# 20mmMarkMonoKGlasgow City Council Education Services

# Improvement Planning

|  |  |
| --- | --- |
| Establishment | **Swinton Primary School** |
| LIG Area  | **NE** |
| Session | **2018-19** |

**CONTENTS**

1. Vision, Values and Aims

2. Summary of Self-Evaluation Process

3 Priorities for Improvement in the current session

4 Action planning

5 Appendices:

* 1. Action Plan Summary for Stakeholders

**Signatures:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Head of Establishment** | **Emma Gilles** | **Date** | **17/9/18** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Area Education Officer**  | **Andrea Reid** | **Date** |  |

| **1a Our Vision, Values and Aims** |
| --- |
| In Swinton Primary we strive to have children who feel happy and confident and proud of who they are. Who are given the opportunity to be all they can be to reach their full potential in life.We aim to provide the best possible education for our children by creating a school where everyone works together to ensure we all feel valued and respected. We do this by setting high expectations and ensure learners have exciting and challenging opportunities.Our School ValuesTrustCareHappinessResponsibilityRespect**stars** |

| **1b How our Vision, Values and Aims were developed and how stakeholders were consulted** |
| --- |
| **Our vision, values and aims were created in conjunction with all our stakeholders. Views were gathered at parental workshops and using questionnaires. All staff were asked to work together to share their thoughts during an in-service day. Pupils worked together during interactive assemblies to discuss what they felt made Swinton ‘Swinton’.**  |

|  |
| --- |
| 1. **Summary of self-evaluation process**
 |

| **How we carried out our self-evaluation and involved stakeholders** |
| --- |
| Parents complete evaluations after every school event this allows us to look at ways to improve events and evaluate the success of the event. As we get a high level of turn out at parents meetings this is an ideal opportunity to give out feedback information to parents and to ask for opinions and views. Last session we also used online Glow surveys to engage with parents in the self- evaluation process. Parents at our final parent council meeting of the session and final parents evening gave their feedback on the strengths of the school and areas for improvement and these have been used in our 2018-19 SIP. This session will be continuing to support teaching staff to engage with the professional standards in the self-evaluation process and to focus on the impact of continuing professional development. We work hard to link the development work in the school and staffs’ individual development needs to give effective PRD opportunities.We regularly evaluate teaching and learning during SMT observations, peer observations and joint SMT/teacher learning walks. Pupils are fully involved in the self-evaluation process. Biannual interactive assemblies are held to allow pupils to share their thoughts on strengths and areas for improvement. Self –evaluation is continuous throughout the year, through School captain’s surgeries, playground council and school committees pupils. The Strategic Planning group met every term to evaluate progress in line with the SIP. This ensures effective progress through tasks as planned and allows for discussions to take place in regard to any changes in direction. We regularly evaluate improvements throughout the year with all stakeholders. All teachers are members of each working group to ensure all views are heard. Support staff have regular involvement in the self-evaluation process, during in-service days. |

