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| Establishment |  | **Clyde Primary School** |
| Head of Establishment |  | Scott Mowat |
| Local Improvement Group |  |  |
| Head of Service |  | Jim Wilson |
| Area Education Officer/  Quality Improvement Officer/Link Officer |  | Linda Logue |

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**Action Plan Summary for Stakeholders**

| **1. Our Vision, Values and Aims** |
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| Our Vision, Values and Aims have been in place since moving into Clyde Campus in 2017. These will be reviewed and refreshed as part of this school year.  **Our Vision:**    Clyde Primary School is a community of learning, kindness and friendship where everyone is included.    **Our Aims:**   * To provide high quality teaching and learning that challenges children to become motivated, independent and successful learners. * To promote an ethos of nurture in school and in the wider community. * To promote and support the wellbeing of all. * To work in partnership with our wider community.     The values fostered in Clyde Primary School are the basis for achieving these aims:    **We value**:    **HONESTY**  **RESPECT**  **FAIRNESS** |

| **2. Summary of our self-evaluation process.** |
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| All staff have been involved in our self-evaluation process in 2021. The key areas for self-evaluation have been:   * Whole staff feedback on SIP 2020-21 * Consultation with P3-6 on their views of school improvement * Inset Day 5 focused on next steps for our school and SIP * Looking Outwards at recent HMIe inspections as drivers for our SIP * Quality Assurance visits * Parental questionnaires * Survey of current partners (limited due to Covid restrictions) |
| **Strengths identified:**   * Whole school self-evaluation is now becoming part of our practice which will lead to continuous improvement. * All staff included in high quality collegiate and dialogue activities leading to improved outcomes for learners. * We are building robust procedures to Get it Right for Every Child ensuring every child’s needs are met both pastorally and academically. * We have robust procedures for protecting children and ensuring Pastoral Notes are well maintained and shared with appropriate staff to support vulnerable children. * We are making progress in raising attainment through a very targeted approach to intervention groups. * Effective use of PEF leading to positive outcomes for children, e.g. FSW working with targeted children has led to improved attendance, TIGs leading to improved attainment for some learners, SfLWs impacting on supporting emotional wellbeing. * Good use of summative assessment data to inform next steps and TIGs. * Digital technology is used well across the school to support learning and needs in learning, staff have undergone a high level of CLPL to support practice in this area. |
| **Priorities for development:**  **1: Health and Wellbeing – Ensuring Every Child is Attaining and Achieving**  **2: Raising Attainment for All**  **3: Developing Responsible Citizens for the Future** |

