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# Session: 2018-19

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| Establishment |  | **Elmvale Primary School** |
| Head of Establishment |  | Grant MacLeod |
| Area/Local Improvement Group |  | NE Lig1 |
| Head of Service |  | Colin Crawford |
| Area Education Officer/  Quality Improvement Officer |  | Andrea Reid / Stephen Watters |

**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**

| **1. Our Vision, Values and Aims** |
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| This will change as a result of consultation with parents, children, staff and partners and will be in place by the end of term 1, 2018-19 |

| **2. Summary of our self-evaluation process.** |
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| HMIe report March 2015  Consultation with parents, staff, children and partners re reviewing vision, values & aims |
| **Strengths identified:**  Almost all children targeted by PEF funded interventions (excluding PEF teacher) have made progress from prior levels of attainment/social & emotional behaviour  Increasing use, recording and analysis of data is helping to target interventions to close the attainment gap.  Increasing quantities of evidence are available to show impact of interventions  Many opportunities have been provided for staff to work closely together and this has led to greater consistency across the school  All P1 staff are providing learning experiences through play and all staff are using aifl strategies to involve children more often in their learning. Both approaches are having a positive impact on children’s attainment.  Most children have improved their social and emotional behaviour and most parents have engaged well with the supports.  Most staff have a greater understanding of children and use this understanding well to implement alternative interventions. |
| **Priorities for development:**  **1: Health & Well Being**  **2: Literacy, Aifl & Digital Learning**  **3: Numeracy, Maths, Aifl & Digital Learning** |

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| **3. Action Planning** | | | | | | | |

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| **No.** | **Quality Indicator** | **Priority** |
| **1** | **2.3** | To improve how we support and meet the health and wellbeing needs of all of our children. |

| **Tasks to achieve priority** | **Timescale**  **and checkpoints** | **Evidence of Impact > (data, observation, views)** |
| --- | --- | --- |
| To implement and review the PATHS programme from Nursery to P7 in order to improve our children’s development of self-control, emotional awareness and interpersonal problem-solving skills. | Inset 1 5hrs | Inservice Evaluation  Barnardos data  Observation |
| All staff to complete Glasgow City Council training *All Behaviour is Communication:* Nurturing Approaches; Risk Assessment; and Restorative Approaches. | Inset 2 1 1/2 | Evaluation  Views |
| Continue to review the social and emotional needs of all our children and families in partnership with The Spark children’s counselling service (play therapy) and our Barnardos Family Support Worker. Promote these initiatives with parents to extend opportunities for more families to become involved. | Spark 2 days per week  Barnardos – Full time  Aug 18- March19 | Spark data  Barnardos data/report  Views of parents & children |
| Agree Health and Wellbeing practice from Nursery to Primary 7 to have regular dialogue with pupils around their emotions and mental health e.g. a daily *emotions check-in,* greeting every pupil before entering the classroom*,* whole-school assemblies explicitly teaching SHANARRI indicators*.* | Daily Aug18- Jun19 | Views of children, staff |
| Embed restorative approaches to managing conflict e.g. Peer Mediators and all staff using restorative dialogue script. | Termly  Inset 3 ½ catch up | Views of children, SFLWs, staff |
| Extend work started in 2017/2018 to revisit and promote our school values e.g. new House System underpinned by five School Values, extended leadership opportunities for pupils such as House Captains and Vice Captains, approaches to promote our values across the school community – Value Hunters at assembly, Values display in every classroom. | Weekly assemblies | Views of children & staff, observations |
| Review and agree practice in Promoting Positive Behaviour Policy – Masterclasses, consistency of loss of Golden Time etc. | Inset 2 1 1/2 | Evaluation/ observation |
| Extend opportunities for class leadership and enterprise to provide contextualised and relevant experiences for our children to work together, problem solve and use interpersonal skills. | Aug 18-Jun19 | Evaluation |

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| **Staff leading on this priority – including partners** | **Resources and staff development** |
| Denise McGroarty (PT), Barnardos, The Spark | Brian Donnelly, DHT & Mindfulness training |

