

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

School Statement: Vision, Values & Aims and Curriculum Rationale
<p>Our vision at Gartconner Primary is:</p> <p>‘Learning, Leadership and Achievement for All’</p> <p>Our values are:</p> <ul style="list-style-type: none"><li>Fairness</li><li>Inclusion</li><li>Respect</li><li>Friendship</li></ul> <p>At Gartconner Primary we aim to provide:</p> <ul style="list-style-type: none"><li>Equity and equality for all as we value the rights of all children (Article 1, 2)</li><li>A safe, caring, happy, nurturing environment which enables everyone to aspire to do their best (Article 3, 6)</li><li>Opportunities for everyone to participate in experiences to develop skills for life, learning and work (Article 28, 29)</li><li>Quality learning and play experiences (Article 31)</li><li>Positive attitudes and actions relating to health &amp; wellbeing for all (Article 8, 12, 24)</li></ul> <p><a href="http://www.gartconner.e-dunbarton.sch.uk/">http://www.gartconner.e-dunbarton.sch.uk/</a></p>

Framework for School Improvement Planning 2025/26

	Looking Forwards – 3 Year Improvement Plan Priorities		
Session	2025/26	2026/27	2027/28
Priority 1	<b>Collaborative Professionalism</b> Introducing enquiry based learning across the school	<b>Collaborative Professionalism</b> Exploring enquiry based learning across the school	<b>Collaborative Professionalism</b> Embedding enquiry based learning across the school
Priority 2	<b>Health &amp; Wellbeing</b> Our Children's Self Worth Sustainability & UNCRC The Circle LGBT	<b>Teaching and Learning</b>	<b>AIFL</b>
Priority 3			

Framework for School Improvement Planning 2025/26

Section 2: Improvement Priority 1	
<b>School/Establishment</b>	Gartconner Primary School
<b>Improvement Priority 1</b>	Collaborative Professionalism – introducing enquiry based learning
<b>Person(s) Responsible</b>	Who will be leading the improvement? Who will they collaborate with? Depute Head Teacher Head Teacher / Principal Teacher Full staff team

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
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 Improvement in attainment, particularly in literacy and numeracy.	school improvement teacher professionalism curriculum and assessment	QI 1.2 Leadership of Learning QI 2.3 Learning, Teaching & Assessment QI 3.2 Raising attainment and achievement	Improvement in attainment in literacy and English Placing the human needs and rights of every child and young person at the centre of education Improvement in attainment in numeracy and Maths
UNCRC Articles: 1, 2, 3, 6, 28, 29			

Framework for School Improvement Planning 2025/26

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Collaborative groups Reflection/impact sessions	Supply cover x 20 days	Sway updates Parent Council updates
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
CLPL sessions Professional dialogue Collaborative working Learning Walks/Observations	Further pupil voice opportunities Further opportunities for children to take ownership of learning, providing opportunities for children to learn how to challenge and support their learning	£6,000 for supply cover

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?	
An increase in wellbeing and active engagement for almost all pupils	<b>CLPL sessions</b> <ul style="list-style-type: none"> <li>The Environment P1- P7 3 hours</li> <li>Provocations P1- P7 7.5 hours</li> <li>Rules and training P1- P7 1.5 hour</li> <li>Structure of the day P1- P2 1.5</li> <li>Planning shared areas P1- P7 3 h</li> <li>Medium term and short term planning P1- P7 9 hours</li> <li>Data analysis 4.5 hours P1 – P7</li> <li>Reflection 3 hours P1- P7</li> </ul>	<b>Quantitative data</b>  <b>Pre</b> assessment – Leuven scale <b>During</b> assessment – Leuven scale <b>Post</b> assessment – Leuven scale	August 2025  February 2026  June 2026	

