

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

Progress

Wellbeing

Inclusion

School	Garrowhill Primary School
Learning Community	Bannerman
Link Officer	
Head of Service	Brian McDermott
School Roll	455
Attendance Rate	94.6%
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: £45,325	SIMD Quintile 1 (% and Number): 81 – 18%
PEF Carry Forward: N/A	SIMD Quintile 5 (% and Number): 29 – 6%
Total PEF Allocation 26-27: £45,325	Other: 35 – 7.78%
FME (number and %): 65 – 14%	Total No Pupils: 458
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> - Achievement & Progress – To ensure all learners achieve strong, sustained progress in literacy and numeracy, closing attainment gaps and fostering high levels of confidence, independence, and ambition through consistently high-quality teaching and inclusive practice. - Wellbeing and Learning - To develop a nurturing, inclusive school culture where emotional wellbeing, relationships, and self-regulation underpin successful engagement and progress in literacy and numeracy. - Engagement, Participation and Inclusion - To ensure all learners experience high-quality, inclusive pedagogy that maximises engagement, participation and achievement, reduces barriers to learning, and closes attainment gaps.	

Challenge: Achievement & Progress - To ensure all learners achieve strong, sustained progress in literacy and numeracy, closing attainment gaps and fostering high levels of confidence, independence, and ambition through consistently high-quality teaching and inclusive practice.

Mission : To improve numeracy outcomes for all learners by embedding consistent whole-school approaches to teaching, assessment and moderation, strengthening early intervention to close the attainment gap, and ensuring more able learners are recognised and challenged through depth, reasoning and problem solving.

QI (HGios 4):

1.2, 2.3, 3.1, 3.2

Costs

Commitments(sprints)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
Consistent high-quality numeracy teaching: - Establish a consistent whole-school approach to numeracy problem solving - Develop and agree progressive problem-solving frameworks (e.g. reasoning, explanation, application) - Embed common language and approaches across all stages - Provide professional learning on effective problem-solving pedagogy	Increased consistency in teaching approaches across the school. Learners demonstrate improved confidence in explaining thinking and strategies. Staff have greater clarity and confidence in teaching problem solving. Working party led by DHT to refresh the Numeracy policy to ensure consistency of high-quality teaching and learning in numeracy.	Learning observations show consistent use of agreed approaches. Pupil voice indicates improved confidence in tackling unfamiliar problems. Teacher self-evaluation and moderation evidence improved understanding Standardised Assessments Increased confidence and accuracy in teacher judgements, supported through regular moderation and shared standards Learners can confidently explain their thinking, strategies, and approaches to solving problems Staff can confidently identify learners' strengths, gaps, and progress in numeracy, particularly in problem solving and application Learners report increased confidence, engagement, and resilience when tackling challenging or unfamiliar tasks Learning walks/lesson observations Consistent use of agreed whole-school approaches to teaching problem solving and application High-quality questioning and dialogue that promotes reasoning, explanation, and deeper thinking Evidence of varied and appropriately challenging learning experiences, including real-life contexts and open-ended tasks Effective use of Magma Maths	L Chatham DHT	October 2026	£0	£0

