

## School Improvement Planning Template

<b>School</b> Glendale Gaelic Primary			
<b>Bunsgoil</b> Ghàidhlig Ghleann Dail			
<b>Link Officer</b> Mairi Baker			
<b>Head of Service</b> Donnie Macleod			
<b>School Roll</b> 166 (17.8.23)			
<b>Attendance Rate 22-23 overall figure</b> – 95.73%			
Pupils affected by the poverty related attainment gap (employment, income, housing, health, access to services, education, crime), covid & other forms of poverty not listed OTHER – Pupils not in SIMD 1 & 2, not in receipt of school meals but affected by factors detailed above.			
<b>PEF allocation 23-24:</b>	<b>£4857</b>	<b>SIMD Quintile 1 (% and Number)</b>	<b>14.45% 24 children</b>
<b>Carry Forward:</b>	<b>None</b>	<b>SIMD Quintile 5 (% and Number)</b>	<b>16.26% 27 children</b>
<b>Total Allocation 23-24:</b>	<b>£4857</b>	<b>Other</b>	<b>69.72% 115 children</b>
<b>FME (number and %)</b>	<b>11.62% 7 pupils</b>	<b>Total No Pupils</b>	<b>166</b>
<b>Grand Challenges 2023-26</b> ( <i>Grand challenges are the long term strategic changes you intend to achieve i.e 'to improve attainment in literacy'</i> )			
<ul style="list-style-type: none"> <li>• Achievement and progress: Improve teaching approaches for Numeracy and Maths</li> <li>• Engagement, Participation and Inclusion: Children's and young people's experiences being based on the principles of language immersion / Improved communication with stakeholders</li> <li>• Wellbeing and Learning: Embed Glasgow's nurturing principles consistently across the school / Improved communication with all stakeholders</li> </ul>			

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<b>Challenge: Achievement and Progress</b>						
<b>Mission 1: Improve teaching methodologies for Numeracy and Mathematics</b>						<b>Costs</b>
<b>Commitments(sprints)</b>	<b>Expected Outcomes</b>	<b>Measures of Impact</b>	<b>Lead Responsibility</b>	<b>Target Date</b>	<b>Core</b>	<b>PEF</b>
All teaching staff engage in Numeracy and Maths pedagogy CLPL. All staff visit another GME school to observe a Maths lesson being taught.	Improved teaching approaches for Numeracy and Mathematics. Improved pupil creativity, curiosity and problem-solving skills	Pre and Post CLPL staff surveys and evaluations. Learning and Teaching observations (link with other Gaelic schools) Learning Conversations with pupils	Sami Lindsay (PT)	June 24	*	
All teaching staff increase pace and challenge in Numeracy and Maths and have high expectations of what children can achieve by setting challenges and open ended activities	Accelerated pupil progress in all aspects of Numeracy and Mathematics. Pupils are challenged further, with their skills being used in different contexts Improved attainment in Numeracy and maths	Tracking Meetings Forward Plan monitoring Learning Conversations with pupils Jotter Monitoring Class observations	Sami Lindsay (PT)	June 24	*	
<b>Mission 2: Improved holistic overview of learning, teaching and assessment</b>						<b>Costs</b>
<b>Commitments(sprints)</b>	<b>Expected Outcomes</b>	<b>Measures of Impact</b>	<b>Lead Responsibility</b>	<b>Target Date</b>	<b>Core</b>	<b>PEF</b>
Teachers plan a wider variety of assessments using links to 'say, make, write and do' in Numeracy and Maths	Teachers will have an increased knowledge of the National Benchmarks.	Enhance principles of assessment. Suitable differentiation. Range of evidence in output as per access to learning.	Sami Lindsay (PT)	June 24		
Staff undertake moderation activities in Numeracy and Maths - within the school, across the cluster, and with all other Gaelic schools to enable an improved shared understanding .	Establishment of teaching and learning communities to integrate new strategy in teaching repertoires.	Feedback meetings (prepare/sprint/review) Empowering leading and supporting sustainable l&t. Clarify canvas. Enhance metaskills (HOTS).	Sami Lindsay (PT)	June 24		
Teachers should increase consistency in Numeracy and Maths when giving children verbal and written feedback from assessment, and individual targets to support learning	Development and Implementation of strategies to build reflection tools and inspire self-regulating learners, while motivating and eliciting evidence of learning.	Create adaptive learners. Promote success. Pre-planning questions. Hinge questioning Support peer evaluation.	Sami Lindsay (PT)	June 24		

