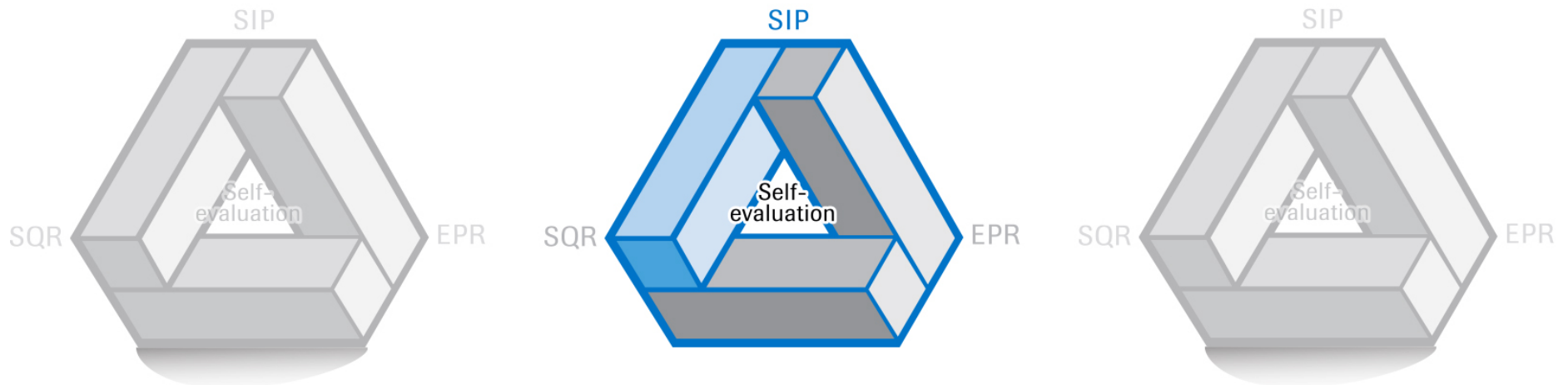




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# Supporting Improvement: **School Improvement Plan**

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**Session: 2019-20**

Establishment	<b>Glasgow Gaelic School (Secondary)</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>David Byrne/Julie Steel</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 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:

Secondary:

- An analysis of the performance of pupils in SQA examinations, to identify areas to be supported from the Pupil Equity Fund:
- Insight analysis of school performance in SQA Examinations
- 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 trios VSE in Bellahouston Academy leading to increased knowledge and awareness of the use of evaluative language in identifying school improvement.

Parents and Partnerships:

- Evaluations from partnership activities

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

- Evaluations of parent /guardian meetings,
- audit of school improvement activities with Parent Council

### Strengths identified:

- School performance in SQA examinations demonstrated improvements across all measures including school comparator with 100% positive destinations.
- SEEMIS Tracking procedures providing accurate information and informing action planning for children and young people
- Pedagogy and Equity –all staff engaged in TLC’s to improve classroom experience for children and young people
- Wider achievement and DYW strategy

### Priorities for development:

1:To improve levels of attainment and achievement.

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)
<p><b>Revise and renew the BGE curriculum</b></p> <p><b>To plan the curriculum progression in line with national and authority guidance and using tools e.g. Cof E machine, to ensure entitlement for all.</b></p> <p><b>Where relevant, implement changes to revised Advanced Higher arrangements.</b></p>	<p>October 2019 February 2020 May 2020</p>	<p>The curriculum has a clear vision, rationale and design related to the context of the school and shaped by the shared values.</p> <p>All planning across the curriculum evidences learners' entitlements and the four capacities.</p> <p>The curriculum provides learner pathways building on prior learning and achievement.</p> <p>All staff, parents and young people have a clear understanding of the curriculum rationale.</p>
<p><b>Increase staff knowledge and understanding of moderation.</b></p> <p><b>Embed moderation practices across the BGE curriculum.</b></p> <p><b>Review, revise and further develop Personal Learning</b></p>	<p>August 2019 November 2019 February 2020</p>	<p>All planning evidences progression using E's and O's linked to benchmarks.</p> <p>All staff are confident in the moderation processes and work with partners to ensure the standards are demonstrated and attained.</p> <p>Young people are involved in planning and moderation activities.</p>

