

Framework for School Improvement Planning 2023/24

;/Section 1: School Information and 3 Year Improvement Plan Priorities	
<b>School/Establishment</b>	Gartconner Primary School
<b>Head Teacher</b>	Paul Manley
<b>Link QIO</b>	Anne Dalziel

School Statement: Vision, Values & Aims and Curriculum Rationale
Include links to these documents.  <a href="#">..\Gartconner Vision, Values and Aims and Curriculum Rationale.docx</a>

Session	Looking Forwards – 3 Year Improvement Plan Priorities		
	2023/24	2024/25	2025/26
<b>Priority 1</b>	<b>Maths</b> Introducing Bruner’s spiral learning in maths	<b>Maths</b> Consolidating Bruner’s spiral learning in maths	<b>Maths</b> Embedding Bruner’s spiral learning in maths
<b>Priority 2</b>	<b>Health &amp; Wellbeing</b> <ul style="list-style-type: none"> <li>• <b>UNCRC</b> working towards Gold</li> <li>• <b>Sustainability</b> – developing biodiversity/all-weather</li> </ul>	<b>Health &amp; Wellbeing</b> <ul style="list-style-type: none"> <li>• Inclusion -The Circle</li> <li>• STEM</li> <li>• <b>UNCRC</b> – Gold</li> </ul>	Inquiry based learning <ul style="list-style-type: none"> <li>• Bundle E&amp;Os</li> <li>• Empowering inquiry spaces</li> <li>• Tuning in/finding out, sorting out, going further, making</li> </ul>

Framework for School Improvement Planning 2023/24

	<p>school/improved pupil and community voice</p> <ul style="list-style-type: none"> <li>• <b>Staff Wellbeing</b> – marking less to achieve more/adapting policy/peer coaching/time management linking to standards//improving environment/schools /Team building</li> <li>• <b>OPAL (Outdoor Play and Learning)</b> to continue</li> </ul>		<p>connections, taking actions, reflecting</p> <ul style="list-style-type: none"> <li>• Central idea/lines of inquiry</li> <li>• Issue/me/community/world</li> <li>•</li> </ul>
<b>Priority 3</b>	<p>Maintenance/Leadership</p> <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Inclusion &amp; Wellbeing</li> <li>• Data driven dialogue</li> </ul>	<p><b>Leadership</b></p> <ul style="list-style-type: none"> <li>• Collaborative inquiry</li> <li>• Play audit</li> </ul>	<p><b>Leadership</b></p> <ul style="list-style-type: none"> <li>• Equity audit</li> </ul>

Section 2: Improvement Priority 1	
<b>School/Establishment</b>	Gartconner Primary School
<b>Improvement Priority 1</b>	Making Maths Memorable – The Spiral approach
<b>Person(s) Responsible</b>	<p>Who will be leading the improvement? Deputy Head Teacher</p> <p>Who will they collaborate with? Principal Teacher Gartconner class and support Teachers Maths QIO EP St Matthew's HT</p>

Framework for School Improvement Planning 2023/24

St Matthew's Maths PT
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NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
Delete / copy as required	Delete / copy as required	Delete / copy as required	Delete / copy as required
Improvement in attainment, particularly in literacy and numeracy. Choose an item. Choose an item.	performance information curriculum and assessment school leadership	QI 1.3 Leadership of Change QI 3.3 Increasing creativity and employability QI 1.4 Leadership and management of staff	Improvement in attainment in numeracy and Maths Choose an item. Choose an item.

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
All teaching staff: <ul style="list-style-type: none"> <li>• Leadership of Learning</li> <li>• Leadership of Change to impact on Numeracy</li> <li>• Curriculum to impact on Learning, teaching &amp; assessment</li> <li>• Raising attainment &amp; achievement</li> <li>• Increasing creativity &amp; employability</li> </ul>	<ul style="list-style-type: none"> <li>• 24 days supply cover</li> <li>• MALT Assessments</li> <li>• Numeracy Resources</li> <li>• New Maths Planners</li> </ul>	<ul style="list-style-type: none"> <li>• Open afternoons</li> <li>• Sway</li> <li>• Parental survey/questionnaire</li> <li>• Update to parent council</li> </ul>
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
<ul style="list-style-type: none"> <li>• Visit to local establishment</li> <li>• Professional dialogue</li> <li>• CLPL various opportunities for professional learning in numeracy in house and central team</li> <li>• Reflection</li> <li>• Professional reading</li> </ul>	This intervention will seek to improve attainment for all learners including PEF. Include the Equity poster ref	£7,200 staffing (24x supply cover) MALT Assessments £1200 Resources £1000

