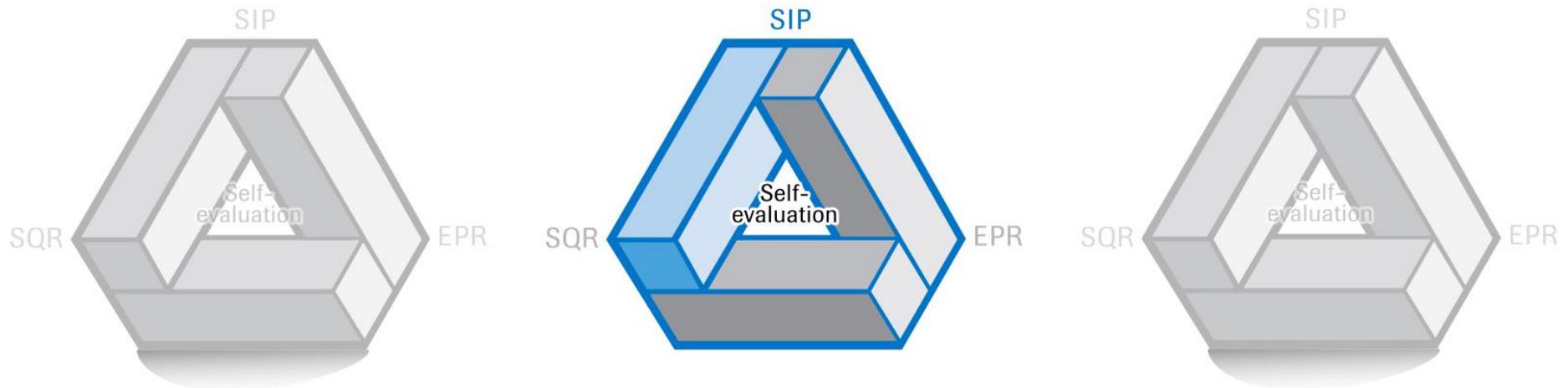




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Supporting Improvement: **School Improvement Plan**



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Action Plan Summary for Stakeholders

<p>1. Our Vision, Values and Aims</p> <p>We have gathered the views of all stakeholders to review our Vision, Values and Aims during term 4 of session 2020-21. After consultation</p> <p>Our Vision The Vision Statement expresses how we want our stakeholders and visitors feel –</p> <p>Our Values Following a full consultation process with all members of Pirie Park School Community we are pleased to announce our agreed shared values; RESPECT, HAPPY , SAFE and HEALTHY</p> <p>Our Aims We live and model the school values to ensure:</p> <ul style="list-style-type: none"> • Everyone is included and nurtured • Learning and teaching empowers to ensure high expectation for ALL • To promote equality by giving everyone a voice <p>We will review our Vision, Values and Aims annually</p>

2. Summary of our self-evaluation process.

Due to school closures and home learning staff engaged with online learning platforms to support learning and teaching. Staff embraced the opportunity to build capacity through in house CLPL opportunities lead by our DLPL and supported by staff with digital skills and knowledge. Staff worked collegiately to support high quality learning opportunities for all pupils through the use of digital technology. Staff should aim to use the Digital Literacy Framework to support progressive planning. We acted on feedback regularly sought from parents and pupils through Glow questionnaires. Almost all parents satisfied with the learning provided online. Parents reported how regular communication from staff provided feedback to learners identifying next steps.

Our Numeracy worked continued through support from our CLOL. Targeted intervention groups continued where COVID restriction allowed. The impact from this support has been positive, almost all pupils are now on track to achieve the national standardised levels.

Our work continued in literacy however due to staff absence our Literacy CLOL was Acting DHT therefore could not continue with the planned coaching and context timetable to support building capacity in staff. Writing has been identified as an area for development through monitor and tracking conversation. We aim to engage in a three-part support programme with Glasgow's Improvement Challenge to target writing specifically to improve attainment. Our ACEL data also highlights a significant decline in writing and will be targeted in session 2020 -21.

Staff have a clear understanding of the barriers and challenges some of our young people and families face. Through our Health and wellbeing focus which supported our Reconnection, Recovery and Resilience curriculum we continued to build positive relationships with our young people and families. We provided additional opportunities throughout our HWB curriculum to engage all learners by creating a culture of openness and safety, where talking about our feelings is part of our daily routine.

Further CLPL on developing a Whole School Nurture approach will ensure consistency of approaches throughout the school. Our relationship policy will be underpinned by our school Vision, Values and Aims to ensure equity for all learners to ensure individuals are best supported to develop skills for life work.

Almost all staff have a clear understanding of self-evaluation as an integral part of improvement. We protect time for professional dialogue using information gathered to improve outcomes for learners. We worked in groups to evaluate our SIP using HGIOS 4 as an evaluation tool. We will continue to use HGIOS 4 as an evaluation tool to ensure best practice from all stakeholders. The review of the SIP has identified next steps and how we can continue our journey in 2020/21 to improve outcomes for our young people.

