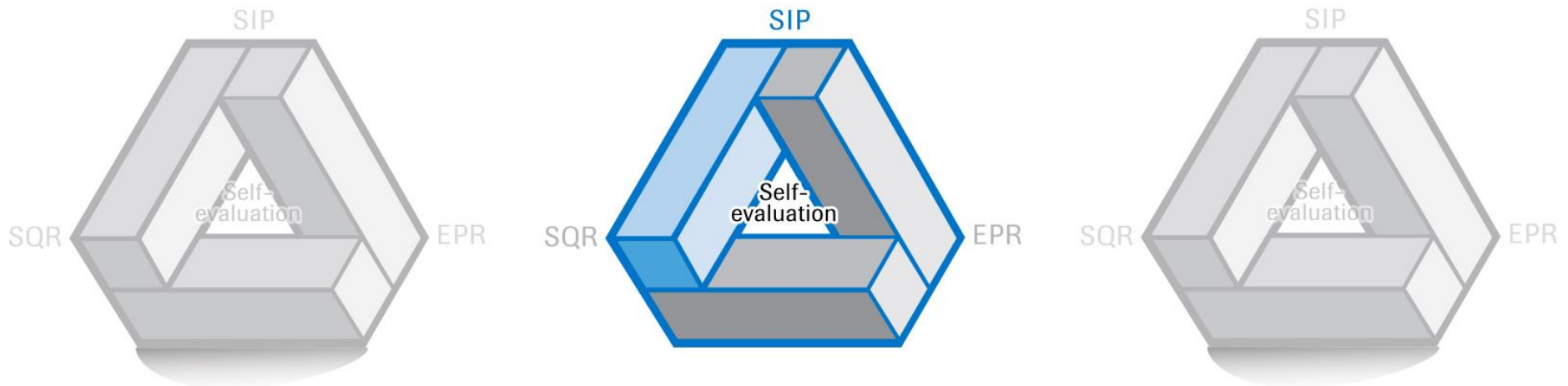




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Supporting Improvement: **School Improvement Plan**



Session: 2018-19

Establishment	HYNDLAND PRIMARY SCHOOL
Head of Establishment	HELEN S. BROWN
Area/Local Improvement Group	NORTH WEST 1
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**HYNDLAND PRIMARY SCHOOL PRIMARY SCHOOL
GLASGOW CITY COUNCIL
IMPROVEMENT PLANNING**



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1. Vision, Values and Aims
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3. Action Planning



Action Plan Summary for Stakeholders

1. Our Vision, Values and Aims

Our vision is to develop an ethos based on our shared values of Respect, Responsibility, Fairness, Kindness and Honesty, where we work together as a team, so that every child can achieve and develop to their full potential.

Values

As a school community we worked together to develop a set of shared values, which were agreed by all as: Respect, Responsibility, Fairness, Kindness and Honesty. In our practice we endeavour to base everything we do on these shared values.

Aims

We aim to develop an ethos and culture in our school that

- promotes respect and equality for all
- provides highest quality teaching and learning experiences which engage the learner
- encourages enthusiastic, resilient and creative life-long learners
- values achievements and attainment
- develops our understanding of our responsibilities and creates opportunities to contribute to school life and to the wider community
- develops the whole child and their skills for life
- values the contribution that everyone in our school community makes

2. Summary of our self-evaluation process.

Our quality assurance calendar provides clear guidelines for our systematic self-evaluation. We ensure strong articulation between our PRD /PDP processes for staff which allows us to consider, through professional dialogue, the personal actions required to overtake our priorities for improvement as a school.

Self and establishment level evaluation has become a more embedded practice over the last three academic sessions within our school.

Teachers, both promoted and class, are now in the practice of regularly gathering evidence of professional performance and impact on pupil learning, which they use as a basis for professional, termly and in-depth discussions with SLT with a spotlight on

- impact of active learning on pupil experience and progress
- children's engagement with their own learning journey
- identifying areas of strength and aspects which require improvement in the teaching and learning process
- planning to meet the individual needs of each child and use of a variety of assessment techniques
- judging and maintaining the pace of learning while tracking the level of attainment and predicting future achievement.

