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# Session: 2018 - 2019

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| Establishment |  | **SCOTSTOUN PRIMARY SCHOOL** |
| Head of Establishment |  | GILL MACKAY |
| Area/Local Improvement Group |  | NWLIG2 |
| Head of Service |  | MAUREEN MCKENNA/JIM WILSON |
| Area Education Officer/  Quality Improvement Officer |  | JULIE STEEL |

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**Action Plan Summary for Stakeholders**

| **1. Our Vision, Values and Aims** |
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| **VISION**  Scotstoun Primary School is committed to promoting diversity and global citizenship and to equipping pupils with the skills to meet the challenges of the 21st century. By delivering a curriculum that promotes skills for life encompassing literacy, numeracy, ICT and health and well-being; along with independence, responsibility and motivation.  **VALUES**   * Respect * Learning * Community * Happiness   **AIMS**   * To recognize and develop every child’s potential across the curriculum and to maximize achievements in all areas, particularly in literacy and maths. * To encourage and develop the expertise of staff and to provide a stimulating learning environment for all school users. * To provide a curriculum and ethos promoting inclusion, health, welfare and equal opportunities for all. * We aim to foster respect, good citizenship skills and attitudes within the school, working in partnership with parents, pupils and the wider community. |

| **2. Summary of our self-evaluation process.** |
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| We have had discussions and reviews amongst staff, pupils and parents to evaluate our school and everyone has continued to be involved to set priorities, revise our action plans as the basis for our school improvement planning and standards and quality reports.  We used audits with staff using Education Scotland professional papers, progression frameworks and HIGIOS4 quality indicators.  We reviewed all aspects of Literacy – reading, talking and listening and writing progressions and have worked with the Raising Attainment Glasgow Leaders of Learning to develop reading and writing for the past 2 years. We have reviewed our Ethos with questionnaires to staff, parents and pupils with a view to developing consistency and engagement across the whole school community and have developed a consequences approach across the school.  We have monitored learning and teaching with peer class visits, learning conversations with pupils and professional dialogue. We have used challenge questions from HIGIOS4 to review our progress and plans for closing the gap and raising attainment. Our Parent Council have been part of our priority setting and have supported the school through the 2 year refurbishment and following the loss of our gymhall and fuel zone following a fire.  We continue to work closely with Knightswood Learning Community on moderation and assessment as part of the SIM and JST inclusion support process. We work closely with our Glasgow Improvement Challenge group colleagues and have evaluated progress together in the school, sharing practice and setting next steps together and for each establishment. |
| **Strengths identified:**  **Literacy –reading skills and engagement**  **Attainment**  **Support and personalised learning**  **Staff engagement, commitment and professional development** |
| **Priorities for development:**   1. **Raising Attainment – Literacy and Maths, Family Learning, Early Years approaches, Teacher learning Communities**   **Literacy – Continue to develop the Literacy programme for Reading and Writing and focus on Talking and Listening – in line with our Raising Attainment and Public Equity Funding plans**  **Maths – introduce the Glasgow Counts planning and tracking overviews, continue to develop the Glasgow Counts learning and teaching approaches across the school**  **Early Years learning through play – take the approaches forward into P2**  **Continue to support staff development through the Tapestry Teacher Learning Communities**  **Continue to develop through Family Learning clubs, events and with a homework review**   1. **Moderation and Assessment – Continue to build capacity covering SNSA, Benchmarks, Pupil Progress report format and informing parents, pupil learning conversations** 2. **Ethos – implement the consequences approach across the school and continue to develop Growth Mindset and investigate Mindfulness approaches** |

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| **3. Action Planning** | | | | | | | |

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| **No.** | **Quality Indicator** | **Priority** |
| **1** |  | **Raising Attainment Literacy**  (see PEF detailed plans) |

| **Tasks to achieve priority** | **Timescale**  **and checkpoints** | **Evidence of Impact > (data, observation, views)** |
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| **Writing**  Genre writing progression in place across all stages  Staff development events including CLOL training  Planning, review and moderation meetings | Aug – Dec  Sept – May  From September | Whole school writing progression/programme  Writing attainment target 80%  Planners, evaluations, notes of stage/level discussions |
| **Talking and Listening**  CLOL training  Review of curricular progression and programme  Staff development events | Aug - May  Aug – Feb  Sept - May | Whole school talking and listening progression/programme  Talking and listening attainment target 90%  Planners, evaluations |
| **Reading**  Continue reading skills supports – paired reading, pupil support groups.  Family learning workshops and events | Aug onwards  Sept onwards | Reading target 85%  Planners, evaluations |

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| **Staff leading on this priority – including partners** | **Resources and staff development** |
| Challenge Leader of Learning/ PT  SLT  Teacher Learning Community Leaders  Teachers, SfLW, CDO, Leaders of Learning | Teacher Learning Communities  CLOL training  Collegiate time and EDIS training  Optional CPD sessions |

