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# SANDWOOD PRIMARY SCHOOL

## School Improvement Plan 2026-2027



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

**Progress**

**Wellbeing**

**Inclusion**

<b>School</b>	Sandwood Primary School & LCR
<b>Learning Community</b>	Rosshall Learning Community
<b>Link Officer</b>	Sarah Richford QIO
<b>Head of Service</b>	Carolyn Davren
<b>School Roll</b>	289
<b>Attendance Rate</b>	<b>91.3% as at 7.5.26</b>
<b>Pupils affected by the poverty related attainment gap</b> (employment, income, housing, health, access to services, education, crime), covid & other forms of poverty not listed <b>OTHER</b> – Pupils not in SIMD 1 & 2, not in receipt of school meals but affected by factors detailed above.	
<b>PEF allocation 26-27: £135, 975</b>	<b>SIMD Quintile 1 (% and Number):</b>
<b>PEF Carry Forward: NIL</b>	<b>SIMD Quintile 5 (% and Number):</b>
<b>Total PEF Allocation 26-27: £135, 975</b>	<b>Other</b>
<b>FME (number and %): 33%</b> <i>*this is based on current P1 - 6</i>	<b>Total No Pupils: 82</b>

**Grand Challenges over 3 year cycle (Aug 2026 – Jun 2029)** *(Throughout the current 3 year cycle of improvement all establishments should focus on the Grand Challenges of Progress, Wellbeing and Inclusion)*

- **Progress**
- **Wellbeing**
- **Inclusion**

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Challenge: Progress						
Mission : Improved Learning & Teaching approaches leading to raised attainment in Literacy.					Costs	
Commitments(sprints)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
<p>All staff will engage in Glasgow City Council Systematic Synthetic Phonics CLPL and embed a consistent, high-quality approach to the teaching of phonics across the school to improve learners' encoding and decoding skills. Staff will be supported through optional online TLCs to further develop and sustain effective practice.</p>	<p>Staff will:            At P1-3, develop confidence in delivering systematic synthetic phonics using a robust, research-informed pedagogical approach.            Implement consistent phonics routines across all stages.            Use explicit teaching strategies to support encoding (spelling) and decoding (reading).            Apply approaches which support the development of automatic word recognition (e.g. activating the 'letterbox' processes in reading).</p> <p>Almost all learners at P1-3 will:            Demonstrate improved ability to decode unfamiliar words.            Apply encoding strategies to support spelling and writing.            Use phonics knowledge confidently when reading and writing.            Almost all P4-7 learners and staff will have had opportunities to engage with the updated Literacy strategy.</p> <p>Most learners at P1-3 will:            Develop increased fluency and accuracy in reading.            Apply phonics skills independently across a range of contexts.</p> <p>By June 2027, there will be a 5% increase in P1 – 3 reading attainment across the school.</p>	<p><b>Planning / Moderation / Professional Dialogue</b>            Planning and moderation activities will evidence a consistent, whole-school approach to the teaching of phonics. Professional dialogue will demonstrate increased staff confidence and shared understanding of effective phonics pedagogy. Engagement with CLPL will be evident in planning and practice.</p> <p><b>Classroom Observation / Learning Visits</b>            Observations will evidence consistent use of phonics routines across the school. Teaching will demonstrate explicit instruction in encoding and decoding. Practice will reflect clear modelling, repetition and progression in phonics skills.</p> <p><b>Learner Conversations</b>            Learners will articulate how they use phonics strategies to support reading and spelling. Learners will demonstrate understanding of how to break down and build words. Learners will describe strategies they use when they encounter unfamiliar words.</p> <p><b>Quantitative Attainment Data</b>            By June 2027, there will be a 5% increase in reading attainment across the school. Ongoing assessment data will demonstrate improved accuracy and fluency in reading.</p>	<p>PT Peter Strain            DHT Jill Wallis</p>	<p>Start Term 1</p> <p>Termly audits.</p>	<p>YES</p>	<p>PT Top £5152.00            Class teacher to release PT £71,349</p>



