# 

# Session: 2018-19

|  |  |  |
| --- | --- | --- |
| Establishment |  | **Gowanbank Primary School & LCR** |
| Head of Establishment |  | John T Daly |
| Area/Local Improvement Group |  | 18 |
| Head of Service |  | M McKenna |
| Area Education Officer/  Quality Improvement Officer |  | D Baillie |

**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** |
| --- |
| **We aim to provide a safe and nurturing environment, where each pupil will feel; included, respected and supported so that they may become more active and responsible participants in their school, wider community and be able to achieve their full potential.**  **We will work together to: -**   * **Meet the needs of all pupils and nurture and support them to reach their potential.** * **Promote a healthy lifestyle and the positive wellbeing of all in our school community.** * **Build and grow strong partnerships with all our families and the wider community.** * **Grow an ethos of high expectation and pride in our school.**   **We will promote the values of:**   * **Respect** * **Responsibility** * **Positive attitudes** * **Equality and Fairness** * **Honesty** * **Nurture**   **Through consultation, meetings, and discussions with children, parents/carers and staff we reviewed our vision, values and aims to ensure that they were relevant to the work and planned developments for the school.**  **As a result of the feedback we received from all stakeholders, we established that these continue to be relevant to our daily work and planned developments for the school. We will continue to consult with all stakeholders throughout the session.** |

| **2. Summary of our self-evaluation process.** | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| On-going evaluation is a key feature of all collegiate meetings to ensure that our improvement agenda is relevant, current and effective. We identify areas of strength and those which require further development and ensure that all staff have been involved in evaluating the impact of developments on the core indicators.  Our quality assurance calendar provides full details of our self-evaluation processes and how they are managed throughout the session and involve reflection from SLT, staff, children and parents/carers.  Professional dialogues, professional clinics and regular meetings and consultations have helped to establish the effectiveness of the school’s **Improvement Challenge** work as well as then impact of **PEF** (Pupil Equity Funding).  Our PRD processes are clearly linked to the identified priorities within the Improvement Plan and clearly link development activities required to allow us to successfully overtake these priorities in addition to supporting staff through the Professional Update process.  We continue to develop self-evaluation by our parents/carers by involving them in questionnaires (monthly) and dialogue at any parent events or meetings including formal evaluations as well as oral feedback. This has proved to be the most effective way of gaining opinions. We are developing our use of mobile digital technology as a convenient way for parents/carers to take part in our self-evaluation process.  Throughout the school session our children regularly reflect on all aspects of school life and will confidently report that their views and opinions are taken into account. | | | | | | | | |
| **Strengths identified:**  Very good use of praise and whole school, approaches to recognising achievement ensure that most of our pupils are on target for achieving appropriate level.  The consistency of approaches to learning and teaching across the school and the adoption of consistent strategies and pedagogies in literacy and numeracy.  Most children are confident and motivated to do well.  Teaching for effective learning strategies are evident in almost all classes and active learning approaches are used throughout the school at most times  Progression pathways continue to inform planning and ensure progression in learning.  Tracking of children’s learning across all Es&Os / the 4 contexts for learning ensures a proactive approach to delivering the entitlements of CfE and promoting achievement.  Effective transition to new campus with integration of LCR (Language & Communication Resource).  The work of the school’s **Improvement Challenge** agenda and **CLOL** (Challenge Leader of Learning) has ensured effective support in core CfE subjects for all identified individuals and groups recognised as being disadvantaged through **SIMD profile (1&2**).  Our nurture class continues to support children extremely well in P1 and P2 as well as provide additional support to older children and families in the afternoons. Overall, our school ethos is extremely nurturing, positive and welcoming.  SFLW (**PEF** financed) supports school breakfast blether ensuring punctilious and effective starts for all targeted children.  We continue to develop positive relationships between children, staff and parents through a variety of different methods and strategies to suit individual needs and requirements, including **PEF** financed 3rd sector initiatives.  The school works with a wide range of outside agencies to support children and families as appropriate: Educational Psychologist, Social Work, Health, and many third sector organisations.  All children and their families are consulted annually in setting long term targets for WAP’s  Our children are involved in setting and sharing their own targets and reflecting on their learning. Our Learning Journeys will be launched in session 2018-19 after consultation.  A strong focus on health and wellbeing has ensured that all children benefit from a wide range of planned learning experiences which promote health and fitness, the school provides a wide range of lunchtime and after school clubs throughout the session to promote wellbeing.  Children more actively involved in school decision making processes and reflecting on practice.  Quality assurance programme triangulates evidence through class visits, learning conversations and tracking meetings.  Staff engage in peer shadowing opportunities  Most children are confident in talking about their learning,  PRDs are used to identify opportunities for developing knowledge and skills in staff in order to build their capacity to support the work of the school.  All staff are encouraged to take and take advantage of leadership roles within the school and do.  SFLW workers play an active role in the life of the school and support children with additional support needs.  Views of parents and carers are sought on a regular basis using flexible approaches to gather information, to ensure maximum take up. | | | | | | | | |
| **Priorities for development:**  Glasgow’s Improvement Challenge – develop and enhance focus on reading, reading into writing strategies and introduce focus on listening & talking.  Embed Literacy for All strategies into classrooms and embed use of GDSS support for learners for phonological awareness.    Develop opportunities for peer moderation and sharing of good practice, with a focus on digital literacy.  Introduce summative/diagnostic assessments in reading and numeracy, across the school and continue to evolve method of delivering SNSA.  Develop play based learning at early level.  Develop use of Glasgow Counts Strategies within class to establish a consistent pedagogy across the school.  Work as a school community to develop opportunities to create a language and communication friendly environment and ultimately achieve accreditation. .    Introduce Progression Pathways as a support formal planning tool to ensure consistency and progression in IDL tasks.  Continue to find the best ways to increase parental involvement in the school improvement process.  Work across campus to develop new school grounds, using increased pupil and parent voice as a means of delivering appropriate resources.  Increase overall pupil voice within school by reformatting pupil groups and establishing process for accreditation in Growing Good Citizens.  Develop school as an LCFE campus and work towards formal accreditation.  Develop means to ensure regular and effective inclusion of pupils form LCR into mainstream classes, and vice versa, as appropriate across discrete subjects, IDL and school events/assemblies. | | | | | | | | |
|  | | |  |  |  |  |  |  |
| **3. Action Planning** | | | | | | | | |

