

Glasgow City Council Education Services

Improvement Planning



Establishment	Garrowhill Primary
LIG Area	NE 3
Session	2016-2017

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Signatures:

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1a Our Vision, Values and Aims

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; Resilience, respect, responsibility, honesty, determination and fairness.

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 promote tolerance and respect for all races and religions.
- To be an inclusive school with positive attitudes towards all.

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

In March 2015, our vision, values and aims were revised through wide consultation with staff, pupils and parents. Staff were involved in in this review as part of our professional development and self-evaluation work. Our children in P4-7 each completed a values questionnaire with our younger children taking part in whole class discussion on values as part of PSHE programme. Our parents were asked to complete questionnaires during our March Parents' Evening. The common views of all stakeholders have been reflected in our vision, values and aims statement.

2. Summary of self-evaluation process

How we carried out our self-evaluation and involved stakeholders

Staff were engaged in a focused audit of the work of the school using a selection of quality indicators from HGIOS 3 and Glasgow City Council's TACLE materials. The whole school community including children, staff and parents are consulted about the work of the school and completed an annual questionnaire. Our Parents and children have completed view points as part of our open afternoons. Learning conversations have informed self-evaluation and the formation of our school parliament has given another medium for learner views to be sought and acted upon.

High level question	Key strengths (aligned to HGIOS 3)	Areas for improvement (aligned to HGIOS 4)
<p>How good is our leadership and approach to improvement?</p>	<p>1.1 The school has sustained good levels of attainment in reading, writing and mathematics.</p> <p>5.9 All staff have a clear understanding of self-evaluation as an integral part of improvement actions. We value professional dialogue and self-reflection. Pupil participation features strongly in our self-evaluation strategy.</p> <p>2.2 Parents demonstrate high levels of commitment to the school with continuing high attendance at parents' meetings. A supportive Parent Council and an industrious Fundraising Committee continue to enhance the life and ethos of the school. Feedback in questionnaires suggests parents and carers are happy with the quality of education. Workshops to improve home learning approaches to develop literacy and numeracy across learning have been well received</p> <p>7.3 All staff work with colleagues and learners and parents to take forward improvement plans. 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. Staff, parents and learners share a vision for the school.</p>	<p>1.1 Improve approaches to assessment through implementation of revised planning and assessment strategy and self-evaluation approaches which effectively analyse and make best use of data.</p> <p>1.2 Develop our collegiate learning culture through enquiry, peer learning and professional dialogue and debate. Continue to action current research on the impact of quality feedback, self-expectation and growth mindset.</p>
<p>How good is the quality of care and education we offer?</p>	<p>5.3 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. Staff are confident in the steps they can take to ensure all needs are met.</p> <p>5.1 Staff work well as team and across the learning community to moderate practice and take action to improve classroom</p>	<p>2.2 Continue to develop our use of progressive learning pathways as a learning and teaching tool which ensures progression for all and allows for effectively planned assessment of learning . Take further action to ensure Literacy, numeracy and HWB is developed across the curriculum and throughout door learning.</p> <p>2.3 Implement improved approaches to planning, tracking and monitoring alongside revised assessment strategy.</p>

High level question	Key strengths (aligned to HGIOS 3)	Areas for improvement (aligned to HGIOS 4)
	<p>experience. We have a clear rationale and vision for our curriculum design and consult with learners to continue to improve this. Time is protected for on-going professional learning and we make very good use of current research to support improvements in literacy and numeracy.</p> <p>5.4 We are strongly committed to promoting children’s rights and supporting the development of positive relationships. Children participate very well in reflecting on and planning for learning. Assessment is integral to our planning for learning and a variety of assessment approaches are used. Expectations and standards are shared across the learning community and with children and families. We have taken very positive steps to develop systems for tracking learner progress across all areas and have clearly understood and effective quality assurance approaches. Our learners are encouraged to face challenges and develop resilient approaches to learning.</p> <p>5.6 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. We have effective strategies in place to improve attainment and achievement for children who face challenges.</p>	<p>2.5 Family Learning: Increase the positive impact working with families has in closing the attainment gap for learners with a focus on health, literacy and numeracy.</p>
<p>How good are we at improving outcomes for all our learners?</p>	<p>9.4 Team working features strongly in all aspects of the work of the school at a variety of levels. Staff take pride and ownership in leading the improvement work of aspects of the school.</p> <p>5.9 Evidence of positive outcomes in attainment and achievement for many children as a result of school improvement priorities. Regular opportunities to self-evaluate are embedded in practice. There is a strong commitment to evaluating the quality of learning and teaching and we have improved approaches to collegiate working. All staff engage in career long professional learning.</p>	<p>3.2 Continue to build on our successful work to develop a growth mind set school which includes, engages and promotes success and achievements for all and removes barriers to learning.</p> <p>3.1 Continue to robustly implement our Every Child Included Policy and work in partnership across services and the community to ensure inclusion, equity and equality.</p>

