



Establishment	Garrowhill Primary
LIG Area	3 NE
Session	2015-2016

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Signatures:

Head of Establishment	Linda Logue	Date	June 2015
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Area Education Officer		Date	
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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 our 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 revising the vision, values and aims 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 our 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	Our key strengths	Our areas for improvement
How well do children / young people learn and achieve	<p>1.1 The school has sustained good levels of attainment in reading, writing and mathematics over a number of years.</p> <p>2.1 Teaching for Effective Learning approaches impact positively upon learners' experiences by providing greater enjoyment, engagement and motivation. Collaborative approaches to planning for learning have impacted positively</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.</p> <p>4.1 The school has successful and positive links with all partner schools in the Learning Community.</p>	<p>1.1 Improve assessment for Learning approaches and increase staff skills, knowledge and understanding of how child development impacts on readiness to learn</p> <p>a. Continue to develop person centred planning and implement solution oriented approaches to meetings to ensure effective collaboration in getting it right for every child</p> <p>b. Seek further ways to improve feedback to parents about the progress their children are making and home learning techniques.</p> <p>4.1 /4.2 Continue to foster positive and productive local community links to benefit learners and explore opportunities to extend children's global citizenship through strengthening communication with international partners.</p>
How well do we support children/young people to develop and learn	<p>5.1 Learners are offered a stimulating range of experiences to extend and enhance their wider achievements.</p> <p>5.3 Staff have implemented many new strategies to improve school practice in meeting learners' needs. Children with a variety of additional support needs are supported more effectively and a revised ASN policy has been implemented. Parents, carers and children are involved in termly reviews of their children's learning and targets.</p>	<p>5.1 Continue to develop planning tools which support interdisciplinary learning. Implement revised tracking systems to ensure progress across the broad general education and challenge for able learners.</p> <p>5.3 Embed improvements in meeting learners' needs ensuring that tasks, activities and resources match the range of learners' needs appropriately. Ensure ongoing support for staff in terms of effective teaching strategies and provision of resources in order to best support and challenge our learners.</p>
How do we improve the quality of our work	<p>9.4 Team working features strongly in all aspects of the work of the school at a variety of levels. A variety of staff take pride and ownership in leading the improvement work of aspects of the school.</p>	<p>9.4 Continue to develop a culture of distributed leadership by extending the number of individual members of staff who undertake leadership opportunities and build a culture of innovation and creativity.</p> <p>Make improved use of assessment data and tracking</p>

High Level Question	Our key strengths	Our areas for improvement
	<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 through the school's quality assurance procedures.</p>	<p>procedures to meet the wide range of learners' needs more effectively.</p> <p>5.9 Build on the positive start made by all staff to engage in regular moderation of learner experience. Continue to embed successful evaluative work to improve outcomes for all learners.</p>

3. **Priorities for improvement in the current year**

Year 2015-2016

	Priority	Stage of development	Main driver of priority:	Alignment to:
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No.		Exploring, Developing or Embedding	Self-Evaluation/VSE	Education Scotland report	QI	Wellbeing Framework	Service Priorities	Partnership Working
1.	Inclusion	Developing	SE		2.1 5.3	Safe Respected Achieving Nurtured Included	3,6	Psychological Services QIOs Community partners LIG
2.	Learning for Sustainability	Exploring	SE		2.1 5.8	Responsible Respected Achieving Healthy Active	1,2	Forest School BNLC Cluster schools Active Schools Glasgow City Council Park Rangers ES GLOW Discovery Education
3.	Assessment & Moderation	Developing	SE		2.1 5.1 5.4	Achieving Included Respected	1,3,6	BNLC Partner school LIG 3 Ed Scotland

4. Action Planning

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
1	5.3 2.1	Inclusion	<ul style="list-style-type: none"> Improved understanding of nurturing principles and restorative approaches Improved resilience evident in our young people Increased capacity in staff to meet needs

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
Nurture: Staff participation in training to raise awareness and increase confidence in implementing restorative approaches across the school	2xCAT 1.5 hr CAT night Sept-Nov	All staff and EP where possible	HT/DHT restorative materials from training 3hrs CAT nights <i>2 hours personal CPD (PU)</i>
GIRFEC: whole school training on person centred planning and solution oriented approaches to help facilitate effective in school moderation and staged intervention meetings	In-set Day 2 August 2015 4x1hr moderation meetings in staff groups	HT/DHT/EP leading: All staff	EP notes and presentation: 1.5 hrs in-service day2 <i>Professional development time and PU</i>
GIRFEC: “Planning for Pupils” Further development and training on Wellbeing Assessments and plans within SEEMIS	In-set Day 1 August 2015 And on-going refresher at CAT nights x 3	All teaching staff led by DHT SEEMIS trainers and EDICT	DHT SEEMIS Notes 3x CAT nights 1.5hrs in-set day 1
Nurture: Audit of current practices- HNIOS.(on-line survey results) Whole staff self-evaluation of how nurturing we are and participation in further training on nurturing principles	In-set Day 1 and 3 Aug- Sept 2015	Whole school and EP	In-set days 1 and 3: 1 hour Feedback from on-line Glasgow University survey Input/presentation from EP/HT to further develop understanding and define classroom approaches Self-evaluation toolkit.
Resilience: The Visible Learning School Professional Reading: John Hattie ‘Visible Learning for Teachers’ Twilight development sessions (HT lead) <i>Participation in Five to Thrive Training (if Possible) to develop understanding of child development and impact on learning</i>	September-March 2016 4x 1.5 hr CAT nights	HT and DHT Cascading to all staff	John Hattie ‘The Visible Learning School’ Midlothian Council Observation Visits to Cuiken Primary
GIRFEC: Using assessment data to meet needs and improve attainment	Sept- June 4x1.5 hr CAT night	HT Denend Primary LIG	Dylan Wiliam ‘Assessment in Scottish Schools’ Collaborative action research with Denend Primary in Fife

