Supporting Improvement:
School Improvement Plan

GARROWHILL G.P.S. PRIMARY SCHOOL

SIP
Self-evaluation
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Session: 2022-2023

Glasgow City Council Education Services: Improvement Planning
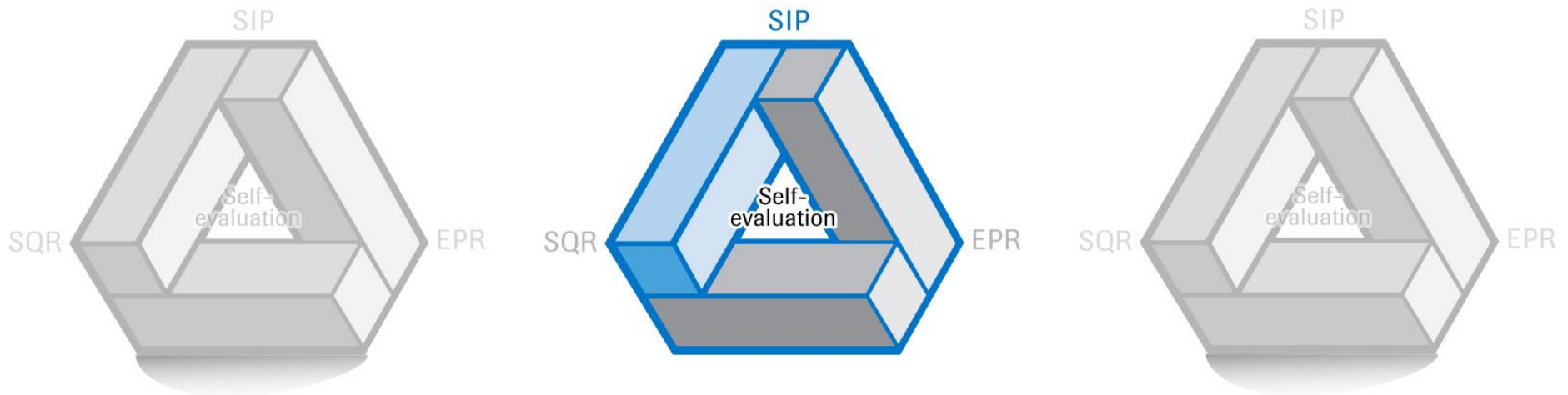
Establishment	**Garrowhill Primary**
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Area/Local Improvement Group	**NE LIG 3**
Head of Service	**Gerry Lyons**
Area Education Officer/ Quality Improvement Officer	**Jane Arthur**

CONTENTS

Action Plan Summary for Stakeholders

As a school we embrace the principle that young people have rights as laid out in the UN Convention on the Rights of the Child. It is essential that children who attend Garrowhill Primary are safe, healthy and well cared for as reflected in the 40 articles of the UNCRC. We aspire to provide the highest quality of learning and teaching in order to ensure that all children and young people achieve their full potential.

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, Ambition, 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 in an inclusive and equitable environment.
- To ensure that our staff have continuing professional development opportunities.
- To offer children opportunities to work individually and collaboratively to allow the development of skills for lifelong learning
- 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.

2. Summary of our self-evaluation process.

During session 2021-2022 and the period from Covid-19, the way we worked with families has changed. We audited parents views with surveys posed on the school app and also through wider discussion with our Parent Council. We asked parents to express views on a number of areas including identifying key priorities for improvement within the school and views on how best to utilise the additional monies and PEF funding awarded to our school. We also held Learning Conversations with pupils in all classes in the school. We have been unable to hold our usual Pupil Parliament and House Captains Meetings this session however; we continued to make use of How Good is OUR School, to ensure pupil views were heard and represented through Learning Conversations.

Staff used HGIOS 4 and a variety of toolkits to continue evaluating our progress as well as reflective questions and professional dialogue. This session we have continued to use tools such as the Glasgow Motivation and Wellbeing Profile to find out more about our key strengths and next steps in this vital aspect of Health and Wellbeing. We have also used the HGIOS 4 reflection tool to identify our improvement priorities for this session. Our quality assurance calendar also provides clear guidelines for our systematic self-evaluation. We set aside 8 hours of time from our Working Time Agreement to focus on Moderation. Moderation and planning meetings are built into our collegiate time.

