

School: Corpus Christi Primary Session: 2023/2024

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| EVALUATIVE STATEMENTS |
| Quality Indicator1.3 Leadership of Change | What are the current strengths in this area? (Evaluative Statements) | What key evidence do you have of improvement in this area? (People’s views/observations/data) |
| Developing a shared vision, values and aims | * Our vision, values and aims are embedded across the school by pupils, parents and partners and therefore the school community has ownership of this.
* High standards of respect are shown by all members of our school community
* All staff show a commitment to shared educational values and professional standards.
* All staff have high expectations of all learners, while taking account of the school’s relatively high proportion of children in SIMD Quintile 1 – 58.7%
* All staff know children, families and the local community very well and our Pupil Equity funding has afforded us opportunities to develop our partnership work further and engage our parents in the life of the school.
* Staff understand the diverse Knightswood community.
* Almost all staff have a good understanding of the poverty related attainment gap and are aware of the SIMD in which children are living. This is reflected in our planning and discussed during tracking meetings and ASN meetings.
* Our shared vision and leadership at all levels ensures our school community works together to provide the best for all of our children.
* The majority of staff are committed to improving outcomes for learners by developing effective leadership opportunities for themselves and for children and families. They continue to ensure that all children experience a level playing field in their attempts to achieve.
 | * Professional discussion.
* Shared Vision, Values and Aims.
* HIGIOS 4 and This is our Faith (TIOF)
* Pupil and parent focus groups.
* Analysis of staff, pupil and parental surveys.
* Parental Engagement feedback
* How Good is Our Project
* ASN/Tracking paperwork
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| Strategic planning for continuous improvement | * All staff are committed to the agreed improvements featured in the school Improvement Plan.
* SLT enable leadership at all levels by ensuring improvement planning is realistic, manageable and appropriate.
* Yearly calendar, including WTA agreed with staff before PRD.
* All staff are involved in the process of change and in setting areas for development. We are developing opportunities to improve peer collaboration and support within and across establishments.
* There are effective self-evaluation processes in place which have enabled staff to be clear about our strengths and areas for development. All staff are involved in evaluating the impact our improvement actions have on learners’ progress, attainment and achievement.
* Staff groups meet regularly to moderate the classroom experience and attainment patterns across the school. The leadership team in the school meets with individual staff regularly throughout the year to closely track attainment and achievement.
* Staff consistently communicate their high expectations to all learners through learning conversations and quality feedback. The school has a very good range of approaches in place to support planning for improvement.
* All staff are growing in confidence in using a range of data to drive change in school. The use of SNSA , PIRA, RWI, SWST and MALT have ensured staff are developing confidence in their tracking of children’s attainment.
* Professional dialogue is of very good quality and leads to decisions which directly impact positively on children.
* All staff respond to areas of priority led by Glasgow City Council’s Improvement Challenge in Literacy and Numeracy and engage fully in professional dialogue, collegiate learning and self-evaluation.
* Through Pupil Equity funding we have improved support to the most vulnerable children and families.
* A larger management team has given more opportunities to develop areas of the curriculum, raise attainment and improve parental engagement.
 | * Professional discussions/minutes of meetings.
* School Improvement Plan Working Group minutes and outcomes.
* Ongoing evaluations of learning and teaching.
* Tracking data.
* SIMD data and analysis.
* Attendance and late coming data.
* Data identifying improvements in performance in curricular areas.
* HGIOP
* SNSA Data
* Feedback for staff regarding moderation activities
* Regular individual tracking meetings
* PRD/PDP process
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| Implementing improvement and change | * There is a sense of collective responsibility in taking forward improvements across the school. SLT provide opportunities for a range of staff to lead developments and improvements.
* The Head Teacher is very well supported by both Deputes and the Principal teachers and all work effectively to share and develop good practice through regular learning conversations, lesson observations, planning and tracking meetings.
* All teaching staff have responsibility for leading a pupil committee.
* Effective support is offered to all staff to continuously improve pedagogy. All staff are committed to improving their professional knowledge and skills maintaining a professional development plan and record.
