



School Improvement Plan

2024/25

**Gallowhill Primary School and Early
Learning and Childcare**

Planning framework

As part of Children's Services, Gallowhill Primary School and ELCC has developed this establishment improvement plan which provides a framework for how we intend to achieve Children's Services' vision of *working together to get it right for children, families and communities – Protecting, learning, achieving and nurturing*.

National Priorities

We also have to take account of the Scottish Government's national improvement framework which provides a vision for education in Scotland, namely to:

- 1. place the human rights and needs of every child and young person at the centre of education;**
- 2. improve attainment, particularly in literacy and numeracy;**
- 3. close the attainment gap between the most and least disadvantaged pupils;**
- 4. improve children's health and wellbeing; and**
- 5. improve children and young people's employability skills so that they move into positive and sustained destinations.**

Renfrewshire's Education Priorities

Our priorities will also align with the Renfrewshire Council Plan and Education Improvement Priorities listed on pages 3 and 4.

Pupil Equity Funding

Our school receives Pupil Equity Funding (PEF) to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap. This funding enables us to plan additional interventions to those which were already planned. These interventions are highlighted throughout this improvement plan using the (PEF) abbreviation.

The priorities and actions within this improvement plan address the needs of our school and articulate with local and national priorities.

Renfrewshire Council Plan Strategic Outcomes

← Cross cutting theme: Improving outcomes for children and families →

We will encourage kind and connected communities—where our citizens take pride in their **place**, attracting others to move here and share in the opportunities Renfrewshire has to offer.

We will support a strong and flexible local **economy**—with Renfrewshire able to adapt after the pandemic, building up resilience to support good green jobs and skills for all local people to enjoy the benefits of both living and working here.

We want Renfrewshire to be a **fair** place—where all our people have the best chances to live happy, healthy and fulfilled lives, to feel safe, supported and empowered to unlock the strength of our collective potential.

We are working towards a **greener** future—taking responsibility for our impact on the planet and taking brave, bold steps to protect the natural environment that supports and benefits us all.

We want our employees to feel proud to work for Renfrewshire Council because we are a **values** driven organisation, where we all understand and value our contributions, and we are passionate about making a difference for Renfrewshire.

Renfrewshire Council's Values

We are **fair**, we treat each other and everyone we deal with respectfully and work hard to build trust in Renfrewshire Council.

We are **helpful**, we care about getting things right and are always approachable.

We are great **collaborators**; we work as one team and with people who care about this place.

We value **learning** to help us innovate, improve and deliver better services.

Children's Services Vision

Working together to get it right for children, families and communities – protecting, learning, achieving and nurturing

Renfrewshire's Education Improvement Plan Priorities

<p>Protecting the most vulnerable members of our communities including children and young people who are at risk. Work will progress to ensure Renfrewshire keeps the Promise and delivers improved outcomes for individuals who are care experienced. Where possible children will be kept within their families and priority given to securing provision for kinship care.</p>	<p>Family supports and focussing on early intervention, by equipping parents and carers with the information, skills and support they need to ensure positive outcomes for children and young people in their care, whilst providing opportunities for parents and carers to shape the services that impact them.</p>	<p>Enhancing supports around mental health and wellbeing, including the school-based mental health and wellbeing programme and the Ren10 network of staff and volunteers who provide early help services to those in need.</p>	<p>Enhance learning and teaching, delivering a meaningful, relevant and progressive curriculum that supports a wide range of learner pathways by placing the rights and needs of every child and young person at the centre of education. Efforts will focus on raising attainment while ensuring equity for all. There will be a sustained focus on delivering a curriculum that equips all children and young people to achieve success in life.</p>	<p>Through a shared vision and understanding of inclusion, children and young people will experience inclusive learning experiences and supportive relationships which lead to positive life outcomes</p>
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Our Vision, Values and Aims

Our vision is for everyone to have the best educational experience possible, with the highest possible attainment.

Our values are articulated to demonstrate trust, openness, generosity, empathy, tolerance, honesty, encouragement and respect:
TOGETHER we are determined to achieve our best.

Our aims are:

1. To provide a curriculum which enables learners to achieve their full potential.
2. To motivate all learners in their own learning and development and actively involve parents, carers, and families in the life of the school.
3. To support and enable all staff from Nursery to P7 to provide a high-quality experience through improvement planning and self-evaluation.
4. Through careful planning and assessment, provide a range of learning and teaching approaches which meet the needs of all children from Nursery to P7 so that our whole school community has high expectations and values achievement.
5. To deploy our staff team effectively to meet the needs of learners and to improve provision.
6. To utilise additional funding appropriately to affect positive change in raising attainment for all learners.

Who did we consult?

