Education – Improvement Planning Document – 2025-26

Establishment Name: Gourock Primary School

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| Head of Establishment | Lynne Cushnahan | Date | June 2025 |

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| Quality Improvement Officer | Elaine McLoughlin | Date | June 2025 |

Our Vision, Values and Aims

**Vision**

In Gourock Primary, we strive to provide the highest quality learning and teaching experiences to ensure that all children care about the world they live in and learn and develop the full range of skills to be citizens of the 21st century. The school’s learning philosophy rests on the key vision principles of Building Learning Capacity, Collaborating and Making Meaning. We believe that developing each learner holistically is critical in creating curious individuals who think and relate well to others. We aim to deliver excellence in learning and teaching within the challenges of the 21st century.

A Gourock Primary Learner perseveres, is engaged, motivated, creative, responsible, resilient, and effective.

**Our Values:**

Children, staff and parents have an excellent understanding of the school’s values which reflect the principles on which we base all our decisions and use them to influence day-to-day practice.

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| **Respect** | **Resilience** | **Kindness** | **Honesty** | **Tolerance** |

**Our Aims:**

* To provide a nurturing environment for all pupils to feel safe, healthy, achieving, nurtured, active, respected, responsible, and included.
* To provide a curriculum which is challenging, has breadth, depth, relevance, and coherence and one which is fun and enjoyable.
* To work together with parents and partners to provide high quality learning experiences for all pupils to achieve and attain.

To encourage effective contributors with enterprising attitudes, resilience, and independent skills capable of positively impacting on the communities in which they live.

* To provide a stimulating environment and opportunities for staff and pupils in leadership and teamwork.

3 Year Overview of Establishment Priorities

The improvement priorities for our establishment are noted on the following page. They have been expressed in the context of the National Improvement Framework

Our Improvement Priorities extend in a rolling programme over three years. Each priority has been coded accordingly:

Session 2025-2026

Session 2026-2027

Session 2027-2028

Overview of rolling three year plan

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| **National Priorities** | Session 2025-2026 | Session 2026-2027 | Session 2027-2028 |
| Placing the human rights and needs of every child and young person at the centre of education | Rights Respecting Schools Gold Award Reaccreditation  The Promise award | Maintain Rights Respecting GOLD status  Equalities Policy | Equalities Policy refresh |
| Improvement in children and young people’s health and wellbeing | Wellbeing interventions increased - LIAM  Support for Learning Policy created | Become a Communication Friendly School | Revisit Nurture Principles |
| Closing the attainment gap between the most and least disadvantaged children and young people | Raise attainment in writing and Numeracy  Specific Interventions- building on current offer  Attendance monitoring | Continue to identify and adapt interventions for individuals.  Use of Circle Framework  Support for Learning Policy refreshed | Exploring individual opportunities for achievement  Support for Learning Policy refreshed |
| Improvement in skills and sustained, positive school-leaver destinations for all young people | Financial Education from P.1 - P.7  Meta-skills embedded in classes  Learner Participation | Meta-skills framework | STEM/Metaskills in learning in the classroom and beyond |
| Improvement in achievement, particularly in literacy and numeracy | Review pedagogical approaches to reading and writing  Intention planning for play  Review opportunities for outdoor learning | Audit Listening and Talking skills with a view to enhancing learning opportunities  Literacy strategy refresh | Focus on reading approaches |

*Stakeholder’s views*

**How were stakeholders views collected?**

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| * Staff views collated through ongoing self evaluation process * Stakeholder views were collected through consultation with parents through a Microsoft Form and through discussions with our Parents in Partnership group. * HIGIOUR is used regularly with pupils to support the school’s self-evaluation. * Pupil focus groups lead improvements in the school and these groups help inform the school’s next steps. |

**How was PEF spend consulted on?**

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| * Consultation with staff within the school as well as our Parents in Partnership (PiP) group |

Plan: Session 2025-26

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| **Priority 1**  Improvements in attainment, particularly in literacy and numeracy  Choose an item | |
| **National Improvement Framework Outcomes**  **5. Skilled teachers and leaders delivering excellent, inclusive education.**  **4. High achievement and reduced attainment gap for all learners.**  **1. Empowered and accountable education system supporting lifelong learning.**  [**Education - achieving excellence and equity: National Improvement Framework 2025**](https://www.gov.scot/publications/achieving-excellence-equity-2025-national-improvement-framework/pages/1/) | |
| **How Good is Our School/Quality Improvement Framework ELC**  3.2 Raising attainment and achievement  3.2 Securing Children's Progress  2.3 Learning, teaching and assessment  Choose an item.  Choose an item.  Choose an item. | **UNCRC**  Article 28: (Right to education):  Article 29 (Goals of education): |

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| **Rationale for change based self-evaluation including data and stakeholder views** |
| Although we have seen some gains across Literacy last session, we are aware of a dip in Literacy overall. Continuing to review and refresh the pedagogy used is needed to ensure consistency and shared language of learning across the school. With a focus on writing and reading pedagogy to ensure high quality learning and teaching, we aim to see an increase in attainment across the school. We have seen a dip in reading and writing within Primary 3 and Primary 4 this session and targeted support for individuals is vital to address this.  With an ever changing world, we need to adapt the way we teach to meet the needs of the pupils in front of us. The building blocks of literacy through decodable readers and into writing the words than can be read, is well developed in primary 1. As a school we need to keep the momentum going through the future stages in order to build confidence and to fill any gaps in learning that some pupils may experience.  We strive to increase the opportunities to play and link listening and talking skills to those which develop in reading and writing. Again going back to the beginning of early level and building on knowledge and linking the learning to meet the needs of an ever expanding curriculum. |
| **Expected outcomes for learners**  **Who? By how much? By when? What?** | |
| 1. By October 2025, a review of the school vision, values and aims will have taken place involving all stakeholders. 2. To increase the percentage of pupils in Primary 3 making expected progress in Reading from 86.4% to 90% by June 2026.   To increase the percentage of pupils in Primary 4 making expected progress in Reading from 75.8% to 81% by June 2026.   1. To increase the percentage of pupils in Primary 3 making expected progress in Writing from 81.8% to 86% by June 2026.   To increase the percentage of pupils in Primary 4 making expected progress in Writing from 75.8% to 81% by June 2026.   1. By June 2026, all stages will regularly be adopting a more active, play-based approach to increase pupils’ engagement and enjoyment in literacy and numeracy. | |
| **If PEF spend is supporting – how much and what?** | |
| N/A | |

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| **Measure of Impact: What we will see and where?**  How will we measure this? What does “better” look like? How will we recognise better when we see it? |
| * Through participation in the review of the school vision, values and aims, all Stakeholders will feel they have contributed to and have a valuable role to play within our school community. * Teachers will report an increase in the number of pupils ready to engage in learning in literacy tasks. Attainment will increase due to better engagement. * Termly tracking meetings with all teachers will indicate progress for learners with all pupils having supports in place and barriers to learning addressed. * Teacher planning will identify differentiation for groups/individuals. This will be clearly identified within the classroom setting with needs being met and supports in place for all pupils. * Classroom observations and learning walks will demonstrate a varied approach to teaching of literacy and links made between reading and writing. The Literacy Strategy being followed in classes with show a consistent approach across the school. * Staff feedback and observations will show increased confidence and delivery in play pedagogy to enhance the learning offer across the school |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
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| Questionnaire to all stakeholders with the school to review vision, values and aims | By October 2025 |  | All staff  Parents  Pupils | Microsoft FORMS  Collegiate time  Assembly time |
| Teaching staff to create a Gourock Primary  Literacy Strategy. | From August 2025 |  | Teaching staff  SLT | Collegiate time  Resources |
| Teaching staff to complete their own class data using FACT-STORY –ACTION format | From August 2025 |  | Teaching staff  SLT | Improving Our Schools Training |
| Revisit ‘what a good lesson looks like’  -Learning Intentions/Success Criteria  - effective questioning  - differentiation | From August 2025 |  | Teaching staff  SLT | Improving Our Schools Training |
| Use of Literacy Framework and PASE website across all stages | From August 2025 |  | Teaching staff  SLT | Literacy Framework  PASE  Stage meetings |
| Evaluation of Literacy Strategy | From January 2026 |  | Teaching staff  SLT | Literacy Policy  Literacy Resources |
| To embed the numeracy strategy across the school | From August 2025 |  | Mrs Henry/Mrs Todd | Collegiate time |
| Continue to be part of Authority Numeracy Network and filter back to school | From January 2025 |  | Mrs Henry/Mrs Todd | Collegiate time |
| Play links to be included in all Forward Planning | From August 2025 |  | Teaching staff | Collegiate time  Play across the school planners |
| Creation of School Play Pedagogy Policy | From January 2026 |  | Mrs Henry  Mrs Todd  SLT | Collegiate time  Visits to other establishments |

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| **Priority 2**  Closing the attainment gap between the most and least disadvantaged children and young people  Choose an item | |
| **National Improvement Framework Outcomes**  **4. High achievement and reduced attainment gap for all learners.**  **3. Inclusive curriculum and assessment for a sustainable future.**  **6. Positive relationships, behaviour, and attendance in a respectful culture.**  [**Education - achieving excellence and equity: National Improvement Framework 2025**](https://www.gov.scot/publications/achieving-excellence-equity-2025-national-improvement-framework/pages/1/) | |
| **How Good is Our School/Quality Improvement Framework ELC**  3.2 Raising attainment and achievement  2.4 Personalised support  3.2 Securing Children's Progress  1.5 Management of resources to promote equity  Choose an item.  Choose an item. | **UNCRC**  Article 28: (Right to education):  Article 29 (Goals of education): |

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| **Rationale for change based self-evaluation including data and stakeholder views** |
| Our aim continues to be to close the gap between SIMD 1 & 2 and SIMD 3 & 10. We will achieve this by ensuring the pupils in SIMD 1 & 2 continue to be identified and interventions agreed and regularly evaluated. Termly GIRFEC and Attainment meetings will document this and the GIRFEC tracker will monitor this throughout the session.  We will continue to upskill our Pupil Support Assistants to deliver evidence-based interventions that will support the raising of attainment as this has proved effective over the last few years. We plan to enhance the interventions and supports currently on offer to best meet the needs of the pupils.  Our data across the year shows that closing the attainment gap in literacy overall should be a particular focus. .  We recognised that the cost of the school day can be a barrier to some pupils, we will therefore allocate funding that will be distributed taking into account the views of our learners and families. |
| **Expected outcomes for learners**  **Who? By how much? By when? What?** | |
| **Literacy**   * To reduce the poverty related attainment gap in Reading from 11% to 8% by June 2026. * To reduce the poverty related attainment gap in Writing from 8.6% to 6% by June 2026.   **Numeracy**   * To reduce the poverty related attainment gap in Numeracy from 12.2% to 10% by June 2026. | |
| **If PEF spend is supporting – how much and what?** | |
| PEF PLAN: All interventions by our Pupil Support Assistants for our pupils disadvantaged by poverty will be fully funded by the government provided Pupil Equity Fund which amounts to £33,587.  £250 is set aside for cost of the school day to support for families. | |

