



School Improvement Plan 2025 - 2026

Inspire



Transform



Strengthen



Rights & Equalities

Embed UNCRC articles throughout the curriculum, diversify literature, and make greater use of pupil voice to secure our value

'You matter, everyone matters'



BUILDING RACIAL LITERACY



Pupil Voice & Values

Skills Development

Strengthen our approaches in *Play Pedagogy & Inquiry Based Learning* to positively impact on attainment in Literacy and Numeracy and skills development for learning, life, and work.

Principal Teacher Leadership
Inquire to Inspire
an approach to interdisciplinary learning

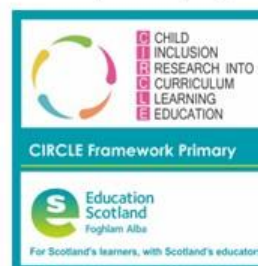


SLC Skills Framework:
Supporting Skills Development



Inclusion & Wellbeing

Continue to promote our value of *'Wellbeing for Learning'* by examining and improving our environment and practices for inclusivity and equity.



In partnership with Strathaven Learning Community Schools

Literacy

Embed improvements to practice and assessment in *Writing and Reading for Enjoyment* to secure attainment for all in Literacy.



Reading Schools

IDL LITERACY



Strategic Improvement Priorities Plan over 3-year cycle

Timescale: 2023 - 2026

Strategic Priority	Year 1 2023/24	Year 2 2024/25	Year 3 2025/26
1.	Health Wellbeing - Audit current HWB resource use and create overview planner of best resources suitable for multi-composite coverage. - Develop effective tracking and monitoring system for ensuring pupil progress. - Introduced Glasgow Wellbeing and Motivation Profiling Tool and a neuro-diversity profiling tool, while strengthening use of Boxall profiling. - Introduce 'Balanced Model' with audit against 4 aspects of Environment, Individual, Workforce, Family. Use audit to plan actions to address one aspect e.g., signposting to support and information for families.	Health and Wellbeing - Further develop planning and assessment for HWB program, ensuring relevance and rigor and identifying gaps in teaching and learning opportunities. - Develop tracking and monitoring system into routine use, and use evidence gathered to inform wellbeing profiles, and data to plan interventions for individuals. - Gather comparative data from year 1 baseline of GMWP, and moderate for common themes across partnership to identify any need for change, CLPL, or capacity development. - Introduce staff learning about CIRCLE model for Inclusive Classrooms - Plan activities for increasing levels of parent engagement in HWB activity.	Moved to <i>PRIORITY 2</i> Inclusion & Wellbeing Inclusive Classroom (CIRCLE) Attachment – Informed Practice - Evaluate and implement good practice from CIRCLE model for Inclusive Classrooms, using toolkits and strategies to give greater focus to identification of specific support needs and accommodations. - Continue to make use of GMWP surveys for pupil information and trends. - Continue to identify need for change, CLPL or capacity development. - Continue to gather and present evidence of pledges for accreditation as an Attachment Informed Trauma Sensitive school.
2.	Literacy - Continue to embed the use of Talk for Writing across the school to raise attainment at all stages. - Achieve Core Reading Schools award and create action plan for Silver Award. - Continue use of idICloud as effective intervention for some learners with literacy difficulties, including dyslexia. - Continue to engage in Racial Literacy development project and curriculum mapping with resourcing for this transition focused activity.	Literacy - Continue to review Talk for Writing program and resource gathering for fiction and non-fiction works. - Achieve Silver Reading Schools award by working in closer partnership with parents and carers. - Audit efficacy of reading program for pace, progression and attainment, and support learners with literacy difficulties, expanding with non-fiction and promoting equalities texts. - Develop statement for reading for inclusion in Curriculum Rationale.	Literacy - Place on maintenance agenda. - Continue building on good practice and resources and strength of assessment to demonstrate secure attainment for all in writing. - Increase coherence, progression, with appropriate assessment and moderation across all stages. - Development for 2026/27 should focus on Talking and Listening to ensure acquisition of effective communications skills is demonstrated by all pupils across multiple contexts and subjects with robust and well-moderated assessment.

3.	Skills Development - Launch and implement Strathaven Learning Community Skills Development Framework based on SLC Framework. - Continue to develop a Play-based pedagogy with increasing opportunity for pupil leadership and outdoor learning.	Skills Development - Further develop effective tracking and monitoring systems in collaboration with schools within the Learning Community. - Pilot pupil blogs to record and showcase progression in skills over time (P4 and P7 minimum) - Continue to develop a Play-based pedagogy with increasing opportunity for pupil leadership and family links within outdoor learning. - Increase breadth and depth of use of Chromebooks and applications for learning across the curriculum and accessibility tools.	Moved to <i>PRIORITY 1</i> Skills Development - Pursuing two strands of development: 'Inquire to Inspire' CQIS offer for PTs across small schools (5) - Play across stages for CTs in G/S partnership schools (5) (internal) - Continue mapping coverage of learner experiences and increase numbers of pupils recording journey of skills development to P4, P6 & P7 (minimum) - Observation & tracking process for skills development through play in P1-3 learners. - Identify strengths further areas for development, staff CLPL and resourcing. - Work collegiately with Strathaven Academy to define the impact Skills Framework in primary phase is having on S1 cohorts since 2024.
4.		Rights, Equalities, and Sustainability - Revisit UNCRC to develop class charters (annually) and raise awareness with all stakeholders of incorporation bill. - Further develop literacy opportunities on racial equalities and diversity in line with Scottish Government agenda (Strathaven Learning Community). - Re-introduce Sustainability pupil leadership group and attend COS 2/SLC event for primaries and to explore sustainability actions for school environment. - Each class incorporates at least one interdisciplinary theme on sustainability throughout year, while strengthening links between outdoor learning, global citizenship and sustainability wherever possible.	Moved to <i>PRIORITY 3</i> Equalities Rights & anti-racist curriculum - Make use of audit and planning tools, CLPL, and learning and teaching resources available via: - Making Rights Real - Anti-racist Toolkit - SLC Curriculum Hub - Diversify availability of texts accessible to pupils around equalities and diversity. - Continue to develop pupil voice groups, create opportunities for celebration, and partnership working across the community. - Create opportunities for pupil celebration of children's rights, working in partnership with our local community.

5.	Equity & Inclusion • Increase Attachment, Nurture, and trauma informed practice through a range of CLPL activities for school staff. • Review approaches to Attachment, Nurture, and trauma informed practice for further staff CLPL and resources. • Aim to increase scores on implementation survey by Yr 2 and have a clear vision and strategy for the school that is consistent with SLC A-I approach. • Introduction of Good Practice Toolkit. • Better support staff HWB.	Equity & Inclusion • Increase staff development opportunities/sharing good practice in relation to ASN. • Focus: <i>Children and young people are educated and empowered about the importance of relationships and their voice is included in our A-I practice journey.</i> • Clarify vision and implement identified aspects of Good Practice Toolkit and achieve accreditation for Act to Make a Difference. • Develop a relationships policy including all stakeholder voice based on PPRUDB. • Finalize Cost of the School Day policy.	Moved to <i>PRIORITY 2</i> Inclusion & Wellbeing (see row 1)
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