

School Improvement Planning Template

School		Kelvindale Primary School	
Learning Community		Cleveden	
Link Officer		Michele Stewart	
Head of Service		Jean Miller	
School Roll		381	
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 25-26:	£71,050	SIMD Quintile 1 (% and Number)	15 % (58)
Carry Forward:	£11,380	SIMD Quintile 5 (% and Number)	52% (200)
Total Allocation 25-26:	£82,430	Other	32% (123)
FME (number and %)	17% (65)	Total No Pupils	381
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"> 🌱 Develop a bespoke curriculum to meet the needs of our school community (Networked Learning Organisations) 🌱 Raise attainment and achievement in Literacy and Numeracy through Targeted and Universal Support (Achievement & Progress) 🌱 Increased knowledge, confidence and skills through engagement with the health and wellbeing indicators, leading to improved learner outcomes. (Wellbeing & Learning) 			

Challenge 1: Develop a bespoke curriculum to meet the needs of our school community (Networked Learning Organisations)

Mission 1: Develop a shared understanding and application of the Broad General Education across the Learning Community.

Commitments (sprints)	Expected Outcomes	Measures of Impact	Lead	Target Date	Core	PEF
<ul style="list-style-type: none"> Learning Community approach to understanding and implementing highly effective differentiated/ adaptive learning environments to support participation, engagement, and inclusion. (Module 4 and 5 Glasgow's Pedagogy) 	<ul style="list-style-type: none"> By June 2026, all practitioners will have created differentiated/ adaptive teaching spaces to improve effective engagement and participation in learning, teaching and assessment. Differentiated/adaptive teaching environments will further support inclusion (CIRCLE Framework). By June 2026, learning community will have improved their shared understanding of differentiation/adaptive teaching through Policy and Infographic creation. 	<ul style="list-style-type: none"> Increased shared establishment-level change through TLCs and POLLIs. Increased pupil engagement and participation through Learning Walks, Learning Conversations and Leuven Scale Tracking Improved teacher and child agency through inclusive differentiation/adaptive teaching approaches – Fact-Story-Action 	Clevedon Learning Community	February 2026		
<ul style="list-style-type: none"> Through engagement with the Education Scotland Numeracy and Mathematics Self-evaluation Toolkit teachers will reflect on adaptive teaching to ensure all children are being supported and challenged in Numeracy and Mathematics. 	<ul style="list-style-type: none"> Increased practitioner engagement in self-evaluation leading to school improvement (5.1, 6.1 and 7.1) (Term2) Increased practitioner skills in ensuring children are supported and challenged in Numeracy and Mathematics 	<ul style="list-style-type: none"> Improved teacher and child agency through inclusive differentiation approaches – Fact-Story-Action Increased pupil engagement and participation through Learning Walks, Learning Conversations and Leuven Scale Tracking 				
<ul style="list-style-type: none"> Through engagement in practitioners CLPL and shared resources all classes will experience Spanish as their L2. 	<ul style="list-style-type: none"> Increased practitioner skill and confidence in teaching Spanish Spanish becoming embedded in daily routines and classroom practice 	<ul style="list-style-type: none"> Increased practitioner confidence in teaching Spanish (Forms Survey) Improved learner progress in Spanish (Learning Walks) Consistent use of language and pronunciations (Learning Walks) 	Modern Languages PT Cheryl All Teaching staff	INSET 3 INSET 4 TSM – Ice breaker	N/A	N/A
December Check Point: Evaluative Comments						

Challenge 2: Raise attainment and achievement in Literacy and Numeracy through targeted and Universal Support (Achievement & Progress)							
Mission 2A: Improved pedagogy of differentiation/adaptive teaching across all classes leading to increased learner engagement							
Commitments (sprints)	Expected Outcomes	Measures of Impact	Lead	Target Date	Core	PEF	
<ul style="list-style-type: none">1 All Practitioners will engage in CLPL to explore and embed a culture of adaptive teaching across our school community.	<ul style="list-style-type: none">1 Increased practitioner understanding of the importance of highly effective learning and teaching practice by reflecting on evidence informed professional learning1 Empowering whole school learning communities by establishing Teacher Learning Communities (TLCs).	<ul style="list-style-type: none">1 Engagement in professional dialogue during TLCs1 Increased shared establishment-level change through TLCs and POLLIs.1 Increased pupil engagement and participation through Learning Walks, Learning Conversations and Leuven Scale Tracking1 Improved teacher and child agency through inclusive differentiation/adaptive teaching approaches – Fact-Story-Action	Lisa Milne Clevedon LC				
<ul style="list-style-type: none">1 Through self-evaluation, practitioners will improve the quality of direct instructions and how learners are effectively supported and challenged.	<ul style="list-style-type: none">1 All practitioners will implement improved pedagogy in relation to<ul style="list-style-type: none">o Content, Product and Processo Fluid groupingso Assessmentso Adaptive Teaching	<ul style="list-style-type: none">1 Improved learner experiences with a focus on support and challenge.<ul style="list-style-type: none">o SBPo Quality Assurance Visits1 Increased learner progress in Literacy and Numeracy at end of Second Level<ul style="list-style-type: none">o P6 & 7 Reading TIGo P6 & 7 Writing TIGo P6 & 7 Numeracy TIG	Lisa Milne Clevedon LC				
<ul style="list-style-type: none">1 Consistent whole school approach to understanding and implementing highly effective differentiated/adaptive learning environments to further support engagement and inclusion	<ul style="list-style-type: none">1 All practitioners will have created adaptive teaching spaces leading to increased learner engagement.	<ul style="list-style-type: none">1 Consistent inclusive learning environment<ul style="list-style-type: none">o Self-Evaluation CIRCLE Framework checklisto Quality Assurance: Learning Walkso Leuven Scale Tracking	Lisa Milne Clevedon LC				

