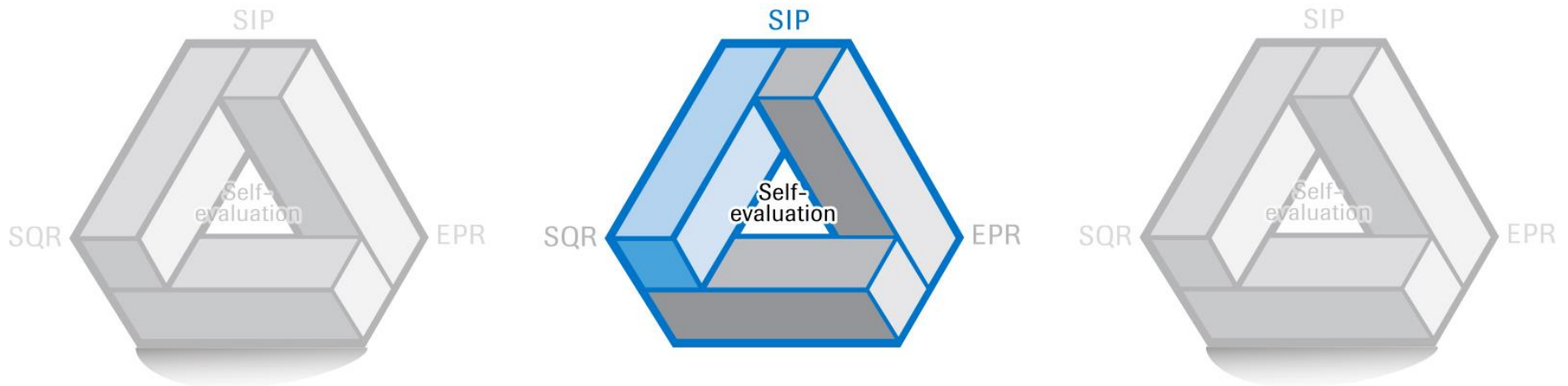




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# Supporting Improvement: **School Improvement Plan**



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### Action Plan Summary for Stakeholders

#### 1. Our Vision, Values and Aims

The school vision, values and motto were revisited in session 2015-2016 in full consultation with all stakeholders.

##### **Motto**

*If you believe, you can achieve*

## I. Our Vision, Values and Aims

### Our Vision

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.

### Values

The Kelvindale School Community promotes and upholds the following shared values

- Respect
- 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.

School Improvement Plan Session 2020-21

Priority 1 Increased Attainment in Writing and Numeracy

Priority 2 Decrease the attainment gap between the most and least advantaged children.

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

Priority 3-Glasgow Digital Literacy Strategy

Priority 4-Health and Wellbeing

People's Views

How are we doing?

- We gathered the views of our stakeholders this session through questionnaires and regular communication. We then collated, analysed and set next steps.
- In previous sessions, we have had well-established pupil participation groups (Pupil Council, Eco, Fair Trade, Media, PEPASS, JRSO and P7 Ambassadors). We strived to include these groups in everyday decisions to help steer and provide school-wide direction. Due to Covid restrictions, these groups were not able to meet in session 2020-21, however our Pupil Council have met virtually or in small bubbles on a regular basis.
- We have a rigorous self-evaluation plan where all staff views are sought using HGIOS+ high-level illustrations and challenge questions.
- We reviewed and analysed our SIP (2020-21) to inform next steps.

How do we know?

