



Giffnock Primary School

Improvement Plan 2023-24

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’.

Five Year Summary of School Improvement Priorities for Sessions 2018/19 -24

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

	Year 2: 2019-20	Year 3: 2020-21	Year 4: 2021-22	Year 5: 2022-23	2023-24
School					
Priority 1	Literacy	Health & Wellbeing	Vision for our Children	Vision for our Children	Literacy
Priority 2	Numeracy	Recovery and Re-engagement	Recovery and Re-engagement	Community	STEAM
Priority 3	Learner Participation, Leadership and Challenge	Curriculum and Pedagogy	Learner Participation, Leadership and Challenge	Effective Feedback	Effective Feedback
Priority 4	Empowerment and Collaboration		MFL – French		
<i>Embed</i>	Digital Learning Articulation of Learning/ Profiling Assessment Framework Playful Pedagogy			<i>Inquiry-based pedagogy Learner Leadership and Challenge Outdoor Learning MFL – French Digital</i>	Vision for our Children
Nursery					
Priority 1	Observations	<i>Health & Wellbeing</i>	<i>Vision for our Children</i>	Vision for our Children	Literacy
Priority 2	Assessment	<i>Recovery and Re-engagement</i>	<i>Recovery and Re-engagement</i>	Community	STEAM
Priority 3	Challenging Learners	<i>Curriculum and Pedagogy</i>	Challenging Learners	Effective Feedback	Effective Feedback
Priority 4			MFL – French		
<i>Embed</i>	Child-led Planning			<i>Observations, Assessments and Interventions Challenging Learners</i>	Vision for our Children

Summary of School Improvement Key Priorities for Session 2023 – 2024

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

Literacy	<p>To develop increasingly consistent, high quality learning experiences for all our children through:</p> <ul style="list-style-type: none">• evaluating and enhancing writing pedagogy and best practice across all classes• further developing a vocabulary-rich environment across all aspects of literacy by utilising effective professional development across all classes
STEAM	<p>To develop increasingly consistent, high quality learning experiences for all our children through:</p> <ul style="list-style-type: none">• improving our resources and environment to support learning activities• professional development to support increasingly successful delivery of all aspects of Technologies• further modernising our curricular design in line with the newly launched ERC Social Justice Framework
Effective Feedback	<p>To enhance learning outcomes and to increase achievement for all our children through:</p> <ul style="list-style-type: none">• building upon professional development last session in researching and developing whole school guidelines for the sharing of more Effective Feedback in our school, as part of our broader Formative Assessment strategies and our Assessment Framework• consider and amend Profiling systems aiming to enhance parental engagement through increasingly impactful sharing and reporting of children's progress
<i>Embedding ongoing priorities</i>	<ul style="list-style-type: none">• <i>Vision for Our Children to be embedded and shared across the whole school community, as an overarching framework for all of our improvement planning and development</i>

Priority: Literacy	NIF Priority/ Drivers: School and ELC Improvement , Curriculum and Assessment, Teacher Professionalism, Parent/ Carer Involvement and Engagement, Performance Information	QIs: 2.2; 2.3; 3.1; 3.2 LIP: Everyone Attaining, Everyone Achieving, Excellent Experiences		
OUTCOME & IMPACT	ACTION	TIME-SCALE	RESOURCES	HOW WILL WE KNOW
Improved Writing Children extend their writing skills through highly motivating and engaging learning experiences. They are able to use and apply these skills increasingly successfully across all aspects of their learning.	<ul style="list-style-type: none"> Staff will audit and evaluate successful pedagogy and practice being used to deliver writing experiences. This will include collaboration alongside our children to include their perspectives. Staff will collaboratively enhance experiences across the school through sharing best practice and developing agreed approaches and practices for delivering high quality, progressive learning. This will include the investigation of theory and best practice out with our own school. Writing guidelines will be agreed in order to support progressive, high quality experiences across all classes. 	Aug '23 to Nov '23 Sep '23 to Feb '24 Jan '24 to May '24	Development Group 1/ SLT/ Pupil Groups/ School Parliament/ collegiate time	Writing guidelines will be agreed and shared across stake-holders
Enhanced Vocabulary Children's vocabulary is enhanced and they are able to use this more successfully to understand and articulate their learning.	<ul style="list-style-type: none"> Staff will utilise professional development and CLPL opportunities to share and enhance learning and teaching practices across the school. Professional development will focus upon various ERC based initiatives which we have already successfully trialled in small group contexts, including Daily Literacy Learning activities, Reading Recovery strategies, TRAIL, Together Better Readers, Chatterbox and Word Aware. Strategies, approaches and practices will be shared with parents and carers as appropriate. Reading materials and texts will be evaluated alongside our children to enhance an engaging, motivating provision. 	Aug '23 to Apr '24 Nov '23 to May '24 Sep '23 to Mar '24	Development Group 1/ SLT/ Pupil Groups/ School Parliament/ collegiate time	Dialogue and evaluations will be completed across all stake-holders, to evaluate progress

