

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

School Improvement Plan

2025/26

Planning framework

As part of Children’s Services, Gallowhill Primary School and ELCC has developed this school improvement plan in line with the national and local priorities listed below.

**National Improvement Framework Key Priorities**

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

**National Improvement Framework 7 Key Outcomes**

* A globally respected, empowered, and responsive education and skills system with clear accountability at every level that supports children, young people and adult learners to thrive. The system enables the development of their knowledge, skills, values and attributes that give them the best opportunity to succeed and contribute to Scotland’s society and economy.
* Young people experiencing the benefit of schools and early years settings working in excellent partnerships with wider children’s services and other partners, families, and communities, in line with the GIRFEC approach.
* Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all.
* High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap.
* Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs.
* Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.
* An education system engaging in digital technology to enhance all aspects of learning and teaching, supported by a digitally skilled workforce and tackling digital inequality.

**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** | | | | | |
| **Reduce child poverty in Renfrewshire and improving outcomes for children and families currently living in poverty** | **Place children and young people’s human rights at the heart of the planning and delivery of services that affect them** | **Protect the most vulnerable members of our communities, including children and young people who are at risk** | **Support and nurture our children, families and communities** | **Create the best possible learning estate to allow children and young people to thrive** | **Raise attainment and enhance learning and teaching in an inclusive environment** |

|  |
| --- |
| **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. The priorities and actions within our school improvement plan meet the needs of the school and articulate with the local and national priorities.

**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 HGI**OUR**S 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
* Auditing 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.

