

Glendale Primary School

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

Progress

Wellbeing

Inclusion

School	Glendale Primary
Learning Community	Bellahouston Learning Community
Link Officer	Mairi Baker (QIO)
Head of Service	Carolyn Davren
School Roll	317
Attendance Rate	92 %
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: £111,475	SIMD Quintile 1 (% and Number): 45.25% (143)
PEF Carry Forward: 0	SIMD Quintile 5 (% and Number): 2.22% (7)
Total PEF Allocation 26-27: £111,475	Other: 257
FME (number and %): 36% (113)	Total No Pupils: 317
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> <i>Progress:</i> Learning and teaching in numeracy and reading <i>Wellbeing:</i> To achieve Gold Rights Respecting Award. <i>Inclusion:</i> To achieve LCFE accreditation and develop inclusive practice across the school.	

Challenge: <i>Progress: Learning and Teaching</i>						
Mission : Accelerate children's progress in numeracy and reading through the consistent application of high-quality pedagogical approaches across the school.					Costs	
Commitments(sprints)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
All staff 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.	Staff will develop confidence in using the GCC Numeracy Framework and associated pedagogical approaches to deliver consistent, high-quality numeracy teaching. Almost all 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. By June 2027, there will be a 3% increase in numeracy attainment across all stages.	Moderation / Professional Dialogue Planning and moderation will evidence use of the GCC Numeracy Framework and agreed pedagogical approaches across all 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. Quantitative Attainment Data By June 2027, there will be a 3% increase in numeracy attainment across all stages. Tracking data (including Magma Maths insights such as attempts and accuracy) will demonstrate improved learner progress over time.	Gillian Lloyd (aDHT) – Numeracy	August Inset – Training GCC Numeracy Frameworks Termly Planning support with SLT QA Visit – term 3 Learner Conversations – Term 1 and Term 4 Tracking Data – 3 times across year. ACEL data – June 2027	Magma Maths (P6 and P7 only – from October)	

All staff will engage in Glasgow City Council Systematic Synthetic Phonics CLPL and embed a consistent, high-quality approach to the teaching of phonics across the school 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 across the school.	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 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.	Ceire Pickup (aDHT) Antonia Rooney (aPT)	August Inset – Training Phonics and Spelling Progression Frameworks Termly Planning support with SLT QA Visit – term 2 Learner Conversations – Term 1 and Term 4 Tracking Data – 3 times across year. ACEL data – June 2027	Reading Resources	Phonics resources to support pedagogy Play materials to support embedding of phonics through play
Dec/May Evaluative Comments on impact of SIP work: <i>(Used to support completion of SER)</i>						

Grand Challenge: Inclusion						
Mission: To improve inclusive practice across Glendale Primary by strengthening staff capacity to support learners with language, communication and literacy needs, ensuring consistent, equitable access to learning for all.				QI (HGIOS 4) 3.1		Costs
Commitments(sprint)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
Commitment 1: Achieve Language & Communication Friendly Establishment (LCFE) Accreditation Rationale: Improving universal and targeted language and communication support will enhance access to learning for all pupils, particularly those with additional support needs. Actions: Term 1: - Establish LCFE working group (including SLT, support staff, class teachers) - Audit current practice using LCFE self-evaluation tools - Identify priority areas for development Term 2: - Deliver targeted CLPL on: - Language-friendly classrooms - Visual supports and scaffolding - Effective communication strategies - Begin implementation of agreed whole-school approaches - Embed consistent use of: - Visual timetables - Clear instructions and reduced language load - Structured talk opportunities Term 3 & 4: - Embed and gather evidence for accreditation submission	By June 2027: - Almost all staff will confidently apply inclusive strategies to support learners with language, communication, and dyslexia needs in daily practice. - Most learners with identified language and literacy needs will demonstrate increased engagement and improved attainment in literacy. - Glendale will achieve Language and Communication Friendly Establishment (LCFE) accreditation.	Planning / Moderation / Professional Dialogue Planning and moderation activities will evidence a consistent, whole-school approach to language and communication friendly practice. Professional dialogue will demonstrate increased staff confidence and shared understanding of effective communication strategies and inclusive pedagogy. Engagement with LCFE CLPL and collaborative working groups will be evident in planning and classroom practice. Classroom Observations / Learning Visits Observations will evidence consistent use of language-friendly strategies across the school. Teaching will demonstrate clear, accessible communication including use of visuals, structured talk and reduced language load. Practice will reflect explicit modelling, appropriate scaffolding and progressive support for language and understanding. Learner Conversations Learners will articulate how classroom supports help them understand instructions and access learning. Learners will demonstrate increased confidence in asking for clarification and engaging in learning. Learners will describe strategies that support their understanding, such as visuals, routines and structured tasks. Quantitative Attainment Data By June 2027, targeted learners will demonstrate improved attainment in literacy. Ongoing assessment data will show increased engagement and progress for learners with language and communication needs.	Janette Neillie (DHT) LCFE implementation team (staff working party)	Staged Intervention Meetings – Sept, Feb, June Working Party – Term 1 Term 1 Learning Walk Term 4 SLT Observation of practice Accreditation visit – June 2027 Learner conversations – Term 1, Term 4 Tracking Meetings – October, February, April		Widget subscription