3. Priorities for improvement in the current session

Year 2016-2017

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	Inclusion: Glasgow's Attainment Challenge	Developing	SE		3.1	Healthy Safe Respected Nurtured Included	Improving how we meet the care needs of children including those with additional needs	Leaders of Early Learning Glasgow Psychological Services Parents and carers QIOs Active schools Grounds for Learning Mindstretchers
2	CFE: Literacy	Exploring	SE		2.2 2.5	Included Achieving Responsible Active	Raising Attainment & Achievement	Cluster schools Education Scotland Grounds for Learning Mindstretchers
3	Assessment & Moderation	Embedding	SE		2.3	Achieving Included Respected	Ensuring best use of resources	Bannerman Learning Community NE LIG 3 HGIOS4 Education Scotland

4. Action Planning

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
1	3.1 3.2	Inclusion: Closing the attainment gap	<ul style="list-style-type: none"> Improved understanding of nurturing principles Improved resilience and can do attitude observed our young people Increased capacity in staff to analyse and intervene to meet needs Reduction in bureaucratic pupil planning and classroom management approaches Improved outcomes in literacy, numeracy and HWB

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
Participation in CARE training by all staff to raise understanding and professional knowledge of CARE framework with a focus on building social relationships, attunement and resilience.	Aug Mar 2017: 14 Oct 2016 16 th Nov CAT 15 Feb 2017	Glasgow Psychological Services St Bridget's Primary, Swinton Primary, Mount Vernon Primary	½ day Oct in-service day; partnership with GPS ¼ day Feb in-set and collegiate activity with partner schools twilight all staff
Partnership working with GPS to develop understanding and use of the Coventry Grid to analyse and respond to attachment disorders	Sept- Mar 2017 CAT TBA 15 th Feb 2017	Glasgow University GPS	½ day Feb In-set 2x twilight
Visible Learning Approaches and growth mindset training focused on pupil self-reporting, feedback, self-assessment. Completion of the visible learning inside checklist	Aug- May 2017 12 th Aug CAT 7 th Sep CAT 2 nd Nov CAT 22 nd Feb CAT June 4 th	Logui TV: training materials from Sir John Jones John Hattie; training videos and checklist Caroil Dweck reading materials	½ day August in-set 4x twilight collegiate sessions Logui TV/Sir John Jones training materials John Hattie's research material Carol Dweck; Belfast University
Implementation of family learning projects to improve literacy, numeracy and HWB outcomes (growth mindset & visible learning)	Aug –June 2017 W shps TBA	partnership with active schools coordinator, peek a boo play and mind stretchers Partnership with LOL in early years and Early years HT	4 x 1 hour workshops/afterschool sessions per term (12 in total) School hall let
Partnership working with cluster Primaries: Swinton, Mount Vernon and St Bridget's to moderate growth mind set approaches and impact on pedagogy and classroom experience.	October –May 2017	Partner schools Link QIO Psychological Services	2x annual shadowing/monitoring visits across schools: SMT/staff volunteers 3 x SMT moderation meetings

Evidence of Impact

1. Staff evaluations of CARE training
2. Professional dialogue/moderation meeting records
3. Wellbeing assessments and plans have strategies embedded to support attachment disorders
4. Parent evaluations of family learning workshops focused on growth mind set, literacy and numeracy
5. Wellbeing assessment and plans with pupil/parent/carer views recorded
6. Direct observations notes and feedback focused on classroom management strategies which promote equity and growth mindset
7. Staff questionnaires on visible learning inside
8. Coventry grid to and analyse needs in relation to attachment
9. Attainment and achievement tracking data in literacy, numeracy and HWB
10. Records of learning conversations

4. Action Planning

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
2	2.2 2.3 2.5	CFE: Literacy	<ul style="list-style-type: none"> Improved methodology, pace and progression in phonics and spelling leading to increased improved achievement Increased pupil confidence in word attack strategies improved attainment in writing Improved levels of engagement in reading for pleasure