We are currently developing new support material to encourage the use of professional standards in the self-evaluation process and to focus on the impact of continuing professional development. Monthly SIP Assemblies ensure childrens voices are evidenced in our plans to improve.

2. Summary of our self-evaluation process.

Strengths identified:

- Our children are confident, motivated and ready to learn.
- We believe that all young people can learn and improve and that it is possible to improve the performance of the lowest attaining learners - we demonstrate this belief in our attitudes and work.
- We recognise that some children have additional needs, including the more able, and adapt our practice to ensure that these children are supported.
- We recognise that ability and achievement are not pre-determined and as a team, we use flexible approaches to the curriculum and teaching to meet the needs and learning styles of all learners.
- We provide specific support, and nurturing, for vulnerable learners and those at risk of exclusion or under achievement.
- Children, young people and parents are actively involved in planning future support where required
- Relationships between staff and challenging children are characterised by creative strategies, patient and determined professionalism.
- Our systematic programme of classroom visits demonstrates a clear commitment to collaborative learning.
- Staff have the highest expectations of learners. Learners have high aspirations and concrete goals for themselves.
- We have a positive and welcoming ethos throughout the school and we have established and fostered high quality relationships between staff, parents, pupils and our wider partners.
- Parents are encouraged to contribute fully to their child's experience in school. Their hopes and wishes are dealt with sensitively .
- Staff address learners' needs through a variety of approaches including: early intervention strategies; creative skills based curriculum and approaches to learning and teaching which are very well matched to the needs of all learners; deployment of support staff based upon the whole school strategic audit of need; and engaging the expertise and resources of all possible partner agencies and organisations, including the voluntary sector.
- Our approaches to supporting learners provide for a safe and secure environment
- learning and teaching are prioritised as the school's core business
- Our SLT implements a full programme of monitoring learning experiences across all stages in school

2. Summary of our self-evaluation process.

- Monitoring, recording and tracking of progress takes place at the level of individuals and the whole class.
- Teams engage in reflection with their partners to develop a shared understanding of standards and expectations, evaluate approaches to learning and ensure that all partners can maximise their contributions and take action to improve learning where necessary.
- We work effectively with partners to provide a range of opportunities for achievement to meet the needs of all learners. These include sporting, cultural and business links

Priorities for development:

Our reviewed priorities are embedded within Securing Improvement, reflecting our aspirations and our continual focus on what is important to improve the lives of our children:

1: Raising Attainment; Meeting the needs of children underachieving (as a result of negative socio economic circumstances and or barriers to learning) and pupils exceeding age/stage benchmark expectations to achieve and attain better outcomes.

2: Raising Attainment and Achievement; Improving the quality of Teaching and Learning (Literacy, Numeracy , Health &Wellbeing)

3: Digital Learning (Authority and Learning Community Thread for Improvement)

3. Action Planning

No.	Quality Indicator	Priority
1	3.1 3.2 2.4	Raising Attainment; Meeting the needs of children underachieving (as a result of negative socio economic circumstances and or barriers to learning) and pupils exceeding age/stage benchmark expectations to achieve and attain better outcomes.