Glasgow City Council Education Services: Improvement Planning

2. Summary of our self-evaluation process.

Strengths identified:

‣ Self-evaluation in an integral aspect of our approach to improvement. All stakeholders are fully involved in improving our school. Consultative and collegiate approach throughout the school: each person's contribution is valued.

‣ Demanding and challenging targets set, staff have a good capacity for change and improvement.

‣ Clear vision which is shared by all. Clear communication between the leadership team and staff. Ethos of respect and teamwork across the school.

‣ The nurturing, positive and supportive ethos creates an environment for learning where all children are valued and respected. There is a very strong positive ethos where all learners are included. This creates a welcoming and caring environment where all members of the school community are treated with respect.

‣ The school's approaches to valuing and celebrating diversity. The clear focus on ensuring the dignity and worth of individuals ensures that children demonstrate very high levels of tolerance and empathy towards others.

‣ Opportunities for devolved leadership - various staff members involved in leading areas of work within the school.

‣ Our children are confident, motivated and ready to learn. The children enjoy learning and are making good progress.

‣ Children have responsibility for their own learning and are challenged and supported. High expectations in which children are supported in order to achieve – wider achievement equally valued. There are many opportunities for children's achievements to be recognised in school. We have many opportunities to share 'Pupil Voice' through strong School Parliament, School House Captains, Eco-Committee, Digital Explorers, JRSOs, Sports Leaders and Playground Pals.

‣ Additional support and challenge put in place as required. Thorough wellbeing assessment process involving pupils at all levels.

‣ Thorough, precise and flexible approaches to meeting needs and tracking progress.

‣ The school has successful and positive links with all cluster schools and the local community.

‣ We have sustained good levels of attainment over a number of years.

‣ Feedback from parents and carers indicates almost all are very satisfied with the quality of provision from the school. Workshops to improve literacy, numeracy and digital learning have been well received by parents using online platforms this session.

‣ Staff have continued to engage in professional learning and ongoing collegiate activity and dialogue which directly impacts on learners' experiences. Our Teacher Learning Community (TLC) model of professional learning has impacted significantly on pedagogy and learner experience in literacy, numeracy and health & well-being. The school is currently applying for 'Apple Distinguished School' status.

‣ 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

‣ Team working is a strength of the school with leadership and innovation strongly promoted.

Priorities for development:

1: HWB: Wellbeing, Inclusion, Equalities and Equity: Wellbeing, LGBTQ+, diversity, identity and equality. –This is a key area of development for Garrowhill Primary next session. We aim to ensure there is a clear progression of learning and skills development through the Health &Wellbeing programme encompassing social, emotional, mental and physical wellbeing through the RSHP programme. All staff will be involved in training to ensure they have a secure understanding of the HWB outcomes and how to effectively plan, implement and assess to meet the individual needs of all learners. We will be using the LGBTQ+ toolkit to assess our school and ensure our children can see themselves in our curriculum. We aim to improve staff, pupil and families' knowledge and understanding of wellbeing.

2: Learning, teaching and assessment: Raising attainment in Literacy and Numeracy: Progression in Writing: Improve approaches to learning, teaching and assessment in writing to enable all children to make the best possible progress in their learning. Develop our use of progressive learning pathways as a learning and teaching tool to ensure progression for all in literacy. The Principal Teacher leading this area of development will be completing Literacy for All training this session. There is a need to ensure there are opportunities for challenge and support in this curricular area. We are particularly concerned about those children who are not succeeding – particularly at the first level – and monitoring will very much focus on the support those children are receiving. Additional opportunities for Support for Learning will be made available to support children who are not reaching key levels. Spelling and grammar programmes will be developed to support this rea of writing.

Development of Learning, Teaching and Progression in Numeracy: Improvements in professional engagement and collegiate planning and teaching. There is a clear progression of learning and skills development embedded within the Whole School Numeracy and Mathematics programme. All staff have a clear understanding of the methodology, assessment approaches & teaching resources to ensure progression in Numeracy and Mathematics. Parents and pupils are included, participating and progressing, leading to greater engagement in the life of the school. All staff have a clear understanding of skills progression and can select appropriate assessment opportunities to measure learning and gather relevant evidence.

3: CFE: Curriculum Building – skills development, DYW, curriculum design, moderation: Development of our whole school curriculum rationale. Placing curriculum at the heart of school practice to create a flexible framework for learning, working collegiately, ensuring pupil voice is at the heart of the curriculum and creating a holistic curriculum incorporating pedagogy, assessment and moderation. Developing skills progress across the curriculum and embedding DYW across all school stages; preparing our children for life and work.

Glasgow City Council Education Services: Improvement Planning

3. Additional Monies Spend Summary of Consultation Processes

Staff

Use of PEF funding is discussed with all staff during staff team meetings. Through the self-evaluation process staff identified key areas for improvement, with a view to improving approaches to learning and teaching and raising attainment.

Parent and Carers

The use of PEF was discussed at length with the Parent Council. Following this, a survey has been carried out with parents through our school app. Parents and carers were asked for the views on key priorities for the school and the use of additional monies.

Children

Learning Conversations have been carried out with children in all classes in the school. The use of 'How Good is OUR School?' has also formed the basis for discussion to support children in identifying areas for development.

Rationale for Spend:

After consultation with all stakeholders, considering our 'Achievement of a Curriculum for Excellence' levels for this session and identifying key areas of priority an agreement has been reached for the spend of additional monies.

The focus for PEF funding has always been upon Learning and Teaching with our principle aim to provide high quality learning and teaching experiences for all children in our care. PEF funding will this session be used to consolidate staffing with 0.7 allocation going towards a probationer teacher, allowing me to release one Principal Teacher. The Principal Teacher will have a remit of working with Targeted Intervention Groups in Literacy and Numeracy. These children will be based across the school stages but with a particular focus on supporting children in P1, 4 and 7 who require targeted support to be on track in their learning. These children will be identified through standardised assessment, ongoing assessment and teacher professional judgement. On-going assessment will measure the impact of these interventions on achievement. Attainment will be closely tracked.

Allocated funding for counselling of £2803 will be used to provide 1:1 counselling and therapy for identified children in P6 and P7. We also intend to provide staff and families with focus workshops provided by LifeLink.

This session staff are determined to build on this already successful approach with continued action to improve pedagogy in teaching of literacy, particularly writing, and numeracy. It is our firm belief that to ensure equity and inclusion we must reduce barriers to reading, writing and numeracy and in turn increase the development of skills for lifelong learning. Investing in the development of consistently effective pedagogical skills of our teachers ensures equitable and inclusive approaches in every classroom.

Our financial commitment to improving the teaching of reading and digital literacy continues to close the gap. Literacy permeates all that we do and allows us to make informed lifestyle choices leading to the development of knowledge, skills and attributes to be successful in life. Ensuring fluency in numeracy and literacy enables us to develop thinking skills leading to logical reasoning and an understanding of the world around us.

To this end our financial commitment to ensuring access to digital devices and accessibility will continue. There is financial commitment to developing a cook school and sustainable learning pathways to ensure we develop the young workforce.

Measures/Evidence for Impact (data, observation, views):

1: Raised attainment in Targeted Intervention Groups, narrowing the attainment gap. Monitoring and tracking shows raised attainment. Assessments demonstrate that the number of children 'on track' in their learning has increased.

2: Learning conversations with pupils will be carried out to evidence children's views on their own progress and confidence in learning. Teacher professional judgement confirms pupil opinions and assessment data. Robust moderation across levels and stages validates attainment and achievement levels. Discussion with parents/carers of TIG children demonstrates that they have seen an impact on their child's learning.

3: Experiences in writing are positive. Attainment in writing, using Routes through Writing, shows and increase. Staff confidence in teaching

 writing is increased.

4: All staff, both teaching and support have improved knowledge and skills in using digital technology to support children's learning. Staff questionnaires will demonstrate increased practitioner knowledge and confidence in teaching using digital technology and accessibility tools.

5: All children have increased access to digital technology to enhance learning and teaching across the curriculum. Evidence from Quality Assurance monitoring highlights an increased use of effective digital technology use in all classes.

6: Support group working with 'LifeLink'' are able to manage anxieties. SDQ evidences a change in behaviours and attitudes. Staff are able to support children with anxiety and difficulties they are experiencing.

4. Action Planning

No.	Quality Indicator	Priority
1		**HWB: Wellbeing, Inclusion, Equalities and Equity** ▪ All pupils feel included as they are able to see themselves and their lives reflected in the curriculum ▪ Awareness of protected characteristics raised through whole school focus on value of respect ▪ Rshp programme reviewed to ensure clear progression and appropriate emphasis on identity ▪ Establish year calendar to celebrate diversity through assemblies and whole school event ▪ School library enhanced to be inclusive of all- Books focusing on race, identity, disabilities and LGBTQ+ ▪ Increased staff understanding and awareness of LGBTQ+ ▪ Key school policies reflect equity and inclusion – Equity and Inclusion, anti-bullying, school uniform policies reviewed

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
Form Pupil Equalities and Inclusion group p4-7 ▪ Assembly led by DHT to explain purpose of group. ▪ Applications by p4-7s and pupils selected	August	✓ Pupil Equalities and Inclusion group established. ✓ Regular meetings (1 per month) ✓ Group monitor impact and progress of action plan - ongoing ✓ Group make Equalities work visible – Respect display
Baseline survey of pupils, staff and parents views on equalities and inclusion ▪ Do all pupils/families see themselves in our curriculum and the life of the school? ▪ How confident do staff feel in supporting all our pupils to feel included?	September	✓ DHT and Pupil Equity and Inclusion Group analyse survey and identify areas of strength and areas for development ✓ DHT and Pupil Equity and Inclusion Group draw up action plan
Plan celebrations of diversity ▪ Calendar of events and assemblies celebrating diversity planned for year by Pupil Equalities and Inclusion Group ▪ Whole school event to focus on respect planned	September	✓ Assemblies celebrating diversity delivered to pupils ✓ Whole school respect event planned for later in year (Garrowhill Film Festival)
Review of whole school RSHP programme to ensure progression and coverage with adequate emphasis on identity ▪ Teaching staff review RSHP lessons – Plan which lessons should be undertaken at which stage to ensure progression and coverage. Ensure lessons all age and stage appropriate. ▪ Teaching staff to identify any training needs ▪ Implement RSHP programme in term 2 and evaluate	CAT Meeting early September	✓ RSHP programme agreed by teaching staff and implemented in term 2 ✓ Training needs for staff identified. ✓ Appropriate training opportunities offered to staff ✓ New RSHP programme evaluated by staff – Term 3
School library enhanced to be inclusive of all- ▪ Books purchased focusing on race, identity, disabilities and LGBTQ+ ▪ RWI Talk Through Stories (Diversity range) used in p1 and p2	Ongoing	✓ Library offers diversity books for all age and stage ✓ Books are used routinely by class teachers to enhance diversity education
Parents/Carers kept informed of equalities work ▪ Update at Parent Council meetings ▪ Newsletters, social media, website ▪ RSHP Parent workshop ▪ Respect event shared with parents	Ongoing Term 2 Term 4	✓ Parents understanding of equalities and diversity is enhanced – evident in survey at end of session
LGBTQ+ Toolkit (TIE) used to audit how inclusive our teaching and learning opportunities are and support staff in delivery of LGBTQ+ education ▪ Audit and self-evaluation of Learning, teaching and curriculum – Teaching staff ▪ All staff complete e-learning modules to develop staff knowledge and understanding of LGBTQ+	Oct Inset day and CAT meeting	✓ Audit and self-evaluation results added to Action Plan ✓ Increased staff confidence in teaching LGBTQ+ education reported by staff in survey at end of session