<p>An Increase in number of essential life skills for almost all pupils.</p>	<ul style="list-style-type: none"> <li>• Impact x 3 hours</li> <li>• Self-evaluation 4.5 hours</li> <li>• Collaborative working 10 hours</li> </ul> <p><b>1 day per term</b> per class to work collaboratively with other professionals</p> <p><b>CLPL sessions</b></p> <ul style="list-style-type: none"> <li>• Introduction to meta skills 1 hour P1-P7</li> <li>• Exploring and developing activities relating to 5 meta skills (included above) P1- P7</li> </ul> <p>Plus 5 hours for QA</p>	<p><b>Qualitative data</b> Skills walks/observations and professional dialogue with SLT and colleagues</p> <p>Moderated by SLT</p> <p><b>Pre</b> assessment – Meta skills self-evaluation booklet <b>During</b> assessment- Meta skills self-evaluation booklet <b>Post</b> assessment – Meta skills self-evaluation booklet</p>	<p>September 2025 December 2025 April 2026</p> <p>September 2025</p> <p>June 2026</p>	
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Section 2: Improvement Priority 2	
<b>School/Establishment</b>	<b>Gartconner Primary</b>
<b>Improvement Priority 2</b>	<b>Health &amp; Wellbeing</b>
<b>Person(s) Responsible</b>	Who will be leading the improvement? Who will they collaborate with? Senior Leadership Team Full team

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
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.	school improvement teacher professionalism parent / carer involvement and engagement	QI 3.1 Wellbeing, equality & inclusion	Improvement in children and young people's mental health and wellbeing
UNCRC Articles: 8, 12, 24			

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Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Collaborative groups Circle lead LGBT lead Self-worth distributed leadership team	Educational Psychologist Life link Training course	Survey/Questionnaires Everyday anxiety monthly tip sheet Termly Sway updates Community Cafe
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
CLPL sessions Collaborative working	Nurture check ins Post assembly follow up sessions Support programme Creation of bespoke safe spaces Universal provision of ear defenders/fidget tools/sensory walks/calm boxes Zones of regulation practises in every class	N/A

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?	
<b>Sustainability and UNCRC</b>  Increased confidence and knowledge of almost all staff and learners in	Creation, sharing and implementation within the curriculum of a bank of sustainability and UNCRC resources.	Pre and Post Survey on staff/pupil/families' confidence and knowledge  Classroom observations	Time allocated in WTA  August 2025 May 2026	

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<p>understanding how we can positively impact climate change. Increase knowledge of green careers to almost all children and staff and to the majority of families</p>	<p>Support provided by distributive leadership team</p> <p>Class assemblies</p> <p>Share our Climate Action plan within our community.</p> <p>Invite adults with green careers into classes for Q&amp;As. Update on Sway Community café focus</p>	<p>Learning and Teaching meetings</p>	<p>March 2026</p> <p>August 2025 May 2026</p> <p>August 2025 May 2026</p>	
<p><b>Self-worth</b> To improve the understanding of self-worth and self-esteem in the majority of children and improve awareness of how this impacts on mental health.</p>	<p><b>Positive Relationships</b> Staff will model respectful, supportive interactions at all times. Consistent use of restorative approaches to resolve conflict and promote empathy. Shares language linking to rights across the school.</p>	<p>Pre and post assessment Self-worth questionnaire</p>	<p>September 2025</p> <p>April 2026</p>	



	<p>Regular class circle time and peer discussion to build trust and belonging.</p> <p><b>Strength-Based Curriculum</b></p> <p>Celebrate individual talents and learning styles across all subjects.</p> <p>Encourage pupil voice in planning, goal-setting, and evaluating learning.</p> <p>Use praise and feedback to reinforce effort, perseverance, and personal growth.</p> <p><b>Inclusive Environment</b></p> <p>Ensure displays, stories, and learning materials reflect diverse backgrounds and identities.</p> <p>Actively challenge stigma, stereotyping, and bullying.</p> <p>Continue to foster a sense of ownership by involving pupils in decision-making processes (e.g. pupil councils, class responsibilities).</p> <p><b>Mental and Emotional Wellbeing Support</b></p> <p>Integrate wellbeing check-ins and mindfulness activities in class routines.</p> <p>Provide targeted support (e.g. nurture groups, mentoring) for children experiencing challenges.</p>			
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	<p>Provide 'break out' room where children can access sensory materials, movement zone and quiet space for learning</p> <p><b>Home-School Partnership</b></p> <p>Continue to engage families in celebrating children's achievements and growth.</p> <p>Communicate positively and regularly with parents/carers.</p> <p>Share resources with families on supporting self-worth at home.</p>			
<p><b>The Circle</b></p> <p>Improved implementation of personalised support</p> <p>All children needs and behaviours will be better understood and supported through increased staff understanding of inclusion and additional support needs.</p>	<p>Expanding on CIRCLE Framework at August in service, specifically Child Participation Scale and associated supports for all staff.</p> <p>Circle advisor PLC sessions throughout the year fed back to school staff</p> <p>Staff use CPS alongside formative and summative assessment to identify individual learners' strengths and areas for development.</p> <p>Staff will identify and implement further strategies to enhance pupil skills in collaboration with parent/carers and individual children and young people.</p>	<p>Pre and post staff feedback to identify areas of improvement within CIRCLE Action Plan and increase staff confidence.</p> <p>Pre and post participation scale outcomes</p> <p>Parent survey on effectiveness of home/school postcards</p>	<p>August 2025 May 2026</p>	

