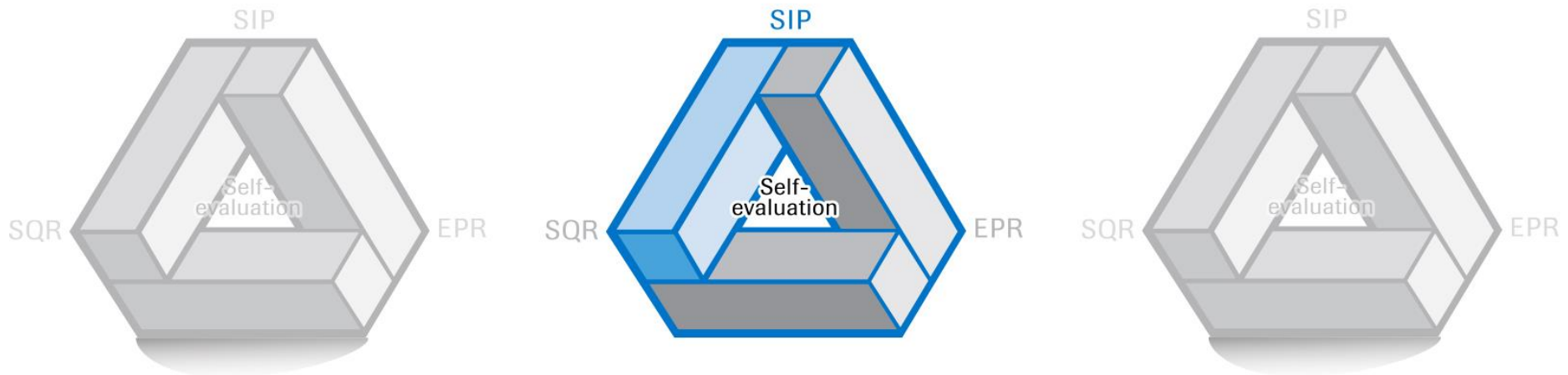


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Supporting Improvement: **School Improvement Plan**



Session 2022 - 2023

Establishment	Pirie Park Primary
Head of Establishment	Lesley Gillies
Area/Local Improvement Group	South
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Area Education Officer/ Quality Improvement Officer	QIO: Gillian Campbell-Thow

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Action Plan Summary for Stakeholders

1. Our Vision, Values and Aims

Our **Vision** for Pirie Park Primary School is:

Our school will be a place where children are HAPPY and HEALTHY, feel SAFE and RESPECT is shown to everyone.

Our school values have been revisited and are now being embed in our daily practice, modelled by staff, parents and pupils; HAPPY, HEALTHY, SAFE and RESPECT.

Our **Aims**:

- To provide the highest quality of learning and teaching in order that all children can achieve their full potential.
- To foster an ethos of equity, through building positive relationships, everyone is included and nurtured.
- To continue to build positive partnerships with parents, carers and the wider community.

2. Summary of our self-evaluation process.

Strengths identified:

- Staff, routinely engage in professional learning, collegiate activity and dialogue which directly impacts on learners' experiences. Our model of professional learning has impacted significantly on pedagogy and learner experience in literacy, numeracy and health & well-being.

2. Summary of our self-evaluation process.

- Staff parents and learners share a vision for the school which includes the commitment to building resilience and developing a growth mind-set culture.
- Staff have a clear understanding of the adverse experiences which can impact on a young person. We have robust procedures for protecting children and maintaining coherent chronologies for vulnerable children. There is growing confidence amongst teaching staff in the strategies they can implement to ensure all needs are met.
- Our Relationship policy focuses on the opportunity to build positive relationships with pupils, staff and parents, where everyone has a voice and equity is given priority. Children's Rights – UNCRC guide staff and support the classrooms charters to ensure that every child has rights, whatever their ethnicity, gender, religion, language, abilities, or status are.
Almost all staff have a clear understanding of self-evaluation and effective assessment as an integral part of improvement actions. We value professional dialogue and self-reflection and use these conversations to improve outcomes for learners. Pupil participation features strongly in our self-evaluation, we continue to improve approaches to self-evaluation continued progression for all learners.
- Glasgow counts strategies are embedded in practice and this has impacted positively on raising attainment in numeracy. Literacy for All strategies are more evident in practice and all most all staff report greater confidence in the delivery of effective writing lessons.
- There is a positive ethos across the school and almost all learners are motivated and engaged in the learning process. Actions to improve the feedback to learners has been effective and there is a high level of commitment to developing learners understanding of how to be a 'successful learner' through the implementation of the Collaborative Enquiry Process which staff continue to engage with.