Glasgow City Council Education Services: Improvement Planning

Identify areas of the curriculum which provide opportunities for including LGBTQ+ education • Staff review annual overview and curriculum map and plan for natural opportunities to include LGBTQ+ education and awareness raising- (stage partners) • LGBTQ+ toolkit and resources to assist planning	CAT Meeting Term 2	✓ LGBTQ+ teaching and learning is integrated across the curriculum ✓ Curriculum maps contain LGBTQ+ learning opportunities ✓ LGBTQ+ themes evident during tracking conversations, teacher planning, learning conversations and SMT observations.
Identify areas of the curriculum which provide opportunities for including BAME, disabilities and gender inequality education • Staff review annual overview and curriculum map and plan for natural opportunities to include BAME, disabilities and gender inequality education- (stage partners)	CAT Meeting Term 3	✓ BAME disabilities and gender inequality are integrated across the curriculum ✓ Curriculum maps contain BAME, disabilities and gender inequality learning opportunities ✓ BAME, disabilities and gender inequality themes evident during tracking conversations, teacher planning, learning conversations and SMT observations .
Review Equities Policy along with other key policies to ensure inclusion for all • Staff working party to review – Equity and Inclusion, anti-bullying, school uniform policies to ensure they meet the standards of the Equality Act (2010) • Consult staff and Pupil Equity and Inclusion Group on new policies	Term 3	✓ Key policies ensure inclusion for all and meet the standards of the Equality Act 2010.
Whole school celebration of Respect • Pupil Equity Group organise Garrowhill Film Festival. Pupils have opportunity to create films based on Respect and which demonstrate the diversity work that has taken place this session. • Equalities work shared with parents	Term 4	✓ Children create films which showcase equalities work from the year. ✓ Equalities work shared with families
Survey pupils, staff and families to ascertain effectiveness of diversity work this session	May 2023	✓ Increased number of pupils are able to see themselves in the curriculum ✓ Families express an increased feeling of belonging and inclusion ✓ Staff express increased confidence in providing learning opportunities which promote diversity.

Staff leading on this priority – including partners	Resources and staff development
Laura Beastall DHT TIE Organisation Staff working party	4 CAT Meetings October inset day Library books Working party Meetings Resources for Film Festival RWI Diversity Talk Through Stories

No.	Quality Indicator	Priority
2	**1.3, 2.2, 2.3, 2.5, 2.7 3.2**	<u>Learning Provision: Literacy and English and Numeracy & Mathematics</u> ▪ Improvements in professional engagement and collegiate planning and teaching. ▪ There is a clear progression of learning and skills development embedded within the Whole School Writing and Numeracy programme. ▪ All staff have a clear understanding of the methodology, assessment approaches & teaching resources to ensure progression in writing. ▪ Parents and pupils are included, participating and progressing, leading to greater engagement in the life of the school. ▪ All staff have a clear understanding of skills progression and can select appropriate assessment opportunities to measure learning and gather relevant evidence.