<p>All staff will engage with Glasgow's <b>Write on Track</b> is a targeted literacy intervention designed to develop sentence structure, vocabulary, and grammar for P1–P7 pupils.</p>	<ul style="list-style-type: none"> <li>Staff will develop Increased knowledge and confidence for all staff, with the remainder noting improvement for almost all staff.</li> </ul> <p>Almost All Learners will:</p> <ul style="list-style-type: none"> <li>Have improved Engagement, demonstrating a heightened motivation and an increased overall enjoyment of writing.</li> </ul> <p>Most learners will:</p> <ul style="list-style-type: none"> <li>Develop better Sentence Sense, through: Identifying core parts of speech; expand in kernal sentences; answer who, what, where, why and when; use correct punctuation; and vary sentence openers; self-correct grammar; manipulate clauses (P4-7).</li> </ul> <p>By June 2027, there will be a 2% increase in Writing attainment across the school.</p>	<p><b>Planning / Moderation / Professional Dialogue</b>          Planning and moderation activities will evidence a consistent, whole-school approach to the teaching of Writing. Professional dialogue will demonstrate increased staff confidence and shared understanding of using the Write on Track approach. Engagement with CLPL will be evident in planning and practice.</p> <p><b>Classroom Observation / Learning Visits</b>          Observations will evidence consistent use of Write on Track routines across the school. The environment will be structured, interactive, and vocabulary-rich environment. Teaching will demonstrate short, Frequent Sprints, Heavy Emphasis on Oral Rehearsal, Visual Anchor Displays: Teacher Modelling and Scaffolding, high level learning conversations.</p> <p><b>Learner Conversations / Observations:</b>          Pupils will demonstrate high Engagement and Minimal Stress, Sentence Building" Agility, Active Peer Editing</p> <p><b>Quantitative Attainment Data</b>          By June 2027, there will be a 2% increase in Writing attainment across the school.</p>	<p>DHT Jill Wallis          CT Leeann Scott</p>	<p>Trial from Term 1.           Termly audits.</p>	<p>YES</p>	
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<p>In term 1, we will collaborate to audit, update, and launch a streamlined Learning and Teaching Strategy that aligns with our Visions, Values and Aims, reflects current best practices and directly improves pupil engagement.</p>	<ul style="list-style-type: none"> <li>• <b>All teaching staff</b> will adopt the new L&amp;T strategy framework into their daily lesson planning.</li> <li>• <b>All classrooms</b> will display the updated visual learning prompts to support pupil clarity.</li> <li>• <b>Almost all learners</b> will experience consistent, predictable learning routines across all of their different curricular areas.</li> <li>• Glasgow's Pedagogy will be firmly embedded within the new strategy.</li> <li>• A targeted group of Parents /Carers will be included in the development of the L&amp;T Strategy.</li> <li>• All parents will receive a simplified, one-page summary explaining the school's updated learning and teaching approach.</li> </ul>	<p>The L&amp;T strategy will be shared will stakeholders.</p> <p>All Teaching staff incorporate the approaches within the updated L&amp;T strategy into their planning, teaching and assessment.</p>	<p>HT SLT</p>	<p>Term 2</p>	<p>YES</p>	
<p>All Teaching staff will further develop their use of the MTT to record attainment and achievement to inform next steps in learning.</p> <p>LCR staff will further develop the use of Seesaw to record attainment and achievement to inform next steps in learning.</p>	<p><b>All LCR teaching staff</b> to be trained in MTT and fully implement seesaw assessment.</p> <p><b>All Mainstream Teaching staff</b> to embed use of MTT and include Modern Languages, ASN, pupil profiles and comments.</p> <p>All staff engage with adapted reading tracker to record attainment, to inform planning and close gaps in learning.</p>	<p><b>All LCR teaching staff</b> using Seesaw to evidence assessment for pupils. <b>All LCR staff</b> trained in using MTT.</p> <p><b>All Teaching staff</b> to be trained in the wider features of the MTT and to have these populated for all pupils by June.</p>	<p>All Teaching Staff</p>	<p>Ongoing  LCR – Term 1</p>		<p>PT Top £5152.00 Class teacher to release PT £71, 349</p>

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

Grand Challenge: Wellbeing						
Mission: Improve Physical, Emotional and Social Wellbeing.				QI (HGIOS 4)		Costs
Commitments(sprint)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
<p><b>Physical Education</b> All Teaching staff will join Rosshall LC staff to:</p> <p>Develop Consistent pedagogical approach to delivering Physical Education.</p> <p>Develop enhanced transition in learners' Physical Literacy from Primary to Secondary.</p>	<p><b>Almost all Teaching staff</b> will complete Physical Education CLPL within RosshallLC, Led by the PELOs (Physical Education Lead Officers) across the academic year</p> <p><b>Almost all Teaching staff</b> will engage in a robust programme of support that includes:</p> <ul style="list-style-type: none"> <li>- Practical curriculum time PE team-teaching</li> <li>- Additional support delivered via CLPL sessions hosted within Learning Community</li> <li>- Partnership working with PE Secondary department, who will visit and observe PELO leading CLPL sessions &amp; Primary PE lessons throughout the year but especially in term 4.</li> </ul>	<p>Improved levels of pupil engagement tracked through participation in each PE session</p> <p>Improved understanding of which pupils who are reluctant to participate through tracking patterns.</p> <p>Support identified pupils to increase their participation to support Physical, social and Emotional wellbeing.</p> <p>Levels of participation will increase by 10% by June 2027.</p>	PELO David Weir HT	Term1 /2 and ongoing	YES	
<p>Support improved attendance across target cohorts by using the Glasgow Motivation and Wellbeing Profile (GMWP) to identify barriers to belonging, motivation, and engagement.</p>	<p><b>All pupils</b> will reach 100% completion of the GMWP in September.</p> <p><b>100% of identified pupils</b> will receive targeted supports based on their GMWP data.</p> <p><b>Attendance for identified pupils</b> will improve by 3% by June 27.</p>	<p><b>Whole school</b> attendance driven by Glasgow Motivational Wellbeing Profile data will improve by <b>2%</b>.</p>	SLT	Termly Ongoing	YES	PT Top £5152.00 Class teacher to release PT £71, 349



