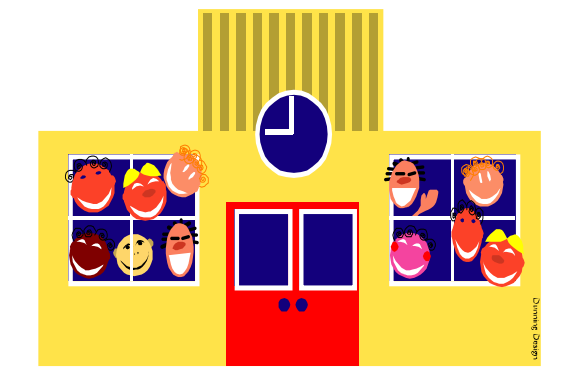


# Glendale Primary School



## Improvement Plan Session 2018/2019

## Glasgow City Council Education Services

### Improvement Planning



<b>Establishment</b>	<b>Glendale Primary School</b>
<b>LIG Area</b>	2
<b>Session</b>	2018/19

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### Signatures:

<b>Head of Establishment</b>	<b>Elizabeth Laird</b>	<b>Date</b>	<b>June 2018</b>
<b>Area Education Officer</b>	<b>Jacqueline Nimmo/David Byrne</b>	<b>Date</b>	<b>June 2018</b>

## **1a Our Vision, Values and Aims**

Our vision is to ensure that our pupils are educated in a caring environment through an appropriate and meaningful curriculum. The curriculum should challenge and develop the potential of all of our children.

Our pupils are entitled to be educated within an ethos which affords them the rights to feel safe, healthy, respected, valued and included in decision making. Everyone has the right to have their voice heard and the right to be happy.

### **Our Aims**

**The aims of the school through its ethos, curriculum and methodology are:**

- To educate our pupils to enable them to achieve their full potential both academically and socially;
- To encourage in all pupils the attitudes and concepts of respect, justice, freedom and equality;
- To develop in all pupils the self-discipline and the skills which will enable them to achieve their potential both within school and throughout their lives;
- To work in partnership with parents/carers to ensure the best for all our pupils;

Through Curriculum for Excellence, enable all of our pupils to become successful learners, confident individuals, responsible citizens and effective contributors.

## **1b How our Vision, Values and Aims were developed and how stakeholders were consulted**

- Pupils - planned, progressive HWB programme from P1-P7 and formation of Pupil HWB Group.
- Pupils - through assemblies, Eco committee and Pupil Council meetings
- Parents/Carers - through Parent Council Meetings, workshops and evaluations
- Staff - through Staff meetings/collegiate time and self-evaluation.

**1b How our Vision, Values and Aims were developed and how stakeholders were consulted**

The diverse social, economic & cultural backgrounds of our children are central to our shared vision. All teaching staff regularly reflect on, and most show commitment to, the shared values as embedded in the GTCS standards. Staff actively support our learners' understanding of the vision, aims and values through the four contexts for learning. Staff work hard to create and sustain an environment where children feel safe and feel listened to. Relationships between pupils, staff and parents are based on mutual respect and high expectations.

## 2. Summary of self-evaluation process

### How we carried out our self-evaluation and involved stakeholders

In Feb 2018, the whole staff discussed, evidenced and evaluated SIP progress and aspects of QIs (1.1 point 2, 1.2 point 2, 1.3 point 2, 1.4 point 2, 1.5 point 1, 2.2 all points, 2.4 points 1-3, 2.5 all points and 3.2 all points). Numeracy attainment, numeracy teaching methodology, Reading and parent / carer engagement were the main focus of discussion.

In April 2018, parents / carers and focus groups of children responded to questions on aspects of QIs 2.1, 2.2, 2.3, 2.5, 2.7, 3.1 and 3.2.

**Almost all** responses were in the 'agree' or 'strongly agree' category for positive statements. The parental materials were translated into Urdu to increase access to the process.

All results were collated by the SLT and were used to formulate priorities for SIP and for PEF proposal.

