

Framework for School Improvement Planning 2022/23

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

School Statement: Vision, Values & Aims and Curriculum Rationale
..\Gartconner Vision, Values and Aims and Curriculum Rationale.docx

Looking Forwards – 3 Year Improvement Plan Priorities			
Bullet point key priorities for the next 3 years			
Session	2022/23	2023/24	2024/25
Priority 1	Maths <ul style="list-style-type: none"> Pedagogy and skills 	Maths <ul style="list-style-type: none"> Planning from skills Mental maths 	Maths <ul style="list-style-type: none"> STEM maths for DYW Financial Education
Priority 2	Health & Wellbeing <ul style="list-style-type: none"> Self-regulation Staff wellbeing LfS – OPAL Curriculum Rationale/VVA 	Health & Wellbeing <ul style="list-style-type: none"> Review of Planning Sustainability in the community CALM/Emotion coaching 	Health & Wellbeing <ul style="list-style-type: none"> Implementation of new planning Sustainability
Priority 3	Literacy <ul style="list-style-type: none"> Review of pedagogy and moderation of spelling/reading and writing 	Literacy <ul style="list-style-type: none"> Reading pedagogy Developing a reading school 	Literacy <ul style="list-style-type: none"> T4W Reading Phonics/spelling

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Section 2: Improvement Priority 1	
School/Establishment	Gartconner Primary School
Improvement Priority 1	Maths
Person(s) Responsible	QIO Maths SMT/PT Numeracy Champion Teaching team

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
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Improvement in attainment, particularly in literacy and numeracy. Choose an item. Choose an item.	school improvement teacher professionalism Choose an item.	QI 1.2 Leadership of Learning QI 3.2 Raising attainment and achievement QI 2.3 Learning, Teaching & Assessment	Improvement in attainment in numeracy Closing the attainment gap between the most and least disadvantaged Choose an item.

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
<ol style="list-style-type: none"> 1. Maths group to be created with one teacher from each level to lead 2. PT and Maths Champion to lead work with staff, pupils and parents 3. Pupil maths group 	QIO Numeracy x5 sessions Maths resources – concrete materials, maths toolkits	Cascade to parents/parental workshop

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Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
X4 sessions of CLPL X4 session of collegiate working X1 Moderation session	This intervention will seek to improve attainment for all learners including PEF. PEF PT and Recovery Teacher will give additional weekly input to targeted groups P2-7	PEF PT Maths resources £4000

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?	
<p>Summary</p> <p>Improved maths age score of plus 1-2 months above change in age over the intervention period.</p> <p>Closing of the attainment gap for PEF pupils of 3% based on predicted ACEL data for P1-7.</p> <p>Improved pedagogy for staff with increased confidence in using maths skills to increase attainment.</p>	X9 1.5 WTA Details of individual sessions below.	<p>Quantitate measure Pre measure August '22 MaLT test P2 – P7</p> <p>Post measure – May '23 MaLT tests P2 – P7 P1 – Phase assessments</p> <p>Qualitative measures Measures used across the learning block: Pre assessment – Learning Walk evaluation 2022 Post assessment - Learning Walk evaluation 2023 Learning evaluations for each individual session</p>	<p>August 2022 – May 2023</p> <p>Aug 2022</p> <p>May 2023</p>	

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	Targeted small group work based on existing data and MaLT assessments Recovery teacher and PT PEF and roll related PT	In addition to overall assessments above, periodic phase assessments and maths recovery assessments will be used to supplement.	Sept '22 – May '23	
	1.5 WTA KO – Interpreting questions and justifying answers EDC Professional Learning	Learning evaluations	28 th September '22 3.15-4.45pm	
	1.5 WTA Interpreting questions and justifying answers Staff PLC – Maths CH and PT	Learning evaluations	12 th October '22 3.15-4.45pm	
	1.5 WTA KO – Mental agility and reasonableness of a solution EDC Professional Learning	Learning evaluations	26 th October '22 3.15-4.45pm	
	1.5 WTA Mental agility and reasonableness of a solution Staff PLC - Maths CH and PT	Learning evaluations	16 th November '22 3.15-4.45pm	
	1.5 WTA KO - Select a process EDC Professional Learning	Learning evaluations	23 rd November '22 3.15-4.45pm	
	1.5 WTA Select a process Staff PLC - Maths CH and PT	Learning evaluations	14 th December '22 3.15-4.45pm	
	1.5 WTA KO – Design principles and application of learning EDC Professional Learning	Learning evaluations	22 nd February '23 3.15-4.45pm	
	1.5 WTA Design principles and application of learning Staff PLC - Maths CH and PT	Learning evaluations	8 th March '23 3.15-4.45pm	
	1.5 WTA KO – Review and evaluation EDC Professional Learning	Group learning evaluations	19 th April '23	
	1.5 WTA Review and evaluation – next steps Staff PLC - Maths CH and PT	Group learning evaluations	3 rd May '23	