Framework for School Improvement Planning 2023/24

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	
To raise almost all pupil confidence and attainment in maths through increased staff confidence with maths pedagogy.	Maths leads to support class teachers to create a maths programme of study based on spiral learning for block 1 based on pre assessment data <b>1 day</b> additional planning for all classes involved	<b>Pre measure</b> <ul style="list-style-type: none"> <li>MALT</li> </ul> Staff/pupil/parent questionnaire	August 23	
	Order appropriate resources & create professional library	All resources and books ordered	September 23	
	Team to create class maths learning environment and introduce walking the wall daily.	Learning environment created and wall the walls introduced	September 23	
	Maths leads to provide CLPL to staff throughout the year.	X 1 30 minutes each month	Ongoing	
	Impact session and highlight best practice each term X3 session <b>(3 hours)</b>	Staff aware of good practice	Ongoing	
	Parental Engagement –maths theme and sharing learning	Parental engagement regarding maths approach	September open afternoon May Class sway	

Framework for School Improvement Planning 2023/24

	Block 1 to start in P3- P7 x8 weeks	Capture evidence and display journey of learning. Floor book and class walls.	After September weekend for 8 weeks	
	Primary 2-7 pupils complete MALT assessments and complete analysis X1 1 hours	<b>Interim measure/pre for P2</b> <ul style="list-style-type: none"> <li>• <b>MALT</b></li> </ul> Staff & SMT to analyse qualitative and quantitative data to inform next steps	First/second week of December	
	Math leads to support class teachers to create a maths programme of study based on spiral learning for <b>block 2</b> based on the most recent MALT assessment data <b>1 day</b> additional planning for all classes involved	Gaps discussed and approaches agreed and new planning created	First/Second week of December	
	Block 2 to start in P3 – P7 x8 weeks	Capture evidence and display journey of learning. Floor book and class walls.	For 8 weeks	
	Primary 1-7 pupils complete MALT assessments and complete analysis X1 hours	<b>Post Measure/pre for P1</b> <ul style="list-style-type: none"> <li>• <b>MALT</b></li> </ul> Staff & SMT to analyse qualitative and quantitative data to inform next steps	Third/fourth week in March	
	Math leads to support class teachers to create a maths programme of study based on spiral learning for <b>block 3</b> based on the most recent MALT assessment data	Gaps discussed and approaches agreed and new planning created	Third/fourth week in March	

Framework for School Improvement Planning 2023/24

	1 day additional planning for all classes involved			
	Block 3 to start in P3 – P7 x8 weeks	Capture evidence and display journey of learning. Floor book and class walls.	For 6 weeks	
	Primary 3-7 pupils complete MALT assessments and complete analysis X1.5 hours	Staff & SMT to analyse qualitative and quantitative data to inform next steps	Second/third week in June	
	Math leads to support class teachers to create a maths programme of study based on spiral learning for <b>block 1 on the next year</b> based on the most recent MALT assessment data 1 day additional planning for all classes involved	Gaps discussed and approaches agreed and new planning created  <b>New Pre measure for 24/25</b> <ul style="list-style-type: none"> <li>• MALT</li> </ul> Staff/pupil/parent questionnaire	Second/third week in June	

*\*Duplicate tables as required for each priority*

Section 2: Improvement Priority 2	
<b>School/Establishment</b>	Gartconner Primary
<b>Improvement Priority 2</b>	Health & Wellbeing (Sustainably/UNCRC & staff wellbeing)
<b>Person(s) Responsible</b>	All staff

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
Delete / copy as required	Delete / copy as required	Delete / copy as required	Delete / copy as required
Improvement in children and young people’s health and wellbeing Choose an item. Choose an item.	school leadership school improvement teacher professionalism	QI 3.1 Wellbeing, equality & inclusion QI 1.3 Leadership of Change Choose an item.	Placing the human needs and rights of every child and young person at the centre of education Improvement in children and young people’s mental health and wellbeing Choose an item.

