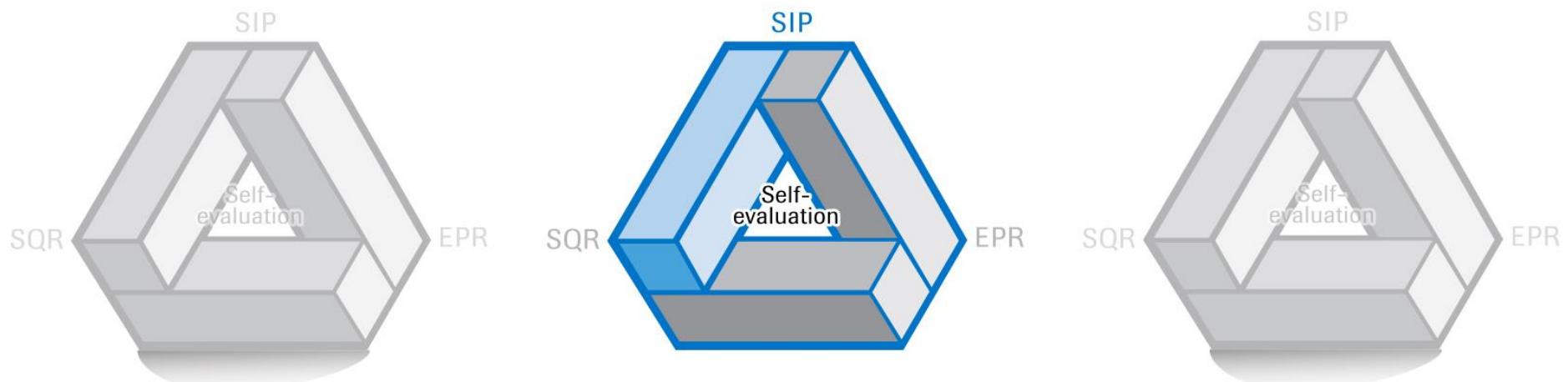




Supporting Improvement: **School Improvement Plan**

Glasgow City Council
Education Services
City Chambers East
40 John Street
Glasgow G1 1JL

www.glasgow.gov.uk
0141 287 2000



Establishment	Bunsgoil Ghàidhlig Ghleann Dail
Head of Establishment	Elsbeth McCoull
Local Improvement Group	South LIG 2
Head of Service	Donnie MacLeod
Area Education Officer/ Quality Improvement Officer/Link Officer	Gillian Campbell-Thow

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Action Plan Summary for Stakeholders

1. Our Vision, Values and Aims
Leàrsinn/Vision
Gaelic language and culture will be at the heart of everything we do. Our school will be a healthy and safe place where all children will be supported to reach their potential.
Amasan/Aims
<ol style="list-style-type: none"> 1. We will provide high quality teaching and a curriculum which meets the needs of all children. 2. We will promote Gaelic language and culture in all aspects of the school. 3. All children will experience a positive learning environment where success in academic and non- academic achievements is celebrated. 4. We will support our learners to be confident, responsible and well-behaved citizens. 5. We will welcome parents as partners in their child's learning. 6. Sport, music and the arts are very important to school life.
Luachan/Values
<ul style="list-style-type: none"> • Toilichte/Happy , Spòrsail/Fun, Misneachd/Confidence, Coibhneas/Kindness, Urram/Respect
<i>This is currently under review as part of our work on our curriculum rationale.</i>

1. Our Vision, Values and Aims

2. Summary of our self-evaluation process.

All staff have been involved in self-evaluation throughout the session, through following a planned calendar of monitoring and evaluation. Staff have been involved in peer observations and the SLT carry out classroom observations and have engaged staff in reflective discussions. All staff have been involved in working parties and have participated in regular discussions at staff meetings to evaluate our practice against the QIs. Staff have reflected on what evidence we currently have to demonstrate how the school is meeting the QIs. The parent council and wider parent forum have been involved in helping shape school policies and parents regularly feedback on their child's learning through Seesaw. The wider parent forum have participated in questionnaires about the schools performance. Views of staff a gathered regularly through staff meetings and specific questionnaires. Staff regularly evaluate their own practice through planned moderation meetings, moderation across other Gaelic schools and planned tracking and monitoring meetings with SLT. Pupils are supported to develop their skills in self and peer evaluation through the use of Talk Partners and learning journeys on Seesaw.