Priorities for development:

1: Health and Wellbeing – To continue to promote equity for all, where everyone has a voice and feels valued and included.

This will be achieved through our Health and Wellbeing week; Mindful Monday, Talk about it Tuesday... In addition, we will continue to protect relationship time for pupils and develop a whole school approach to mindfulness through the programme – Do Be Mindful

2: Learning, Teaching and Assessment: With particular focus on Literacy and Numeracy – All teaching staff will engage in the Collaborative Enquiry Process and further develop Play Pedagogy to integrate children's play experiences with curricular learning.

3. Action Planning

No.	Quality Indicator	Priority
1	3.1 3.2 3.3	Health and Wellbeing; To continue to ensure the health and wellbeing of all pupils is given priority and that pupil engagement continues to improve as we support improved attendance and re-establish partnerships that provide opportunities where all pupils can achieve and develop skills for life and work.

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
<p>To continue to promote a greater Sense of Belonging to ensure all children feel included by...</p> <ul style="list-style-type: none"> • Daily Wellbeing Focus for each day of the week • House Points to acknowledge living the school values • Return of school assemblies to celebrate success and wider achievements • Attendance Campaign – Raise Awareness Impact • Relationship Time for Learners and Staff • Restorative Approaches to support Positive Behaviour • Re Visit GCC Nurture Principals 	<p>16th June In-set day</p> <p>Terms 1,2,3 & 4</p> <p>Term 1 & Term 3 Term 1 & Term 2 Term 1- 4 Term 1</p>	<p>Term 1 classroom observation with focus on Nurture and Health and Wellbeing HGIOURS – Part 2 Gather pupil views Fortnightly Assemblies to raise profile on living school values, expectations set and achievements celebrated.</p> <p>Term 1 staff will protect time to establish relationships with all pupils and identify health and wellbeing needs of pupils, in particular those pupils who have barriers to learning, barriers to be addressed Learners will engage in learning conversations – Learning experience in Pirie Park Primary</p>
<p>Promoting Positive Relationships and Equity.</p> <ul style="list-style-type: none"> • Staff to continue using restorative approaches to promote positive behaviour • All staff to participate in training on using restorative approaches – Led by EP (still to be allocated) • Establish ‘Rights Respecting Committee’ made up of staff and pupils • Health and Wellbeing Committee of pupils and staff • CLPL sessions on creating nurturing environment/positive relationships. • Co-construction of class charters/targets with pupils in class • Regular consultation with pupils, parents, and staff to ensure positive behaviour strategies are relevant to supporting equity. 	<p>Term 1-4</p> <p>Term 1</p> <p>Term 1-4 Term 1-4</p> <p>Term 1 and 3</p> <p>Term 1</p> <p>Term 1-4</p>	<p>Restorative approaches questionnaire issued to all stakeholders June 2022 and collated August 2022 Same questionnaire distributed January 2023 and collated February 2023 Staff engage, reflect and evaluate termly professional learning sessions looking at the Rights of the Child Establish Core implementation group to support colleagues Observations in lessons and in playground, moving around the school. Learning Conversations should reflect class charters are embedded Questionnaires distributed to families and partners</p>

