

School Improvement Planning Template

School	Garrowhill Primary School
Learning Community	Bannerman
Link Officer	Stephen Brown
Head of Service	Jean Miller
School Roll	454
Attendance Rate	94.2%
Pupils affected by the poverty related attainment gap (employment, income, housing, health, access to services, education, crime), covid & other forms of poverty not listed OTHER – Pupils not in SIMD 1 & 2, not in receipt of school meals but affected by factors detailed above.	
PEF allocation 24-25:	SIMD Quintile 1 (% and Number): 81 – 18%
Carry Forward: N/A	SIMD Quintile 5 (% and Number): 29 – 6%
Total Allocation 24-25:	Other: 35 – 7.78%
FME (number and %): 65 – 14%	Total No Pupils: 453
Grand Challenges 2023-26 (<i>Grand challenges are the long-term strategic changes you intend to achieve i.e 'to improve attainment in literacy'</i>) <ul style="list-style-type: none"> ▪ Achievement & Progress: Improve levels of attainment and rates of progress. ▪ Engagement, Participation & Inclusion: Embed inclusive practices in every classroom, ensuring all children are engaged, self-motivated and responsible learners who can apply their skills across the contexts for learning both within and outwith the classroom. ▪ Wellbeing and Learning: Transform our curriculum to ensure effective learning and teaching, improving pedagogy, nurture and relationships to broaden and deepen learner experiences. 	

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Challenge: Achievement & Progress: Improve levels of attainment and rates of progress.						
Mission: Improve the quality of questioning and levels of attainment in Literacy and Numeracy					Costs	
Commitments (sprint)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
Complete GCC Pedagogy questioning module and establish TLCs to ensure consistent approaches and nurture of positive learning environments.	All staff are able to use questioning effectively to encourage children to take control of their learning. All learners are supported and understand how to move learning forward.	Observations of learning Learner conversations and samples of work Tracking conversations Assessment activity and data analysis.	HT – G Clarkson DHT – L Chatham PT – P Halewood	December 2024		£5000
All staff collaborate to implement questioning to identify gaps in learning and support and scaffold/challenge learners thinking.	Across the school almost all learners actively engage in numeracy and literacy lessons. Improved professional dialogue through TLCs and POLLI	Learning walks and conversations Feedback from learners and staff. Monitoring and tracking data. POLLI feedback TLC meeting records.	HT – G Clarkson DHT – L Chatham PT – P Halewood	April 2025	£2000	
All staff collaborate to implement regular formative assessments, construct clear success criteria to create a culture of enquiry in the classroom.	Assessments are varied and provide accurate insight into learner understanding. Assessment data is used to inform planning for learning and teaching approaches.	Analysis of a range of assessment data and development of clear learning plans.	HT – G Clarkson DHT – L Chatham PT – P Halewood	December 2024		
All staff implement refreshed monitoring and tracking process enabling effective targeted interventions for learners at risk of being off track.	Almost all learners at P1,4 and 7 are on track with numeracy & maths and literacy & English; 2% increase on 2024 All learners have made good progress from previous levels.	Monitoring & Tracking Data Professional dialogue ASN overview and WAP reviews Learner and parent views	HT – G Clarkson DHT – L Chatham PT – P Halewood	January 2025		
<p><u>December Check Point:</u> Evaluative Comments</p> <ul style="list-style-type: none"> All teaching staff have completed the Glasgow's Pedagogy Questioning modules. Teaching staff have worked in TLCs to discuss, plan and evaluate their own use of questioning. SMT completed classroom observations with a focus on effective questioning. Effective questioning was evident in almost all classes. The probationer teachers require some additional support with this. This will be arranged by the DHT. The probationer teachers will also observe good practice in classes across the school. The majority of staff did not use 'hinge point' questions. There will be a focus in a future CAT session on this area, with TLCs meeting to plan opportunities to use these questions. TLCs groups meet regularly and work together at every CAT meeting. TLCs have had opportunities to plan and evaluate together. 						

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Challenge: Achievement & Progress: Improve levels of attainment and rates of progress. Embed inclusive practices in every classroom, ensuring all children are engaged, self-motivated and responsible learners who can apply their skills across the contexts for learning both within and outwith the classroom.						
Mission: Improve differentiation and pace and challenge in numeracy.					Costs	
Commitments (sprint)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
Whole school audit of current maths practice including resources used, coverage, differentiation and assessment	Gives SMT a clear picture of how maths is taught across the school Information used to inform next steps to improve maths attainment in P4-7	L&T observations/ learning conversations	DHT – L Chatham	September 2024		
Structured maths programme implemented P4-7 focusing on pace, coverage and challenge	Effective approaches to the teaching of maths Overall 2% increase in attainment in Numeracy in P4-7	Lesson observations Standardised assessment data Tracking and Monitoring data Learner feedback	DHT – L Chatham	December 2024	£2000	
Introduction of Play Away Maths in P1-2	Increased engagement in maths using play pedagogy Increase in parental engagement in maths at home	Lesson observations Standardised assessment data Tracking and Monitoring feedback Learner feedback Parent feedback	DHT – L Chatham	September 2024		£2000
Moderation of maths approaches with a focus on maths during POLLI visits	Sharing of good practice across the school Ensuring consistency of approach towards the teaching of maths across the school	POLLI Observation feedback Learner feedback Moderation discussions	DHT – L Chatham	April 2025		
December Check Point: Evaluative Comments <ul style="list-style-type: none"> All teaching staff have completed an audit of current practice in their classroom and personal confidence levels in the teaching of numeracy and mathematics. SMT have a clear picture of coverage, resources and assessment strategies. Differentiation is an area for development. The DHT will deliver training in CAT sessions on the Glasgow's Pedagogy Differentiation Module. Parental questionnaire issued on the school app at parents' evening provide insight into confidence levels and support for Home Learning. SMT plan to use this information to provide further parental workshop opportunities and guidance. Play Along Maths Group 1 is complete. Parental feedback is extremely positive. Group 2 will work on this in the second term. 						

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Please use the space below to note any other improvement action initiated in previous years which are continuing to be focus in the coming year but not your identified priority for 24-25.

Grand Challenge	Area of Focus	Quality Indicator
Achievement & Progress: Improve attainment in Literacy.	Implement refreshed pedagogy in talking and listening across all school stages. Ensure talking and listening skills are being taught effectively across the school.	2.2, 2.3, 3.2
Engagement, Participation & Inclusion: Embed inclusive practices in every classroom, ensuring all children are engaged, self-motivated and responsible learners.	Embed inclusive practices across the school which enhance pupil voice. School community all participate in gaining Rights Respecting Schools award.	1.2, 3.1
Engagement, Participation & Inclusion: Embed inclusive practices in every classroom, ensuring all children are engaged, self-motivated and responsible learners.	Implement IDL, meta-skills and skills for life, learning and work.	2.3, 3.2

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