The Senior Leadership Team used routine Quality Assurance procedures to gather evidence of the impact of last sessions SIP

2. Summary of our self-evaluation process.

Feedback was gathered from parents through online surveys, on how we supported our families through lockdown, views on Home Learning and supporting return to school

Pupil Voice enabled us to be clear about the impact of our work during lockdown and informed staff of next steps during our return to school

Strengths identified:

- Leadership of change – commitment to making improvements for all pupils through professional learning and personal development
- Learning and Teaching – Glasgow Counts strategies more evident in practice. Evidence to show impact has supported children attaining appropriate standardised levels. A Children’s Rights based approach to improving outcomes for all – Pupil Voice
- Ethos of the school – nurturing ethos with high expectations where everyone is included
- CFE: Empowerment - continued development in digital technology, building capacity in staff and increasing engagement for all pupil

Priorities for development:

Based on The Rights of the Child we have identified the following priorities for improvement next year:

1: Ensuring wellbeing, equity and inclusion through development of our Vision, Values and Aims.

2: Raising attainment - ensuring planned learning, teaching and assessment engages pupils in the highest quality learning experiences

3: Through the medium of Expressive Arts and continued development of digital technologies; remove barriers to learning to meet the needs of all pupils to continue to develop a skills-based curriculum

3. Action Planning

No.	Quality Indicator	Priority
1	3.1 3.2 2.6	<p>Ensure wellbeing, equity and inclusion through development of our Vision, Values and Aims.</p> <ul style="list-style-type: none"> • Support transition period as children return to school in August – Resilience and Reconnection • Creating a truly nurturing ethos for all where everyone feels a sense of belonging • Focus on well-being, positive behaviour strategies, new routines, an increase in pupil engagement and a readiness to learn

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
Staff to review and reflect; <ul style="list-style-type: none"> The importance of transitions in children's lives through – Showing We CARE training Whole school focus on Health and Wellbeing 	Inset Day 1 – August	DATA <ul style="list-style-type: none"> HWB targets set and tracked to ensure pupils achieve targets with or without support Continue with whole school approach – soft start to school day Ability to self-regulate emotions supported by daily self-check-ins and 'Talk About it Tuesday' HWB school focus Feedback from pupils to evidence pupils are aware of strategies to support self-regulation Hands forms reduced Exclusions reduced
HWB leaders – pupil group to support Reconnection and Resilience Curriculum Pupils develop skills and attitudes that support them to take responsibility for aspects of their own learning	Sept 2021	
All pupils to complete online My World Triangle – interactive resource to establish a baseline for individual pupils, identifying next steps and where intervention is required Use the GMWP questionnaire to further identify areas of concern highlighted to support individual pupils needs	August/Sept 2021	Observations <ul style="list-style-type: none"> Classroom visits by SLT to ensure transitions are supported and pupils feel sense of belonging Corridor walks to review and reflect on school ethos Peer classroom observations – POLLI Learning Conversations with a focus on transitions and sense of belonging Pupils manage emotions with less support from adult Pupils able to readily identify strategies to support heightened emotions Staff & Pupils engage with restorative conversations Pupils become more tolerant of one another Views <ul style="list-style-type: none"> Pupils Learning Conversations – groups The Wellbeing Wheel from How good is OUR School gather pupils' views – use evidence to develop policy All stakeholders identify an increased improvement in
HWB leaders, staff and pupils to develop a HWB policy which reflects school values and vision with a focus on relationships.	May 2021	
School Values to become imbedded through our school House Points System – pupils and staff working together to improve ethos and sense of belonging	August 2021M June 2022	

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
		motivation for learning Staff Development
All interested staff to complete GCC 2-day Nurture Training	November 2021 May 2021	Staff Development

Staff leading on this priority – including partners	Resources and staff development
Julie O'Donnell – Principal Teacher Leadership of Whole School Nurture Marion Mannion – Nurture Teacher Michael Donnelly – Leadership of Health and Wellbeing Jess Corbett – Educational Psychologist Jenni Kerr – GCC Nurture Lead HWB Leaders – Pupil and Staff group	Inset Days Staff meetings Staff Staff to support cover to allow for Relationship Time SFLWs and teachers – training PEF – to purchase resources

No.	Quality Indicator	Priority
2	1.1 1.2 2.3	Raising attainment - ensuring planned learning, teaching and assessment engages pupils in the highest quality learning experiences <ul style="list-style-type: none"> Teaching and Learning; enquiry based learning and play, engages pupils in the highest quality learning experiences LI and SC is shared with pupils and written by pupils to deepen understanding of the purpose of what they are learning Assessment and moderation inform next steps and is an integral part of the planning process to raise attainment