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
<ul style="list-style-type: none"> DATA ANALYSIS ACROSS SCHOOL OF ASSESSMENT WITH FOCUS ON CHILDREN UNDERPERFORMING/OFF TRACK FOR AGE/STAGE IN LITERACY/ NUMERACY & MATHS/HWB (PUPILS WITHIN PEF GROUP/ASN GROUP) DATA ANALYSIS ACROSS SCHOOL OF ASSESSMENT WITH FOCUS ON CHILDREN EXCEEDING PERFORMANCE BENCHMARKS/ ON TRACK FOR AGE/STAGE IN LITERACY/ NUMERACY & MATHS/HWB(PUPILS WITHIN PEF GROUP/ASN GROUP) TARGETTED TEACHING PROGRAMMES OF STUDY FOR TARGET GROUP CHILDREN (ADDITIONAL PEF TEACHER AND SFLW) 	SLT AUGUST 2018/ NOVEMBER 2018/ FEBRUARY 2019/ MAY 2019 SLT MONTHLY PEF EVALUATION MEETINGS PEF PT/PEF CT WEEKLY PEF EVALUATION MEETINGS	*DETAILED ANALYSIS OF PERFORMANCE DATA-SPECIFIC TARGET GROUPS IDENTIFIED. *TRACKING GROUPS PERFORMANCE ON A TERMLY BASIS *PROGRAMMES OF STUDY TO SUPPORT/CHALLENGE ESTABLISHED *PARENTAL W/SHOPS TO PROMOTE HOME LEARNING- POSITIVE PARTNERSHIPS TO SUPPORT ATTAINMENT /ACHIEVEMENT-INCREASED ATTENDANCE AT CURRICULUM PARENT EVENTS. *INCREASED LEVELS OF ATTAINMENT ACROSS LITERACY/NUMERACY & MATHS AND HWB-TRACKING *ENHANCED PUPIL MOTIVATION/SELF ESTEEM- QUESTIONNAIRE/LEARNER CONVERSATIONS

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
<ul style="list-style-type: none"> • COACH IN CONTEXT SUPPORT TO ENHANCE CLASSROOM EXPERTISE IN SUPPORT /CHALLENGE STRATEGIES/RESOURCES.(PEF FUNDED CT). • GLASGOW COUNTS/LITERACY FOR ALL TWILIGHTS (SLT&STAFF) • CASCADE GLASGOW COUNTS /LITERACY FOR ALL COLLEGIATE SESSIONS (WHOLE STAFF) 3 SESSIONS • GDSS PARTNERSHIP TRAINING AND IMPLEMENTAION OF STRATEGIES (PEF PT/PEF CT AND CLASS TEACHERS) 		<p>*Learning experiences will be appropriate to the age and stage of the learner and will benefit from support from practitioners with high expectations, focussed outcomes, strategies and assessment criteria. (Prof Dialogues/Tracking/Quality Assurance)</p> <p>Enhanced staff confidence and performance as a result of quality training and enhanced self evaluation (Teacher S.E./Class Observations., Dept Group /Whole School S.E.)</p> <p>*Improved levels of attainment across the school (data analysis) Staff to record on CPD record for professional update</p>
<ul style="list-style-type: none"> • READING RECOVERY TRAINING (PEF FUNDED TEACHER) • CASCADE TRAINING INTO COACHING IN CONTEXT WITH SFLW/CTs • GDSS PARTNERSHIP WORKING • BOOSTING POWER OF READING TRAINING (RR)FOR SFLWs 	(S.E. FOCUS DEC/MAY)	<p>*Improved levels of attainment (data analysis)</p> <p>*Learner Observations</p> <p>*Learner Conversations</p> <p>*Tracking of target group to evaluate intervention impact. Tracking data for identified pupils</p>