<ul style="list-style-type: none"> Improved practitioner analysis of data 	<ul style="list-style-type: none"> Assessments are consistently implemented across the school to provide accurate insight into learner understanding. Assessment data is used to inform planning for learning and teaching approaches. Staff effectively use a range of assessments to support professional judgements and identify gaps in learning. 	<ul style="list-style-type: none"> Analysis of Periodic Assessments <ul style="list-style-type: none"> GUA Analysis of Standardised Assessments <ul style="list-style-type: none"> PUMA NGRT SWST Standardised and Periodic Assessment Data driving SBP Moderation in Attainment Tracking Meetings 	ASL Lead Maths WP SLT Practitioners	May 2026		TBC
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December Check Point: Evaluative Comments

Increased attainment
attainment

Challenge 3: Increased knowledge, confidence and skills through engagement with the health and wellbeing indicators, leading to improved learner outcomes.




Mission 3A: Develop a nurturing school where the approaches and principles of nurture are embedded in our environment.

Commitments (sprints)	Expected Outcomes	Measures of Impact	Lead	Target Date	Core	PEF
<ul style="list-style-type: none"> Through self-evaluation using the CIRCLE document, practitioners will create inclusive environments to support all learners. 	<ul style="list-style-type: none"> All staff to create safe, predictable, consistent environments with clear boundaries and high expectations. Almost all learners feel included and accepted as part of the Kelvindale community. Increased stakeholder engagement in the co-creation of a Positive Relationship policy. Provide responsive and ongoing targeted support for individuals. 	<ul style="list-style-type: none"> Inclusive environments to support all learners. (Learning Walks) Increase in inclusive strategies measured through the use of the CIRCLE self-evaluation. Increased engagement in CLPL as evidenced in CPD records. Co-creation and implementation of Positive Relationship Policy. Increase in individuals' wellbeing over time as measured by the GMWP. Increased parental engagement through tri-annual check points (August – December-June) 	Sam Mills Crona Neil?	TBC		
<ul style="list-style-type: none"> By October 2025, all staff to engage in 'The Promise' CLPL. 	<ul style="list-style-type: none"> Increased staff knowledge of the national context, local data, and our responsibilities and legal duties to our care experience learners. 	<ul style="list-style-type: none"> E-learning module CE GMWP analysis 	HT	TBC		



<ul style="list-style-type: none"> By putting UNCRC at the heart of our practice, improve wellbeing and outcomes for every child, helping all children to realise their potential. 	<ul style="list-style-type: none"> increased stakeholder knowledge and understanding of children's rights to underpin school ethos/culture. to improve wellbeing and outcomes for every child and to help all children realise their potential whole school approach to planning opportunities for children to learn about their rights and promoting the rights of others 	<ul style="list-style-type: none"> Inform all stakeholders that we are working towards the RRSA RR Steering group formed and their actions are included in the plans for Silver Award. Staff and pupil questionnaire CPD Record includes completion of e modules Complete and submit Bronze application form to the RRSA Team 	RRSA Working Party			
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Mission 3B: Further develop enquiry-based learning

 Commitments (sprints)	 Expected Outcomes	 Measures of Impact	Lead	Target Date	Core	PEF
<ul style="list-style-type: none"> By June 2026, First and Second level practitioners to embed enquiry-based learning. 	<ul style="list-style-type: none"> Increased practitioner skills in planning enquiry-based learning within Social Studies, Science, Technology and Mathematics Deepening learner experiences through learning across and beyond disciplines. 	<ul style="list-style-type: none"> Practitioner engagement during collaborative planning sessions (Departmental Meetings) Increased learner engagement through observations using the Leuven Scale Increased learner autonomy as evidence in the GMWP and PEBL Pupil Voice Group (Respected & Responsible) 	WP Katie Maun Play Pedagogy Lead VJ SW	Departmental Meetings		

Evaluative Comments:

