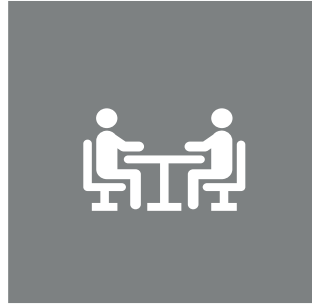




Improving Lives Together  
Ambition | Compassion | Integrity



## Quality Improvement Plan 2025-2026

SCHOOL: Grandtully Primary

SEED: 5344328

Our vision is to create a nurturing environment where positive relationships and respect are at the heart of productive learning.

Our Values are to be Ready, to be Respectful and to be Safe.

Our Curriculum Rationale can be assessed through the following link

<https://youtu.be/ozinD7JZ8II>



## Three Year Overview of Key School Priorities 2023-2026

2023-2024	<ul style="list-style-type: none"> <li>• Increase levels of enjoyment of reading so that there is an increase in more children achieving levels earlier.</li> <li>• Assessment and Moderation. Assessment of reading across all stages. Assessment of play in the early years. Moderation of writing across LMG</li> <li>• Partnerships and Participation, with a focus on Learner and parental participation</li> </ul>
2024-2025	<ul style="list-style-type: none"> <li>• Raise attainment within literacy through the development of whole school approaches to writing.</li> <li>• To increase staff, pupils and parents understanding of what nurturing means and therefore children will be able to explain how nurtured they feel.</li> <li>• To make learning more visible for parents and families to engage with.</li> </ul>
2025-2026	<ul style="list-style-type: none"> <li>• Learning and Teaching - To improve learning and teaching and assessment to raise attainment in writing.</li> <li>• ASN/Nurture - To ensure transitions arrangements support children's wellbeing and therefore continue to ensure high attainment.</li> <li>• Leadership of change - Revisit Curriculum Rationale and Vision to ensure all stakeholders are invested.</li> </ul>

### LMG Priority

#### LMG Priorities for 2025-2026

- Moderation using LMG Rubric
- Transition

## Quality Improvement Plan - Priorities and Outcomes

What are the outcomes that you plan to achieve for your children, young people and families for this session?

### Key Priority One: Teaching and Learning and Assessment in writing

**Rationale:** Over the last session we have focused on the pedagogy around teaching writing. Our evidence shows an increase in attainment. To ensure we embed this and continue to raise attainment we will look at the assessment of writing and ensure our programme of study ensures children experience and are able to write across a number of genres in different contexts and assessment is appropriate and supports children's progress.

**Overall Aims:** To improve teacher confidence in learning and teaching and particularly assessment in writing and that children can identify and write a range of different genres and which will enable them to demonstrate high standards in writing.

#### NIF Priority (Highlight):

- Placing the human rights and needs of every child & young person at the centre of education
- Improvement in children & young people's health & wellbeing
- Closing the attainment gap between the most & least disadvantaged children & young people
- Improvement in skills & sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy & numeracy

#### NIF Drivers (Highlight):

- School & ELC leadership
- Teacher & Practitioner professionalism
- Parent/carer involvement & engagement
- Curriculum and assessment
- School & ELC improvement
- Performance information

#### HGIOS4 QIs (Highlight) :

- |   |                                     |  |
|---|-------------------------------------|--|
| 1.1 Self-evaluation for self-improvement      | 1.1 Safeguarding & child Protection | 3.1 Ensuring wellbeing, Equality & inclusion |
| 1.2 Leadership of learning                    | 1.2 Curriculum                      | 3.2 Raising attainment                       |
| 1.3 Leadership of change                      | 1.3 Learning, teaching & assessment | 3.3 Increasing creativity & employability    |
| 1.4 Leadership & management of staff          | 1.4 Personalised support            |  |
| 1.5 Management of resources to promote equity | 1.5 Family learning                 |  |
|   | 1.6 Transitions                     |  |
|   | 1.7 Partnerships                    |  |

