Supporting Improvement:
School Improvement Plan

SIP

SQR   EPR

Self-evaluation

SIP

SQR   EPR

Self-evaluation

SIP

SQR   EPR

Self-evaluation

Glasgow City Council Education Services: Improvement Planning
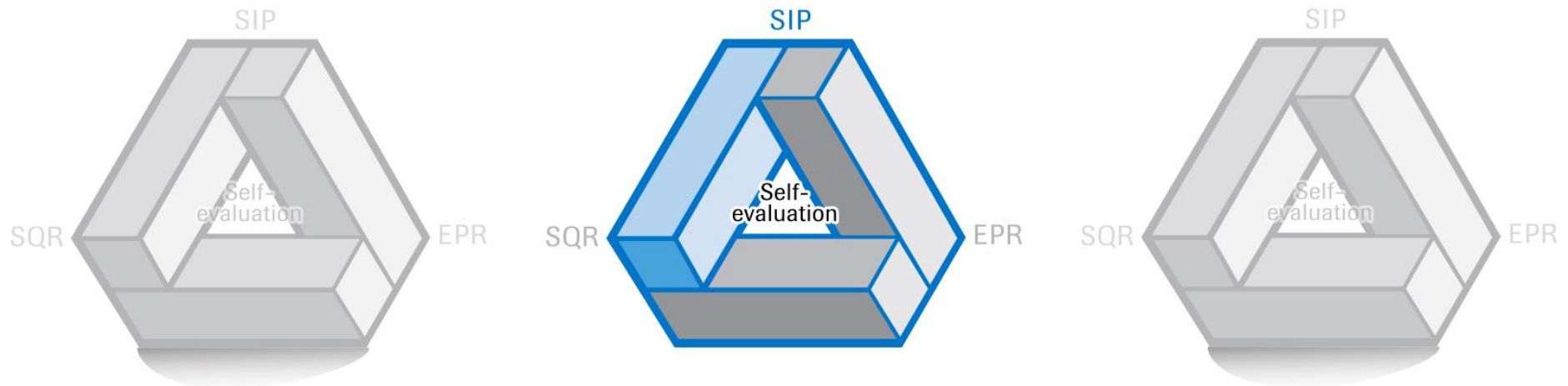
Session: 2022-23

Establishment		HYNDLAND PRIMARY SCHOOL
Head of Establishment		HELEN S. BROWN
Area/Local Improvement Group		NORTH WEST 1
Head of Service		DOUGLAS HUTCHISON
Area Education Officer/ Quality Improvement Officer		LOUISE BALLANTYNE (LEAD OFFICER NW1) JEAN MILLER HoS NW

HYNDLAND PRIMARY SCHOOL PRIMARY SCHOOL
GLASGOW CITY COUNCIL
IMPROVEMENT PLANNING

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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

2. SUMMARY OF OUR SELF-EVALUATION PROCESS.

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 children's voices are evidenced in our plans to improve.

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 children who may manifest challenging behaviour are characterised by creative strategies, patient and determined professionalism.
- Our systematic programme of classroom visits demonstrates a clear commitment to collaborative learning.
- Staffs 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, fears 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

- 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, attain better outcomes and participate fully in the wider life of the school..

2: Raising Attainment and Achievement; Improving the quality of Teaching and Learning (Health &Wellbeing, Writing , 2+1, Social Subjects, digital learning) and quality of programmes/resources to reflect equity, equality and diversity and recovery from pandemic impact .

3: Identify strategies to reduce the cost of the school day (with a focus on support for additional extra curricular activities/equity of access) and developing equitable family and community partnerships.