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
Professional review of Alan Peat training and development materials to improve creative writing and implementation of revised assessment criteria alongside learning pathways in writing.	Aug-Feb 2017 15 th Feb 2017	HT/DHT Alan Peat: dependent on securing of 'challenge funding'	Alan Peat texts on approaches to fiction and non-fiction Big Writing revised assessment criteria: Write from the Top ¼ in-set day 4 4x departmental moderation and peer learning sessions Education Scotland Resources
Participation by all staff in on-line training and development sessions from Oxford Owls and moderation meetings across the school to improve teaching methods in phonics, spelling and reading	Aug-Mar 2017 CAT 31 st Aug CAT 5 th Oct	Mrs Vickers/Mr Halewood (phonics champions) Oxford Owls and Read Write inc support for staff development materials (on-line CLPD)	Oxford Owls staff development sessions 4x departmental moderation and peer learning sessions 2 x twilight
A reading school: further development of reading/library areas throughout the school. Review of reading habits across the school. Family learning activities to promote and celebrate reading for pleasure.	Aug-Mar 2017 CAT 11 th Jan CAT 22 nd March	HT/DHTs Glasgow Life Baillieston library Children and families Parent council	Oxford Owls staff development sessions Focus group meeting termly Open afternoons 2x1.5 twilight literacy workshops 4 x moderation meetings (departmental)

Evidence of Impact

1. Record of collegiate meetings reviewing phonics and spelling approaches
2. Staff evaluations of impact of revised reading approaches at first and second level
3. Classroom observation feedback notes and records of tracking meetings
4. Assessment data on writing and reading attainment
5. Parental questionnaires on reading habits
6. Learning conversation notes
7. Feedback from family learning sessions on literacy
8. Children work samples
9. Success rate from reading challenge data

4. Action Planning

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
3	2.3	Assessment & Moderation	<ul style="list-style-type: none"> Improved approaches to tracking, ensuring progression and valid assessment Improved approaches to profiling Reduction in bureaucratic approaches to planning, assessment and reporting on progress

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
Implementation of revised approaches to moderation, assessment and planning for learning using progression frameworks across BGE	August 2016-May 2017 11 th Aug CAT 7 th Sep CAT Dec 14th	HT/DHT (lead) All staff Education Scotland Parent Focus group	¼ day in-set day 1 4x1.5hr tracking meeting 2x1.5hr collegiate working across stages
Implementation of profiling in P4 and P5 using on-line tool in My Merit	On-going Aug-June	PT/DHT P4-7 staff	Gateway on-line profiling system 2 x departmental meeting ICT suite
Implementation of revised assessment strategy and participation in data analysis workshops to ensure effective intervention from standardised assessment data	Sept 2016 CAT 25 th Jan	Lead: HT All staff	1x1.5hr twilight session 4x termly moderation meeting within stage
Participation in learning hub events across BNLC to improve pedagogy is aspect of learning and teaching	Sept –May 2017	Bannerman Learning Community Psychological Services Active Schools	4x2hr networking meeting within new learning hubs (various contexts)
Implementation of improved tracking system	Sept 2016	EDICT SMT,	1 hour training session with EDICT 1 x twilight

Evidence of Impact

1. Annotated progression frameworks
2. Annual staff evaluations on impact of WTA
3. P4-7 profiles
4. Customised reports from new tracking system on progress across BGE
5. Record of actions from standardised assessments
6. Staff feedback from learning hub events

5. Appendix a

Action Plan Summary for Stakeholders

No.	Priority	Expected outcomes for learners which are measurable or observable	Lead responsibility	Timescales
1	Inclusion: Closing the attainment gap	<ul style="list-style-type: none"> • Improved understanding of nurturing principles • Improved resilience evident in our young people • Increased capacity in staff to analyse and meet needs • Improved outcomes in literacy, numeracy and HWB 	HT	Aug-May 2017
2	CFE: Literacy	<ul style="list-style-type: none"> • Improved methodology, pace and progression in phonics and spelling leading to increased attainment in these areas across all stages • Increased pupil confidence in word attack strategies • improved attainment in writing • Improved levels of engagement in reading for pleasure 	PTs	August-Feb 2017
3	Assessment & Moderation of Learning & Teaching	<ul style="list-style-type: none"> • Improved approaches to tracking, ensuring progression and assessment • Improved approaches to profiling • Reduction in bureaucratic planning approaches 	DHTs	Aug-June 2017