Development of through school problem solving approach: - Strengthen pedagogy in numeracy with a focus on depth, reasoning, and application - Develop high-quality learning experiences that promote thinking, discussion, and multiple strategies - Increase use of open-ended tasks and real-life contexts - Embed formative assessment strategies to inform next steps	Learners demonstrate deeper understanding rather than procedural knowledge alone Improved ability to apply numeracy skills in different contexts Increased learner engagement and independence Agree on an approach for through school programme for PS Improved consistency of classroom pedagogy in Problem Solving	Attainment data shows improved performance in problem-solving and application tasks Work samples demonstrate increased depth and variety of strategies Quality assurance evidence shows improved pedagogical practice SNSA data (P1, P4, P7) Standardised tests (MALT) Increased confidence and accuracy in teacher judgements Tracking conversations Learner conversations Learning walks/lesson observations	L Chatham DHT Whole Staff Team	February 2027	£500	£500
Implement and embed Magma Maths to support learning, practice, and assessment - Introduce Magma Maths as a core tool for practice and consolidation - Use real-time data from the platform to inform targeted support - Provide staff training to maximise impact and align with pedagogy - Increasing learner and family engagement in numeracy	Increased pupil engagement through interactive and responsive digital learning Improved identification of gaps and timely intervention Enhanced independent practice at an appropriate level of challenge DHT to run Numeracy workshops for parents on ways they can help their child at home Maths Week - whole school celebration of Numeracy and Maths.	Pupil and parent surveys around engagement in maths (Term 1 and Term 4) Learner conversations Parent engagement with workshops Platform analytics show increased usage and progress over time Reduction in identified gaps in key numeracy concepts Teacher planning reflects use of Magma data to target learning Improved quality of pupil responses (accuracy, depth, and reasoning) when using interactive tools Improved outcomes for identified learners following intervention cycles Increased precision in teacher planning based on real-time data	L Chatham DHT	Throughout Session	£0	£0

Use data effectively to target support and challenge - Strengthen tracking and monitoring systems - Identify learners requiring targeted intervention or increased challenge - Implement structured interventions focused on problem solving and application	Accelerated progress for identified learners Targeted learners demonstrate measurable and sustained progress over and above expected rates within identified timeframes Reduced attainment gap across cohorts More able learners demonstrate greater depth and challenge Tracking discussions demonstrate improved equity of progress, not just attainment at a single point Reduced variation in attainment between classes and stages, indicating greater consistency in teaching and learning	Tracking data shows improved rates of progress over time Attainment gap measures (e.g. SIMD, additional support needs) decrease Intervention evaluations show positive impact on targeted groups Clear improvement seen in key assessment points (e.g. termly/annual data snapshots) when compared year-on-year Data from multiple sources (teacher judgement, assessments, Magma Maths analytics) shows consistency and reliability in progress trends Tracking conversations increasingly focus on progress over time, rather than single attainment points Increased confidence, engagement, and participation in numeracy from learners in these groups, as evidenced through pupil voice and observation	HT – Gayle Clarkson	May 2027		
Develop learner agency and confidence in numeracy: - Teach learners to articulate strategies, reasoning, and solutions - Promote collaborative problem solving and mathematical discussion - Encourage resilience and positive attitudes to challenge	Learners take increased ownership of their learning Improved resilience when faced with challenge Stronger communication of mathematical thinking Increased collaborative learning and discussion Greater transfer and application of learning. Learners apply numeracy skills confidently in new, unfamiliar, and real-life contexts. Sustained motivation and positive attitudes to numeracy	Pupil voice reflects increased confidence and engagement Classroom observations show high-quality dialogue and collaboration Increased participation and success in problem-solving tasks Increased confidence and accuracy in teacher judgements, supported through regular moderation and shared standards Evidence of improved consistency in expectations across stages and classes Termly tracking discussions show clear use of a range of evidence (assessment data, Magma Maths analytics, classwork, observations) Staff can confidently identify learners' strengths, gaps, and progress in numeracy, particularly in problem solving and application	HT – Gayle Clarkson DHT – Lorna Chatham Whole Staff Team	By May 2027		



