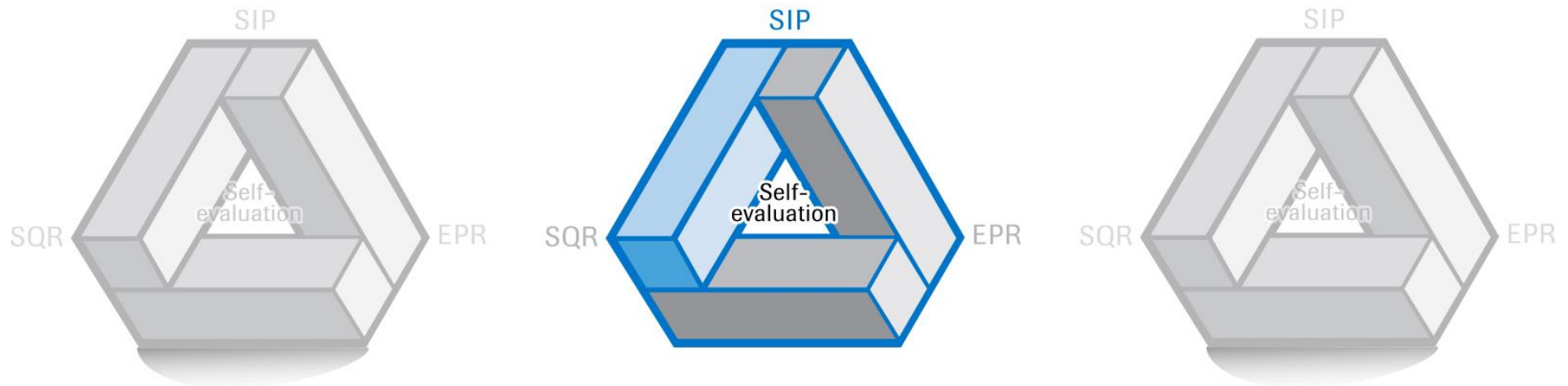




Glasgow City Council
Education Services
City Chambers East
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Supporting Improvement: **School Improvement Plan**

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Session: 2018-19

Establishment	Kelvindale Primary
Head of Establishment	Barbara Matheson
Area/Local Improvement Group	LIG 2
Head of Service	Jim Wilson
Area Education Officer/ Quality Improvement Officer	Julie Steele Ann MacIntosh

CONTENTS

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

<p>1. Our Vision, Values and Aims</p> <p>The school vision, values and motto were revisited in session 2015-2016 in full consultation with all stakeholders. The school aims were revisited in session 2016-17 in full consultation with all stakeholders.</p> <p><u>Motto</u> <i>If you believe, you can achieve</i></p> <p><u>Our Vision</u> We are a warm and welcoming school. We strive to prepare our children for a rapidly changing world by nurturing them to become confident individuals, successful learners, responsible citizens and effective contributors. In each of our pupils we aim to instil respect, resilience, diversity and self-belief by equipping them with a global perspective and the skills and attitudes to reflect this.</p> <p><u>Values</u> The Kelvindale School Community promotes and upholds the following shared values</p> <ul style="list-style-type: none"> • Respect
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1. Our Vision, Values and Aims

- Resilience
- Diversity
- Self- belief

Aims

Our school community is guided in our sense of purpose and direction through our School aims to ...

1. create a happy and nurturing environment
2. foster an ethos of mutual respect
3. ensure every child is actively engaged in their learning
4. work together as part of the KPS community to enable children to reach their full potential.

Our aims reflect the rights of our pupils as contained in the **UNCRC**

2. Summary of our self-evaluation process.

Triangulation of Evidence

Quantitative Data

How are we doing?

June 2018 end of level results:

- P1 L and T 94%, Reading 91%, Writing 88%, Number 83%
- P4 L and T 95%, Reading 73%, Writing 68%, Number 71%
- P7 Land T 93%, Reading 80%, Writing 72%, Number 73%

How do we know?

- New Group Reading Test analysis
- Single Word Spelling Test analysis
- P2-P7 Progress through Maths analysis
- Numeracy Trackers P1-P7 analysis
- Writing moderation analysis
- Oxford Reading Criterion Scale analysis
- Attendance Tracking
- Ready, Steady, Read (P1)
- Leuven Scale

2. Summary of our self-evaluation process.

- Phonological Awareness Tracking analysis
- Learning Conversations with children
- Sharing the Standard: Assessment and Moderation Calendar
- SNSA Assessments
- Engagement with Literacy and Numeracy Benchmarks

More robust assessment procedures, in-depth analysis of attainment over time and further engagement with the benchmarks (Literacy & Numeracy)

What are we going to do now?

