



Giffnock Primary School

Improvement Plan 2025-26

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 2023-26
Key Focus: To raise attainment and achievement and opportunities for personal growth and development for all

Session	2023-24	2024-25	2025-26
School			
Priority 1	Literacy	Differentiation - Environment	Differentiation - Environment
Priority 2	STEAM	Pedagogy and Practices	Meta-Skills
Priority 3	Effective Feedback	Social Justice: Racial Literacy	Profiling
<i>Embed</i>	<i>Vision for our Children</i>	<i>Literacy Map; Writing; STEAM; Profiling developments</i>	<i>Learning, Teaching & Assessment Guidance; Racial Literacy developments</i>
Nursery			
Priority 1	Literacy	Differentiation	Differentiation – Environment <i>Up, Up and Away</i>
Priority 2	STEAM	Pedagogy and Practices	Transitions
Priority 3	Effective Feedback	Social Justice: Racial Literacy	Leadership – using the new Quality Improvement Framework
<i>Embed</i>	<i>Vision for our Children</i>	<i>Profiling developments</i>	<i>Pedagogy and Practices; Racial Literacy developments</i>

DIFFERENTIATION

Supporting individual needs through knowing our children, using effective teaching strategies and through environments which enable successful learning

META-SKILLS

Supporting children, parents and staff to share a common language and understanding about what these skills are, why they are so important, and about how we learn about and develop them in school

SCHOOL IMPROVEMENT PLAN 2025-26



PROFILING

Continuing to develop the ways in which we recognise important examples of our children's achievements across their learning journey in primary school and improving the ways in which we share these with home



Summary of School Improvement Key Priorities for Session 2025 – 2026

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

Differentiation-Environment	<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
Meta-skills	<p>To enhance learning outcomes and to increase achievement for all our children through:</p> <ul style="list-style-type: none"> • developing a shared understanding of the language and importance of Meta-skills across the whole school community • evaluating and enhancing the learning and teaching methods that we use to develop Meta-skills for all of our children • creating a progressive, whole-school assessment framework of Meta-skills
Profiling	<p>To enhance learning outcomes and to increase achievement for all our children through:</p> <ul style="list-style-type: none"> • evaluating and developing effective, progressive methods for our children to celebrate achievements, to evaluate strengths and to identify and plan for next steps in learning
<i>Embedding ongoing priorities</i>	<ul style="list-style-type: none"> • <i>Learning, Teaching and Assessment Guidance</i> • <i>Racial Literacy developments as an aspect of our Diversity, Equality and Inclusion</i> • <i>Critical Literacy developments to be implemented across all classes</i>
Nursery Class Priorities	<p>To develop increasingly consistent, high quality learning experiences and successful outcomes for all our children through:</p> <ul style="list-style-type: none"> • implementing the 'Up, Up and Away' framework for supporting differentiation through the nursery environment • enhancing the ways in which children transition both into our Nursery class, and into Primary 1 • implementing the new Quality Improvement Framework across all of our planning and self-improvement practices

