School Improvement Plan 2025 - 2026

Inspire   Transform   Strengthen
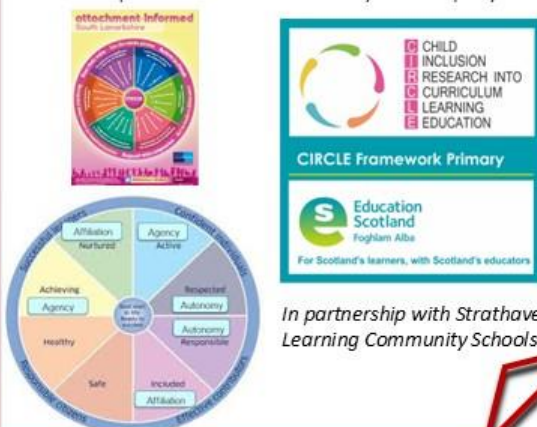
Skills Development

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

Scotland's Play Strategy
Valuing play, every day

Learning Through Landscapes & Outdoor Learning

Inclusion & Wellbeing

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

Attachment Informed South Lanarkshire

C I R C L E — CHILD INCLUSION RESEARCH INTO CURRICULUM LEARNING EDUCATION
CIRCLE Framework Primary

Education Scotland
Foghlam Alba
For Scotland's learners, with Scotland's educators

In partnership with Strathaven Learning Community Schools

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

CONVENTION ON THE RIGHTS OF THE CHILD

Education Scotland

Pupil Voice & Values

Literacy

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

TalkforWriting

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 **PRIORITY 2*** **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 idlCloud 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 PRIORITY 1
			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 PRIORITY 3
			Equalities
			Rights & anti-racist curriculum
			
			• Make use of audit and planning tools, CLPL, and learning and teaching resources available via:
			  ○ Making Rights Real
			  ○ Anti-ractist 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	Equity & Inclusion	*Moved to PRIORITY 2* **Inclusion & Wellbeing** *(see row 1)*
	• 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.	• Increase staff development opportunities/sharing good practice in relation to ASN. • Focus: *Children and young people are educated and empowered about the importance of relationships and their voice is included in our A-I practice journey*. • 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.	