

Framework for School Improvement Planning 2024/25

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

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

Session	Looking Forwards – 3 Year Improvement Plan Priorities		
	Bullet point key priorities for the next 3 years		
	2024/25	2025/26	2026/27
Priority 1	Collaborative Professionalism	Collaborative Professionalism	Collaborative Professionalism
Priority 2	Health & Wellbeing	Health & Wellbeing	Health & Wellbeing
Priority 3	Valuing Diversity and challenging discrimination	STEM	STEM

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Section 2: Improvement Priority 1	
School/Establishment	Gartconner Primary School
Improvement Priority 1	Collaborative Professionalism
Person(s) Responsible	DHT Distributive leadership group Teaching team

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
Delete / copy as required Improvement in attainment, particularly in literacy and numeracy. Choose an item. Choose an item.	Delete / copy as required school improvement Choose an item. Choose an item.	Delete / copy as required QI 1.2 Leadership of Learning Choose an item. Choose an item.	Delete / copy as required Improvement in attainment in literacy and English Choose an item. Choose an item.

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Professional engagement for all Distributive leadership team Collaborative trio/partners	33 supply days	Sway Updates Open afternoon

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Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Professional dialogue CLPL sessions Learning walks Learning conversations	Reflection sessions for staff Learning conversation with pupils Learning walks	£9,900 for supply £1,500 for MALT £1,500 for PIRA

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 confidence and attainment in maths for almost all pupils through increased staff confidence in analysing, planning and teaching spiral maths.	Distributive leadership team to support class teachers to analyse, plan and problem solve in spiral maths 1 day additional planning for all classes involved per term .	Pre assessment & evaluation MALT Peer Learning Conversations Peer Learning Walks & professional dialogue Post assessment & evaluation MALT SLT Learning conversations SLT Learning Walks & professional dialogue Fortune Line Partner professional dialogue x30 minutes	June 2024 May 2024 June 2025 May 2025 September 2024	

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		Partner professional dialogue	November 2024	
	Appropriate CLPL for Teachers	Questionnaire to determine CLPL & impact	October 2024	
	Termly reflection sessions	30 minutes given from assembly	October & November 2024	
	Impact session to share best practice	Questionnaires to determine impact	April 2025	
To raise almost all pupil confidence and attainment in reading & writing through increased staff confidence in analysing, planning and teaching in reading and writing.	Distributive leadership team to support class teachers to analyse, plan and problem solve in reading & writing. 1 day additional planning for all classes involved per term .	Pre assessment & evaluation PIRA SLT Learning conversations SLT Learning walks & professional dialogue November 2024 Post assessment & evaluation PIRA Peer Learning conversations May 2025 Peer Learning Walks & professional dialogue May 2025 Fortune Line	June 2024 November 2024 June 2025	

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		Partner professional dialogue	April 2025	
	Sharing of best practice and moderation in literacy	Create a moderated book of agreed writing levels Literacy moderation <ul style="list-style-type: none"> • coverage • Presentation • Feedback 	Early December 2024	
	Optional CLPL (Flexibility or PRD)	Questionnaire & Fortune line Peer led sessions <ul style="list-style-type: none"> • Spelling & phonics • Reading strategies • Writing • Walking wall & classroom environment • Word problems • Provocations 	October/November /December 2024	
	Termly reflection sessions	30 minutes given from Assembly	February & May 2025	
	Parental Engagement Open day Termly SWAY updates	Feedback to determine impact	September 2024 Throughout the year	
Section 2: Improvement Priority 2				

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School/Establishment	Gartconner Primary School
Improvement Priority 2	Health & Wellbeing
Person(s) Responsible	Extended leadership team and staff team

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 Placing the human rights and needs of every child and young person at the centre Choose an item.	curriculum and assessment parent / carer involvement and engagement school leadership	QI 3.1 Wellbeing, equality & inclusion QI 2.2 Curriculum Choose an item.	Improvement in children and young people's mental health and wellbeing Choose an item. Choose an item.