Priority: Meta-Skills Vision for Our Children area: Skills for Learning, Life and Work; Wellbeing; Leadership	NIF Priority/ Drivers: School and ELC Improvement, School Leadership, Curriculum and Assessment, Teacher Professionalism, Parent/ Carer Involvement and Engagement	QIs: 1.2; 2.2; 2.3; 3.1; 3.2; 3.3 LIP: Everyone Attaining, Everyone Achieving, Excellent Experiences		
OUTCOME & IMPACT	ACTION	TIME-SCALE	RESOURCES	HOW WILL WE KNOW
Successful, progressive learning experiences and outcomes: Children will learn in motivating ways, through collaboration, exploration, problem solving and enquiry. Through these experiences, children will successfully develop Meta-skills which they will be able to apply across the curriculum. Children's experiences will progressively develop throughout school, building effectively upon prior learning and through shared expectations and approaches.	<ul style="list-style-type: none"> Through professional development and collegiate time, all of our teaching staff will further enhance their understanding of the national Meta-skills framework developed through Skills Development Scotland Using this improved understanding, our teaching team will further develop the ways in which we plan for and deliver learning experiences which enable our children to successfully develop their Meta-Skills Our Learning, Teaching and Assessment Guidance will be implemented across the school, providing a shared and progressive framework for planning and implementing high quality learning experiences. Through the use of this guidance, all children will be given a wide range of opportunities to develop their Meta-skills Through our collegiate working, we will develop an assessment framework for the progressive moderation and evaluation of Meta-skills across the school We will further enhance the ways in which our Profiling practices celebrate and evidence achievement in our children's development of Meta-skills (see 'Profiling' below) 	Aug '25 to Nov '25 Sep '25 to Jun '26 Aug '25 to Jun '26 Oct '25 to Jun '26 Sep '25 to Jun '26	Development Group 2 Collegiate time SLT Pupil Groups School Parliament	Staff will complete CLPL and effectively apply learning in their planning and teaching Learning Visits, professional dialogue and other collegiate evaluations will evidence progress made Tracking meetings will evidence successful impact Pupil conversations and evaluations will evidence impact Parental evaluations will evidence understanding Development Group guidelines will support consistency and shared expectations

<p>Priority:</p> <p>Profiling</p> <p>Vision for Our Children area:</p> <p>Skills for Learning, Life and Work; Wellbeing; Leadership</p>	<p>NIF Priority/ Drivers:</p> <p>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</p> <p>LIP: Everyone Attaining, Everyone Achieving, Excellent Experiences</p>		
OUTCOME & IMPACT	ACTION	TIME-SCALE	RESOURCES	HOW WILL WE KNOW
<p>Children celebrate achievements, understand personal strengths and plan next steps:</p> <p>Children can identify their strengths and achievements and articulate these effectively. Children have an increased engagement and motivation in their learning. They are able to successfully identify significant next steps in learning and plan alongside others towards developing these. Learning outcomes are improved.</p>	<ul style="list-style-type: none"> Through collegiate time and collaboration at school, cluster and authority level, our teaching time will evaluate and develop increasingly impactful practices for supporting learners in their Profiling Staff and children will work together to evaluate and enhance our shared language for articulating learning successfully and we will update shared guidelines for this during the session Through collegiate time, staff will evaluate and improve the ways in which we effectively link together our systems for Profiling and celebrating achievement (including our 'Awesome Achievers') Staff will collaborate with children and parents to agree the most successful formats for Profiling, so that Profiling is better understood, valued and utilised in order to support successful parental engagement Our digital platform for Profiling ('SeeSaw') will be used to extend the ways in which we share achievements across the whole school community, through a new 'School News Feed' 	<p>Aug '25 to Jun '26</p> <p>Aug '25 to Jun '26</p> <p>Aug '25 to Jun '26</p> <p>Sep '25 to Feb '26</p> <p>Aug '25 to Jun '26</p>	<p>Development Group 2</p> <p>Collegiate time</p> <p>SLT</p> <p>Pupil Groups</p> <p>School Parliament</p> <p>Parent Council</p>	<p>Learning Visits, professional dialogue 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>Parental evaluations will evidence understanding and engagement</p>

Priority: Embedding ongoing priorities Vision for Our Children area: Skills for Learning Life and Work	NIF Priority/ Drivers: School and ELC Improvement, School Leadership, Teacher Professionalism, Curriculum and Assessment, Performance Information, Parent/ Carer Involvement and Engagement	QIs: 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
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. Children's learning experiences will build progressively throughout their time at Giffnock.	<ul style="list-style-type: none"> Staff will implement our newly developed 'Learning, Teaching and Assessment Guidance' which will support progressive, high quality learning experiences Staff will use guidance from our Racial Literacy Development Group during session 2024-25 to inform their planning and delivery of learning experiences across the school. A new pupil group supporting diversity and inclusion will be formed, supporting ongoing action across the school community. The group will collaborate with other pupil groups in the school in order to improve awareness and understanding, including our Global Citizenship group, our School Parliament and our Parent Equalities Group Professional development through collegiate time will support staff's understanding of Critical Literacy. Strategies and methods to be used across the curriculum will be shared and these will be implemented across all classes 	<p>Aug '25 to May '26</p> <p>Aug '25 to May '26</p> <p>Aug '25 to May '26</p>	<p>Staff-team</p> <p>SLT</p> <p>Collegiate time</p> <p>School Parliament; Global Citizenship Pupil Group; Parent Equalities Group</p> <p>Parent Council and wider parent forum</p>	<p>Evaluations during and at the end of the school session from stakeholders to assess progress will evidence success</p> <p>Learning Visits, Professional Dialogue 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>