Objective <i>What will change? When, who, what, by how much?</i>	Intended Outcomes <i>What will happen as a result of the objective?</i>	Key Improvement Activity <i>What approaches or interventions will be in place? (May be Universal or Targeted)</i>	Measures <i>How will you measure the intended outcomes?</i>	Key Personnel	Monitoring <i>How will you know the activity is happening as planned?</i>	Progress and Impact
By June 2026 all pupils will have a greater understanding and evidence of 4 different assessed genres of writing across the year.  By June 2026 there will be an increase of those children who are ahead of expected standards of at least 20%.	Better understanding of teaching, learning and assessment of writing.  Staff and pupils will be able to articulate the different genres of writing and pupils will use these where appropriate.  Increased number of children ahead of national standards.	1. Examine the current writing data and identify areas for improvement. 2. Review progress from T4W from last year and identify genres covered and not covered and identify what will be included in the current session that fits with planned showcases. 3. Teaching staff will explore the different approaches to assessment of writing and agree a method that they will adopt. 4. Teaching staff will lead an enquiry-based approach to baseline pupils understanding of genre and then plan with the pupils to ensure a wide range of genres are explored through T4W.	Baseline assessments for staff and pupils Tracking data	CG, GG, CE	Quality Assurance process – tracking meetings, classroom observations, learner conversations. Professional dialogue in curriculum development meetings.	

		<p>5. Quality assurance will use new LMG Rubric and staff will moderate each other's practice.</p> <p>6. Review long term and short-term planning of learning and assessment to ensure it is fit for purpose.</p>				
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## Quality Improvement Plan - Priorities and Outcomes

What are the outcomes that you plan to achieve for your children, young people and families for this session?

### Key Priority Two: Nurture – transitions are important in children's lives

**Rationale** Whilst our data shows that the school is a nurturing environment and our feedback from children is very positive, we have noticed that in the Glasgow Wellbeing Profile, autonomy and agency are not as high as affiliation and feeling healthy and safe. By strengthening our transitions and our use of the GMWP we hope to level out these areas so that our children show that they are well rounded individuals.

**Overall Aim:** To ensure transitions arrangements support children's wellbeing and therefore continue to ensure high attainment.

#### NIF Priority (Highlight):

- Placing the human rights and needs of every child & young person at the centre of education
- Improvement in children & young people's health & wellbeing
- Closing the attainment gap between the most & least disadvantaged children & young people
- Improvement in skills & sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy & numeracy

#### NIF Drivers (Highlight):

- School & ELC leadership
- Teacher & Practitioner professionalism
- Parent/carer involvement & engagement
- Curriculum and assessment
- School & ELC improvement
- Performance information

#### HGIOS4 QIs (Highlight):

- |   |                                     |  |
|---|-------------------------------------|--|
| 1.1 Self-evaluation for self-improvement      | 2.1 Safeguarding & child Protection | 3.1 Ensuring wellbeing, Equality & inclusion |
| 1.2 Leadership of learning                    | 2.2 Curriculum                      | 3.2 Raising attainment                       |
| 1.3 Leadership of change                      | 2.3 Learning, teaching & assessment | 3.3 Increasing creativity & employability    |
| 1.4 Leadership & management of staff          | 2.4 Personalised support            |  |
| 1.5 Management of resources to promote equity | 2.5 Family learning                 |  |
|   | 2.6 Transitions                     |  |
|   | 2.7 Partnerships                    |  |

Objective <i>What will change? When, who, what, by how much?</i>	Intended Outcomes <i>What will happen as a result of the objective?</i>	Key Improvement Activity <i>What approaches or interventions will be in place? (May be Universal or Targeted)</i>	Measures <i>How will you measure the intended outcomes?</i>	Key Personnel	Monitoring <i>How will you know the activity is happening as planned?</i>	Progress & Impact
By June 2026 all staff will recognise the different transitions pupils experience and will be more effective in supporting them during these times.	Pupils will be supported by all staff during big and little transitions.	<ol style="list-style-type: none"> <li>1. Use HGIOS QI 2.6 to self-evaluate current practice.</li> <li>2. Watch nurturing schools input.</li> <li>3. Identify an area for focus for school.</li> <li>4. Develop and agree techniques.</li> <li>5. Embed in practice.</li> <li>6. Use 2.6 to re-evaluate practice.</li> </ol>	HGIOS QI 2.6 People's views – pupils, staff	All staff	In-service day feedback and check ins for progress.	
By December 2025 all teaching staff will understand how the GMWP relates to GIRFEC and will be able to analyse the pupil's data more effectively.	<p>Teaching staff will understand how GMWP relates to the SHANARRI indicators.</p> <p>Pupils will have a better understanding of the wellbeing wheel and what their next steps are.</p>	<ol style="list-style-type: none"> <li>1. Read document about GMWP.</li> <li>2. Look again at the profile and administer to children.</li> <li>3. Explain to children/families the links between the profile and SHANARRI wheel.</li> <li>4. Analyse data and identify what teaching/strategies/focus children need to be targeted/introduced/strengthened and embed over session.</li> <li>5. Re-do GMWP and see if there is any impact – if so, continue with strategies, if not start process again.</li> </ol>	GMWP profile school data from 2024/2025 compared with 2025/2026	Teaching staff	Tracking meetings will have this as an item on the agenda.	

