

School Improvement Planning Template

School	Glendale Primary School
Learning Community	Bellahouston LC
Link Officer	Mairi Baker
Head of Service	Donnie McLeod
School Roll	309
Attendance Rate	90.76% (to date this session)
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 24-25: £111,475	SIMD Quintile 1 (% and Number): 39% (115)
Carry Forward: 0	SIMD Quintile 5 (% and Number): 3% (9)
Total Allocation 24-25: £111,475	Other: 47 (not FME or SIMD 1)
FME (number and %): 41% (124)	Total No Pupils:301
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 • Increase levels of Engagement & Participation • Improve Wellbeing and Learning 	

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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					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 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	September 2024		Furniture and resources
All staff demonstrate increased awareness of strategies to support children with Additional Support Needs including ASD, ADHD, Visual Impairment, DLD, DCD and EAL.	All staff and 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 2025		
Processes and planning are reviewed for consistency and to ensure that all obligations are being met.	All pupils have accurate SI levels recorded and ASN pupils have a consistent and effective plan in place. Policy in place for ASN practice. EAL Profile developed and used consistently.	Learning walks and conversations. Feedback from learners, staff, and families. ASN overview, ASP and WAP reviews Professional dialogue	Rhiannon Gallen/ Janette Neillie	October 2024		
All staff implement refreshed social and emotional learning programme to meet the needs of all learners.	All staff using a refreshed health and wellbeing programme that included a new progressive and effective social and emotional learning programme.	Monitoring & Tracking Data Professional dialogue ASN overview and WAP reviews Learner and parent views	Janette Neillie			PATHS / Emotion Works for P1-4
December Check Point: Evaluative Comments						

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Challenge: Achievement and Progress						
Mission : To increase effective engagement with the learning, teaching and assessment cycle.					Costs	
Commitments(sprint)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
All staff to effectively use the Digital Planning Tool for medium term plans in all curricular areas.	All staff are supported to engage with the Digital Planning Tool. All staff to plan collaboratively with stage partners.	Pre and post staff survey regarding planning workload and effectiveness. Planning meetings with SLT.	PT	June 25		
All staff to effectively engage with and use the benchmarks to track learning against expected national standards using the Monitoring and Tracking Database.	All staff supported to fully understand and use the M & T Database. All staff to engage effectively with CPJs. All staff to engage in effective moderation with stage partners.	Planning and tracking meetings with SLT. M & T Database regularly updated in line with national expectations.	PT	June 25		
All staff to effectively engage with the learning, teaching and assessment cycle.	Engaging in the learning, teaching and assessment process with colleagues will assist staff in arriving at valid, consistent and reliable decisions on learners' progress towards, and achievement of, a level.	Planning and tracking meetings with SLT. Monitoring and Tracking Database.	PT	June 25		
All staff to engage with training from Glasgow's Pedagogy – Assessment module.	Increased knowledge and understanding of assessment linked to planned teaching of benchmarks.	Planning and tracking meetings with SLT.	PT	June 25		
December Check Point: Evaluative Comments						

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Challenge: Achievement and Progress						
Mission : Improve attainment and achievement in Numeracy and Maths, developing pedagogy through use of Glasgow Counts approaches					Costs	
Commitments(sprint)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
All staff engage in GIC Glasgow Counts pedagogy CLPL – Year 2. GC approaches implemented across the school.	Improved understanding of Glasgow Counts framework. Increased confidence in using CPA approach to develop high quality teaching and learning. Improved attainment in Maths	Pre and post CLPL staff surveys QA classroom observations Learning conversations Pupil surveys around Numeracy /Maths Tracking and monitoring data	PT	June 25		Maths concrete resources Staff CPD books
All staff given opportunity to engage in team teaching/ collegiate planning/ drop in sessions	Increased practitioner skill and confidence in using CPA approach to develop high quality teaching and learning.	Pre and post staff surveys QA classroom observations Termly planning/tracking meetings	PT	June 25		
TIG groups established in P4 and P7	Improved attainment in P4 and P7	Tracking and monitoring data Professional judgement Observation and learning conversations Standardised assessment data (MALT/PUMA)	PT	Ongoing throughout the session		
Family Learning – engagement with parents/carers through workshops/ drop in sessions/ Play Along Maths/ homework clubs.	Increased parental engagement Increased parental understanding of approaches used in school, supporting learning at home clubs.	Pre and post parent surveys Observations Learning conversations	PT	Ongoing throughout the session		
December Check Point: Evaluative Comments						

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Please use the space below to note any other improvement action initiated in previous years which are continuing to be focus in the coming year but not your identified priority for 24-25.

Grand Challenge	Area of Focus	Quality Indicator
	Vision, values and aims – finish off and embed	

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