- Parent forum minutes
- Family feedback from virtual learning
- Parent and Pupil questionnaires-June 2021
- The Self Evaluation Process with all staff (1.3, 2.2)
- Minutes of Meetings (Clerical, Teaching Staff, Support Staff)
- Professional Dialogue
- Learning Conversations

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

- Annual PRD process
- Support Staff PDP Reviews
- Sharing the Standard: Assessment and Moderation Calendar
- Pupil Council minutes
- Staff evaluation of SIP 2020-21

### What are we going to do now?

- Continue with questionnaires for parents, children, staff and partners.
- Re-establish Pupil Groups to take a strategic vision towards school improvement, reflecting on How Good is OUR School.
- Identify gaps in learning in literacy and numeracy due to lockdown and address these gaps with individuals and small groups with a skilled practitioner
- Continue to work towards being a Learning Organisation.
- Further develop our positive relational culture by revisiting the nurture principles, further developing PATHS to become a bespoke Kelvindale Health and well-being resources, systematically developing the restorative philosophy in our school.

### Direct Observation

#### How are we doing?

Priorities 1 and 2 Increased Attainment in Writing and Numeracy and Decrease the attainment gap between the most and least advantaged children

- Whole school Writing and Active Spelling approaches further developed through staff training, professional reading and collaborative planning
- Concrete-pictorial-abstract approach further embedded

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

- Assessment analysis is supporting next texts
- High levels of engagement during remote learning
- Inconsistent approach to writing pedagogy prevails
- Listening & talking not secure yet pre-writing
- Reading into Writing too narrative
- Genres taught as units
- Creation of a book banded library
- Formative assessment approaches used in classes

### How do we know?

- SWST/SNSA Analysis
- Assessment data
- Routes through Writing Assessment
- Writing/Maths Jotters
- Strategic Block Planning
- Classroom Displays
- Classroom Observations
- Weekly Planning
- Learning Conversations
- Quality Assurance Visits
- Learning Intentions/Success Criteria
- Monitoring and Tracking Tool

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

- Attainment Meetings
- PHASE Assessments
- Self-evaluation process with staff
- Quality Assurance procedures including Learning Walks, Pupil Conversations
- Learning Intentions and Success Criteria
- Sharing the Standard: Assessment and Moderation Calendar (Learning Walks)
- Strategic Block Planners and a Collegiate Approach to Forward Planning
- Reading progression planners
- Reciprocal reading displays

### What are we going to do now?

- In-depth analysis of attainment over time – continued strategic use of data
- Continued focus and skilled use of data regarding all pupils and closing the gap with a particular emphasis on SIMD1+2 pupils.
- Teaching at the point of need-further analysis of assessment data
- Increase reading mileage
- Create balanced readers
- Further develop Non-Fiction Writing to ensure a breadth and balance of genres
- Further develop Teacher Learning Communities within Kelvindale Primary

### Priority 3-Glasgow' Digital Literacy Strategy

#### How are we doing?

- I-Pads introduced to P.E. sessions for recording and evaluating
- I-Pads used to support individuals who need support with their learning

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

- Seesaw and Teams used as platforms for activities to keep children active during lockdown
- Screen mirroring being used by staff to share pupils work with class for peer assessment/modelling good work
- Children recording their learning through photos and videos
- QR codes used for reading
- Each child attending the hub had an iPad to ensure access to the same activities as peers
- Seesaw to share evidence of learning with families
- Staff using iPad's more regularly with their class to create engaging lessons
- Staff using screen recording with audio to facilitate home learning and homework activities
- Shared iPad rolled out to P1-6
- 1:1 I-Pads being used in P7
- I-Pads used to support pupils with ASN

### How do we know?

- On-line learning monitoring
- Learning Conversations with staff and pupils
- Quality Assurance visits
- Nearly all staff have completed Apple Teacher training

### What do we do now?

- Staff to up-level skills using iPads to impact engagement and attainment
- Pupils to use iPads more often to gain greater confidence
- Staff who haven't completed all Apple Teacher modules to finish
- Continued use of Seesaw for homework and to share learning with families
- Use I-Pads more in play for provocations



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

- Continued CPD for staff as access to Apps increases
- Increased use of Twitter to showcase pupils learning across all classes and subject areas

