

School Improvement Planning Template

School	Hillhead Primary School
Learning Community	Hillhead Learning Community
Link Officer	Simon Kelly
Head of Service	Brian McDermott (NW)
School Roll	585
Attendance Rate	93.8%
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: £74,725	SIMD Quintile 1 (13.5% - 81 pupils)
Carry Forward: £0	SIMD Quintile 5 (49% - 293 pupils)
Total Allocation 26-27: £74,725	Other
FME (14.1% - 84 pupils)	Total No Pupils
Grand Challenges 2026 - 29 (<i>Grand challenges are the long term strategic changes you intend to achieve i.e 'to improve attainment in literacy'</i>) - To improve teaching pedagogy by developing features of highly effective practice, leading to increased levels of engagement, pupil participation, achievement and rates of progress. in attainment in Literacy. - Progress: Learning and Teaching in Numeracy and Literacy - To develop, improve and embed inclusive pedagogy and practice.	

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Challenge: To develop, improve and embed inclusive pedagogy and practice						
Mission 1: Restorative Approaches					Costs	
Commitments(sprint)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
To develop a consistent approach and shared language when supporting pupils through conflict across whole school P1-7.	-All staff using 'Fix-It' folders with visual prompts to support Restorative Approaches. -All pupils will be familiar with the language used in restorative conversations.	Learner Conversations Pupil Survey May '26 and May '27 Staff surveys May '26 and May '27 Photographs from classroom displays shared in SWAY with all families	Lois Lurinsky	October '26	Staff	N/A
To develop staff confidence in implementing restorative approaches with pupils who have additional needs.	- All staff will have increased confidence when using restorative approaches with all learners in their classrooms.	Staff Surveys May '26 and May '27 Post training evaluation – Nov '26	Lois Lurinsky	May '27	Staff	N/A
To work in partnership with other establishments, sharing our good practice and learning from others to develop further.	- Hillhead PS Staff attend Restorative Cafes - Restorative Group staff team to attend other schools, provide feedback and next steps. - Restorative Group staff team to host other school staff to share practice	- Qualitative from other schools attending our school. - Feedback from our staff team following visits with clear actions to enhance practice.	Restorative Staff Team	Sept 26 – May 27	Staff	Staff Cover to facilitate multiple staff attending
To continue to embed the use of Peer Mediators to support whole school Restorative approach.	- All pupils and staff will have awareness of the Peer Mediators in school and their role. - All staff have awareness of the staff identified to lead peer mediation training and their responsibilities.	- 36 x Peer Mediators in place, drawn from P5-7 classes (12 x each). - Restorative Approaches staff group leading training for Peer mediation. - Pupil Survey May '26 & May '27. - Pupil feedback from Peer Mediators.	Lois Lurinsky (DHT) Restorative Approaches Staff Group	May '27	Staff	Staff Cover for training 3 x days
December Check Point: Evaluative Comments						

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Challenge: To develop, improve and embed inclusive pedagogy and practice						
Mission 2: To develop and enhance our school's approaches to supporting additional support needs					Costs	
Commitments(sprint)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
To provide a clear and consistent approach to recording additional needs.	- All Stage 3 and 4 Care Experienced WAPs to be migrated to wellbeing plans on SEEMIS - All staff will be familiar with the wellbeing planning process and where it sits in SEEMIS. - New strategy sheets to be designed and in use for Stage 1 and Stage 2 interventions and support.	- All class teachers familiar with responsibilities around creating a wellbeing plan and adding to pupils' SEEMIS profile . - All stage 3 and 4 wellbeing plans in place. - All class teachers familiar with purpose of and recording on strategy sheets.	- Karen Barclay (DHT) - Andrew Robson (HT)	May '27	Staff	
To develop and implement structure for effectively and consistently including pupil views in ASN recording and evaluating process.	- Effective process in place for gathering and including pupil views in ASN planning models. - Pupils at SI 3 and 4 positively engaged in sharing their views of additional support practice.	- Pupil views recorded in ASN documents. - All parents and carers of pupils at SI 3 and 4 engaged in supporting pupils to share their views.	- Karen Barclay (DHT) - Christina Butcher (PT) - Andrew Robson (HT) - All teaching staff	May '27	Staff	Cover 2 x days
To improve staff confidence and expertise in planning for ASN.	- All staff involved in training sessions on planning for ASN; My World Triangle, Resilience Matrix and SHANARRI indicators.	- Staff survey to measure confidence levels in ASN planning Sept '26 and May '27. - New and improved planning model in place.	- Karen Barclay (DHT) - Andrew Robson (HT)	June '27	Staff	
December Check Point: Evaluative Comments						

