



Giffnock Primary School

Improvement Plan 2024-25

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 over-arching ‘Vision for Our Children’ provides a curriculum rationale and aspirational vision for all of our children’s learning experiences.

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’.

Three Year Summary of School Improvement Priorities for Sessions 2022-25
Key Focus: To raise attainment and achievement and opportunities for personal growth and development for all

	2022-23	2023-24	2024-25
School			
Priority 1	Vision for our Children	Literacy	Differentiation
Priority 2	Community	STEAM	Pedagogy and Practices
Priority 3	Effective Feedback	Effective Feedback	Social Justice: Racial Literacy
<i>Embed</i>	<i>Inquiry-based pedagogy Learner Leadership and Challenge MFL – French</i>	<i>Vision for our Children</i>	<i>Literacy Map Writing STEAM Profiling</i>
Nursery			
Priority 1	Vision for our Children	Literacy	Differentiation
Priority 2	Community	STEAM	Pedagogy and Practices
Priority 3	Effective Feedback	Effective Feedback	Social Justice: Racial Literacy
<i>Embed</i>	<i>Observations, Assessments and Interventions Challenging Learners</i>	<i>Vision for our Children</i>	<i>Profiling</i>

Summary of School Improvement Key Priorities for Session 2024 – 2025

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

<p>Differentiation</p>	<p>To develop increasingly consistent, high quality learning experiences for all our children through:</p> <ul style="list-style-type: none"> • evaluating and enhancing the most effective ways in which we support, challenge and meet children’s needs • whole staff professional development and collaboration, including looking outwards • implementing the CIRCLE Framework across our school
<p>Pedagogy and Practices</p>	<p>To develop increasingly consistent and impactful high quality learning experiences for all our children through:</p> <ul style="list-style-type: none"> • collaborative evaluation and development of the progressive and impactful ‘flow’ of our shared pedagogy and practices • further developing our children’s role in evaluating and leading learning experiences
<p>Social Justice: Racial Literacy</p>	<p>To enhance learning outcomes and to increase achievement for all our children through:</p> <ul style="list-style-type: none"> • whole staff professional development in how to deliver effective, equitable and inclusive learning experiences • raising awareness, understanding and promoting positive actions across our school community
<p>Embedding ongoing priorities</p>	<ul style="list-style-type: none"> • <i>Literacy Road Map: implementation across all classes</i> • <i>Writing Guidelines: implementation across all classes</i> • <i>Profiling: implementation of guidelines across all classes</i> • <i>STEAM: further implement ways in which we develop high quality experiences and outcomes in STEAM</i>