### Priority 4-- Health and Wellbeing

#### How are we doing?

- PATHS is beginning to be implemented, embedded and a reported success
- Positive interactions between pupils for VIP and giving compliments, having a big impact on some pupils
- PATHS lessons carried out twice weekly
- VIP carried out daily
- Restorative Conversations used with children to resolve conflict
- Beginning to align PATHS approach to personal qualities within PE
- Positive feedback from parents regarding use of PATHS, specifically VIP and compliments
- Use of outdoor space is more innovative
- More learning is taking place outdoors
- Effective use of woodlands and playground time
- School grounds being developed with support from staff and parents

#### How do we know?

- Learning Conversations
- Quality Assurance Visits
- Learning Intentions/Success Criteria
- Monitoring and Tracking Tool
- Questionnaire for pupils and staff
- Parental feedback

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

### What are we going to do now?

- Develop further emotional literacy in all learners
- Continue to deepen practitioner skills in use of PATHS
- Develop pupil skills in giving more imaginative and personal compliments
- Embed PATHS further
- Reflect on VIP – is daily too much?
- Launch and use RSHP resource, including training
- Revisit the nurture principles as a school and as a Learning Community so that we are best placed to support our pupils post Covid.

### Quantitative Data

How are we doing?

	Listening and Talking			Reading			Writing			Numeracy		
	2018	2019	2021	2018	2019	2021	2018	2019	2021	2018	2019	2021
P1	93.8%	94.9%	93.8%	90.6%	93.2%	92.2%	87.5%	89.8%	87.5%	82.8%	91.5%	87.5%
P4	98.3%	92.3%	96.8%	75.0%	83.1%	90.5%	70.0%	73.8%	71.4%	73.3%	86.2%	79.4%
P7	93.3%	91.9%	98.0%	88.3%	79.0%	86.3%	78.3%	59.7%	86.3%	76.7%	82.3%	76.5%

### How do we know?

- New Group Reading Test analysis
- Single Word Spelling Test analysis
- P2-P7 Progress through Maths analysis

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

- Numeracy & Mathematics Trackers PI-P7 analysis
- Writing moderation analysis
- Attendance Tracking
- Ready, Steady, Read (PI)
- Leuven Scale (PI)
- Summative Phase Assessments (PI-P7)
- Progress Through Maths Assessments
- Phonological Awareness Tracking analysis
- Learning Conversations with children
- Sharing the Standard: Assessment and Moderation Calendar
- SNSA Assessments
- Engagement with Literacy and Numeracy Benchmarks
- POLAAR Self-evaluation

### What are we going to do now?

- School Improvement Plan- Establishing a vision for a way ahead post COVID and closing the educational gap accelerated by COVID.
- In-depth analysis of attainment over time – continued strategic use of data
- Continued focus and skilled use of data regarding all pupils and closing the gap with a particular emphasis on SIMD1+2 pupils.

Through this data and self-evaluation mentioned above, we have identified our two School Improvement Plan priorities, directly linking to our Pupil Equity Funding. (see in red below)

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

At Kelvindale Primary, we recognise that relationships lie at the heart of children's development and lay the foundations for lifelong learning and wellbeing. In this session's School Improvement Plan our main drivers are:

- Recovery, Resilience and Reconnection post Covid
- The passing of the United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Bill (the Bill), Equalities Act
- Equalities/Relationship, Sexual Health and Parenthood Pedagogy
- COP 26

### Strengths identified:

- Active Spelling approaches further developed through staff inset
- Consistent high-quality approach to the teaching and assessment of the 4 operations in Maths
- Continuation of the Teacher Learning Communities (time set aside in WTA)
- Teacher/pupil digital literacy skills improved
- All pupils/staff /parents contactable digitally
- Successful introduction of PATHS in Kelvindale Primary

### *Priorities for development Session 2021-22:*

- 1: Raise attainment and achievement for all children in Literacy and Numeracy through targeted support, interventions and collaborative enquiry (pedagogy)
- 2: Develop a whole school strategy for Health and Wellbeing, with a particular focus on mental, emotional and social wellbeing

### 3. Additional Monies Spend Summary of Consultation Processes

Glasgow City Council and the Scottish Government have provided extra money and staffing to help with recovery, resilience and reconnection. We consulted with parents through the Parent Council, school newsletter and a parent questionnaire.