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| **Measure of Impact: What we will see and where?**  How will we measure this? What does “better” look like? How will we recognise better when we see it? |
| * Data will show increased attainment for identified pupils in reading, writing and numeracy. * Through GIRFEC tracking paperwork clearly identifying interventions, identified pupils will have an individual plan of support. Termly evaluations will ensure this is adapted to suit needs across the session. * Through observations and learning walks, individual pupils’ needs being met within their own classroom setting. |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
| --- | --- | --- | --- | --- |
| Termly attainment meetings with teachers to ensure support is targeted. | From August 2025 |  | Teaching staff  SLT | Dashboard |
| FACT-STORY-ACTION to be used by class teachers to track identified children | From August 2025 |  | Teaching staff  SLT | Dashboard  FACT-STORY-ACTION |
| Ensure identified Learners in SIMD 1 and 2 who are not on track receive targeted support for literacy and numeracy. | From August 2025 |  | Teaching staff  SLT | Data  High quality Interventions |
| Identify pupils living in SIMD 1 and 2 who have barriers to attending school. | From August 2025 |  | SLT | Attendance Dashboard |
| Class observations and learning walks to ensure targeted supports in class are effective. | From August 2025 |  | SLT | GIRFEC paperwork |
| Evaluate interventions to ensure impact | From October 2025 |  | Teaching staff  DHT | GIRFEC tracking |

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| **Priority 3**  Improvement in children and young people's health and wellbeing  Choose an item | |
| **National Improvement Framework Outcomes**  **2. Strong partnerships between schools, services, families, and communities.**  **6. Positive relationships, behaviour, and attendance in a respectful culture.**  **1. Empowered and accountable education system supporting lifelong learning.**  [**Education - achieving excellence and equity: National Improvement Framework 2025**](https://www.gov.scot/publications/achieving-excellence-equity-2025-national-improvement-framework/pages/1/) | |
| **How Good is Our School/Quality Improvement Framework ELC**  3.1 Ensuring wellbeing, equality and inclusion  2.4 Personalised support  3.2 Raising attainment and achievement  3.2 Securing Children's Progress  Choose an item.  Choose an item. | **UNCRC**  Article 28: (Right to education):  Article 12 (Respect for the views of the child): |

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| **Rationale for change based self-evaluation including data and stakeholder views** |
| As a school we promote Pupil participation and pupil voice. To cement our practice we are awaiting reaccreditation of the Rights Respecting Schools Gold Award. Our parents have shared their encouragement for the rights of the child being embedded throughout the school and are delighted we are nearing the assessment date.  Wellbeing check ins have become routine in school this session and there is a need to provide more support in house when required. Our Acting Depute Head Teacher is trained in LIAM (Let’s Introduce Anxiety Management) and this will become part of the school offer. We also plan to look for training opportunities to build on what our staff can currently offer e.g Seasons for Growth.  Promoting attendance continues to be a priority as we understand the impact of lost days of learning. Our draft Attendance policy will be shared with parents to ensure the procedures are clear when keeping informed around attendance. We continue to support families who have barriers to attendance. |
| **Expected outcomes for learners**  **Who? By how much? By when? What?** | |
| * By September 2025, Pupil Participation group will lead the whole school community towards the attainment of Rights Respecting School Award GOLD LEVEL. This will result in improved understanding of everyone’s role within the Children’s Charter. * By June 2026, our wellbeing interventions will have increased and show positive outcomes for the pupils participating. These will be tracked through GIRFEC meetings. * By June 2026, attendance across the school to increase from 94.8% to 95%.   By June 2026, to decrease the gap between the attendance of pupils in SIMD 1 & 2 and SIMD 3 – 10 from 3.2% to 2.6%. | |
| **If PEF spend is supporting – how much and what?** | |
| N/A | |