| **3. Additional Monies Spend Summary of Consultation Processes** |
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| Consultation with staff, pupils and families took place on the spending of our Pupil Equity Funding and our Additional Covid Funding.  Many of these costs were fixed due to ongoing staffing costs however a rise in pupil role meant some staff would become part of core staffing for 2021/22 allowing this money to spent in other ways. Fixed costs include our Family Support Worker (£25602), two Support for Learning Workers (£23426).  Staff and parents were surveyed using Microsoft Forms. Pupils were surveyed through discussion in classes with the Head Teacher.  Staff and our AFA confirmed there has been very little spend on resourcing other than staff since PEF began. All staff felt there was a need to improve resources to support with the delivery of high quality learning and teaching as well targeted interventions. |
| **Rationale for Spend:**  **PEF**   * £6000 Carry Over – this will be spent on resourcing Play Pedagogy as there has been no significant spend on this. * £6000 - Resourcing P1 & 2 and the Nurture Room to enhance resources to raise attainment. * £12063 – Literacy Intervention SfLW – wide range of literacy focused interventions to raise attainment in P3-7. * £12063 - Numeracy Intervention SfLW – wide range of numeracy focused interventions to raise attainment in P3-7. * £7238 (0.6FTE) - Play Based Interventions SfLW – focused on rapid interventions to raise attainment in P1 and P2. * £3322 uplift to PT – PT to focus on development of Play to raise attainment in P1 and P2. * £3322 (and 0.1FTE - should have been core – to top up £3681) uplift to PT – PT to focus on numeracy development across the school, upskilling teachers and TIGs. * £25602 Support and Inclusion Worker – range of interventions to support families, including family learning and pupil inclusion interventions for Health and Wellbeing. * £13000 to support Health and Wellbeing Interventions in each class (£1000 per class) * £17108 - 2 for 1 Probationer – Allowing experienced staff to be released from class to support interventions and school development leading to raise in attainment. * £651 - Breakfast Blether – supporting children with a soft-start nurture breakfast. * £10000 - Development of STEM room (including cooking resources) * £1075 - Pivotal Training (with St Brendan’s) * £1535 - Additional admin hours (to complete tracking/monitoring admin duties)   **Additional Funding**   * £10,000 - Read, Write, Inc – whole school phonics programme. This is a research and evidence-based programme which has shown to make significant gains in ensuring pupils grasps phonics at an early age. Buying the whole school programme will ensure clear progression. * £2200 - Accelerated Reader – identified by the Education Endowment Foundation as a programme to improve reading across the school (P3-7). There is currently no set programme to promote and assess reading progression. * £10,000 - Outdoor Learning resources and development, CLPL * £5000 - Summer Programme * £2000 - Literacy Resources (Books to support Accelerated Reader and reading in P1 and P2) * £2500 - Numeracy Resources and Interventions (Glasgow Counts boxes, Stay and Play) |
| **Measures/Evidence for Impact (data, observation, views):**  **1: Literacy attainment data at 85%+ for Primary 3-7, Numeracy attainment data at 90%+ for P1 and P2. (Observation, views, and data)**  **2: All pupils accessing outdoor learning regularly to enhance learning across the curriculum. (Observation, views, and data)**  **3: Consistent approach to relationships across the school considering behaviour, nurture and our vision, values and aims. (Observation and views)**  **4: Consistent approach to teaching, learning, assessment, and appropriate support in all classes. (Observations)** |

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| **4. Action Planning** | | | | | | | |

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| **No.** | **Quality Indicator** | **Priority** |
| **1** | **3.1** | Health and Wellbeing – Ensuring every child is attaining and achieving. |

| **Tasks to achieve priority** | **Timescale**  **and checkpoints** | **Evidence of Impact > (data, observation, views)** |
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| **Vision, Values & Aims**   * Refresh and update VVA through consultation with staff, pupils, parents and partners. * School and Parent Council to further enhance relationship to promote the school’s VVA. * Ensure Equalities are embedded in our schools VVA. | August – October  Shared by December. | **Data:**   * Reviewing of equalities data as part of QA calendar (I.e. bullying incidents)   **Observation:**   * Improved interactions and understanding of VVA. * All collegiate work underpinned by VVA. * Values clearly displayed in all classes and around the school. * PC supporting promotion of VVA on social media channels, including use of PC Kindness Award.   **Views:**   * Consultation of staff, pupil, parent and partners |
| **GIRFEC**   * Implement LCFE Indicator 1 (Physical Environments) to ensure a consistent approach, including shared understanding policy. * Develop a nurture space in each classroom, including Calm Box and resources. * Introduce TALK strategies as part of LCFE Indicator 2. * Ensure staff wellbeing is a priority leading to GIRFEC (after school aromatherapies, team building activities) | September  Oct inset  On-going with optional calendar of events. | **Data:**   * LCFE criteria for Indicator 1 fully achieved, evident across school environment and recorded * LCFE shared understanding policy   **Observation:**   * All classroom display areas and common visual resources are consistent across the school * Nurture space in every classroom * TALK strategies observed during QA visits.   **Views:**   * Staff consultation to establish wellbeing approaches for and with staff |
| **Self-evaluation**   * Calendar of events to include whole school community in self-evaluation leading to improvements. | On-going | **Observation:**   * All staff included in the school's self-evaluation processes. * Pupil involvement in self-evaluation through Pupil Leadership Teams   **Views:**   * Variety of views sought throughout the year on school improvement and evaluation (questionnaires, GLOW forms) |
| **Health and Wellbeing**   * Implement whole school H&WB programme (healthschools.scot) * Continue to embed RSHP * Whole Campus approach to positive relationships through the ‘Paul Dix’ approach. * Teacher Learning Community approach to reading and implementing the ‘Paul Dix’ approach. * Recognise and celebrate the school’s diverse population (celebration weeks, etc.) * Review extra-curricular provision (before and after school) and develop whole school approach to monitoring wider achievements and activities. | August, on-going  Inset Day 2  1hr each inset day, 1 x CAT  On-going  On-going | **Data:**   * Standard approach to relationships and expectations * System to monitor extra-curricular uptake and achievements.   **Observation:**   * All classes using new HWB programme. * Improvements in classroom experiences and engagement * Improvement in playground and classroom relationships * Pupils able to talk about the Wellbeing Indicators with confidence.   **Views:**   * Questionnaires about relationships and behaviour |