* All staff regularly participate in professional dialogue; this includes planning learning together with stage partners and engaging in peer observation and evaluation. Staff now have individual tracking meetings on a termly basis. The use of POLLI has encouraged staff to be more reflective in their teaching and learning.
* The school consults parents as a feature of school improvement and parents are very aware of key priorities. A Parental Improvement Group ensured this work was developed further.
* Work being developed at cluster level is having an impact on children’s experiences. Transition groups and Authority moderation have had a positive impact on staff and children. This has helped staff come to a shared understanding.
* SMT encourage staff to be creative in their work. This includes stage partners working together to consider effective approaches to improving attainment and learning and teaching.
* All staff have worked to develop skills in self-reflection and evaluation to improve pedagogy and discuss personal professional development as part of our quality assurance programme.
* Learners and parents regularly engage in learning conversations where views are gathered. This has helped learners and families gain better understanding of the curriculum and the progress being made for individuals.
 | * The majority of staff take lead on an improvement or development. This include Rights Respecting Schools, Eco Schools, Fairtrade, Lidauto Si, MTV, Digital, Literacy, Numeracy, Music, Drama, HWB, Inclusive Classrooms and
* All children are members of a committee leading changing the school or community. Some of which are the Young Peoples Forum, Pupil Council, Fairtrade, Digital Leaders, Pope Francis Faith Award, Outdoor Learning, Community Links etc. (Pupils leading in Young Peoples Forum, Pupil Council Fairtrade, Eco , STEM)
* Learning visits data and professional dialogue.
* Focus groups, learner conversations
* SIP evaluations and a range of self-evaluation procedures
* POLLI
* Feedback from questionnaires
* self-reflection against HGIOS 4 form all teaching staff
* Annual staff evaluations
* Termly tracking meeting records
* PRD process; CPD plans and Records
* Curriculum pathways
* Feedback on observations of learning
* Literacy and numeracy assessment data
* Improvements in performance especially in reading and writing across the school.
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| What would be your next steps in this area for improvement?* + To continue to develop a consistent approach in learning using the methodology as highlighted in GIC.
	+ To work with staff to ensure current whole school initiative and teaching methodologies are evident in the classroom.
	+ To broaden our moderation of teaching and learning by exploring links with schools in other learning communities and other authorities.
	+ To continue with the rigorous tracking already in place.
	+ Protect time for professional dialogue between staff groups i.e. SFL, EAL and teaching staff
	+ Continue to develop our approaches to self-evaluation.
 | Overall EvaluationExcellentVery GoodGood  | GoodSatisfactoryWeakUnsatisfactory |
| EVALUATIVE STATEMENTS |
| Quality Indicator2.3 Learning, teaching and assessment  | What are the current strengths in this area? (Evaluative Statements) | What key evidence do you have of improvement in this area? (People’s views/observations/data) |
| Learning and engagement | * In almost all classes children are motivated, enjoy their learning and interact well during lessons.
* Almost all staff encourage children to take responsibility for learning, set their targets and evaluate their learning.
* Through the use of PEF we have been able to support and extend learning through other agencies, educational visits and workshops.
* Parents are fully encouraged to engage in the work of the school through a range of activities. This includes Scotland Reads, ESOL classes, Getting started, Playing with sounds Cookery clubs, Literacy clubs and homework clubs.
* All children are given a voice in the school through participation and for some, their leadership of a range of clubs and committees.
* Children know that when their views are sought they are acted upon. This has improved motivation and engagement.
* All staff continue to be inclusive, developing supportive arrangements that help children with additional needs access the curriculum.
* Targeted support and up-skilling support staff have closed the attainment gap and allowed children to access the curriculum.
* Children contribute effectively to the life of the school and wider community in a range of well-planned activities.
* Strategies to promote positive relationships and behaviour have been reviewed alongside core values; Respect, honesty, kindness, friendship, happiness. Consistent implementation of this revised approach remains a priority for the school.
* Children are encouraged to track their learning journey and share this with parents/carers using the on-line tool Showbie. Conversations with learners confirm that most are becoming more confident describing their strengths and the areas of learning to be improved. Direct observations of learning indicate that in all classes almost all children engage very well and can discuss their learning progress.
