Giffnock Primary School

Improvement Plan
2019-20

Respect, Inclusivity, Friendship, Kindness, Honesty, Determination

Vision, Values and Aims: Our Context for Learning

At Giffnock Primary School we aim to ensure that there is a positive, welcoming and inclusive ethos where all are valued and have a voice. Our school motto was led by the Pupil Council and a range of other stakeholders and encapsulates the way we want to learn and develop:

<p style="color:red; text-align:center">'Working hard having fun,
That's the way we get things done'</p>

The way that we learn, talk and interact with each other should be based on our agreed core School Values that were formulated through extensive collaboration across our school community. These values provide a foundation for all other learning at Giffnock Primary:

<p style="color:red; text-align:center">Respect, Inclusivity, Friendship, Kindness, Honesty, Determination</p>

The developments we make as a school will be based on the fact that our children's health, wellbeing, progress and achievement are our prime concern. Putting children and their best interests at the centre of our decisions will be our first priority.

Our intention is to provide the very best learning experiences and opportunities for our children and to support them in achieving all that they can. At Giffnock Primary, our children will grow and develop in partnership with parents as the first educators of their children. We strive for excellence in all aspects of what we do and ensure that we offer a curriculum of the highest quality that will enable our pupils to develop as confident and motivated individuals with enquiring minds, who make informed choices and decisions and who can solve problems and make reasoned evaluations. We aim for our children to gain knowledge, skills and understanding appropriate to a fast-changing technical world and Scotland's place in it, so that they may become self-reliant and adaptable. Our children's experiences will help them to develop an enterprising, collaborative attitude and, in all that we do, we will aim to sustain and further develop excellent relationships among all pupils, staff, parents and members of the wider school community.

Self-evaluation is a strong and ongoing feature of our school where we use a wide range of strategies and involve all staff, our children and parents/ carers, as well as cluster and authority colleagues and outside agencies. The subsequent data informs our improvement planning in a continuous cycle. This Improvement Plan takes account of where the school and nursery class currently are in relation to the quality indicators from How Good is Our School/ELCC, the GIRFEC Wellbeing Indicators, the principles of Curriculum for Excellence and East Renfrewshire's Local Improvement Plan and its strong commitment to the vision statement 'Everyone Attaining, Everyone Achieving through Excellent Experiences'.

Three Year Summary of School Improvement Priorities for Sessions 2018-21
Key Focus: To raise attainment and achievement and opportunities for personal growth and development for all

	Year 1 2018-19	Year 2 2019-20	Year 3 2020-21
School			
Priority 1	**Reading; Spelling & Grammar**	**Literacy**	***Pedagogy and Environment:*** *Learning through exploration, investigation and problem solving; going 'beyond' playful pedagogy*
Priority 2	**Digital Learning**	**Numeracy**	***STEAM:*** *Link to Skills for Learning, Life & Work; developing pedagogy and practice; environmental developments*
Priority 3	**Articulation of Learning: Children's Learning Journey**	**Learner Participation, Leadership and Challenge**	
Priority 4	**Learner Participation, Leadership and Challenge**	**Empowerment and Collaboration**	
Embed	Playful Pedagogy Parental Engagement Growth Mindset Listening & Talking	Digital Learning Articulation of Learning/ Profiling Assessment Framework Playful Pedagogy – Early Years	*Literacy and Numeracy practices Learner Participation, Leadership and Challenge Empowerment and Collaboration*
Nursery			
Priority 1	**Observations and Assessment**	**Observations**	***1140*** *Organisation, Environment, Staffing, Pedagogy & Practices*
Priority 2	**Child-led Planning**	**Assessment**	***Planning, Observations, Challenging Learners and Assessment:*** *new staff team*
Priority 3	**Challenging Learners**	**Challenging Learners**	
Embed	Articulation of Learning: Learning Journal	Child-led Planning	*Empowerment and Collaboration*

Summary of School Improvement Key Priorities for Session 2019 – 2020

Key Focus: To raise attainment, achievement and opportunities for personal growth and development for all children

School:

Literacy	To develop increasingly consistent, high quality learning experiences for all our children through: • a progressive, coherent implementation of the ERC Literacy Strategy, including developing our planning framework • implementing whole school, progressive teaching and learning pedagogy and practice in Reading, including Reciprocal Reading and Critical Literacy • implementing whole school, progressive teaching and learning pedagogy and practice in Spelling
Numeracy	To develop increasingly consistent, high quality learning experiences for all our children through: • embedding effective, whole school and coherent use of the ERC Numeracy Framework • developing shared, progressive and successful learning and teaching methods and practices across the school
Challenge and Leadership	To increasingly differentiate learning effectively and challenge all of our children through: • implementing effective and progressive whole school teaching practices and pedagogy including: Collaborative Learning; Higher-Order Questioning; Problem Solving To enhance achievement through greater opportunities for children's voice and leadership of learning by embedding: • Big Picture Planning; practices for children's articulation of learning and profiling of their achievements and skills; learning through exploration, creativity and problem solving, including Playful Pedagogy; meaningful, relevant Pupil Group leadership and participation, including the School Parliament
Empowerment and Collaboration	To enhance high quality learning experiences for all children by: • increasing the opportunities for collaborative professional development, including through: Professional Inquiry; Lesson Study; Team-Teaching; collegiate sharing of best practice; and enhanced opportunities in our Cluster CLPL platform • enhanced opportunities for children, families and partners to lead learning collaboratively in our learning community