3. ACTION PLANNING

NO.	QUALITY INDICATOR	PRIORITY
1	1.1 2.3 3.2 3.1	*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, attain better outcomes and participate fully in the wider life of the school..*

TASKS TO ACHIEVE PRIORITY	TIMESCALE & CHECKPOINTS	EVIDENCE OF IMPACT › (DATA, OBSERVATION, VIEWS)
- 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/ 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) - targeted teaching programmes of study for target group children (additional PEF teacher and sflw) *coach in context support to enhance classroom expertise in support /challenge strategies/resources. (partially PEF	SLT August 2022/ November 2022/ February 2023/ May 2023 SLT monthly PEF evaluation meetings PEFf PT/PEF CT Monthly 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 - 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

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TASKS TO ACHIEVE PRIORITY	TIMESCALE & CHECKPOINTS	EVIDENCE OF IMPACT › (DATA, OBSERVATION, VIEWS)
funded CT). • RHSP/Jigsaw /Circle Framework twilights (SLT & staff) • mental health first aid training all staff (inset) • cascade circle framework for all collegiate sessions (whole staff) 3 sessions with educational psychologist co-delivery • *GDSS /LFA partnership training and implementation of strategies (PEF PT/PEF CT and class teachers)seasons for growth/ nurture and play therapy /family learning sessions introduced strategically across the school		assessment criteria. (prof dialogues/tracking/quality assurance) • 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.) • *improved levels of attainment across the school (data analysis) • ***staff to record on CPD record for professional update***
• GIC literacy for all strategies(part PEF funded teacher) • cascade training into coaching in context with sflw/cts • GDSS/GIC partnership working • refresh boosting power of reading training (RR)for sflws) • Circle Framework/Nurture training • cascade Nurture/ABIC /Circle Framework training to whole staff	(s.e. focus Dec/May)	* improved levels of attainment (data analysis) * learner observations * learner conversations * tracking of target group to evaluate intervention impact. tracking data for identified pupils * 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

TASKS TO ACHIEVE PRIORITY	TIMESCALE & CHECKPOINTS	EVIDENCE OF IMPACT › (DATA, OBSERVATION, VIEWS)
• Circle Framework/Resilience /Nurturing School w/shops • Nurture/Circle Framework Assembly Programme • establish nurture pupil groups across the stages . • re-establish wider opportunities for pupil leadership and participation; Reading Ambassadors, Language Ambassadors ,Digital Leaders, Buddies, Play Innovators, Road Safety/Golden Time Committees		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 /inclusive mindset 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.
• 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. Effective use of national data to support effective transitions
• Staff training in new wellbeing tracking/well being plans/GIRFEC planning-ongoing	December 2022 June 2023	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*

whole staff training-inclusive education module establish a parent support group(asd/barriers to learning/lacking confidence in leading learning at home)	October 2022 Inset February 2023 Cat November & December 2022	* Helen Brown (Ht) inclusive education –national improvement hub reource * Kirsty Chambers (Pt) training and implementation of nurture for targeted group (data/tracking) . * Julie Wynn(Dht)/Emma Hammil (Ed Psych) awareness raising on Circle Framework/Abic/Attachment/Hnios 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
∗ **HELEN BROWN HT-LEAD ATTAINMENT AND EQUITY** ∗ **KIRSTY CHAMBERS-PT LEVEL 2 LEAD HWB /ACTIVE LITERACY** ∗ **JULIE WYNN – DHT- LEAD NURTURE/FAMILY SUPPORT/PEF FOCUS)** ∗ **PARTIALLY PEF AND ATTAINMENT FUNDED (CLASS TEACHERS) WILMA MACNICOL/KATHERINE GRANT** ∗ **SELF EVALUATION &I MPROVEMENT PARTNERSHIPS (SLT TRIO/LC)** ∗ **WILMA MACNICOL-READING RECOVERY NETWORK** ∗ **JULIE WYNN-GDSS /SUPPORT AND CHALLENGE** ∗ **STEPHEN FRAME-DHT-LEAD 2+1 / WRITING/ACTIVE LITERACY** ∗ **ADDITIONAL SUPPORT FOCUS GROUP-PARENTS S. FRAME & J. WYNN** ∗ **EDUCATIONAL PSYCHOLOGISTS EMMA HAMMIL**	• **CIRCLE FRAMEWORK/JIGSAW/ RHSP 3 TWILIGHTS (SLT&STAFF)** • **LITERACY FOR ALL COLLEGIATE SESSIONS (WHOLE STAFF) 3 SESSIONS** • **READING RECOVERY TEAM TEACHING/COACHING (PART PEF FUNDED TEACHER)** • **NURTURE/SEASONS TRAINING** • **WELLBEING APPLICATION TRAINING** • **ASN/ATTAINMENT DATABASE TRAINING**