High level question	Key strengths	Areas for improvement
<p><b>How good is our leadership and approach to improvement?</b></p>	<ul style="list-style-type: none"> <li>• SLT have clearly defined remits which are carried out to a high standard.</li> <li>• The HT provides strong but democratic leadership which empowers staff to be innovative and ambitious.</li> <li>• All teaching, and non-teaching staff, are involved in the process of change and in evaluating the impact of improvements.</li> <li>• Pupils and partners contribute to the process of self-evaluation.</li> <li>• Class observations, class monitoring, planning and assessment arrangements ensure that careful monitoring confirms optimum impact.</li> <li>• All staff are involved in and work collegiately to support and evaluate the impact of change.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to analyse attainment data in language and maths attainment, SIMD &amp; acquisition of English to evaluate the impact of initiatives. Expand the range of data used to include attendance.</li> <li>• Use standardized testing in maths (MALT) for all children, with particular focus on groups identified through PEF. Identify, purchase and implement appropriate standardized testing for reading.</li> </ul>
<p><b>How good is the quality of care and education we offer?</b></p>	<ul style="list-style-type: none"> <li>• All staff and children have a shared understanding of the importance of wellbeing and children's rights in our school.</li> <li>• Staff work hard to create and sustain an environment where children feel safe and feel listened to.</li> <li>• Relationships between pupil, staff and parents are based on mutual respect and high expectations.</li> <li>• Staff model behaviour that promotes wellbeing and are responsive to the wellbeing needs of individual children.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to increase ways in which learners have choice and can lead aspects of the learning.</li> <li>• Use wellbeing indicators more with children and parents.</li> <li>• Continue to offer family learning opportunities and to take more creative approaches to improve engagement.</li> <li>• Continue to provide informal crèche to enable parents to attend.</li> <li>• Ensure key events are communicated in community languages to increase access and engagement.</li> </ul>

High level question	Key strengths	Areas for improvement
	<ul style="list-style-type: none"> <li>• Learners make good progress in literacy and numeracy from their prior levels.</li> <li>• Accelerated groups are formed, where appropriate, in literacy and numeracy to ensure challenge for the most able pupils.</li> <li>• The school empowers its pupils to have say in the quality of their learning experiences and how they can be improved.</li> </ul>	
<p><b>How good are we at improving outcomes for all our learners?</b></p>	<ul style="list-style-type: none"> <li>• Procedures are in place to welcome new children, to assess their learning and address any barriers quickly and effectively.</li> <li>• Differentiated and progressive programmes are delivered to meet the diverse needs of our learners.</li> <li>• Children receive good quality feedback that informs next steps in learning.</li> <li>• Staged Intervention is implemented to assess children's additional support needs and leads to appropriate referrals and support.</li> <li>• Learners are involved in setting their own next step targets with challenge and success being experienced by all attainment groups</li> <li>• Almost all staff have high expectations of their pupils and work hard to ensure inclusion and equality lead to improved outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop staff understanding of attainment across the whole year group, and from one stage to another, to increase shared responsibility for pace and progress.</li> <li>• Continue to analyse attainment data in language and maths to evaluate the impact of initiatives. Expand the range of data used.</li> <li>• Use standardized testing in maths (MALT) and reading for all children, with particular focus on groups identified through PEF.</li> <li>• Continue to discuss pupils' progress with them so that they understand where they are on their journey through Curriculum for Excellence.</li> </ul>





3. **Priorities for improvement in the current session**

Year **2017-2018**

No.	Priority	Stage of development	Main driver of priority:		Alignment to:			
			Self-Evaluation/VSE	Education Scotland report	QI	Wellbeing Framework	Service Priorities	Collaboration and Partnership Working
1.	Achievement and Attainment - Numeracy/maths	Developing/embedding	x	x	2.3 3.2 2.5		x	x
2.	Writing	Exploring/developing	x	x	2.2 2.3 2.5		x	x
3.	Digital Literacy	Exploring/developing	x		2.1 1.3 1.4 2.5		x	
4.	Meeting Learners' Needs – Nurture – Restorative Practice	Embedding	x		2.1 2.4	x	x	x