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Staff collegiate working groups self-determining and independently led.	Equipment to support sustainability	Community group including parents and carers. Wider participation within initiative in the local community.
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Professional engagement for all Collaborative groups	Support programme for PEF pupils	Outdoor sustainability equipment £1200 Healthy snacks £300 OPAL £10000

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	Outdoor Play and Learning programme for all pupils with additional focus on PEF.	
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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?	
To further embed sustainability within the school curriculum and to increase almost all pupil and staff confidence in sustainable practices and learning.	<p>Create a whole school climate action plan in conjunction with staff, pupils and wider community.</p> <p>Embed Learning for Sustainability/UNCRC/Global Goals within our curriculum overview</p> <p>Create an annual growing calendar to ensure the polytunnel is being used effectively</p> <p>Create a school grounds maintenance plan Plan set park & ride days in conjunction with JRSO</p>	<ul style="list-style-type: none"> Minutes and action points from all committees and groups Pre-measure pupil, parent and staff surveys/focus groups Collegiate party evidenced through use of SWAY Video log of polytunnel growing progress Photographic evidence of progress Traffic surveys to compare data 	May 2025	

	<p>Continue measuring school waste and providing snack bags and uniform bank to combat cost of the school day for families</p> <p>Create a child friendly SIP in conjunction with all school committees to ensure pupil voice</p>			
<p>Almost all staff will make an improvement in staff wellbeing.</p> <p>Improved wellbeing for all staff will ensure all pupils are able to be appropriately supported at GPS.</p>	<p>Drop in sessions run by wellbeing collegiate group to support all staff</p> <p>Wellbeing time planned for in-service day/s</p> <p>Finalise HWB policy Implement buddy system for new members of staff</p> <p>Update school website with all policies and procedures</p>	<ul style="list-style-type: none"> • Baseline staff wellbeing survey administered by wellbeing collegiate group • Mid-year staff wellbeing survey administered by wellbeing collegiate group • Final staff wellbeing survey administered by wellbeing collegiate group • SLT offer x3 wellbeing sessions 	<p>Aug/Sept 2024</p> <p>Jan 2025</p> <p>May 2025</p>	
<p>Almost all pupils will make an improvement in wellbeing.</p>	<p>Continue Outdoor Play and Learning term 1 & 3 through additional lunch time (Aug-Oct)</p>	<ul style="list-style-type: none"> • Baseline pupil/parent/staff survey measuring enjoyment of 	<p>Aug 2024</p>	

	<p>Plan for Outdoor Play sessions/ sustainability lessons in term 2 for all classes (Oct- Mar)</p> <p>Create child friendly Health and Wellbeing policy created in conjunction with OPAL pupil leads and JLT</p> <p>Implement playground/friendship buddies to target pupils not engaging and promote traditional playground games/positive friendships</p> <p>Implement 'Feel Good Friday' to promote pupil mental and emotional wellbeing and resilience</p>	<p>play opportunities/ impact on wellbeing</p> <ul style="list-style-type: none"> • Post survey measuring enjoyment of play opportunities/ impact on wellbeing • JLT led focus group/survey • SLA/CT observations during OPAL time 	May 2025	
To increase the effectiveness of feedback for almost all pupils and improve staff confidence providing effective feedback	<p>Evaluate and update current assessment policy to include methods of feedback and promote formative assessment across the school</p> <p>Additional training for staff on using effective</p>	<ul style="list-style-type: none"> • Pre and post staff survey to measure confidence/effectiveness of providing feedback in class • Gain parent/carers voice and add to policy updates 	Aug/Sept 2024 - May 2025	

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	<p>feedback/formative assessment strategies</p> <p>Create parent/carer explanation of policy through 'important updates' section on termly SWAY and update on school website</p> <p>Parent council/PTA to be involved in updating of policy documents</p> <p>Refresh marking code/procedure to ensure children are actioning feedback effectively</p>	<ul style="list-style-type: none"> Collect jotter evidence from a sample of children from each class (PEF targeted) and evaluate termly to agree next steps and how to action these. Compare progress over time 		
<p>To increase almost all pupil confidence in their abilities to make positive contribution within the school and make their voices heard</p>	<p>Create pupil friendly SIP, linked to HGIOURS, involving all school groups and committees</p> <p>JLT to carry out pupil surveys and focus groups to collect pupil voice in terms of what they want to be added to child friendly SIP</p>	<ul style="list-style-type: none"> Termly meeting minutes gathered from all groups and committees Meeting minutes for all groups and committees JLT to carry out pupil surveys and focus groups to collect pupil voice in terms of what they want to be added to child friendly SIP 	May 2025	

	<p>Create IT lead within each committee who will update the SWAY with leadership learning</p> <p>Create a skills for life and work grid for each leadership group in conjunction with JLT/UNCRC pupil group</p> <p>Skills for life and work grid will link with HIGIOURS themes 1, 3 and 4</p> <p>Add skills for life and work to our leadership working wall and make links within the relevant sections of the SWAY</p>			
To further embed UNCRC/SDG within the school curriculum and to increase almost all pupil and staff confidence in linking practices and learning.	<p>Link new school values to UNCRC rights and promote these within the community through school website</p> <p>ABCDE of rights to be promoted across the school class learning</p>	<ul style="list-style-type: none"> • Administer pre-pupil/parent and staff survey • Administer post pupil/parent and staff survey • Evidence from collegiate working group on SWAY 	<p>Aug 2024</p> <p>May 2025</p> <p>May 2025</p>	