* Almost all children behave well and show high levels of respect for themselves, adults and peers.
 | * Professional dialogue, planning meetings.
* Learning visits, Learner conversations, Focus groups.
* High levels of pupil participation in range of groups across curricular areas and activities.
* Pupil/ parent surveys.
* Committees
* Attainment Data
* Learning conversations records
* Parental feedback
* Teacher’s views
* Learning & Teaching Observation feedback
* Showbie profiles and learning evidence
* Pupil and parent survey results
* Wellbeing and assessment plans
* Pastoral notes
* ASN overview
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| Quality of teaching | * Almost all teachers are well organised and thoughtful about the activities they provide.
* In most classes high-quality questioning by staff extends children’s understanding well.
* Our EAL teacher has transformed the teaching and learning of children with English as an Additional Language. The environment and wider community have been used to provide the children with survival language to help them access the curriculum. There has been a clear improvement in the attainment of these children. Regular workshops and ESOL classes have meant that parents are more confident supporting their children’s learning.
* Staff use thoughtful oral feedback regularly to help inform learners of their next steps in learning. Higher order thinking skills are beginning to be understood by learners and where this is strong, learners show great confidence using them when they lead aspects of learning.
* All teachers share clear learning intentions and success criteria well with learners and offer useful plenaries to share new learning achievements.
* Learners themselves are becoming more skilled in providing feedback to peers and are demonstrating an improved understanding of their own progress. This is an area for further development in the school.
* The Principal Teachers worked closely with classes to ensure a consistent approach to literacy and numeracy across the school.
* All staff have been provided with training and resources to support their teaching of literacy. Staff now have more confidence in the progressive teaching of literacy.
* Modelling and team teaching have provided staff with opportunities to develop shared practice and enhance practice further.
* In almost all classes children benefit from high quality creative digital learning that motivates and inspires them. This is led by staff and by pupil ‘digital leaders.’
 | * Professional dialogue, Learning visits, Learner conversations.
* Parental surveys/discussions
* Partner feedback
* Data identifying improvements in performance in curricular areas. Maybe give a couple of examples.
* Moderation and ‘Sharing the standard’ activities with staff.
* Peer/trio shadowing and opportunities to share effective practice.
* Tracking paperwork
* Peer POLLI shadowing
* HGIOP
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| Effective use of assessment | * Staff use a range of assessments in classes to monitor and assess children’s progress. In addition, good use is made of a variety of standardised tests such as SNSA and Routes Through Writing to add rigour, progression and consistency to the assessment process.
* Almost all staff include children well in the assessment process in the classroom, encouraging peer and self-assessment where appropriate. As a result, they are taking responsibility increasingly, for improving their own learning and supporting the improvements in learning of their peers.
* A calendar is now in place for assessment and tracking.
* More rigorous tracking meetings take place in order to analyse and create next steps in learning.
* Children in SIMD 1 and 2 are tracked very closely and comparatively to their peers in order to ensure the gap is closing.
* In some classes there has been a significant improvement in the attainment of children in writing.
 | * Range of assessment data analysis and appropriate interventions.
* Learning Logs, Learner Journeys
* Professional dialogue
* Planning discussions and paperwork.
* Tracking meeting paperwork
* SNSA data
* HGIOP
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| Planning, tracking and monitoring | * A calendar ensures children’s progress is tracked and discussed regularly with SLT.
* All staff plan very effectively using the experiences and outcomes in planning learning with assessment judgements made using benchmark statements. There is an effective system in place to track learner progress through and across a level using learning pathway statements.
* Staff are very aware of the socio-economic circumstances of their learners and move to reduce any effects this may have on learners’ experiences. As part of the Scottish Attainment Challenge/Glasgow’s Improvement Challenge we are focusing on the continued improvement of literacy.
* All staff work tirelessly to create a learning environment where children are motivated to be the best they can be.
* Children who have additional support needs have their learning planned with on-going targets for action and their progress is regularly reviewed.
* The Quality Assurance calendar now includes more focussed classroom visits and opportunities for staff to be reflective practitioners.
 | * Range of assessment data analysis and appropriate interventions.