- In-depth analysis of attainment over time – developing a strategic use of data
- Increased focus and skilled use of data regarding SIMD1+2 pupils

People's Views

How are we doing?

- We gather the views of our stakeholders through questionnaires, suggestion boxes and regular communication. We then collate, analyse and set next steps.
- We have well-established pupil participation groups (Pupil Council, Eco, Fair Trade, Media, PEPASS, JRSO and P7 Ambassadors) where learners take part in the everyday decisions that help steer and provide school-wide direction.
- We have a rigorous self-evaluation plan where all staffs' views are sought using HGIOS4 high-level illustrations and challenge questions.

How do we know?

- Parent forum minutes
- Family feedback from curricular workshops
- Pupil participation group minutes
- HMIE surveys with all stakeholders in May 2018
- The Self Evaluation Process with all staff (1.1, 2.3, 3.2)
- Minutes of Meetings (Clerical, Teaching Staff, Support Staff)
- Professional Dialogue

2. Summary of our self-evaluation process.

- Learning Conversations
- Annual PRD process
- Support Staff PDP Reviews
- Sharing the Standard: Assessment and Moderation Calendar
- Pupil focus group from Mindfulness Sessions
- Pupil Participation Record

What are we going to do now?

- After our recent inspection in May 2018, parents, children, staff and partners gave their views via an online questionnaire.
- We will continue with established Pupil Groups and P7 Ambassadors.
- Pupil groups will take a more strategic vision towards school improvement, reflecting on How Good is OUR School.
- SLT engagement with Learner Participation in Educational Settings (3-18) and How Good is OUR School to form a strategic vision for the school.
- Staff engagement with Learner Participation in Educational Settings (3-18) and How Good is OUR School.
- Embed pupil voice in learning and teaching across the whole school.
- Push play in to P2 where pupils will take increasing responsibility for their learning environment and learning journeys
- We will introduce a whole-school wider achievement book (Magic Moments)
- We will continue to collect Family Feedback at Workshops/Open Evenings and will introduce digital ways of doing this.
- Further enhance parent partnerships with SIMD 1+2 and EAL families through the creation of a family learning zone.

Direct Observation

How are we doing?

- Most of our children can talk confidently about their reading targets and around half of pupils can discuss their next steps.
- Almost all of our learners are confident, well-motivated, enthusiastic and conscientious participants in their learning.
- There is a whole school progressive approach to teaching reading, supported by additional staffing
- A formative assessment pedagogy has been established

2. Summary of our self-evaluation process.

- Children in P1 are leading their learning, developing positive social interactions and undertaking sustained play sessions.
- Almost all P6&P7 pupils wellbeing was enhanced through Mindfulness

How do we know?

- Quality Assurance procedures including Learning Walks, Classroom Observations, Pupil Conversations
- LI and SC visible in almost all classrooms
- Staff are developing more skilful questioning techniques
- Sharing the Standard: Assessment and Moderation Calendar (Quality Assurance visits, Learning Walks, Peer Observations)
- Strategic Block Planners and a Collegiate Approach to Forward Planning
- Reading progression planners
- Reciprocal reading displays
- Mindfulness data: focus groups, questionnaires
- Assessments
- HGIOs 4 self-evaluation
- HMle validation

What are we going to do now?

- Push play in to P2
- Supporting Improvement, Pedagogy and Equity – opportunities for self and peer assessment & effective use of feedback
- Evolve reading in to writing, supported by Talk 4 Writing
- Embrace Glasgow's Digital Learning Strategy
- Appoint a Mindfulness Champion for Kelvindale
- Applying Nurture as a Whole School Approach with Cleveden Learning Community
- Undertake All Behaviour is Communication training with all staff

2. Summary of our self-evaluation process.

Through this data we have identified our four School Improvement Plan priorities, directly linking to our Pupil Equity Funding and our recent HMIE report.

Priorities for development:

1: Raising Attainment and Achievement for All

- a. Supporting Improvement, Pedagogy and Equity
- b. Talking and Listening
- c. Developing the Strategic Use of Data

2: Learning and Teaching

- a. Glasgow's Digital Literacy Strategy
- b. Pupil Participation
- c. Progression Pathways

3: Health and Wellbeing

- a. All Behaviour is Communication
- b. Curriculum Rationale

3. Action Planning

No.	Quality Indicator	Priority
1 a	2.3 Learning, Teaching and Assessment 3.2 Raising Attainment and Achievement	Supporting Improvement, Pedagogy and Equity <ul style="list-style-type: none">• Embed target setting, success criteria and skilled questioning• Formative feedback to identify strengths and next steps for learners• Opportunities for collaborative working• Opportunities for self-assessment/evaluation leading to pupils forming next steps

