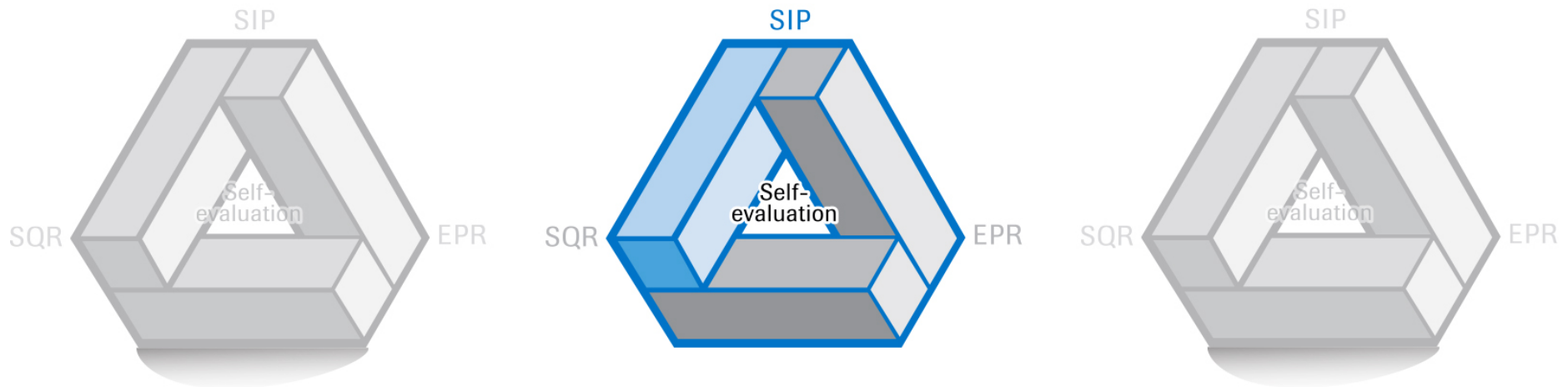




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# Supporting Improvement: **School Improvement Plan**



**Session: 2019-2020**

Establishment	<b>Glasgow Gaelic School (3-18)</b>
Head of Establishment	<b>D McComb</b>
Area/Local Improvement Group	<b>North West/Lig 1/ Cluster24</b>
Head of Service	<b>J Wilson</b>
Area Education Officer/ Quality Improvement Officer	<b>Alison Bowers</b>

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1. Vision, Values and Aims
2. Summary of Self-Evaluation Process / Priorities for Improvement in the current session
3. Action Planning

**Action Plan Summary for Stakeholders**

<b>1. Our Vision, Values and Aims</b>
Our vision:  At Sgoil Ghàidhlig Ghlaschu we work together in our learning community to revitalise the Gaelic language and culture, encourage all to be proud ambassadors of the Gaelic language and provide opportunities and experiences which: <ul style="list-style-type: none"><li>• nurture, care and develop our young people to be all they can be,</li><li>• support life-long learning,</li><li>• develop partnerships,</li><li>• inspire and celebrate achievement</li></ul> Our values:  We believe in and encourage all within our learning community to demonstrate the same shared values:

## 1. Our Vision, Values and Aims

- Urram/Respect – for all in our diverse community.
- Uallach/Responsibility - for behaviour, attitude, and work.
- Mòr-inntinn/Ambition – for individuals and the nursery

We aim to be an inclusive, successful nursery supporting and developing our children to be the new speakers of the Gaelic language and continuing to raise attainment and achievement for all.

## 2. Summary of our self-evaluation process.

This session, the Nursery's self-evaluation processes were:

- LIG networking and development of staff groups to plan effectively and implement key skills in relation to STEM.
- Playroom monitoring and professional dialogue with all staff.
- Feedback from parents and partners.
- Views of the children.

### **Strengths identified:**

- The role of the adult within the playroom is more defined. All adults have developed a deeper knowledge of their role within a play-based environment and ensure their interactions with the children support and meet the needs of each individual.
- The promotion of the characteristics of effective learning are embedded into practice which ensure the children reflect and develop their approach to learning and challenges.
- Improvements in recording and sharing learning with parents using the see-saw have ensured all families are able to engage in their child's progress and development.
- Parental engagement in the life of the nursery is high with almost all families attending events throughout the year and being active partners in supporting their child's development.

## 2. Summary of our self-evaluation process.

### Priorities for development:

- 1 To further improve the outcomes for the children by developing our knowledge of Early Years pedagogy through the participation of the Tapestry programme.
- 2 To develop our partnerships with our families by producing home-link literacy resources and support materials.
- 3 To further support the children's numeracy skills through developing our block play and pattern awareness experiences.
- 4 To work in partnership with other EY establishments and Primary colleagues in the process of Moderation to ensure there is a shared understanding of the expected standard within curricular areas at each Level.

## 3. Action Planning

No.	Quality Indicator	Priority
1	1.3 2.2 2.3 3.2	To improve levels of attainment and achievement.

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
<b>Staff leading on this priority – including partners</b>	<b>Resources and staff development</b>	

No.	Quality Indicator	Priority
2	2.4 2.5 2.7 3.1	To further develop our partnerships with families.

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)

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

No.	Quality Indicator	Priority
3	2.2 2.3 2.5 3.2	To raise attainment in numeracy

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)

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

No.	Quality Indicator	Priority
4	2.3	To embed the process of moderation into planning and assessment to ensure the best outcomes for all children.

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)

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