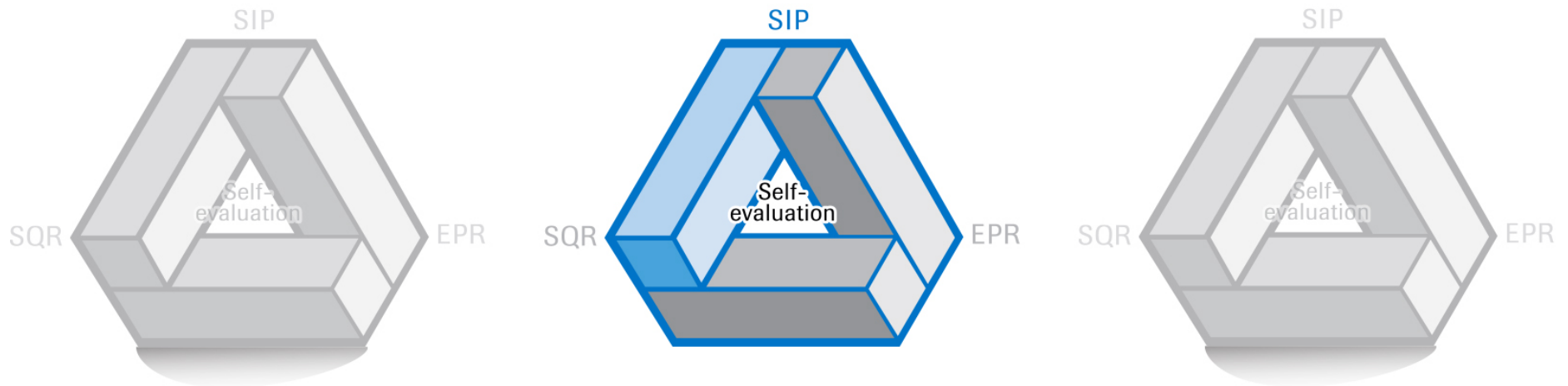




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Supporting Improvement: **School Improvement Plan**



Session: 2019-20

Establishment	Glasgow Gaelic School (Primary)
Head of Establishment	D McComb
Area/Local Improvement Group	North West/LIG 1/ Cluster24
Head of Service	J Wilson
Area Education Officer/ Quality Improvement Officer	David Byrne/Julie Steel

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2. Summary of Self-Evaluation Process / Priorities for Improvement in the current session
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Action Plan Summary for Stakeholders

1. Our Vision, Values and Aims
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">• nurture, care and develop our young people to be all they can be,• support life-long learning,• develop partnerships,• inspire and celebrate achievement 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 school

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

2. Summary of our self-evaluation process.

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

Primary:

- An analysis of the performance of pupils in P1, P4, P7 in literacy and numeracy and to identify areas to be supported from the Pupil Equity Fund:
- Literacy - PT PEF – tracking and analysis of Gaelic spelling and grammar skills at BGE with selected pupils (SIMD/Not on track)
- Numeracy – PT PEF – tracking and analysis of numeracy skills at BGE with selected pupils (SIMD/Not on track)
- DYW – PT PEF – partnership planning and raising awareness of DYW skills across all curriculum

Learning and teaching:

- The school has a well-established classroom observation system with two classroom visits, professional dialogue, peer observations and agreed action points for each teacher.
- Key staff involved in the CLOL trios visits leading to increased knowledge of pedagogy in literacy
- Key staff involved in CLPL and raising awareness of the use of evaluative language in identifying school improvement.

Parents and Partnerships:

- Evaluations from partnership activities
- Evaluations of parent /guardian meetings,

2. Summary of our self-evaluation process.

- audit of school improvement activities with Parent Council

Strengths identified:

- School performance in Gaelic/English literacy and numeracy with support from CLOL (GIC) and PT HWB (PEF)
- SEEMIS Tracking procedures providing accurate information and informing action planning for children
- Pedagogy and Equity –all staff engaged in TLC’s to improve classroom experience for children
- Embedding of nurturing principles with additional targeted support through PEF funding e.g.yoga, Bethany Trust and Barnardo’s
- Wider achievement and DYW/citizenship strategy

Priorities for development:

1:To improve levels of attainment in Literacy and Numeracy

2:To improve health and well-being for all children and young people

3:To increase leadership of learning at all levels

4: To develop capacity for Digital Learning across the school

3. Action Planning

No.	Quality Indicator	Priority
1	2.2 2.3 2.7 3.2 3.3	To raise attainment and achievement.

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
Revise and renew Numeracy policy in line with Glasgow Counts Framework.	October 2019 February 2020 May 2020	All staff use the Glasgow Counts framework for planning and assessment of numeracy. Increased levels of attainment in Numeracy across the school. Increased knowledge, confidence and understanding of numeracy by all staff. All pupils can discuss their strengths and areas for development. All pupils can identify links within Numeracy and its' application with other areas of the curriculum.
Increase staff knowledge and understanding of moderation. Embed moderation practices across the curriculum.	August 2019 November 2019 February 2020	All planning evidences progression using E's and O's linked to benchmarks. All staff are confident in the moderation processes and work with partners to ensure the standards are demonstrated and attained. Children are involved in planning and moderation activities. Children can articulate and demonstrate their knowledge, skills and attributes.

