# 

# Session: 2018 - 2019

|  |  |  |
| --- | --- | --- |
| Establishment |  | **Carmyle Primary and Nursery Class** |
| Head of Establishment |  | Linda Baird |
| Area/Local Improvement Group |  | NE 3 |
| Head of Service |  | Colin Crawford |
| Area Education Officer/  Quality Improvement Officer |  | Kay Hamilton |

**CONTENTS**

1. Vision, Values and Aims

2. Summary of Self-Evaluation Process / Priorities for Improvement in the current session

3. Action Planning

**Action Plan Summary for Stakeholders**

| **1. Our Vision, Values and Aims** |
| --- |
| *Our vision is to improve outcomes for all children, effectively meet their needs and get it right for all learners. By working in partnership with children, families and our community we will continue to build a curriculum which is meaningful, skills based and relevant for children’s lifelong learning. The views of our pupils, parents and staff have been sought in different ways this year particularly in our new reporting and promoting positive behaviour policies. Our pupils have been exposed to quality teaching and learning experiences which have been underpinned through the development of digital literacy and our new reading and maths frameworks.*  *We are determined that everyone is treated with respect and equity at all times. All staff strive to promote the school values of justice, honesty, equality, determination, responsibility and respect. We demonstrate this in our decision making and daily interactions in our school community. We believe that an ethos of mutual respect and a willingness to work hard will help children reach their potential.*  *We work to ensure :*   * *We make learning experiences stimulating, challenging, relevant and enjoyable* * *We meet the needs of all learners through support and challenge and thorough assessment of needs* * *Citizenship, respect and equity are promoted in learning and in the life of the school* * *We encourage justice, honesty, equality and fairness through the promotion of restorative approaches and our new promoting positive behaviour policy* * *Create confident individuals by developing physical, emotional and mental well-being while encouraging determination to succeed.* |

| **2. Summary of our self-evaluation process.** |
| --- |
| Staff have engaged in an audit of the work of the school this year using a staff questionaire. Staff views have been fully considered particularly around tackling bureaucracy and to this end we have evaluated our reporting programme and our working time agreement. Staff asked for more time for collegiate working in order to moderate teaching and learning. The staff have been far more involved in the production of this School Improvement Plan with Mrs Jamieson, Mrs McEachran and Mrs Booth holding collegiate meetings to discuss views on the three main areas of the plan.  Our Parents and children have completed view points as part of our open afternoons and Parents’ Evenings. Learning conversations have informed self-evaluation and regular meetings of our school houses and school parliament have given another medium for learner views to be sought and acted upon. Our pupils have asked for a bigger voice for their views and this is something we will work on in the new session. We value their views as the most important stakeholders in the school.  We have considered our attainment this year and identified that we need to raise attainment in writing while continuing to work to raise attainment in numeracy. We all agreed that Read, Write Inc had impacted on the attainment in reading and writing in the early and first level. This year we also want to focus on STEM subjects as our self evaluation surveys showed that both teachers and children felt that this area of learning required further development. |
| **Strengths identified:**  The school has achieved good levels of attainment in mathematics and numeracy at early, first and second level. Numeracy attainment has consolidated this year as a result of our improvement plan which focussed on consolidating maths mindsets and using Glasgow Counts strategies. We aim this year to embed the Glasgow Counts Framework including the strategies for teaching beyond number.  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 with improved attendance at homework clubs, digital literacy clubs and STEM clubs for families. However this is something we were able to expand on considerably with the introduction of the Pupil Equity Funding and our intention is to continue to offer supported study classes for children and families in the new session.  Staff routinely engage in professional learning, collegiate activity and dialogue which directly impacts on learners’ experiences. Our model of professional learning  has continued to impact on pedagogy and learner experience in numeracy this year. We hope that with the appointment of Mrs Booth as our new PT with the role of CLOL for numeracy, this will improve pedagogy and staff confidence further.  Staff, parents and learners share a vision for the school which includes the commitment to building resilience and developing a growth mind-set culture. Parents understand what growth mindset is and are actively using the phrase themselves with their children. From feedback surveys it is clear that parents understand the importance of self belief and self confidence in learning.  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. This year we have undertaken useful training on dyslexia which has certainly helped staff to understand the needs to be met by this barrier to learning.  All staff have a clear understanding of self-evaluation as an integral part of improvement actions. We value professional dialogue and self-reflection and use these conversations to improve outcomes for learners. In our new working time agreement we have set aside far more time for collegiate planning, assessment and moderation. Staff have reported that they enjoy working together and moderation of expectations is much easier with colleagues in our own school and nursery.  There is a very positive ethos across the school and almost all learners are motivated and engaged in the learning process. Actions to improve the feedback to learners have been very effective and there is a high level of commitment to developing a growth mind-set culture across the whole school community. All staff have high expectations of leaners and are able to plan appropriate support to remove barriers to learning. The introduction of the new promoting positive behaviour system has been very popular with parents and pupils and gives pupils an instant reward for hard work and effort. It also asks as a very important part of the reporting process. |
| **Priorities for development:**  **1: Inclusion: Mental Wellbeing, Promoting Positive Behaviour, Family Learning**  **2. CFE: Digital Literacy, Creativity and Employability, STEM learning**  **3. Learning, Teaching & Assessment: Numeracy for all, Phonics & Early Reading and Writing; Writing throughout the school, Literacy for all** |

