

School Improvement Planning Template

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| **School** | **Cranhill Primary** |
| **Learning Community** | **Smithycroft**  |
| **Link Officer** | **Samir Shar** |
| **Head of Service** | **Gerry Lyons** |
| **School Roll** | **179** |
| **Attendance Rate**  | **88%** |
| **Pupils affected by the poverty related attainment gap (**employment,  income,  housing,  health,  access to services,  education, crime), covid & other forms of poverty not listed**OTHER** – Pupils not in SIMD 1 & 2, not in receipt of school meals but affected by factors detailed above. |
| **PEF allocation 23-24:**  | **91875** | **SIMD Q**uintile 1 **(% and Number)** | **How many = 85% = 152** |
| **Carry Forward:** | **£0** | **SIMD Q**uintile 5 **(% and Number)** | **How many = 0%** |
| **Total Allocation 23-24:** | **91000** | **Other** | **27 (SIMD band – Quintile 2 and 3)** |
| **FME (number and %)** | **67%** | **Total No Pupils** | **179** |

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| **Challenge 1:**  Engagement, Participation & Inclusion: Engage all learners and create opportunities for high quality and inclusive learning: through developing nurture and improved approaches to supporting wellbeing |
| **Mission 1:** **Ensure equality, diversity and inclusion underpin our approaches to improving behaviour and relationships** | **Costs** |
| **Commitments(sprints)** | **Expected Outcomes** | **Measures of Impact** | **Lead Responsibility** | **Target Date** | Core | **PEF** |
| Inclusive and Equitable Culture:Nurture: Audit of current practices- HNIOS (on-line survey results)Whole staff self-evaluation of how relational we are and participation in further training on nurture principle 5 and restorative practice (GRAF Staff, parent and pupils – before 13th Oct) | All staff will have improved understanding of nurturing principles Increased capacity in staff to analyse and intervene to meet needs  | Analysis of nurturequestionnairesStaff observations and questionnaires OCT and MAYGMWP | AY HTSB PTLM GPS | 23rd Aug | 0 | 0 |
| Inclusive and Equitable Culture:All staff to Promoting Positive Relationships policy developing the UNCRC across the school (context - UNCRC, Global Goals and Children’s Rights). Commitment to Silver Award | There is evidence of nurture principles being used in practice.Staff and pupils set high expectations for behaviour in our school. Staff and pupils show respect to each other.Our school’s vision, values and aims reflect a restorative ethos. | GMWP analysis OCT and MAYLearner feedbackLearner conversationsTracking conversationsTermly plans and evaluationsModeration HIGIOS 4 Equalities Self-Evaluation ToolRRS Silver award | AY HT  PTSB PT | Aug to June | 0 | 0 |
| Inclusive and Equitable Culture:All staff to complete anti-bullying online training content in line with Scottish Government Guidance ‘Respect for All: The National Approach to Anti-Bullying for Scotland’s Children and Young People’ | Identify why addressing bullying is essentialDescribe what bullying isRecognise types of bullying behaviourRecognise the role of prejudice in bullyingUnderstand how promoting positive relationships is essential to preventing bullyingApply a children’s rights-based approach to supporting children affected by bullying | Staff moderation of practice and impactsBullying and Equalities system records on SEEMISTwo modules complete with feedback and analysis  | All StaffAY HT SB PT | Term 3 | 0 | 0 |
| Inclusive and Equitable Culture:When Adults Change , Everything Changes: What, When and How - Behaviour management and visible consistency  | Consistent approaches used by all adults across the schoolStaff and pupils have an awareness and show understanding of the nurture principles.  | Learner conversations.SLT record of attendance at trainingStaff participation in whole school development/refreshEvidence of approaches in moderations/collaboration groups feedbackObserved positive relationships between children and adults/peersReduction in HANDs forms | AY HT | Aug to June | 0 | 0 |
| **Mission 2: Improved staff understanding and use of restorative approaches** |