Nursery Class - specific improvement planning targets 2025-26

<p>Priority:</p> <p>Up, Up and Away</p> <p>Vision for Our Children area:</p> <p>Skills for Learning, Life and Work; Wellbeing</p>	<p>Quality Indicators (QI):</p> <p>Leadership Staff skills, knowledge, values and deployment (CI QI): Staff skills, knowledge and values Leadership for continuous improvement (ES QI): Leadership and professional learning</p> <p>Children thrive and develop in quality spaces Children experience high quality spaces (CI QI): Quality, safety and maintenance of spaces</p> <p>Children are supported to achieve Wellbeing, inclusion and equality (ES QI): Universal support; Identification of learning needs and targeted support; Inclusion and equality Children's progress (ES QI): Ensuring equity for all children</p>	<p>NIF Priority/ Drivers: School and ELC Improvement, School Leadership, Curriculum and Assessment, Teacher Professionalism, Parent/ Carer Involvement and Engagement</p> <p>LIP: Everyone Attaining, Everyone Achieving, Excellent Experiences</p>		
OUTCOME & IMPACT	ACTION	TIME-SCALE	RESOURCES	HOW WILL WE KNOW
<p>Inclusive Learning Environment Successful implementation of the Up, Up and Away framework to further promote effective inclusive practice and improve universal support for all children</p> <p>Improve outcomes and reduce inequalities The needs of all children are met through activities which promote prevention and early intervention, improve outcomes and reduce inequalities</p> <p>Early Interventions Children's needs are identified early through careful observation and timely, appropriate interventions are put in place</p>	<ul style="list-style-type: none"> All nursery staff to participate in professional development for strategies and practices in the 'Up, Up and Away' initiative during collegiate time, including collaboration with neighbourhood and other authority colleagues on Inservice Days Use Up, Up and Away framework to audit the Learning Environment Implement Up, Up and Away approaches to further support an inclusive environment Use Up, Up and Away resources to support wellbeing planning process Create parental information and offer other shared communication to promote understanding and the effective, shared use of practices 	<p>Aug '25 to May '26</p> <p>Aug '25 to Oct '25</p> <p>Oct '25 to May '26</p> <p>Aug '25 to May '26</p> <p>Jan '26 To May '26</p>	<p>Ed. Psych. team</p> <p>Nursery Staff</p> <p>Up, Up and Away framework and resources</p>	<p>Staff CLPL evaluations</p> <p>Environmental Audits</p> <p>Professional dialogue, Tracking Meetings and Learning Walks</p> <p>Wellbeing Plans and Universal Support</p> <p>Parental evaluations</p>