Framework for School Improvement Planning 2023/24

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Leadership of change Leadership of learning	Gardening equipment Plants/soil/planters/seeds	Steering groups Open day
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
½ day inset 2 hours collegiate planning 10 hours per class teacher Updates via email Professional reading/visiting	This intervention will seek to improve attainment for all learners including PEF.	£3,000

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	
The UNCRC & SDG is made known to almost all children and the Gartconner community	Collegiate working groups to be continued X2 hours leadership X20 individual work for each member Steering group for sustainably and UNCRC  ½ day Inset training for all staff teaching and support staff- focus on duty bearers & ABCDE of rights	Pre measure Staff & pupil survey  Post measure Staff & pupil survey	May 2024	Sustainability



Framework for School Improvement Planning 2023/24

	<ul style="list-style-type: none"> <li>• Weekly lessons linked to UNCRC</li> <li>• School wall displays</li> <li>• School assemblies linked to Rights &amp; SDG</li> <li>• Promote family engagement of UNCRC &amp; SDG during community café</li> <li>• Termly updates on SWAY</li> <li>• Local clean-up project</li> <li>• Class quizzes</li> </ul>			
<p>Almost all actions and decisions affecting children are rooted, reviewed and resolved through rights. Almost all children and adults collaborate to develop and maintain a school community based on equality, dignity, respect, non-discrimination and participation; this includes learning and teaching in a way that respects the rights of both educators and learners and promotes well-being.</p>	<ul style="list-style-type: none"> <li>• Class charters to be created linking to UNCRC articles</li> <li>• Create OPAL charter linked to rights /SDG</li> <li>• Make explicit link with rights &amp; SDG to annual events eg. Global Goals week, Nativity, Bikeability, Residential etc.</li> <li>• Pupils to continue to voice opinions and make change through leadership opportunities given. Eg. JRSO, JMT, Eco, RRS group, Digital Leaders etc.</li> <li>• Older pupils to continue to take on leadership roles to help support younger pupils. Eg. Reading/maths groups, playground pals, Turn Taking groups, buddying etc.</li> <li>• Any pupil to continue to take on leadership roles at lunchtime and breaks</li> </ul>	<p>Minutes and action points from all groups and committees</p> <p>Children to evaluated using RAG pre and post</p>		
<p>All children's social and emotional wellbeing is a priority.</p>	<ul style="list-style-type: none"> <li>• Mental Health focus day</li> </ul>	<p>Video log of progress</p>		

Framework for School Improvement Planning 2023/24

<p>They learn to develop healthy lifestyles including the growing and nurturing of plants and vegetables.</p>	<ul style="list-style-type: none"> <li>• Pupil notice board to be updated with important information support groups such as dyslexia group/Autism group</li> <li>• Explicit teaching though emotion coaching/H&amp;WB program/Zones of regulation</li> <li>• Creating a planting &amp; growing calendar/tracking system for whole school use</li> <li>• All children involved in planting and growing activities</li> </ul>			
<p>All children are included and are valued as individuals and make decisions about their education</p>	<ul style="list-style-type: none"> <li>• Pupil voice from assembly/committees/pupil forum &amp; leadership groups</li> <li>• Develop awareness of HGIOS for children through JMT</li> <li>• Celebrate diversity through assemblies and class work</li> <li>• Update libraries to reflect diversity</li> <li>• All pupils to help plan their play environment/maths play theme</li> <li>• Children to assist with risk assessments</li> <li>• All children target set</li> </ul>	<p>HGIOS evaluation and shared via assemblies</p>		
<p>Better sustainably in terms of our outdoor environment</p>	<ul style="list-style-type: none"> <li>• Steering groups to develop outdoor areas (gardeners/joiners/builders etc)</li> </ul>	<p>Video log</p>		
<p>Suitability and UNCRC calendar of events to be established</p>	<ul style="list-style-type: none"> <li>• Create calendar including national events and start to map within the curriculum overview</li> </ul>	<p>Create calendar</p>		
<p>Encourage whole school community to work on reducing waste</p>	<ul style="list-style-type: none"> <li>• Uniform bank to continue</li> <li>• Water smart – (own guttering)</li> <li>• Food waste (Afterschool chill bags)</li> </ul>	<p>Track uptake of uniform                  Measure over time                  Survey pre/post</p>		

Framework for School Improvement Planning 2023/24

Update rationale to include UNCRC & SDG	<ul style="list-style-type: none"> <li>• Collegiate groups</li> <li>• Pupil focus groups</li> <li>• Community café</li> </ul>	Increased awareness and sharing of rationale via PC/JMT/staff meetings		
Almost all children and young people are safe and protected and know what to do if they need support.	<ul style="list-style-type: none"> <li>• JRSO group to lead safety Initiatives- Hands up Scotland Survey, Road Safety Week assembly, Walk to School Week</li> <li>• Set up community links with local Police Officers to delivery workshops- Online safety/Cyber bullying/Substance misuse</li> <li>• Set up link with NSPCC 'Speak Out Stay Safe' programme</li> </ul>	Pre and post surveys		
Almost all staff will make an Improvement in staff wellbeing.	<p>SMT create and analyse questionnaire</p> <p>SMT to provide 3x individual staff wellbeing sessions</p>	<p>SMT Aug/Sept 23 baseline staff wellbeing questionnaire</p> <p>SMT Jan 24 questionnaire</p> <p>SMT May 24 final questionnaire</p> <p>SMT Additional 3x Staff wellbeing meetings 30mins with SMT</p> <p>Minutes of meetings.</p>	Aug/Sept 23 – May 24	
Improvement in staff wellbeing	<p>Steering group for staff wellbeing</p> <p>Collegiate working groups to be continued</p> <p>2 x 1 hour Inset sessions</p> <p>10hrs (WTA) individual work for each member</p>	Procedure and practice paper	June 24	

