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# Session: 2018-19

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| Establishment |  | **Garrowhill Primary** |
| Head of Establishment |  | Linda Logue |
| Area/Local Improvement Group |  | NE 3 |
| Head of Service |  | Colin Crawford |
| Area Education Officer/Quality Improvement Officer |  | Kay Hamilton |

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**Action Plan Summary for Stakeholders**

| **1. Our Vision, Values and Aims** |
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| Our **Vision** for Garrowhill Primary School is:Our school will be a place where children are nurtured in an inspiring environment where everyone feels safe to learn and grow together.Our **Values**:Our vision is built on the values we all agree are most important to us; Belief. Respect, Ambitious, Virtue and Equity (BRAVE)Our **Aims**:* To provide the highest quality of learning and teaching in order that our children can achieve their full potential.
* To ensure that our staff have continuing professional development opportunities.
* To foster a caring and respectful attitude so that children become responsible citizens and effective contributors to society.
* To offer children opportunities to work individually and collaboratively to allow them to become successful learners and confident individuals.
* To create positive partnerships with parents, carers and the wider community.
* To ensure the best possible learning environment for children with additional support needs and to promote understanding and concern for those needs within our school community.
* To be an inclusive school
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| **2. Summary of our self-evaluation process.**  |
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| Staff have engaged in a focused audit of the work of the school using a selection of quality indicators from HGIOS 4. An annual plan to ensure robust self-evaluation and reflection on our work is now place. The whole school community including children, staff and parents are consulted about the work of the school through annual questionnaires and focus groups. Our Parents and children have completed view points as part of our open afternoons and Parents’ Evenings. Learning conversations with children and on-going professional dialogue have informed our self-evaluation and planning decisions. Regular meetings of our school houses and school parliament have given another medium for learner views to be sought and acted upon.Improvements to our practices in moderation of learners’ experiences have provided evaluation information and data which has been used to inform our priorities for improvement. |
| **Strengths identified:**The school has sustained very good levels of attainment in reading, writing and mathematics and numeracy at first and second level. Reading and numeracy attainment at early level is good and the majority of children achieve early level writing by the end of P1.Feedback in questionnaires suggests parents and carers are happy with the quality of education. Workshops to improve spelling and numeracy across learning have been well received by parents.Staff routinely engage in professional learning, collegiate activity and dialogue which directly impacts on learners’ experiences. Our model of professional learninghas impacted significantly on pedagogy and learner experience in literacy, numeracy and health & well-being. Staff, parents and learners share a vision for the school which includes the commitment to building resilience and developing a growth mind-set culture..Staff have a clear understanding of the adverse experiences which can impact on a young person. We have robust procedures for protecting children andmaintaining coherent chronologies for vulnerable children. There is growing confidence amongst teaching staff in the strategies they can implement to ensure all needs are met. Our Every Child is Included policy is embedded across the school. Parents, carers and children are involved in regular reviews of their children’s learning, progress and targets. Our learners are meaningfully engaged in their learning and well supported to do their bestAll staff have a clear understanding of self-evaluation as an integral part of improvement actions. We value professional dialogue and self-reflection and use these conversations to improve outcomes for learners. Pupil participation features strongly in our self-evaluation strategy and we have improved approaches to moderation to ensure continued progression for all learners.There is a very positive ethos across the school and almost all learners are motivated and engaged in the learning process. Actions to improve the feedback to learners has been very effective and there is a high level of commitment to developing a growth mind-set culture across the whole school community. All staff have high expectations of leaners and are able to plan appropriate support to remove barriers to learning.Team working is a strength of the school with leadership and innovation strongly promoted.  |
| **Priorities for development:****1: HWB: Nurture: Physical well-being and emotional literacy****2. CFE: STEM, Using digital literacy and technology to improve learning experinces in maths, science and technology****3. Learning, Teaching & Assessment: Literacy for all, Phonics, spelling and Writing** |