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| **Measure of Impact: What we will see and where?**  How will we measure this? What does “better” look like? How will we recognise better when we see it? |
| * Achievement of Gold Rights Respecting Award and rights embedded throughout the school * Interventions/supports clearly observed in classes. Adaptations made for learners as agreed through GIRFEC meetings. * Through learning walks and through conversations during GIRFEC and Attainment meetings, all staff will have a clear understanding of Support for Learning policy and procedures. Staff will be able to share supports and evaluate throughout the session. * Through achieving The Promise Award, all staff will show a commitment to inclusion and improved outcomes for Care Experience Children. This will be observed through daily interactions and support. * Following school policy to track attendance and interventions as a robust way to notify and support families with attendance at school. Early intervention will show improved attendance for identified pupils. |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
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| Whole school survey Rights Respecting GOLD Award; follow up plan will be the outcome of this action. | September 2025 |  | All staff led by Mrs Docherty, Miss McCafferty and the Rights Respecting Pupil Group | Resources from Rights Respecting School Award  Support and training from Rights Respecting Schools award |
| GIRFEC meetings to identify interventions for individuals | From August 2025 |  | Teaching Staff  DHT | GIRFEC meetings |
| Signs of Safety Training | By June 2026 |  | HSCP  SLT | Authority Training |
| Support for Learning Policy created to include protocol and interventions list | From August 2025 |  | DHT | GIRFEC |
| Roll out a dyscalculia pathway | From August 2025 |  | DHT  Teaching staff | Collegiate time  GIRFEC meetings |
| To achieve ‘The Promise’ award | From August 2025 |  | SLT  Equalities Group  Teaching staff | Collegiate time  ‘The Promise’ Resources |
| Review school Attendance Policy and share with stakeholders | From August 2025 |  | HT | Draft Attendance Policy  Collegiate time |
| Develop a school Anti bullying policy | From January 2026 |  | SLT  Staff  Pupils  Parents | Revised Inverclyde Anti-Bullying Policy  Collegiate time  Parents in Partnership meeting |
| Begin to develop a school Positive Relationships Policy | From January 2026 |  | SLT  Staff  Parents | Inverclyde Promoting Positive Relationships Policy  Collegiate time |

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| **Priority: 4**  Improvement in skills and sustained, positive school-leaver destinations for all young people  Choose an item | |
| **National Improvement Framework Outcomes**  **2. Strong partnerships between schools, services, families, and communities.**  **1. Empowered and accountable education system supporting lifelong learning.**  Choose an item.  [**Education - achieving excellence and equity: National Improvement Framework 2025**](https://www.gov.scot/publications/achieving-excellence-equity-2025-national-improvement-framework/pages/1/) | |
| **How Good is Our School/Quality Improvement Framework ELC**  2.2 Curriculum  1.3 Leadership of change  2.5 Family learning  2.3 Learning, teaching and assessment  2.7 Partnerships  3.3 Increasing creativity and employability | **UNCRC**  Article 12 (Respect for the views of the child):  Article 28: (Right to education): |

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| **Rationale for change based self-evaluation including data and stakeholder views** |
| Our cluster is focusing on embedding financial education to improve numeracy and writing attainment while developing essential life skills, supporting the shared ambition to build the young workforce. National guidance highlights that early, consistent financial education is crucial for closing the poverty-related attainment gap and fostering financial resilience, especially for children in SIMD 1 & 2. Aligning with Education Scotland, the Scottish Government, and Inverclyde’s Town Fund Planner, we will deliver this through Scotland’s Financial Schools programme, which promotes high-quality, experiential learning to enhance financial wellbeing and literacy for all pupils.  As a school we want to continue to build on embedding meta skills throughout the curriculum. Linking with financial education and relating to the world of work will help to prepare pupils for life beyond the school walls. The opportunity to work as a cluster is also beneficial to share ideas and resources as well as ensuring a joined up approach with feeder Nursery and Secondary establishments. |
| **Expected outcomes for learners - Who? By how much? By when? What?** | |
| By June 2026, the majority of primary pupils across the cluster will show an increased understanding of financial education. Cluster pupils will demonstrate an increased capacity to engage in meaningful discussion in their skill development around financial education. This will be assessed via cluster voice group and observed in class.  By June 2026, the majority of teaching staff will show an increased confidence in delivering financial education in comparison to the baseline set in August 2025.  By June 2026, the majority of 3-18 year olds across the cluster will be able to identify the link between meta-skills and financial education. This will be assessed via pupil voice. | |