OFFICIAL



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

OFFICIAL

Grand Challenge: Engagement, Participation and Inclusion - To ensure all learners experience high-quality, inclusive pedagogy that maximises engagement, participation and achievement, reduces barriers to learning, and closes attainment gaps.						
Mission: To develop a consistent, high-quality pedagogical approach across the school that ensures inclusive, responsive teaching and meaningful feedback, enabling every learner, regardless of need, to achieve success, feel valued, and make sustained progress.				QI (HGIOS 4): 1.1, 2.3, 2.4, 3.1	Costs	
Commitments(sprint)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
Establish a Shared Understanding of Inclusive Pedagogy and Feedback: - Whole-staff CLPL on Glasgow pedagogy, inclusive practice and feedback strategies - Baseline audit of current pedagogical practice	Learners experience more consistent, inclusive teaching approaches across all classes. All learners can access learning through appropriate supports, scaffolds and adaptive teaching strategies Learners receive clear, timely, and meaningful feedback. Increased confidence, independence and resilience as learners use feedback to move their learning forward Improved ability to talk about their learning, progress and next steps (metacognition) Narrowing of attainment gaps, with improved progress over time for all learners Staff develop a shared language and understanding of inclusive pedagogy and high-quality feedback Increased confidence in applying Glasgow's pedagogical principles consistently across learning and teaching Staff can effectively plan for inclusion, using approaches such as differentiation, scaffolding, and adaptive teaching	Learning observations / learning walks show increased consistency in inclusive pedagogy and feedback practices. Jotter monitoring evidence clear, consistent, and actionable feedback. Pupil voice (surveys, focus groups) shows learners understand next steps and feel supported in learning. Attainment and tracking data show improved progress for all learners and narrowing of gaps. Target group tracking (ASN, SIMD, EAL) shows improved engagement and outcomes. Staff surveys / self-evaluation shows increased confidence and shared understanding of pedagogy. Planning and tracking evidence effective differentiation, scaffolding, and adaptive teaching Professional dialogue records show increased use of shared pedagogical language	HT – Gayle Clarkson DHT – Lorna Chatham	October 2026		

Improve Quality of Feedback to Support Inclusion: - Introduce consistent feedback strategies (verbal, written, peer, self) - Focus on adaptive teaching and responsive feedback in lessons - Develop pupil voice in feedback (e.g. learning conversations)	Staff use consistent, effective feedback strategies Increased confidence in delivering timely, actionable feedback Teaching is adaptive and responsive to learner needs Assessment is used effectively to inform next steps Staff lead quality learning conversations with pupils Greater consistency in practice across the school Learners receive consistent, high-quality feedback across learning, understand success criteria and next steps and can act on feedback to improve progress Learners experience responsive teaching matched to their needs Learners demonstrate increased engagement and inclusion (especially targeted groups)	Learning walks / observations show consistent use of feedback and adaptive teaching Jotter monitoring evidences clear, actionable feedback and pupil response Pupil voice shows learners understand success criteria, next steps, and can describe progress Tracking data shows improved attainment and progress for all learners Target group data shows improved engagement and reduced gaps Planning shows effective use of assessment to inform next steps Learner conversations evidence shows quality pupil dialogue	SMT DHT – Lorna Chatham	January 2027		
Embed Inclusive Pedagogical Approaches: - Implement inclusive strategies - Target support for identified groups - Develop differentiated planning approaches	Learners experience inclusive strategies that support access and participation TIG groups receive effective support and make improved progress Learners show increased confidence, engagement, and success Staff consistently use inclusive teaching strategies Staff plan effectively differentiated learning Improved professional dialogue through TLCs and POLLI	Learning walks / observations show use of inclusive strategies and differentiation Planning shows evidence of clear differentiation and targeted support Tracking data shows improved progress for TIG groups Attainment data shows narrowing of gaps Target group monitoring shows improved participation and outcomes for identified learners	SMT	May 2027		

Strengthen Professional Dialogue and Monitoring: - Regular learning walks focused on pedagogy & inclusion - POLLI - Track impact on attainment and wellbeing	Staff engage in regular professional dialogue about pedagogy and inclusion Staff use learning walk feedback to reflect and improve practice Increased confidence in using POLLI and collaborative enquiry Staff use data more effectively to track and respond to learner progress and wellbeing Learners experience more consistent, high-quality teaching across classes	Learning walk evidence shows improved consistency in pedagogy and inclusion Professional dialogue records (POLLI, meetings) show reflection and action on practice Staff surveys / self-evaluation indicates increased confidence in enquiry and pedagogy Planning and tracking evidence show more effective use of data to inform teaching Attainment and wellbeing data shows positive trends for learners Reduced variability in teaching approaches across classes	SMT HT – Gayle Clarkson DHT – Lorna Chatham	Throughout session			
Dec/May Evaluative Comments on impact of SIP work: <i>(Used to support completion of SER)</i>							