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| **3. Action Planning** |

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| **No.** | **Quality Indicator** |  **Priority**  |
| **1** | **2.4, 3.1** |  HWB: Glasgow’s attainment challenge |

| **Tasks to achieve priority**  | **Timescale****and checkpoints** |  **Evidence of Impact > (data, observation, views)** |
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| Implement revised approaches to behaviour management and anti-bullying policy as a result of Pivotal training in May 2018: 5 Pillars of behaviour management: Consistent calm adult behaviour, first attentions to best conduct, relentless routines, scripting difficult conversation, restorative approaches | From May 2018 and on going.Monthly checks30 minutes x 10 CAT nightsModeration meetings 1 per monthPupil Equity Funding: £1000 | Record of parental contact and meetingsPastoral notesImproved engagement in leaning leading to improved attainmentTeacher/Children/parent viewsObserved improvements in classroom experiences and engagementObserved improvement in playground/classroom relationshipsTracking data/ tracking meeting records. |
| Further develop approaches to Visible Learning and growth mind-set training focused on pupil self-reporting, feedback, self-assessment. On-going use of the visible learning inside checklist and John Hattie’s research to support self-evaluation | 1 x 1hr CAT session per term  | Observed improvements to learner experienceSamples of children’s work and recorded improvements to written feedbackImproved verbal feedback and learning conversation.Learning conversation records Self-assessment evidence |
| Partnership with Bannerman High, Lochend High, Active schools and UTD sports to improve emotional literacy, social relationships, conflict resolution and physical well-being. | June 2018-June 2019: daily structured coaching activity in football tennis and athletics P1-7.Pupil Equity Funding: £8000 | Improved social relationships in the playground observed and reportedViews of learners and staffImproved skills in team work, resilience and collaboration observedClassroom observations and tracking recordsImproved problems solving skills observed in target groups P1-7Data on behaviour support and parental contactWell-being assessments and plans |

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| **Staff leading on this priority – including partners**  |  **Resources and staff development** |
| **Lead Roles:** Head Teacher, DHT Alan Young (ASN coordinator) DHT Laura Beastall (HWB coordinator) Audrey Dalrymple (PE coordinator) Partnerships with:Partner schools: St Bridget’s Primary, Swinton Primary, Mount Vernon Primary as comparator schools Parents and carersQIOsActive schoolsUTD SportsGrounds for LearningJoint Support TeamPivotal Education | Resources:Time: 4hours development time for visible learning5hrs from CAT nights on moderation of behaviour managementUTD Sports coaches 3 per day over 40 weeksPupil Equity Fund: £10000.00John Hattie’s Mind Frames AuditPivotal Education training materialsStaff Development: Whole school approach to behaviour management: I/2 day in-set May 2018Logui TV: training materials from Sir John Jones John Hattie; training videos and checklistJohn Hattie Research; Visible LearningSEEMIS and EDICT training using IT to support assessment and planning for pupilsCAT Moderation sessions on behaviour management. |

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| **No.** | **Quality Indicator**  |  **Priority**  |
| **2** | **2.3, 3.2, 3.3** |  Attainment and achievement: Improving science, technology, engineering and maths outcomes and experiences |

| **Tasks to achieve priority**  | **Timescale and checkpoints** |  **Evidence of Impact > (data, observation, views)** |
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| Analysis of Digital learning staff audit and implementation/participation in bespoke staff development sessions to improve staff skills and understanding of apple operating systems, apps, GLOW, internet and internet safety.All staff to complete Apple Teacher modules (10 in total) |  August 2018-March 201910 x 1hr CAT sessionsPupil Equity Fund:£15000 | Completed self-evaluation of QI 3.3 Aug.-SeptStaff development feedbackTracking and monitoring recordsPRD meetingsClassroom observationsStaff Training Session records and feedbackRecords of evaluations of learning using pathways and benchmark statements in technologyBGE tracking/tracking meeting recordsClassroom observation records and learning conversationSamples of pupil workGLOW Blogs/SeeSaw blogsHigher order thinking articulated through learning conversations |
| Develop and implement a through school STEM overview and staff development package alongside revised digital learning pathway to support skills progression P1-7 | August-Dec 20182 x 1hour moderation meetings (term 2 and 3)3 x 1hr CAT night | Digital Learning and Technologies Pathways evaluationsClassroom learning observationsLearning conversationsAttainment in literacy and numeracy DataWork samplesModeration meeting recordsStaff development records and evaluations |
| Implement revised outdoor learning strategy and through school progression pathway. | August to June 20181 x CAT night | Record of moderation discussionObservations of learning and teachingCurriculum mapsTracking meetingsLearning conversations |
| Further develop consistent use of GLOW accounts for P6 and P7 pupils to implement use of blogs, improve on-line home learning support and enhance classroom based learning experiences | From Aug 2018 and on-going. | GLOW blogsClassroom observationsLearning conversations and tracking meetingsNumeracy and literacy attainment dataEvaluations from learning pathways in literacy, numeracy, technology and scienceFeedback on home learningObserved improvement in learner creativity and use of digital technology to meet personal and social needs |
| Continue to implement research on stages of early arithmetical learning (including Glasgow Counts development work) and develop teacher expertise in resource selection and use to ensure mental agility. | August 2018 in-set day 1I/2 in-set day 3 Oct 2018¼ in-set day 4 February 20191x2hr twilight May 2018Pupil Equity Funding: £15000 | Improved mental agility and fluency with number observed in classroom observations.Learning conversationsTracking meeting recordsAttainment data in numeracy |
| Begin the journey towards accreditation as a digital school;  | On-going from SeptModerated monthly | Moderation records and staff evaluationsCurriculum pathway evaluationsObserved improved use of I Pads and notebooks in classroomsViews on communication systemsObservations of IDL/ STEM experiences |