Staff leading on this priority – including partners	Resources and staff development
<p><u>Lead Staff:</u> Lesley Gillies HT Gilli Monaghan DHT Michael Donnelly – PT Marion Mannion – Nurture Teacher</p> <p><u>Partners:</u> Edict Team Glasgow Psychological services Parents and Families</p>	<p>Resources – How good is OUR school? Learning Conversations Glow Questionnaires GMPW Questionnaire How Nurturing is Our School Do Be Mindful whole school resource</p> <p>Staff Development: Professional Dialogue Working Parties Educational Psychologist CLPL staff Restorative approaches training led by EP/Implementation group</p>

No.	Quality Indicator	Priority
2	2.2 2.3 2.4	Learning, Teaching and Assessment: Raising attainment in Literacy and Numeracy

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
<p>Writing/Talking & Listening Consistency and progression across levels in use of reading into writing genre approach for planning and teaching and Routes Through Writing for assessment. CLOL revisit genre progression to ensure breadth and depth in learning within all genres. Term 1: Review of genres, assess using RTW at end of term and use to CLOL – team teaching to support Literacy for All framework /listening & talking Continue to increase staff confidence and skills in using reading into writing approaches.</p> <p>CEP Whole staff engaging in Collaborative Enquiry Process supported by Glasgow's Improvement Challenge</p> <p>Monitor and Tracking Monitor and Tracking Conversation to support more robust data</p> <p>Moderation Termly strategic planning meeting to moderate Writing and Talking and Listening tasks and activities. Peer observations – termly to support moderation, using the POLLI to</p>	<p>CLPL opportunities Term 1, refresher for all staff and introduction for new staff. Ongoing use when planning and assessing in terms 1-4.</p> <p>Issue and discuss in term 1. Use term 1-3 and evaluate in term 4 Termly review of impact End – Term 1,2 and 3 Ruth Brown & Katy MacMillan</p> <p>Term 1 revisit the toolkit and prioritise next step Term 2 – 4 engage with aspects of toolkit Aug in-service CLPL GIC Terms 2 – 4 M&T conversations</p> <p>Terms 1, 2, 3 and 4 strategic planning meetings to moderate Writing and Talking & Listening activities</p>	<p>Triangulated attainment and tracking data for reading. (RTW)</p> <p>Strategic Planning and Monitoring and Tracking meetings.</p> <p>Learning conversations: Classroom teachers and pupils. Classroom observations.</p> <p>Termly writing cafes at all stages Feedback from parents – activities provided on Seesaw/Showbie Home Learning tasks</p> <p>Improved Learning Intentions and Success Criteria Meeting learners needs more effectively and removing barriers to learning – increased attainment Review Impact using HIGIOS 4 self-evaluation tool Staff CLPL at GIC Robust data used to identify intervention required</p> <p>Consistency of evidence to support professional judgment Increase in attainment over time Building capacity in staff - teacher agency which supports learners understanding of how to be successful learners Professional dialogue – termly to measure impact</p>

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
identify what went well and next steps Use benchmarks to evidence learners on track to achieve national level for CFE	Term 2 evaluate peer observations through professional dialogue – October In-service	

Staff leading on this priority – including partners	Resources and staff development
<p><u>Lead Staff:</u> Lesley Gillies HT Gilli Monaghan DHT Michael Donnelly - PT Katy MacMillan – CLoL Susan Nickson - DL0L</p> <p><u>Partners</u> Glasgow Improvement Challenge team CGI and Apple teacher CGI M & T (assessment)</p>	<p><u>Resources</u> Pupil Equity Funding: CFE FOCUS – Looking through the lenses Monitor and Tracking Conversations CLPL– Jane Saunders Literacy for ALL Framework</p> <p><u>Time:</u> 2 in-set days, October and May CAT Nights to support CLPL in Writing and Talking and Listening</p> <p><u>Staff Development</u> Glasgow’s Improvement Challenge – Training and CLPL Ruth Brown, Katy MacMillan and Carol Yuill working collaboratively to plan and support Talking and Listening Curriculum Progression pathways (planning and assessment moderation)</p>

No.	Quality Indicator	Priority
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Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)

Staff leading on this priority – including partners	Resources and staff development