Priority: STEAM	NIF Priority/ Drivers: School and ELC Improvement, School Leadership, Curriculum and Assessment, Teacher Professionalism, Parent/ Carer Involvement and Engagement	QIs: 1.3; 2.2; 2.3; 3.1; 3.2 LIP: Everyone Attaining, Everyone Achieving, Excellent Experiences		
OUTCOME & IMPACT	ACTION	TIME-SCALE	RESOURCES	HOW WILL WE KNOW
Enhanced resources and environment Children learn in engaging environments using resources which effectively support their learning and successful progress	<ul style="list-style-type: none"> Staff will audit and evaluate STEAM resources across the school. This will include collaborating with our children to gather their views. Additional resourcing will be sourced to enhance our provision across the school. A key focus will be further developing our STEAM room. Professional development throughout the session will support the delivery of enhanced experiences for all of our children, including developing staff confidence to best utilise resources and the environment. Strategies, approaches and practices will be shared with parents and carers as appropriate. 	Sep '23 to Mar '24	Development Group 2/ SLT/ Pupil Groups/ School Parliament/ collegiate time	Dialogue and evaluations across all stakeholders to evaluate success, including pupil forums
Successful learning experiences Children will learn in motivating ways, through collaboration, exploration, problem solving and enquiry.	<ul style="list-style-type: none"> Enquiry-based learning pedagogy and practices have been evaluated as a vital foundation for sharing more effective feedback between children and teachers. We will therefore use the significant development of pedagogical practices across the staff team over the last five sessions in tandem with our development of STEAM, including practices on: Growth Mindset; Big Picture Planning; Talking & Listening and the Giffnock Communication Code; Collaborative Learning; Play-based pedagogy; Problem Solving; Higher Order Questioning; Reciprocal-Reading; Number Talks; Talk Partners; and teacher as 'facilitator of learning' 	Aug '23 to Apr '24	Collegiate time/ Collaborative Learning Networks (CLN)	Through learning visits, CLN evaluations, professional dialogue and shared evaluations
Modernising our curriculum Children learn through a wide range of perspectives and are able to understand contexts from a range of viewpoints.	<ul style="list-style-type: none"> In planning STEAM based activities, staff will carefully consider and plan for the perspectives through which learning is understood, including gender, race and social groupings. Staff will investigate curricular delivery of STEAM in the context of our ERC Social Justice Framework. Staff will evaluate and assess Learning for Sustainability, using STEAM activities as a focus, and plan next steps in our development. 	Aug '23 to Apr '24 Sep '23 to May '24 Sep '23 to Mar '24	Collegiate time/ SLT	Professional dialogue and shared evaluations; planning documentation

Priority: Effective Feedback	NIF Priority/ Drivers: Teacher Professionalism, School Improvement, Curriculum and Assessment, Performance Information	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	TIME-SCALE	RESOURCES	HOW WILL WE KNOW
<p>Increased achievement Children are highly engaged and motivated in their learning. As their understanding of their next steps and how to be successful increases, their achievement levels also increase</p> <p>Feedback in the moment Teachers and children prioritise the sharing of feedback during learning activities, rather than feedback afterwards. All stakeholders understand that enhanced achievement levels will occur when the classroom culture prioritises feedback in the moment</p> <p>Peer Assessment Children are successful in giving purposeful feedback to their peers which helps them to progress, as part of the routine processes of learning</p> <p>Profiling Children can identify their strengths and achievements and articulate these effectively. They are able to successfully identify significant next steps in learning and plan towards these.</p>	<ul style="list-style-type: none"> Effective Feedback will be researched and evaluated through collegiate development work, with best practice being shared across the staff team. This development will be one aspect of the Formative Assessment strategies that we use across the school and will align with our existing whole school Assessment Framework, including necessary amendment to this Framework. Through collegiate workings, the staff team will research, evaluate and implement successful strategies on the use of Effective Feedback, in order to enhance learning experiences and achievement. Staff will share best practice in order to develop whole school guidance on the use of Effective Feedback. Staff will further investigate the use of Effective Feedback as a tool for differentiation, in connection with Woodfarm Cluster development work on Differentiation. As part of this development, teachers and children will research and develop more effective ways for sharing feedback 'in the moment' of learning activities. This will include children giving feedback to one another, and to teachers, as well as teachers giving feedback to children. Best practice will be shared and incorporated within whole school guidelines. Staff will evaluate current profiling systems to assess effectiveness. Staff will collaborate with children and parents as to the best formats for profiling so that profiling is better understood, valued and utilised to support successful parental engagement. Staff will plan and develop enhanced methods for profiling across the school, considering innovative digital technologies that can support this. 	<p>Aug '23 to Apr '24</p> <p>Sep '23 to May '24</p> <p>Sep '23 to Mar '24</p> <p>Sep '23 to Mar '24</p>	<p>Development Group 3/ SLT/ CLN/ Pupil Groups/ School Parliament/ collegiate time</p>	<p>Collegiate evaluations and professional dialogue; learning conversations and children's evaluations; Learning Walks and Learning Visits' evaluations; CLN evaluations; WFHS Cluster workings and evaluations</p>

