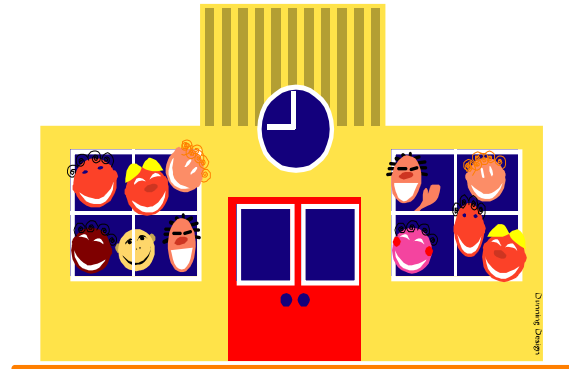


Glendale Primary School



Improvement Plan Session 2022/23



Establishment	Glendale Primary School
LIG Area	2
Session	2022/23

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Signatures:

Head of Establishment	Elizabeth Laird	Date	June 2022
Area Education Officer	Gillian Campbell Thow / Donnie MacLeod	Date	June 2022

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.

It has never been more important that we understand the health and wellbeing needs of our children and families and do our utmost to ensure they are safe and confident in school while we address their learning gaps and next steps.

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-Rights Respecting School Award developments
 - Pupils - through assemblies, the formation of school committees involving every child and pupil glow forms questionnaires.
 - Parents/Carers - through Parent Council Meetings, Parents' Evenings, evaluations and glow forms questionnaires.
 - Staff - through Staff meetings/collegiate time and self-evaluation.

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 May 2022, teaching and non-teaching staff self-evaluated the following aspects of the listed QIs.

1.1 Self-evaluation for self-improvement

- ▶ **Analysis and evaluation of intelligence and data**

1.3 Leadership of change

- ▶ **Strategic planning for continuous improvement**

2.1 Safeguarding and child protection

- ▶ **Arrangements for safeguarding, including child protection**
- ▶ **Arrangements to ensure wellbeing**

2.2 Curriculum

- ▶ **Skills for learning, life and work**

2.3 Learning, teaching and assessment

- **Effective use of benchmarks in the assessment process**
- **Planning, tracking and monitoring reading and maths using benchmarks**
- **Assessment framework with a balance of holistic, standardized, ongoing and periodic**

2.5 Family learning

- **Engaging families in learning**
- **Quality of family learning programmes**

2.6 Transitions

- **Arrangements to support learners and their families**
- **Continuity and progression in learning**

3.2 Raising attainment and achievement

- **Through more effective use of maths and reading benchmarks**

3.3 Increasing creativity and employability

- **Digital literacy**

How we carried out our self-evaluation and involved stakeholders

In Feb 2022, glow forms were used to gather children's views about the school environment and about their learning. 90% of responding children said that they know their next steps in learning and 95% said they feel safe and happy.

Parents were surveyed in February 2022 to evaluate how the school supports their children's learning and their health and wellbeing. 90% of responding parents agreed or strongly agreed that Ms Laird and her staff promote positive attitudes and values among the children. 95% felt that their children were learning how to be responsible citizens at Glendale.

Parents were surveyed in June 2022 at the start of the school's journey to becoming Rights Respecting. Parental views included: 'Love the focus on emotional wellbeing.' 90% of responding parents said that their child is learning at the right pace.

100% of staff took place in the VSE process in March 2022. It was broad ranging and helpful, both at SLT level and for planning for improvement. It has informed this SIP.

High level question	Key strengths	Areas for improvement
<p>How good is our leadership and approach to improvement?</p>	<ul style="list-style-type: none"> • The HT provides strong but democratic leadership which empowers staff to be innovative and ambitious. In session 21/22, 2 unpromoted staff members led initiatives in outdoor learning and Digital Literacy. • SLT have clearly defined remits which are carried out to a high standard. • All teaching, and non-teaching staff were closely involved with the VSE process and how it informs the improvement agenda. 	<ul style="list-style-type: none"> • Through PRD process, continue to offer all teaching staff opportunities to support school improvement and develop their own careers. • PT-led Audit and refresh Active play in the Infant Department (completed). Ceire Pickup PT re-engaged staff with play agenda in 21/22, developing literacy and numeracy rooms. • SLT remits are changing in response to VSE feedback. • Continue to use standardized testing in maths (MALT) and reading (Pira) for all children, with particular focus on TIGs. • Continue to develop whole staff familiarity with the Moderation Cycle and the way it permeates the

