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# Session: 2018-19

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| Establishment |  | **LORNE STREET PRIMARY SCHOOL** |
| Head of Establishment |  | ALEX NICOLSON |
| Area/Local Improvement Group |  | LIG 2 |
| Head of Service |  | Donnie Macleod |
| Quality Improvement Officer |  | Louise Hamilton |

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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**

| **1. Our Vision, Values and Aims** |
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| Lorne Street Primary School refreshed its Vision, Values and Aims in Session 20172018. Our Vision isProudly Unlocking Potential In Lorne Street. The first initial of each word spells out PUPILS who are at the centre of everything we do within our school and our aim is to get it right for every child. Our School Values are Respect, Kindness, Truthfulness and Responsibility and we are committed as a school community to promoting and celebrating these. We are currently on a journey to becoming a recognised Rights Respecting School and are engaged in the UNICEF Rights Respecting Schools Award. We were awarded Level 1 in May 2017 and are extremely proud of this achievement. It was through this vehicle we established our Vision and Values, working together with all our stakeholders to ensure everyone’s view and voice was heard and respected. The Rights Respecting Committee led this initiative and conducted surveys, questionnaires, delivered presentations and kept everyone up to date with progress. Our school environment reflects our vision, values and rights respecting ethos which everyone associated with Lorne Street Primary has contributed to establishing. We are proud to continue our journey to Level 2 this session. |

| **2. Summary of our self-evaluation process.**  |
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| **Lorne Street Primary is a school which strongly values the process and practice of self evaluation. We intend to make our self evaluation procedures even more robust in light of feedback from HMIE who visited the school in June 2017. It is valued as a core activity to the improvement of teaching and learning at Lorne Street Primary. Examples of self evaluation include:**1. **Teacher’s Self Evaluation –** of learning and teaching across the curriculum, on a termly basis to assist in developing the role of all teachers becoming even more reflective as practitioners. Part of this discussion also includes discussion at annual Professional Review and Development meetings.
2. **Quality Improvement Calendar of Activities –** the calendar includes monitoring of forward plans, sampling of children’s work and learning experiences across the curriculum, formal and informal class visits by management, tracking of attainment, celebration of achievement, attendance monitoring, tracking progress in the school improvement plan, monitoring of formative and summative assessment practices
3. **Improvement Planning 2018/2019-** Staff were fully involved in setting priorities for session 2018-2019. We reflected on the progress made to date on our key priorities in last session’s improvement plan. Key priorities for 2017-2018 were also established through discussion, expectations of Curriculum for Excellence, GCC Priorities, Education Services Priorities, Getting It Right For Every Child (GIRFEC) as well as feedback that was received from an HMIE inspection that was completed in June 2017.
4. **Professional discussions –** between senior leadership and class teachers continue as an important and valued aspect of self evaluation and quality assurance procedures at Lorne Street Primary
5. **Standards and Quality Report Quality Assurance** audit also informed the new session’s priorities
6. **Pupil Committees –** provide vehicles to ensure all children and young people are active participants in the life of the school. These committees include Eco, Pupil Council, Rights Respecting School, JRSO’s and Enterprise / Fairtrade
7. **Views of parents, children and partners –** All parents, P4- P7 pupils and our school partners were invited to complete a questionnaire about different aspects of the school. The outcomes are going to be used to guide planning and improve practice within Lorne Street Primary.
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| **Strengths identified:** **1:** The children’s positive approach to learning and the enjoyment and pride they feel for their school.**2:** The clear, purposeful sense of direction the headteacher and senior leadership team are promoting in the school, winning the respect of the school’s community.**3:** The caring ethos, identified by the whole school community, which the headteacher, senior leadership team and staff has developed**4:** The way in which the school and its community recognise that the diverse, multicultural and inclusive nature of the school is a key strength and defining characteristic  |
| **Priorities for development:****Learning Teaching and Assessment**Focus on Learning, Teaching and Assessment will ensure provision of high quality learning experiences for all young people ensuring children maximise their successes and achievements and reach their potential at school.**Quality Assurance**Focus on implementing high quality assurance tasks related to the calendar where all staff have consistently high expectations for all learners and are committed to change which results in improvements for learners. **Raising Attainment and Achievement**Focus on robust tracking in maths and Literacy to improve attainment over time to ensure children maximise their successes and achievements and reach their potential at school |