Priority: Differentiation Vision for Our Children area: Skills for Learning, Life and Work	NIF Priority/ Drivers: School and ELC Improvement , Curriculum and Assessment, Teacher Professionalism, Performance Information	QIs: 1-5; 2-1; 2-2; 2-3; 2-4; 3-1; 3-2 LIP: Everyone Attaining, Everyone Achieving, Excellent Experiences		
OUTCOME & IMPACT	ACTION	TIME-SCALE	RESOURCES	HOW WILL WE KNOW
<p>Supporting, challenging and meeting learners' needs: Children will learn at appropriate levels and in appropriate ways for them. They will be supported and challenged using an enhanced range of different practices, in order to be included, highly engaged and successful in their learning. Children will become increasingly successful in their achievements across the curriculum.</p> <p>Inclusive, equitable learning Outcomes for specific cohorts of learners will be improved, including groups of lower achieving children, and the targeted intervention in Literacy will lead to improved outcomes and achievement levels for almost all children</p>	<ul style="list-style-type: none"> • Staff will audit and evaluate successful pedagogy and practice currently being used to differentiate learning and meet needs across the curriculum. Staff will collaborate to share impactful methods. • Through professional development and collaboration, including looking outwards and working with colleagues in other establishments, staff will enhance and further develop their collective skills and abilities to effectively differentiate learning experiences: <ol style="list-style-type: none"> i. Effective differentiation through impactful pedagogy and practices will be enhanced, including enhancing the inclusiveness of learning environments through CLPL on Additional Support Needs (ASN). ii. Effective differentiation through successful learning environments will be evaluated and developed, including through the use of the CIRCLE Framework across the school. iii. Effective differentiation through individual, paired and group-based differentiation strategies will be developed. iv. Effective differentiation through the use of a range of resources and associated practices will be enhanced, including through digital technologies. v. Effective differentiation through understanding our learners' holistic data as fully as possible will be enhanced, including for our most vulnerable learners through shared understanding on 'The Promise'. • Targeted intervention work in Literacy will support enhanced learning with assessment data being strategically used to target interventions. 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. 	<p>Aug '24 to Sep '25</p> <p>Sep '24 to Mar '25</p>	<p>Development Group 1</p> <p>Collegiate time</p> <p>SLT</p> <p>Pupil Groups</p> <p>School Parliament</p> <p>Acting Principal Teacher (PEF)</p> <p>Additional Teaching time (PEF)</p>	<p>Audit completed</p> <p>Staff will complete CLPL and effectively apply learning in their planning</p> <p>Learning Visits, Collaborative Learning Networks (CLNs) and other collegiate evaluations will evidence progress made</p> <p>Tracking meetings will evidence successful impact</p> <p>Pupil conversations and evaluations will evidence impact</p> <p>Development Group guidelines will support consistency and shared expectations</p>

<p>Priority: Pedagogy and Practices</p> <p>Vision for Our Children area: Skills for Learning, Life and Work & Leadership</p>	<p>NIF Priority/ Drivers: School and ELC Improvement, School Leadership, Curriculum and Assessment, Teacher Professionalism, Parent/ Carer Involvement and Engagement</p>	<p>QIs: 1.2; 2.2; 2.3; 3-1; 3-2; 3-3 LIP: Everyone Attaining, Everyone Achieving, Excellent Experiences</p>		
OUTCOME & IMPACT	ACTION	TIME-SCALE	RESOURCES	HOW WILL WE KNOW
<p>Successful, progressive learning experiences Children will learn in motivating ways, through collaboration, exploration, problem solving and enquiry. Children's experiences will progressively develop throughout school, building effectively upon prior learning and through shared expectations and approaches.</p>	<ul style="list-style-type: none"> During the last five school sessions, we have prioritised and focused closely upon our core learning and teaching pedagogy and practices. Through this professional development and collaboration, our staff team have developed shared approaches for highly effective learning and teaching classroom experiences, including practices on: Growth Mindset; our children's articulation of their learning; Big Picture Planning; Talking & Listening and the Giffnock Communication Code; Talk Partners; Higher Order Questioning; Effective Feedback; Collaborative Learning; Problem Solving; Reciprocal-Reading; Number Talks; Play-based pedagogy; Enquiry-based pedagogy; Profiling Achievements; and teacher as a 'facilitator of learning'. Therefore, during session 2024-25 and through a range of collaboration (see resources column) the staff team will evaluate the progressive 'flow', consistency and impact around these shared approaches in order to enhance our collective efficacy and to enhance learning experiences and outcomes. Staff and children will investigate how we can effectively develop our existing pupil group structures, pupil participation and leadership in order to more successfully support pupil leadership and evaluations. We will evaluate how the use of 'Leaders of Learning' initiatives and the use of 'How good is OUR school' guidance can improve our practices, including looking outwards to collaborate with other establishments 	<p>Aug '24 to Apr '25</p> <p>Sep '24 to Mar '25</p>	<p>Development Group 3</p> <p>CLNs; Collegiate time</p> <p>Collaboration with other establishments, (including Carolside, Thornliebank and St. Cadoc's Primary)</p> <p>Pupil Groups; School Parliament</p>	<p>August Inservice shared expectations and CLPL</p> <p>Learning Visits, Collaborative Learning Networks (CLNs) and other collegiate evaluations will evidence progress</p> <p>Tracking meetings will evidence successful impact</p> <p>Pupil conversations and evaluations will evidence impact</p> <p>Guidelines will support consistency and shared expectations</p>