High level question	Key strengths	Areas for improvement
	<ul style="list-style-type: none"> • Pupils, parents and partners contribute to the process of self-evaluation. • Class observations, class monitoring, planning and assessment arrangements ensure that careful monitoring confirms optimum impact. 	<p>curriculum, the life of the school and the session calendar.</p> <ul style="list-style-type: none"> • In response to VSE, SLT will teach less and observe/model more in 22/23. Embedding the use of reading and maths benchmarks will be a key focus of SIP and SE. HT will continue to use PEF to fund 2 additional SFLWs.
<p>How good is the quality of care and education we offer?</p>	<ul style="list-style-type: none"> • All staff and children have a shared understanding of the importance of wellbeing and children's rights in our school. • Staff work hard to create and sustain an environment where children feel safe and feel listened to. • Relationships between pupil, staff and parents are based on mutual respect and high expectations. • Staff model behaviour that promotes wellbeing and are responsive to the wellbeing needs of individual children. <ul style="list-style-type: none"> • Learners make good progress in literacy and numeracy from their prior levels. • Accelerated groups are formed, where appropriate, in literacy and numeracy to ensure challenge for the most able pupils. • The school empowers its pupils to have say in the quality of their learning experiences and how they can be improved. 	<ul style="list-style-type: none"> • In Feb 22, 91% of responding children said they can talk to an adult in school if something goes wrong. • 93% of responding parents said that their children feel safe at Glendale. • Covid restrictions permitting, re-establish our 'work in class with your child' workshops. • Continue to provide informal crèche to enable parents to attend. • Ensure key events are communicated in community languages to increase access and engagement. <ul style="list-style-type: none"> • Continue to analyse attainment data in language and maths attainment, SIMD & acquisition of English to evaluate the impact of initiatives. Expand the range of data used to include attendance. Continue to check whether Glendale's profile of language acquisition over SIMD has altered more towards poverty and use the resulting conclusions to check selection of TIGs best reflects need.
<p>How good are we at improving outcomes for all</p>	<ul style="list-style-type: none"> • Procedures are in place to welcome new children, to assess their learning and address any barriers quickly and effectively. 	<ul style="list-style-type: none"> • Continue to develop staff understanding of attainment across the whole year group, and from one stage to

High level question	Key strengths	Areas for improvement
our learners?	<ul style="list-style-type: none"> • Differentiated and progressive programmes are delivered to meet the diverse needs of our learners. • Children receive good quality feedback that informs next steps in learning. • Staged Intervention is implemented to assess children's additional support needs and leads to appropriate referrals and support. • Learners are involved in setting their own next step targets with challenge and success being experienced by all attainment groups. • Almost all staff have high expectations of their pupils and work hard to ensure inclusion and equality lead to improved outcomes. 	<p>another, to increase shared responsibility for pace and progress.</p> <ul style="list-style-type: none"> • Use standardized testing in maths (MALT) and reading (PIRA) for all children, with particular focus on groups identified through PEF and English Acquisition levels. • Continue to discuss pupils' progress with them so that they understand where they are on their journey through Curriculum for Excellence. • In 22/23, all planning feedback meetings will use the language of maths and reading benchmarks as a focus of discussion of children's progress so that direct teaching observations, planning / evaluations paperwork, discussions with children and staff discussions triangulate better by using the same language.

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.	Consistent use of reading and maths benchmarks through moderation cycle processes	Developing / embedding.	VSE leading to SIP.		1.1 1.3 2.2 2.3 3.2		x	x
2.	RSHP (relationships, sexual health and parenthood)	Developing and embedding	Scottish Government initiative.		1.3 2.3 3.1	x	x	x
3	Achievement and Attainment – Play Based Learning	Developing and embedding	Self evaluation		1.3 2.3 3.2 2.5		x	x
4.	Rights Respecting School	Introducing/Developing	VSE leading to SIP		1.1 1.3 2.5 2.7 3.1	x		x
	Digital Literacy	-Embedding - resolving wifi connectivity problems	Ongoing whole school development of IT skills and use of ipads.		1.2 2.2 2.3	x	x	x
	Parental engagement / family learning.	Maintaining..... permeates all aspects of SIP	Authority priority		2.5 2.7 3.1			x

4. Action Planning

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
1	1.1 1.3 2.2 2.3 3.2	<p>Consistent use of reading and maths benchmarks through moderation cycle processes:</p> <ul style="list-style-type: none"> updated maths and reading planning formats updated SLT observation and POLLI formats updated evaluation format increased SLT classroom observation visits termly meetings to use language of maths and reading benchmarks as focus for discussion on children's progress. 	<ul style="list-style-type: none"> Consistent use of reading and maths benchmark language through all aspects of learning and teaching, planning, assessment, evaluation and monitoring. <p>Leading to</p> <ul style="list-style-type: none"> Improved learner experiences. Children showing better understanding of their progress through a level during SLT learning conversations / focus groups.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
Update maths and reading planning formats. Update SLT observation and POLLI formats. Update evaluation format.	Term 4 21/22 to term 1 22/23	PTs developing formats. HT to whole staff at August in set	Time in Aug 22 and revisiting time through session 22/23.
Monitoring of maths and reading benchmark use in lessons through classroom observations.	Throughout session	HT / DHT / PTs	Time
Observation of maths and reading benchmark use in lessons through POLLI.	Terms 2 and 3	HT/ DHT /PTs	Time.
Termly meetings to use language of maths and reading benchmarks as focus for discussion on children's progress.	Throughout session	All teaching staff.	Time and PEF money
SfLW training in maths and reading benchmarks.	Term 1	DHT	Time during 30 minute weekly meetings.