Grand Challenge: Engagement, Participation and Inclusion - To ensure all learners experience high-quality, inclusive pedagogy that maximises engagement, participation and achievement, reduces barriers to learning, and closes attainment gaps.						
Mission: To create a nurturing, inclusive school where every child feels safe, valued, and understood, enabling them to develop the emotional awareness, self-regulation skills, and resilience needed to thrive in learning and life.				QI (HGIOS 4): 1.2, 2.3, 2.4, 3.1, 3.2	Costs	
Commitments(sprint)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
Embedding a Whole-School Nurturing & Emotional Literacy Approach: - Deliver professional learning on nurturing principles, trauma-informed practice, and relational pedagogy - Audit and align classroom practice to a consistent nurturing approach - Embed Emotion Works as a shared language across all stages - Develop inclusive pedagogical approaches (co-regulation, modelling, scaffolding emotional skills)	A clear, consistent whole-school nurturing approach is evident, with shared language, routines and expectations used by all staff. Positive relationships underpin practice, with staff confidently using co-regulation, modelling and restorative approaches. Pupils can recognise, name and understand their emotions using a shared vocabulary (e.g. Emotion Works). Children use a range of self-regulation strategies with increasing independence. Classrooms are predictable, inclusive and emotionally safe, supporting readiness to learn. Incidents of dysregulation reduce in frequency and intensity, with quicker recovery and return to learning. Vulnerable and neurodivergent learners experience consistent, responsive support across the school. Staff demonstrate increased confidence in responding to behaviour as communication. Pupils report feeling safe, supported and included, leading to improved engagement and readiness to learn.	Learning observations and walkthroughs show consistent use of nurturing approaches, Emotion Works language, and co-regulation strategies across all classes. Reduction in dysregulated incidents, evidenced through behaviour logs (frequency, severity, and duration), with fewer escalations and improved recovery times. Improved pupil engagement, demonstrated by increased time on task, participation in learning, and reduced low-level disruption. Tracking data shows improved attendance and reduced exclusions for targeted pupils. Pupil voice (surveys, focus groups, wellbeing check-ins) indicates that children feel safe, supported, and able to manage their emotions. Staff confidence surveys and CLPL evaluations show increased confidence in responding to behaviour as communication and supporting regulation. Classroom environments reflect consistent nurturing practice (visual supports, calm spaces, emotional check-ins). Targeted pupil data shows progress against individual regulation and wellbeing targets	DHT - Laura Beastall	Throughout session		

Embedding Emotion Works Across Literacy & Curriculum: - Map Emotion Works across literacy (reading, writing, talking & listening) - Develop interdisciplinary learning linking emotional understanding to texts and writing - Create progressive emotional vocabulary frameworks - Support staff with planning, modelling and moderation	Pupils can recognise, name and understand a range of emotions using a shared vocabulary. Learners make connections between emotions, contexts and behaviours across the curriculum. In reading, pupils can infer and explain characters' emotions and motivations. In writing, pupils show greater emotional depth, describing feelings and perspectives clearly. Pupils confidently discuss emotions and share viewpoints through talk. Emotional understanding supports creative and expressive writing. Teaching consistently models and supports emotional thinking, building independence. Improved emotional literacy leads to greater engagement, empathy and attainment in literacy.	Jotter evidence shows increased emotional depth, with appropriate use of vocabulary to describe feelings and responses. Assessment and moderation data show improved attainment in writing, particularly in narrative and reflective tasks. Progression frameworks show increasing range and sophistication of emotional vocabulary across stages. Reading evidence shows improved ability to infer and explain characters' emotions and behaviours. Pupil voice confirms learners can confidently identify and discuss emotions using a shared language. Learning observations show consistent use of Emotion Works to support literacy. Engagement data and observations indicate increased participation and confidence in literacy. Targeted tracking shows improved access to literacy for identified pupils, including neurodivergent learners.	DHT – Laura Beastall Pt – Tracy Byrne Class Teachers	By June 2027		
Pupil Voice & Participation: - Establish/strengthen wellbeing groups and pupil leadership roles - Conduct regular wellbeing surveys and focus groups - Involve pupils in co-design of approaches, environments and routines - Develop pupil-led learning around wellbeing	Pupils show increased engagement in learning, participating actively in lessons and school activities. Learners take greater ownership of their learning and wellbeing, setting goals and reflecting on progress. Pupil voice is embedded, with learners contributing to decision-making and learning experiences. Pupils feel listened to, valued and respected, and understand how their views shape change. Strong staff–pupil relationships promote trust, inclusion and respect. All learners, including vulnerable and neurodivergent pupils, experience a strong sense of belonging. Pupils demonstrate increased confidence in expressing thoughts, feelings and opinions. Improved engagement supports positive behaviour, better attendance and motivation to learn.	Writing shows increased emotional depth and appropriate vocabulary. Assessment data shows improved writing attainment. Emotional vocabulary develops progressively across stages. Reading shows improved inference of emotions and behaviours. Pupil voice confirms understanding of emotions in texts. Observations show consistent use of emotional literacy in lessons. Increased engagement in literacy is evident. Tracking shows improved access and progress, including for ND learners.	DHT – Laura Beastall	Ongoing – termly reviews		