| Inclusive and Equitable Culture:Carry out a needs analysis and build a comprehensive understanding of the existing strengths, needs and issues within our establishment. (GRAF)Participation in Restorative training by all staff to raise understanding and professional knowledge of GCC framework  | Formal and informal feedback from staff, pupils and parents/carers; Questionnaires with staff, pupils and/or parents/carers; Analysis of Additional Support Needs within your establishment;Analysis of data already available about your establishment e.g. attendance, FSM | Evidence of current practice and staff mindset;Informing implementation and action plan;Baseline impact measurement. Pre and post survey | LM Glasgow Psychological Services AY HT | Aug to Sep | 0 | 0 |
| Inclusive and Equitable Culture:Establish consistent approaches to dealing with distressed conflict situations with all staff | Staff and children model positive relationships in and around the establishment.Staff demonstrate their understanding of the fact that behaviour is communication | Whole class restorative approaches are used e.g. restorative circles.Staff and pupils across the whole school use the 5 questions. Staff model and discuss their own emotions and feelings. | AY HT | Aug to June | 0 | 0 |
| Inclusive and Equitable Culture:Environmental checklist (CIRCLE inclusive classroom scale) used across the school | Planning ensures consideration of a more inclusive classroomChildren display and classrooms promote a growth mind-set  | CIRCLE resource checklist used by all teachers to analyse how inclusive classrooms (physical environment, social environment structures and routines, and motivation) | SB PT | Aug | 0 | 0 |
| Inclusive and Equitable Culture:Analyse and improve attendance and late with established target group(s) | Improved use of data analysis to create a solution focused intervention.Targeted pupils’ absence and late coming decreases for those pupils with 75 – 90% attendance. | Monthly attendance and late coming statistics.Engagement of families.Education Toolkit Self Evaluation | HTKatie (FARE) | On going | 0 | FARE worker£35,000 |
| **Evaluative Comment** *(HGIOS 4 measuring impact and progress)* |

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| **Challenge 2:** **Achievement & Progress: Improve attainment in Literacy & Numeracy through high quality learning, teaching and assessment: including developing curriculum pathways.** |
| **Mission: Increase attainment in reading by 5 % at all stages**  | **Costs** |
| **Commitments(sprints)** | **Expected Outcomes** | **Measures of Impact** | **Lead Responsibility** | **Target Date** | Core | **PEF** |
| Whole Staff training on Read Write Inc in partnership with Ruth Miskin training teamParticipation by all staff in on-line training and development sessions from Oxford Owls and moderation meetings across the school to improve teaching methods in phonics and reading  | Teachers have a greater understanding of the progression of the teaching of reading and plan/teach accordingly.Improved methodology, pace and progression in phonics and spelling leading to increased attainment in these areas across all stages | Records of attendance at training and action plansAttainment data in reading and writingModeration meeting notesPupil profiles and work samplesRWI assessment recordsStandardised Assessment  | NF Reading Leader Class Teacher PTAY HT | Aug to June | 0 | 10,000 |
| Review of literacy planning progression pathway and policy document  | Clear pathway for progression for every childTIG pupils (identified by CLOL and class teachers) and identified support groups (P1-3) will make progress in their reading | All staff using a Literacy Pathway for Cranhill to ensure pace and challengeModeration meeting notesTracking conversationsLearner conversationsSupport Plan evaluations  |  PT2AY HT | 6th Dec | 0 | 0 |
| All staff using the pedagogical approach from “RWI” and new Reading toolkits. | Place the teaching of reading at the heart of our schoolEnsure all teachers have the knowledge and determination to teach every child, regardless of age, background or need | Circle FrameworkLearner conversationsCLOL observations.Class observations  |  PT2AY HT | Aug 15th to Jun | 0 | 0 |
| All staff to receive training and use miscue analysis and benchmark of reading | All staff will accurately assess and identify children correct reading level | Tracking informationLearner conversations | RB DHTAY HT | 30th Aug to Jun | 0 | £375 |
| **Mission 2: Increase attainment in numeracy by 5% at all stages** |