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

|  |  |  |
| --- | --- | --- |
| **No.** | **Quality Indicator** | **Priority** |
| **1** | **2.4** | Inclusion: Glasgow’s Attainment Challenge |

| **Tasks to achieve priority** | **Timescale**  **and checkpoints** | | **Evidence of Impact > (data, observation, views)** | |
| --- | --- | --- | --- | --- |
| Continue partnership with GDSS: staff development and training plan to improve strategies in all classes which support dyslexia particularly in P7 with assessments to be completed in P6 and P5 | From August 18: on-going partnership and assessment with GDSS | | Training of relevant school staff by GDSS Mrs Laura Scott  Input in classrooms by teachers and support for learning workers – Mrs A Menzies and Mrs T Walsh  Further audit of children identified and children to be identified with dyslexic type behaviours.  ASN meeting records and actions at tracking  Visits to SIIM meetings for dyslexia identification  Children evaluated Wellbeing Assessments and Plan  Observed improvements in classroom experiences and engagement  Improved attainment in literacy for those at risk | |
| New support for learning worker, Mrs K O’Donnell working in P1 to facilitate learning through play with a particular focus on literacy and numeracy and developing vocabulary and understanding of language  Working with parents, pupils and staff  Particular focus on children in SIMD 1- 4 | August ongoing all through year  Paid for by PEF | | Phonological assessment for all P1 completed in August/ September by teaching staff  Ongoing assessment of progress through phonics then Read Write Inc by reading leader, Mrs A Jamieson  Data collected to show impact  Speaking with the children in learner conversations  Feedback from parents | |
| Nursery staff now trained in Literacy for All and Glasgow Counts working to improve learner experiences led by Mrs Jamieson DHT and Ms Marie McDaid.  Particular focus on children in SIMD 1- 4 | August ongoing all through year | | Ongoing assessment of progress  Data to show impact  Speaking with children for learning books  Feedback from parents | |
| Continue staff training in use of SEEMIS Wellbeing and assessment plans, pastoral notes and tracking CFE levels now using GOR analysis and not BGE tracker | WSM October | | Improved staff knowledge and skill in use of SEEMIS Pupil Planning with introduction of new planning format  Reduction in bureaucratic paperwork as teachers complete simplified target sheets and SLT complete Waps  Records of staff feedback at tracking | |
| Drafting of new action plan for 2018 with Family Learning Focus group building on success to engage families from previous SIP and having sflw, Mrs A Menzies working on becoming a mentor with support of SPTC, Claire Slocombe | Sept 2018 and termly meetings thereafter  Linda Baird  Anne Menzies | | Improved communication with families  Feedback from focus group  Action plan to engage parents further in pupil learning  Evidence of greater engagement of families in learning  Increased attendance at workshops and school events | |