Strengths identified:

- The values of respect, kindness, confidence, happy and fun are visible in interactions with staff and children across the school.
- A number of school working groups provide a range of distributed leadership opportunities for staff
- Early level staff are continuing with the focus on Phonological Awareness and staff at all levels are beginning to implement Talk for Writing strategies
- All learners' achievements in and out of school are recorded and recognised
- Planned learning walks have found that the majority of children learn and achieve well through a wide range of positive learning experiences
- Most learners are provided with a range of quality learning experiences including: active learning; use of digital technologies; collaborative learning across classes to improve knowledge and skills
- The majority of lessons are well-planned and varied with active pupil engagement in a wide range of interesting activities with some examples of very good practice particularly at the early stages
- Improved acquisition of Gaelic language skills at P1 and P2 thanks to a clearer focus on Phonological Awareness activities and planned, purposeful play (including outdoor learning)
- Attainment is closely monitored and reviewed on a termly basis
- The inclusiveness of the school is a key feature in terms of ethos and curriculum and we have recently been awarded our silver LGBT Charter award

2. Summary of our self-evaluation process.

Priorities for development:

- 1:** To improve outcomes for all learners by focussing on developing consistency in learning, teaching and assessment practices across the school.
- 2:** To improve the wellbeing of our pupils by developing a strategic and coherent approach to focusing on positive wellbeing, inclusion and equality for all pupils.
- 3:** To re-engage pupils with Gaelic language, particularly spoken Gaelic language after periods of school closure to improve literacy outcomes for all pupils.
- 4.** Skills development through STEM and DYW

3. Additional Monies Spend Summary of Consultation Processes

PEF £11,272
Recovery £23,150

Rationale for Spend:

Continue with additional support for learning worker 0.6 FTE for next session £11,761
Continue with PEF PT to develop DYW and lead Talk for Writing at early and first level £5399
Outward Bound Trust – outdoor team building experience for P7 £2142

3. Additional Monies Spend Summary of Consultation Processes

In consultation with staff, pupils and families and in partnership with Glendale Primary, monies will be allocated to improve the school grounds for outdoor learning

Measures/Evidence for Impact (data, observation, views):

- 1: CEP evaluation evidence, class observations, peer observations, pupil focus groups**
- 2: Evaluation data; pupil, staff and parent surveys; tracking data; tracking conversations; equalities group meeting minutes**
- 3: TLC evaluation data; class observations; peer observations; pupil focus groups; learning walks; tracking conversations; assessment data; translanguaging evaluations**
- 4: Staff self-evaluation data re STEM and DYW; staff surveys; learning walks; pupil focus groups**

4. Action Planning

No.	Quality Indicator	Priority
1	2.3 3.2	To improve outcomes for all learners by focussing on developing consistency in learning, teaching and assessment practices across the school.

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
Initial CEP presentation to all staff	Aug 21	
Self Evaluation, CEP first area of focus training and staff working group to take forward	Dec 21	
CEP second area of focus training and staff working group to take forward	May 21	
Review and update of assessment framework	Oct 21	
Curriculum Rationale completed and shared with all stakeholders	Nov 21	
Self evaluation of CEP progress and agreed further areas for next session	June 21	

Staff leading on this priority – including partners	Resources and staff development
J MacDonald, S Lindsay, E McCoull	

No.	Quality Indicator	Priority
2	3.1	To improve the wellbeing of our pupils by developing a strategic and coherent approach to focusing on positive wellbeing, inclusion and equality for all pupils.

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
Solihull Refresher Training	Oct 21	
Creating Mentally Healthy Schools Self Evaluation	Aug 21	
Supporting LGBT Inclusive Education e-learning module to be completed by all staff with LGBTeducation.scot	April 22	
Review and update of planners and events calendar to embed work on LGBT inclusive education within the curriculum and life of the school.	April 22	

Staff leading on this priority – including partners	Resources and staff development
E McCoull, K MacDonald, J McGeachy	

No.	Quality Indicator	Priority
3	2.3 3.2 2.6	To re-engage pupils with Gaelic language, particularly spoken Gaelic language after periods of school closure to improve literacy outcomes for all pupils.

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
Translanguaging training for all staff	Aug 21	
Implementation, recall sessions and evaluation of translanguaging pedagogy	Dec 21	
Overview of Talk for Writing delivered by staff trained in the approach	Oct 21	
Teacher Learning Community group to take forward implementation – x4 meetings across the session	June 22	
Continue work on Listening and Talking progression framework for Gàidhlig	June 22	

Staff leading on this priority – including partners	Resources and staff development
S Lindsay, E Morton, J MacDonald, L Ferguson	

No.	Quality Indicator	Priority
4	2.3 3.2	Skills development through STEM and DYW

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
SLT complete STEM Self Evaluation and Improvement Framework	Oct 21	
STEM Self Evaluation shared with teaching staff and views gathered	Nov 21	
Implementation of Glasgow's STEM Framework in forward planning	Aug 21	
Staff evaluate impact of new STEM planners on pupil attainment	May 22	
Teachers will consistently link learning intentions to career education	May 22	
Assembly programme to be update to include regular opportunities to include focus on specific careers	Oct 21	

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
Classroom displays and planning will include links to career education (I can statements) throughout the school	May 22	
Engage with local business partners and beyond to develop contacts and create a database of professionals prepared to support the school in developing Career Education	May 22	

Staff leading on this priority – including partners	Resources and staff development
S Lindsay, E McCoull, J McGeachy, J MacDonald	