Supporting Improvement:
School Improvement Plan

SIP

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Self-evaluation

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Self-evaluation

Session 2022-23

Glasgow City Council Education Services: Improvement Planning
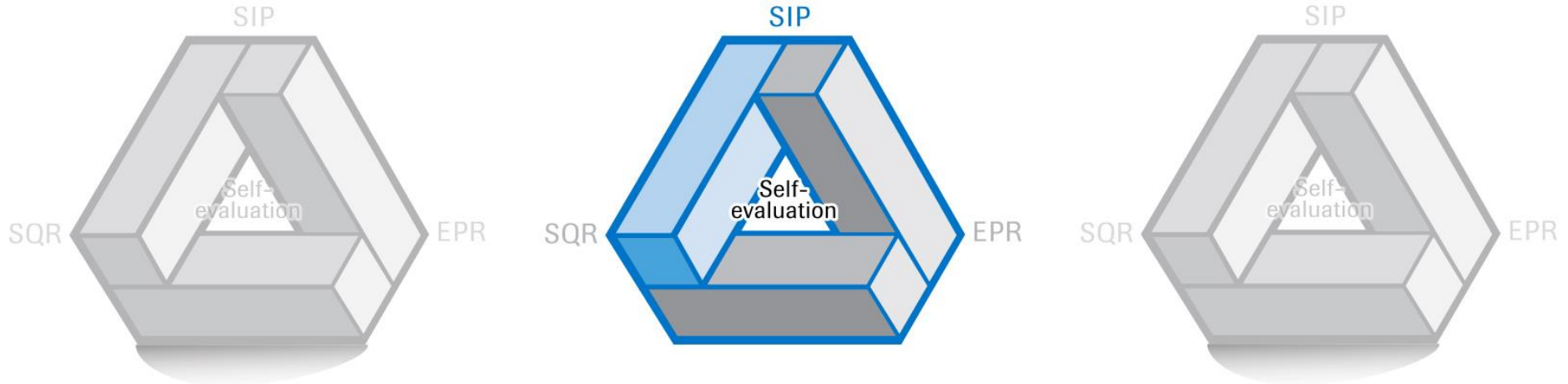
Establishment	**Annette Street Primary**
Head of Establishment	**Jemima Anderson**
Local Improvement Group	**South LIG**
Head of Service	**Donnie McLeod**
Area Education Officer/ Quality Improvement Officer/Link Officer	**Louise Hamilton**

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Action Plan Summary for Stakeholders

1. Our Vision, Values and Aims

<u>Our Vision and Aims:</u>

The Head Teacher's vision for Annette Street Primary in the coming session is to 'to inspire confident learners who will thrive in a changing world'. Through consultation with all partners in the coming session we will establish a vision that the whole school community has ownership of.

The Headteacher's aim for the coming year will be '***Every Child, Every Chance, Every Day'***. This encompasses the unrelenting drive in the coming year to:
- Improve attendance, attainment and achievement.
- Improve opportunities for every child
- Improve across consistency and differentiation

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1. Our Vision, Values and Aims

In the August In-service Days staff will explore what the HT vision and aims will mean for families, children and staff. The HT will also be promoting a supporting idea that *Every-day is a Learning Day*

Our Values: The current values are, Equality, Friendship, Kindness and Honesty.

This year the Vision, Values and Aims will be refreshed in line with the VSE recommendations, and the need of the school to move forward with a fresh approach with a new Headteacher. In the meantime the focus will be on exploring the HT values of compassion, integrity, wisdom, courage and service and what this looks like in terms of providing a high quality service for children in which we model excellent behaviours and create, by our everyday actions and behaviours, a learning culture which has high standards and aspirations for:

- Attendance
- Attainment
- Achievement

Values, and the expression of these consistently, should lead to improved outcomes for learners. They are integral to the approach in the school.

2. Summary of our self-evaluation process.

A quality assurance calendar is now in place for the coming session. Our self-evaluation will be built on regular consultation of all stakeholders and the triangulation of this data.

Embedding self-evaluative approaches will be a key aim of the new HT.

Strengths identified:

1. Positive and welcoming ethos across the school
2. Relationships and behaviour
3. Children eager to learn
4. Use of play in P1

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2. Summary of our self-evaluation process.

Priorities for development:

▶ 1 learning, teaching and assessment and planning, tracking and monitoring routines and systems across the whole school, this will include a focus on features of effective practice consistent across classrooms e.g. learning intentions and success criteria

▶ 2 Raising attainment in literacy including effective EAL practice

▶ 3 Improving wellbeing, equality and inclusion in particular cultural inclusion and learner voice

3. Additional Monies Spend Summary of Consultation Processes

Consultation Process:

As the HT is new in post we have not yet undertaken a consultation on the additional monies spend. This will be undertaken in August.