| Implementation of family learning workshops to improve literacy, numeracy, digital learning and HWB outcomes (growth mindset and resilience, mental wellbeing)  Use of soft starts for pupils targeted who come late, don’t have breakfast (SIMD 1-4 as priority but not only those children who leave in these areas) | September 2018 to May 2019 weekly supported study classes  Linda Baird  Angela Jamieson  Laura McEachran  Anne Menzies  Mary Maxwell  Tracey Walsh  Karen O’Donnell  Joanne Byrne  Any other teaching staff | | Consolidating/ Improving attainment in numeracy  Observed improvement in classroom experiences relating to HWB  Observed improvements in learner resilience  Feedback from families  Impact on learning in class – data collected through observations and conversations with staff at tracking meetings. | |
| Working with particular children to support better mental health | Anne Hutchison | | Targeting of pupils of SIMD 1 - 4 to ensure they are getting all support they can – New programme of work delivered by Anne Hutchison who has received training. | |
| Building in termly plan for learner conversations with discussions on work presented and learning in class. HT | September –2018 – May 2019 | | Observed improvements to learner experience  Samples of children’s work and recorded improvements to written feedback  Improved verbal feedback and learning conversation.  Learning conversation records | |
| Wee play training offered to parents in the nursery class | August – May 2018/9 | | Improved relationships with parents  Better understanding of language development through play  Improved outcomes for children. | |
| CDO staff from nursery to work in P1 until October break to help support transition and assist in planning and implementation of learning through play for literacy and numeracy | August – Oct 2018 | | CDO – various staff | |
| Nursery team leader, Ms Marie Mcdaid to work with DHT to ensure quality planning of teaching and learning in nursery followed up with meetings between DHT and nursery staff to implement the planning | DHT  Team Leader  Nursery staff | | Monitoring of teaching and learning  Observations in nursery  Parental and Pupil feedback | |
| **Staff leading on this priority – including partners** | | **Resources and staff development** | |
| Lead Role: Headteacher, Linda BairdDHT, Angela Jamieson with support from PTs Laura McEachran and Alison Booth (Promotion paid for from PEF), Ms Marie McDaid CDTL  Partnerships with:  Partner schools: St Joachim’s Primary, St Timothy’s Primary, St Paul’s Primary, St Rose of Lima Primary as comparator schools and who form part of cluster 21  GDSS  Wee Play  Early Years LOL  Parents and carers  QIO  Active schools  SIIM partners  Bannerman L C  Lig NE3 | | Resources:  Time:  1 x1 hr CAT night new seemis planning (November)  2 x1 hr CAT night moderation of meeting needs (Term 2)  14 family learning nights (per term)  6 Family learning focus group meetings  Staff Development:  4 hours protected cpd work with GDSS (August and September)  SEEMIS and EDICT training using IT to support assessment and planning for pupils | |