#### 4. Action Planning

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
1	2.3 3.2 2.5	Achievement and Attainment - Numeracy/maths	<ul style="list-style-type: none"> <li>• Children will develop essential numeracy skills</li> <li>• Children will be able to interpret numerical information appropriately</li> <li>• Children will be able to apply skills and understanding creatively and logically to solve problems</li> <li>• Children will be able to develop a secure understanding of the concepts, principles and processes of mathematics and apply these in different contexts</li> <li>• Children will develop/embed maths strategies through play.</li> <li>• Cluster moderation will improve staff understanding of achieving a level in maths, thus promoting quality learning conversations.</li> </ul>

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
Maths scheme and it's use and impact monitored through out session	Throughout session	PT/HT	New Heinemann Active Maths Scheme purchased. Sumdog license purchased.
Forward Planning and assessment in line with the new scheme	Term and 2	PT/HT/ALL STAFF	Time
Resources purchased to support Maths through play to upper school(second level)	Across session	PT/HT	PEF Money /time
Parent workshops to support parental involvement in maths	Term 2 and 3	PT/HT	Time
Classroom observations carried out to ensure best practice	Term3 and 4	PT	Time
Parent workshop to inform and identify changes	Term 4	PT/HT	Time

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
to practice			
Evaluation of implementation of scheme	Term 4	All staff and pupils	Time

Evidence of Impact

#### 4. Action Planning

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
2	2.2 2.3 2.5	Learners experiences – Developing an equitable writing curriculum	<ul style="list-style-type: none"> <li>• Following audit, staff development in genre approach to writing will lead to improved learner experiences.</li> <li>• Children will link their literacy knowledge across reading and writing to promote attainment in both.</li> <li>• Cluster moderation will improve staff understanding of achieving a level in writing, thus promoting quality learning conversations.</li> <li>• As readers and writers, children will accurately discuss the level of their own learning and their next steps for development.</li> <li>• From Early to Second levels, children will consistently employ aspects of Higher Order Thinking Skills during text handling.</li> </ul>

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
Training in genre approach to writing strategies (Literacy for All).	Term 1, 3	All staff	Time, GIC resources.
Coaching in context – writing sessions	Term 2-4	CPD on request	Time, DHT & PT.
Peer observations	Throughout session	All staff	Time
Video will be made demonstrating good practice at each level in the school.	Term 3/4	Staff/DHT	Time, staff and DHT
Parent/carer workshops to share with parents approaches to teaching writing and how they can support children's homework.	Term 3/4	DHT/HT	Time, all teaching staff, DHT

**Evidence of Impact**

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#### 4. Action Planning

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
3	2.1 1.3 1.4 2.5	Learners experiences - Digital Literacy	<p>Through training and CPD staff will be able to demonstrate;</p> <ul style="list-style-type: none"> <li>• A secure knowledge and understanding of current guidance on the use of digital technologies in school and know how to use digital technologies to enhance teaching and learning. (The Curriculum 2.4.1)</li> <li>• Skilfully deploy a wide variety of innovative resources and teaching approaches, including digital technologies and, where appropriate, actively seek outdoor learning opportunities. (T &amp; L 3.1.3)</li> <li>• Enable learners to make full use of well-chosen resources, including digital technology to support teaching and learning. (Classroom organisation and management 3.2.1)</li> <li>• Demonstrate a critical understanding of digital technologies and how they can be used to support learning (Pedagogy, learning and subject knowledge 3.1.5)</li> </ul>

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
Training of DLOL	Throughout session	Laura Hughes	Time
Staff training and up dates	Throughout session	Laura Hughes, PT and HT	Time
Peer Support	Throughout session	Laura Hughes, PT and HT	Time
Parent/carer workshops to inform and direct parents to best practice when using ipads at home to support children's homework.	T4	PT/HT	Time
Agreement/discussion of changes in	T4	All staff	Time