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

4. Action Planning

No.	Quality Indicator	Priority
1	2.3	Learning, teaching and assessment and planning, tracking and monitoring routines and systems across the whole school, this will include a focus on features of effective practice consistent across classrooms e.g. learning intentions and success criteria
		Hours allocated: - CAT NIGHTS – 7.5 hours - Other – 7.5 hours

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
Quality of Teaching *CAT Night (2.5 hour) – Jem to lead* Staff can plan Learning and Intentions and Success Criteria from the Es and Os. Staff use the Benchmarks to inform planning. Staff can devise appropriate tasks. Staff can record this effectively in planning. Staff can use forward planning formats, ensuring pace, challenge and support.	Term 1	*Success Criteria* - LI and SC in forward planning and weekly planning - Children know the LI and SC - Staff can devise LI and SC - SLT observe LI and SC in lessons *Evidence* - Minutes of CAT night and discussion in Staff Meetings - Forward Plan Monitoring Term 1 - SLT Lesson Observation Term 1 - Staff Views - Learning Conversations Term 1 - Jotter Monitoring Term 1

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Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
Quality of Teaching *CAT Night (1 hour) x 2 – Jem to lead* Staff review prior learning and balance new material with retrieving previous material. Staff build on prior knowledge and use a range of ways to assess what children know and can do. Children's tasks match the LI and SC and programmes offer a range of relevant and differentiated practice material Teachers make effective use of dual coding (visuals and voice / written material and visuals), questioning and feedback	Term 2	**Success Criteria** - Planning shows progression - Planned tasks are linked to the LI and SC - SLT observe use of dual coding in lessons - Staff can identify features of effective teaching in lessons **Evidence of Impact** - Minutes of CAT night and discussion in Staff Meetings - Forward Plan Monitoring Term 2 - SLT Lesson Observation Term 2 - Staff Views - Learning Conversations Term 2 - Jotter Monitoring Term 2
Effective use of assessment **Inset Day 2 August – (1 hour) – Jem to Lead** Devise jotter and marking/feedback policy **Inset Day 3 October – (2 hours) – Sue Ellis** Assessment data for reading; staff understand what they are looking and how to address gaps effectively	Term 1 & 2	**Success Criteria** - Can use jotter and marking policy - Children show and tell what is expected in jotters. - Consistent jotter standards across classes. - Staff analyse reading assessment data and use to inform teaching - Staff analyse errors and know what children need to do to improve **Evidence of Impact** - Minutes of CAT night and discussion in Staff Meetings - Forward Plan Monitoring Term 2 - SLT Lesson Observation Term 2 - Staff Views - Learning Conversations Term 2 - Jotter Monitoring Term 2

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
Planning, tracking and monitoring **Inset Day 2 August – (2 hours) – Jem and Heather** Develop understanding of assessment calendar & QA calendar and expectations around this, understanding of wider demands e.g. peer review, QA visits. Understand tracking database & roles and responsibilities. **CAT Night (1.5 hour) – September – Jane Saunders** Effective tracking conversations **In-service Day 1 – (1 hour) – Jem and Heather** Using tracking database for effective tracking conversations; staff input assessment data for class assessments **In-service Day 2 – (1.5 hours), CAT 1.5 hours – Jem** Ownership and collaborative analysis of class ACEL/assessment data	Term 1 and 2	**Success Criteria** - Can use the assessment calendar, quality assurance calendar, tracking database and undertake tasks in relation to this - Staff know their learners & previous attainment and use this knowledge in tracking conversations. **Evidence of Impact** - Minutes of CAT night and discussion in Staff Meetings - Forward Plan Monitoring Term 2 - SLT Lesson Observation Term 2 - Staff Views - Learning Conversations Term 2 - Jotter Monitoring Term 2

Staff leading on this priority – including partners	Resources and staff development

Overall Lead – Jem Anderson (HT)
 	
Partners
Jane Saunders – Tracking
Sue Ellis – Reading Assessment
DLOL & Tracking Data - Heather Craig
	<u>Resources</u>
	- Books
	  - Bruce Robertson - The Teaching Delusion 3 "Power up your Pedagogy"
	  - Shirley Clarke - Assessment is For Learning
	- PPTs
	- Forward Planning
	- Sue Ellis
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No.	Quality Indicator	Priority
2	2.2 3.2	To improve learning, teaching assessment in literacy, and in particular reading, in order to raise attainment
		Hours: 3 hours CAT; 12 hours other 15 hours total
		Funding allocated:

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
Other (2 x full day) *CAT (3 hours) Staff meetings (4 hours)* An audit of literacy teaching across the school including knowledge of teachers – identify gaps and plan.	Term 1	**Evidence of Impact** - Sue Ellis views - Classroom environment observation of improvements - POLLI Lesson Observation Term 3 - Staff Views - Learning Conversations Term 3 - Jotter Monitoring Term 3
Classroom environment literacy rich All teachers to develop classroom as literacy rich environment based on recommendations from Sue Ellis and professional reading e.g. LCFE Ian Fraser to speak about attainment and inclusion	Term 1 - 4	**Evidence of Impact** - Classroom environment observation of improvements - Staff Views - Learning Conversations Term 3

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Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
New assessments reading & phonics Introduce Phonics Tracker – PTs lead Term 1 – all children assessed for phonics & common words (read and write) followed by termly assessment and plan from the gaps. Introduce PIRA – PTs lead Term 1 (and possibly Term 3) followed by use of Shine for TIG and approaches.	Term 1 - 4	**Evidence of Impact** - Assessment data - Jotter monitoring term 2-4 - Learning Conversations Term 4 - Staff views - Forward and Daily Plans (show differentiation for phonics and common words) - SLT observation term 4
New Phonics Scheme – Sounds Write P1 and P2 teacher, EAL teachers, HT, DHT 40 hours CLPL per person – 6 x full days (release staff to undertake) Rolling programme, if funding P3 and P4 then P5, P6 and P7	September onwards	**Evidence of Impact** - Assessment data - Jotter monitoring term 2-4 - Learning Conversations Term 4 - Staff views - Forward plans (pace of learning) - Daily plans show understanding of pedagogy - SLT observation term 4
Refresh and embed Literacy / EAL learning Refresh of all GIC and EAL team strategies offered as drop in for all staff via opt in CPD calendar; moderation of Talk for Writing in term 2 EAL/CLOL & LOLs to draft calendar for staff	Term 2 - 4	**Evidence of Impact** - Assessment data - Jotter monitoring term 2-4 - Learning Conversations Term 4 - Staff views - SLT observation term 4 - Views of partners (LOLs)

Staff leading on this priority – including partners	Resources and staff development
Overall Lead – Wendy English (DHT) with support from Jem EAL Excellence Award Lead – T.B.C CLOLs for Literacy – Upper & Lower GIC – LOL team bid for support for CPD drop in calendar	Sounds Write Phonics Programme Sue Ellis Decodable Phonics Books New PIRA (and New PUMA) introduce Assessment – Phonics Tracker Ian Fraser

No.	Quality Indicator	Priority
3	3.1	Improving wellbeing, equality and cultural and linguistic inclusion
		Hours Allocated: 9 hours CAT ; 6 hours 45 Other 15 hours 45 total
		Funding Allocated: £750

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
In-service (2 hour), Staff Meeting (1.5 hour) RRS Award and Rights Respecting Curriculum Going for Silver Award	Term 3 and 4	**Evidence of Impact** - Assessment data - Jotter monitoring term 2-4 - Learning Conversations Term 4 - Staff views - Narrative in RRSA folder
CAT Night (1.5 hours) Whole school session of ABIC - George Godfrey	Term 3	**Evidence of Impact** - Appropriate language and communication with children observed by SLT - Staff views - Children's Views - George observation/evaluation
CAT Night (1 hour) Other (2.5 hours) Work towards EAL Excellence Award & related actions	Term 3 and 4	**Evidence of Impact** - Self-evaluative big book of journey towards excellence in EAL - Staff views - External verification report - Parent views - Children's views - Forward planning

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
CAT Night (2.5 hours) Other (1 hour) Cultural and Linguistic Inclusion -Book and resource improvement (develop new library) -Book making project (twice a year) -Mother Song project to target family literacy (involve community partners)	Term 3 and 4	**Evidence of Impact** - Assessment data on literacy - Jotter monitoring - Children's views - Staff views - Family views - Views of partners - SLT observation - Attendance data
Nurture & GMWP (1hr 45 min) Further embed nurturing principles; Introduce GMWP to capture pupil views on well-being and inclusion. Use data to plan appropriate intervention/adapt approaches in class.	Term 3	**Evidence of Impact** - Observation of nurturing principles in use and on display - GWMP data - Family views - Children's views - Staff (whole staff) views

Staff leading on this priority – including partners	Resources and staff development
PTs George Godfrey Romanolav and partners Froebel Trust ETMAS	EAL resources including books for main and class library Bookmaking project materials EAL Excellence Verification