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| **No.** | **Quality Indicator** | **Priority** |
| **2** | **2.2, 3.2** | To raise attainment in Literacy and English through embedded high quality learning and teaching approaches with appropriate pace, support and challenge for all. |

| **Tasks to achieve priority** | **Timescale**  **and checkpoints** | **Evidence of Impact > (data, observation, views)** |
| --- | --- | --- |
| Trial North Lanarkshire Active Literacy approaches and resources in P1-P7 to improve Spelling. Agree practice established. | Inset 4 review | Data |
| Enhance the range of reading materials available in school through the introduction of Project X resources in P3-P7 | Dept CAT 22 Aug 1 1/2 | Children & staff views |
| Develop and agree practice in relation to *Reading for Enjoyment* (development of school library and class visits, *Everyone Reads in Class/ Stop and Read times* on timetable). | Inset 3 1 ½ hr | Staff evaluation, children views |
| *Challenge Leader of Learning (CLOL)* modelling/coaching/ team teaching reading strategies in P1-P7 to improve consistency of before, during and after reading strategies. | Aug18-Jun19  Inset 3, CAT catch ups | Staff evaluation, data |
| Trial and review West Lothian progression frameworks in Listening and Talking, Writing and Reading to track pupil learning more effectively with appropriate progression and challenge in place. | Inset 2 introduction, Inset4 review | Staff views |
| CLOL to provide training to Support for Learning Workers on effective reading strategies | Term 1 | Staff evaluation |
| Extend *Reading Wise* intervention to 30 pupils in P4-P7 to develop decoding and word attack skills | Aug 18-Jun19 | Data |
| Embed and develop learning through play in Literacy for P1 and P2. | Aug 18 – Jun 19  Dept CATs catch up | Data, staff evaluation, children views |
| Open Afternoon in Term 4 for parents and carers focused on North Lanarkshire Active Spelling strategies | Term 4 | Parent views |
| At P1, P4 and P7 develop effective use of national assessments to support diagnostic evaluation of learner progress and identification of next steps (SNSAs). | Term 3 & 4 | Data |
| Moderate teacher professional judgement of Writing at P1-P3 and P4-P7 departmental meetings | Dept meetings | Staff views |

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| **Staff leading on this priority – including partners** | **Resources and staff development** |
| Fiona Blevins Literacy For All | Literacy for All training  Reading Wise programme North Lanarkshire Resources |

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| **No.** | **Quality Indicator** | **Priority** |
| **3** | **2.2, 3.2** | To raise attainment in Numeracy and Maths through embedded high quality learning and teaching approaches with appropriate pace, support and challenge for all. |

| **Tasks to achieve priority** | **Timescale**  **and checkpoints** | **Evidence of Impact > (data, observation, views)** |
| --- | --- | --- |
| Embed and review *Glasgow Counts* methodology and progression frameworks within approaches to teaching, learning and assessment. | Inset 2 1 ½ | Staff evaluation |
| Introduce and review new numeracy and maths resources to support Glasgow Counts and consolidation of learning e.g. concrete materials resource boxes per stage/ Teejay Maths resources in P3-P7 | Dept CAT 22 Aug 1 ½ | Staff & children views, data |
| Complete multi-level moderation of Numeracy and Maths approaches. Staff and learners engage in planning of numeracy and maths experiences, learning visits/walks and review pupil work against progressions and Benchmarks | Moderation CATs 6hrs | Staff views |
| Develop Family Learning opportunities linked to Numeracy and Maths e.g. Open Learning afternoons for Glasgow Counts strategies and family learning workshop for targeted children in P4-P7 | Term 1 | Parent views |
| Embed and review agreed approaches to play in P1 and P2 | Aug 18 – Jun19 | Data, staff and children views |
| At P1, P4 and P7 develop effective use of national assessments to support diagnostic evaluation of learner progress and identification of next steps (SNSAs) | Term 3, 4 | Data |

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| **Staff leading on this priority – including partners** | **Resources and staff development** |
| Catriona Fenton (Acting PT), Barnardos family worker  Glasgow Counts | Teejay maths, CAT, Inset days |