## Quality Improvement Plan - Priorities and Outcomes

What are the outcomes that you plan to achieve for your children, young people and families for this session?

**Key Priority Three:** Vision and Curriculum Rationale

**Rationale** Whilst we have a strong vision and curriculum rationale, we have had a number of new families therefore it is important that we ensure that is up to date and relevant and that all stakeholders know and understand our direction of travel.

**Overall Aim:** To ensure parents, pupils, staff and the wider community are invested in the school vision, values, aims and curriculum rationale

NIF Priority(Highlight):	NIF Drivers (Highlight):	HGIOS4 QIs(Highlight) :			
<ul style="list-style-type: none"> <li>Placing the human rights and needs of every child &amp; young person at the centre of education</li> <li>Improvement in children &amp; young people's health &amp; wellbeing</li> <li>Closing the attainment gap between the most &amp; least disadvantaged children &amp; young people</li> <li>Improvement in skills &amp; sustained, positive school-leaver destinations for all young people</li> <li>Improvement in attainment, particularly in literacy &amp; numeracy</li> </ul>	<ul style="list-style-type: none"> <li>School &amp; ELC leadership</li> <li>Teacher &amp; Practitioner professionalism</li> <li>Parent/carer involvement &amp; engagement</li> <li>Curriculum and assessment</li> <li>School &amp; ELC improvement</li> <li>Performance information</li> </ul>	<table> <tr> <td> 1.1 Self-evaluation for self-improvement  1.2 Leadership of learning  1.3 Leadership of change  1.4 Leadership &amp; management of staff  1.5 Management of resources to promote equity </td><td> 2.1 Safeguarding &amp; child Protection  2.2 Curriculum  2.3 Learning, teaching &amp; assessment  2.4 Personalised support  2.5 Family learning  2.6 Transitions  2.7 Partnerships </td><td> 3.1 Ensuring wellbeing, Equality &amp; inclusion  3.2 Raising attainment  3.3 Increasing creativity &amp; employability </td></tr> </table>	1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership & management of staff 1.5 Management of resources to promote equity	2.1 Safeguarding & child Protection 2.2 Curriculum 2.3 Learning, teaching & assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships	3.1 Ensuring wellbeing, Equality & inclusion 3.2 Raising attainment 3.3 Increasing creativity & employability
1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership & management of staff 1.5 Management of resources to promote equity	2.1 Safeguarding & child Protection 2.2 Curriculum 2.3 Learning, teaching & assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships	3.1 Ensuring wellbeing, Equality & inclusion 3.2 Raising attainment 3.3 Increasing creativity & employability			

Objective <i>What will change? When, who, what, by how much?</i>	Intended Outcomes <i>What will happen as a result of the objective?</i>	Key Improvement Activity <i>What approaches or interventions will be in place? (May be Universal or Targeted)</i>	Measures <i>How will you measure the intended outcomes?</i>	Key Personnel	Monitoring <i>How will you know the activity is happening as planned?</i>	Progress & Impact
100% of school community of staff, families and pupils will know and have ownership of our school vision.	The school community will have a shared vision which will ensure the highest possible standards and success for all learners.	<ol style="list-style-type: none"> <li>Review current vision and identify which parts resonate with stakeholders.</li> <li>Rewrite vision if necessary, so that it is relevant and accessible for all current stakeholders.</li> <li>Share new wording and seek agreement.</li> <li>Create a visual and create opportunities to share in a way which helps all remember what we are striving for.</li> <li>Use new vision on documentation and as our driver for all improvements.</li> <li>Review annually.</li> </ol>	<p>Currently no staff members or pupils when asked what our school vision was could answer so our baseline has been established.</p> <p>This question will be revisited throughout the year.</p>	All stakeholders – pupils, staff, families and those who work with us.	Vision will be on agendas for Huddles, staff meetings and Parent Council. Updates will be shared in weekly sway.	