Priority: Embedding ongoing priorities	NIF Priority/ Drivers: School and ELC Improvement, School Leadership, Teacher Professionalism, Curriculum and Assessment, Performance Information, Parent/ Carer Involvement and Engagement	QIs: 1.1; 1.2; 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	TIME-SCALE	RESOURCES	HOW WILL WE KNOW
Implementing shared vision and purpose Children, parents and staff agree on the shared vision and purpose for whole school learning and children learn more successfully because everyone in the school community is working towards shared aims.	<ul style="list-style-type: none"> Staff will implement our Vision for Our Children from the start of school session, in developing class communities and Class Charters. Each class will plan and implement learning activities throughout the session in conjunction with our Vision. Our newly developed school website will be launched and we will promote and share this development with parents and partners throughout the session. Specific parental and partner events and engagement work will be planned from September in order to promote understanding and shared use of the Vision across the whole school community. 	Aug '23 to May '24	Staff/ SLT/ collegiate time/ School Parliament/ Parent Council	Evaluations during and at the end of school session from all stakeholders to assess progress
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 broad range of children across the school. Assessment data will be strategically used to target interventions and there will be a continued priority placed upon early intervention. PEF funding will support additional teaching time to support targeted intervention work in Literacy and Health & Wellbeing. The co-ordination and training of Support for Learning and PSA roles will further enhance impact. Professional development and shared CLPL will enhance teacher efficacy through collegiate sharing of best practice. 	Aug '23 to May '24	SLT/ Acting PT (PEF)/ Support for Learning staff team/ collegiate time	Analysis of achievement levels and progress of targeted children; Collegiate evaluations and professional dialogue, including with external ERC colleagues
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"> Continue to foster opportunities for collaborative professional development across the staff team, including through: Professional Inquiry; Collaborative Learning Networks; Team-Teaching; collegiate sharing of best practice; cluster collaboration and enhanced opportunities through our Cluster CLPL platform; authority collaboration and moderation. Data 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, Numeracy and Health & Wellbeing. CLPL and collaboration will enhance practices. 	On-going	SLT/ Staff team/ collegiate time	Collegiate evaluations and professional dialogue; collegiate evaluations on data analysis and strategic use to assess whole school approaches

Specific to Nursery Class:

Priority: Nursery	NIF Priority/ Drivers: School and ELC Improvement, Teacher Professionalism, Curriculum and Assessment, School Leadership, 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	TIME-SCALE	RESOURCES	HOW WILL WE KNOW
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"> Remain committed to and further embed the pedagogy and best practices that we have been developing, including: Child-led Planning; Observations and Assessment; effective planning and use of Provocations; Articulation of Learning; Interventions and challenging learners; Higher-order Questioning; Assessment and Tracking; investment in CLPL and professional development/ leadership. 	On-going	SLT/ Staff Leadership/ collegiate time	Collegiate evaluations and professional dialogue
Profiling Children are increasingly, independently able to explain their progress, achievements and next steps. Parents are able to successfully participate in the process of profiling progress and thereby heighten children's engagement and motivation for learning	<ul style="list-style-type: none"> Staff will implement SeeSaw as a means of profiling children's progress and achievement. This will include agreeing guidelines for consistency and best practice, including linking this new profiling work to existing practices in our Learning Journals and Big/ Floor books. We will collaborate with other early years establishments already utilising SeeSaw in order to evaluate and develop best practice. 	Aug '23 to May '24	SLT/ Staff Leadership/ collegiate time	SeeSaw will be fully implemented. Staff, parent and child evaluations to assess.
Tracking Progress and Achievement Children successfully progress skills and understanding through their learning, benefitting from the staff team's ability to assess progress and plan effectively for next steps	<ul style="list-style-type: none"> In connection with the development of our Profiling systems, staff will evaluate our Tracking, Progress and Achievement systems in order to assess the need for development. As part of this, staff understanding and consistency will be evaluated, with any necessary professional development being planned to heighten capacity. 	Aug '23 to May '24	SLT/ Staff Leadership/ collegiate time	Staff evaluations and dialogue.