

CASTLETON PRIMARY - School Improvement Planning Template (Year 1: 2026 - 2027)

Progress

Wellbeing

Inclusion

School	Castleton Primary School
Learning Community	Castlemilk/St Margaret Mary's
Link Officer	Paul Cassidy
Head of Service	Carolyn Davren
School Roll	325
Attendance Rate	84.42%
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 26-27: £194755	SIMD Quintile 1 (% and Number) 83.3% 271
PEF Carry Forward: £3453	SIMD Quintile 5 (% and Number) 0
Total PEF Allocation 26-27: £198208	Other 16.7% 54
FME (number and %) 43.3%	Total No Pupils 325
Grand Challenges over 3 year cycle (Aug 2026 – Jun 2029) <i>(Throughout the current 3 year cycle of improvement all establishments should focus on the Grand Challenges of Progress, Wellbeing and Inclusion)</i> - PROGRESS – Raising attainment in Literacy - WELLBEING - Improving playtimes by working towards a lasting cultural transformation. - INCLUSION – Improving impact of Wellbeing and Assessment Plans (WAPs)	

Challenge: PROGRESS						
Mission : To improve reading attainment of most children across the school with a particular focus on P1, P4 & P7					Costs	
Commitments(sprints)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
Introduce a progressive programme of Systematic Synthetic Phonics from P1-7.	Almost all learners will make progress in reading. Most learners in P1, P4 & P7 will be on track to Achieve CFE Level in reading 	Learning Conversations	Laura Butler	Oct 26	✓	Protected leadership time (for all commitments)
All staff engage in CLPL to increase their knowledge and understanding of the English Alphabetic Code and that it is taught explicitly and systematically for reading.		Samples of learners' work				
		Class observations/feedback				
		Evaluation of targets against CFE or Milestones	Laura Butler	Oct 26	✓	
Second level staff engage in Glasgow Reads CLPL to improve their confidence in delivering developmentally appropriate phonics to build strong foundations for reading		Standardised Assessments	Class Teachers			
All staff engage in Glasgow Reads CLPL to improve their confidence in developing reading fluency.		Monitoring & Tracking Meetings				
		ACEL data	Laura Butler	Dec 26	✓	Staff cover costs
			P5-7 Class Teachers			
			Laura Butler	Dec 26	✓	Staff cover costs
			Class Teachers			
Dec/May Evaluative Comments on impact of SIP work: <i>(Used to support completion of SER)</i>						

Grand Challenge: <i>PROGRESS</i>						
Mission: To improve writing attainment of most children across the school with a particular focus on P1, P4 & P7				Q1 (HGIOS 4)		Costs
Commitments(sprint)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
All staff engage in CLPL to increase their knowledge and understanding of the English Alphabetic Code and that it is taught explicitly and systematically for spelling and handwriting.	Almost all learners will make progress in writing. Most learners in P1, P4 & P7 will be on track to Achieve CFE Level in writing 	Learning Conversations	Laura Butler		✓	Protected leadership time (for all commitments)
Scottish Book Trust Pilot – Year 2. Lead staff attend all CLPL sessions led Scottish Book Trust.		Samples of learners' work				
		Moderation of extended pieces of writing				
		Class observations/feedback	Laura Butler		✓	Staff cover
		Evaluation of targets against CFE or Milestones	Heather Stirling			
All staff engage in Writing CLPL with Scottish Book Trust to build on work from last session. Staff continue to use PM writing to support the teaching of writing.		Monitoring & Tracking Meetings	Laura Butler		✓	
		ACEL data				
Learners should be given the opportunity to complete extended pieces of writing.			Laura Butler		✓	
			Class Teachers			
Moderation of extended pieces of writing –			Laura Butler		✓	
• Across a stage			Jan Nicol			
• Across levels						
Dec/May Evaluative Comments on impact of SIP work: <i>(Used to support completion of SER)</i>						