|  |  |  |
| --- | --- | --- |
| **No.** | **Quality Indicator** | **Priority** |
| **1** | **1.5 2.5 3.1**  **3.2** | Glasgow Improvement Challenge (Literacy & Numeracy & H&WB) |

| **Tasks to achieve priority** | **Timescale**  **and checkpoints** | **Evidence of Impact > (data, observation, views)** |
| --- | --- | --- |
| **Embedding of Getting Started Programme with target children (SIMD 1&2). Refresher training for all staff** | **August 2018-June19**  **(throughout)** | **Formal and informal assessments, Formal observations of class groups, Learning Conversations.** |
| **Embedding of Literacy for All Reading strategies in classes.** | **August 2018-June19**  **(throughout)** | **Formal and informal assessments, Formal observations of class groups, Learning Conversations.** |
| **Introduce and develop LfW Writing Strategies, including Talk for Writing.**   * **CAT and CLPL sessions** * **Moderation (planning and assessment)** * **Observations of good prastice** | **By Dec 2018** | **Staff views – feedback/surveys, formal observations of class and groups, peer observations/POLLI, formal writing assessments.** |
| **Embed Routes through Writing for planning and assessment of writing.** | **August 2018-June19**  **(throughout)** | **Collegiate planning/moderation activities, improvement in writing scores, increased staff knowledge of writing genres.** |
| **CLOL to attend Talking and Listening training.** | **Nov 2018 – June 19** | **CLOLs views, CLPL for staff as appropriate, learning conversations and staff views prior to improvements.** |
| **Further develop Reading for Enjoyment**   * **Use of new reading planners to identify opportunities to RfE** * **Develop whole school RfE initiatives** * **Author visits** * **Visit other establishments** * **Paired reading programme** | **August 2018 – June 2019** | **All classes planning for reading for enjoyment, children reading more often, wider variety of texts being read** |
| **Pilot Glasgow Counts strategies**   * **Staff updated/trained** * **Planning to be adapted** * **Team teaching/peer vistas** * **Sharing of good practice** * **Update of resources** | **Aug 18- Jun 19**  **Update Dec 18-Jan 19** | **Staff evaluations**  **Learning g Conversations**  **Class /Peer visits and feedback**  **Resources audit/update** |
|  |  |  |
|  |  |  |