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
<b>Planning procedures as outlined by BTC5 and GCC Leaders of Learning advice.</b>		Young people can articulate and demonstrate their knowledge, skills and attributes. Departmental Profiles, Learning Logs, Learning Journals provide evidence.
<b>To continue to develop DYW skills and opportunities.</b>	November 2019 June 2020	All staff provide well-planned opportunities for learners to develop an awareness of the world of work. Curricular inserts (MWOW) embedded in all subject course plans. All pupils able to relate their in-class learning of skills and concepts to the world of work. Use and engagement of Showmyhomework.
<b>Extend staff awareness and knowledge of GCC online tracking, monitoring and reporting system.</b>	October 2019 February 2020	All staff have been trained and are developing their use of the online tool.
<b>To develop a programme to support partnerships with parents and improve communication</b>	September 2019 April 2020	All parents and cares are actively and meaningfully engaged in their young person's learning and life at school.  All staff are aware of the factors causing child poverty within our community and know who the young people are who require addition nurture and support..

Staff leading on this priority – including partners	Resources and staff development
BGE Curriculum – D McComb HT DYW – all staff Partners: SDS, ACCA, HLM Architects RIC's /West Partnership links Parent Council Moderation lead and staff groups	Time allocation: Inservice Day WTA –time allocated for Moderation presentation S McGeever for all staff SQA and Prelim time  Resources: GIC Funding

	Staff development budget/ Social media strategy and
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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)
<b>To further develop key adult and tutor provision</b>	October 2019 January 2020 May 2020	All tutor staff have a clear understanding of their role in supporting young people and the tasks they undertake on a daily/weekly basis. There is an effective programme in place to support tutor time and all staff and pupils are engaged. The key adult role is clearly linked to supporting pupil learning and planning next steps. The key adults are confident and have a good understanding of their role. All pupils engage in learning conversations.
<b>To create a mental health strategy to support young people and staff.</b>	September 2019 March 2020	All staff have an increased awareness and understanding of mental health issues. All pupils know how to get support or information on mental health issues.
<b>Revise Promoting Positive Behaviour Policy (PPB) and</b>	August 2019	All staff follow and use the processes in the PPB

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
<b>embed recognising achievement across the school</b>	May 2020	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.
<b>To implement procedures to improve attendance and late-coming. Liaise with Hillhead High and introduce SGG Attendance Council procedures.</b>	September 2019 April 2020	There are clear guidelines in the tracking, monitoring and action planning for late-coming and attendance. There is an improvement in attendance and latecoming.

Staff leading on this priority – including partners	Resources and staff development
Pupil Support/Key Adult M Doyle PPB – Staff group LGBT – PT J MacNeil Attendance – All staff DHT- S Duddy/C Chaimbeul Partners: NHS, Life Links SAMHS	Time allocation: Inservice Day time WTA SQA and Prelim time  Resources: Pupil Equity Funding GIC funding Attendance Council Hillhead LC



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><b>To review and embed knowledge and understanding of Pedagogy and Equity (Tapestry).</b></p> <p><b>To develop and use knowledge from literature, research and policy sources to support the process of leading and developing learning.</b></p>	<p>October 2019 February 2020 May 2020</p>	<p>All staff demonstrate:</p> <ul style="list-style-type: none"> <li>• increased pedagogical knowledge through observed classroom practice,</li> <li>• regular professional dialogue,</li> <li>• working collaboratively to enhance the teaching experience of learners and</li> <li>• evidence of improved outcomes</li> <li>• evidence of practitioner enquiry</li> </ul>
<p><b>To extend staff opportunities and build capacity in middle leadership.</b></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>

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
		Evidence of networking, establishment visits, CLPL/PRD and professional dialogue.
<p><b>To extend pupil leadership roles across all years and ensure all young people feel included, engaged and involved in the life of the school</b></p>	<p>August 2020 May 2021</p>	<p>All pupils engaged in leading learning within classes and across the school. All pupils demonstrate resilience and confidence in decision making. There are regular opportunities for pupil voice and the young people are represented in different forums to contribute to improving outcomes for all.</p>

Staff leading on this priority – including partners	Resources and staff development
<p>TLC's – DHT C Chaimbeul PRD-Faculty Head's/SMT Pupil leadership – S Duddy DHT D Smith PT Pastoral Care Tutor/key adult responsibilities.</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>

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