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
Professional reading, training and dialogue focussing on: <ul style="list-style-type: none"> Feedback that moves learners forward 	September 2018	During Quality Assurance visits, the following is evident: <ul style="list-style-type: none"> Teacher gives formative feedback (strengths and next steps) Feedback is in the form of comments that advance learning Teacher established ethos where errors are welcome
Professional reading, training and dialogue focussing on: <ul style="list-style-type: none"> Opportunities for collaborative working and peer tutoring 	September 2018	During Quality Assurance visits, the following is evident: <ul style="list-style-type: none"> Teacher provides opportunities for collaborative working Teacher provides opportunities for peer tutoring Teacher provides opportunities for peer assessment and feedback
Professional reading, training and dialogue focussing on: <ul style="list-style-type: none"> Opportunities for learners to take responsibility for their own learning 	November 2018	During Quality Assurance visits, the following is evident: <ul style="list-style-type: none"> Teacher provides opportunities for learners to think about how they learn and effective strategies Allocated tasks are challenging, motivating and engaging Opportunities for self –assessment/evaluation leading to responsibility for their own improvement in learning

Staff leading on this priority – including partners	Resources and staff development
Arthur Lynas (Class Teacher) Victoria Cockburn (Acting Principal Teacher) Ashleigh Prentice (Class Teacher) Sheila Thompson (Acting Principal Teacher)	‘Embedded’ by Dylan William Workshops for leading staff: TLC workshops: 19.9.18, 26.9.18, 14.11.18, 30.1.19

No.	Quality Indicator	Priority
1b	2.2 Curriculum 2.3 Learning , Teaching and Assessment 3.2 Raising attainment and Achievement	Talking and Listening <ul style="list-style-type: none"> Engage with the Talking and Listening benchmarks Use Talking as a tool for raising attainment in Writing Establish a moderated standard for Talking and Listening across all stages Develop a Talking and Listening assessment to support professional judgement

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
1. Data Analysis <ul style="list-style-type: none"> SLT analyse end of level attainment data noting trends and patterns. 	SIP Review June 2018	<ul style="list-style-type: none"> Staff engage with end of level data Self-evaluation Analysis of data
2. Talk 4 Writing Staff development focussing on: <ul style="list-style-type: none"> Talk 4 Writing Story mapping Planning units of writing 	INSET DAY 1 August 2018 INSET DAY 3 October 2018 INSET DAY 4 February 2019	<ul style="list-style-type: none"> Strategic block planning Writing moderation Learning walks, learning conversations and sampling of pupil work
3. Word awareness <ul style="list-style-type: none"> Staff development focussing on addressing the vocabulary gap 	Dec 2018	<ul style="list-style-type: none"> Increased staff knowledge of vocabulary gap Planned opportunities to widen vocabulary Talk through play
4. Moderate talking and listening <ul style="list-style-type: none"> Clevedon Learning Community event Literacy for All training 	April 2018	<ul style="list-style-type: none"> Staff engagement with benchmarks and collegiate moderation Increase staff confidence in assessing talking and listening

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
5. Talking and Listening Progression Planner <ul style="list-style-type: none"> Engaging with the Benchmarks Progression planning from Early to Third level Collaborate with LC 	April 2019	<ul style="list-style-type: none"> Talking and Listening progression planner
6. Assessment <ul style="list-style-type: none"> KPS Listening and Talking tracking Engagement with Benchmarks 	June 2019	<ul style="list-style-type: none"> End of level Attainment meetings Tracking documents

Staff leading on this priority – including partners		Resources and staff development
Gillian Roulston (Depute Head Teacher) Barbara Matheson (Head Teacher)		Talking and Listening assessment materials Pie Corbett texts
No.	Quality Indicator	Priority
1c	1.3 Leadership of Change 3.2 Raising Attainment and Achievement	Strategic Use of Data <ul style="list-style-type: none"> SLT to increase skills in analysing trends over time Teaching Staff will analyse data to plan next steps in learning

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
1. SLT to increase skills in analysing trends over time <ul style="list-style-type: none"> Engage with Sharon Hayward (Glasgow's Improvement Challenge) to discuss GCC practice DHTs to attend GCC tracking and monitoring tool training 	On-going	<ul style="list-style-type: none"> Effective deployment of staff Managing resources effectively Self-evaluation