| **High level question** | **Key strengths** | **Areas for improvement** |
| --- | --- | --- |
| **How good is our leadership and approach to improvement?** | All staff work effectively to implement change and improvement from working parties that impacts all children’s learning experiences. Staff work effectively as a team. There is a strong ethos of sharing practice, and of peer support and challenge.Our children are motivated, articulate and eager to participate in learning and play an active role in what they do on a daily basis. | To develop opportunities for pupils to be more involved in leading their learning. Further develop pupils ability to reflect on their learning and identify their next steps.Further develop practitioner enquiry to ensure planned developments have research evidence of improvement |
| **How good is the quality of care and education we offer?** | We have a very positive, welcoming ethos, as a Rights Respecting School this impacts all we do. Teachers plan exciting and engaging learning experiences for children and work hard to develop their individual skills and talents. Commitment and teamwork from all staff to ensure that all the children are happy, safe and achieving their potential.  | To meet the needs of by developing more robust support for learning programme. By ensuring assessments in place support identification of learner’s needs and the support provided is researched and evidence based.To further develop staff, parents and pupils understanding of the Nurture Principles and review current pastoral interventions to ensure they reflect these principles  |
| **How good are we at improving outcomes for all our learners?** | We regularly monitor the experiences and curriculum we provide to all children to look for opportunities to improve. All members of staff are involved in school improvement and we have a genuine commitment to distributed leadership allowing us to learn from the strengths of all individuals in our team.  | Involving all stakeholders in creating pastoral systems and interventions which reflect the Nurture Principles and support the well-being of all pupils.Improving attainment in writing by working as a whole school to improve teaching, learning and assessment practices in writing. |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 3. | **Priorities for improvement in the current session** |  |  |  |  |  |  |  | **Year** | **2018-19** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No.** | **Priority** | **Stage of development** | **Main driver of priority:** |  | **Alignment to:** |
|  |  | **Exploring, Developing or Embedding** | **Self- Evaluation/VSE** | **Education Scotland report** | **QI** | **Wellbeing****Framework** | **Service****Priorities** | **Collaboration and Partnership** **Working** |
| **1** | **Nurture**  | **Developing**  | **x** |  | **3.1 Ensuring wellbeing, equality and inclusion****1.1 Self-evaluation for self-improvement** | **Nurtured** **Included** **Achieving**  | **Nurture** | **Ed.Psych.****Other specialist organisations****Quarriers****Other nurture school staff** |
| **2.** | **Raising attainment in writing** | **Developing** | **x** |  | ***2.3 Learning, teaching and assessment******2.4 Personalised support******3.2 Raising attainment and achievement*** | **Achieving** | **Raising Attainment** | **Aultmore Park Primary****Glasgow Improvement Challenge Team****LC moderation** |
| **3.** | **Improving and developing support for learning programme** | **Developing** | **x** |  | ***2.2 Curriculum*** ***2.3 Learning, teaching and assessment.******3.2 Raising attainment and achievement.*** | **Included** **Achieving****Respect** | **Raising attainment and closing the attainment gap** | **GDSS****EAL team****Ed Psych** |

|  |
| --- |
| **4. Action Planning** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Priority No.** | **QI**  |  Priority  | **Expected outcomes for learners which are measurable or observable** |
| **1** | **3.1 Ensuring wellbeing, equality and inclusion****1.1 Self-evaluation for self-improvement** | Developing effective nurture support and strategies across the school (Incorporating Mindfulness training to support pupils and staff) | Nurturing principles will be incorporated in all classrooms and learning. All staff are sensitive and responsive to the wellbeing of each individual child.Boxall assessments are used for targeted pupils to identify development need and the support required.All pupils involved in nurturing provision show improvement in following a block of intervention All pupils well-being improves, demonstrated/measured through increase in well-being self-evaluation. |

| **Tasks to achieve priority**  | **Timescale****and checkpoints** | **Those involved – including partners** | **Resources and staff development** |
| --- | --- | --- | --- |
| Staff to take part in weekly Mindfulness training. This will be part of their CPD and will then be incorporated in their practice. All pupils to be trained in Mindfulness following staff training | August 2018September 2018 October 2018- December 2018 | All staff Quarriers partnership | CAT sessionsTime from Working time agreementDo Be Mindful practitioner training (PEF)Do Be Mindful pupil programme (PEF) |
| Staff to meet to explore Glasgow’s nurturing principles and practice. They will share current practice/strategies and discuss areas of improvement to ensure the nurturing principles are promoted across the school. | October 2018January 2019April 2019 | All staff  | CAT sessionsTime from Working time agreementPRDSFL/Quality Feedback and Tracking MeetingsIn house training from staffApplied Nurture Framework- Practioner Staff Questionnaire, Pupil Forum questions, Parental questionnaire |
| Staff to receive training on Nurture support including practical strategies |
| Weekly nurture sessions provided for identified children and strategies shared with staff for support across their school life.  | October 2018 to June 2019 | Working party staff All staff with identified childrenQuarriers partnership | SFL/Quality Feedback and Tracking MeetingsSMT/Peer ObservationsNurture trained staffBoxall profileBeyond Boxall |
| Quarriers worker to use Let’s Talk programme to support targeted pupils’ well-being, provide opportunities to support all pupils with their well being and develop stronger partnerships with parents | November 2018 | Quarriers partnershipAll staffParents |  |
| Engage with all stakeholders to develop a shared understanding and vision of inclusive, nurturing practice  | January 2018 | All staffParentsEducational PsychologyENPs |  |