	<p>Class teachers/ UNCRC leads to make explicit links to UNCRC articles when teaching</p> <p>UNCRC ambassadors to create a whole school lunch hall charter</p> <p>Whole school protest day to link to park and ride days organised by UNCRC and JRSO group</p> <p>Continue to combat cost of the school day issues through uniform bank, snack bags, Halloween costume/Xmas jumper swap, and the like.</p> <p>Link UNCRC articles through any new policy created</p> <p>Promote family engagement through updates on school website/Seesaw</p> <p>Sustainability training program to be delivered to</p>			
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	<p>staff as drop-in sessions relating to class charters, UNCRC articles, links to curriculum overview and ABCDE of rights</p> <p>Curriculum overview to be updated with links to SDG primarily through new social studies program</p>			
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Section 2: Improvement Priority 3	
School/Establishment	Gartconner PS
Improvement Priority 3	Valuing diversity and challenging discrimination
Person(s) Responsible	DHT Staff team Parents

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
Delete / copy as required	Delete / copy as required school leadership	Delete / copy as required	Delete / copy as required

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Placing the human rights and needs of every child and young person at the centre Choose an item. Choose an item.	Choose an item. Choose an item.	QI 3.1 Wellbeing, equality & inclusion Choose an item. Choose an item.	Placing the human needs and rights of every child and young person at the centre of education Choose an item. Choose an item.
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Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Professional engagement for all Leadership of learning CIRCLE Advisor	GTCS Modules EP 3 days supply cover CIRCLE framework (Primary) Promise Resources	SWAY Update Parent Council Seesaw
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
GTCS module sessions CLPL sessions Professional dialogue Professional reading Reflection sessions	Professional dialogue Junior Leadership involvement Parent Council involvement	£900

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
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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?	
All teaching staff have improved awareness of diversity and equality which will have a positive impact the wellbeing of all children.	<p>Session 1 – Module 1 GTCS (1.5 hours)</p> <p>Session 2 – Module 2 GTCS (1.5 hours)</p> <p>Session 3 – Themes (1 hour)</p> <p>Session 4 – Protected Characteristics (1 hours)</p> <p>Session 5 – Wellbeing & Nurture EP</p> <p>Session 6 – CALM & Trauma EP</p>	<p>Pre & post Questionnaires</p> <p>Fortune Line</p>	<p>Inset Oct 24</p> <p>Inset Feb 25</p>	
All support staff have improved awareness of diversity and equality which will impact the Wellbeing of all children.	<p>Session 1 – Module 1 GTCS</p> <p>Session 2 – Module 2 GTCS</p> <p>Session 5 – Wellbeing & Nurture EP</p> <p>Session 6 – CALM & Trauma EP</p>		<p>Inset Oct 24</p> <p>Inset Feb 25</p>	
Most parents have improved awareness of diversity and equality	SLT & JLT to provide updates to parents via SWAY	Pre & post Questionnaires	Termly SWAY Winter Spring Summer	

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All staff to have increased understanding of inclusive practice	Introduction to The Circle Circle advisor PLC sessions CLPL sessions Pupil consultation - JLT CICS carried and measures implemented Presentations 1 & 2 The Promise	Pre & post assessments Learning walks	June 2025	
Sleep Heath	Parent information session, staff information session Ad hoc sessions for targeted groups (data dependent)	Pre and post sleep questionnaire for pupils, parents and staff.	August 2024 June 2025	

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 early level learners to have enriched experience.	Creation of a shared play provision.	£6000	Ferre Laevers post measure comparison with current P1	June 24 – June 25	
Interventions to support the attainment and	Implementation of the support interventions. Mental Health	PT £4600 COSD £3000	All interventions will be pre and post assessed.	August 24 – June 25	

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achievement of all PEF children.	Physical Health Social Health Cost of the School day supports	Transport, uniform, healthy eating, trip costs, accessing third party providers			
Almost all identified learners to achieve 4 months improvement in reading age.	Reading Recovery Intervention programme	£4000	All interventions pre- and post assessed.	August – June 25	

School PEF allocation 23/24: £_46600__

Total PEF allocated in SIP £45724_____

Underspend: £ __876

School Improvement Plans should be emailed to the link Quality Improvement Officer by Monday 17 June 2024