	Use strategies from CPS to inform personalised support plans		June 2026	
	Introduction of home/school postcards.			
<b>LGBT</b>	Awaiting information			

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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
All identified learners in reading to improve by a minimum of 4 months reading age	Daily Reading Recovery implemented by PEF Principal Teacher	£4,000 – Reading Recovery	Pre and post Reading Recovery assessments		
Almost all targeted children to improve phonological recognition/spelling age/ writing skills by up to 4 months	PEF PT in post to manage and implement PEF interventions  <b>Interventions</b> Writing sessions Phonic/spelling sessions	£6000	Pre and post measures  Observations  Data from wellbeing assessment/inclusion survey	March 2025-March 2026   August 2025 – March 2026	

Framework for School Improvement Planning 2025/26

Almost all targeted children to have improved wellbeing and META skills	<b>Interventions</b> Daily nurture sessions Lego trios Improving self-esteem sessions Social communication sessions Reflection sessions How to be a good friend sessions  Whole school assemblies  Observations 0.5 SLA in post to support the PEF interventions	£10000	Improved self-assessment against wellbeing indicators and Meta Skills self-evaluation booklets	August 25-June 26	
Almost all targeted children to have improved outcomes within their individual programmes	<b>Interventions</b> DCD programme Reading for enjoyment sessions Alternative Curriculum sessions 1 to 1 nurture support 1 to 1 behaviour support  <b>Implementation of</b>	£2550	All intervention pre and post assessed	August 2025 November 2025	

Framework for School Improvement Planning 2025/26

Almost all identified pupils to improved literacy/numeracy and research skills	Clicker & training			May 2026	
	IDL & training	£400			
	Overlays in every classroom	£50		February 2025	
	C pens & training	£900			
	Talking Tins & training	£50	Termly progress checks		
	Dyslexia novels & promotion	£150	Termly ASN overviews		
	Routers bought to aid WIFI	£1000	ASN Learning walks		
	Sumdog for all children	£1500			
Almost all identified pupils to have improved focus, concentration and benefit from universal supports	<b>Implementation of the following</b>		Observations	Throughout year	
	Wellbeing/sensory boxes	£150	DIP meetings		
	Ear defenders	£20			
	Fidgets/Mirrors	£50	ASN overview meetings		
	Range of social games	£50			
	Soft furnishings for Calm Corners	£100			
		£3500	ASN learning walks		

Framework for School Improvement Planning 2025/26

	Resistance bands Twist Blocks	£300 £100 £50			
	Regular access to outdoor learning resources	£1000			
For all targeted pupils to have better exposure to more diverse reading materials	Introduce diverse reading material	£11000	Learning Walks Learning conversations	January 2026	
For all children to have access to healthy snacks/school uniform/school trips	Universally provide healthy daily snacks , access to quality uniforms and P.E kits and educational school trips	£3080	Observations Pupil survey PEF/DIP meetings	Throughout year	
		£46,000			

School PEF allocation 23/24: £46,550

Total PEF allocated in SIP £46,000

Underspend: £ 550