Pedagogy for Emotional Regulation: ▪ Embed explicit teaching of emotional regulation strategies ▪ Develop consistent classroom routines supporting regulation (e.g. check-ins, calm starts) ▪ Use modelling, co-regulation and gradual release approaches ▪ Share high-quality practice across staff	Pupils demonstrate increasing ability to recognise when they need support to regulate and select appropriate strategies independently. Learners confidently use a range of self-regulation approaches (e.g. calming techniques, movement breaks, use of safe spaces, seeking adult support). Emotional regulation is embedded within daily routines, enabling pupils to settle quickly and sustain focus on learning. Classrooms support independence through consistent structures, visual supports and clear expectations. Pupils show increased resilience, persistence and readiness to engage, even when challenged. All learners, including neurodivergent pupils, access appropriate supports which enable them to regulate and participate fully.	Increased time on task, observed during learning visits and supported by improved pace and flow of lessons. Improved pupil engagement, demonstrated through participation, sustained attention and active involvement in tasks. Attendance data shows improvement, particularly for targeted pupils. Behaviour records indicate fewer escalations and quicker recovery following dysregulation. Learning observations show pupils independently using regulation strategies and settling more quickly into learning. Pupil voice evidence that learners understand and can explain the strategies that help them regulate. Targeted tracking (including ND pupils) shows improved readiness to learn and increased participation in classroom activities.	DHT – Laura Beastall Teaching staff	December 2026		
Dec/May Evaluative Comments on impact of SIP work: <i>(Used to support completion of SER)</i>						

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
Engagement, Participation & Inclusion: Embed inclusive practices in every classroom, ensuring all children are engaged, self-motivated and responsible learners who can apply their skills across the contexts for learning both within and outwith the classroom.	Engagement, Participation & Inclusion: Embed inclusive practices in every classroom, ensuring all children are engaged, self-motivated and responsible learners who can apply their skills across the contexts for learning both within and outwith the classroom.	2.3, 3.1, 3.2
Wellbeing and Learning: Transform our curriculum to ensure effective learning and teaching, improving pedagogy, nurture and relationships to broaden and deepen learner experiences.	Develop a progressive, connected curriculum that promotes deep learning through PBIL and meaningful interdisciplinary links. Embedding PBIL approaches and strengthening high-quality IDL across the curriculum	2.2, 2.3, 3.3
Achievement & Progress: Improve levels of attainment and rates of progress.	Numeracy & Maths: Strengthen learners' confidence, fluency and reasoning through consistent high-quality numeracy approaches. Consolidation and consistent application of Number Talks to develop mental agility, reasoning and mathematical discourse.	2.3, 3.2
Dec/May Evaluative Comments on impact of maintenance agenda work: <i>(Used to support completion of SER)</i>		