Priority: Vertical Transitions Vision for Our Children area: Relationships; Wellbeing; Diversity, Equality & Inclusion	Quality Indicators (QI) Leadership Staff skills, knowledge, values and deployment (CI QI): Staff skills, knowledge and values Leadership for continuous improvement (ES QI): Leadership and professional learning Children are supported to achieve Wellbeing, inclusion and equality (ES QI): Universal support; Inclusion and equality Children's progress (ES QI): Ensuring equity for all children	NIF Priority/ Drivers: School and ELC Improvement, School Leadership, Curriculum and Assessment, Teacher Professionalism, Parent/ Carer Involvement and Engagement LIP: Everyone Attaining, Everyone Achieving, Excellent Experiences		
OUTCOME & IMPACT	ACTION	TIME-SCALE	RESOURCES	HOW WILL WE KNOW
Develops relationships Children's outcomes will be enhanced through stronger relationships between pupils and with staff Build confidence and reduce anxiety Children's confidence will be improved and their anxiety reduced as they become more familiar with their environment, routines and expectations. Children feel more secure as they know what to expect and feel supported through change Increased Information & Data sharing Increased information sharing between staff will result in improvements to effective planning and delivery of learning experiences. Children's achievement and outcomes will be improved.	<ul style="list-style-type: none"> Audit and evaluate current Transition activities when starting Nursery Audit and evaluate current Transition activities N- P1, including the ways in which we share information with our families Additional time dedicated for Primary 1 staff to use the Early Years Tracking Tool and to collaborate with Nursery colleagues in order to effectively share information Create new Transition calendar for Session 25-26, using these evaluation to improve existing practices Staff will collaborate alongside parents to create a new transition group which will include at least one representative Child Development Officer, Nursery Class Teacher, Principal Teacher, at least one Primary 1 Class Teacher, and further into the session include a group of parent representatives. The transition group will collaborate to evaluate and improve transition experiences for our children and families 	Aug '25 to Oct '25 Aug '25 to Sep '25 Aug '25 to Oct '25 Sep '25 to May '26	Nursery Staff Primary 1 Staff Parents A Quality Improvement Framework Common Thread Audit PC Funding for resources	Use of A Quality Improvement – ERC Common Threads audit and evaluations Conversation and evaluations with parents and staff team Dialogue and evaluations from Primary 1 and nursery pupils to gather their views Evaluations through parents who recently transitioned to Nursery, and from Nursery to Primary 1

Priority: Implementation of A Quality Improvement Framework Vision for Our Children area: Skills for Learning, Life and Work; Wellbeing; Relationships	Quality Indicators (QI) Leadership Staff skills, knowledge, values and deployment (CI QI): Staff skills, knowledge and values Leadership for continuous improvement (ES QI): Leadership and professional learning	NIF Priority/ Drivers: School and ELC Improvement, School Leadership, Curriculum and Assessment, Teacher Professionalism, Parent/ Carer Involvement and Engagement LIP: Everyone Attaining, Everyone Achieving, Excellent Experiences		
OUTCOME & IMPACT	ACTION	TIME-SCALE	RESOURCES	HOW WILL WE KNOW
<p>Professional confidence, skills and abilities Staff will gain a clearer understanding of shared expectations, standards and their role in continuous improvement, which will enhance outcomes for our children</p> <p>Improved learning experiences Staff's increased focus on quality indicators will result in a more purposeful, engaging and developmentally appropriate learning environment and experiences.</p> <p>Shared expectations and self-improvement Implementing the framework will provide a clear, structured approach for self-evaluation and improvement planning, enabling staff to effectively evaluate, plan and deliver high quality learning experiences</p>	<ul style="list-style-type: none"> The leadership team for our nursery class will complete relevant professional development in order to plan the implementation of 'A Quality Improvement Framework' for our nursery class. This planning will include integrating the language of 'A Quality Improvement Framework' within our School Improvement Plan 2025-26 Collegiate time will be used to support all of the nursery staff team in their understanding, planning and use of A Quality Improvement Framework Staff will evaluate and enhance the ways in which we collaborate in the use of the new framework. This will include dedicated monthly staff self-evaluation meetings using the new framework A Quality Improvement Framework will be incorporated into the systems for our shared self-evaluation of all nursery practices, including to inform Learning Walks, Peer Observations, Tracking Meetings and other quality assurance calendar activities 	<p>April '25 to Aug '25</p> <p>Aug '25 to May '26</p> <p>Aug '25 to May '26</p> <p>Aug '25 to May '26</p>	<p>A Quality Improvement Framework and associated resources</p> <p>Education Scotland Webinars and Professional Learning</p> <p>Nursery Team including Class Teacher and Principal Teacher</p>	<p>Staff will evaluate their increasing confidence in using the language of the framework in order to plan and deliver learning experiences</p> <p>Quality Conversations and professional dialogue will evidence improvement and impact</p> <p>Self-evaluation toolkits will provide evidence</p> <p>Dialogue and evaluations from: Learning Walks; Peer Observations; Tracking Meetings</p>