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
methodology from the training, that will produce maximum impact on reading attainment			

Evidence of Impact



#### 4. Action Planning

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
4	2.1 2.4	Meeting Learners' Needs – Nurture – Restorative Practice/Mental Health	<ul style="list-style-type: none"> <li>• Promotion of emotional growth.</li> <li>• Social skills developed through enhanced communication skills</li> <li>• Confidence in the use of the language of emotional literacy</li> <li>• Enhanced self esteem</li> <li>• Learning experiences within an environment of security, routines, clear boundaries and carefully planned learning opportunities</li> </ul>

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
Refresh of theory/principles of Restorative Approaches. Refresh of All Behaviour is Communication.	On-going throughout session	PT and HT to whole staff	.Time
Monitoring of HWB lessons through classroom observations	Term 2 and 3	HT	Time
Monitoring of impact on playground supervision.	Term 2 and 3	HT/PT	Time
Review progress and requirements for further training/resources required. Adaptations to policy	Term 3 and 4	PT and HT	Time

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
and planning as required.			
Pupil workshops to encourage growth mind set	Throughout session	HT/PT/Quarriers support worker	Time and PEF money
Parent Workshops on Behaviour and Mental Health strategies	Term 2 and 3	PT/HT	Time and development of appropriate materials

Evidence of Impact

**5. Appendix a**

**Action Plan Summary for Stakeholders**

No.	Priority	Expected outcomes for learners which are measurable or observable	Lead responsibility	Timescales
1	Achievement and Attainment - Maths	<ul style="list-style-type: none"> <li>• Children will develop essential numeracy skills</li> <li>• Children will be able to interpret numerical information appropriately</li> <li>• Children will be able to apply skills and understanding creatively and logically to solve problems</li> <li>• Children will be able to develop a secure understanding of the concepts, principles and processes of mathematics and apply these in different contexts.</li> <li>• Children will develop/embed maths strategies through play</li> </ul>	PT/HT	Through out session
2	Learners experiences – Reading into writing	<ul style="list-style-type: none"> <li>• . Following audit, staff development in genre approach to writing will lead to improved learner experiences.</li> <li>• Children will link their literacy knowledge across reading and writing to promote attainment in both.</li> <li>• Cluster moderation will improve staff understanding of achieving a level in writing, thus promoting quality learning conversations.</li> <li>• As readers and writers, children will accurately discuss the level of their own learning and their next steps for development.</li> </ul> <p>From Early to Second levels, children will consistently employ aspects of Higher Order Thinking Skills during text handling.</p>	DHT/HT/PT	Through out session
3	Digital Literacy	<p>Through training and CPD staff will be able to demonstrate;</p> <ul style="list-style-type: none"> <li>• A secure knowledge and understanding of current guidance on the use of digital technologies in school and know how to use digital technologies to enhance teaching and learning. (The Curriculum 2.4.1)</li> <li>• Skilfully deploy a wide variety of innovative resources and teaching approaches, including digital technologies and, where appropriate, actively seek outdoor learning opportunities. (T &amp; L 3.1.3)</li> </ul>	DL0L/PT/HT	Through out session

		<ul style="list-style-type: none"> <li>• Enable learners to make full use of well-chosen resources, including digital technology to support teaching and learning. (Classroom organisation and management 3.2.1)</li> <li>• Demonstrate a critical understanding of digital technologies and how they can be used to support learning (Pedagogy, learning and subject knowledge 3.1.5)</li> </ul>		
<b>4</b>	Meeting Learners' Needs – Nurture – Restorative Practice/Mental Health	<ul style="list-style-type: none"> <li>• Promotion of emotional growth.</li> <li>• Social skills developed through enhanced communication skills</li> <li>• Confidence in the use of the language of emotional literacy</li> <li>• Enhanced self esteem</li> <li>• Learning experiences within an environment of security, routines, clear boundaries and carefully planned learning opportunities</li> </ul>	<b>PT/HT</b>	<b>Through out session</b>