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School Improvement Planning Session: 2025-2026

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| **School** | **St Conval’s Primary School** |
| **Learning Community** | **Holyrood** |
| **Link Officer** | **Wendy Cameron** |
| **Head of Service** | **Carolyn Davren** |
| **School Roll** | **190** |
| **Attendance Rate** | **93%** |
| **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: £85750** | **SIMD Q**uintile 1 **(% and Number) (50%- 94)** | | **Carry Forward:0** | **SIMD Q**uintile 5 **(% and Number) (5%-10)** | | **Total Allocation 24-25: £85750** | **Other (45% - 86)** | | **FME (number and %) (46%)** | **Total No Pupils 190** | | |
| **Grand Challenges 2023-26 (***Grand challenges are the long term strategic changes you intend to achieve i.e ‘to improve attainment in literacy)*   * Raising attainment & Achievement: Improve attainment from majority to most children achieving expected levels in Literacy & Numeracy * Leadership of learning: Inspiring leadership of learning at all levels * Wellbeing Equality & Inclusion: Further enhance our inclusive and equality focussed approach | |

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| **Challenge:** **Raising attainment & Achievement: Improve attainment from majority to most children achieving expected levels in Literacy & Numeracy** | | | | | | |
| **Mission : Raise Attainment in Writing** | | | | | **Costs** | |
| **Commitments(sprints)** | **Expected Outcomes** | **Measures of Impact** | **Lead Responsibility** | **Target Date** | Core | **PEF** |
| All staff to engage in Write on Track (WOT) CLPL session and refamiliarise themselves with the updated resource. | Improved staff knowledge, confidence and skills leading to improved approaches. Consistency as approach introduced to new teaching staff. | Staff CLPL surveys  Observations of/dialogue around changes to pedagogy | Jennifer Newlands | Aug/Sept 2025 |  |  |
| All staff carryout analyses of sentence level assessments carried out in June 2025 to establish starting points for new session. Joint planning to be carried out across levels. | Clear next steps identified for learners and reflected in medium term planning.  Sustaining good practice established last session, ensuring good progress of learners is maintained and built upon. | Staff forward planning (medium term) reflects analyses of assessment. | All staff | Aug/Sept 2025 |  |  |
| All staff use WOT strategies for agreed times.  P1-3 (15 mins- 3 times a week)  P4-7 (30 mins -3 times a week )  Key focus in year 2 on transfer of skills when doing more extended pieces. | Improved learner experience through increased and contextualised opportunities to build Tools for writing skills. Improved consistency in teaching of writing across the school.  Improved attainment in writing. Aim for 4% increase in attainment across P2- P7 (attainment over time) | Leuven scale  Learning Conversation  POLLI Records  Observations by SLT  Assessment records and tracking records. | All staff | Aug 2025- June 2026 |  |  |
| Plan a Family Learning experience on WOT.  Create information/guidance for parents/carers on WOT approach. | Raised awareness amongst parents/carers on WOT approach.  Strengthen our whole school commitment to WOT | Parental/ carer survey responses.  Learner responses to survey following Family Learning experience. | Jennifer Newlands | April 2026 |  |  |
| December Check Point: Evaluative Comments | | | | | | |