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
Review current policy for the development of English language and literacy P4-P7 including resources.	November 2019 June 2020	Increased levels of English literacy attainment The progressive framework provides support and guidance for staff to meet the needs of all learners Increased resources available to support the development of English reading. Library systems in place in all classes
GIC - Reading into Writing Year 3. Embed reading into writing strategies Establish Routes through Writing planning and assessment formats Integrate Digital Literacy into learning and teaching through CPD sessions Update writing policy in line with Literacy for All (LfA) Writing Framework and Digital Literacy	September 2019 February 2020 May 2020	All staff using identified approaches for reading into writing. An increase in pupil attainment of reading and writing across the school Pupil voice reflects an increase in confidence and ability to discuss reading strategies. Integration of Digital Literacy into literacy lessons throughout the school
To develop a programme to support partnerships with parents and improve communication	September 2019 April 2020	All parents and carers are actively and meaningfully engaged in their child learning and life at school. All staff are aware of the factors causing child poverty within our community and know who the children are who require additional nurture and support.

Staff leading on this priority – including partners	Resources and staff development
English Language lead - Numeracy lead– acting PT (TBA) CLOL – Reading into Writing Stage partners and SIP group leads	Time allocation: Inservice Day WTA –time allocated Resources:

Moderation lead and staff groups	GIC Funding Staff development budget
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No.	Quality Indicator	Priority
2	1.4 2.4 2.7 3.1	To improve health and well-being for all young people and ensure a holistic, nurturing approach to meet the needs of all learners.

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
Revise Promoting Positive Behaviour Policy (PPB) and embed recognising achievement across the school	August 2019 May 2020	All staff follow and use the processes in the PPB policy. There are regular opportunities for celebrating success and tracking of pupil achievements across the school. All pupils understand the expectations and processes of the PPB policy and have regular opportunities to discuss and raise issues.
To implement procedures to improve attendance and late-coming.	September 2019 April 2020	There are clear guidelines in the tracking, monitoring and action planning for late-coming and attendance.

Staff leading on this priority – including partners	Resources and staff development
<p>Pupil Support/Key Adult M Doyle PPB – Staff group Attendance – All staff</p> <p>Partners: NHS, Life Links SAMHS</p>	<p>Time allocation: Inservice Day time WTA SQA and Prelim time</p> <p>Resources: Pupil Equity Funding GIC funding Attendance Council Hillhead LC</p>

No.	Quality Indicator	Priority
3	1.2 1.4 3.1	To increase leadership of learning at all levels

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
<p>To review and embed knowledge and understanding of Pedagogy and Equity (Tapestry).</p> <p>To develop and use knowledge from literature, research and policy sources to support the process of leading and developing learning.</p>	<p>October 2019 February 2020 May 2020</p>	<p>All staff demonstrate:</p> <ul style="list-style-type: none"> • increased pedagogical knowledge through observed classroom practice, • regular professional dialogue, • working collaboratively to enhance the teaching experience of learners and • evidence of improved outcomes • evidence of practitioner enquiry
<p>To extend staff opportunities and build capacity in middle leadership.</p>	<p>September 2019 June 2020</p>	<p>Staff engaged in leading learning and participating in professional learning linked to school priorities.</p> <p>Staff undertake whole school responsibilities to increase knowledge and experience for middle leadership.</p> <p>Evidence of networking, establishment visits, CLPL/PRD and</p>
<p>To extend pupil leadership roles across all years and ensure all young people feel included, engaged and involved in the life of the school</p>	<p>August 2020 May 2021</p>	<p>All pupils engaged in leading learning across the school. All pupils demonstrate resilience and confidence in decision making. There are regular opportunities for pupil voice and the children</p>

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
		are represented in different forums to contribute to improving outcomes for all.

Staff leading on this priority – including partners	Resources and staff development
<p>TLC's – designated leaders PRD- SMT Pupil leadership – staff groups</p> <p>Partners: LIG colleagues W Wight Leadership Academy Consultant Trio contacts</p>	<p>Time allocation: In-service Day time WTA SQA and Prelim time</p> <p>Resources: GIC funding Staff development budget Supply staff costs</p>

No.	Quality Indicator	Priority
4	1.2,1.3,1.5,2.3 3.2,3.3	To develop capacity for Digital Learning

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
<p>Develop knowledge and mastery of ipads and learning”Apps”as a learning platform.</p> <p>To gather and share good practice with the group and wider staff.</p> <p>To provide support for staff to increase use of digital sources to reduce workload.</p>	<p>November 2019 June 2020</p>	<p>DLOL group - increased confidence in use of ipads leading to demonstration of skills and supporting wider staff learning.</p> <p>Increased use of Digital Learning in teaching and learning.</p> <p>Increased confidence of staff in engaging with Digital Learning ahead of “Connected Learning” rollout in SGG.</p>

Staff leading on this priority – including partners	Resources and staff development
<p>S Duddy DHT SGG DLOL Group</p>	<p>ICT hardware. “ Itunes “ vouchers for purchase of apps. Collegiate meeting time. CPD training</p>

