



Giffnock Primary School

Improvement Plan 2021-22

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:

**‘Working hard having fun,
That’s the way we get things done’**

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:

Respect, Inclusivity, Friendship, Kindness, Honesty, Determination

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 inquiring 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’.

Four Year Summary of School Improvement Priorities for Sessions 2018-22

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	Year 4: 2021-22
School				
Priority 1	Reading; Spelling & Grammar	Literacy	Health & Wellbeing	Vision for our Children Community
Priority 2	Digital Learning	Numeracy	Recovery and Re-engagement	Recovery and Re-engagement
Priority 3	Articulation of Learning: Children's Learning Journey	Learner Participation, Leadership and Challenge	Curriculum and Pedagogy	Challenge and Creativity
Priority 4	Learner Participation, Leadership and Challenge	Empowerment and Collaboration		MFL
<i>Embed</i>	Playful Pedagogy Parental Engagement Growth Mindset Listening & Talking	Digital Learning Articulation of Learning/ Profiling Assessment Framework Playful Pedagogy – Early Years	Learner Participation, Leadership and Challenge Empowerment and Collaboration	Health & Wellbeing Recovery and Re-engagement
Nursery				
Priority 1	Observations and Assessment	Observations	Health & Wellbeing	Vision for our Children Community
Priority 2	Child-led Planning	Assessment	Recovery and Re- engagement	Recovery and Re-engagement
Priority 3	Challenging Learners	Challenging Learners	Curriculum and Pedagogy	Challenge and Creativity
Priority 4				MFL
<i>Embed</i>	Articulation of Learning: Learning Journal	Child-led Planning	Assessment	Observations Challenging Learners

Summary of School Improvement Key Priorities for Session 2021 – 2022

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

<i>Vision for our Children</i>	<p>To develop increasingly consistent, high quality learning experiences for all our children through:</p> <ul style="list-style-type: none"> • implementing a collaboratively agreed, whole school foundation and aspirational vision for our children's curriculum • re-engaging and further developing our school community as a core aspect of this vision • enhancing the practices through which our school community embraces and enhances Diversity and Inclusion
<i>Recovery and Re-engagement</i>	<p>To enhance high quality learning experiences for all children through:</p> <ul style="list-style-type: none"> • implementing CV-19 Health & Safety considerations regarding appropriate and safe Learning & Teaching • a continued whole school focus upon HWB for our children, staff and families • prioritising a targeted focus upon Literacy and Numeracy for children as appropriate and necessary
<i>Challenge and Creativity</i>	<p>To increasingly differentiate learning effectively and challenge all of our children through:</p> <ul style="list-style-type: none"> • revisiting and embedding a range of pedagogical practices and approaches to enhance collaborative, creative and exploratory learning experiences • enhancing resourcing, pedagogy and practice for Outdoor Learning
<i>Modern Foreign Languages</i>	<p>To develop increasingly consistent, high quality learning experiences for all our children through:</p> <ul style="list-style-type: none"> • enhancing the pedagogy and practice used to deliver experiences in both French and Urdu

Priority: Vision for Our Children	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
Shared Purpose and Vision All children, staff and parents collaboratively develop and implement a shared understanding of our curricular delivery, creating a shared purpose and vision for successful learning & teaching	<ul style="list-style-type: none"> All stakeholders will work collaboratively to agree and implement our whole school vision The Vision for Our Children will be communicated and understood across the school community using a variety of collaborative activities including collegiate time, whole school gatherings and events, our Pupil Council and Parent Council, digital communication and our School Parliament 	Aug '21` – May '22	Development Group 1/ SLT/ Pupil Groups/ School Parliament/ collegiate time	
School Community Our children's understanding and sense of their school community will be enhanced and their learning will be enriched through meaningful and engaging experiences across the school community	<ul style="list-style-type: none"> Our School Community will be a first key consideration from our vision and we will act to re-invigorate and further develop it following the impact of Cv-19. Whole school community learning events, our House System and Challenges, Community Cafes, Parental/ Family Learning activities, Intergenerational Learning activities and our School Parliament will be re-engaged and enhanced Whole school development leading towards Family Centred Gold status Collegiate development of learning & teaching practices, including through the Compassionate and Connected Classroom CLPL Further development of our children as Global Citizens, and as part their wider community of learning. Rights Respecting School, Eco Committee, JRSO and other Pupil Groups will work together to consider experiences across the school with others outside of our school community, in order to enhance learning. Sustainability will be part of this consideration 	Aug '21` – May '22	Development Group 1/ SLT/ Pupil Groups/ School Parliament/ collegiate time	
Diversity and Inclusion All children will be involved with planning learning activities that respect and promote Diversity and Inclusion. All stakeholders will further engage with these themes and collectively develop a greater awareness and understanding of these themes	<ul style="list-style-type: none"> Our Parental Equalities Group (PEG) will implement planning and activities to raise awareness for and support poverty, using the Cost of the School Day and acting as a pilot for authority working Whole school activities will utilise the theme of 'Heroes', to investigate and challenge our children's conceptions and to further develop their understanding of our school values Relationships, Sexual Health & Parenthood: Learning & Teaching activities will be developed in line with national guidance and school community communication will support understanding and implementation 	Aug '21` – May '22	SLT/ Pupil Groups/ Parent Council and PEG/ School Parliament	