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| **Measure of Impact: What we will see and where?**  **How will we measure this**? What does “better” look like? **How will we recognise better when we see it?** |
| We will see the majority of pupils across the cluster demonstrating increased understanding of financial education, using appropriate vocabulary and applying concepts confidently in real-life and play-based contexts. This will be evident through classroom observations, learning conversations, and pupil voice groups. At the same time, teaching staff will show increased confidence in delivering financial education, reflected in planning, professional dialogue, and observed practice. Impact will be measured through pre- and post-confidence reflections, moderation, and learning visits.  We will see the majority of 3–18 year olds across the cluster identifying clear links between meta-skills and financial education, evident in class discussion, pupil voice, and reflection activities. This will be measured via pupil voice feedback, learning conversations, and cross-sector sharing events. Pupils will articulate how skills such as problem-solving, collaboration, and creativity help them in financial learning, recognised through their ability to make these connections independently and meaningfully across contexts. |
| ​**If PEF spend is supporting – how much and what?** |
| N/A |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
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| Cluster representative to meet with Gavin Brown (QIO) and Chris Bateman (Town Fund Planner) to explore partnership working with Scotland’s Financial Schools. | June 2025 |  | Cluster | Cluster Meeting |
| Offer high-quality CLPL sessions to all staff, delivered in partnership with Chris Bateman and Scotland’s Financial Schools. These sessions will focus on financial wellbeing, links to the poverty-related attainment gap, and how financial education strengthens numeracy, literacy, HWB, and meta-skills. Practical, experiential approaches will be modelled and shared. | August – December 2025 |  | SLT  Teaching staff | Collegiate time |
| Staff to integrate financial education into planning by embedding it within numeracy and interdisciplinary frameworks. Practitioners will be encouraged to plan progressive, age-appropriate learning linked to CfE experiences and outcomes, as well as skills for learning, life, and work – using the new Inverclyde Numeracy Strategy.  Share and moderate plans within the cluster. | By December 2025  By June 2026 |  | Teaching staff | Collegiate time |
| Collate and share a bank of high-quality, engaging resources and exemplars across the cluster. Resources will include real-life financial contexts, play-based activities for enterprise opportunities for upper primary and beyond. | By June 2026 |  | Teaching staff  Cluster | Collegiate time  Cluster meeting |
| Introduce a financial education skills tracker for use with targeted learners in early primary. This will support practitioners to monitor progress over time through professional judgement and observation. | By June 2026 |  | SLT  Teaching Staff  Cluster | Collegiate time |
| Implement regular pupil voice activities across the cluster to gather insights into understanding, engagement, and confidence in financial learning. Pupil voice will be used to inform planning and assess impact. | By June 2026 |  | SLT  Cluster | Cluster meeting |
| Make links between financial education and meta-skills explicit within learning and teaching. Staff will be supported to model and highlight these connections, and pupils will be encouraged to reflect on how they use skills such as problem-solving, creativity, and collaboration during financial tasks. | By June 2026 |  | Teaching staff  SLT | Collegiate time  Learning time  Assembly |
| Organise a cluster-wide celebration event or showcase to share and celebrate learning in financial education. Pupils will present their work, staff will share good practice, and partners and families will be invited to engage with the work taking place.  Share learning activities and information with families to reinforce financial learning at home. Encourage participation through challenges, enterprise events, or classroom visits that promote real-world application of financial concepts. | By June 2026 |  | SLT  Teaching Staff  Cluster | Cluster planning time |
| Track and evaluate progress throughout the year using observation records, voice group feedback, staff surveys, and tracking data. Use this information to adapt practice, respond to need, and share impact. | By June 2026 |  | SLT  Teaching staff | Observation Records  Evaluations |