NO.	QUALITY INDICATOR	PRIORITY
2	1.2 2.2 2.3 3.2	*2: Raising Attainment and Achievement; Improving the quality of Teaching and Learning (Health &Wellbeing, Writing , 2+1, Social Subjects, digital learning) and quality of programmes/resources to reflect equity, equality and diversity and recovery from pandemic impact .*

TASKS TO ACHIEVE PRIORITY	TIMESCALE AND CHECKPOINTS	EVIDENCE OF IMPACT › (DATA, OBSERVATION, VIEWS)
• Circle framework/jigsaw/RHSP training for staff 3 twilight sessions • Cascade HWB training into collegiate sessions (whole staff) 3 sessions (Sept /Dec/Feb) • 2+1 twilights (slt&staff) • Cascade apple learning /digital resources and strategies to improve T&L experiences	• August 2022-March 2023 (Aug/Dec/Feb) • (whole staff) 3 sessions (s.e. focus Oct/Jan/March) • (whole staff) 2 sessions • (whole staff) drop in (s.e. focus Aug/Nov)	* practitioners will ensure 5 key strategies to improve pedagogy , inclusion and equity are embedded in learning experiences . (teacher s.e./class observations, recurring dept theme) * improved learners experiences with a focus on positive self esteem will ensure challenge & enjoyment, progression, personalisation and choice, breadth, depth & relevance. (teacher s.e./class observations. learner conversations) * 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) * development of an inclusive 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.)

TASKS TO ACHIEVE PRIORITY	TIMESCALE AND CHECKPOINTS	EVIDENCE OF IMPACT › (DATA, OBSERVATION, VIEWS)
		* 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.) * 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) * improved levels of attainment (data analysis) *staff to record on cpd record for professional update*
• Reading Recovery/GDSS/LFA continuing coaching/team teaching (part PEF funded teacher) • cascade training into coaching in context with sflw/cts • Boosting Power Of Reading refresh training for sflws • Scotland Reads (lead S. Liveston CT)	• 6 sessions (Sept- June 2022 (s.e. focus Jan/May) • 2 sessions (Oct/Nov 2022	* improved levels of attainment (data analysis) * learner observations * learner conversations
• Circle Framework/Nurture Training • cascade HNIOS training to whole staff • Nurture/inclusive education/literacy for all networks/whole school/dept/lc-s.e./sharing good practice)	• 2 sessions whole school input • networking 4 sessions min • (s.e. focus Dec/June)	* reduced levels of disruptive behaviour (data analysis)) * increased levels of self-regulation/positive choices (observations/data analysis/feedback, tracking of celebrating success records)*pupil engagement 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	

TASKS TO ACHIEVE PRIORITY	TIMESCALE AND CHECKPOINTS	EVIDENCE OF IMPACT › (DATA, OBSERVATION, VIEWS)
- JULIE WYNN – DHT- LEAD NURTURE/NUMERACY/FAMILY SUPPORT/PEF FOCUS) - KIRSTY CHAMBERS-PT LEVEL 2 LEAD HWB /ACTIVE LITERACY - VICTORIA MOIR-PEF PT – LEAD DIGITAL EQUITY/ DIGITAL LEARNING - PARTIALLY PEF/ATTAINMENT FUNDED (CLASS TEACHERS) WILMA MACNICOL/KATHERINE GRANT - SELF EVALUATION &I MPROVEMENT PARTNERSHIPS (SLT TRIO/LC) - WILMA MACNICOL-READING RECOVERY NETWORK - KATHERINE GRANT- LFA - JULIE WYNN-GDSS /SUPPORT AND CHALLENGE - STEPHEN FRAME-DHT-LEAD 2+1 / /LITERACY DEVELOPMENT - EQUITY FOCUS GROUP-PARENTS /LOCAL PARTNERS - FAMILY LIAISON OFFICER (1 DAY PER WEEK) - MARIE MURPHY WITHKIDS –PLAY THERAPY	- LITERACY FOR ALL TWILIGHTS (SLT&STAFF) - LITERACY FOR ALL COLLEGIATE SESSIONS (WHOLE STAFF) - READING RECOVERY /LFA SHARING GOOD PRACTICE(PART PEF AND ATTAINEMTN FUNDED TEACHERS) - CIRCLE FRAMWORK/NURTURE/SEASONS TRAINING - EQUITY AUDIT REORUCES/PLANNED EXPERIENCES - EQUITY AND EQUALITY NETWORKS - S.E./SHARING GOOD PRACTICE) - WITHKIDS /FAMILY LIAISON INFO SESSIONS 2+ 1 COLLEGIATE REVIEW AND PLANNING - SEESAW/RISING STARTS/DIGITAL PLATFORM REFRESH TRAINING - WORKING PARTY GROUPS (3 SESSIONS); WRITING , HWB, PUPIL PARTICIPATION AND LEADERSHIP, COST OF THE SCHOOL DAY	

