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School Improvement Planning Session: 2024-25

School	Bun-sgoil Ghàidhlig Bhaile a' Ghobhainn
Learning Community	Ard-Sgoil Ghàidhlig Ghlaschu
Link Officer	Sarah Richford
Head of Service	Donnie MacLeod
School Roll	230
Attendance Rate	Will update as soon as data available
Pupils affected by the poverty related attainment gap (employment, income, housing, health, access to services, education, crime), covid & other forms of poverty not listed OTHER – Pupils not in SIMD 1 & 2, not in receipt of school meals but affected by factors detailed above.	
PEF allocation 24-25: £24,500	SIMD Quintile 1 (% and Number) Will update asap
Carry Forward: N/A	SIMD Quintile 5 (% and Number) Will update asap
Total Allocation 24-25: Will update asap	Other
FME (number and %) Will update asap	Total No Pupils
Grand Challenges 2023-26 (<i>Grand challenges are the long term strategic changes you intend to achieve i.e 'to improve attainment in literacy</i> <i>To develop & enhance teaching & learning by ensuring a consistent approach to planning and differentiation across all classes – CEP Module 7.</i> <i>(Achievement & Progress, GCC GC)</i> <i>To continue to improve overall attainment & participation in Gàidhlig literacy by developing & implementing a consistent approach to the teaching of</i> <i>Talking & Listening across the school. (Achievement & Progress, GCC GC)</i> <i>To implement Glasgow Counts Pedagogy across the school (Achievement & Progress, GCC GC)</i>	

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Challenge: To develop & enhance teaching & learning by ensuring a consistent approach to planning and differentiation across all classes – CEP Module 7. <i>(Achievement & Progress, GCC GC)</i>						
Mission: Ensure that staff engage in CLPL					Costs	
Commitments(sprints)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
Staff to undertake CLPL with GIC team on module 7 of the CEP programme (differentiation)	All teaching staff will be upskilled in ensuring that their programmes of work are appropriately differentiated to cater for all the learner needs and styles in their classes	Consistency across the school to ensure all learners needs are met through differentiation	HoS – K Urquhart PT – K Smith	Nov 2024	0	PT PEF
Collegiate time for staff to reflect, collaborate and plan together	Through discussions & collaboration staff will feel supported and empowered to create the conditions in which learners can thrive	Improvement in staff confidence, further development of working collegiately and raised attainment across the curriculum	HoS – K Urquhart PT – K Smith	Dec 2024	0	PT PEF
Self-evaluation sessions as required	The gathering of evidence to assess the effectiveness of the differentiation strategies used to share best practice and inform further improvements	A suite of evidence to track improvements and inform next steps	HoS – K Urquhart PT – K Smith	Jun 2025	0	PT PEF
December Check Point: Evaluative Comments						

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Challenge: • To continue to improve overall attainment & participation in Gàidhlig literacy by developing & implementing a consistent approach to the teaching of Talking & Listening across the school. (Achievement & Progress, GCC GC)						
Mission:					Costs	
Commitments(sprint)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
The development of planners using new frameworks for the Gàidhlig language	All staff will have progression & clarity on what is taught at each stage	Consistency across the school on when & how vocabulary & technical aspects of language are introduced	PT – R Geddes SLT	Oct 2024	0	PT PEF
Encourage all children to use their Gàidhlig when they express themselves in English (Reframing strategies)	All staff will encourage & support all children to use their Gàidhlig at all times. Creation of achievement wall & playground recognition strategy	Increased used of Gàidhlig leading to learners with more confidence & fluency improving children's ability to learn through the language	PT – R Geddes All Teachers SfLWers	Term 1 Term 2 Term 3 Term 4	0	0
Create a targeted intervention group	Children will work over 6-week block on identified & specific T & L strategies	Identified learners will have increased confidence This targeted intervention will provide a framework for other TIGs	PT – R Geddes	Term 1 Term 2	0	0
Create opportunities for children to be reading buddies, support younger learners & deliver solo & group talks	All children will have increased opportunities to use their Gàidhlig with each other so that interacting in Gàidhlig with each other is increased	Raised attainment in reading & all children have the opportunity to improve their confidence using their spoken Gàidhlig	PT – R Geddes SLT Class teachers	Oct 2024 Mar 2024 Jun 2024	0	0
December Check Point: Evaluative Comments						

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Challenge: • To implement Glasgow Counts Pedagogy across the school (<i>Achievement & Progress, GCC GC</i>)						
Mission:					Costs	
Commitments(sprint)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
0.1 PEF teacher to provide staff training on Glasgow Counts	All staff will be familiar with the framework and strategies used when implementing Glasgow Counts	There will be consistency across the school on how numeracy and mathematics is delivered and assessed	CA Penman CT P Cassidy EHT	Sep 2024		0.1 PEF Teacher
Budget set aside to purchase a box of all resources required to implement Glasgow Counts for all 9 classes	All staff have access to their own resources to implement Glasgow Counts. All children have access to the concrete materials required.	Children will be able to talk about the concrete materials they use and how they help to develop their understanding of number	CA Penman CT P Cassidy EHT All staff	Aug 2024	£1000	0.1 PEF Teacher
Planning formats to update to reflect the use of Glasgow Counts	All staff have a clear understanding of the new planning and assessment frameworks and can link this to the benchmarks as appropriate	There will be consistency across the school on how numeracy and mathematics is delivered and assessed	CA Penman CT P Cassidy EHT All staff	Aug 2024 Nov 2024 Jan 2024 April 2024		0.1 PEF Teacher
December Check Point: Evaluative Comments						

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Please use the space below to note any other improvement action initiated in previous years which are continuing to be focus in the coming year but not your identified priority for 24-25.

Grand Challenge	Area of Focus	Quality Indicator
Active Learning	Ensuring Active Learning continues to be the main driver in all lessons.	1.3, 2.3
Pupil Voice	Ensuring use of How Good is OUR school for children to evaluate the work of the school	1.3, 3.1
Anti-bullying	Use of the Respect Me module with children following on from all staff being trained in the module – Anti Bullying Policy	3.1

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