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| **Staff leading on this priority – including partners** | **Resources and staff development** |
| Vision, Values & Aims – HT  GIRFEC – DHTJM  Self-Evaluation – All staff  Health and Wellbeing – HT, DHT JM, DHT AD, HWB Co-ordinator (RG)  Partnerships:   * St Brendan’s Primary School * Glasgow’s Psychological Services * QIO/Lead Officer * All identified school partners for VVA * Active Schools | Pivotal Training/Paul Dix – All Staff, 3hr Inset 1, 1 hr from each Inset Day 3-5 and 1 CAT  H&WB programme – 1 x planning session.  LCFE – 1.5hr Inset, 1 x CAT |

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| **No.** | **Quality Indicators** | **Priority** |
| **2** | **3.2**  **2.3**  **2.2** | Raising Attainment for All through Improving Learning, Teaching and Assessment |

| **Tasks to achieve priority** | **Timescale**  **and checkpoints** | **Evidence of Impact > (data, observation, views)** |
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| **Tapestry/SIPE**   * Introduce Teacher Learning Communities to focus on ‘demonstrating understanding’ and ‘active learning’. * Refresh approach to ensure consistency for Learning Intentions and Success Criteria | Term 3 – Jan - introduce  Inset Day 1 | **Data:**   * Attainment data from tracking (raised attainment) * TIG data improvement   **Observation:**   * Increased collaborative and collegiate learning * Class Visits (SLT and Peer) show high quality teaching and learning * Consistent approach towards learning, teaching and assessment across the school. * Improved classroom engagement * Planned Assessment evident in Forward Plans * Learning, Teaching and Assessment Policy will be evaluated, updated and adopted by all staff   **Views:**   * Learning Intentions & Success Criteria Self Evaluation form * Learning Conversations with pupils * POLLI * Staff Evaluation * Staff Development Records |
| **Planning, Assessment & Tracking & Monitoring**   * Introduce whole school planning format using Glasgow’s Frameworks focusing on LI and Assessment at the planning stage. * Introduce planning & assessment pairs/trios to improve consistency and standard across the school. * Review current tracking system to ensure Attainment over Time is measured as well as attainment within the year. * Create Assessment Strategy to include on-going assessment, periodic assessment, standardised assessment, high quality (holistic) assessment. * Develop use of TIG groups to improve attainment. * Develop usage of benchmarks at all stages in the planning cycle. * Staff training on use of data to raise attainment. * Develop a consistent understanding of IDL, how to plan for IDL and how to assess IDL. | Inset Day 1.  On-going  Term 1  On-going  On-going  August, on-going  1 x CAT session September  Inset Day 1 | **Data:**   * Planning format created and used by all teachers. * System to track and monitor attainment over time. * Assessment clear in planning * TIG data improvements * Overall attainment improvement   **Observation:**   * E&Os, Frameworks and Benchmarks inform planning and assessment. * All staff involved in peer observations with SLT (paperwork evidence) * Improved classroom practice due to observations * Improvement in playground and classroom relationships   **Views:**   * Feedback from observations/visits/moderation pairs/trios * Staff development records * Learning conversations |