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
<ul style="list-style-type: none"> • NURTURE TRAINING • CASCADE NURTURE/ABIC TRAINING TO WHOLE STAFF • RESILIENCE /NURTURING SCHOOL W/SHOPS • NURTURE ASSEMBLY PROGRAMME • ESTABLISH NURTURE PUPIL GROUP. 		<ul style="list-style-type: none"> *enhanced pupil and staff understanding of positive behaviour and communication *enhanced pupil articulation and understanding of strategies to overcome barriers to learning(formal and informal) *enhanced pupil awareness of emotional literacy, equity, rights and responsibilities and active citizenship Learner Observations/*Learner Conversations *a greater range of strategies being deployed to support and manage behaviour and encourage pupil self regulation. *enhanced understanding and implementation of Nurturing Principles in all classes. *Increased numbers of children will demonstrate social and emotional capacity to resolve conflict with their peers *GIRFEC Planning will reflect pupils strengths and next steps in terms of SHANARRI indicators and impact on pupils ability to use an emotional vocabulary to describe his/her progress.
<ul style="list-style-type: none"> • TACKLING BUREAUCRACY WITH IMPROVED PLANNING, ASSESSMENT,RECORDING AND TRACKING. 	OCTOBER S.E. MAY S.E.	*MORE TIME FOR TEACHING, ANALYSIS OF DATA TO INFORM NEXT STEPS, EVALUATION AND FEEDBACK RESULTING IN BETTER CLIMATE FOR LEARNING
<ul style="list-style-type: none"> • STAFF TRAINING IN NEW WELLTRACKING/ WELL BEING PLANS/GIRFEC PLANNING-ONGOING 	DECEMBER 2018 JUNE 2019	GIRFEC/WELLBEING APPLICATION Authority guidance and revised planning format to ensure staff familiarity and confidence in planning . Staff to record on CPD record for professional update

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
WHOLE STAFF TRAINING-NURTURE ESTABLISH A PARENT SUPPORT GROUP(ASD/BARRIERS TO LEARNING/LACKING CONFIDENCE IN LEADING LEARNING AT HOME)	OCTOBER 2018 INSET NOVEMBER 2018	*KIRSTY CHAMBERS (PT) Training and implementation of Nurture for targetted group (data/tracking) . *Awareness raising on ABIC/Attachment/HN IOS 2 to raise staff awareness 2 X INSET MEETING. Staff to record on CPD record for professional update

Staff leading on this priority – including partners	Resources and staff development
<p>KIRSTY CHAMBERS-PT (LEAD) JULIE WYNN (PEF PT –JOINT LEAD)</p> <ul style="list-style-type: none"> • PEDAGOGY AND EQUITY TRAINERS • PEF FUNDED (CLASS TEACHER) WILMA MACNICOL • SELF EVALUATION & IMPROVEMENT PARTNERSHIPS (SLT TRIO/LC) • READING RECOVERY NETWORK • GDSS • GLASGOW COUNTS TEAM • LITERACY FOR ALL TEAM • NURTURE TRAINING/HUB • EDUCATIONAL PSYCHOLOGISTS 	<ul style="list-style-type: none"> • GLASGOW COUNTS/LITERACY FOR ALL TWILIGHTS (SLT&STAFF) • GLASGOW COUNTS /LITERACY FOR ALL COLLEGIATE SESSIONS (WHOLE STAFF) 5 SESSIONS • READING RECOVERY TRAINING (PEF FUNDED TEACHER) • NURTURE TRAINING • WELLBEING APPLICATION TRAINING • ASN/ATTAINMENT DATABASE TRAINING

No.	Quality Indicator	Priority
2	2.2 2.3 3.2	2: Raising Attainment and Achievement; Improving the quality of Teaching and Learning (Literacy, Numeracy , Health & Wellbeing)

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
<ul style="list-style-type: none"> • TAPESTRY TRAINING FOR TRAINERS (X4 STAFF) 3 TWILIGHT SESSIONS • CASCADE TAPESTRY TRAINING INTO COLLEGIATE SESSIONS (WHOLE STAFF) 3 SESSIONS (OCT/DEC/FEB)TLCs • GLASGOW COUNTS/LITERACY FOR ALL TWILIGHTS (SLT&STAFF) • CASCADE GLASGOW COUNTS /LITERACY FOR 	<ul style="list-style-type: none"> • TRAINERS - SEPTEMBER 2018- FEB 2019 (OCT/DEC/FEB) • (WHOLE STAFF) 3 SESSIONS .TLCs (S.E. FOCUS OCT/DEC/FEB) • (WHOLE STAFF) 2 SESSIONS • (WHOLE STAFF) 3 	<p>* Practitioners will ensure 5 key strategies to improve pedagogy and equity are embedded in learning experiences (Teacher S.E./Class Observations. TLCs)</p> <p>*Improved learners experiences will ensure challenge & enjoyment, progression, personalisation and choice, breadth, depth & relevance. (Teacher S.E./Class Observations. Learner Conversations, TLCs)</p> <p>*Learning experiences will be appropriate to the age and stage of the learner and will benefit from support from practitioners with high expectations, focussed outcomes, strategies and assessment criteria. (Prof Dialogues/Tracking/Quality Assurance)</p> <p>*Development of a growth mind set across staff and learners, leading to improved outcomes for all earners in achievement, attainment and health and</p>