|  |  |  |
| --- | --- | --- |
| **No.** | **Quality Indicator** | **Priority** |
| **2** | **3.2 3.3**  **(1.3, 1.5, 2.3, 2.4)** | Development of Science, Technology, Engineering and Mathematics across the school   * Children and young people leading aspects of Science, Technology, Engineering and Mathematics * Developing and sustaining partnership links with outside agencies to ensure effective learning and teaching * Developing quality family partnership links to support both family learning opportunities and improve attainment in school |

| **Tasks to achieve priority** | **Timescale and checkpoints** | **Evidence of Impact > (data, observation, views)** |
| --- | --- | --- |
| Staff and Pupil questionnaires/eSurveys on current Science resources and planners | August 2018 | Gather views and opinions to help inform improvement plans |
| Audit and organisation of Science resources within Carmyle Primary and initiating STEM programme and framework. | August – September 2018 | Purchase additional STEM resources if necessary  Create easily accessible STEM resources packs/boxes for staff |
| Developed STEM planners to be utilised when planning teaching and learning opportunities | From August – June 2019 | PT to use throughout year when planning STEM experiences for learners. Ongoing evaluation to be recorded  Utilised as discussion point when planning for terms and blocks. Records of tracking meetings  Recorded on weekly planning and evaluated weekly |
| CPD in house calendar - PT to organise in house CPD events to further develop staff knowledge and understanding of both current and new STEM plans/resources/strategies | From August – June 2019 | Records of cpd events  Staff cpd records  Impact in class lessons  Evidence of evaluation on weekly planning sheets |
| Parent/Family workshops - After school workshops available for pupils, parents and families on STEM. E.g. Sumdog (maths homework) Scratch (coding homework)  Also : collaborative workshops with families on the use of SeeSaw, Sumdog for literacy and numeracy and GLOW | Start in October 2018 | Feedback from families  Attendance at workshops  Engagement in learning  Feedback from families and children on effectiveness of the app.  Learning conversations  Learner profiles  Tracking meeting records |
| Participation in local authority digital events and celebrations (Determined to Succeed) - Involvement in ‘Determined to Animate’ and ‘Determined to Make Movies’ projects. Particular focus on Primary 6 and Primary 7 pupils who can then train other learners and staff up on using filming, sound and editing equipment | October 2018 and January 2019 (project start dates) | Evidence of engagement  Impact on Learning  Feedback from pupils and parents  Use in class by staff – evidence in weekly planning  Improved skills in digital technologies |
| Modelled lessons by PT on strategies to use to enhance STEM experiences for learners. Class teacher to be in class observing teaching and learning experiences. PT and class can then evaluate and assess teaching and learning taking place. | August 2018 - 2019 | Feedback from teachers  Learning conversations with pupils  Use of strategies taught in classes (evidence on weekly planning  Improved skills in teachers and pupils |
| Mrs McEachran to become STEM Primary Leader. Will receive training sessions and access to resources to share with staff and learners | August 2018 – June 2019 | Training for teachers and SfLws  Digital Leaders (children to be trained on aspects of STEM)  Involvement in Glasgow STEM projects  Visits from Glasgow STEM team  Quality assurance support visits with a focus on STEM |
| Establishment and consistent use of GLOW accounts for P5, P6 and P7 pupils to implement use of blogs, improve on-line home learning support and enhance classroom based learning experiences | From Aug 2018 and on-going | GLOW blogs  Classroom observations  Learning conversations and tracking meetings  Numeracy and literacy attainment data  Evaluations from learning pathways in literacy, numeracy, technology and science  Feedback on home learning  Observed improvement in learner creativity and use of digital technology to meet personal and social needs |
| Develop a school app in partnership with PIOTA and Blackfriars Primary to improve parent partnerships(<https://www.piota.co.uk>) | Aug. –Dec 2018 | Feedback on use of the app from learners. Families and staff  Observations and evaluations of effectiveness of new communication systems  Record of professional dialogue and moderation work in school and across authority |
| Follow on actions suggested by Jen McKay after validation as Digital School | On-going from Sept | Use of Glow  New app established  Curriculum pathway evaluations  Observed improved use of I Pads and notebooks in classrooms  Views on communication systems |

|  |  |
| --- | --- |
| **Staff leading on this priority – including partners** | **Resources and staff development** |
| Lead Role: PTs- Mrs L McEachran  Partnerships with:  EDICT  Blackfriars Primary, Glasgow City Council JDO Foundation, Denver  GLOW  Education Scotland  Gateway Engage  Apple Classrooms  PIOTA  Bannerman High School  Garrowhill PS  Mount Vernon PS | Resources  Digital Learning audit/questionnaires  Glasgow on-line  BGE tracking system  4x tracking/professional dialogue and learner conversations  4x1hour moderation work, 4x 1 hour CPD 1x 1/2 day in-set 4  Staff development:  Education Scotland Benchmark Statements; technology and science  Curriculum Progression Pathway Statements  SeeSaw application  EDICT: Pupil GLOW accounts and blogs |

|  |  |  |
| --- | --- | --- |
| **No.** | **Quality Indicator** | **Priority** |
|  | **2.3**  **(1.3, 2.4, 3.2)** | Learning, Teaching & Assessment: reading and early writing; writing across first and second levels, consolidation of improvements in teaching and learning in numeracy |