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Increase in parental understanding of skills and their application in home learning and life skills.	Parental Workshop Maths Champion and PT to lead with Pupils	Feedback questionnaires	May '23	
	Pre and post data analysis	Quantitative data from MaLT assessments	May '23	

Section 2: Improvement Priority 2	
School/Establishment	Gartconner Primary
Improvement Priority 2	Health & Wellbeing
Person(s) Responsible	SMT Full staff team

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
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Placing the human rights and needs of every child and young person at the centre Improvement in children and young people's health and wellbeing Choose an item.	school leadership school improvement parent / carer involvement and engagement	QI 2.4 Personalised Support QI 3.2 Raising attainment and achievement QI 3.1 Wellbeing, equality & inclusion	Improvement in children and young people's mental health and wellbeing Closing the attainment gap between the most and least disadvantaged Choose an item.

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Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
<ol style="list-style-type: none"> 1. Staff short life working group to lead on for self-regulation. 2. Staff short life working group to lead on staff wellbeing 3. PT to lead whole staff on sustainability agenda outlining and implementing key priorities 4. Parents and pupils leading within the LfS groups. 	<ol style="list-style-type: none"> 1. Zones of regulation book and toolkit 2. Mental health resources. Improving school environment for staff. Team building activities, staff questionnaire 3. Trainer, large loose parts, poly tunnel, baskets, boxes, extra waterproofs, extra wellies, tools, plants and seeds 	<ol style="list-style-type: none"> 1. Parental consultation on CR and VVA 2. Parental involvement in the LfS Committee and associated groups.
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
<p>Groups</p> <ul style="list-style-type: none"> • Staff health • whole school self-regulation • sustainability <p>X3 sessions to work collaboratively & X1 sessions to cascade</p> <p>30-minute presentation from each group</p>	<ol style="list-style-type: none"> 1. This intervention should help our most vulnerable children self-regulate and be more ready to learn. 2. Additional opportunities for PEF or disadvantaged children to develop skills in <ul style="list-style-type: none"> • team work • problem solving • negotiating skills • self-esteem, • conflict resolution, • relationship with peers • motivation to learn • behavior • open mindedness • imagination • curiosity 	<p>PEF PT £8000 (shared amongst other PEF initiatives) Poly Tunnel £2000 Opal training and playground initiatives £6750</p>

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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?	
Improved self-regulation across school (Targeting x22 children) Reduction of 50% in frequency of periods of dysregulation and length of each period within the targeted group over the year.	X3 1.5 hours professional learning Zones of Regulation X1 1.5 hours sharing practice and evaluating	Qualitative measures <u>Pre-Measure</u> 1 Week Sept '22 Record incidences of dysregulation and time to regulate Ferre Laevers <u>Interim</u> – repeat January '23 <u>Post</u> – repeat April '23	Sept '22 to May '23	
Improvement in staff wellbeing	Staff wellbeing focus group meeting Plan created Implementation of recommendations	Quantitate measure <u>Pre</u> Staff questionnaire <u>Interim</u> staff questionnaire <u>Post</u> staff questionnaire	September '22 February '23 April '23	
Improve opportunities and quality of non-curricular play. Reduce incidents in playground by 20%. Improve pupil, staff and parent ratings from the baseline.	Whole staff training on OPAL Analysis of baseline data on incidents and behaviour.	Collect baseline data on incidents, behaviour Pre – Pupil/Staff/Parent Questionnaire	Aug INSET Whole staff training Aug '22	

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		Interim -repeat Post -repeat	May '23	
Improved well being Increase in physical activity across the school.	Play Team 1.5 hours professional learning and sharing practice WTA 1.5 hours Organising resources to improve play opportunities Right to Play assemblies x6	Minutes of meetings Pupils questionnaires (above)	Sept '22 Nov '22 Jan '23 Mar '23 May '23 June '23	
Uniformity of provision across the school and sustained improvements over time.	Create a policy for play and enquiry based learning	Policy drafts interim and final.	Jun '23	
Increase involvement in Learning for Sustainability	Staff 1.5 hours WTA Curricular time Review LfS committee and working party	Minutes of meetings	Jun '23	
Improvement in outdoor learning, STEM and engagement with families increased.	Installation and running of the poly tunnel as a second outdoor classroom. Creation of plan for STEM activities with a focus on food growing. Parental/community involvement in running the poly tunnel.	Poly tunnel installed into playground and all classes timetabled access Staff and pupil evaluations.	Dec '22 May '23	
Green Flag Award All pupils knowledge of Global Citizenship will improve	Curricular time Review Eco committee and working party Calendar of activities created.	Minutes of meetings Portfolio of evidence	Jun '23	AUG 22 Awarded Eco Flag.
RRS Silver Award	Curricular time	Minutes of meetings Feedback on assemblies	Jun '23	