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
<p>GIC – 3 Part Support process to embed reading and further develop writing led by Literacy CLoL.</p> <p>Staff engage CLPL - Glasgow's Improvement Challenge support Collaborative Enquiry Process</p> <p>Teachers engage in professional dialogue towards Self -improvement to support planning with a focus;</p> <ul style="list-style-type: none"> LI and SC Quality feedback Assessment/Moderation 	<p>August 2021 – December 2021</p> <p>August 2021 December 2021</p>	<p>Data</p> <ul style="list-style-type: none"> Audit of where we are in reading and writing to identify gaps Standardised Pira and SNSA to support professional judgement HGIOP – evidence gathered to support improvement <p>Observations</p> <ul style="list-style-type: none"> Class observations – use of POLLI to review LI and SC, Quality Feedback, Assessment Gaps in attainment and achievement narrows Staff identify quality and robust assessment activities and use them to improve outcomes Pupils can identify next steps in learning

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
		<ul style="list-style-type: none"> • Learning Conversations – Learners have high aspirations • Learners know how to be successful in learning and can identify next steps • Professional dialogue at strategic planning meetings • Staff plan for and collate a wide range of evidence to support professional judgement • Staff can identify pupils on track confidently during tracking conversations throughout the year.
Teachers engage in professional dialogue and share good practice to support planning of appropriate differentiation to challenge all learners when delivering Experiences and Outcomes of CfE	Ongoing	
CLPL – Whole staff training Using Benchmarks delivered Sharon McGeever.	August 2021	
Using benchmarks to evidence children who are on track to achieve national standardised level for CfE	Ongoing	

Staff leading on this priority – including partners	Resources and staff development
Lesley Gillies – Head teacher Julie O'Donnell – Principal Teacher Susan Clark – DHT Gilli Monaghan – DHT Katy McMillan – Literacy CLOL Laura Ward – Numeracy CLOL	CAT Night CLPL Assessment – Sharon McGeever Collaborative Enquiry Process CLPL – Glasgow Improvement Challenge Julie O'Donnell – CAT Night CAT Nights – 3 Part Support programme in collaboration with Glasgow Improvement Challenge Additional Teacher (PEF) to support reading Daily Supported Reading Programme – Whole School Coaching and Context timetable to build capacity

No.	Quality Indicator	Priority
3	2.2 3.2 3.3	Through the medium of Expressive Arts and continued development of digital technologies; remove barriers to learning to meet the needs of all pupils to continue to develop a skills-based curriculum <ul style="list-style-type: none"> To remove barriers for learners and ensure equity To engage all pupils in learning through a kinaesthetic approach to teaching and learning To develop and support creativity and transferring skills through curiosity and enquiry-based approach

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
All staff non class committed to deliver arts to develop skills and improve engagement in Drama, Music and Art	August 2021 June 2022	Data <ul style="list-style-type: none"> Attainment and Achievement increases in both literacy and numeracy through active learning opportunities SNSA, Pira and Puma data to evidence improvement in attainment Survey of opinion – staff, pupils and parents The range of learning opportunities provided Classroom observations – focus pupil engagement and needs of all pupils addressed
Agree and plan an annual development programme for expressive Arts. Expressive Arts leaders will support the development of creativity and skills in all pupils	September 2021 June 2022	<ul style="list-style-type: none"> Coaching and Context timetable to support Pupils will use creative opportunities to transfer skills developed in both literacy and numeracy Learning Conversation

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
<p>Pupils with particular skills or interests will lead this programme in partnership with staff group.</p> <p>Outside agencies – 3 sector partners will support curriculum design through a skills-based approach providing bespoke opportunities for pupils to further engage with learning</p>	<p>October 2021</p> <p>September 2021</p>	<p>Observations</p> <ul style="list-style-type: none"> • Use of expressive arts increases engagement • Quality Assurance procedures evidence use of expressive arts to improve skill development • Classroom observations evidence equity in learning opportunities • Learning Conversations evidence pupil motivation and willingness to engage with learning experiences • Peer Classroom Observations – use POLLI <p>Views</p> <ul style="list-style-type: none"> • Children discuss learning experiences and transfer skills in other curricular areas • Staff can confidently describe how children use the experiences in expressive arts to support literacy and other areas of learning
<p>Review the curriculum rationale to demonstrate that our curriculum is driven by expressive arts ensuring an inclusive curriculum where equity is priority</p>	<p>October 2021</p>	<ul style="list-style-type: none"> • Consistency of approaches across the school to develop skills • Attainment to improve through an increase in pupil's engagement
<p>To establish which stakeholders can support curriculum development to enhance and improve engagement in learning</p>	<p>September 2021</p>	<ul style="list-style-type: none"> • An improvement in attendance • Working with 3rd sector parties to enhance opportunities in learning

Staff leading on this priority – including partners	Resources and staff development
David Singer – Music Susan Nickson – Music Carol Yuill – Drama Rona McGillivray – Physical Education Michael Donnelly – Physical Education Charlene Callaghan – Art Overview 3 rd sector Partners	