We consulted with pupils through learning conversations and a pupil questionnaire.

As well as our £90,175 PEF allocation, we have also been given an extra £43,944 and 0.9 extra staffing.

This means we can close the gap and help children catch up with lost learning by providing extra support.

#### Rationale for Spend:

This following is based on us having 440 pupils.

The emphasis this year is very much on closing the gap and ensuring that our children are not going to have gaps in their learning because of the pandemic, especially those in SIMD 1 and 2. Our data analysis has identified P3 and P6 as the stages where small classes would have the most impact.

1. PEF-We are continuing to pay for Mrs Sophia Salt 0.6 out of PEF (Pupil Equity Funding). This costs £33,766.  
Along with her 0.4 existing allocation to Kelvindale, this brings her up to 1.0FTE to work with pupils who require additional support.
2. We will use our £43,944 and £12,333 from PEF to buy an extra teacher. (A teacher's salary costs £56,277)
3. This extra teacher and 0.9 extra staffing mean we will have 3 small classes at P3 and P6 this session.
4. A very experienced existing member of school staff (Mr Lynas) will be out of class to work on closing the gap with targeted pupils in P5 and P7 in Literacy and Numeracy.
5. Mrs Salt will focus on reducing inequalities to close the attainment gap in Literacy
6. We have £44,076 remaining from PEF for resources/other interventions.
7. Counselling budget of £5700 -LifeLink to work with targeted young people in Term 2.

## 4. Action Planning

No.	Quality Indicator	Priority
1	<p>1.1 Analysis and Evaluation of Intelligence and Data</p> <p>1.2 Professional Engagement and Collegiate Working</p> <p>1.5 Management of Resources and Environment for Learning</p> <p>2.3 Effective Use of Assessment</p> <p>2.3 Planning, Tracking and Monitoring</p> <p>2.4 Personalised Support</p> <p>2.6 Continuity and Progression in Learning</p> <p>3.2 Attainment in Literacy and Numeracy</p>	<p><i>Raise attainment and achievement for all children in Literacy and Numeracy through targeted support, interventions and collaborative enquiry (pedagogy)</i></p> <ul style="list-style-type: none"> <li>● Increased practitioner knowledge and confidence in the teaching of non-fiction writing leading to improved learner experiences</li> <li>● Facilitate opportunities for collaborative enquiry to evaluate impact of pedagogy to raise attainment and achievement for all</li> <li>● Effectively deploy staff to 'add value' and close the gap for our targeted learners</li> <li>● Increased practitioner knowledge and confidence in the teaching of multiplication and division leading to improved learner experiences</li> <li>● Effective use of formative assessment to move learners forward</li> </ul>