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
Carry out audit of current practice, resources, planning and assessment in writing ▪ Teacher brainstorm & discussion ▪ Use feedback to identify strengths and areas for development	Term 1	✓ Areas of strength and areas for development identified ✓ Plan of Action drawn up
Carry out audit of pupil learning and parent views. ▪ Pupil Discussion Group ▪ Use feedback to identify strengths and areas for development	Term 1	✓ Areas of strength and areas for development identified ✓ Plan of Action drawn up
Attend in-service courses, visit other establishments to gain ideas re: resourcing and approaches to learning and teaching in writing. ▪ PT to attend Glasgow Challenge training days. ▪ Professional dialogues, partnership links ▪ Some classes to pilot new methodology	Throughout the year	✓ New resources produced and added to Literacy Toolkit ✓ Gather views of teachers and pupils involved in piloting new ideas for teaching writing ✓ Use this data to inform next steps ✓ After period of implementation look at data for target group and note progress
Establish working party to develop key areas identified through audit. ▪ Look at results of audits ▪ Create an action plan with measurable timescales and review points.	Term 1/2	✓ Action Plan created with quantifiable goals
Audit current writing/grammar programme and research current thinking in teaching and learning of writing. ▪ PT to attend Reading into Writing Training ▪ Look into Pie Corbett materials, 'Talk for Writing' ▪ Incorporate ideas from Literacy for All ▪ Update writing programme to ensure all genres are covered, skills and strategies are taught and progression is clear ▪ Create folder in shared area where teachers can save/access useful writing resources. ▪ Research discrete teaching of grammar and punctuation and also how it is incorporated into writing lessons.	Term 2-4	✓ Initially gather views from staff and pupils on current writing program ✓ At midpoint and end of year gather views from staff and pupils on new learning and teaching approaches in writing ✓ New Writing Programme produced ready for session 2023-2024
Audit of practice in teaching writing across the school. ▪ PT to deliver workshop/presentation on good practice in teaching writing ▪ Classroom observations by SLT ▪ Learning Conversations with pupils carried out by class teacher. ▪ Good practice to be compiled by SLT and shared at staff meeting. ▪ Points for attention noted.	Term 3	✓ Current observations show staff are using new approaches to teaching of writing ✓ Current observations show pupils are engaged in writing lessons ✓ Assessments in writing show pupils are applying taught strategies in writing ✓ Good practice is shared with all staff ✓ Gather children's views on writing lessons through Learning Conversations ✓ Use data gathered from observations, assessments and conversations to inform next steps
▪ Arrange shadowing opportunities across school to share good practice.	Term 3	✓ Use POLLI to detail what has been learned through shadowing opportunities. ✓ Staff to note ideas they will use in own practice ✓ SLT will note improvements in learning and teaching during writing observations
Ensure writing skills are being taught consistently well across school ▪ Teachers/PT attend courses to update skills in teaching writing ▪ Focus on teaching different genres and the features used in each type ▪ Look at ways of incorporating teaching of grammar and punctuation into writing lessons	Terms 1 - 4	✓ Writing planning shows clear progression of teaching skills in different genres ✓ Wide variety of genres being taught as evidenced in planning and writing jotters ✓ Writing strategies and teaching of features are given a clear focus in planning, teaching and assessment. ✓ Measure children's progress in writing through tracking and assessment procedures

Glasgow City Council Education Services: Improvement Planning

Put in place whole school approach to planning, teaching and assessment of writing, which focuses on diagnostic approaches. ▪ Audit effectiveness of current planning and assessment in writing – baseline assessment, cold pieces ▪ Make necessary changes to current planning and assessment procedures	Term 4	✓ Updated planning and assessment procedures for writing are in place. ✓ Results of assessments are moderated, meaningful and identify next steps in learning. ✓ Gather views of teachers, SLT on effectiveness of moderation, assessment and tracking of writing