| **Tasks to achieve priority** | **Timescale**  **and checkpoints** | **Evidence of Impact > (data, observation, views)** |
| --- | --- | --- |
| Improvement in writing across early,first and second levels – DHT to attend Literacy for all training and cascade training to staff | August 2018 onwards and ongoing | Feedback from training  Staff development meetings  Staff views and evaluations  Records of tracking meetings |
| All staff to participate in CPD training in teaching of writing using Literacy for All guidance and new programme for teaching of writing.  Coaching in Context  Modelled lessons – particularly for NQT and new to stage  Sharing Good Practice/shadowing colleagues  Working Trios/stage partners/groups to plan and shadow  Moderation of Assessment in Writing within school | August 2018  Onwards and ongoing | Learning conversations and tracking records  New writing folders to contain all writing assessments throughout year and across all stages.  Classroom observations  Staff meetings |
| All staff to participate in training in writing delivered by Alan Peat in conjunction with Garrowhill partnership School | Oct In- Service | Training material and feedback from staff  Planning and tracking meeting records  Classroom observations  Improved samples of Learners writing |
| All staff to participate in further additional training from Ruth Miskin trainers to improve pedagogy in phonics and writing . | On-going assessment throughout year | Records of attendance at training  Training material and feedback from staff  Planning and tracking meeting records |
| Early and first level staff to consolidate use of RWI phonics and writing approaches in the classroom and develop clear knowledge and understanding of associated resources( school portal videos and oxford owl resources). | On-going | Literacy pathways statements and evaluations  Learning conversations and sampling  Classroom observations  Coaching in Context  Six weekly RWI Assessments in Reading  Attainment data (BGE and CFE) |
| All early and first level staff to participate in moderation of reading and writing across the school and with partner school; Garrowhill Primary | dates TBC | Feedback from development days and  Classroom observations  Learner conversations  Sharing Good Practice |
| First and Second level staff to implement new RWI spelling resource to improve spelling across the curriculum | From Aug 18 on-going | Improved approaches to spelling evident in children’s writing samples and classroom observations.  Improved use of digital technology to support spelling  Tracking and moderation records  BGE tracking information |
| First and Second level staff to implement new Nelson handwriting and grammar resources to improve independent writing across the curriculum. | From Aug 18- ongoing | Moderation meetings  Observation notes  Improved writing samples and jotter work  Learner conversations |
| First and Second Level staff to implement new Nelson Comprehension and Grammar resources to improve reading, responding and analysing across the curriculum. | From Oct 18-  ongoing | Improved understanding of higher order reading skills  Modelled comprehension skills applied across all reading tasks  Improved talking, listening and discussing within the classroom environment. |
| Raising attainment in numeracy – develop and implement change in numeracy planning and tracking | Mrs A Booth, CLOL  Thursdays ongoing weekly | Impact data from Clol and class teachers |
| Develop stage assessments for numeracy topics | CLOL  August 2018 | Consistency across classes  Impact on planning data  Quality of assessment tracked in meetings |
| Create Carmyle Maths group on Glow as an area for resources and shared ideas | CLOL August 2018 | Consistent usage  Uptake of role of teachers in sharing within group |
| Investigate and source quality and relevant maths resources | Clol June 2018 | PECOS system with research and ordering completed by start of new term  Use of new resources  Feedback from teaching and support staff  Feedback from children |
| Year 3 of Glasgow Counts training attended | Ongoing for CLOL and teaching, support and nursery staff | Staff encouraged to attend twilights, in house training and CLOL afforded time out to attend courses. |
| Model lessons in class using coaching in context model though mainly in Early and First level In school and nursery | Nursery to P3 | Feedback from teaching and support staff  Feedback from children  Impact of change |
| Working with groups of children to develop maths mastery – SIMD 1-4 and others in first level | P1-3  Ongoing |  |
| Family Learning workshops implemented to support home learning approaches in literacy and numeracy.  Invitation by group/Whole class? | Aug, Sept, Oct 2018  Ongoing | Attendance records for workshops  Learner and parent views  Home learner profiles and journals  Attainment data and analysis |

|  |  |
| --- | --- |
| **Staff leading on this priority – including partners** | **Resources and staff development** |
| Lead Role: DHT Mrs Jamieson (literacy) Mrs A Booth (numeracy)  Partnerships with:  Literacy for All trainers  Glasgow Counts trainers  Garrowhill Primary  Ruth Miskin Training and Read Write Inc  Glasgow Libraries  Parents and Carers  GLOW | Resources  Glasgow on-line  CFE (Focus) tracking system  Education Scotland Benchmark Statements; Literacy- Reading and Writing  Curriculum Progression Pathway Statements  Nelson Grammar teachers manual and pupil books  Nelson Handwriting teachers manual and pupil books  RWI Phonics and Reading  RWI Spelling Online Resource and pupil workbooks  RWI online Resource – Oxford Owl and School Portal.  Nelson Comprehension teachers manual and pupil books  Glasgow Counts Framework and training notes |