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
<p>Ensure a consistent high-quality whole school approach to the Learning, teaching and assessment of Non-Fiction writing</p> <ul style="list-style-type: none"> <li>● PM Writing Staff training INSET 2</li> <li>● Creation of Second Level Book Banded Library</li> <li>● Purchase Non-Fiction texts to take Reading into Writing</li> </ul> <p>Sustainability</p> <p>Provide catch up training for new staff members</p> <ul style="list-style-type: none"> <li>● Talk for Writing</li> <li>● Active Spelling</li> <li>● Helicopter Stories</li> </ul>	<p>INSET 2</p> <p>June 2021</p> <p>June 2021</p> <p>October 2021</p>	<ul style="list-style-type: none"> <li>● Staff writing self-evaluation</li> <li>● Baseline data</li> <li>● Strategic Block Planning</li> <li>● Learning intentions and success criteria</li> <li>● Strategic Block Planning</li> <li>● Forward Planning</li> <li>● Learning Conversations</li> <li>● Writing Jotters</li> <li>● Attainment Meetings</li> <li>● SWST/SNSA data analysis</li> <li>● Routes through Writing Assessment</li> </ul>
<p>Facilitate opportunities for collaborative enquiry</p> <ul style="list-style-type: none"> <li>● Introduce revised PRD Paperwork</li> <li>● Critically reflect on GTCS revised standards</li> <li>● Self - evaluate using coaching wheel</li> <li>● Complete PRD</li> </ul>	<p>August 2021</p>	<ul style="list-style-type: none"> <li>● Self-evaluation</li> <li>● PRD</li> <li>● CPD Records</li> <li>● Professional dialogue</li> </ul>
<p>Identify gaps and interventions to close the gaps for our learners</p> <ul style="list-style-type: none"> <li>● Collect Baseline Data</li> <li>● Writing Assessment</li> <li>● Phase Numeracy and Mathematics Assessments</li> <li>● Ready Steady Read</li> </ul>	<p>September 2021</p> <p>October 2021</p>	<ul style="list-style-type: none"> <li>● Deployment of Staff</li> <li>● Learning intentions and success criteria</li> <li>● Strategic Block Planning</li> <li>● Forward Planning</li> <li>● Learning Conversations</li> <li>● Writing and Numeracy Jotters</li> </ul>

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
<ul style="list-style-type: none"> <li>● Reading Recovery</li> <li>● Active Literacy Kit/Units of Sound</li> <li>● Attainment Meetings</li> </ul>		<ul style="list-style-type: none"> <li>● Attainment Meetings</li> <li>● SWST/SNSA data analysis</li> <li>● Routes through Writing Assessment</li> </ul>
<p>Agree a consistent high-quality whole school approach to the teaching and assessment of the four operations</p> <ul style="list-style-type: none"> <li>● Multiplication and Division (CPA)</li> <li>● Summative Assessments</li> <li>● Glasgow Counts Progression Planners</li> <li>● Monitoring and Tracking Tool</li> </ul>	February 2022	<ul style="list-style-type: none"> <li>● Learning intentions and success criteria</li> <li>● Strategic Block Planning</li> <li>● Forward Planning</li> <li>● Learning Conversations</li> <li>● Maths Jotters</li> <li>● Attainment Meetings</li> </ul>
<p>Embed formative assessment pedagogy</p> <ul style="list-style-type: none"> <li>● Clarifying, sharing and understanding learning intentions</li> <li>● Eliciting evidence of learning</li> <li>● Providing feedback that moves learners forward</li> <li>● Activating students as learning resources for one another</li> <li>● Activating students as owners of their own learning</li> </ul>	Ongoing throughout year at times specified in SIP	<ul style="list-style-type: none"> <li>● Learning intentions and success criteria</li> <li>● Strategic Block Planning</li> <li>● Forward Planning</li> <li>● Learning Conversations</li> <li>● Writing Jotters</li> <li>● Quality Assurance Visits</li> </ul>
Staff leading on this priority – including partners		Resources and staff development
<ul style="list-style-type: none"> <li>● Literacy for All</li> <li>● Glasgow Counts</li> <li>● GDSS</li> <li>● Raising Attainment</li> </ul>		<ul style="list-style-type: none"> <li>● Active Spelling kits (PEF Funded)</li> <li>● Quality Fiction and Non-Fiction Texts (PEF Funded)</li> <li>● Pie Corbett and Julia Strong Texts (PEF Funded)</li> <li>● Literacy for All tracker and resources (PEF Funded)</li> </ul>



