

School Improvement Planning Template (Year 3)

School	Glendale Primary School
Learning Community	Bellahouston/Govan LC
Link Officer	Mairi Baker
Head of Service	Carolyn Davren
School Roll	313
Attendance Rate	92.32% (to date)
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: £111, 475	SIMD Quintile 1 (% and Number) 42% (132 children)
PEF Carry Forward: 0	SIMD Quintile 5 (% and Number) 2% (8 children)
Total PEF Allocation 25-26: £111, 475	Other (not FME or SIMD 1)
FME (number and %) 39% (122 children)	Total No Pupils 75% (235 pupils)
Grand Challenges 2023-26 (<i>Grand Challenges are the long-term strategic changes you intend to achieve i.e. 'to improve attainment in literacy'</i>)	
<ul style="list-style-type: none"> • Improve levels of achievement and rates of progress in literacy and numeracy • Increase levels of engagement & participation • Improve wellbeing and learning 	

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Grand Challenge: Improve levels of achievement and rates of progress in literacy							
Mission: Improve pedagogy of feedback leading to improved attainment in all classes in writing				QI (HGIOS 4): 2.3, 2.4, 3.1, 3.2	Costs		
Commitments(sprint)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core		PEF
All staff to take part in Feedback Module from Glasgow's Pedagogy	Consistency of approach to giving high-quality feedback on teaching and learning. Attainment in writing to increase by 3% across Early/First/Second level.	Observations of learning. Quality Assurance of Jotter/Seesaw feedback. Attainment levels – M&T tool. Routes through writing assessments.	Antonia Rooney Rhona Proctor	December 2025			
TLCs established with agreed targets for feedback in writing	Increased collaboration leading to improved attainment in writing of 3%.	Learner conversations. Routes through writing assessments. TLC targets/evaluations. Glasgow Pedagogy Teacher Evaluations.	Antonia Rooney Rhona Proctor	December 2025			
Phonics/spelling programme developed for the whole school.	Improved attainment in writing of 3%. Improved awareness of phonics and spelling. Cohesive, consistent and progressive approach to phonics/spelling.	Teacher planning. Learner conversations. Quality Assurance visits.	Ceire Pickup	May 2026	TIG support		Possible resource investment
Dec/May Evaluative Comments on impact of SIP work: <i>(Used to support completion of SER)</i>							

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Grand Challenge: Improve Wellbeing and Learning						
Mission: Develop a consistent pedagogical approach to delivering Health and Wellbeing				QI (HGIOS 4): 2.2, 2.3, 3.1	Costs	
Commitments(sprint)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
School to adopt a new PE Curriculum Overview.	Consistent pedagogical approach to delivering Physical Education. Enhanced transition in learners' physical literacy from stage to stage and from Primary to Secondary	Teacher evaluations SLT Evaluations QA Visits Secondary PE Dept Evaluation	Janette Neillie	October 2025	PE folders to support delivery	
Participation in the PEPAS LC Project, which will include curricular support for all teachers in P5-7 from PE Lead Officers.	Consistent pedagogical approach to delivering Physical Education. Increased engagement of learners in PE	Teacher evaluations SLT Evaluations QA Visits Observations of learning Learner conversations	Rhiannon Gallen David Weir (PELO)	June 2026		
Rollout of PATHS/Emotion Works resources to deliver Social and Emotional Learning.	Consistent approach to the delivery of social and emotional learning throughout the school. Increased confidence in all staff in support of social and emotional learning. Develop and increase knowledge and skill in social and emotional learning in all learners.	Teacher evaluations GMWP QA Visits Observations of learning Learner conversations Reduction in behavioural incidents in the playground Reduction in SLT behavioural referrals	Janette Neillie	October 2025		
Dec/May Evaluative Comments on impact of SIP work: <i>(Used to support completion of SER)</i>						

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Grand Challenge: Improve wellbeing and learning						
Mission: Improve the awareness and use of inclusive practices to ensure that we are meeting the needs of all learners				QI (HGIOS 4):2.4, 2.5, 2.7, 3.1	Costs	
Commitments(sprint)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
Create inclusive learning environments and sensory spaces to support learners, using CICS and LCFE to evaluate changes.	All staff are able to consider the role of the learning environment in supporting learners All learners are supported, included and engaged in learning. Increased levels of motivation noted	Observations of learning. Learner conversations. Leuven's Engagement Scale Circle Inclusive Classroom Scale used to evaluate classrooms and breakout spaces	Rhiannon Gallen	October 2025		
All staff demonstrate increased awareness of strategies to support children with Additional Support Needs including ASD, ADHD, Speech and Language needs, DCD and EAL.	All staff are confident with and routinely using supportive and inclusive strategies. Increased engagement of ASN learners. Improved planning processes.	Analysis of a range of assessment data. ASN Planning. Feedback from learners, families and staff. Learning observations.	Rhiannon Gallen	May 2026		
Development of an alternative learning space that will be used flexibly to provide nurture and support learners with ASN.	Increased engagement and progress of ASN learners. All learners are supported, included and engaged in learning.	Analysis of a range of assessment data, including Boxall Profiles. ASN Planning. Feedback from learners, families and staff. Learning observations.	Ceire Pickup Gillian Lloyd	September 2025	Staffing 1 FTE SfLW	Sensory supports and resources
Embedding of ASN/Inclusion Policy and school processes	All staff are confident with and routinely using supportive and inclusive strategies. Improved teacher engagement with ASN planning processes.	ASN Planning. Feedback from learners, families and staff. Lesson observations. CICS feedback.	Rhiannon Gallen Janette Neillie	May 2026		
Support provided for families of children with additional support needs.	Families will engage with the Glendale Gab and will develop a network of support.	Registers. Parental feedback.	Janette Neillie	May 2026		
Dec/May Evaluative Comments on impact of SIP work: <i>(Used to support completion of SER)</i>						

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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 25-26

Grand Challenge	Area of Focus	QI HGIOS 4
Achievement and Progress	All staff to continue to effectively engage with and use the benchmarks to track learning against expected national standards using the Monitoring and Tracking Database. Embedding of the use of Digital Planning Tool to enhance engagement with Es and Os and benchmarks. Use of the tracking section of the DPT to monitor coverage of Es and Os across a level.	2.2 2.3 3.2
Increase levels of engagement & participation	Family Learning – increased engagement in learning through family learning approaches	2.5
Achievement and Progress	Glasgow Counts – implementation of effective pedagogy in maths	2.2 2.3 2.4 3.2
Dec/May Evaluative Comments on impact of maintenance agenda work: <i>(Used to support completion of SER)</i>		

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