Evidence of Impact

1. All staff will be confident in taking restorative approaches to conflict resolution
2. Improved capacity to meet needs through solution oriented meetings and person centred planning
3. Our staff will understand and be able to implement nurturing approaches and principles
4. Staff will have furthered developed their understanding of the impact child development has on readiness to learn and will be more effective in meeting needs.
5. Staff will have an improved understanding of and skills in implementing a 'visible learning' approach to classroom practices teaching & learning strategies
6. Assessment data will be used more effectively to improve outcomes for children
7. The needs of children will be met effectively
8. Curriculum design will be relevant

4. Action Planning

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
2	5.8 2.1	CFE: Learning for Sustainability <i>(including aspects of Professional Update)</i>	<ul style="list-style-type: none"> Children's experiences improved through increased outdoor learning opportunity Whole school understanding of how to promote rights based learning Improved literacy, numeracy and thinking skills Increased levels of challenge across the curriculum

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
Whole school familiarisation with and use of reflection tool alongside GTCS Professional standards and learner entitlements in regard to 'Growing Our LFS Culture'	By October 2015	All staff PEPASS Coordinator Mount Vernon Primary	2hours CPD from CAT session/in-set day3: GTCS Professional Standards Education Scotland
All staff participating in Review, Research and development of Rights based learning through use of ES improvement tool	By June 2016 Checkpoint Feb 15 3x1.5hr CAT nights	SMT All Staff Swinton Primary	Ed Scotland GO Glasgow Values and Citizenship pages on Go Glasgow Mr Halewood/Mr Young to visit Swinton
Research and develop approaches in sustainable learning and taking our learning outdoors in partnership with Forest Schools and Park rangers	By June 2015 Check point; Feb 2015	All staff Forest Schools Land & Environment Services City Building	1.5hrs in-service day 3 Sept 2015 Go Glasgow P Halewood Liaising Forest schools All staff sharing practice with Cluster Primaries
Development of our School Nutrition Action Group in partnership with Cordia and Parent groups	August- March 2016	Whole school Cordia Community Partners	Go Glasgow and Cordia resources ES Community Partners (Active Schools) 1hr in-set day 1 2x CAT night 1hr in-set day 4

Evidence of Impact

All staff will have an understanding of the professional requirements related to Learning for Sustainability and be able to identify action to improve our curriculum and L&T approaches.

Learner engagement will further improve through continued implementation of rights based learning and promotion of learner views in improvement actions.

Children will be engaged in more outdoor learning to enhance experiences across the curriculum. Partnership with Forest Schools will be nurtured and developed to improve staff skill base.

Children will be able to talk about their learning journey, contribute to the improvement planning of school and identify skills and next steps with their peers and class teacher.

Tracking procedures will demonstrate that the needs of all learners are being met through effective assessment of, as and for learning

4. Action Planning

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
3	2.1 5.1 5.4	Planning, Assessment & Moderation <i>(including aspects of Professional Update)</i>	<ul style="list-style-type: none"> Learner experiences enhanced through effective use of multi media in the classroom

Tasks to achieve priority	Timescale and checkpoints	Those involved-including partners	Resources and staff development
All staff participating in <i>GLOW and Discovery Education Training</i> to improve the use of multimedia in the classroom	August-Dec 2016	ES EDICT Discovery Education	ICT Suite 4x half hour period form CAT session 1hr in-set day 1
SMT to undertake training in developing a through school ICT programme	August-Dec 2016	CFE technology & ICT Outcomes ES EDICT	4xSMT meetings
Participation in moderation and network groups across Learning community to review plan, implement and evaluate LFS outcomes within Social Studies Curriculum and embed HOTS in our learning framework	Sept- May 2016	All cluster primaries/EYC/ASN Bannerman High	4x 2hr BNLC collegiate nights

Evidence of Impact

Staff will share assessment strategies between schools in Bannerman Learning Community and will highlight areas of good practice. Approaches to assessment will improve.

Implementation of skills based experiences and progressive learning pathways improved.

Higher order thinking skills will be further developed through opportunity to apply skills in challenging and unfamiliar contexts.

5. Appendices

Appendix a

Action Plan Summary for Stakeholders

No.	Priority	Expected outcomes for learners which are measurable or observable	Lead responsibility	Timescales
1	Inclusion	<ul style="list-style-type: none"> Improved approaches to meeting learner needs through Visible Learning approaches and effective use of assessment data to improve attainment Understanding of the impact of child development on readiness to learn Improved learner motivation: Visible Learning As a result of increased staff awareness of restorative approaches, classroom environments are increasingly nurturing. Increased numbers of children will demonstrate social and emotional skills and confidence to resolve conflicts in the playground environment. Person centred planning improved and staff skilled in conducted solution oriented meetings 	Mrs. Linda Logue HT Alan Young DHT	By June 2015
2	Learning for Sustainability	<ul style="list-style-type: none"> All staff will have an understanding of the professional requirements related to Learning for Sustainability and be able to identify action to improve our curriculum and L&T approaches. Learner engagement will further improve through continued implementation of rights based learning and promotion of learner views in improvement actions. Children will be engaged in more outdoor learning to enhance experiences across the curriculum. 	L. Logue HT P Halewood	By June 2015
3	Assessment & Moderation	<ul style="list-style-type: none"> Learner experiences within social studies improved and all staff will have clear understanding of skills progression within the learning framework All staff will have improved skills in using smart technologies and multimedia to enhance learning in the classroom Higher order thinking promoted and embedded across the curriculum 	L. Logue HT E Vickers PT	By June 2015