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| **Staff leading on this priority – including partners**  |  **Resources and staff development** |
| **Lead Roles:** DHT Alan Young (Maths)PT Mrs Chatham:, PT Mr HalewoodPartnerships with:GLOWEducation ScotlandGlasgow LibrariesGateway EngageApple ClassroomsPIOTA | ResourcesDigital Learning audit/questionnairesGlasgow on-lineBGE tracking systemPEF10 x 1hr CAT sessions2 x 1hour moderation meetings (term 2 and 3)1x2hr twilight May 20183 hrs from in-set days3 x 1hr CAT nightStaff development: Education Scotland Benchmark Statements; technology and scienceCurriculum Progression Pathway StatementsSeeSaw applicationEDICT: Pupil GLOW accounts and blogs |

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| **No.** | **Quality Indicator**  |  **Priority**  |
| **3** | **2.3, 3.2** |  Learning, Teaching & Assessment: Reading & Writing |

| **Tasks to achieve priority**  | **Timescale****and checkpoints** |  **Evidence of Impact > (data, observation, views)** |
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| All staff to participate in training from Ruth Miskin trainers to further develop pedagogy in phonics, writing and grammar | Aug in-set day 2On-going assessment throughout year using coaching and development days x 3Pupil Equity Funding: £2000 | Records of attendance at trainingTraining material and feedback from staffPlanning and tracking meeting recordsRecords and action plans from development daysAttainment data in reading and writingModeration meeting notesLearner conversationsPupil profiles and work samples |
| All staff to participate in Alan Peat training and implement methodology. This will be the focus for moderation August to December | Oct in-set day 3:½ day | Moderation meeting recordsEvaluations of development daysObservation notesLearner conversations |
| Early and first level staff to participate in coaching in context and shadowing during additional development training days from Ruth Miskin training (Read Write Inc) | January-May dates TBC | Feedback from development days and Classroom observationsLearner conversations |
| All staff to implement improved approaches to the assessment and tracking of reading and writing using ES benchmark materials and RWI guidance. | From Oct-May | CFE data and school tracking records; improved analysisTermly records of tracking meetingsCurriculum pathways and evaluationsManageable approaches to assessment and planning Learner and parent views |
| PT to participate in Literacy for All training (6days) | PT training Days throughout sessionTime allocated from monthly moderation meetings½ day in-set day 3 and day 44 x 1hr CAT nights | CFE dataClassroom observation dataModeration records of professional dialogueAttainment dataModeration of literacy and grammar progressLearning conversationPupil work samplesStaff evaluations of learner experiences |
| All staff to implement improved numeracy strategies and plan and track progress in numeracy using Glasgow Counts guidance | From August and on-going throughout the year | CFE data and standardised assessment: improved attainment in numeracy at all stagesLearning conversations and tracking recordsClassroom observations |

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| **Staff leading on this priority – including partners**  |  **Resources and staff development** |
| **Lead Roles**: DHTs; Mr Young/Mrs Beastall PT Miss Byrne (PEF post)Partnerships with:Literacy for All trainersRuth Miskin Training and Read Write Inc Literacy and Grammar materialsGlasgow LibrariesParents and CarersAlan Peat | ResourcesGlasgow on-lineBGE and CFE (Focus) tracking systemTime from in-set days6 coaching and mentoring daysCAT session4x tracking/professional dialogue and learner conversations4x1hour moderation work, Staff development: Education Scotland Benchmark Statements; Literacy and numeracyLiteracy for all Guidance material and planning supportCurriculum Progression Pathway Statements |