|  |
| --- |
| **Evidence of Impact**  |
| Nurturing principles will be incorporated in all classrooms and learning. All staff are sensitive and responsive to the wellbeing of each individual child – evidence gathered through observations, quality feedback conversations and monitoring and tracking conversations, Nurturing framework practitioner questionnaire, pupil forum discussionsBoxall assessments are used for targeted pupils to identify development need and the support required – evidence gathered through observations, quality feedback conversations and monitoring and tracking conversations.All pupils involved in nurturing provision show improvement in following a block of intervention- evidence from Boxall profile (pre and post interventions) All pupils well-being improves – evidence gathered using well-being self evaluations, PASS assessments, observations of pupils, quality feedback conversations and monitoring and tracking conversations, Quarriers’ records and evaluation of engagement and well-being.Stakeholder questionnaire |
| **3. Action Planning** |

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Quality Indicator** |  **Priority**  |  **Expected outcomes for learners which are measurable or observable.**  |
| **1** | 2.3 Learning, teaching and assessment2.4 Personalised support3.2 Raising attainment and achievement |  Review and development of support for learning programme.  | * Increased staff confidence and accuracy in identifiying learners needs, selecting and implementing appropriate support programmes or resources and assessing and tracking progress.
* Children receiving targeted support and show measurable improvement after a defined block of intervention.
* Target support is research based.
* Assessments carried out as baseline and to measure progress at the start and end of each block of intervention.
* Progress is measured and robustly tracked using new monitoring and tracking systems.
* Interventions are tailored and altered in line with tracking to ensure all work is showing positive impact on attainment.
 |

| **Tasks to achieve priority**  | **Timescale****and checkpoints** |  **Evidence of Impact > (data, observation, views)** |
| --- | --- | --- |
| 1. Audit of current practice, staff opinion and resurces.  | Nov 18 |  Staff will identify key strengths and areas for development in current support for learning programme and this will be used to inform development. List of current resources will be compiled along with information on what needs these are used to address and effectiveness in practice.  |
| 2. Gather data on children who have been part of support for learning programme in past 5 years as baseline.  |  Oct 18 | Information gathered on: children involved, areas of curriculum support was required in, length of time receiving support, standardised scores across this time and any identified additional support needs.  |
| 3. Review and development of current referral process and documentation.  | Nov 18 | Current referral process will be reviewed by all staff involved. New referral process will include more information relating to GIRFEC, current assessment levels and staff observations, benchmarks, more specific detail on need to be addressed. Consideration must be given to ensuring this is a working document, useful to all involved and how document may be used in the future i.e. at SIIM/ JST meetings etc. One document to be used for referral and assessment. |
| 4. Staff to conduct research into relevant and effective programmes of work and resources that could be used in school as part of support for learning programme. Contact other schools and agencies such as GDSS.  | Mar 19 | Comprehensive database of resources both current and new to be created to support support for learning programme. This will include list of resources/ programmes, the area of development they can be used to address, appropriate age ranges, level ranges etc. Hard copy of resources and method of storing to be created as appropriate.  |
| 5. Research appropriate assessments.  | Mar 19 | Appropriate methods of assessment to be established as baseline for each block of support for learning and to assess impact at the end of each block. |
| 6. Staff training. | Ongoing | Establish in what areas training is required  |
| 7. Database to track impact of sfl across school years to be created.  | May 19 | ASN coordinator to record assessment results in central database to analyse impact of support for learning. If no impact sohwn over a period of time, support must be reassessed.  |
| 8. Review and revision of support for learning policy.  | May 19 | Policy to encompass:Identification and referral process. Communcation with parents, carers and pupils. DocumentationAssessment (Baseline, summative and formative)Resources and programmes of workEffective implementationTrackingReview process.  |

|  |  |
| --- | --- |
| **Staff leading on this priority – including partners**  |  **Resources and staff development** |
| Kirsty Brown- Lead.  | AuditEducation Scotland frameworks for assessment and moderationGIRFECBenchmarksNew resources and programmes of work (to be identified through research)Appropriate standardised assessments (to be identified through research)Staff training from agencies such as GDSS. Tracking database. Policy.  |

