



High Blantyre Primary School and Nursery Class

School Improvement Plan 2026/27



	Priority 1: (Year 3) Learning, Teaching and Assessment (Year 2)	Priority 2: (Year 3) Skills Development Engage with Skills 4.0 and develop a whole school skills progressive framework (Year 1)	Priority 3: (Year 3) Circle Framework (School) Creating more inclusive school and classroom (Year 1)	Priority 4: (Year 1) Learning Community Priority Circle Framework (LC). (Year 1)	Priority 5: (ongoing-PEF) Continue to close the poverty related attainment GAP in Literacy and Numeracy and Wellbeing Outcomes.
What do we want to Achieve? (Outcomes)	All staff will develop increased knowledge, confidence and expertise in the consistent use of Assessment is for Learning (AifL). Learners will have a clearer understanding of what they are learning, how they are progressing and what they need to do to improve. There will be increased learner engagement, participation and motivation in classes.	All staff will develop a shared understanding of the Skills Framework and how skills progress across Early, First and Second Level. A whole-school Progressive Skills Framework will be implemented to support consistent planning, teaching and assessment of skills. Pupils will identify the skills they are using and developing in class/school.	Staff confidently use The Circle Framework to improve their classroom environments and identify pupils' strengths and needs to plan appropriate supports. Identified pupils demonstrate improved wellbeing, emotional regulation and engagement in learning. Targeted support is identified and reduces barriers to learning.	Improve consistency in inclusive practice across all schools in the learning community. Increase staff confidence in identifying and supporting barriers to learning. Enhance learner wellbeing, engagement and participation. Strengthen pupil voice and ensure children and young people are central to decision-making.	A teacher will work with targeted to raise attainment. Nurture and suitable interventions will support and improve children's wellbeing.
How will we know? (Measures)	Increased staff confidence and competence in approaches. Increased learner engagement, participation, independence and improved attainment. Implementation of whole school policy on approaches to Learning, Teaching and Assessment.	Implementation of a whole school Skills Progression Framework. Planning documentation showing explicit progression of skills and pupils identifying skills they are using both in and out of school.	All staff complete Circle Framework training. Behaviour across the school shows improvements. Analysis of wellbeing data. Improvement in attendance..	All staff complete Circle Framework training. Increased staff confidence and understanding of inclusive practice. Learning environments where all children and young people feel valued, supported and able to achieve their full potential.	Targeted groups will have improved confidence and attainment in literacy and numeracy. Improved attendance and wellbeing for targeted groups.

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