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| **Challenge:**  **Leadership of learning: Inspiring leadership of learning at all levels** | | | | | | | |
| **Mission :**  **Developing learner agency & Empowering staff to lead change** | | | | | **Costs** | | |
| **Commitments(sprint)** | **Expected Outcomes** | **Measures of Impact** | **Lead Responsibility** | **Target Date** | Core | **PEF** | |
| Fulfil the actions towards the UNICEF UK’s Rights Respecting Schools Silver Award (See attached plan)  Participation in Young Leaders of Learning. | The principles and processes that underpin our Rights Respecting work will be evident in the daily life and work of the school. Learners empowered to collaborate with learners from other schools on all things learning. | Pupil Steering Group – Meeting Minutes  Application for Silver Award Pupil Voice feedback | Rachel Woods | October 2025 |  |  | |
| Further embed the use of Big Questions -Focus on exploring creative ways to record learning. Extend the use as a way of exploring learning in Social Studies across all stages. | Learners will be developing critical thinking through accessing, analysing and using information. Learning in Social Studies will be relevant and interesting by connecting to children’s own experiences. | Observations of learner engagement.  Presentations/ displays of children’s learning  Pupil feedback/ questionnaires | Marian Kelly | June 2026 |  |  | |
| Embed the use of the Inspired Learning Space as a means of promoting enquiry-based learning in P4 to P7. | Learners will have opportunities to engage in high quality learning enquiry-based learning in an adapted space. | Rachel Woods  Annelies de Kanter |  |  |  | |
| Identify meta- skills when planning learning across curriculum. Seek opportunities to collaborate and learn from other school’s meta-skills journey. Introduce a skills-based Careers Fair to develop learner’s understanding of employability skills. | Meta- skills framework used to support staff to reflect and develop their teaching practice in developing meta skills in the classroom and beyond. Meta- skills incorporated into learning intentions and success criteria.  Children will recognise how the development of meta-skills can transfer into the world of work. | Pupil Meta-skills self-evaluations, records of learning conversations, observations of teaching and learning. Feedback from all stakeholders from Careers event. Parental Survey March 2026 | Andrew Scully | June  2026 |  |  | |
| Develop a lesson planning model that ensures a consistent approach to the planning of all learning experiences. | This will ensure pace and differentiated learning in all classrooms whereby teachers confidently adapt teaching, learning and assessment to meet individual learners’ needs. | Observations of learner engagement  Quality Assurance- class visits. Pupil Voice feedback | Christine Healey | June 2026 |  |  | |
| All staff to engage in Spanish CLPL session as an introduction to teaching Spanish as part of our commitment to a 1 + 2 languages approach. | Staff capacity in this area will begin to develop. | Staff CLPL surveys | Annelies de Kanter | June 2026 |  |  | |
| December Check Point: Evaluative Comments | | | | | | | |
| **Challenge:**  **Wellbeing Equality & Inclusion: Further enhance our inclusive and equality focussed approach** | | | | | | | |
| **Mission :**  **Ensure equal opportunities & the inclusion for all learners** | | | | | **Costs** | | |
| **Commitments(sprint)** | **Expected Outcomes** | **Measures of Impact** | **Lead Responsibility** | **Target Date** | Core | | **PEF** |
| Explore a wider range of strategies to effectively translate our refreshed vision, values and aims into daily practice within our school. Incorporate a regular review of our VVA, involving the whole school community, into our Quality Assurance Calendar. | Our VVA will underpin the life and work of our school.  Our VVA will in turn be informed by the social, economic and cultural context of our community. | Pupil Voice  Stakeholder feedback/ questionnaires | Marian Kelly | Aug/  Sept 2025 |  | |  |
| Communicating our anti-racism message to all members of our school community.  Establish an anti- racism pupil voice group.  (See Anti- Racist Action Plan) | All stakeholders will feel secure in the knowledge that racism is challenged and recorded in our school | Stakeholder feedback/ questionnaires. Analysis of racial incident records on SEEMIS. Pupil Voice group minutes | Marian Kelly | Sept 2025 |  | |  |
| As a staff, explore anti- racist curriculum principles and critically evaluate our approach to the curriculum through an anti-racism lens. Use reflective questions on each curricular area to support self-evaluation and the co-design of an anti-racist curriculum with learners. | All learners will benefit from anti-racist approaches to curriculum development: •    Decolonising the curriculum •    Building intercultural competence •    Reducing racism, prejudice and discrimination | Staff CLPL Evaluation  Pupil Wellbeing Questionnaires  Pupil Voice | Marian Kelly | Oct 2025- May 2026 |  | |  |
| All staff engaged in CLPL Dyslexia – ‘Getting Started’ Training delivered by GDSS | All staff will develop an understanding of supporting learners with a spelling difficulty. | Staff CLPL Evaluation  Observations of learner engagement. Pupil Voice | Christine Healey | Aug 2025 |  | |  |
| All staff engaged in the GCC  Keeping the Promise Award Programme  (See Programme Plan) | All staff will develop an awareness and understanding of ‘The Promise’ leading to improved educational experiences and outcomes for care experienced learners and young people. | Staff CLPL Evaluation  Pastoral Notes/ Records of Support for Care Experienced Children | Christine Healey | Aug 2025 – May 2026 |  | |  |
| Focused support/ intervention for our Bilingual Learners. TIGs and masterclasses to support at P1, 4 & 7 | Raise attainment of TIGs in literacy & numeracy by 5% across all stages. In line with stretch aims. | Assessment data, tracking information gathered at tracking meetings. | Annelies de Kanter  Anne McCormick  Marian Kelly | June 2026 |  | | 1..1  FTE |
| December Check Point: Evaluative Comments | | | | | | | |

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| Grand Challenge | Area of Focus | Quality Indicator |
| **1** | Continue to embed learning goals to support learners to set targets | 1.2 |
| **2** | Maintain our approach to Pupil Voice groups and continue develop procedures to ensure consistence.  Explore more opportunities for learner participation in the arena- Learning, Teaching & Assessment. | 1.3 |
| **3** | Maintain targeted wellbeing interventions such as – Social Skills Group, Talking Therapy. Art Therapy. | 3.1 |
| **2** | Further develop our programme of Family Learning. | 2.5 |
| **3** | Further embed the use of Glasgow’s Motivational Wellbeing Tool’ by all learners | 3.1 |
| **2/3** | Continue to explore opportunities to use digital technology to support children with ASL | 2.3/3.1 |
| **2** | Continue to track wider achievements using the Tracking & Monitoring Tool | 3.2 |
| **2** | Continue to build on partnerships and explore new areas for Outdoor Learning.  Explore opportunities for Forest School Sessions | 2.3 |

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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 25-26