Grand Challenge: WELLBEING						
Mission: Improving playtimes by working with OPAL (Outdoor Play and Learning)				QI (HGIOS 4)	Costs	
Commitments(sprint)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
Establish relationship with OPAL Mentor (Laura Paterson). Identify School Staff Working Party.	Key roles agreed Full understanding of OPAL programme, structure, timescales & commitment required	OPAL Working Group established & involved in all aspects of programme- - Jan Nicol (DHT - lead) - Derek Reid (SFLW) - Jodie Ritchie (SFLW) - Michelle Webster (HWB Worker) - Jackie McIver (HT)	Jan Nicol Jackie McIver	15 May 26		Protected leadership time (for all commitments)
Mentor and School Staff Working Party conduct a baseline line observation and audit current practice.	Baseline Audit completed – understanding of 18 areas audited. Baseline Scores agreed Playground observations conducted	Baseline Audit completed (reviewed at each meeting) including RAG rating Baseline Survey – pupils/staff/parents Number of parent volunteers/family attending play days Castleton/OPAL Policy Learning Conversations ↓	Jan Nicol OPAL Working Group	28 May 26	✓	
Mentor and School Staff Working Party – Development Meeting 1 – Action plan & target setting	Actions agreed for phase 1 of project “Quick wins” agreed Risk assessment commenced			3 June 26	✓	
Whole school INSET to launch OPAL to the full staff team (teaching and support staff).	All staff trained in OPAL principles. Policy, linked to School Values, discussed			11 Aug 26	✓	
Baseline stakeholders survey – pupils, staff & parents Parents informed of OPAL principles & benefits	Parents will volunteer to help programme Families will attend “play days”			August 26	✓	
Mentor and School Staff & Parent Working Party – Grounds Planning Session – training in design principles	Grounds have been reviewed/audited Plan in place for grounds development			21 Oct 26	✓	
Mentor and School Staff Working Party – Development Meeting 2 – training in Risk Benefit	Progress to date is reviewed Action plan agreed for phase 2 Risk benefit understood			13 Jan 27	✓	
Whole school INSET OPAL to the full staff team (teaching and support staff).	Review of progress to date Review of OPAL principles and impact on practice.			17 Feb 27 pm	✓	



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Mentor and School Staff & Parent Working Party – Developmental Day 3	RAG rating tool used to review progress Plan in place for phase 3	↓		By June 27	✓	
Dec/May Evaluative Comments on impact of SIP work: <i>(Used to support completion of SER)</i>						

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Grand Challenge: <i>INCLUSION</i>						
• Mission: Improving impact of Wellbeing and Assessment Plans (WAPs)				QI (HGIOS 4)	Costs	
Commitments(sprint)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
Review current WAPS to ensure summarised targets, planned support and the impact of interventions. Ensure this model is embedded in practice for future WAPs/Child Plans	All plans will have clear concise targets. Most learners will achieve targets. All plans will be a collaboration between staff, pupil and parent.	Evaluation of targets against CFE or Milestones Classroom observations feedback. Learning conversations	Line Manager Class Teachers	Nov 26	✓	Protected leadership time (for all commitments) Staff cover costs
Ensure all targets are consistently SMART. That roles & responsibilities of staff and partners are clearly identified.	All plans will be regularly reviewed and progress tracked for most learners.	Monitoring and tracking conversation Assessment and data analysis		May 27		
Involve teachers, parents and children (as appropriate) in the creation of WAPs and their review						
Dec/May Evaluative Comments on impact of SIP work: <i>(Used to support completion of SER)</i>						

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 priority for 26-27

Grand Challenge	Area of Focus	QI HGIOS 4
To improve the Wellbeing and Learning of almost all pupils	Attendance – to increase attendance of most pupils and overall school rate by 3% Continue to prioritise attendance through embedding Attendance Policy in practice. Continue to work with partners to support families. Continue to have Targeted Improvement Groups for Attendance – Nurture, EAL & CYPEC	3.1 3.2
PROGRESS – Raising attainment in Literacy	Continue to foster a genuine love of reading across our whole school to improve learner engagement, motivation and attitude to reading.	2.3 3.2
Dec/May Evaluative Comments on impact of maintenance agenda work: <i>(Used to support completion of SER)</i>		