**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.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Improvement Priority 1 – Improving Outcomes for Our Learners in Literacy and Numeracy** | | | | |
| **NIF Priorities**  Placing the human rights and needs of every child and young person at the centre of education  Improvement in children and young people’s health and wellbeing  Closing the attainment gap between the most and least disadvantaged children and young people  Improvement in skills and sustained, positive school-leaver destinations for all young people  Improvement in achievement, particularly in literacy and numeracy | | **NIF 7 Key Outcomes** (see page 2 for full descriptors)  Develop knowledge, skills, values and attributes to support children and young people to thrive  Excellent partnerships in line with GIRFEC  Inclusive and relevant curriculum and assessment  High levels of achievement across the curriculum with action to close the poverty-related attainment gap  Highly skilled practitioners and leaders driving excellent learning, teaching and assessment  Improving relationships behaviour and attendance with increased engagement in learning  Engaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality Highlight as appropriate | | |
| **Rationale for change** | **Outcome and Expected Impact** | | **Measures** | **Interventions** |
| *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?*  Through self-evaluation with our stakeholders, it was identified that our current reading scheme was not only in poor condition but was not offering an up-to-date reading experience for our learners. Previous Reading Scheme was seriously lacking in quality non-fiction texts.  Data has shown that a number of learners across the school are showing clear indications of dyslexia.  We are a Target School to benefit from additional staffing of 1.0 FTE teacher so we have identified specific pupils to receive bespoke support in Writing and Numeracy.  Scrutiny of the Early Level Progression Tool identified that the average percentage of Literacy measures achieved by our Pre school children was 77% and 20% of our Ante Pre school children. | *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)*  We would expect to see increased engagement in Reading with learners expressing positive views on the improved provision. Current attainment levels would increase in line with reader satisfaction and we should be able to evidence higher rates of accelerated learning:  -in P2 we aim to close/narrow attainment gap by 10% by June 2026.  -in P3 we aim to close/narrow attainment gap by 3% by June 2026.  -in P4 we aim to increase attainment by  9% by June 2026.  -in P6 we aim to increase attainment by  3% by June 2026.  -in P7 we aim to increase attainment by  8% by June 2026.  Learners needs will be more clearly articulated and reflected in their Pupil Support Plans.  In Writing:  in P2 we aim to close/narrow attainment gap by 5% by June 2026.  -in P3 we aim to close/narrow attainment gap by 5% by June 2026.  -in P4 we aim to increase attainment by  9% by June 2026.  -in P5 we aim to increase attainment by  11% by June 2026.  -in P6 we aim to increase attainment by  13% by June 2026.  -in P7 we aim to increase attainment by  12% by June 2026.  In Numeracy:  in P2 we aim to close/narrow attainment gap by 14% by June 2026.  -in P4 we aim to increase attainment by  14% by June 2026.  -in P5 we aim to increase attainment by  4% by June 2026.  -in P6 we aim to increase attainment by  6% by June 2026.  -in P7 we aim to increase attainment by  8% by June 2026.  We would aspire that 93% of the current Pre school children will achieve Early Level in Literacy by the end of P1 and that 84% of the Ante Pre school children will demonstrate Literacy measures consistently by June 2026. | | *How will we know the change is an improvement?*  *What information/data will we gather to measure progress and impact?*  HT will scrutinise teacher judgement data three times per school session (September, January, May)  Class teachers will assess learner engagement through informal discussion and ongoing observations.  SNSA assessments will be administered in October for P4 and P7, and in May for P1. These assessments will be used formatively.  Monitoring of the group’s work and feedback on progress by HT and monitoring of PSPs by DHT.  Regular tracking meetings by HT and DHT to monitor learner progress.  Monthly monitoring of attendance and late-comings by HT.  Early Years Progression tool  P1 Target Setting Data  Staff will observe and regularly discuss the children’s progress. | *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)?*  *If PEF intervention, denote with (PEF).*  *Ensure that the PEF intervention correlates with the contents of your PEF Spreadsheet Plan*  Continue to employ 1.0 FTE teachers (PEF funded -see below)  Continue to fund 1.6 FTE Pupil Support Assistants and supplement by 0.8FTE to provide targeted support to those pupils who are at risk of underachieving due to inclusion, particularly at P3,P4 and P5. (PEF funded: total staffing costs-£114,231.47 from April ‘25-March ‘26)  We will establish a Dyslexia Working Party to upskill staff in identifying learners with Literacy difficulties led by a teacher who has a particular interest and knowledge of dyslexia.  Targetted support for P1, P4 and P7: 1.0 additional teaching allocation will provide this. Additional support for P2, P3, P5 and P6. PEF teacher will provide this.  Daily attendance monitoring by Principal teacher will support increased attendance, improved latecomings which in turn will impact positively on on attainment of targeted pupils.  Implementation of new Reading Scheme should engage pupils in Reading. This increased engagement should support learners to become better writers.  Formation of Dyslexia Awareness Working Party during session 2025/26 will upskill teachers and will assist them in providing appropriate supports for learners displaying dyslexic tendencies.  EY Graduate will continue to use **Talk for Writing** strategies within the 3-5 playroom.  EY Graduate will model **Talk for Writing** Strategies for other staff members.  Continue with **Dolly Parton’s Imagination Library** initiative & Lending Library to promote love of reading at home and within our ELCC. |
| **Improvement Priority 2 – To improve approaches to Learning and Teaching** | | | | |