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
ALL COLLEGIATE SESSIONS (WHOLE STAFF) 5 SESSIONS	SESSIONS (S.E. FOCUS NOV/MARCH)	<p>well being (Teacher S.E./Class Observations. Learner Conversations, Dept Group S.E.)</p> <p>*Enhanced staff confidence and performance as a result of quality training and enhanced self evaluation (Teacher S.E./Class Observations., Dept Group /Whole School S.E.)</p> <p>*Development of pupil confidence, self regulation and self reliance in mastering new skills and applying strategies across literacy and numeracy contexts (initially) (Class Observations, Learner Conversations)</p> <p>*Improved levels of attainment (data analysis)</p> <p>Staff to record on CPD record for professional update</p>
<ul style="list-style-type: none"> • READING RECOVERY CONTINUING TRAINING (PEF FUNDED TEACHER) • CASCADE TRAINING INTO COACHING IN CONTEXT WITH SFLW/CTs • BOOSTING POWER OF READING TRAINING FOR SFLWs • SCOTLAND READS (LEAD S. LIVESTON CT) 	<ul style="list-style-type: none"> • 6 SESSIONS (SEPT-2018- JUNE 2019) (S.E. FOCUS DEC/JUNE) • 2 SESSIONS (OCT/NOV 2018) 	<p>*Improved levels of attainment (data analysis)</p> <p>*Learner Observations</p> <p>*Learner Conversations</p>
<ul style="list-style-type: none"> • NURTURE TRAINING • CASCADE HNIOS TRAINING TO WHOLE STAFF • NURTURE/GLASGOW COUNTS/LITERACY FOR 	<ul style="list-style-type: none"> • 2 SESSIONSWHOLE SCHOOL INPUT • NETWORKING 4 SESSIONS MIN • (S.E. FOCUS 	<p>*Reduced levels of disruptive behaviour (data analysis))</p> <p>*Increased levels of self regulation/positivie choices (observations/data analysis/feedback, tracking of celebrating success records)*Pupil engagement</p>

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
ALL NETWORKS/WHOLE SCHOOL/DEPT/LC-S.E./SHARING GOOD PRACTICE)	DEC/JUNE)	with wider community/global citizenship. Moderation of good practice across department/school/LC /wider scope.

Staff leading on this priority – including partners	Resources and staff development
<p>GARRY BYRNE – DHT(LEAD)</p> <ul style="list-style-type: none"> • KIRSTY CHAMBERS (PT LEVEL 2) • TAPESTRY PEDAGOGY AND EQUITY TRAINERS • SELF EVALUATION & IMPROVEMENT PARTNERSHIPS (SLT TRIO/LC /TAPESTRY NETWORKS • READING RECOVERY NETWORK(PEF FUNDED TEACHER) • GLASGOW COUNTS TEAM • LITERACY FOR ALL TEAM • NURTURE TEAM • GDSS TEAM 	<ul style="list-style-type: none"> • TAPESTRY TRAINING FOR TRAINERS TAPESTRY COLLEGIATE SESSIONS (WHOLE STAFF) 3 SESSIONS (• GLASGOW COUNTS/LITERACY FOR ALL TWILIGHTS (SLT&STAFF) • GLASGOW COUNTS /LITERACY FOR ALL COLLEGIATE SESSIONS (WHOLE STAFF) • READING RECOVERY TRAINING (PEF FUNDED TEACHER) • NURTURE TRAINING • RIGHTS RESPECTING SCHOOL/GLASGOW COUNTS/LITERACY FOR ALL NETWORKS-S.E./SHARING GOOD PRACTICE)

