

School Improvement Planning Template (Year 3)

School	Castleton Primary School		
Learning Community	Castlemilk/St Margaret Mary's		
Link Officer	Sharon McGeever		
Head of Service	Carolyn Davren		
School Roll	341		
Attendance Rate	85.6%		
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: £194755		SIMD Quintile 1 (% and Number) 284 83%	
PEF Carry Forward: minus £7453		SIMD Quintile 5 (% and Number) 0 0%	
Total PEF Allocation 25-26: £187302		Other 57 17%	
FME (number and %) 166 49%		Total No Pupils 341	
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>) 2023 -26 To improve the Wellbeing and Learning of almost all pupils <u>YEAR 3</u> <ul style="list-style-type: none"> To improve literacy attainment of most children across the school with a particular focus on P1, P4 & P7 To ensure inclusion and equality leads to improved outcomes for almost all pupils. To improve learners performance/progress through effective feedback. 			

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Grand Challenge: To improve the Wellbeing and Learning of almost all pupils						
<ul style="list-style-type: none"> Mission: To improve literacy attainment of most children across the school with a particular focus on P1, P4 & P7 				QI (HGIOS 4) 3.2	Costs	
Commitments(sprint)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
Lead staff attend induction day led Scottish Book Trust.	Lead staff have complete understanding of project, their role and expected impact on staff and pupils.	Staff can plan project for whole school. Project will be implemented in all classes	SLT – Laura Butler CT – Heather Stirling	September 25	✓	
All staff engage in Writing CLPL with Scottish Book Trust to build on work using PM writing. Moderation of writing across levels	Further skill development in the teaching of writing. Improved quality of writing for all children with most achieving national standard in writing	Pre & Post project evaluations Learning Conversations Samples of learners' work Class observations/feedback ACEL data	Laura Butler & Heather Stirling Class Teachers	Ongoing - Check points Dec 25 May 26	✓	
Early & First level staff engage in CLPL to improve their confidence in delivering developmentally appropriate phonics to build strong foundations for reading.	Improvement in the consistency and effectiveness of our approaches to developing phonological awareness at Early & First level. Most will achieve national standard in reading. TIG will support learners	Class observations/feedback Standardised Assessments ACEL data	Laura Butler	Oct 25 May 26	✓	
Foster a genuine love of reading across our whole school to improve learner engagement, motivation and attitude to reading.	There will be a visible, shared culture of reading for pleasure through consistent routines and learner led reading promotion. Appropriate book choice will be available	Track participation in reading for pleasure Pre & Post project evaluations Learning Conversations Class observations/feedback ACEL data	Laura Butler	Ongoing - Check points Oct 25 Dec 25 May 26	✓	TBC
Dec/May Evaluative Comments on impact of SIP work: <i>(Used to support completion of SER)</i>						

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Grand Challenge: To improve the Wellbeing and Learning of almost all pupils						
<ul style="list-style-type: none"> Mission: To ensure inclusion and equality leads to improved outcomes for almost all pupils. 				QI (HGIOS 4) 3.1		Costs
Commitments(sprint)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
Review Pupil Plans (WAPS) using TAC approach to complete	<p>All plans will have clear concise targets. Targets will be met and next steps achieved.</p> <p>All plans will be a collaboration between staff, pupil and parent.</p>	<p>Evaluation of targets against CFE or Milestones</p> <p>Classroom observations feedback.</p> <p>Learning conversations</p> <p>Monitoring and tracking conversation</p> <p>Assessment and data analysis</p>	<p>Line Manager</p> <p>Class Teachers</p>	<p>Sept 25</p> <p>Jan 26</p> <p>May 26</p>	✓	
Raise the profile of SHANARRI Wellbeing indicators to support pupil wellbeing and planning. Use in the context of UNCRC	Staff and pupils can consider the SHANARRI indicators together to give a holistic view of pupils. Use to target wellbeing support, ensuring UNCRC rights are met/achieved	<p>GMWP</p> <p>Learning Conversations</p> <p>Pupil Plans</p> <p>UNCRC Award</p>	<p>Line Manager</p> <p>Class Teachers</p> <p>SFLWs</p>	<p>Dec 25</p> <p>June 26</p>	✓	
To plan appropriately for children using Education Scotland Milestones and SCERTS	Staff will be able to plan and prepare appropriate activities for pupils who are not ready for Early Level CFE	<p>Pupils will make progress at their own level</p> <p>Classroom observations feedback.</p> <p>Learning conversations</p> <p>Monitoring and tracking conversation</p> <p>Assessment and data analysis</p>	<p>Line Manager</p> <p>Class Teachers</p> <p>SFLWs</p>	<p>Aug 25</p> <p>Oct 25</p> <p>Dec 25</p> <p>March 26</p>	✓	
Continue development of Creative Classrooms (including use of outdoor space) to ensure inclusive pedagogy.	<p>Increased use of outdoor space where pupils will feel calm & happy. Skills will be developed to progress towards agreed targets and benchmarks</p> <p>The correct environments are created to progress learning for all.</p>	<p>Classroom observations feedback.</p> <p>Learning conversations</p> <p>Monitoring and tracking conversation</p> <p>Assessment and data analysis</p>	<p>Jan Nicol</p> <p>Class Teachers</p> <p>SFLWs</p>	<p>Oct 25</p> <p>Jan 26</p> <p>May 26</p>	✓	TBC
Dec/May Evaluative Comments on impact of SIP work: <i>(Used to support completion of SER)</i>						

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Grand Challenge: To improve the Wellbeing and Learning of almost all pupils						
Mission: To improve learners performance/progress through effective feedback.				QI (HGIOS 4) 2.3 3.2	Costs	
Commitments(sprint)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
All teachers and SFLWS will complete CLPL on the Collaborative Enquiry Process to build on understanding & skill in giving effective feedback.	Staff can engage in professional discussion to share practice, successes and be solution focussed Learners receive feedback from teachers which helps them know how to improve	Classroom observations feedback. Learning conversations Monitoring and tracking conversation Assessment and data analysis	Jackie McIver Line Managers Class Teachers	August 24	✓	
Collaborative Enquiry Process will be model used to ensure effective feedback is given to raise attainment in writing	Learners know how to progress in their learning, especially in writing. Skills in Self & Peer Assessment are developed and used effectively to progress learning,	Classroom observations feedback. Learning conversations Monitoring and tracking conversation Assessment and data analysis	Jackie McIver Line Managers Class Teachers	Ongoing - Check points Oct 25 Dec 25 May 26	✓	
Dec/May Evaluative Comments on impact of SIP work: <i>(Used to support completion of SER)</i>						

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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 improve the Wellbeing and Learning of almost all pupils	To improve classrooms as learning environments and incorporate effective feedback to progress learning. To ensure Meta Skills are understood by almost all children.	2.3 3.2
To improve the Wellbeing and Learning of almost all pupils	Anti-Racist Curriculum Principles are understood and influence practice across school community <ul style="list-style-type: none"> • Re focus on UNCRC – work towards GOLD AWARD • Introduce child friendly version of Anti Racism Charter • Ensure high quality inclusive texts and books • Increased opportunities to learn about others - Cultures, faiths, races • Celebrate through Assemblies 	3.1
To improve the Wellbeing and Learning of almost all pupils	Attendance – to increase attendance of most pupils and overall school rate by 3% Continue focus on Attendance <ul style="list-style-type: none"> • Attendance Policy implemented • Continue to share best practice through being part of Improving Attendance Quality Improvement Programme with Education Scotland 	3.1 3.2
Dec/May Evaluative Comments on impact of maintenance agenda work: <i>(Used to support completion of SER)</i>		

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