Implement new planning documents ▪ Introduce staff to changes in planning documents – differentiation to be evident in planning ▪ Planning for mental strategies evident and progressive in programme ▪ Audit planning and make any necessary changes to documentation	T1 & T2	✓ All staff have a clear and shared understanding of the refreshed progression pathways and planning tools in Numeracy. ✓ Numeracy planning shows clear progression of teaching skills in Numeracy and Mathematics ✓ Teaching staff use E&O's and benchmarks to inform planning and provide consistency and progression. ✓ Views of staff are collected and adaptations made to planning documents where necessary. ✓ Good practice is shared with all staff.
Maths Program - TeeJay ▪ Support staff to develop progressive programs for group teaching ensuring appropriate differentiated instruction within groups ▪ Mastery Packs used to implement CPA approaches ▪ Organise HAM Games ▪ Re-launch Numeracy boxes – to support CPA approaches ▪ Weekly mental strategies taught and implemented in daily written and oral lessons ▪ Implement end of term assessments using RRR sections in TeeJay ▪ Context Banks used in term 3 to assess application of skills. ▪ Make changes to processes and procedures as necessary	Throughout the year	✓ All staff have a clear understanding of appropriate starting points for groups in their class. ✓ Staff have clear differentiated and progressive lines of work for the children in their class. ✓ Wide variety of approaches being taught and evidenced in planning and numeracy jotters. ✓ Staff understand CPA approaches and use Mastery Packs and numeracy boxes as aids to delivering a variety of approaches. ✓ Staff use termly RRR assessments to show progress in learning. ✓ Staff use Context Banks to assess children's ability to apply learning and subsequently identify and address gaps in learning. ✓ All staff are fully engaged in the development work in school and contribute ideas and reflective statements. Views of staff are collected and adaptations made where necessary.
Numeracy Programme Development ▪ Develop clear documentation stating key knowledge and skills to be achieved in each stage ▪ Consult with colleagues to ensure coverage is complete and appropriate levels are practical ▪ Make changes to document as necessary ▪ Integrate into school planning and assessment practices	T1 & T2	✓ All staff have a clear understanding of knowledge and skills to be achieved in their stage ✓ All staff are fully engaged in the development work in school and regularly contribute ideas ✓ Views of staff are collected and adaptations made to program documents where necessary. ✓ All staff have a clear and shared understanding of the importance of the planning documentation and evidence of use is demonstrated in their numeracy plans.
Quality Assurance and Moderation ▪ Classroom observations focusing on group working, differentiation and skills progression in numeracy ▪ Carry out numeracy learning conversations and jotter monitoring assess children's learning and experience of CPA ▪ Monitor planning to ensure progression of learning, group teaching and differentiation evidence ▪ Assess children's ability to apply learning through Context Assessment Banks. ▪ Track attainment through RRR assessments	Throughout the year	✓ SLT observations of classroom practice through QA monitoring will ensure consistency and progression across the stages, improvements in learning and teaching noted during Numeracy observations ✓ Observations show staff are using CPA approaches to teaching of numeracy ✓ Observations show pupils area actively engaged in numeracy lessons and learning conversations gather children's views on numeracy lessons ✓ Numeracy planning shows clear progression of teaching skills in Numeracy and Mathematics ✓ Teaching staff use E&O's and benchmarks to inform planning and provide consistency and progression. ✓ Mental strategies teaching is given a clear focus in planning, teaching and assessment ✓ Assessments in numeracy show pupils are applying taught strategies confidently ✓ Use data gathered from observations, assessments and conversations to inform next steps ✓ Staff are using RRR and Context Banks assessment data used to inform next steps
Staff Development & CPD ▪ Ensure staff are made aware of any CPD opportunities as appropriate ▪ Arrange shadowing opportunities across school to share good practice. ▪ Update staff regularly through staff meetings input	Throughout the year	✓ Staff undertake various CPD and share learning with colleagues and stage partners ✓ Shadowing opportunities provide staff ideas to use in their own practice ✓ SLT will note improvements in learning and teaching during numeracy observations and planning meetings
Update numeracy policy in line with new planning and procedures developed during this session	T4	✓ Whole School Policy updated to reflect outcomes from the session providing clear guidance and a shared understanding for all stakeholders

