

School Improvement Planning Template

School		Kelvindale Primary School	
Learning Community		Cleveden Learning Community	
Link Officer		Jonny Dobbin	
Head of Service		Brian McDermott	
School Roll		391	
Attendance Rate		94%	
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:	£71,050	SIMD Quintile 1 (% and Number)	14% (56)
Carry Forward:	£?	SIMD Quintile 5 (% and Number)	54% (209)
Total Allocation 26-27:	£82,430	Other	32% (123)
FME (number and %)	16% (63)	Total No Pupils	391
Grand Challenges 2026-29 (<i>Grand challenges are the long term strategic changes you intend to achieve i.e 'to improve attainment in literacy'</i>)			
Develop a nurturing school, underpinned by our shared school values. (Wellbeing) Create a shared vision of high-quality learning, teaching and assessment to improve progress and attainment for all learners. (Progress) Develop an inclusive and equitable school environment where all learners are supported and challenged. (Inclusion)			

Challenge 1: Develop a nurturing school, underpinned by our shared school values.

Mission 1: By May 2027, embed a consistent, whole-school approach to pupil voice, ensuring all learners have meaningful opportunities to influence school improvement and can demonstrate their impact on decision-making.

Commitments (sprints)	Expected Outcomes	Measures of Impact	Lead	Target Date	Core	PEF
Establish learner committees and define roles linked to improvement priorities (Term 1) Implement regular learner voice activities and gather baseline views (Term 2) Analyse feedback and implement agreed actions (Term 3) Evaluate impact with pupils and embed into ongoing school improvement cycles (Term 4)	🔊 All learners can confidently explain how their views are gathered and how they contribute to school improvement. 🔊 Learner committees are fully established and operating effectively, with regular meetings, clear actions, and visible impact across the school. 🔊 Learner voice is systematically embedded in school improvement	<u>Quantitative Attainment Data</u> 🔊 increase in learner participation rates in committees and pupil voice activities (%) 🔊 GMWP shows improvement in pupil responses to questions such as: "I feel my views are listened to in school" "I can help make decisions in my school" 🔊 Number of learner-led actions implemented as a result of pupil committee work. 🔊 Tracking of learner voice activities (e.g. frequency of surveys, meetings, feedback cycles across the year). 🔊 Achieve RRS Silver Award	GM	May 2027		TBC

Mission 1B: By October 2026, ensure consistent positive relationships are experienced across the school by implementing a shared, values-based approach to relational practice.

Share Positive Relationships Policy with pupils; gather and analyse pupil voice; amend policy based on agreed feedback. Launch the Positive Relationships Policy with all stakeholders.	🔊 Pupil voice is recognised and meaningfully included in school policy. 🔊 The Positive Relationships Policy is consistently embedded in practice and contributes to school improvement.	<u>Quantitative Attainment Data</u> GMWP shows improved pupil responses to key relationship indicators, including: "Adults look out for me in school / make sure I am feeling ok." "I follow the school rules." "People listen to me in school." <u>Classroom Observation/Learner Conversations</u>	ST	October 2026		TBC
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December Check Point: Evaluative Comments



Challenge 2: Create a shared vision of high-quality learning, teaching and assessment to improve progress and attainment for all learners.

Mission 2A: By June 2027, develop and implement a consistent, whole school approach to the planning, teaching and assessment of Numeracy and Mathematics through a spiral approach, leading to increased learner retrieval and clearer progression across levels.