| **NIF Priorities**  Placing the human rights and needs of every child and young person at the centre of education  Improvement in children and young people’s health and wellbeing  Closing the attainment gap between the most and least disadvantaged children and young people  Improvement in skills and sustained, positive school-leaver destinations for all young people  Improvement in achievement, particularly in literacy and numeracy | | **NIF 7 Key Outcomes** (see page 2 for full descriptors)  Develop knowledge, skills, values and attributes to support children and young people to thrive  Excellent partnerships in line with GIRFEC  Inclusive and relevant curriculum and assessment  High levels of achievement across the curriculum with action to close the poverty-related attainment gap  Highly skilled practitioners and leaders driving excellent learning, teaching and assessment  Improving relationships behaviour and attendance with increased engagement in learning  Engaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality Highlight as appropriate | | |
| **Rationale for change** | **Outcome and Expected Impact** | | **Measures** | **Interventions** |
| *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?*  In line with new guidelines developed by colleagues across the sectors and from evidence gathered during Learning Visits, we recognise the need for greater consistency in our approaches to Learning and Teaching .  In agreement with Cluster colleagues and Local Authority expectation on addressing Anti-Racist Education we will refresh our approaches to Interdisciplinary Learning. | *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)*  Learners at all stages of the school will be more engaged in their learning and will be more confident working independently and collaboratively.  Learners from all cultures will recognise relevance for themselves in our IDL topics. | | *How will we know the change is an improvement?*  *What information/data will we gather to measure progress and impact?*  Evidence recorded from Learning Visits from SLT and Peer Visits will demonstrate a positive impact compared to previous records. Pupil voice in particular should evidence a high level of Pupil Enjoyment.  Pupil evaluations of topics will be positive.  HT will monitor planning. | *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)?*  *If PEF intervention, denote with (PEF).*  *Ensure that the PEF intervention correlates with the contents of your PEF Spreadsheet Plan*  We will refresh our approaches to Learning and Teaching with a greater emphasis on Inquiry Based Learning, adopting The Renfrewshire Way.  We will establish a working Party to refresh our approaches to IDL and for the lead practitioner to work collaboratively with Cluster colleagues.  A shared learning day has been arranged for Cluster schools on the February in-service day.  Time from Working Time Agreement will support this development work. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Improvement Priority 3 – To Improve the Health and Wellbeing of all Learners** | | | | |
| **NIF Priorities**  Placing the human rights and needs of every child and young person at the centre of education  Improvement in children and young people’s health and wellbeing  Closing the attainment gap between the most and least disadvantaged children and young people  Improvement in skills and sustained, positive school-leaver destinations for all young people  Improvement in achievement, particularly in literacy and numeracy | | **NIF 7 Key Outcomes** (see page 2 for full descriptors)  Develop knowledge, skills, values and attributes to support children and young people to thrive  Excellent partnerships in line with GIRFEC  Inclusive and relevant curriculum and assessment  High levels of achievement across the curriculum with action to close the poverty-related attainment gap  Highly skilled practitioners and leaders driving excellent learning, teaching and assessment  Improving relationships behaviour and attendance with increased engagement in learning  Engaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality Highlight as appropriate | | |
| **Rationale for change** | **Outcome and Expected Impact** | | **Measures** | **Interventions** |
| *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?*  Through rigorous self-evaluation, we have identified that there are some learners who are struggling to engage in class. This not only disrupts their own learning but also that of others.  Recent data shared by the Dental Service identified that only 42.5% of our current P1 children have no obvious tooth decay. This is compared to 69.2% of our P7 pupils having no obvious tooth decay. Whilst in P1, our current P7 pupils engaged in the toothbrushing programme whilst our current P1s haven’t.  In our ELCC, we have identified children with significant ASN e.g. Autism and Language and Communication difficulties, who are dis-regulated and not accessing the Early Years’ curriculum. | *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)*  The target group of pupils- 4%- will utilise the “break out” areas whenever they feel overwhelmed or emotionally dysregulated. They will be more engaged in their learning.  The data for P1 in session 2025/26 should be closer to 75% requiring no dental intervention.  Children with additional needs will be more settled within the playroom and outdoor settings.  This will lead to increased engagement in the environment by June 2026. | | *How will we know the change is an improvement?*  *What information/data will we gather to measure progress and impact?*  Observations and discussion with key members of staff.  Pupil termly self-evaluation against SHANARRI indicators.  NHS data  Toothbrushing records  Staff will observe and regularly discuss the identified children’s progress and reflect these observations in the child’s support plan.  Regular monitoring of wellbeing by staff, using the Leuven’s Scale, the Progression Tool and through Wellbeing meetings with SLT and Early Years’ Graduate. | *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)?*  *If PEF intervention, denote with (PEF).*  *Ensure that the PEF intervention correlates with the contents of your PEF Spreadsheet Plan*  We plan to establish “Break Out” areas where disengaged learners can be directed to reset and re-regulate. This will be supported by £5000 from PEF to ensure the areas are appropriately resourced. This will come under the Inclusion Agenda.  Our Educational Psychologist has established a parents and carers NVR group to support the key adults in these children’s lives to help them manage their emotions.  Childsmile have committed to supporting getting the daily toothbrushing up-and-running from August. P7s were trained in leading the brushing last session and will work collaboratively with Childsmile.  Staff using **Up,Up & Away** to inform strategies and targets.  Staff will continue with use of visuals, Makaton/British Sign Language.  Dedicated time set for 1-1 support from the EY Graduate and Senior.  Quiet/sensory space developed.  SLT will utilise the LISN forum for guidance & strategies to support these learners. |