* Learning Logs, Learner Journeys/E Portfolios
* Professional dialogue
* Planning discussions and paperwork.
* SIMD data and analysis
* Learning visits, Learner conversations.
* ASN plans/wellbeing assessment
* Forward plans and evaluations
* Tracking meeting records of actions
* Sampling of work feedback
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| What would be your next steps in this area for improvement?* To ensure appropriate levels of challenge across all classes.
* To provide more opportunities for staff to benefit from examples of highly effective teaching practice in the school and in other establishments. All teachers should work to mirror these high standards and shared expectations by working together to share effective teaching for learning.
* To further strengthen planning and tracking of children’s learning with tighter, smarter targets updated more regularly.
* Staff to be responsible for setting targets in Wellbeing Plans
* Improve opportunity for learning through play and levels of learner involvement in planning and review of experiences
 | Overall EvaluationExcellent Very Good Good  | SatisfactoryWeakUnsatisfactory |

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| EVALUATIVE STATEMENTS |
| Quality Indicator3.1 Ensuring wellbeing, equality and inclusion | What are the current strengths in this area? (Evaluative Statements) | What key evidence do you have of improvement in this area? (People’s views/observations/data) |
| Wellbeing | * The wellbeing of children is central to the life and work of the school. Positive relationships across the school are a key feature and all staff work to create an environment in which children feel strongly that they are listened to by the adults and that they have a trusted adult to talk to about personal or sensitive issues. This whole school approach underpins staff’s understanding of their roles and responsibilities in supporting children’s health and wellbeing.
* Throughout the school, staff work well together to provide an inclusive environment based on mutual trust and respect within a Catholic community of faith. The warm nurturing school ethos is enhanced by the staff’s commitment to recognizing and celebrating cultural diversity.
* Our school considers every child as an individual and staff understands of their individual needs.
* The introduction of our Discovery Den and Learning Lounge through our PEF has further supported for children needs and has proved invaluable in allowing children to access the curriculum. All staff understand their responsibilities for wellbeing and children’s rights and have developed effective partnerships to support this. This has been further enhanced through PEF, might be worth specifying here or maybe in Evidence
* The parent body have worked with staff to introduce a Parent Support group for children who have ASD.
* We have an effective tool from P.4-7 to support our wellbeing work which is positively impacting on outcomes for pupils.
* The school plans opportunities across the curriculum for children to develop their knowledge and understanding, skills, capabilities and attributes to support their mental, emotional, social and physical health and wellbeing.
* Celebrations of children’s individual achievements from both within and out with school are given a high profile though assemblies, the school app and website, again a couple of examples might work here.
 | * Pupil/staff/parent surveys.
* Professional discussions, focus groups
* Assembly agendas
* SHANARRI wellbeing wheel tool providing pupil profiles P.4-7.
* Planning paperwork identifying agreed intervention for individual and groups of children.
* WAPS
* Minutes from Parent meetings
* Learning Journeys from Discovery Den ad learning Lounge
* Photographic and video evidence
* ASN/ tracking paperwork
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| Fulfilment of statutory duties | * We comply and actively engage with statutory requirements and codes of practice. All staff, learners, parents and partners know what is expected in these areas and are involved in fulfilling statutory duties to improve outcomes for children and young people.
* The school embraces the Getting It Right For Every Child approach and strives to meet the needs of all children effectively. Strong partnerships with parents ensure they are fully involved in planning and decision-making related to meeting the needs of children.
* The Headteacher, leadership team and teaching staff have a well-developed knowledge and understanding of legislative requirements and are proactive in ensuring that these have a positive impact on children and their families.
* The individual needs of learners are identified early and support and interventions targeted effectively. Systems to monitor, track and plan for individual learners are managed well. The school has effective strategies in place to help children overcome any barriers to their learning.
* Those who have additional support needs are supported meaningfully through targeted individualised learning plans. (WAPs)
 | * Ongoing evaluations of Wellbeing Support Plans (WAP’s)
* Effective and targeted use of SEEMIS to record needs and Pastoral notes.
* Minutes from SIIM and JST meetings.