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
<p>2. Teaching Staff will analyse data to plan next steps in learning</p> <p><u>Writing</u></p> <ul style="list-style-type: none"> • Writing Moderation • SWST • SNSAs <p><u>Reading</u></p> <ul style="list-style-type: none"> • NGRT • Oxford Reading Criterion • Reading Recovery • Ready, Steady Read • Phonological Awareness • ALK • SNSAs <p><u>Numeracy and Mathematics</u></p> <ul style="list-style-type: none"> • P2-P7 PTM • P1 KPS assessment • KPS trackers • SNSAs 	On-going	<ul style="list-style-type: none"> • Strategic block planning • Attainment meetings • Tracking documents • Professional dialogue • Sampling pupil work

Staff leading on this priority – including partners	Resources and staff development
All teaching staff	GCC training Purchase of GL reading and maths assessments iPads and Laptops

No.	Quality Indicator	Priority	
2a	2.3 Learning, Teaching and Assessment 3.2 Raising Attainment and Achievement	Glasgow's Digital Literacy Strategy <ul style="list-style-type: none"> • Vision • Purchase of resources • Digital Literacy Training for staff 	
Tasks to achieve priority		Timescale and checkpoints	Evidence of Impact > (data, observation, views)
1. Digital Leader of Learning appointed for Kelvindale and training dates confirmed		August 2018	
2. Digital Learning Strategy Form a strategic vision for digital learning with Kelvindale Primary School. Develop a draft Digital Learning Strategy for Kelvindale to articulate a clear vision of how digital technology will be used to enhance learning. This will include: <ul style="list-style-type: none"> • Vision Statement • Our Digital Learners • Staff • Parents and Carers 		August 2018	<ul style="list-style-type: none"> • Pupil Voice • Staff Consultation • Opportunities for Digital Leadership among staff and pupils
3. Purchase iPads Staff and pupils at Kelvindale will pilot use of i-pads before roll out in January.		August 2018	<ul style="list-style-type: none"> • P1&P2 evidence learning through play • Second level (P5&P6) use of iPads through current Digital Literacy planners
4. Questionnaires for parents, children Evidence gathering to establish skills/attitudes within digital literacy. <ul style="list-style-type: none"> • Staff • Pupils • Parents 		January 2019	<ul style="list-style-type: none"> • Analysis of baseline data and next steps created to achieve impact
5. Training sessions:			<ul style="list-style-type: none"> • CPD records

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
<ul style="list-style-type: none"> • Out of the Box • Getting to know I-pad 1 • Getting to know I-pad 2 	February Inset 2019 March 2019 June 2019	<ul style="list-style-type: none"> • CPD records • Self-evaluation to measure staff skills and attitudes through post-baseline

Staff leading on this priority – including partners	Resources and staff development
Victoria Cockburn (Acting Principal Teacher, Digital Leader of Learning) Sarah Maclean (Depute Head Teacher)	<ul style="list-style-type: none"> • I-pads • Staff CPD records • CPD manager courses • Apple Teacher/Google Classrooms

No.	Quality Indicator	Priority
2b	1.2 Leadership of Learning 1.3 Leadership of Change 2.3 Learning, Teaching and Assessment	Pupil Participation Engaging with: <ul style="list-style-type: none"> • Learner Participation in Educational Settings (3-18) • How Good is OUR School • Developing the Young Workforce: Career Education Standard 3-18

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
1. Form a strategic vision for pupil participation at Kelvindale <ul style="list-style-type: none"> • Familiarisation with current policy • Self-evaluation 	INSET 3 October 2018	<ul style="list-style-type: none"> • Increased staff awareness of current policy
2. Pupil Evaluation <ul style="list-style-type: none"> • Engaging with How Good is OUR School 	On-going	<ul style="list-style-type: none"> • Analyse data from pupil evaluations and form next steps
3. Develop whole school Skills for life, learning and work map <ul style="list-style-type: none"> • Whole school DYW progression planner in line with IDL planner • Further foster links with local businesses and parents 	April 2018	<ul style="list-style-type: none"> • DYW progression planner • Whole school career opportunities

Staff leading on this priority – including partners	Resources and staff development
Gillian Roulston (Depute Head Teacher) Sarah Maclean (Depute Head Teacher) Parent Council Pupil Council	Key documents: <ul style="list-style-type: none"> • Learner Participation in Educational Settings (3-18) • How Good is OUR School • Developing the Young Workforce: Career Education Standard 3-18

No.	Quality Indicator	Priority
2c	2.2 Curriculum 2.3 Learning, Teaching and Assessment	Progression Pathways <ul style="list-style-type: none"> Developing progression pathways for key curricular areas ensuring breadth, depth and challenge Increase staff skills in delivering languages and inter-disciplinary learning