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Challenge: To improve teaching pedagogy by developing features of highly effective practice, leading to increased levels of engagement, pupil participation, achievement and rates of progress in Literacy						
Mission 1: Introduce, develop and establish whole school Feedback strategies that impact positively on writing					Costs	
Commitments(sprint)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
To raise knowledge and understanding of 'Feedback' for all staff and pupils and ensure consistent approaches in all classrooms.	All staff to develop 'feedback' strategies that support progress in writing. All learners are supported to understand how 'feedback' can improve their writing.	Learning Walk (observations) Learner Conversations Tracking conversations Data analysis (attainment over time)	- Lois Lurinsky (DHT) - Iona MacDonald - Lori Richardson - Kathryn Philips	January to April '27	Staff	Staff Cover 3 x days
To implement whole school consistent 'feedback' strategies that support raising of attainment in writing for a TIG in every class.	Progress in writing linked to 'feedback' Improved climate of 'feedback' is for learning in all classrooms.	Pre and Post staff surveys Small group of pupils identified for targeted approach in every class.	- All Staff	January to April '27	Staff	N/A
To raise attainment in writing for a TIG in each class from P1-7 by focussing on use of 'feedback' during planning and assessment process.	An increase in number of pupils on track between January and May '27 tracking periods following targeted intervention with group/individual in every class from P1-7.	Class Tracking SNSA Routes Through Writing assessment Formative Assessment Learners Conversations	All Staff	May '27	Staff	N/A
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Challenge: Progress: Learning and Teaching in Numeracy and Literacy						
Mission 1: Accelerate children's progress in Numeracy through the consistent application of high-quality pedagogical approaches across the school.					Costs	
Commitments(sprint)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
P1, P2 and P5 class teachers will engage in CLPL to implement the GCC Numeracy Framework, including participation in citywide Teacher Learning Communities (TLCs), to ensure consistency in pedagogical approaches to teaching numeracy across the school and city.	P1, P2 and P5 teachers will develop confidence in using the GCC Numeracy Framework and associated pedagogical approaches to deliver consistent, high-quality numeracy teaching. Our P1, P2 and P5 staff will: Engage with CLPL through online TLCs and Teams channels. Use agreed pedagogical approaches and resources to teach numeracy at their stage. Use assessment approaches, including digital tools (e.g. Magma Maths), to inform next steps Almost all learners will: Demonstrate increased confidence and accuracy in numeracy. Articulate the strategies they use to solve problems. Apply appropriate strategies independently across a range of numeracy contexts. Most learners will demonstrate improved pace and challenge in numeracy through: Increased independence in selecting strategies. Engagement in appropriately challenging tasks.	Moderation / Professional Dialogue Planning and moderation will evidence use of the GCC Numeracy Framework and agreed pedagogical approaches across P1, P2 and P5 stages. Professional dialogue (including online TLCs) will demonstrate increased staff confidence and consistency in numeracy teaching. Teams channels will show engagement with CLPL materials and moderated resources. Classroom Observation Observations will evidence consistent pedagogical approaches in numeracy across the school. Teaching will demonstrate clear modelling of strategies and appropriate pace and challenge. Digital assessment tools (e.g. Magma Maths) will be used to inform responsive teaching. Learner Conversations Learners will articulate the strategies they use to solve numeracy problems. Learners will explain how they select and adapt strategies to improve accuracy and efficiency.	- Andrew Robson (HT) - Lois Lurinsky (DHT) - Lizi Dunn (PT)	May '27	Staff	6 x days cover for training and preparation for development work.

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	By June 2027, there will be a 3% increase in numeracy attainment at P1, P2 and P5 stages.	Quantitative Attainment Data By June 2027, there will be a 3% increase in numeracy attainment across P1, P2 and P5 stages. Tracking data (including Magma Maths insights such as attempts and accuracy) will demonstrate improved learner progress over time.				
December Check Point: Evaluative Comments						

Challenge: Progress: Learning and Teaching in Numeracy and Literacy						
Mission 1: Accelerate children's progress in reading through the consistent application of high-quality pedagogical approaches across the school.					Costs	
Commitments(sprint)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
Our Primary1, 2 and 3 Teams will engage in Glasgow City Council Systematic Synthetic Phonics CLPL and embed a consistent, high-quality approach to the teaching of phonics in the early years to improve learners' encoding and decoding skills. Staff will be supported through optional online TLCs to further develop and sustain effective practice.	Staff will: Develop confidence in delivering systematic synthetic phonics using a robust, research-informed pedagogical approach. Implement consistent phonics routines across all stages. Use explicit teaching strategies to support encoding (spelling) and decoding (reading). Apply approaches which support the development of automatic word recognition (e.g. activating the 'letterbox' processes in reading). Almost all learners will: Demonstrate improved ability to decode unfamiliar words. Apply encoding strategies to support spelling and writing. Use phonics knowledge confidently when reading and writing. Most learners will: Develop increased fluency and accuracy in reading. Apply phonics skills independently across a range of contexts. By June 2027, there will be a 2% increase in reading attainment at P1,2 and 3.	Planning / Moderation / Professional Dialogue Planning and moderation activities will evidence a consistent, whole-school approach to the teaching of phonics. Professional dialogue will demonstrate increased staff confidence and shared understanding of effective phonics pedagogy. Engagement with CLPL and TLCs will be evident in planning and practice. Classroom Observation / Learning Visits Observations will evidence consistent use of phonics routines across the school. Teaching will demonstrate explicit instruction in encoding and decoding. Practice will reflect clear modelling, repetition and progression in phonics skills. Learner Conversations Learners will articulate how they use phonics strategies to support reading and spelling. Learners will demonstrate understanding of how to break down and build words. Learners will describe strategies they use when they encounter unfamiliar	- Andrew Robson (HT) - Gary Thomson (DHT) - Karen Barclay (DHT) - Melissa Caulfield	May '27	Staff	6 x days cover for training and preparation for development work.

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		words. Quantitative Attainment Data By June 2027, there will be a 2% increase in reading attainment across the school Ongoing assessment data will demonstrate improved accuracy and fluency in reading.				
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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 26-27.

Grand Challenge	Area of Focus	Quality Indicator
To develop, improve and embed inclusive pedagogy and practice.	- To ensure all five values are visible and shared across the work of the school. - To collaborate with pupils, staff and parents to develop a new vision statement for our school. - To develop our school's rationale.	(1.3), (2.7) and (3.1)
To develop, improve and embed pedagogy and practice.	- School Development Work – 'Practice into Policy'	(1.3)

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