Specific to Nursery Class:

Observations	To enhance the learning experiences of all of our children through further developing a shared understanding of effective practices when observing learners
Assessment	To further develop and implement a range of ways through which we effectively assess and track the progress and achievement of all our children
Challenging Learners	To further challenge all of our children through increasingly skilful use of observations to provoke high quality interventions and the scaffolding of learning experiences, including through the use of differentiated resources

Priority: Literacy	NIF Priority/ Drivers: School Improvement, Teacher Professionalism, Assessment, Performance Information	QIs: 1.2; 1.3; 2.2; 2.3; 3.1; 3.2 LIP: Everyone Attaining, Everyone Achieving, Excellent Experiences		
OUTCOME & IMPACT	**ACTION**	**TIMESCALE**	**RESOURCES**	**EVALUATING SUCCESS**
Progressive Literacy experiences All children are engaged and successfully attaining through increasingly high quality and progressive experiences in Literacy across the curriculum	**Reading:** • enhance learning experiences and attainment through the implementation of the ERC Literacy Strategy • develop a coherent, progressive planning framework for Literacy using the ERC Planning Framework • develop consistently high quality learning experiences through implementing whole school progressive practices, including Reciprocal Reading and Critical Literacy **Spelling & Grammar:** • enhance learning experiences and attainment through the implementation of our new Spelling Framework • further assess and evaluate the learning & teaching of Grammar	Aug '19 – May '20 Aug '19 – May '20	Development Group 1/ SLT/ Pupil Groups/ collegiate time SLT/ Collegiate time	
Inclusive, equitable learning Outcomes for specific cohorts of learners will be improved, including groups of lower achieving children	• target key equity groups for improved attainment, including effectively utilising our Pupil Equity Fund (PEF) to enhance learning experiences and successfully deliver early literacy interventions and support • use data analysis increasingly effectively across the whole staff team to support and enhance outcomes for specifically targeted cohorts of learners	Aug '19 – May '20	SLT/ Support for Pupils staff team/ collegiate time	

Priority: Numeracy	NIF Priority/ Drivers: School Improvement, Teacher Professionalism, Assessment, Performance Information	QIs: 1.2; 1.3; 2.2; 2.3; 3.1; 3.2 LIP: Everyone Attaining, Everyone Achieving, Excellent Experiences		
OUTCOME & IMPACT	**ACTION**	**TIMESCALE**	**RESOURCES**	**EVALUATING SUCCESS**
Progressive Numeracy experiences All children are engaged and successfully attaining through increasingly high quality and progressive experiences in Numeracy across the curriculum	- enhance learning experiences and attainment through the implementation of the ERC Numeracy and Mathematics Framework - develop consistently high quality learning experiences through enhanced professional development opportunities and staff collaboration - evaluate the impact of Mental Maths strategies and practice, including Number Talks, and revisit and consolidate best practice - pilot the use of 'Maths Journals' and evaluate impact on raising attainment, motivation and creativity	Aug '19 – May '20 Evaluations by Dec '19; by May '20	Development Group 2/ SLT/ collegiate time	
Inclusive, equitable learning Outcomes for specific cohorts of learners will be improved, including groups of lower achieving children	use data analysis increasingly effectively across the whole staff team to support and enhance outcomes for specifically targeted cohorts of learners	Aug '19 – May '20	SLT/ Support for Pupils staff team/ collegiate time	