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| **No.** | **Quality Indicator** | **Priority** |
| **1** |  | **Raising Attainment - Maths**  See PEF detailed plans |

| **Tasks to achieve priority** | **Timescale**  **and checkpoints** | **Evidence of Impact > (data, observation, views)** |
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| **Maths**  Glasgow Counts Trackers, planning and approaches implemented across whole school  Staff training and CPD sessions on Glasgow Counts Maths approaches for learning and teaching  Class resources built up | Aug - May | Trackers and planning folders  Class displays, learning conversations, monitoring learning and teaching  Tapestry TLC  Class resources  Maths attainment target 85% |
| **Early Level/P1 and P2 approaches**  Staff CPD  Continuing development of active play approaches in P1/early level and into P2. | Aug - May | Staff engagement in training  Monitoring learning and teaching  Learning conversations |
| **Family Learning**  See PEF detailed plans  Parent workshops, learning events  Child and Parent learning together sessions  Homework support clubs  EAL family engagement | From September  onwards | Evaluation  Increased homework engagement  Parental engagement evaluations |
| **Homework**  Review of current homework practice and formats across all stages  Staff, pupil and parental views on learning together, home work, developing independent learners  Whole school homework/learning policy drafted | September onwards  February  May | Current practice policy and stage overviews, curricular leaflets, learning grids  Evaluations, questionnaires  Draft revised school policy |
| **Teacher learning Communities**  Leaders CPD and training  2 learning communities running for all teaching staff | Aug/Sept on  Sept/Oct on | Consistency of practice  Teacher reflections and action plans  Monitoring learning and teaching |

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| **Staff leading on this priority – including partners** | **Resources and staff development** |
| SLT  CLOL/PT  Teaching staff, CDO, SfLWs  LOL  GCC play specialists  Pupil Council, Parent Council | Cover for training leaders and setting up time  CPD courses  Play equipment, maths resources, family learning resources  Resources and space |

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| **No.** | **Quality Indicator** | **Priority** |
| **2** |  | **Moderation and Assessment** |

| **Tasks to achieve priority** | **Timescale**  **and checkpoints** | **Evidence of Impact > (data, observation, views)** |
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| **Benchmarks and Moderation**  On-going staff familiarisation and training  Level discussions on linking benchmarks for literacy and maths to learning progressions and programmes to develop assessment and planning  Learning progressions with benchmarks  Termly moderation meetings for stages or levels in school  Engage in NW2 LIG moderation events | Aug onwards  Termly  By May 2019 | Planning and pupil progress folders using benchmarks for achieving a level and tracking progress.  Literacy and maths school progressions with benchmarks  Moderation meeting notes |
| **Pupil Progress Report format**  Teaching will review formats, Education Scotland and GCC guidance, linking with Reporting to Parents guidance and HGIOS4.  Revise format and reporting to parents’ overview. | Aug - Dec | Group discussion notes and presentations to staff, parents  Revised format and reporting to parents policy statement |
| **Pupil learning conversations**  Part of termly monitoring learning and teaching  Part of Teacher learning Communities  Through Learning Logs | Aug to June | Learning logs  Monitoring learning and teaching evaluations and discussions  Teacher learning Community CPD records and impact statements |
| **Standardised Assessment**  Continue reading and spelling standardised assessments P3-7.  Education Scotland assessments at P1, P4 and P7 | Aug/Sept  March/May | Tracking system  Analysis of results; CfE achievement analysis (GCC), FOCUS, SNSA  Differentiated learning groups; Support groups |

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| **Staff leading on this priority – including partners** | **Resources and staff development** |
| KLC  SMT  All teaching staff  Support and CDO colleagues | Meeting time  Education Scotland – training, materials, guidance  Tracking system |

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| **No.** | **Quality Indicator** | **Priority** |
| **3** |  | **Ethos** |

| **Tasks to achieve priority** | **Timescale**  **and checkpoints** | **Evidence of Impact > (data, observation, views)** |
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| Staff training including All Behaviour is Communiucation Review of the consequences system  Updated Positive Behaviour Policy and Ethos leaflets | Aug to Oct | Staff and pupil feedback and learning conversations  Policy updated  Posters and leaflets on school ethos |
| Growth Mindset  Refresh staff training at August INSET  Class Growth Mindset lessons at start of term  Development of growth Mindset resources and materials  Revision of HWB programme to include growth Mindset  Information for parents – leaflets, website, twitter, presentations to Parent Council | August onwards with review at end of term 2 | Class teacher and pupil feedback on resilience and can do approaches  Learning conversations  Parental views from Parent Council, parents night feedback boards  Assemblies |
| Mindfulness  Introduction to mindfulness to staff with option for training and pilot in school | September INSET | Staff take up on training  Staff wellbeing feedback  Pilots in some classes |

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| **Staff leading on this priority – including partners** | **Resources and staff development** |
| Staff working party  SLT | Growth Mindset and Mindfulness materials  Training sessions at Inset days and optional collegiate sessions  Example leaflets and power points |