|  |  |
| --- | --- |
| **Staff leading on this priority – including partners** | **Resources and staff development** |
| DHT  Storytelling Village  CDO  Raising Attainment Teacher  Family Learning Officer | CLOL training |

|  |  |  |
| --- | --- | --- |
| **No.** | **Quality Indicator** | **Priority** |
| **2** | **1.2**  **2.2**  **2.3**  **3.2** | Curriculum Development *including Digital Learning* |

| **Tasks to achieve priority** | **Staff leading on this priority – including partners** | **Evidence of Impact > (data, observation, views)** |
| --- | --- | --- |
| Updating Curricular Rationale  Devise Curricular Frameworks in  Social Studies and Expressive Arts  Develop Play Based pedagogy at Early Level | SLT  All staff  SLT  All staff  Early Level Practioners  (inc. CDO & PT) | Shared understanding of unique Gowanbank Curriculum  Effective delivery of specific pedagogy in Literacy & Numeracy during QA visits.  Completed Curricular frameworks (agreed with all staff, shared with pupils and parents/carers). |
| Develop Play Based pedagogy at Early Level  Audit current play provision in school including resources and learning environments  Invest in play resources  Develop appropriate planning to incorporate a play based pedagogy that ensures coverage of Early/ First Level Experiences and Outcomes  CDO to support/lead the delivery of a play based pedagogy  Weekly Parent workshops/play sessions , delivered by CDO . | Early Level Practioners  (inc. CDO & PT) | Audits  Effective delivery of play based experiences in P1 and P2  Quality assurance calendar  Child/parent evaluations |
| Appoint Digital Leader of Learning  4 hrs. of WTA to specific DL training in preparation for CGI Rollout  Organise additional (35 hour) CPD opportunities for all staff  Audit of school’s digital resources including skills audit.  Develop links with partners  Develop digital learning space  Create Digital Policy/position statement | All staff  DLOL  CGI | Audits (self-evaluation)  Questionnaires (all stakeholders)  Staff using technology |

|  |  |  |
| --- | --- | --- |
| **No.** | **Quality Indicator** | **Priority** |
| **3** | **1.3**  **2.4**  **2.6** | H&WB-  Development of Gowanbank Campus  Home Learning  Language & Communication Friendly Status  LGBT Youth Scotland /Growing Good Citizens |

| **Tasks to achieve priority** | **Timescale**  **and checkpoints** | **Evidence of Impact > (data, observation, views)** |
| --- | --- | --- |
| Cross campus working group-all stakeholders formed  Audit Playground resources  Take views  Establish Action Plan  Implement | Aug-Oct 18  Oct-Dec 18  Jan –May 19 | Record of children’s views  Playground activity audit  Feedback on what next |
| LCFE Status  Initial training for staff from school EP  Classes/school areas formatted consistently across establishment  Consolidating use of Makiton across GB &LCR | Aug 18  Oct-Dec 18  Aug –Dec 19 | Feedback from training  Class visits  QA calendar  Makiton at assembly etc… |
| **LGBT Youth Scotland/Growing Good Citizens**  Review of policy to be protected characteristic, in particular, LGBT friend  Training for minimum 20% whole staff on being LGBT inclusive  Parent awareness raising of LGBT issues in school/community  Pupil Council (P5-7) undertake Equality Review as Equality Group  Pupil Group to develop citizenship across the school with a focus on Equality, Eco and the Rights’ of the Child  Work towards Glasgow’s Growing Good Citizens Accreditation | Dec 18  May19 | Questionnaires – baseline and at Charter Mark  Staff & community consultations  Updated/reviewed policy – Impact Assessments  Curriculum being gender and LGBT inclusive  Staff training evaluations |

|  |  |
| --- | --- |
| **Staff leading on this priority – including partners** | **Resources and staff development** |
| DHT  PTs  Pupil Groups  All Staff  Parents/partners |  |