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Quality Indicator**  |  **Priority**  |  **Expected outcomes for learners which are measurable or observable.**  |
| **3.** | **2.2 Curriculum** **2.3 Learning, teaching and assessment.****3.2 Raising attainment and achievement.**  |  Developing the curriculum in literacy.Planning, tracking and monitoring.Atttainment in literacy. | We will be able to more effectively plan a range of writing experinces for children, better covering a range of appropriate genre across a level. We will be able to improve staff abilities in teaching writing, by providing a range of training on new resources including digital ones.We will build capacity in staff and in relation to their teaching, learning and assessment in writing, linking it more directly to the literacy benchmarks.We will improve attainment in writing and be able to provide more accurate and better moderated data for our pupils. |

| **Tasks to achieve priority**  | **Timescale****and checkpoints**  |  **Evidence of Impact > (data, observation, views)** |
| --- | --- | --- |
| Create new three year planning cycle to ensure appropriate coverage of genres. | Oct 2018 | Views – seek views of staff on new three yearly planning cycle. Staff will identify key strengths and areas for development in proposed format of writing plan. This will be used to inform further developmetns and improvements before roll out session 19/20. |
| Create new progressive planners that incorporate all key technical targets and genre requirements in line with benchmarks. | Feb 2019 | Planners will relate directly to the benchmarks and genres be more readily matched to the children’s developmental stage. SMT will be able to identify children being more able to talk about specific writing targets. Staff will be able to demonstrate and SMT will be able to monitor children’s achieving a level across a range of genres during the three year cycle for each level. |
| Visit other schools to see writing planners and assessments being used. | Dec 2018 | L Maxwell will be able to observe impact of a rnage of planners and assessments being used in other establishment and consider their impact on raising attainment in writing. |
| Visit Bannerman to discuss critical essays and accompanying teaching resources. | Feb 2018 | Later stages of second level staff will be have improved skills and knowledge to teach this genre of writing and to be able to assess effectively to provide appropriate skills to aid transition. |
| CPD opportunities for staff on a range of writing approaches and formative assessment to improve attainment in writing. | May 2019 | Comprehensive training on the range of writing resources, both current and new, to be used to support support planning and teaching of writing across a range of genres.  |
| Review ‘writing for an audience’ | Nov 2018 | Staff will be able to agree a more effective format for writing for an audience. The children’s views will be sought as to the value of this type of writing and how it impacts their reason for writing. |
| Create new assessment criteria in line with benchmarks for each stage and end of a level. | Feb 2018 | Implement new Criterion scale (with adaptations) to link more closely to benchmarks. Data collected will provide evidence of attainment in writing and allow longer term tracking by SMT. Staff will use data to advise pupil’s of next steps in learning and this will be observable in class lessons and through learning conversations. |
| Carry out moderation with new criteria. | March 2019 | Staff will compare data to ensure consistency across levels using new criteria. Staff will be able to provide views on new assessment process. Staff will be competent to mark term 4 cold piece using new criteria to provide more accurate standardised assessment data closely aligned to benchmarks, |

|  |  |
| --- | --- |
| **Staff leading on this priority – including partners**  |  **Resources and staff development** |
| Lesley Maxwell – Lead | CAT sessions, Time from working time agreement.Monitoring paperwork, observation feedback sessions.In-service input to develop staff capacity. Share good practice from other establishments.CFE Literacy benchmarksRange of new resources, including digital ones.CPD input from Literacy for All Leadersof Learning.Education Scotland frameworks for assessment and moderationNew resources and programmes of work (to be identified through research)Appropriate standardised assessments (to be identified through research) |