| All staff participation in training from Chris McKenna to support implementation of numeracy blue prints in at all stages: Numeracy Blue Print (Count on Us) | Increased attainment in maths/numeracy.All staff have a shared understanding of strategies to develop mental maths.Pupils will learn a variety of pictorial strategies to support their development in number | Attainment/tracking data including standardised assessmentModeration/professional dialogue and self-evaluation of learner engagement and attainmentSelf-evaluation feedback | AY HT | 27th Sep |  | £2000 |
| Review of numeracy and mathematics planning progression pathway and policy document  | Clear pathway for progression for every childTIG pupils (identified by CLOL and class teachers) and identified support groups (P1-3) will make progress in number | All staff using a numeracy Pathway for Cranhill to ensure pace and challengeModeration meeting notesTracking conversationsLearner conversations | AY HT | 31st Jan | 0 | 0 |
| Further develop and maintain approaches to Maths Mastery methodology and approaches | Teachers have a greater understanding of the progression of the teaching of reading and plan/teach accordingly.Improved methodology, pace and progression in numeracy and mathematics leading to increased attainment in these areas across all stages | All staff using a Literacy Pathway for Cranhill to ensure pace and challengeModeration meeting notesTracking conversationsLearner conversationsSupport Plan evaluations | AY HT | 27th Sep25th OctOngoing |  | £500 |
| Family learning workshops across all stagesIntervention strategy and implementation at all stages | Increase parent knowledge and confidenceDevelop parents skill in strategies to support learning at home | Feedback from leaners and parents on family learningQuestionnaires  | Katie Family Worker | On going | 0 | 0 |
| **Evaluative Comment** *(HGIOS 4 measuring impact and progress)* |
| **Challenge 3:** **Connected Learning:** **Develop digital approaches, thinking skills, physical education and formative assessment across the curriculum** |
| **Mission 1: Increase staff confidence and increase opportunities use of digital technology at all stages** | **Costs** |
| **Commitments(sprints)** | **Expected Outcomes** | **Measures of Impact** | **Lead Responsibility** | **Target Date** | Core | **PEF** |
| Digital Learning is featured across the curriculum.Analysis of digital learning staff audit.Participation of all staff in bespoke development sessions to improve understanding of Apple Systems, apps and the use of GLOW and SeeSaw | Pupils access digital technology to enhance learning. | Teachers’ planning reflects digital technologies across the curriculum.Digital Leaders of Learning supporting the use of digital technology.Assemblies celebrating digital technology.Parental engagement. | DLOL | 20th Sep to June | 0 | 0 |
| Partnership working with cluster Primaries/Secondary: to moderate digital approaches and impact on pedagogy and classroom experience. | Improve learner experienceSharing of practice Moderation of standards | Moderation paperwork | DLOL | LC Moderation Term 1, 3 | 0 | 0 |
| **Mission 2: Improve learning, teaching and assessment and use of digital approaches** |
| Glasgow pedagogy to support further develop and embed thinking routines in all classes: Pedagogy and collaboration groups | Improve learner experience | Observation of improved leadership of learning in children. Improved thinking routines in all classesLevels of engagement consistently highLearner conversationsAttainment and achievement trackerRecords of moderation sessions | SB PT | 20th Sep to Jun  | 0 | 0 |
| Glasgow pedagogy programme to support further develop of formative assessment strategies across all stages: Pedagogy and collaboration groups | Improved methodology, pace and progression | Evaluation of QI 3.2Observed consistent use of key strategies in all classesProfessional moderation of impact of interventionsReduced barriers to learningNarrowed poverty related gap  | AY HT | 4th Oct to Jun | 0 | 0 |
| PEPASS programme to support the development of pedagogy in delivering quality physical education at early and first level. | Improved pedagogy in delivering physical education at early and first levelImproved understanding og theory of physical educationImprove staff use of physical literacy and fundamental movement skills | Evaluation of QI 3.2Teacher questionnairesObservations from PEPASS teamLearner conversations | PEPASSAY HT | Term 2 and 3 | 0 | 0 |
| **Evaluative Comment** *(HGIOS 4 measuring impact and progress)* |