Commitments (sprints)	Expected Outcomes	Measures of Impact	Lead	Target Date	Core	PEF
All teaching staff will engage in CLPL to establish a consistent and high-quality approach to the teaching of Numeracy and Mathematics.	- Key areas of mathematics are revisited regularly, leading to increased opportunities for retrieval practice and improved retention for learners. - A consistent spiral approach is embedded across the school in the teaching of Numeracy and Mathematics. - Assessment at the end of each block is used effectively to inform tracking and differentiated planning for subsequent learning 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. - By June 2027, there will be an 8% increase in numeracy attainment across cohort 2020	<u>Moderation / Professional Dialogue</u> - SBP and tracking documents evidences a consistency of pedagogical approaches across all stages. - Teams channels will show engagement with CLPL materials and moderated resources. <u>Classroom Observation</u> - Observations will evidence consistent pedagogical approaches in numeracy across the school. - Teaching will demonstrate clear modelling of strategies and appropriate pace and challenge. - At Primary 6 & 7 Digital assessment tools (e.g. Magma Maths) will be used to inform responsive teaching. <u>Learner Conversations</u> - Learners will articulate the strategies they use to solve numeracy problems. <u>Quantitative Attainment Data</u> - By June 2027, there will be an 8% increase in numeracy attainment across Cohort 2020 - Increase performance during block assessments	SLT	June 2027	N/A	N/A



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Mission 2B: By June 2027, develop and implement a consistent, whole school approach to synthetic phonics, leading to improved decoding and encoding skills.

All staff will engage in encoding and decoding CLPL and embed a consistent, high-quality approach to the teaching of phonics across the school to improve learners' decoding and encoding skills.	- Increased staff confidence in teaching decoding and encoding - Consistent phonics routines across all stages. Almost all learners will: - Almost all learners will demonstrate improved ability to decode unfamiliar words. - Apply encoding strategies to support spelling and writing.	<u>Planning / Moderation / Professional Dialogue</u> SBP and tracking documents evidences a consistency of pedagogical approaches across all stages. <u>Classroom Observation / Learning Visits</u> - Observations will evidence consistent use of phonics routines across the school. <u>Learner Conversations</u> - Learners will articulate how they use phonics strategies to support reading and spelling. <u>Quantitative Attainment Data</u> - By June 2027, there will be an X% increase in reading attainment across A & B - Ongoing assessment data will demonstrate improved encoding & decoding	SLT	June 2027		£5000?
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December Check Point Evaluative Comments:

Challenge 3: Develop an inclusive and equitable school environment where all learners are supported and challenged.

Mission 3: By June 2027, develop a shared understanding of race and racism across our school community, ensuring consistent inclusive language and practice are embedded across teaching and learning.

Commitments (sprints)	Expected Outcomes	Measures of Impact	Lead	Target Date	Core	PEF
All staff will engage in Racial Literacy CLPL to develop shared understanding and practice.	All staff demonstrate increased understanding of key concepts including structural racism, bias,	<u>Learner Conversations/Classroom Visits</u> Consistent use of language surrounding race, racism and equality	All Staff S Watret	INSET 3 INSET 4	Staff CLPL books	



		microaggressions and culturally responsive practice. - All staff demonstrate increased confidence, knowledge and understanding of Anti-Racist Curriculum principles. - Staff demonstrate increased confidence when responding to incidents and challenging behaviours.	- Increase in SEEMIS bullying and equalities reporting - Staff survey - Staff CLPL records				
	All Early and First Level children will engage in learning that develops understanding of equity and equality through “welcoming and belonging” lessons. All Second Level children will engage in learning that explores challenging bias, intersectionality, power and privilege, race and racism, and taking action for anti-racism.	All children will experience high-quality learning that develops understanding of racial stereotypes, uses inclusive language and supports respectful, informed conversations.	<u>Quantitative Attainment Data</u> - Increase in children’s average Autonomy score within GMWP - Increase in SEEMIS bullying and equalities reporting - Pupil survey	EAL Team Teaching Staff	P1-P4 Term 2 P5-P7 Term 2&3		
	All staff and children will engage in the co-creation of an Anti-Racist curriculum.	All children experience an inclusive learning environment where diverse backgrounds and lived experiences are valued, acknowledged and celebrated.	<u>Classroom Observation / Learning Visits</u> - Mirrors and Windows learning walk - Curriculum Audit – including HWB curriculum, assembly overview, class libraries and reading texts - Policy Audit – Equalities, Anti-bullying, Promoting Positive Relationships	All Staff Equalities Group	INSET 4 INSET 5		
	Commitments (sprints)	Expected Outcomes	Measures of Impact	Lead	Target Date	Core	PEF
	December Check Point Evaluative Comments:						