100% of school community will be able to articulate or direct others to the school's Curriculum Rationale.	An updated Curriculum Rationale which is meaningful and relevant to the context of the school within its community.	<ol style="list-style-type: none"> <li>1. Review current Curriculum Rationale.</li> <li>2. Audit all stakeholders for their views.</li> <li>3. Children will create new video of curriculum rationale.</li> <li>4. Share with all stakeholders.</li> <li>5. Review annually ensuring still meaningful and relevant.</li> </ol>	<p>All stakeholders will be asked what the Curriculum Rationale for Grandtully Primary is.</p> <p>This will then be measured again at end.</p>	All stakeholders	As above	
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## Cost of the School Day Approach – Grandtully Primary School

**Position Statement** – *Free at the point of delivery for all who need it.*

Grandtully Primary School will support children and young people to participate fully in school life through reducing costs in a sustainable and inclusive way.

### **Suggested Overall Aim:**

It is our goal to make our education provision equitable and accessible to all regardless of income or personal circumstances.

<b>Area</b> Identifies from information gathered	<b>We already do...</b>	<b>Issue Identified</b> What does our evidence/data tell us?	<b>Desired Outcome</b> What would we like to achieve? (universally or targeted)	<b>Interventions</b> How will we address the issue identified?	<b>All staff should consider</b>	<b>Impact evidence</b>	<b>Evaluation Date</b>
Uniform	Easily accessible colours Does not require branded logo items Uniform bank Stock of outdoor clothes	Some parents and carers are unaware.	All parents will be aware.	Continue to highlight uniform bank and stock of outdoor clothes.	Promote uniform swapping		
School supplies	All resources required for learning supplied by school Items for specific projects donated or sourced through funding opportunities Resources always available for homework tasks.	Some parents and carers are unaware.	All parents will be aware.	Include in induction and start of year correspondence with parents. Continue to highlight throughout the year in weekly updates and Parent Council meetings.	Highlight resources available for home projects		
School meals, snacks and drinks	Universal free school meals for P1-5 All children provided with free snack provided by Parent Council. Free water bottles Cooking and baking resources provide by school.	Some parents and carers are unaware.	All parents will be aware.	Include in induction and start of year correspondence with parents. Continue to highlight throughout the year in weekly updates and Parent Council meetings.	Continue to explain to parents why we do snack		

Health and Wellbeing	Free toothbrushes and toothpaste provided to P1. Free sanitary products provided.	Parents and carers are unaware.	All parents will be aware.	Include in induction and start of year correspondence with parents. Continue to highlight throughout the year in weekly updates and Parent Council meetings.	Ensure pupils are aware of these resources.		
Fundraising events and themed days	School fundraising kept to a minimum. Schools works with PC to ensure fundraising is spread over the year. School showcases free to attend. Costumes for shows made in school or encouraged to upcycle.	Parents and carers are unaware.	All parents will be aware.	Include in induction and start of year correspondence with parents. Continue to highlight throughout the year in weekly updates and Parent Council meetings.	Continue to support Parent Council		
Trips	Staff access local area within walking distance. Use of free or cheaper public transport where possible. All trips are free to access and funded by parent Council or grants.	Parents and carers are unaware.	All parents will be aware.	Include in induction and start of year correspondence with parents. Continue to highlight throughout the year in weekly updates and Parent Council meetings.	Continue to support Parent Council		
Extra-curricular activities and clubs	Active schools provide taster sessions/blocks Lunchtime clubs provided free of charge.	Parents and carers are unaware.	All parents will be aware.	Include in induction and start of year correspondence with parents. Continue to highlight throughout the year in weekly updates and Parent Council meetings.	Continue to have strong links with Active Schools Co-ordinator		
Transport	Taxi provided by PKC for those who are entitled to receive transport.	Do all parents who are entitled to transport realise they are ?	All parents will be aware.	Identify and target those who this applies to	Ensure new parents know if this is an option for them		
Digital access and learning at home	Small loan-bank of IT devices available to support learning at home.	Parents and carers are unaware.	All parents will be aware.	Target as required e.g. on snow days etc	Continue to be aware as to who this may apply to.		