<p>Re-design our Digital Learning Framework into an accessible, progression-based overview that embeds digital safety lessons directly alongside skills.</p> <p>Further development of a pupil-led Digital Ambassadors program to drive peer digital competence and online safety across all stages.</p>	<p><b>Almost all teaching staff</b> will adopt the new Digital Learning Framework to consistently deliver skills in progressive approach for all pupils.</p> <p><b>All classes</b> will receive support from active Digital Ambassadors to further develop pupil confidence with digital devices and applications.</p> <p><b>Pupil understanding of online safety protocols</b> will improve by 10% based baseline assessment from term 1.</p> <p><b>All Parents / carers</b> will receive regular information to support online safety at home.</p>	<p><b>Monitoring of Planning:</b> 100% of termly forward planners show explicit links to the progressive framework stages.</p> <p><b>Learning Walks:</b> Brief classroom drop-ins confirm consistent use of framework terminology across different stages.</p> <p><b>Staff Surveys:</b> Pre- and post-sprint surveys show an increase in teacher confidence when teaching progressive digital skills and dealing with online safety approaches and conversations.</p>	<p>DLOs: Lynne Scott Lauren Brierley</p> <p>HT</p>	<p>Term 2</p>	<p>YES</p>	
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Dec/May Evaluative Comments on impact of SIP work: *(Used to support completion of SER)*

A good **Expected Outcome** clearly defines **how much**, **who** and **what** will change.  
 e.g.

- **S1 attendance** will improve by 2%

Grand Challenge: Inclusion						
Mission: Removing barriers to learning to increase engagement and participation				QI (HGIOS 4)	Costs	
Commitments(sprint)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
Over the course of this session we will deepen our integration of the Meta-Skills framework by embedding it directly into teacher planning, launching consistent visual frameworks across all classrooms, and delivering targeted professional development to our Support for Learning Workers (SfLWs) to maximise pupil support.	<p><b>All classrooms and shared areas</b> will display the new Meta-Skills visual framework.</p> <p><b>All Support for Learning Workers (SfLWs)</b> will complete the targeted professional development sessions.</p> <p><b>Almost all Teachers and SfLW</b> will use shared Meta-Skills terminology.</p> <p><b>Almost all Pupils</b> will be able to name a meta-skill they are using based on learner conversations.</p>	<p><b>Learning Walks:</b> Leadership team walks confirm that 100% of classrooms and main shared areas (e.g., library, corridors) have the visual posters displayed.</p> <p><b>Classroom Visits / Learning Walks:</b> Peer and leadership observations record staff using exact Meta Skills terminology rather than vague praise during pupil feedback sessions with <i>Pupils able to answer, "What skill are you developing right now?"</i></p>	PT Peter Strain	Term 2	YES	PT Top £5152.00 Class teacher to release PT £71,349
Refresh use of Makaton across our school to further reduce communication barriers by embedding Makaton signs and symbols into daily routines, standardising environmental signage, and upskilling all staff to create an inclusive environment for every learner.	<p><b>The LCR (Language and Communication Resource) team</b> will produce weekly Makaton signs and relevant day-to-day phrase visuals for all staff.</p> <p><b>All classes</b> will receive the reintroduced "Sign of the Week" delivery during weekly assemblies.</p> <p><b>Almost all Staff and pupil</b> use of day-to-day Makaton phrases will be consistently evident across the school environment.</p>	<p><b>Learning walks:</b> All classrooms will feature the newly distributed, high-visibility visual prompt cards displayed in prominent learning zones each week.</p> <p><b>Monitoring:</b> School leadership monitoring verify that Makaton visuals are updated every week in shared areas like the lunch hall and reception.</p> <p>Through <b>observations</b> and pupil and staff dialogue, the Majority of pupils and staff are using Makaton at points throughout the school day.</p>	LCR staff Lead Fiona Hislop PTs Sarah Deans Elaine Hamilton	Term 1	YES	



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All stages trialling adapted <b>Drama Create planners</b> to further experiences and skill progression and opportunities for all pupils.	<b>All stages</b> utilising adapted Drama Create planners will support consistency of pupil experiences and skill progression.	All pupils are gaining opportunities to develop their skills within drama across a variety of Learning Contexts building skills and confidence.	PT- Suzanne Mc Dade	Term 2	YES	
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 26-27

Table with 3 columns: Grand Challenge, Area of Focus, and QI HGIOS 4. Rows include 'Achievement & Progress' and 'Wellbeing & Learning' with detailed bullet points and associated HGIOS scores.

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