Evidence of Impact

New planners in use for reading and maths.
 Benchmarks consistently informing SC in reading and maths across all stages.
 Increased teacher confidence in what being on track at any given stage in reading and maths looks like (use glow forms to check in).
 Children showing better understanding of their progress through a level during SLT learning conversations / focus groups.
 SLT observations.
 POLLI observations.

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
2	1.3 2.3 3.1	RSHP (relationships, sexual health and parenthood)	<ul style="list-style-type: none"> • Increased teacher knowledge of the programme • Children will have an improved learning experience via implementation of the new programme.. • Information on programme sensitively shared with parents

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
Use of new programme and resources progressively from P1	All staff	All staff	Time
Ensure effective teaching delivered at all stages.	Term 3	CPD on request	Time, all staff.
Parent/carer workshops to share with parents approaches to RSHP and sources of support / resources to support homework.	Term 2/3	DHT/HT	Time, all teaching staff, DHT

Evidence of Impact

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
3		Play Based Learning P1-3	<ul style="list-style-type: none"> • Children will develop essential numeracy skills. • Children will develop essential literacy skills. • Children's English acquisition will improve. • Children will develop independence in their learning and lead their learning. • Children will have increased personalisation and choice in their learning. • Staff knowledge of play pedagogy will increase. • Staff confidence delivering a play based curriculum will increase.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
Play will allow smaller teaching groups in all areas of the curriculum in P1 and in literacy in P2 and P3.	Throughout the session	PT(Mrs Pickup)/HT/CT (P1-3)	PEF money and time
Collaborative planning, delivery and evaluation of the curriculum will ensure that tasks reflect prior learning and will allow for targeted intervention when children require support/challenge.	Throughout the session	PT/HT/CT (P1-3)	Time
Parent workshops to support parental involvement in literacy and numeracy.	Term 2 /3	PT/HT/CT (P1-3)	Time
Classroom observations will be carried out throughout the session to ensure best practice.	Terms 2 and 3	PT/HT/CT (P1-3)	Time

Evidence of Impact

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
4		Rights Respecting School	<ul style="list-style-type: none"> • Increased teacher knowledge through training • Children will further develop their understanding of Children's Rights, UNCRC and articles/RRSA • Improved learners experiences • Information shared with parents.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
Children and staff introduced to and kept updated with Rights Respecting School Award	Throughout the session	PT(Mrs Lloyd lead)/HT/CT	PEF money and time Mrs Lloyd to undertake training and cascade to staff.
All pupils involved in discussion around articles in class and throughout the session	Throughout the session	HT/CT	Time
RRSA steering group established involving pupils and parents.	Throughout the session	PT/HT /parent	Time
Classroom monitoring of progress and impact of strategies will be carried out throughout the session to ensure best practice.	Throughout the session	PT/HT/CT	Time

Evidence of Impact

Action Plan Summary for Stakeholders

No.	Priority	Expected outcomes for learners which are measurable or observable	Lead responsibility	Timescales
1	Consistent use of reading and maths benchmarks through moderation cycle processes:	<ul style="list-style-type: none"> • Consistent use of reading and maths benchmark language through all aspects of learning and teaching, planning, assessment, evaluation and monitoring... leading to • improved learner experiences. • children showing better understanding of their progress through a level during SLT learning conversations / focus groups. 	HT /DHT / PTs but closely involving all teaching staff.	Throughout the session
2	RSHP (relationships, sexual health and parenthood)	<ul style="list-style-type: none"> • Increased teacher knowledge of the programme • Children will have an improved learning experience via implementation of the new programme.. • Information on programme sensitively shared with parents 	All staff	Terms 2 and 3
3	Achievement and Attainment - Play based learning	<ul style="list-style-type: none"> • Children will develop essential numeracy skills. • Children will develop essential literacy skills. • Children's English acquisition will improve. • Children will develop independence in their learning and lead their learning. • Children will have increased personalisation and choice in their learning. • Staff knowledge of play pedagogy will increase. • Staff confidence delivering a play based curriculum will increase. 	PT(Mrs Pickup)/HT/CT	Throughout session
4	Rights Respecting School	<ul style="list-style-type: none"> • Increased teacher knowledge though training • Children will further develop their understanding of Children's Rights, UNCRC and articles/RRSA • Improved learners experiences • Information shared with parents 	PT(Mrs Lloyd)/HT/CT	Throughout session