* Professional dialogue.
* Parent/carers views.
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| Inclusion and equality | * We have clear procedures in place to identify and support children with additional support needs. Our staged intervention approach is used well to consider the needs and identify appropriate interventions. Teachers meet with SLT regularly to discuss children’s needs and review interventions
* We use a range of data and intelligence to inform our planning and next steps in learning and teaching.
* All of our children benefit from a range of lunchtime and after-school activities including
* 100% of our children are part of a committee/group.
* Attendance is monitored and appropriate support provided to children and families. SLT visit houses of children who are poor attenders.
* Soft start and soft finish are part of the school day to address late-comings and smooth transitions.
* Lego club and lunchtime clubs support children who struggle in the playground.
* Regular whole school assemblies focus on aspects of Global citizenship including land reclamation, children’s rights, child labour and rights respecting schools work. Children are able to articulate their rights and responsibilities and can show empathy and understanding for other world communities.
 | * Assessment and tracking information.
* Professional dialogue, learning visits, learner conversations.
* WAP’s
* SIMD data and intelligence noting current trends.
* Attendance and late coming information.
* Minutes from range of meetings with partner agencies.
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| What would be your next steps in this area for improvement?* Health and Wellbeing to be a focus at assemblies led by SLT. – not sure what that means. Maybe a wee example will clarify.
* Health and wellbeing to be tracked across the school using Glasgow’s Motivational Toolkit
* Further develop our commitment to celebrating cultural diversity within the school and our community further within our curriculum rationale.
* Monitor children’s leadership involvement and ensure equity of opportunity.
* Further develop record keeping and the implementation of codes of practice to support wellbeing outcomes.
* Further develop range of attainment information, particularly for children with support needs, to measure impact of interventions.
* Continue to improve individualized support to children through partnership with Psychological services, SALT and GDSS
 | Overall EvaluationExcellentVery GoodGood  | SatisfactoryWeakUnsatisfactory |

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| EVALUATIVE STATEMENTS |
| Quality Indicator3.2 Raising attainment and achievement | What are the current strengths in this area? (Evaluative Statements) | What key evidence do you have of improvement in this area? (People’s views/observations/data) |
| Attainment in literacy and numeracy | * Overall children’s attainment, including those with additional support needs, in literacy and numeracy has improved. Actually, show that improvement in here – This year; trends; etc. You can cut down the words to allow you to put that in.
* The school Curriculum for excellence data is informed through a range of professional dialogue with senior leaders, on-going pupil work, planned assessments and tracking using benchmark statements.
* As a result of tracking and monitoring of children’s progress, planned interventions are put in place which respond to the identified issues.
* The Improvement Challenge (GIC) has focused on writing and has provided opportunities for modelling, team teaching and sharing of good practice. Children in SIMD 1 and 2 have made good progress and we have closed the gap in writing. Stats in here too.
* Through GIC planned outcomes successfully delivered have been that through staff development there has been an increased understanding and knowledge of the ‘Literacy for All’ genre approach in the teaching of writing. Through the introduction of the ‘Routes Through Writing’ assessment tool all teachers will have a shared understanding of the planning and assessment of writing to enhance and raise standards for our learners.
* Learners have improved fluency and confidence through the Scotland Reads paired reading programme. Learners have improved their phonological awareness and confidence to spell words through the ‘Getting Started’ programme. There should be specific data to evidence this.
* A ‘Good Lesson Guide’ has been issued to all staff in relation to writing. This has been used along with the HGIOS4 Quality Indicators 1.3 Leadership of Change, 2.3 Learning, Teaching and Assessment, 3.2 Raising Attainment to monitor observed teaching lessons by SLT and for use with the POLLI
 | * We have a wide range of data to track evidence that children are making good progress each term. These include:
* Learning visits, documented evidence in jotters, Learning Journeys, pupils’ focus groups.
* Professional dialogue and conversations around planning, tracking and minutes of meetings.
* Assessment information detailing writing progress in the whole class and with the SIMD 1 and 2 group and monitoring the closing of the attainment gap.
* Getting Started assessment information.