Commitment 2: Improve Effectiveness of Dyslexia Support Rationale: Consistent, evidence-informed approaches to dyslexia will reduce barriers to literacy and support equity in attainment. Actions: Term 1: - Conduct audit of current dyslexia identification and support processes - Identify target pupils requiring enhanced support - Training for SfLWs - Provide staff CLPL on: - Dyslexia awareness - Inclusive literacy strategies Term 2: - Introduce/refresh whole-school dyslexia toolkit including: - Accessible resources - Assistive technology (where appropriate) - Differentiation strategies - Implement staged interventions for identified learners e.g. Getting Started, Lift Off and other programmes - Provide opportunities for staff moderation and sharing effective practice Term 3 & 4: - Review progress of targeted learners using attainment data and pupil voice - Review SfLW - May - Refine approaches based on evidence	By June 2027: - Almost all staff will confidently apply inclusive strategies to support learners with dyslexia in daily practice. - Most learners with identified language and literacy needs will demonstrate increased engagement and improved attainment in literacy.	Planning / Moderation / Professional Dialogue Staged Intervention meetings and class/individual planning will evidence a consistent, whole-school approach to dyslexia-friendly practice. Professional dialogue will demonstrate increased staff confidence and shared understanding of effective dyslexia strategies and inclusive literacy teaching. Engagement with CLPL and collaborative professional learning opportunities will be evident in planning and classroom practice. Classroom Observations / Learning Visits Observations will evidence consistent use of dyslexia-friendly strategies across the school. Teaching will demonstrate clear, structured instruction with appropriate scaffolding and differentiation. Practice will reflect the use of supportive strategies such as accessible resources, multi-sensory approaches and assistive tools where appropriate. Learner Conversations Learners will articulate the strategies that support their reading and writing. Learners will demonstrate increased confidence in literacy tasks and in accessing support when needed. Learners will describe approaches they use to overcome challenges, including use of tools, scaffolds and supports. Quantitative Attainment Data By June 2027, targeted learners will demonstrate improved attainment in literacy. Ongoing assessment data will show increased progress and a reduction in the attainment gap for learners with dyslexia.	Ceire Pickup aDHT Antonia Rooney aPT	Staged Intervention Meetings – Sept, Feb, June Working Party – Term 1 Term 1 Learning Walk Term 4 SLT Observation of practice Accreditation visit – June 2027 Learner conversations – Term 1, Term 4 Tracking Meetings – October, February, April		
Dec/May Evaluative Comments on impact of SIP work: <i>(Used to support completion of SER)</i>						

Grand Challenge: Wellbeing						
Mission: To gain Rights Respecting Schools Gold Award.				QI (HGIOS 4) 3.1		Costs
Commitments(sprint)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
All staff will engage in and achieve and sustain the Rights Respecting Schools Gold Award, embedding children's rights throughout the curriculum, school policies, relationships, and decision-making processes, ensuring a positive and inclusive learning environment for all.	All staff will support the school to successfully achieve and maintain the Rights Respecting Schools Gold Award. Almost all staff will engage with CLPL and deliver approaches to IDL which includes promoting the rights of others, locally and globally. Almost all children and young people will be more engaged, motivated, and active participants in their learning. Most children and young people: demonstrate increased respect for themselves, others, and their rights. Almost all children will demonstrate positive, inclusive, and respectful relationships across the school community. Almost all children will be able to confidently express their views and contribute meaningfully to decisions that affect them. By June 2027, Glendale will achieve Gold Rights Respecting Schools Award.	Planning/ Moderation/Professional Dialogue Planning will evidence approaches across the school that children and young people have taken action to claim their rights and promote the rights of others, locally and globally. Professional dialogue will demonstrate increased staff confidence in teaching about rights and consistency across the school to support decision making and promoting a positive environment for all. Planning will demonstrate RR focus in Term1. Classroom/Playground Observation Observations will evidence consistent RR environment, positive relationships and restorative approaches across the school. Teaching will demonstrate development of local and global issues across the world. Practice will be underpinned by an inclusive learning environment for all. Peer mediators in playground will lead to a reduction in referral to SLT for behaviour incidents in the playground. Learner Conversations Learners will be able to articulate the approaches we use within our school to promote positive relationships. Learners will explain about how they take part in the decision making process. Quantative Attainment Data Achievement of the Rights Respecting Schools Gold Award. Evidence of children's rights being embedded across learning, teaching, policies, and school practice. Increased pupil voice and participation in school improvement and decision-making. Positive feedback from pupils, staff, parents, and partners regarding respect, inclusion, and relationships. Reduction in incidents of bullying, discrimination, or prejudice. Improved pupil wellbeing, confidence, engagement, and sense of belonging.	Gillian Lloyd (aDHT) Antonia Rooney (aPT) Tracy Rasool (Class teacher) Natasha Tomlin (SfLW) – peer mediators	Term 1 – QA Visit learning environments. Term 2 – Moderation of planning Term 3 – Learner Conversations Term 4 – Rights Respecting Group		Playground resources



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Dec/May Evaluative Comments on impact of SIP work: *(Used to support completion of SER)*

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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
Attendance	Improve and support attendance of children between 80-90%.Target specific cohort of children. Continue to raise awareness of impact of extended leave on progress.	
Health and Wellbeing	Embed new HWB programmes of study.	
Dec/May Evaluative Comments on impact of maintenance agenda work: <i>(Used to support completion of SER)</i>		