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
1. Development of progression pathways for: <ul style="list-style-type: none"> Expressive Arts RME – including religious observation Spelling Physical Education 	On-going	<ul style="list-style-type: none"> Forward planning and progression planners Quality assurance processes Strategic block planning
2. Develop 1+2 approach to languages <ul style="list-style-type: none"> Review/develop language planners Staff training through GCC Master classes in French and Spanish delivered by skilled KPS/Cleveden staff 	On-going	<ul style="list-style-type: none"> Forward planning and progression planners Quality assurance processes Strategic block planning Increase staff skills and confidence Moderate language teaching within Secondary colleagues
3. Inter-disciplinary Learning <ul style="list-style-type: none"> Establish an IDL working group Increase staff understanding and skills in teaching inter-disciplinary learning Develop clear IDL planning format 	On-going	<ul style="list-style-type: none"> Forward planning and progression planners Quality assurance processes Strategic block planning Increase staff skills and confidence

Staff leading on this priority – including partners	Resources and staff development
Gillian Roulston (Depute Head Teacher)	IDL focus group

Sarah Maclean (Depute Head Teacher) Graeme Rodger (Class Teacher)	Staff training (French and Spanish)
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No.	Quality Indicator	Priority
3a	1.4 Staff well-being and pastoral support 2.4 Personalised Support 3.1 Ensuring Wellbeing, Equality and Inclusion	All Behaviour is Communication Training and Applying Nurture as a Whole School Approach

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
1. Applying Nurture as a Whole School Approach <ul style="list-style-type: none"> Self-Evaluation focussing on nurturing approach and principles 	October 2018	<ul style="list-style-type: none"> Questionnaires for SLT, teaching and support staff as a baseline. Educational Psychologists for Cleveden Learning Community to collate information for Kelvindale and the Cleveden Learning Community
2. Nurture and Communication <ul style="list-style-type: none"> The importance of Nurture in the learning environment and how communication impacts directly on behaviour. 	October 2018 INSET 3	<ul style="list-style-type: none"> Analysis of Baseline Questionnaires Observation of the nurturing principles being consistently applied in Kelvindale Primary Staff discussion around the nurturing principles
3. Responding to conflict and confrontation <ul style="list-style-type: none"> Understanding child distress 	November 2018	<ul style="list-style-type: none"> Collegiate/group working Group discussion

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
<ul style="list-style-type: none"> Restorative approaches 		
4. All Behaviour is Communication <ul style="list-style-type: none"> The Brain and the Arousal Cycle Risk Assessment and Planning Adverse Childhood Experiences 	February 2019 INSET 4	<ul style="list-style-type: none"> Collegiate/group working Group discussion Raise staff awareness of ACES
5. Measuring Impact	June 2019	<ul style="list-style-type: none"> Questionnaires for SLT, teaching and support staff O All Behaviour is Communication and the Nurturing Principles Analysis of results and identification of next steps for Kelvindale Primary

Staff leading on this priority – including partners	Resources and staff development
Barbara Matheson (Head Teacher) Tracy Burke-Educational Psychologist Crona Neill –Educational Psychologist Clevedon Learning Community	Resilience DVD ACEs research and reading

No.	Quality Indicator	Priority
3b	2.2 Curriculum	Curriculum Rationale <ul style="list-style-type: none"> Develop a clear vision and rationale shaped by shared values and uniqueness of Kelvindale Primary School

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
1. Evaluate draft Curriculum Rationale <ul style="list-style-type: none">• Staff, pupil and parent feedback	Feb 2019	<ul style="list-style-type: none">• Analysis of qualitative data
2. Revise draft Curriculum Rationale <ul style="list-style-type: none">• Using Pupil Participation and Developing the Young Workforce documents• Reflecting the four contexts for learning and CfE curriculum design 3. Creation of Curriculum Rationale <ul style="list-style-type: none">• Reflecting uniqueness of Kelvindale Primary School and shared with all stakeholders• Using this rationale to underpin curricular decisions/actions taken within the school	Feb 2019 May 2019	<ul style="list-style-type: none">• Increased staff awareness of Pupil Participation policies• Revised curriculum rationale• Increased opportunities for pupil participation across the school• Final Curriculum Rationale• Pupils, Parents and staff are familiar with the Curriculum Rationale• Curriculum Rationale underpins decision making

Staff leading on this priority – including partners	Resources and staff development
Barbara Matheson (Head Teacher) Pupil Council Parent Council Teaching Staff Support Staff	Key documents: <ul style="list-style-type: none">• Learner Participation in Educational Settings (3-18)• How Good is OUR School• Developing the Young Workforce: Career Education Standard 3-18• Curriculum for Excellence• Building the curriculum• Draft Curriculum Rationale