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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 |

| **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 learning  has 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 and  maintaining 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 best  All 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 checks  30 minutes x 10 CAT nights  Moderation meetings 1 per month  Pupil Equity Funding: £1000 | Record of parental contact and meetings  Pastoral notes  Improved engagement in leaning leading to improved attainment  Teacher/Children/parent views  Observed improvements in classroom experiences and engagement  Observed improvement in playground/classroom relationships  Tracking 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 experience  Samples of children’s work and recorded improvements to written feedback  Improved 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 reported  Views of learners and staff  Improved skills in team work, resilience and collaboration observed  Classroom observations and tracking records  Improved problems solving skills observed in target groups P1-7  Data on behaviour support and parental contact  Well-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 carers  QIOs  Active schools  UTD Sports  Grounds for Learning  Joint Support Team  Pivotal Education | Resources:  Time: 4hours development time for visible learning  5hrs from CAT nights on moderation of behaviour management  UTD Sports coaches 3 per day over 40 weeks  Pupil Equity Fund: £10000.00  John Hattie’s Mind Frames Audit  Pivotal Education training materials  Staff Development:  Whole school approach to behaviour management: I/2 day in-set May 2018  Logui TV: training materials from Sir John Jones  John Hattie; training videos and checklist  John Hattie Research; Visible Learning  SEEMIS and EDICT training using IT to support assessment and planning for pupils  CAT 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 2019  10 x 1hr CAT sessions  Pupil Equity Fund:  £15000 | Completed self-evaluation of QI 3.3 Aug.-Sept  Staff development feedback  Tracking and monitoring records  PRD meetings  Classroom observations  Staff Training Session records and feedback  Records of evaluations of learning using pathways and benchmark statements in technology  BGE tracking/tracking meeting records  Classroom observation records and learning conversation  Samples of pupil work  GLOW Blogs/SeeSaw blogs  Higher 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 2018  2 x 1hour moderation meetings (term 2 and 3)  3 x 1hr CAT night | Digital Learning and Technologies Pathways evaluations  Classroom learning observations  Learning conversations  Attainment in literacy and numeracy Data  Work samples  Moderation meeting records  Staff development records and evaluations |
| Implement revised outdoor learning strategy and through school progression pathway. | August to June 2018  1 x CAT night | Record of moderation discussion  Observations of learning and teaching  Curriculum maps  Tracking meetings  Learning 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 blogs  Classroom observations  Learning conversations and tracking meetings  Numeracy and literacy attainment data  Evaluations from learning pathways in literacy, numeracy, technology and science  Feedback on home learning  Observed 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 1  I/2 in-set day 3 Oct 2018  ¼ in-set day 4 February 2019  1x2hr twilight May 2018  Pupil Equity Funding:  £15000 | Improved mental agility and fluency with number observed in classroom observations.  Learning conversations  Tracking meeting records  Attainment data in numeracy |
| Begin the journey towards accreditation as a digital school; | On-going from Sept  Moderated monthly | Moderation records and staff evaluations  Curriculum pathway evaluations  Observed improved use of I Pads and notebooks in classrooms  Views on communication systems  Observations 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 Halewood  Partnerships with:  GLOW  Education Scotland  Glasgow Libraries  Gateway Engage  Apple Classrooms  PIOTA | Resources  Digital Learning audit/questionnaires  Glasgow on-line  BGE tracking system  PEF  10 x 1hr CAT sessions  2 x 1hour moderation meetings (term 2 and 3)  1x2hr twilight May 2018  3 hrs from in-set days  3 x 1hr CAT night  Staff development:  Education Scotland Benchmark Statements; technology and science  Curriculum Progression Pathway Statements  SeeSaw application  EDICT: 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 2  On-going assessment throughout year using coaching and development days x 3  Pupil Equity Funding: £2000 | Records of attendance at training  Training material and feedback from staff  Planning and tracking meeting records  Records and action plans from development days  Attainment data in reading and writing  Moderation meeting notes  Learner conversations  Pupil 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 records  Evaluations of development days  Observation notes  Learner 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 observations  Learner 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 analysis  Termly records of tracking meetings  Curriculum pathways and evaluations  Manageable approaches to assessment and planning  Learner and parent views |
| PT to participate in Literacy for All training (6days) | PT training Days throughout session  Time allocated from monthly moderation meetings  ½ day in-set day 3 and day 4  4 x 1hr CAT nights | CFE data  Classroom observation data  Moderation records of professional dialogue  Attainment data  Moderation of literacy and grammar progress  Learning conversation  Pupil work samples  Staff 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 stages  Learning conversations and tracking records  Classroom 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 trainers  Ruth Miskin Training and Read Write Inc Literacy and Grammar materials  Glasgow Libraries  Parents and Carers  Alan Peat | Resources  Glasgow on-line  BGE and CFE (Focus) tracking system  Time from in-set days  6 coaching and mentoring days  CAT session  4x tracking/professional dialogue and learner conversations  4x1hour moderation work,  Staff development:  Education Scotland Benchmark Statements; Literacy and numeracy  Literacy for all Guidance material and planning support  Curriculum Progression Pathway Statements |