To identify our priorities for improvement, we sought the views of :

- Staff
- parent and carers
- learners
- partners.

We used a variety of methods of getting the views of those who are involved in the life and work of Gallowhill Primary School and ELCC such as:

- focus group discussions
- questionnaires
- staff collegiate time
- learner leadership groups
- formal self-evaluation exercises.

All information gathered is collated and used to assist us to identify next steps and areas for improvement.

How will we know if we are achieving our aims?

We will measure and evaluate the progress we are making to achieve the key outcomes set out in this plan. We do this using quality assurance activities that include:

- Learning visits to classes throughout the year by SLT
- Engagement in reciprocal visits with Education Manager and visiting Headteacher
- Formal self-evaluation exercises using HGIOS 4 with staff and HGIOURS part 2 with pupil council
- Discussion of Improvement Plan and PEF Plan with Parent Council
- Regular scrutiny of data in conjunction with target setting and review meetings.
- Adhering to our Monitoring Calendar
- Undertaking summative and formative assessments
- Making good use of Standardised Assessments
- Audit progress of our plan

Each year we also complete a Standards and Quality report and self-evaluation document which are monitored by Renfrewshire Council Children's Services' staff.

Improvement Priority 1 – Improving Outcomes for Our Learners in Literacy: Reading and Writing

HGIOS/HGIOELC QIs 2.3; 3.2	NIF Priorities <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children Improvement in children's and young people's health and wellbeing Improvement in employability skills and sustained, positive school leaver destinations for all young people <p style="text-align: right;">Highlight as appropriate</p>	NIF Drivers <ol style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p><i>Where are the barriers identified through analysis of data and self-evaluation information? What is our self-evaluation information telling us? Where are the gaps?</i></p> <p>Whole staff team scrutiny of CfE data identified that Writing continues to be a priority for us with the biggest dips being at our current P4 and P5.</p> <p>Overall, our attainment in Writing remains as “good” at P2 and P4-7 but our aim is for this to be “very good” as it is at P1 and P3</p> <p>Talk For Writing is beginning to have an impact at P1-3 and P5.</p> <p>Our current Reading Scheme is not only out of date but is also out of print so, through self-evaluation, we have identified the need to replace this with a scheme which is fit for purpose.</p>	<p><i>What change do we want to see for learners? By how much? Who are the target group? By when? (timescales can extend beyond 1 academic year if appropriate)</i></p> <p>By ensuring our PEF teacher targets pupils at P5-P7, we would aspire to improve attainment as follows: P5 – by 6% from 74% to 80% P6- by 21% from 60% to 81% P7- by 20% from 62% to 82%</p> <p>We would expect that by June 2026, our attainment in Reading will remain “very good” at almost all stages.</p>	<p><i>How will we know the change is an improvement? What information/data will we gather to measure progress and impact?</i></p> <p>HT will scrutinise teacher judgement data three times per school session (September, January, May)</p> <p>Class teachers will assess pieces of writing on a weekly basis using our agreed criteria.</p> <p>NSA assessments will be administered in October for P4 and P7, and in May for P1. These assessments will be used formatively.</p>	<p><i>What do we plan to do? What evidence informed approaches might be effective? What have others done when facing similar issues in a similar context (collaboration)?</i></p> <p>Continue to employ 1.0 FTE teachers (PEF funded -see below) Continue to fund 1.6 FTE Pupil Support Assistants to provide targeted support to those pupils who are at risk of underachieving due to inclusion, particularly at P3 and P4. (PEF funded: total staffing costs-£93,825.68 from April '24-March '25)</p> <p>Continue to dedicate significant time from WTA to ensure all teachers attend CLPL sessions: Talk for Writing planning, implementing and evaluating.</p> <p>Dedicate significant time from WTA to explore best option for our school in terms of choosing a Reading scheme. Purchase resources. Staff development to familiarise teachers with new resource. Pupil focus group</p>

<p>In recent years more and more of our youngest learners in our ELCC setting have language and communication difficulties, including one child with significant loss of hearing.</p>	<p>Improved 1:1 interaction between children in the playrooms. Growth in confidence of hearing impaired child in accessing all areas of the nursery.</p>	<p>Staff observations of children's interactions with each other.</p> <p>Progress of hearing impaired child in terms of learning milestones.</p>	<p>Phased in approach across the school. (PEF supported- £28,323.32 available)</p> <p>One ELCO will introduce and teach Makaton to the staff and children in a planned and manageable way.</p>
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Improvement Priority 2 – To continue to improve attainment in Numeracy for all learners