| **Curriculum and Curriculum Design**   * Collate information from staff, pupils and parents to finalise our Curriculum Rationale. * Identify partners to support with our curriculum. * Developing increased links for using the community as part of our Curriculum * Develop an updated approach to ensure learners are developing within the Four Capacities * Ensure IDL is embedded in our planning | October-Dec  On-going  On-going  August | **Data:**   * Key partners identified. * IDL integral to planning format. * Rationale created   **Observation:**   * Planning of lessons/IDL linked to Curriculum Rationale * All staff confidently discussing IDL   **Views:**   * Whole school community views sought and collated. |
| **Quality Assurance**   * Implement new calendar for Quality Assurance for Monitoring and Tracking, quality of teaching and learner engagement (SLT and peer observations), Learner Conversations, * Introduce ‘New Staff Induction Programme’ to all staff, ensuring a consistent approach to working at Clyde (current staff complete audit). | August, on-going  On-going (when new staff arrive) | **Data:**   * Variety of quality assurance paperwork   **Observation:**   * Classroom visits (SLT and peer) * New staff following ‘Clyde’s approach’   **Views:**   * Learning conversations * New staff feedback |
| **Play Pedagogy**   * Re-engage in GIC Play Pedagogy with May Geddes to re-implement Play in P1 and P2, including reviewing of resources to support high quality learning and teaching. * Work with local schools to develop a Play Network to share best practice. * Implement Team Teaching approach to enhance teachers’ professional practice. ‘Coaching in Context’ | On-going  On-going | **Data:**   * Leuven scale of Engagement * Attainment data from tracking * Comparison of figures from previous year * Glasgow Motivation & Wellbeing Profile (GMWP)   **Observation:**   * Improved classroom experiences and engagement * Improved pupil interaction, confidence and independence   **Views:**   * Professional dialogues with P1 and P2 Class Teachers and SLT * Learning conversations with children * Views of parents/carers |
| **Literacy Development**   * Literacy for All strategies used in all classes. * Implement Accelerated Reader and Word Shark. * Implement RWI phonics in P1,2 and 3 * Implement RWI Spelling in 3-7 classes * Training and development of SfLWs in literacy interventions. * Refresh approach to implementing Routes through Writing, writing strategies and assessment * Implement Team Teaching approach to enhance teachers’ professional practice. ‘Coaching in Context’ | Term QA visits.  August  2 x CAT night,  8 weekly cycles | **Data:**   * PIRA – annual * RTW – Termly * Accelerated reader assessments/quiz scores * Word Shark assessments for identified pupils * RWI phonics entry assessment * RWI Spelling assessments   **Observation:**   * LfA strategies implemented effectively and consistently in all classes * Improved pupil engagement in literacy lessons * Consistent approach to the teaching of phonics in p1-3 * Consistent approach to the teaching of spelling P3-7   **Views:**   * Pupil learning conversations * Stage planning meetings * Tracking meetings * SfLW training meetings * Team teaching/coaching in context |
| **Numeracy Development**   * Glasgow Counts strategies used in all classes. * Training and development of SfLWs in numeracy interventions. * Implement Team Teaching approach to enhance teachers’ professional practice. ‘Coaching in Context’ | Termly QA visits  Sept  8 weekly cycles | **Data:**   * PUMA data * Sumdog data * SNSA   **Observation:**   * Glasgow Counts strategies implemented effectively and consistently in all classes. * Quality assurance visits * Coaching in Context visits/paperwork   **Views:**   * Pupil learning conversations * Stage planning meetings * SfLW training meetings * Team teaching/coaching in context |