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Evaluative Comment (HGIOS 4 Link Outcome to QI Challenge Questions)						
<b>Challenge: Engagement, Participation, and Inclusion</b>						
<b>Mission 1: All children and young people’s learning in Gaelic Medium Education is based on the principles of language immersion (Advice on Gaelic Education, Education Scotland)</b>						<b>Costs</b>
<b>Commitments(sprints)</b>	<b>Expected Outcomes</b>	<b>Measures of Impact</b>	<b>Lead Responsibility</b>	<b>Target Date</b>	<b>Core</b>	<b>PEF</b>
Staff will revisit the principles of immersion within GME (Fiona Rice – University of Strathclyde). Staff will develop their confidence and skill at utilising Gaelic grammar.	Staff have an improved understanding in immersion / using grammar. Children speak Gaelic more regularly to take forward their learning and fluency. Children will be more confident in speaking Gaelic in / out of the	Children use the Gaelic language to communicate to communicate in different contexts. All staff will ensure that total immersion of Gaelic is integrated at P1 / P2 / P3 and the immersion phase from P4 – P7	Alex Nicolson (Acting HT) Fiona Rice (University of Strathclyde)	June 24	*	
Improve children’s confidence in utilising Gaelic. Track children’s learning in talking and listening in Gaelic	Improved fluency in Gaelic, children reduce their use of English in Gaelic communication by building further on immersion	Children confidence in using Gaelic improves (pre / post confidence questionnaire – Sept 23 and June 24) Tracking of Talking and Listening across all stages (integrate as part of tracking meetings)	Sami Lindsay (PT)	June 24	*	
Staff will complete an individual Collaborative Enquiry Practice on one aspect of immersion and share findings with colleagues with each other and at SGG / Govan Gaelic	Staff will a deepened understanding on immersion within GME. Staff will ensure that the principles on immersion are integrated across all stages.	Staff confidence in understanding the principles and implementation of immersion improves (pre / post confidence questionnaire – Sept 23 / and June 24)	Alex Nicolson (Acting HT) Fiona Rice (University of Strathclyde)	June 24	*	
<b>Mission 2: Improved communication with all stakeholders</b>						<b>Costs</b>
<b>Commitments(sprints)</b>	<b>Expected Outcomes</b>	<b>Measures of Impact</b>	<b>Lead Responsibility</b>	<b>Target Date</b>	<b>Core</b>	<b>PEF</b>
Evaluate how parents are communicated information on children’s progress and curriculum	Improved platforms of communication with parents on children’s progress / curriculum	Parent survey Parent Council Feedback Parent feedback from annual report card	Alex Nicolson	June 24	*	
Evaluate how the school communicates with all stakeholders	Improved platforms of communication with all stakeholders	Stakeholder survey	Alex Nicolson	June 24	*	

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Evaluative Comment (*HGIOS 4 Link Outcome to QI Challenge Questions*)

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<b>Challenge: Wellbeing and Learning</b>						
<b>Mission 1: Embed Glasgow's Nurturing principles across the school</b>						<b>Costs</b>
<b>Commitments</b>	<b>Expected Outcomes</b>	<b>Measures of Impact</b>	<b>Lead Responsibility</b>	<b>Target Date</b>	<b>Core</b>	<b>PEF</b>
All staff will engage in CLPL in Anti Bullying linked to 'Respect Me'. Create an Anti Bullying Parent group.	Improved staff skill set and knowledge and understanding in strategies that can be implemented to support behaviour. Improved behaviour across the school	Staff confidence in behaviour management, while considering environment and psychological factors.. Improved parent confidence on how behaviour is managed.	Alex Nicolson	June 24	*	
All staff will undertake training related to improve understanding on 'GCC Nurturing Principle – 'All Behaviour is Communication'	Improved self esteem and well being for all pupils. Improved targeted support for individual pupils	Increased awareness and understanding importance of social environment and correlation of emotional wellbeing and academic learning.	Jess Corbett -school educational psychologist	June 24		
Create an alternative Learning space	Calm and learning focussed environment in all 7 classes. Place of calm / support available to any pupils who require support with emotional regulation.	Address social and emotional needs. Development of vital social skills, confidence and self-respect. Achieving.	Michelle Walker	June 24		
<b>Mission 2 : Aim for consistency of teaching and learning across the school (P1 -P7)</b>						
<b>Commitments</b>	<b>Expected Outcomes</b>	<b>Measures of Impact</b>	<b>Lead Responsibility</b>	<b>Target Date</b>	<b>Core</b>	<b>PEF</b>
All staff engage in CLPL related to the GCC LILT teaching and learning programme	All staff modify and adapt teaching and learning (T &L) linked to knowledge and skills shared in LILT. Improved T&L across the school	POLLI Goal orientated and dynamic approaches. Consistent strategy across levels.	Sami Lindsay / Michelle Walker	June 24		
All staff utilise HGIOS 4 Quality Indicator 2.3 as a key evaluative tool to highlight strengths and next steps	Raised attainment across school More consistent approach to teaching and learning	Class visits Forward Planning In-set Collaborative group tasks	Alex Nicolson	June 24		
All stakeholders to revisit and update the Curriculum Rationale in line with the current demographic and context of the school	Stakeholders have improved knowledge and understanding of their pupils and context of school which guides planned teaching and learning	Updated Curriculum Rationale	Alex Nicolson	June 24		
<b>Evaluative Comment</b> (HGIOS 4 measuring impact and progress)						