Framework for School Improvement Planning 2023/24

	<p>Staff collegiate sessions Inset 2</p> <ul style="list-style-type: none"> <li>• Introduction to Schools in Mind</li> <li>• Appoint Mental Health Lead</li> </ul> <p>Create a procedure and practice paper with elements below:</p> <ul style="list-style-type: none"> <li>• Review EDC policy for adaptation</li> <li>• Peer support/coaching</li> <li>• Signposting (wall display, SWAY, emails)</li> <li>• Improving time management linked to GTCS standards</li> <li>• Dealing with stress at work (adapting EDC toolkit)</li> <li>• Planning staff wellbeing activities calendar (weekly, monthly, termly)</li> <li>• improving environment (staffroom, alternative spaces)</li> </ul>	Minute with allocation of tasks and responsibilities.		
	Final session 1.5hrs (WTA)	Impact presentation to all staff	June 24	

*\*Duplicate tables as required for each priority*

Section 2: Improvement Priority 3	
School/Establishment	Gartconner Primary School

Framework for School Improvement Planning 2023/24

<b>Improvement Priority 3</b>	Maintenance
<b>Person(s) Responsible</b>	Deputy Head Teacher Educational Psychologist

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
<p>Delete / copy as required</p> <p>Improvement in children and young people’s health and wellbeing Improvement in attainment, particularly in literacy and numeracy. Choose an item.</p>	<p>Delete / copy as required</p> <p>school improvement teacher professionalism Choose an item.</p>	<p>Delete / copy as required</p> <p>QI 1.1 Self evaluation for self improvement Choose an item. Choose an item.</p>	<p>Delete / copy as required</p> <p>Improvement in attainment in literacy and English Improvement in children and young people’s mental health and wellbeing Choose an item.</p>

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Self-evaluation for self-improvement	SMT/EP Standardise tests	Sway communications open afternoon Seesaw Community café events
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
X 9 sessions of professional learning sessions to audit pedagogy, share best practice and moderate within a level.	This intervention will improve attainment for all learners.	£1.000 £4000 SLA Staffing

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
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Framework for School Improvement Planning 2023/24

Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	
<p>Improved <b>literacy</b> attainment</p> <p>Almost all children to make good progress in literacy including our most disadvantaged.</p>	<p><b>Professional dialogue &amp; moderation sessions x5 (12 hours)</b></p> <ul style="list-style-type: none"> <li>• Phonics &amp; spelling strategies/policy</li> <li>• Reading strategies/policy</li> <li>• Writing strategies/policy</li> <li>• T&amp;L strategies /policy</li> <li>• Writing moderation</li> <li>• Literacy moderation</li> </ul> <p>Staff led self-evaluation audit of pedagogical approaches used in teaching at each CfE level. Sharing of best practice and moderation of a level.</p>	<p><b>Pre &amp; post measures</b></p> <ul style="list-style-type: none"> <li>• SWST</li> <li>• NGRT</li> <li>• Phonological testing</li> <li>• PM benchmarking</li> <li>• Short burst writing assessments</li> <li>• T&amp;L assessment</li> </ul>	<p>August '23 &amp; May '24</p>	
<p>Improved pupil <b>wellbeing</b></p> <p>Almost all children to have positive wellbeing including our most disadvantaged.</p>	<p><b>CLPL x6 sessions (6 hours)</b></p> <ul style="list-style-type: none"> <li>• Emotion coaching</li> <li>• Restorative practice</li> <li>• Self-regulation</li> <li>• Nurturing principles</li> <li>• Zones of regulation</li> <li>• Using shared language (rights)</li> </ul>	<p><b>Pre &amp; post measures</b></p> <ul style="list-style-type: none"> <li>• Ferre Laevers</li> <li>• Informal observations</li> <li>• Inclusion survey</li> </ul>	<p>August '23 &amp; May '24</p>	