<p>Priority: Social Justice: Racial Literacy</p> <p>Vision for Our Children area: Diversity, Equality and Inclusion & Community</p>	<p>NIF Priority/ Drivers: Teacher Professionalism, School Improvement, Curriculum and Assessment, Performance Information; Parent/ Carer Involvement and Engagement</p>	<p>QIs: 1.3; 2.2; 2.3; 2.5; 2.7; 3.2 LIP: Everyone Attaining, Everyone Achieving, Excellent Experiences</p>		
OUTCOME & IMPACT	ACTION	TIME-SCALE	RESOURCES	HOW WILL WE KNOW
<p>Enhanced curriculum design and inclusive practices Children will experience learning through contexts and classroom cultures which are respectful, inclusive, relevant and diverse. Children will be highly engaged and motivated to learn.</p>	<ul style="list-style-type: none"> • Staff will evaluate the progress made over previous sessions in modernising our curriculum delivery in terms of social justice. • Staff will share in professional development focusing upon Racial Literacy and apply their understanding to forward planning and teaching approaches. Staff will further modernise their curricular design and delivery through their enhanced understanding of Racial Literacy and Social Justice. • Children, parents and staff will develop an enhanced, collective understanding and awareness of the importance of Racial Literacy, Social Justice, and of modernising the ways in which our children's curriculum is delivered. 	<p>Aug '24 to Oct '24</p> <p>Sep '24 to May '25</p> <p>Sep '24 to May '25</p>	<p>Development Group 2</p> <p>Collegiate time</p> <p>SLT</p> <p>Pupil Groups</p> <p>School Parliament</p> <p>Parent Equalities Group</p>	<p>Audit and evaluations completed</p> <p>Staff will undertake CLPL and apply in their planning and professional dialogue</p> <p>Learning Visits and other collegiate evaluations will evidence progress made</p> <p>Pupil and parent conversations and evaluations will evidence impact</p>

<p>Priority: Embedding ongoing priorities</p> <p>Vision for Our Children area: Skills for Learning Life and Work</p>	<p>NIF Priority/ Drivers: School and ELC Improvement, School Leadership, Teacher Professionalism, Curriculum and Assessment, Performance Information, Parent/ Carer Involvement and Engagement</p>	<p>QIs: 2.2; 2.3; 2.5; 2.7; 3.2; 3.3 LIP: Everyone Attaining, Everyone Achieving, Excellent Experiences</p>		
OUTCOME & IMPACT	ACTION	TIME-SCALE	RESOURCES	HOW WILL WE KNOW
<p>Developing high quality learning experiences and outcomes Children will learn through progressive and highly effective teaching practices. They will benefit from successful learning experiences and all children will make very good progress.</p> <p>Developing the articulation of achievement and next steps 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"> • Staff will implement use of the newly developed 'Literacy Road-Map' across all our planning. • Staff will implement our newly developed Writing guidance across all classrooms. In connection, staff will further evaluate the most effective ways to deliver high quality writing experiences progressively and consistently across the school. • Staff and children will further implement the practices and resources developed in STEAM during session 2023-24. In conjunction, STEM Ambassadors will lead the evaluations towards a STEM Nation Award application • Staff will implement our whole school Profiling guidelines and utilise the SeeSaw platform to enhance the ways in which children, staff and parents evaluate and celebrate successful learning and target appropriate next steps. 	<p>Sep '24 to May '25</p>	<p>Staff</p> <p>SLT</p> <p>Collegiate time</p> <p>School Parliament</p> <p>Parent Council and wider parent forum</p>	<p>Evaluations during and at the end of school session from stakeholders to assess progress will evidence successful progress</p>