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| **Staff leading on this priority – including partners** | **Resources and staff development** |
| Tapestry/SIPE - PT KD  Planning, Learning, Teaching & Assessment – All SLT, QIO Sharon McGeever  Curriculum Development & Design – All SLT  Quality Assurance – All SLT  Play Pedagogy – PT LS  Literacy Development – PT CT  Numeracy Development – PT KD | Play Pedagogy: GIC Training  Visits to other establishments  Literacy – Routes through Writing and Writing Strategies Training from HT and CLOL Literacy 1 x CAT, Read, Write, Inc. 1 x CAT, |

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| **No.** | **Quality Indicators** | **Priority** |
| **3** | **3.3**  **1.3** | Developing Responsible Citizens for the Future |

| **Tasks to achieve priority** | **Timescale**  **and checkpoints** | **Evidence of Impact > (data, observation, views)** |
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| **Learning for Sustainability**   * Engage in Glasgow’s COP 26 activities. * Develop our approaches to outdoor learning. * Raise awareness of Sustainable Development Goals (including UNCRC) and continue to embed in our curriculum. | On-going  Term 1, and 1 CAT | **Data:**   * Class planning * IDL integral to planning format * Rationale Created * Planning for outdoor learning   **Observation:**   * Classroom displays * Increased use of outdoor spaces for learning * Improved outdoor spaces and resources. * Staff and children able to confidently articulate UNCRC   **Views:**   * Whole school community views sought and collated. |
| **Digital Learning**   * Collaborate on the potential future possibilities of Seesaw (pupil profiling) * All SLT to take an aspect of Digital Development as part of their remit. (HT – school systems, DHT AD – roll out/maintenance, DHT JM – supporting ASN/LCFE, PT CT – Literacy, PT KD – Numeracy, PT LS – Play and engagement.) | Term 2 review, Term 3 implement.  On-going | **Data:**   * Increase in parents using Seesaw to follow learning.   **Observation:**   * Classroom observations * Pupils using Seesaw to record learning.   **Views:**   * Staff training records * Questionnaires on use of Seesaw |
| **STEM**   * Implement new STEM framework with support of STEM teacher to improve the quality of teaching and learning in STEM, linking with partners as appropriate. * Development of STEM room to enhance high quality learning experiences in STEM (including cooking facility). | August/September Inset/CAT  On-going, termly check-ins | **Data:**   * Attendance at Inset/Cat * Staff CLPL record * Staff Strategic Planner   **Observation:**   * Staff utilising STEM room   **Views:**   * Staff and pupil evaluation of STEM room * Audit of current teaching in STEM areas |
| **DYW**   * Identify local partners who can support DYW initiatives. * Embed use of My World of Work website and resources (linking to secondary school) * Linking Career Education Standards to work in IDL (planning) | As required.  Term 2, on-going  August | **Data:**   * Children login details * Staff strategic planner   **Observation:**   * Classes working with local partners * Forward Plans   **Views:**   * Staff and pupil evaluation of STEM room * Audit of current teaching in STEM areas |
| **Pupil Leadership**   * Development of Pupil Leadership Teams (Digital Leaders, STEM Leaders, Pupil Council, Eco Group, Health & Wellbeing Group, Playground Champions, Community Action Group, Equalities and Rights Group). * Introduction of Friend Fixers for P5s to lead (P1-4) * Updating of House Teams, displays and remit and roles. * Develop Citizenship Day (last Friday of the month) | Term 1, on-going monthly. | **Data:**   * Minutes and action plans for groups   **Observation:**   * All pupils in groups * Impact of groups actions around the school community * Improved behaviour/restorative practice in playground   **Views:**   * School community views on groups and their impact |

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| **Staff leading on this priority – including partners** | **Resources and staff development** |
| Learning for Sustainability – DHT AD, KD and NS  Digital Learning – All SLT  STEM – DHT AD and CK  DYW- DHT AD  Pupil Leadership – HT and DHT AD, ALL SLT | 2 class teachers released from class 0.1 per week to develop Outdoor Learning and STEM - Coaching in Context  1 x CAT for DYW, |