<ul style="list-style-type: none"> <li>○ 0.6 PEF, Sophia Salt,</li> <li>○ 0.9 Re-connection, Arthur Lynas,</li> <li>○ 0.6 EAL, Vinita Dade</li> <li>● TLC Leaders (Vicki Cockburn, Arthur Lynas, Ashleigh Prentice &amp; Sheila Thompson)</li> <li>● DHT (Gillian Roulston)</li> </ul>	<ul style="list-style-type: none"> <li>● Trisha Lee Texts-Helicopter Stories (PEF Funded)</li> <li>● PM Reading into Writing (PEF Funded)</li> <li>● PM Guided Readers</li> </ul>
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No.	Quality Indicator	Priority
2	<p>2.2 Curriculum Development of the curriculum</p> <p>2.4 Personalised Support</p> <ul style="list-style-type: none"> <li>● Targeted support</li> </ul> <p>3.1 Ensuring wellbeing, Equality and Inclusion</p> <ul style="list-style-type: none"> <li>● Wellbeing</li> <li>● Inclusion and equality</li> </ul> <p>3.2 Raising Attainment and achievement</p>	<p><b>Develop a whole school strategy for Health and Wellbeing, with a particular focus on mental, emotional and social wellbeing</b></p> <ul style="list-style-type: none"> <li>● Increase practitioner knowledge, skills and confidence in supporting pupils mental, social &amp; emotional wellbeing and relationships, sexual health &amp; parenthood.</li> <li>● Enhance Kelvindale’s understanding and application of the 6 nurturing principles.</li> <li>● Continue to support pupil’s mental, emotional and social wellbeing.</li> <li>● Develop a cross curricular approach to Learning for Sustainability weaving together global citizenship, sustainable development education and outdoor transformative learning experiences.</li> </ul>

	<ul style="list-style-type: none"> <li>• Attainment over time</li> <li>• Overall quality of learners' achievements</li> <li>• Equity for all learners</li> </ul>	
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Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
<p>Mental, Emotional and Social Wellbeing</p> <p>Develop a whole school strategy for Health and Wellbeing, with a particular focus on mental, emotional and social wellbeing</p> <ul style="list-style-type: none"> <li>● Continue to embed Restorative Practice, including developing awareness with pupils and parents</li> <li>● Continue to implement PATHS resource from P1-P7</li> <li>● Health &amp; Wellbeing parental awareness sessions</li> <li>● Counselling sessions for individual pupils P5-P7</li> </ul>	October 2021	<ul style="list-style-type: none"> <li>● All staff use restorative question/statements regularly</li> <li>● Whole school assemblies (1x per term)</li> <li>● Restorative conversations</li> <li>● Forward Planning (T1-T4)</li> <li>● Strategic Block Planning (T1-T4)</li> <li>● Mental, emotional and social wellbeing pre and post questionnaires (P1-P7, sample 6 pupils, September 2021 and May 2022)</li> <li>● Attainment Meetings – HWB discussions (October, January &amp; May)</li> <li>● GIRFEC meetings (October &amp; April)</li> <li>● PATHS Tracking documents – internal quality assurance</li> </ul>

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
		<ul style="list-style-type: none"> <li>● Parental feedback/data collection following Term 1 awareness raising session</li> <li>● Learning Walks (2x a year/termly?) – visible use of VIP, PATHS strategies and dedicated wall displays</li> </ul>
<p><u>Relationships, Sexual Health and Parenthood</u>            Develop whole school strategy for Health and Wellbeing, with a particular focus on Relationships, Sexual Health and Parenthood</p> <ul style="list-style-type: none"> <li>● Staff training on Relationships, Sexual Health and Parenthood programme (rshp.scot)</li> <li>● PI-P7 to implement RSHP lessons</li> <li>● Health &amp; Wellbeing parental awareness sessions</li> </ul>	December 2021	<ul style="list-style-type: none"> <li>● Forward Planning (T2 onwards)</li> <li>● Strategic Block Planning (T2 onwards)</li> <li>● Quality Assurance – term 3</li> <li>● Parental feedback/data collection following awareness raising sessions (November)</li> </ul>
<p><u>Learning for Sustainability</u>            Develop a cross curricular approach to Learning for Sustainability weaving together global citizenship, sustainable development education and outdoor transformative learning experiences.</p> <ul style="list-style-type: none"> <li>● All staff to engage with teaching and learning around climate change and build awareness of Sustainable Development Goal 13 and COP 26</li> </ul>	<p>October 2021</p> <p>May 2021</p>	<ul style="list-style-type: none"> <li>● Forward Planning</li> <li>● Strategic Block Planning (T1 IDL and ongoing)</li> <li>● Quality Assurance – learning walks (class and corridors), pupil focus groups</li> <li>● Eco Committee meetings (1 per term)</li> <li>● Data collection – Pre (June 2021) and post (May 2022) questionnaires</li> </ul>