Priority: **Challenge and Leadership**	NIF Priority/ Drivers: School Improvement, Teacher Professionalism, School Leadership, Assessment	QIs: 1.1; 1.2; 1.3; 2.2; 2.3; 3.2; 3.3 LIP: Everyone Attaining, Everyone Achieving, Excellent Experiences		
OUTCOME & IMPACT	**ACTION**	**TIMESCALE**	**RESOURCES**	**EVALUATING SUCCESS**
Challenge and Leadership Children are increasingly motivated and active in their learning and they have greater opportunity to lead their own learning. Children's experiences are increasingly relevant, challenging and differentiated	• implement our development work on Collaborative Learning; Higher-Order Questioning and Problem Solving • embed Big Picture Planning across the whole school • further trial the 'Genius Hour' initiative as a planning mechanism for promoting children's voice, engagement and self-led learning • further enhance learning through exploration, creativity and problem solving, including embedding Playful Pedagogy	Aug '19 – May '20	Development Group 3/ SLT/ collegiate time	
Articulation of Learning and Profiling All children are able to articulate their own learning, evaluate achievements, identify strengths and set personal targets	• embed our progressive, whole school profiling system (including through cluster collaboration) which effectively builds upon the verbal articulation of learning and evaluative language • evaluate Career Education Standard developments to inform improvement planning for session 2020-21	Aug '19 – May '20 Share with staff team Mar '20; by May '20	SLT/ Staff Leadership/ collegiate time	
Assessment Our range of assessment evidence is broad, reliable and robust. Children have the opportunity to apply their learning in new and unfamiliar contexts. Our staff team use a wide range of assessment approaches enabling the planning of learning activities at the correct level of challenge. Teachers are increasingly confident in their professional judgements	• implement, moderate and evaluate our revised Assessment Framework	Evaluations by Dec '19; by May '20	SLT/ collegiate time	
Digital Technologies All children have regular opportunities to utilise digital technologies across the curriculum and to develop their skills through consistent and progressive high quality learning experiences	• further enhance consistent and progressive high quality experiences through structured professional development, moderation and sharing of best practice, centred around our Technologies Framework • further enhance opportunities for children's leadership of learning, including through our Digital Leaders	Aug '19 – May '20	SLT/ Staff Leadership/ Pupil Groups/ collegiate time	

Priority: **Empowerment and Collaboration**	NIF Priority/ Drivers: School Improvement, Teacher Professionalism, Performance Information, School Leadership, Parental Engagement	QIs: 1.3; 1.4; 2.2; 2.3; 2.5; 2.7; 3.2; 3.3 LIP: Everyone Attaining, Everyone Achieving, Excellent Experiences		
OUTCOME & IMPACT	**ACTION**	**TIMESCALE**	**RESOURCES**	**EVALUATING SUCCESS**
Building capacity for sustainable and meaningful CLPL Our staff team are engaged in, and contribute to, an increasingly empowered and effective learning community. All staff are developing their professionalism and skills in order to enhance children's high quality learning experiences	• increase the opportunities for collaborative professional development across the staff team, including through: Professional Inquiry; Lesson Study; Team-Teaching; collegiate sharing of best practice; and enhanced opportunities through our Cluster CLPL platform	Aug '19 – May '20	SLT/ staff leadership/ collegiate time	
Parental and Community Engagement Parents and partners are more fully engaged within the learning community. They contribute to, plan and lead a range of learning experiences, enhancing the outcomes for our children	• continue to work towards Family Centred ERC Award in the Nursery Class (Gold) and School (Gold) • enhance collaborative learning links with parents and partners, including through our Community Café, Intergenerational links, Gardening and Food Technology initiatives, Nursery Parental Group leadership and Parent & Partners database • embed our School Parliament as a means of further empowering collaborative decision making across the school community	Aug '19 – May '20 Aug '19 – May '20 Aug '19 – May '20	SLT/ Parent Council/ Pupil Groups/ collegiate time/ staff leadership/ Pupil Groups	
Attitudes to Learning A positive, motivating and nurturing learning environment is improving learners' engagement and determination to achieve	• continue to embed whole school systems and approaches to promoting a Growth Mindset and our School Values across the curriculum • finalise and implement a Promoting Positive Behaviour set of guidelines engaging children, staff, parents and partners	Aug '19 – May '20	SLT/ Staff Leadership/ Pupil Groups/ collegiate time	
Inclusive, equitable learning All stakeholders are increasingly aware of their rights and responsibilities, enhancing their motivation and engagement in learning	• plan whole school developments towards RRS Level 2	Aug '19 – May '20	RRS Pupil Committee/ SLT/ collegiate time	

Priority: **Nursery**	**NIF Priority/ Drivers:** School Improvement, Teacher Professionalism, School Leadership, Assessment, Performance Information	**QIs:** 1.3; 1.4; 2.2; 2.3; 3.2; 3.3 **LIP:** Everyone Attaining, Everyone Achieving, Excellent Experiences		
OUTCOME & IMPACT	**ACTION**	**TIMESCALE**	**RESOURCES**	**EVALUATING SUCCESS**
Observations Children's experiences are enhanced through more successful practices for observing children's learning. Consequent and successful interventions, questioning and pedagogy are better informed by these more successful observations	• further develop effective practices for observing learning, assessing engagement and progress, and for deciding when to intervene, provoke, scaffold and challenge children	Aug '19 – May '20	Nursery collegiate time/ SLT	
Assessment Outcomes for children are improved through increasingly progressive and robust progress and tracking methods	• embed termly Tracking and Progress meetings, including the involvement of the whole nursery staff team • enhance the effective collation and evaluation of achievement evidence • implement ERC Early Years Tracking Tools (Numeracy/Literacy/ HWB)	Aug '19 – May '20	Nursery collegiate time/ SLT	
Challenging Learners Children are more rigorously challenged through increasingly skilful and carefully managed interactions with our staff team	• evaluate and further develop high quality interactions between staff and children in order to challenge all learners	Aug '19 – May '20	Nursery collegiate time/ SLT	