NO.	QUALITY INDICATOR	PRIORITY
3	**1.3** **2.5** **2.7** **3.1**	*3 Identify strategies to reduce the cost of the school day (with a focus on support for additional extra -curricular activities/equity of access) and developing equitable family and community partnerships*

TASKS TO ACHIEVE PRIORITY	TIMESCALE & CHECKPOINTS	EVIDENCE OF IMPACT › (DATA, OBSERVATION, VIEWS)
Review our VVA to ensure equity is at the centre of our ethos	June 2023	• VVA statement which reflects our diverse community and ethos and promotes equity.
Establish an audit of need by analysing participation levels across extra curricular offerings through the lens of known financial hardship factors.	Sept 2022	• Survey of need leading to identification of target groups and interventions to support financially vulnerable families.
Survey stakeholders to identify financial stress points within the school year and calendar –identifying unknown hardship factors	October 2022	• Comprehensive identification and understanding of hidden poverty/hardships by all staff • Informed decision making of calendar events considering potential costs for all families • Higher uptake of preloved school uniform, free school meals, foodbank resources .
Review the school calendar and identify strategies to reduce overall cost and support vulnerable families	October 2022	• Revised school calendar created by stakeholders to maintain/increase opportunities partnership working without

TASKS TO ACHIEVE PRIORITY	TIMESCALE & CHECKPOINTS	EVIDENCE OF IMPACT > (DATA, OBSERVATION, VIEWS)
		additional financial strain
Increase opportunities to reduce overall and focussed costs for families	February 2023 Monthly review	• Increased use of public transport for trips • Increased use of free resources/activities for educational excursions • Increased use of voluntary partnerships • Increased participation by potentially economically compromised families in wider school events
Identify further opportunities for family engagement with little or no cost	March 2023	• Higher uptake/attendance at family or extra curricular events
Identify additional funding streams through community partnerships	November 2022 Termly reviews	• Additional funding available to support families where activities incur costs.
Increase community knowledge of entitlements and avenues of financial support	March 2023 Termly updates	• Updated website/campaign via school channels • Increased uptake of free school meals, clothing grants and use of local support partnerships
Continue to audit intervene and monitor use of digital devices and platforms to ensure equity	November 2022 Termly reviews	• Families supported with appropriate devices on loan or via community funding

STAFF LEADING ON THIS PRIORITY – INCLUDING PARTNERS	RESOURCES AND STAFF DEVELOPMENT
HELEN BROWN (HT) LEAD *JULIE WYNN (DHT) LEAD FAMILY LIAISON* *VICTORIA MOIR–PEF PT-DIGITAL LEADER*	**CHILD POVERTY ACTION GROUP RESOURCES** **HGIOS 4** **Education Scotland materials**

TASKS TO ACHIEVE PRIORITY	TIMESCALE & CHECKPOINTS	EVIDENCE OF IMPACT › (DATA, OBSERVATION, VIEWS)
ANGELA BOYLE –HYNDLAND FAMILY WORKER (TUESDAYS) *POLICE SCOTLAND* *PARENT COUNCIL* *NSPCC* *FOODBANKS* *SOCIAL WORK* *SOCIAL FUNDING GROUPS*		**National Improvement Hub Resources** **WTA – CAT hours** **CGI/APPLE – digital questionnaires** **Education Scotland materials** **GLOW** **GTC standards** **SSSC** **Scottish Government – digital strategy for Scotland**