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
<ul style="list-style-type: none"> <li>● PI-P7 to explore Sustainable Development Goals through child-led IDL in term 1 - Goal 13 in particular</li> <li>● Begin to incorporate sustainable development goals in to teaching and learning</li> <li>● Incorporate sustainable development and global citizenship in to DYW planning – My World of Work Showcase theme “Sustainability”</li> <li>● Continue to develop high quality outdoor learning experiences</li> <li>● Eco Committee to continue championing sustainable development throughout the school and local community</li> </ul>		
<p><u>UNCRC</u> Incorporate the United Nations Conventions of the Rights of the Child in to teaching and learning</p> <ul style="list-style-type: none"> <li>● Further develop awareness of UNCRC with staff, pupils and parents</li> <li>● Pupil Council to lead pupil voice with UNCRC</li> <li>● Weekly UNCRC article focus – assemblies</li> </ul>	February 2021	<ul style="list-style-type: none"> <li>● Forward Planning</li> <li>● Strategic Block Planning</li> <li>● Quality Assurance – learning walks (class and corridors), pupil focus groups</li> <li>● Data collection – Pre (June 2021) and post (May 2022) questionnaires</li> <li>● Pupil Council meetings (1 per term)</li> </ul>
<p><u>Nurturing Principles</u> Further develop Kelvindale’ s understanding and application of the 6 nurturing principles.</p>		<ul style="list-style-type: none"> <li>● Nurture Questionnaire data collection – pre-data August 2021</li> <li>● HNIOS self-evaluation tool</li> </ul>

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
<ul style="list-style-type: none"> <li>● All staff to attend awareness raising session with Educational Psychologist and self-evaluate Kelvindale's progression in embracing the nurturing principles, reflecting a learning community approach</li> <li>● Undertake How Nurturing Is Our School (HNIOS) self-evaluation to develop a 3-5-year development plan for Kelvindale</li> <li>● Increase practitioner skills, pupil and parent awareness of nurturing principles in session 2021-22</li> </ul>	December 2021	<ul style="list-style-type: none"> <li>● Quality Assurance – HWB focus for learning walks and conversations</li> </ul>

Staff leading on this priority – including partners	Resources and staff development
<ul style="list-style-type: none"> <li>● Sarah Watret – Depute Head Teacher</li> <li>● Sheila Thompson – PT (Outdoor Learning)</li> <li>● Life Link – counselling</li> <li>● Tracy Burke – Educational Psychologist</li> <li>● Alistair Mitchell- Educational Psychologist</li> <li>● Clevedon Learning Community</li> <li>● Kelvindale Mindfulness Champion</li> <li>● Pupils – Eco Committee and Pupil Council</li> </ul>	<ul style="list-style-type: none"> <li>● Counselling budget - £5,700</li> <li>● Glasgow Restorative Approaches Implementation Tool (GRAIT)</li> <li>● Restorative Practice CPD</li> <li>● All Behaviour is Communication</li> <li>● "When the Adult Changes Everything Changes" Paul Dix</li> <li>● "Implementing Restorative Practices in Schools-A Practical Guide to Transforming School Communities" Margaret Thorsborne and Peta Blood</li> <li>● PATHS resource</li> <li>● Learning Through Landscapes</li> </ul>

