appropriately bundled Es and Os providing meaningful and engaging contexts.	Children's work (Term 3) Forward plans (From B3) Staff pre and post questionnaires	Stuart Boyd APT/CLOL	January 2026		
	By June 2026, almost all numeracy lessons will contain updated approaches to the Good Numeracy and Maths Lesson at Scotstoun. Almost all children will feel the level of work is just right. Almost all parents will understand the approaches to numeracy and maths and feel their child has the right level of challenge.	POLLI visits (Term 4) Forward Plans (From B4) Learner conversations (Term 4) Standardised assessment (Term 4) ACEL data (June 26) Parental survey (March 26)	Stuart Boyd APT/CLOL	June 2026		
Dec/May Evaluative Comments on impact of SIP work: <i>(Used to support completion of SER)</i>						

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<b>Grand Challenge: (copy/paste aligned Grand Challenge from above)</b> To develop an equitable literacy rich curriculum						
<b>Mission: (medium term strategic change achievable within an academic year)</b> Raise attainment in writing through consistent, high-quality teaching using Write on Track approach				<b>QI (HGIOS 4)</b>		<b>Costs</b>
<b>Commitments(sprint)</b>	<b>Expected Outcomes</b>	<b>Measures of Impact</b>	<b>Lead Responsibility</b>	<b>Target Date</b>	<b>Core</b>	<b>PEF</b>
All teaching staff are confident and consistent in planning, teaching and assessing using Write on Track approaches.	By October 2025, almost all staff will have increased confidence in planning, teaching and assessing Write on Track approaches consistently across the school	Forward Plans (From B1) POLLI visits (Term 2) Learning visits (Term 3)	L. McKinnon	May 2026		£750
	By February 2026, almost all children will evidence improved quality of writing structure and vocabulary.	Learner conversations (Term 3) Standardised assessment (Term 4) ACEL data (June 26) Children's work (Term 2) Moderation meeting (Term 2)	L. McKinnon	May 2026		
<b>Mission: (medium term strategic change achievable within an academic year)</b> To review and enhance the Primary 1 literacy curriculum				<b>QI (HGIOS 4)</b>		<b>Costs</b>
To review and enhance the Primary 1 literacy curriculum to ensure high-quality, developmentally appropriate teaching of phonological and phonemic awareness, leading to improved early reading and spelling outcomes for all.	By June 2026, a clearly structured, progressive P1 literacy framework is developed with an emphasis on phonological and phonemic awareness and consistent, evidence-based approaches to early phonics teaching are embedded. Assessment tools and reviewed and aligned to new approach	Forward Plans (From B2) POLLI Visits (Term 2) Learning visits (Term 3) Revised P1 Literacy Framework Stage Planning minutes (Block 2,3,4) Revised assessments in place.	A Coats	June 2026		
	By June 2026, almost all learners demonstrate improved phonological awareness skills (e.g., rhyme, syllable segmentation, initial sounds)	Standardised assessments Learner conversations (Term 4) ACEL data (June 26) Tracking conversations (T2 & 3)	A Coats	June 2026		
Dec/May Evaluative Comments on impact of SIP work: <b>(Used to support completion of SER)</b>						

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<b>Grand Challenge: (copy/paste aligned Grand Challenge from above)</b> To develop an inclusive and equality focussed curriculum						
<b>Mission: (medium term strategic change achievable within an academic year)</b> To embed further UNCRC across the life and ethos of the school leading to successful achievement of the RRS Bronze Award.				<b>QI (HGIOS 4)</b>		<b>Costs</b>
Commitments(sprint)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
Develop and embed a consistent and meaningful understanding and application of UNCRC across classrooms, playgrounds, staff and the school community.	<b>Children</b> By June 2026 almost all children will develop a secure understanding of rights and responsibilities, apply rights language in school life and show understanding of equality, fairness and wellbeing.	Learner conversations (Term 1 and 4). Learner focus groups showing post and pre questionnaires. School calendar and evaluations. Minutes of RRS Committee. Assembly calendar. GMWP assessment. Bronze Award accreditation.	Emma McGill HT RRS Committee	June 2026		
	<b>Staff</b> By June 2026, all staff will show an increased confidence in integrating rights-based education into teaching and school life and understanding of the UNCRC and its relevance to school life.	Classroom checklists (Term 1) Staff pre and post questionnaires Rights based IDL learning activity planning in Forward Plans (Block 3) Evaluation of learning (Block 3) Assembly calendar. Minutes of RRS Committee. GMWP assessment. Bronze Award accreditation.	Emma McGill HT RRS Committee			
	<b>Parents and partners</b> By June 2026, parents and partner will demonstrate and improved understanding of UNCRC and how it reflects the school's ethos with a focus on relationships, participation and policies.	Parent and partner questionnaires (Term 1 and 4). Increased participation at rights based family learning. Parent Council minutes. Bronze Award accreditation.	Emma McGill HT RRS Committee			
Dec/May Evaluative Comments on impact of SIP work: <b>(Used to support completion of SER)</b>						

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### 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 priorities for 25-26*

Grand Challenge	Area of Focus	QI HGIOS 4
 To develop an inquiry-based curriculum	To develop further knowledge, skills and confidence of staff to plan progressive rich learning experiences through inquiry-based learning with a focus on outdoor learning.	2.2, 2.3, 3.1.
 To develop an inclusive and equality focussed curriculum	To continue to increase attendance and engagement in school by addressing barriers to attendance and improve approaches to late coming through promoting a culture of high expectations and support particularly for children living in Q1 and those displaying low attendance.	1.3, 2.3, 2.4, 3.1, 3.2
 To develop an inclusive and equality focussed curriculum	To develop further inclusive classrooms in our school using the CIRCLE resource to support the consistent development of the physical environment (objects and spaces), the social environment (people and how they interact) and structures and routines that are in that environment.	2.3,2.4, 3.1,3.2
Dec/May Evaluative Comments on impact of maintenance agenda work: <b><i>(Used to support completion of SER)</i></b>		

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