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# Session: 2018 - 2019

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| 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 |

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**Action Plan Summary for Stakeholders**

| **1. Our Vision, Values and Aims** |
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| *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.*
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| **2. Summary of our self-evaluation process.**  |
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| 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 developliteracy 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 learninghas 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 andmaintaining 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** |

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| **3. Action Planning** |

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| **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 WalshFurther audit of children identified and children to be identified with dyslexic type behaviours.ASN meeting records and actions at trackingVisits to SIIM meetings for dyslexia identificationChildren evaluated Wellbeing Assessments and PlanObserved improvements in classroom experiences and engagementImproved 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 languageWorking with parents, pupils and staffParticular focus on children in SIMD 1- 4 | August ongoing all through yearPaid for by PEF | Phonological assessment for all P1 completed in August/ September by teaching staffOngoing assessment of progress through phonics then Read Write Inc by reading leader, Mrs A JamiesonData collected to show impactSpeaking with the children in learner conversationsFeedback 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 impactSpeaking with children for learning booksFeedback 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 formatReduction 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 thereafterLinda BairdAnne Menzies | Improved communication with familiesFeedback from focus groupAction 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 classesLinda BairdAngela JamiesonLaura McEachranAnne MenziesMary MaxwellTracey WalshKaren O’DonnellJoanne ByrneAny other teaching staff | Consolidating/ Improving attainment in numeracyObserved improvement in classroom experiences relating to HWBObserved improvements in learner resilienceFeedback 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 experienceSamples of children’s work and recorded improvements to written feedbackImproved 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 parentsBetter understanding of language development through playImproved 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 | DHTTeam LeaderNursery staff | Monitoring of teaching and learningObservations in nurseryParental 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 CDTLPartnerships 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 21GDSSWee PlayEarly Years LOLParents and carersQIOActive schoolsSIIM partnersBannerman L CLig 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 meetingsStaff Development: 4 hours protected cpd work with GDSS (August and September)SEEMIS and EDICT training using IT to support assessment and planning for pupils |

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| **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
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| **Tasks to achieve priority**  | **Timescale and checkpoints** |  **Evidence of Impact > (data, observation, views)** |
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| 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 necessaryCreate 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 recordedUtilised 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 eventsStaff cpd recordsImpact in class lessonsEvidence 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 workshopsEngagement in learningFeedback from families and children on effectiveness of the app.Learning conversationsLearner profilesTracking 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 engagementImpact on LearningFeedback from pupils and parentsUse in class by staff – evidence in weekly planningImproved 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 pupilsUse of strategies taught in classes (evidence on weekly planningImproved 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 SfLwsDigital Leaders (children to be trained on aspects of STEM)Involvement in Glasgow STEM projectsVisits from Glasgow STEM teamQuality 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 blogsClassroom observationsLearning conversations and tracking meetingsNumeracy and literacy attainment dataEvaluations from learning pathways in literacy, numeracy, technology and scienceFeedback on home learningObserved 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 staffObservations and evaluations of effectiveness of new communication systemsRecord 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 GlowNew app establishedCurriculum pathway evaluationsObserved improved use of I Pads and notebooks in classroomsViews on communication systems |

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| **Staff leading on this priority – including partners**  |  **Resources and staff development** |
| Lead Role: PTs- Mrs L McEachranPartnerships with:EDICTBlackfriars Primary, Glasgow City Council JDO Foundation, DenverGLOWEducation ScotlandGateway EngageApple ClassroomsPIOTABannerman High SchoolGarrowhill PSMount Vernon PS  | ResourcesDigital Learning audit/questionnairesGlasgow on-lineBGE tracking system4x tracking/professional dialogue and learner conversations4x1hour moderation work, 4x 1 hour CPD 1x 1/2 day in-set 4Staff development: Education Scotland Benchmark Statements; technology and scienceCurriculum Progression Pathway StatementsSeeSaw applicationEDICT: Pupil GLOW accounts and blogs |

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| **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)** |
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| 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 trainingStaff development meetingsStaff views and evaluationsRecords 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 ContextModelled lessons – particularly for NQT and new to stageSharing Good Practice/shadowing colleaguesWorking Trios/stage partners/groups to plan and shadowModeration of Assessment in Writing within school  | August 2018Onwards and ongoing | Learning conversations and tracking recordsNew writing folders to contain all writing assessments throughout year and across all stages.Classroom observationsStaff 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 staffPlanning and tracking meeting recordsClassroom observationsImproved 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 trainingTraining material and feedback from staffPlanning 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 evaluationsLearning conversations and samplingClassroom observationsCoaching in ContextSix weekly RWI Assessments in ReadingAttainment 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 observationsLearner conversationsSharing 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 recordsBGE 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 meetingsObservation notesImproved writing samples and jotter workLearner 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 skillsModelled comprehension skills applied across all reading tasksImproved talking, listening and discussing within the classroom environment. |
| Raising attainment in numeracy – develop and implement change in numeracy planning and tracking | Mrs A Booth, CLOLThursdays ongoing weekly | Impact data from Clol and class teachers |
| Develop stage assessments for numeracy topics | CLOLAugust 2018 | Consistency across classesImpact on planning dataQuality of assessment tracked in meetings |
| Create Carmyle Maths group on Glow as an area for resources and shared ideas | CLOL August 2018 | Consistent usageUptake 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 termUse of new resourcesFeedback from teaching and support staffFeedback 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 staffFeedback from childrenImpact of change |
| Working with groups of children to develop maths mastery – SIMD 1-4 and others in first level | P1-3Ongoing |  |
| Family Learning workshops implemented to support home learning approaches in literacy and numeracy.Invitation by group/Whole class? | Aug, Sept, Oct 2018Ongoing | Attendance records for workshopsLearner and parent viewsHome learner profiles and journalsAttainment data and analysis |

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| **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 trainersGlasgow Counts trainersGarrowhill PrimaryRuth Miskin Training and Read Write IncGlasgow LibrariesParents and CarersGLOW | ResourcesGlasgow on-lineCFE (Focus) tracking systemEducation Scotland Benchmark Statements; Literacy- Reading and WritingCurriculum Progression Pathway StatementsNelson Grammar teachers manual and pupil booksNelson Handwriting teachers manual and pupil booksRWI Phonics and ReadingRWI Spelling Online Resource and pupil workbooksRWI online Resource – Oxford Owl and School Portal.Nelson Comprehension teachers manual and pupil booksGlasgow Counts Framework and training notes  |