* HGIOP evidence
* POLLI (Peer Observations of Learners Leading to Improvement)
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| Attainment over time | * We are continuing to raise attainment over time in all curricular areas. Most children are making good progress. Data for this
* Staff are starting to use the benchmarks to track other curricular areas and are becoming more confident using the benchmarks.
* All staff are using the data and intelligence we have to identify trends and provide appropriate interventions. This is leading to more consistency in improving attainment across the school.
* Our robust tracking systems, assessments and sharing the standard are impacting on the quality of learning and teaching and attainment over time.
* As a result of effective tracking and monitoring procedures, any gaps in children’s learning is identified and addressed to support continuous improvement for learners. Where there is a risk of attainment slipping prompt, action is taken by staff.
 | * Range of data, including standardized assessments.
* Tracking information.
* Professional dialogue, planning meetings.
* Minutes of meetings.
* Minutes of moderation activities, staff views.
* Learning visits, learner conversations, focus groups.
* HGIOP
* POLLI
* Glow surveys
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| Overall quality of learners’ achievements | * The school’s actions to promote children’s achievements across the four contexts for learning are continuing to improve. Children are offered a wide range of opportunities to enhance their personal achievements in relation to themes such as education for enterprise, citizenship, sport and learning for sustainability.
* Our children are confident and contribute to the life of our school very well. They take on a range of responsibilities and leadership roles. Our digital leaders are a particular strength within our school, just exemplify what they’ve done.
* All children participate in a wide range of lunchtime and after-school clubs, and committees.
* We celebrate pupil achievements through displays, newsletters, certificates, Learning Journeys, E-portfolios, Twitter and assemblies.
 | * Leadership roles undertaken by pupils.
* Impact of these roles on learning.
* Tracking of pupil’s participation in lunchtime, after-school clubs, and committees - registers/certificates. What is this telling you?
* Photographs of displays Twitter.
* Learning Journey /E portfolios evidence.
* Assembly photographs.
* School and class newsletters.
* Fairtrade accreditation
* Cycle Friendly School
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| Equality for all learners | * This is embedded in our Vision, Values and Aims.
* All staff are fully briefed and are aware of groups of vulnerable children or those who may be disadvantaged in their learning. Each class teacher knows exactly who is SIMD 1 and 2. Our tracking systems are leading to improvements for all our pupils.
* We have a strong focus on respecting others’ rights and promoting equity. All staff now have a clear picture of potentially disadvantaged learners and tracking their attainment and achievements is a priority for the school
* Success is celebrated in every class and children motivated through our PPB strategies. Children are encouraged to share their achievements and successes outside school during Assemblies, Twitter and their Showbie profiles.
* Our involvement in Scotland’s Attainment Challenge/Glasgow’s Improvement Challenge is leading to further improvements in literacy, numeracy and skills for learning, life and work in partnership with Clyde College, ESOL ‘Beginner’s English’ classes were introduced to targeted EAL parents to help improve their English and in turn improve their engagement in helping their children with their learning.
 | * Vision, values and aims embedded across whole-school community, displayed around our school in child-friendly language.
* Termly attainment/ASN data.
* Professional dialogue/planning meetings and paperwork.
* Minutes of meeting s including Collegiate sessions.
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| What would be your next steps in this area for improvement?* To utilise our improved tracking records, which includes a detailed record of children’s progress, wider achievements and ASN needs in one record.
* To provide further opportunities for staff to engage in a range of moderation activities in our school, cluster and beyond in order to share the standard and have consistency in approaches, standards and assessment. Staff would continue to be actively involved in transition and LIG groups. This will result in a more outward looking and forward approach.
* Continue to embed the Scottish Attainment Challenge GIC ‘Literacy For All’ approaches for reading and writing talking and listening. Continue using the GDSS Getting Started programme with targeted pupils and upskilling SFLW in supporting this intervention. Continue to embed the Scottish Attainment Challenge GIC ‘Glasgow counts’ approaches across all classes.
 | Overall EvaluationExcellentVery GoodGood  | SatisfactoryWeakUnsatisfactory |
| EVALUATIVE STATEMENTS |
| Quality Indicator 1.2Leadership of LearningOptional | What are the current strengths in this area? (Evaluative Statements)  | What key evidence do you have of improvement in this area? (People’s views/observations/data) |
| Professional engagement and collegiate working | * Across the school there is a very clear culture of teamwork, collegiate working and a commitment to professional learning.