Priority: Recovery & Re-engagement	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
Health & Safety and HWB To prioritise and create safe learning & teaching experiences for children and staff across the school (with regard to CV-19). All children, staff and parents will feel supported by a range of practices and shared communication in their wellbeing, enhancing their capacity to learn and to teach successfully	<ul style="list-style-type: none">Health & Safety practices and processes to manage CV-19 protocols and to ensure safe learning and teachingContinue to prioritise HWB for all stakeholders. Whole school development to be led by our SLT and in particular to be supported by our Acting PT for HWB through our Pupil Equity Funding (PEF).Emotionworks strategies and activities will be further embedded as a shared language for wellbeing across all classes. Compassionate Connected Classrooms CLPL will further support and enhance children and staff's experiences. A nurturing, trauma informed approach to the wellbeing for all stakeholders will be further supported through staff planning, collegiate working and parental sharing/ engagement.	Aug '21` – May '22	SLT/ Support for Pupils staff team/ collegiate time	
Inclusive, equitable learning Outcomes for specific cohorts of learners will be improved, including groups of lower achieving children, and the targeted intervention in Literacy and Numeracy will lead to improved outcomes and achievement levels	<ul style="list-style-type: none">Targeted intervention work in both Literacy and Numeracy will support enhanced learning and progress for a range of children across the school. Assessment data will be strategically used to target interventions and there will be a priority placed upon early intervention.PEF funding will support additional teacher time to support targeted intervention work in Numeracy. Recovery Class Teacher and PSA roles will further support and enhance this intervention workProfessional development and shared CLPL will enhance teacher efficacy through collegiate sharing of best practice	Aug '21` – May '22	SLT/ Support for Pupils staff team/ collegiate time	
Literacy – Grammar Outcomes will be improved by the planning of progressive, high quality experiences	<ul style="list-style-type: none">Development work will evaluate and enhance our framework of planning and resources that support effective learning & teaching of grammarThis planning will be integrated within the wider Literacy Framework at Giffnock in order to be coherent, progressive and impactful	Aug '21` – May '22	SLT/ staff team/ collegiate time	
Building capacity for a culture of sustainable, professional development 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	<ul style="list-style-type: none">Embed opportunities for collaborative professional development across the staff team, including through: Professional Inquiry; Lesson Study; Team-Teaching; collegiate sharing of best practice; cluster collaboration and enhanced opportunities through our Cluster CLPL platformData analysis and use will become increasingly effective across the whole staff team to support and enhance outcomes for specifically targeted cohorts of learners, in particular in Literacy and Numeracy. Staff will use CLPL and collaboration to enhance their own practiceCollegiate time will support the assessment and planning of digital planning formats, building upon staff sharing and experiences of using collaborative digital spaces over the last two sessions, to enable more successful shared planning and to reduce bureaucracy and workload	Aug '21` – May '22	SLT/ Support for Pupils staff team/ collegiate time	

Priority: Challenge and Creativity	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, Pupil-Voice 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	<ul style="list-style-type: none"> Revisit, develop and fully embed a range of pedagogical practices to enhance challenge and creativity for all children, including: Articulation of Learning and Evaluative Language; Collaborative Learning; Reciprocal Reading; Playful Pedagogy and learning through exploration; Problem Solving; Higher Order Questioning; Giffnock Communication Code; Child-led, 'Big Picture Planning'; Skills for Learning, Life and Work and Profiling; Collegiate time will be used to support professional sharing and development in order to enhance children's experiences 	Aug '21' – May '22	SLT/ CT/ Pupil Groups/ collegiate time	
Outdoor Learning Children are engaged in active, engaging learning activities using the natural environment to extend and enhance experiences and enjoyment for learning	<ul style="list-style-type: none"> Through collegiate development time and professional learning, develop pedagogy and practices to further enhance children's experiences of challenge and creativity, including through some of the aspects of pedagogy referenced above Create resources to encourage and support effective Outdoor Learning for children across the school 	Aug '21' – May '22	Development Group 2/ SLT/ Pupil Groups/ School Parliament/ 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	<ul style="list-style-type: none"> Further enhance consistent and progressive high quality experiences through structured professional development, moderation and sharing of best practice, centred around our Technologies Framework Evaluate and build upon the development of effective practice during the last calendar year and in terms of collaborative learning & teaching formats, including the use of Google Classrooms and Microsoft Teams 	Aug '21' – May '22	SLT/ Digital Technologies Co-coordinator/ Digital Leaders/ School Parliament/ collegiate time	

Priority: Modern Foreign Languages	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
Enhanced children's experiences Our teaching team will develop and enhance the planning of learning activities so that our children are more engaged, confident and successful in their language acquisition	<ul style="list-style-type: none"> Members of the teaching team will utilise their own professional development to strengthen the pedagogical understanding of the whole team using collegiate time The ERC Language Leaders initiatives and development in 1+2 planning and delivery will be used to improve the planning and delivery of children's experiences, including a range of CLPL experiences The delivery of learning experiences for Urdu, rather than Spanish, will be implemented in Primary 6 and 7. Specialist teaching provision provided from Woodfarm HS will lead these P6 and P7 Urdu experiences 	Aug '21' – May '22	Development Group 3/ SLT/ Pupil Groups/ School Parliament/ collegiate time	

Specific to Nursery Class:

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
Challenge, Pupil-Voice 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	<ul style="list-style-type: none"> Re-visit and embed the pedagogy and practices that we have been developing across the school prior to CV-19 across the whole nursery staff team, including: Child-led Planning; Observations and Assessment; Provocations; Articulation of Learning and Profiling; Interventions and challenging learners; Higher-order Questioning; Assessment and Tracking; investment in CLPL and professional development/ leadership 	Aug '21' – May '22	Nursery collegiate time/ SLT	