Glasgow City Council Education Services: Improvement Planning

Staff leading on this priority – including partners	Resources and staff development	
Gayle Clarkson HT Alan Young DHT Tracy Byrne PT Teaching and Support Staff Literacy for All training	CAT Meetings Working Party Meetings Learning Conversations Shadowing Opportunities Staff Training in Writing Literacy for All Materials	CPD in numeracy and Mathematics TeeJay Mastery Packs TeeJay Planning Resources

Glasgow City Council Education Services: Improvement Planning

No.	Quality Indicator	Priority
3	**2.2, 2.3, 2.7, 3.3, 5.1,5.2**	CfE: DYW and Curriculum Building – Develop a coherent curriculum rationale incorporating the four contexts learning. - Create exciting, engaging and relevant learning and teaching opportunities. - Create natural opportunities to develop skills for learning, skills for life and skills for work - Improvements in professional engagement, collegiate planning and teaching across the curriculum. - Ensure DYW, equalities, UNCRC Rights of the Child, Citizenship and Learning for Sustainability are holistically embedded in curricular planning. - Pupil voice and opportunities for personalisation and choice are embedded, leading to greater engagement in the life of the school. - All staff have a clear understanding our curriculum rationale and can plan coherent, broad, balanced and challenging learning opportunities.

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
DYW - DHT: ▪ To embed the Determining the Young Workforce (DYW) agenda ▪ ensuring all staff are aware of Careers Education Standard Entitlements for learners. Further development of the Primary Engagement website and app. P6 to P7 registration. My World of Work P1 to P4 / P5 to P7. ▪ Audit of Enterprise Education and resources to ensure entitlements of DYW and employability skills ▪ Provide appropriate staff training to support the delivery of the DYW agenda (**Enterprise**, My World of Work, Careers Education Standard, Meta Skills). ▪ Enhance DYW pathways and introduce Meta Skills Framework ▪ SLT and all staff members to work in collaboration to implement the Meta Skills Framework ▪ Explore how all classes develop employability skills ▪ All staff to participate in staff development and moderation session to support implementation. ▪ Plan career Fair for P5 to P7 linked to My World of Work (planning) ▪ DHT to lead training on the school's updated approach to planning, teaching and learning to ensure Enterprise approaches prior to implementation (planning time) ▪ Establish a calendar of enterprise events/ activities for term 4 and full session 2023-24 ▪ Careers Fair – Employability Links/Community links	August CAT 1 Sept CAT 2 Oct In-set 3 Oct CAT 4 Nov CAT 5 Term 3 – Departmental meeting with P5 to P7 Feb CAT 8 Feb In-set Day 4	✓ Completed self-evaluation QI 2.2, 2.3 and 3.3 ✓ A Whole-School Approach to Enterprise Education audit toolkit ✓ Classroom observations and professional dialogue ✓ Staff development feedback and training records ✓ PRD meetings ✓ Pupils will lead learning in STEM, IDL, Enterprise and Outdoor, developing an agile learning approach. ✓ Parental involvement Links with local community, Parent Council ✓ Tracking and monitoring records BGE ✓ SLT learning conversations with pupils ✓ Pupil leadership roles across the school ✓ Evidence from partners SDS, GCOC and SES ✓ Curriculum maps and planning/tracking records/Enterprise ✓ Learning conversations and stakeholder feedback ✓ Moderation records ✓ Seesaw profiles ✓ Observations ✓ Increased links with local employers to deliver work inspiration sessions ✓ More opportunities for young people to undertake learning which connects more directly to employment
Curriculum Design ▪ Revise Vision, Values and Aims with all stakeholders. Consider what is important to GPS? What are our priorities? ▪ Audit staff, children and parents on what works well with our current curriculum design and identify next steps.	Throughout the year	✓ Areas of strength and areas for development identified ✓ Views of staff, pupils and families reflect current position and allow clear goals to be set. ✓ Teaching staff feel confident, safe and secure in the workplace. This is reflected in the way they are able to carry out and manage their workload. Communication is secure and robust across all levels of staff. Staff feel confident to share their views and wellbeing in monitored closely across throughout the year.

Glasgow City Council Education Services: Improvement Planning

▪ Establish a working party and create a whole school rationale that implements all entitlements. Create planning documents which are clear, coherent and progressive; showing natural links with DYW, LfS, etc. ▪ Provide relevant training, updates and resources to teaching staff. ▪ Consult with Parent Council and provide information for parents / carers about the content of the curriculum at Garrowhill Primary School.		✓ All staff are fully engaged in the development work in school and regularly contribute ideas, reflective statements and working time. All tasks are successfully achieved. ✓ Nurture and restorative approaches are embedded throughout the school and this is recognised by families and the wider community ✓ All school staff are clear and confident in the shared approaches to our visions, values and aims. ✓ Pupils feel reassured, safe and nurtured. Families feel reassured, involved and confident in staff approaches.
End of Year Staff Audit ▪ Audit of current practise following CLPL inputs. ▪ New 'Curriculum Design' in place for GPS.	T4	✓ Staff's completed questionnaires will form the basis for discussion with working party ✓ Completed curriculum rationale is reflective of the work in our school and the impact upon learning and teaching.

Staff leading on this priority – including partners	Resources and staff development	
Lead Staff: Alan Young DHT Gayle Clarkson HT Teaching and Support Staff Spotlight on… courses Jane Arthur QIO – CAT input Partners Skills Development Scotland Scotland Enterprising Schools Glasgow Chamber of Commerce CGI Bannerman High Home Economics Education Scotland and GLOW Apple Teacher/Apple Classrooms Business Links	Pupil Equity Funding: Enterprise Materials Time: ½ Day in - service 4 CAT nights: all staff: Oct-March) Staff Development GLOW: use of pupil accounts and on-line storage Development of Digital learning Education Scotland moderation materials including Meta Skills Framework SDS – My World of Work website	CAT Nights Working Party Meetings Learning Conversations Shadowing Opportunities

Glasgow City Council Education Services: Improvement Planning