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All pupils knowledge of UNCR will improve. Pupils able to use UNCRC to create class charters.	Review RRS committee and working party 8 Assemblies created	Portfolio of evidence		
FairAchiever School Award Improvement in knowledge of Global Citizenship. Improved teamworking and communication skills in pupils.	Curricular time Review Eco committee and working party Fairtrade calendar of events created	Minutes of meetings Evaluations of events Portfolio of evidence	Jun '23	
Supporting other schools to achieve the John Muir Award	WTA 1.5hrs Curricular time Review John Muir Award committee and working party	Minutes of meetings Collaboration with other schools and awards.	Jun '23	CE offered support to EDC schools through QIO and as Sustainability Group on Teams
Improvement in the curriculum rationale and VVA to more accurately match improvements made in school offering.	Revisit curriculum rationale and the VVA Parental/community engagement Staff engagement WTA 1.5hrs Pupil engagement	New VVA and curriculum rationale.	Jun'23	

Section 2: Improvement Priority 3	
School/Establishment	Gartconner Primary School
Improvement Priority 3	Literacy
Person(s) Responsible	SMT Literacy Champion Full staff teaching team

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
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Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children Choose an item.	school improvement teacher professionalism performance information	QI 1.1 Self evaluation for self improvement QI 2.3 Learning, Teaching & Assessment Choose an item.	Improvement in attainment in literacy Closing the attainment gap between the most and least disadvantaged Choose an item.
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Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
1. Staff leadership of CLPL sessions in CFE level groups.	Literacy champ/PT/DHT	Parental workshop
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
X4 sessions of professional learning sessions to audit pedagogy, share best practice and moderate within a level.	This intervention will improve attainment for all learners. Recovery Teacher and PEF PT will give additional input to target any gaps between the most and least disadvantaged	Literacy resources £10,000

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?	

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Improved literacy attainment (specific targets detailed for each intervention)	X4 sessions Summary Staff led self-evaluation audit of pedagogical approaches used in teaching of spelling, phonics, reading and writing at each CfE level. Sharing of best practice and moderation of a level.	Quantitate measure Pre measure P3 – P7 SWST/NGRT/short burst writing/ PM benchmarking Post measure P3- P7 – SWST/NGRT/ short burst writing/PM benchmarking Selected P2 SWST/NGRT all short burst writing/PM benchmarking P1 Phonological testing/pm benchmarking	August '22 & May '23 for assessments below Through year for PM benchmarking	
Improved pedagogy. Teacher understanding of the process of teaching spelling and phonics improved. Average 5% improvement from Aug 22 to May 23	Self-evaluation audit of pedagogical approaches used in teaching of spelling and phonics at each CfE level. Sharing best practice.	Pre and post measure P3 – P7 SWST Selected P2 SWST P1 Phonological testing	Aug'22 - May'23	
Improved pedagogy. Teacher understanding of the process of reading improved. Average 3% improvement Aug '22 to May '23	Self-evaluation audit of pedagogical approaches used in teaching of reading at each CfE level. Sharing best practice.	Pre and post measure P3 – P7 NGRT, PM benchmarking Selected P2 NGRT all P2 PM benchmarking	May'23	
Improved pedagogy. Teacher understanding of using Blooms in literacy activities improved.	Self-evaluation audit of pedagogical approaches used in teaching of writing at each CfE level. Sharing best practice.	SMT and staff peer evaluation of pupil assessments.	May '23	
Improvement in teacher confidence in moderation of a CfE level in writing.	Moderation session in CfE levels – writing.	Teacher evaluations	May '23	

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Improvement in parental knowledge of phonics, spelling and reading strategies.	Parental Workshop Literacy	Parental evaluations	May '23	
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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
Improvement in coordination in gross and fine motor skills. All pupils to improve on their individual targets set termly.	DCD group	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, talking and listening, resilience, perseverance and determination.	Outdoor targeted play interventions.	Outdoor kits £1000 for all pupils to enable year-long outside access. SLA PEF PT	Pre and post Ferre Laevers Pupil questionnaires	Termly for targeted groups.	
Improvement in health and wellbeing, talking and listening, numeracy and literacy.	Family learning events. X6 week blocks with targeted families to increase H&W, literacy and numeracy through cooking, games and outdoor learning. .	£1000 for equipment and to support attendance PEF PT SLA	Parental questionnaires Observations	Termly blocks in T1, 2 and 3.	
Improvement in spelling. Increase of +2months over year	IDL programme	SLA IDL subscription	Internal tracker within programme		

Improvement in attainment in literacy or numeracy	Homework club Pupils will have own targets	PT PEF	Individual pupil targets created with PEF PT and tracked over the term.	Termly blocks in T1, 2 and 3.	
Equity for all children. Access to all opportunities offered within the school.	Targeted support for PEF pupils to support the cost of the school day.	PEF PT £2000 estimated	Interventions recorded and impact measured through feedback from pupils.	Jun '23	