Framework for School Improvement Planning 2023/24

Improved analysis for all teachers	X1 training sessions on new Data Driven Dialogue (DDD) & Professional Planning Dialogue (PPD) 1.5 hours  Literacy and all other subject areas X6 session = 6 hours  Maths x15 hours (Not from WTA)	Quality of dialogue Tracking data	June 2024	
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Section 3: Interventions for Equity: Pupil Equity Funding (PEF) not included in priorities 1-3					
Outcomes/Expected Impact	Tasks/Interventions	Resources	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	Health & Wellbeing, Literacy and Numeracy interventions for identified groups	Identify PEF allocation, staffing and resources that will be procured to support	Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	Identify progress and impact in narrowing the PRAG
Almost all children to Improve coordination in gross and fine motor skills.	<ul style="list-style-type: none"> <li>DCD group</li> <li>OPAL</li> </ul>	SLA Equipment £200	Quantitative pre and post measures for gross and fine motor skills.	Ongoing across the year measures taken termly	
Improvement in health and wellbeing	<ul style="list-style-type: none"> <li>Curricular outdoor targeted learning programme</li> </ul>	<b>£12,000</b> <ul style="list-style-type: none"> <li>Outdoor kits</li> <li>Umbrellas</li> </ul>	Pre and post <ul style="list-style-type: none"> <li>Ferre Laevers</li> </ul>	Termly for targeted groups.	

Framework for School Improvement Planning 2023/24

<p>Almost all children to improve their health and wellbeing.</p>	<ul style="list-style-type: none"> <li>• Healthy cooking programme</li> <li>• Healthy snack stall</li> <li>• Lunch time clubs</li> <li>• Family learning events</li> <li>• Supported homework</li> <li>• Professional library</li> <li>• OPAL</li> </ul>	<ul style="list-style-type: none"> <li>• Play resources</li> <li>• Talk About resource</li> <li>• SLA</li> <li>• PEF PT</li> <li>• Healthy foods</li> </ul> <p>Additional hoodies and tracksuits</p>	<ul style="list-style-type: none"> <li>• Pupil questionnaires</li> <li>• Leadership groups</li> <li>• Tracker</li> </ul>		
<p>Improvement in literacy</p> <p>Almost all children to improve their literacy attainment</p>	<ul style="list-style-type: none"> <li>• Curricular outdoor targeted learning programme</li> <li>• Reading for enjoyment groups</li> <li>• Graphic novels library</li> <li>• IDL programme</li> <li>• Dyslexia library</li> <li>• Family learning events</li> <li>• Supported homework</li> <li>• OPAL</li> <li>• Professional library</li> </ul>	<p><b>£5200</b></p> <ul style="list-style-type: none"> <li>• PEF PT</li> <li>• SLA</li> <li>• IDL subscription</li> <li>• Specialised books</li> <li>• Laptops x 10</li> <li>• Clicker subscription</li> </ul> <p>Healthy snacks</p>	<p>Pre and post</p> <ul style="list-style-type: none"> <li>• Observations</li> <li>• Questionnaires</li> <li>• Evaluations</li> <li>• IDL tracker</li> <li>• Tracker</li> </ul>	<p>Termly for targeted groups</p>	
<p>Improvement in maths</p> <p>Almost all children to improve their maths attainment and application of maths skills</p>	<ul style="list-style-type: none"> <li>• Curricular outdoor targeted learning programme</li> <li>• Healthy cooking programme</li> <li>• Healthy snack stall</li> <li>• Healthy snack stall</li> <li>• Lunch time clubs</li> <li>• Family learning events</li> <li>• OPAL</li> <li>• Supported homework</li> <li>• Professional library</li> </ul>	<p><b>£10,000</b></p> <ul style="list-style-type: none"> <li>• PEF PT</li> <li>• SLA</li> <li>• Healthy snacks</li> <li>• Sumdog subscription</li> <li>• Laptops x10</li> </ul>	<p>Pre and post</p> <ul style="list-style-type: none"> <li>• Observations</li> <li>• Questionnaires</li> <li>• Evaluations</li> <li>• Tracker</li> <li>• Sumdog tracker</li> </ul>		



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Equity for all children. Access to all opportunities offered within the school.	1. Targeted support for PEF pupils to support the cost of the school day.	£3900 PEF PT Seesaw Subscription COSD resources	Interventions recorded and impact measured through feedback from pupils.	Jun '24	
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School PEF allocation 23/24: £46000\_\_\_\_\_ Total PEF allocated in SIP £46000\_\_\_\_\_ Underspend: £ 00\_\_\_\_\_

School Improvement Plans should be emailed to the link Quality Improvement Officer by Monday 19 June 2023