No.	Quality Indicator	Priority
3	2.2 2.3 3.2	Digital Literacy LC Focus-CYBER CITIZENSHIP-developing attitudes in young learners to be responsible and contributing positively and safely, on line and in real time. Establishment Focus-The Curriculum – developing a digital strategy and effective progressive curriculum pathway (Learning, teaching , progression and assessment) Developing creativity and skills for life and learning)

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
LC PRIORITY CYBER CITIZENSHIP		
LC Priority; Audit current practice across the LC on cyber safety and citizenship Awareness raising across learning community Engage with local partners(GIC LoL AND Police Scotland) to deliver a common policy and information session for all carers across LC	By – Nov LC meeting 20 November CAT Primary/ Secondary	Professional dialogue takes place across establishments and sectors. Good practice is shared and implemented across the learning community. Improvement in awareness for staff, pupils , parents and partners.
Facilitate planning meetings between digital leaders within our establishments	November 2018	Good practice is shared and implemented across the learning community.

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
Sharing good practice across the learning community	CAT night March 2019	Good practice is shared and implemented across the learning community.
Produce a common policy statement for all LC establishments and guidance sessions for parents carers	May 2019	To support citizenship in a digital curricular context, looking at cyber resilience and internet safety
Evaluation of impact recorded in establishments EPR/S&Q report		Improvement in awareness for staff, pupils , parents and partners.
ESTABLISHMENT PRIORITY		
Digital Leaders Conference (Victoria Moir)	OCT 2018	*Enhanced staff expertise in use of and teaching of digital learning
Development of Digital Learning Planners	OCT 2018	*Improved pupils experience of digital learning Improved learners experiences will ensure challenge & enjoyment, progression, personalisation and choice, breadth, depth & relevance. (Teacher S.E./Class Observations. Learner Conversations, TLCs)
Digital Learning Staff Drop Ins	NOV 2018 DEC 2018	
Digital Learning Staff Training	CAT /INSET	*Learning experiences will be appropriate to the age and stage of the learner and will benefit from support from practitioners with high expectations, focussed outcomes, strategies and assessment criteria. (Prof Dialogues/Tracking/Quality Assurance)
Digital Learning After School Coding Club (focus on PEF identified learners)	JAN 2019	*Development of a growth mind set across staff and learners, leading to improved outcomes for all earners in achievement, attainment and health and well being (Teacher S.E./Class Observations. Learner Conversations, Dept Group S.E.)
SeeSaw Pilot for Home Learning	DEC 2018	*Enhanced staff confidence and performance as a result of quality training and enhanced self evaluation (Teacher S.E./Class Observations., Dept Group /Whole School S.E.)
APPLE training for staff	MAY 2019	*Development of pupil confidence, self regulation and self reliance in mastering new skills and applying strategies across a variety of contexts (Class Observations, Learner Conversations)
Parent Info Session Digital Strategy	SEPT 2018	
Parent Information Sessions (x2)	May 2019	

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
Develop a school digital strategy and support the effective use of technology provided by GCC ICT refresh and enhancement with Apple.	JUNE 2019	Increased parental engagement *Improved levels of attainment (data analysis)

Staff leading on this priority – including partners	Resources and staff development
<p>Helen Brown (HT) Lead for LC aspect of priority HT/SLT LC establishments Victoria Moir–Digital Leader (Lead for Hyndland Primary aspect) Digital Leaders (individual establishments) APPLE/CGI CODE CLAN GIC Leaders of Learning Police Scotland Parent Councils NSPCC</p>	<p>HGIOS 4 HGIOELC Education Scotland materials WTA – CAT hours CGI/APPLE – digital questionnaires Education Scotland materials GLOW GTC standards SSSC Scottish Government – digital strategy for Scotland</p>