<p>HGIOS/HGIOELC Qis 2.3; 3.2</p>	<p>NIF Priorities</p> <ul style="list-style-type: none"> • Placing the human rights and needs of every child and young person at the centre of education • Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children • Improvement in children's and young people's health and wellbeing • Improvement in employability skills and sustained, positive school leaver destinations for all young people 	<p>NIF Drivers</p> <table border="0"> <tr> <td>1. School Leadership</td> <td>4. Assessment of Children's Progress</td> </tr> <tr> <td>2. Teacher Professionalism</td> <td>5. School Improvement</td> </tr> <tr> <td>3. Parental Engagement</td> <td>6. Performance Information</td> </tr> </table>	1. School Leadership	4. Assessment of Children's Progress	2. Teacher Professionalism	5. School Improvement	3. Parental Engagement	6. Performance Information
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>Whole staff team scrutiny of Numeracy data for session 2023/24 shows that attainment is “good” overall; “very good” at P1,P3 and P7 but there is scope for improvement, particularly at the current P5 stage where attainment is at it's lowest.</p> <p>We set very aspirational targets at the start of session 2023/24 which we surpassed at P6 and P7.</p> <p>Data from Early Level Progression Tool shows children in our nursery would continue to benefit from concentrated input of SEAL strategies</p>	<p>By ensuring our PEF teacher targets pupils at P5-P7, we would aspire to improve attainment as follows: P5 – by 6% from 65% to 71% P6- by 29% from 60% to 87% P7- by 12% from 73% to 85%</p> <p>By June 2025 the majority of pre-schoolers will be demonstrating understanding of numeracy milestones consistently.</p>	<p>HT will scrutinise teacher judgement data three times per school session (September, January, May)</p> <p>Class teachers will assess at the end of Pathways when appropriate.</p> <p>SNSA assessments will be administered in October for P4 and P7 and in May for P1. These assessments will be used formatively.</p> <p>Early Level Progression toolkit</p>	<p>Continue to employ 1.0 FTE teachers (PEF funded - see below)</p> <p>Continue to fund 1.6 FTE Pupil Support Assistants to provide targeted support to those pupils who are at risk of underachieving due to inclusion, particularly at P3 and P4. (PEF funded: total staffing costs-£93,825.68 from April '24-March '25)</p> <p>PT will deliver targeted support to identified learners from P5-P7 to narrow/close gaps on a timetabled basis.</p> <p>Early years' teacher will continue to refresh practitioners' knowledge of SEAL strategies to enable them to ensure the playroom is mathematically rich in terms of language and activities. This will be done in an ongoing basis as part of the normal daily routine in the playroom.</p>

Improvement Priority 3 – To improve Health and Wellbeing Outcomes for all Learners

HGIOS/HGIOELC QIs 2.2; 2.5	NIF Priorities <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children Improvement in children's and young people's health and wellbeing Improvement in employability skills and sustained, positive school leaver destinations for all young people 	NIF Drivers <ol style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information 	
Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>Self-evaluation of our Health and Wellbeing programme identified that staff were feeling overwhelmed by the amount of topics and materials to cover.</p> <p>Recent data shared by the Dental Service identified that only 62.2% of our current P1 children have no obvious tooth decay. This is compared to 75% of our P7 pupils having no obvious tooth decay. Whilst in P1-2 our current P7 pupils engaged in the toothbrushing programme whilst our current P1s haven't.</p> <p>Attendance is a barrier to attainment for a significant number of pupils: 15% currently at 85% or below.</p>	<p>By June 2025 there will be a more streamlined and robust programme in place from pre-5 through to P7.</p> <p>The data for P1 in session 2024/25 should be closer to 75% requiring no dental intervention.</p> <p>We will see some improvement in attendance and late-coming for identified pupils: P2 - 5 pupils P3 – 10 pupils P4 – 4 pupils P5 – 2 pupils P6 – 4 pupils P7 – 3 pupils</p>	<p>Forward plans will reflect the curricular refresh.</p> <p>Daily toothbrushing records.</p> <p>NHS data shared in May 2025.</p> <p>HT monthly scrutiny of data</p> <p>Identified teacher monitoring targeted pupils on a daily basis.</p>	<p>Health and wellbeing Development Officer will support in advising us how best to navigate our way through the overwhelming amount of materials and resources. Advice will be sought on appropriate resources to facilitate the updated programme then resources purchased. Collegiate time ring-fenced to facilitate teacher engagement in planning this improvement.</p> <p>After training refresh for staff, daily toothbrushing will take place in P1, P2 and P2/3.</p> <p>Dental health lessons will be a regular feature in school, linked to our curricular refresh.</p> <p>Continue to engage in Renfrewshire's EBSA pilot.</p> <p>Daily phone calls made by identified teacher to targeted families.</p> <p>Input from Family Wellbeing Team to engage parents and carers of P3 pupils as their attendance is the poorest in the school.</p>