* All staff are willing to participate in professional learning in school, in our cluster and beyond.
* Almost all staff confident to try new approaches in their classrooms.
* A number of staff have engaged in practitioner enquiry and this has influenced work in classrooms. Staff work well with stage partners in planning learning. Staff have engaged positively in the ‘Literacy For All’ methodologies and strategies and have actively engaged in continuous lifelong professional learning (CLPL) and the professional standards.
* There is evidence of strong leadership of learning by staff at all levels and in a range of contexts.
* All staff work collaboratively with colleagues, learners, partners and parents to take forward improvement priorities and learn with and from each other.
 | * Professional dialogue. Continuing CLCP of all staff including records/plans.
* Planning meeting minutes and next steps.
* Wide range of internal/external CPD opportunities that staff attend and evaluations and impact statements.
* Learning visits, Learner conversations, Focus groups, Glow surveys, HGIOP.
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| Impact of career-long professional learning | * Staff are committed to career-long professional learning. This includes working with cluster colleagues to improve literacy across the school. Staff are eager to engage in learning that enhances learning and teaching and supports progression in their career.
* Our staff maintain effective records of their professional learning and development and create a clear
* professional learning action plan
 | * Professional dialogue. Continuing CLCP of all staff including records/plans.
* Planning meeting minutes and next steps.
* Wide range of internal/external CPD opportunities that staff attend and evaluations and impact statements.
* Learning visits, Learner conversations, Focus groups, surveys.
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| Children and young people leading learning | * We provide a wide range of opportunities and support to ensure children and young people can take responsibility for their own learning, successes and achievements
* Children enjoy a wide range of leadership opportunities across the school. This includes roles such as digital leaders and Committee leadership roles.
* Children enjoy taking responsibilities in classrooms and around the school. They can talk about what they are doing in the class and they are enthusiastic about learning in school.
 | * Wide range of leadership opportunities which children are engaged in.
* Digital Leaders profile across the school and providing support in class, assemblies, and whole-school events.
* Learning visits, Learner conversations, Learner Journeys/E portfolios, Learning Logs, Focus groups.
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| What would be your next steps in this area for improvement?To ensure that professional activities are shared across the school that the impact on children’s experiences is evaluated. Staff will engage in CLPL opportunities in digital technology, literacy and in the rights of the child. To further support children to be able to discuss the skills they are learning, including skills for learning, life and work. Continue membership of committees and leadership roles, using job applications and interviews.Provide topics and opportunities linked to business. | Overall EvaluationExcellentVery Good Good | SatisfactoryWeakUnsatisfactory |

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| Establishment Profile |
| Headteacher/Head of Establishment | Gayle Macdonald |
| Senior Leadership Team | Nicola Farrell – DHTBreandan McHugh -DHT |
| Area/Local Improvement Group | LIG 2 – North West |
| Learning Community | St. Thomas Aquinas |
| Roll | 402 |
| FME/SIMD Profile | 59% pupils SIMD quintile 130% Pupils English as an additional language.FME |
| Linked School Trios/Quads | Glasgow’s Improvement Challenge – Cluster schools – St. Ninian’s primary and Blairdardie Primary |
| Key School Partners | Glasgow life, GDSS, SLT, YMI, Learning Community establishments, Red Cross, CAMHS, NHS - school nurses, Linkes group, EAL outreach, Highpark Outreach, Clyde College ESOL classes |
| School Awards | Fairtrade re-accreditation, Rights Respecting School Bronze Award, Platinum 2 Partnership Award, Cycle Friendly School. |
| Key School Initiatives | Rights Respecting Schools, Digital Leaders, Science involvement with SSERC and STEM Learning Polar Explorer Programme. |
| Staffing Information |  |
| Other information |  |
| Date of most recent HMI Inspection | February 2017 and Follow up report June 2018 |