

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

Progress

Wellbeing

Inclusion

School	Westmuir High School	
Learning Community	LC 06 - St Andrew's	
Link Officer	Anne Woods	
Head of Service	Brian McDermott	
School Roll	47	
Attendance Rate		
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: £17150	SIMD Quintile 1 (% and Number) 63%, 29	
PEF Carry Forward: £3,804	SIMD Quintile 5 (% and Number) 2%, 1	
Total PEF Allocation 26-27: £20,984	Other	
FME (number and %) 30, 64%	Total No Pupils 47	
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> Progress Wellbeing Inclusion		

Challenge: Progress						
Mission : Improving engagement and achievement through a trauma informed, nurturing culture					Costs	
Commitments(sprints)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
Embed Emotion Works approaches across the school	Emotion Works approaches are increasingly embedded across the school , resulting in greater consistency in how staff support emotional literacy and regulation. Almost all staff are now confidently applying these strategies in both learning and social contexts. As a result, learners demonstrate improved ability to identify emotions, understand triggers and apply regulation strategies , leading to a reduction in emotional escalation for most. This is having a positive impact on sustained engagement and participation in learning .	•Clear, routine evidence of Emotion Works strategies embedded in classroom practice and planning. •Learner voice indicates increased confidence in recognising emotions and using regulation strategies independently. •Behaviour and engagement data evidence reduced dysregulation and improved learning engagement.	DHT / PTs Pastoral	June 2027		£1500
Embed restorative approaches to building and repairing relationships	Restorative practice is becoming established as the core approach to managing conflict and repairing relationships . Staff are applying strategies with increasing consistency, and most learners are developing a clearer understanding of responsibility, empathy and the consequences of their behaviour . This has led to more effective repair of relationships and a reduction in repeat incidents , contributing to a stronger sense of belonging and inclusion across the school .	•Consistent use of restorative conversations recorded and reflected upon by staff. •Behaviour data shows a reduction in repeat incidents involving the same learners or triggers. •Learner feedback indicates they feel listened to, treated fairly and supported to repair mistakes.	HT / DHT	June 2027	£3000	
Explore, pilot and implement alternative programmes to support young people in crisis	The development of alternative provision is enhancing the school's ability to respond flexibly and effectively to learners in crisis . Most young people now access timely, personalised support during periods of heightened need , enabling them to remain connected to learning. There is emerging evidence of a reduction in both the duration and intensity of crisis episodes , alongside improved recovery and re-engagement , reducing reliance on high-level interventions.	•Case studies demonstrate improved regulation, engagement and recovery during crisis periods. •Data shows reduced frequency, duration and intensity of crisis related incidents. •Staff confidence in supporting learners in crisis improves, as evidenced through feedback and observation.	PTs Pastoral / HT	June 2027		£8000
Review and strengthen risk management approaches	Risk management systems have been reviewed and are becoming more robust, consistent and aligned with trauma-informed principles . Staff demonstrate increasing confidence in balancing safety with dignity and relational practice. Learners experience these approaches as supportive and enabling rather than punitive , contributing to safer environments and improved trust in adult responses .	•Updated risk management processes are consistently applied and understood by staff. •Staff feedback evidence increased clarity, confidence and consistency. •A reduction in incidents linked to unmanaged or poorly managed risk is evident.	HT / DHT / Business Manager	March 2027	£1000	
Dec/May Evaluative Comments on impact of SIP work: <i>(Used to support completion of SER)</i>						

Grand Challenge: (copy/paste aligned Grand Challenge from above) Inclusion						
Mission: Strengthening systems to remove barriers to learning, inclusion and achievement				QI (HGIOS 4)		Costs
Commitments(sprint)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
Implement systematic quality assurance of all Wellbeing and Action Plans (WAPs) and additional support needs receive effective, timely and equitable support.	Quality assurance processes are strengthening the consistency and effectiveness of Wellbeing and Action Plans . Almost all plans are now more clearly focused, current and responsive, enabling staff to use them confidently to inform daily practice . This has resulted in greater consistency in support strategies , reducing variability in responses and improving equity of provision across the school .	•Quality assurance processes demonstrate a sustained improvement in plan quality. •Staff report plans are accessible, meaningful and impact directly on daily practice. •Reduced inconsistencies in support strategies and responses are evident.	DHT / ASN Lead	February 2027		
Develop robust, evidence-based pupil profiling and reporting systems	The development of robust pupil profiling has improved the accuracy and shared understanding of learners' needs, strengths and experiences . Staff are increasingly using evidence and data to inform planning, intervention and review , leading to more targeted support. Communication with families and partners is becoming more coherent and consistent , strengthening collaborative approaches and improving outcomes for learners.	•Pupil profiles are routinely updated and clearly referenced in planning and review processes. •Professional dialogue demonstrates effective use of evidence to inform decisions. •Interventions are increasingly well targeted and evaluated for impact.	HT / DHT	June 2027		
Strengthen support for learners with additional support needs (ASN)	Approaches to identifying and supporting additional support needs are becoming more proactive, systematic and needs-led . Learners benefit from earlier identification and more targeted interventions , enabling staff to reduce barriers to learning more effectively. As a result, most learners with ASN show improvements in engagement, participation and wellbeing , and report feeling better supported, understood and included .	•ASN planning clearly evidences progress over time. •Attendance, engagement and participation improve for learners with ASN. •Learner voice reflects feeling understood, supported and included.	ASN Lead / Principal Teachers	June 2027		£3000
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
	Sustaining consistently high-quality nurturing and trauma informed practice	
	Ongoing refinement of personalised planning and support systems	
	Continued focus on relationships, inclusion and emotional safety	
Dec/May Evaluative Comments on impact of maintenance agenda work: <i>(Used to support completion of SER)</i>		