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| **3. Action Planning** |

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| **No.** | **Quality Indicator** |  **Priority**  |
| **1** | **2.3** |  **Learning Teaching and Assessment**Focus on Learning, Teaching and Assessment will ensure provision of high quality learning experiences for all young people ensuring children maximise their successes and achievements and reach their potential at school.**Expected outcomes for learners which are measurable or observable*** Teaching and learning will be of the highest quality ensuring explanations and instructions are clear, questioning is skilled and learning intentions, success criteria and high quality feedback are used to ensure improved learning outcomes for all.
* Assessment will be integral to planning of learning and teaching, matched to learning needs and used to support next steps in learning to ensure the highest quality learning environment where learners’ experiences are appropriately challenging and enjoyable to allow learners to demonstrate their knowledge and understanding, skills and attributes with a focus on literacy and numeracy.
* Tracking and Monitoring will be well understood and used effectively to secure improved outcomes for all learners with a focus on children from SIMD 1 and 2 to ensure attainment for all. All teachers will continue to develop skills in data analysis which are focused on pupil improvement.
* Learners will exercise choice, including the appropriate use of digital technology and take increasing responsibility to ensure they become more independent in their learning.
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| **Tasks to achieve priority**  | **Timescale****and checkpoints** |  **Evidence of Impact > (data, observation, views)** |
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| Curriculum Rationale is updated collegiately taking account the unique context of the school to ensure that all staff have a shared understanding on what the expectations are in teaching and learning. The Curriculum Rationale clearly highlights what the vision for the next year is. | August 19 | Evidence to inform updated rationale – views sought from pupils, staff parents and stakeholders. |
| Staff work together collaboratively to take forward Questioning within Formative Assessment using the ‘Collegiate Enquiry Practice’ model to help continue working together as a team to improve teaching and learning across the school.Utilise HGIOS 4, Quality Indicator 2.3 as a key evaluative tool during Quality Improvement tasks linked to planning, tracking and monitoring, with a particular focus on the features of highly effective practice and challenge questions. | January 20 – March 20 | Observation of teaching and learning through POLLI model with a focus on Questioning– improved consistency of standards and expectations for children in relation to Questioning will be evidenced across stages / levels |
| Embed the Staged Intervention model in place by implementing termly tracking meetings (building upon the robust baseline that is now in place through triangulating evidence) to identify who is / is not on track and who requires support or challenge. SLT follow up with review meetings to identify what progress has been made with identified pupils. PEF/ CHLOL will put in place additional support / interventions for children (with a particular focus on children who live within SIMD 1 and 2 as well as children who are close to being on track and children who are not in track in Literacy in P2 and P7). Embed a holistic approach linked to assessment calendar – professional judgement / benchmarks / summative assessments (MALT, PM Benchmarking, Routes Into Writing). Jotter work. Use data gathered from summative assessments more diagnostically to identify gaps within each class to inform future teaching and learning  | September 19November 19February 20May 20 | Self Evaluation Data – planned, informed, supportive and collegiate approaches will support children who are not on track in Reading, Writing and Maths to get on track as well as ensuring the implementation of the Stage Intervention model consistently across the school by all staffDialogue re planning for learning – planning will evidence enhanced quality in learning and teaching experiences. Through more challenging questions at planning meetings, all teaching staff will have a deeper knowledge and understanding of QI 2.3 (particularly in relation to aspects of features of highly-effective practice and Challenge Questions that relate to support for children)Attainment Data – children will make progress from their prior levels of attainment in Reading, Writing and Maths in order to close the attainment gap (with a particular focus on children in SIMD 1 and 2) |
| Identify further opportunities to train staff in Literacy for All / Glasgow Counts to consolidate and embed even further the methodologies and pedagogy linked to Glasgow’s improvement Challenge. Integrate the ‘Coaching in Context’ model for an aspect Glasgow Counts / Literacy for All with all teaching staff to ensure consistency of approach across all 8 classes. Development of pedagogy of learning through play in P1. Identify further opportunities to train staff in Digital Learning in preparation for the i-pad roll out. Identify appropriate training for roll out of new Health and Well Being programme, Jigsaw.  | Monthly at CAT sessions | Dialogue re planning for learning – planning will evidence enhanced quality in learning and teaching experiences. Through more challenging questions at planning meetings, all teaching staff will have a deeper knowledge and understanding of QI 2.3Regular updates with all staff on sharing information linked to PEF / CHLOL / HGIOPTracking Meeting – Increased attainment in P1 / Forward Planning for P1Raised attainment in Maths / Reading / Writing in P1 using play as vehicleAll class teachers Coaching in Context with support from CHLOL (Maths) and Literacy (PEF) |
| Development and Implementation of AIFL techniques ensuring that children are clear about their learning and have personalisation and choice integrated ensuring progression , depth and challenge | Monthly at CAT sessions | Observation of teaching and learning – improved consistency of standards and expectations in relation to AiFL techniques for children will be evidenced across stages / levelsLearning Conversations – children will demonstrate an increased enjoyment, more ownership and depth in learning  |

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| **Staff leading on this priority – including partners**  |  **Resources and staff development** |
| QUALITY ASSURANCE – Alex NicolsonMODERATION – Karen Marigo, Nicolla Mackay, Julie ClarkLEARNING THROUGH PLAY – Catherine Hewlett, Preet Deol, Paula Gunn, Julie ClarkLITERACY FOR ALL – Trisha Tarbert, Pauline Murphy, Freya Bachell, Bernard MunogeeGLASGOW COUNTS – Lindsay Kelly, Frances Zokas, Nicolla MackayASN / STAGED INTERVENTION – Alex Nicolson, Trisha TarbertFAMILY LEARNING – Karen MarigoHEALTH AND WELL BEING – Karen MarigoDIGITAL LEARNING – Lindsay Kelly, Rehanna Anwar , Aysha Akhtar | HGIOS 4 – QI 2.3CGI whole staff CLPL / Apple Store - Digital LearningGlasgow Counts –CLPLLiteracy for All – CLPLDigital Learning Audit ToolPEF FundingPromethean BoardsGlasgow Counts Materials : Maths FrameworkLiteracy for All Materials – Ready Steady Read / Reading Into WritingSchool Progression PathwaysNational Benchmarks / E’s& O’sFamily Learning programmeHealth and Well Being programme |

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| **No.** | **Quality Indicator**  |  **Priority**  |
| **2** | **1.3****2.3** | **Quality Assurance**Focus on implementing high quality assurance tasks related to the calendar where all staff have consistently high expectations for all learners and are committed to change which results in improvements for learners. **Expected outcomes for learners which are measurable or observable*** Senior Leadership Team have a shared understanding on what ‘quality’ looks like to help ensure that the expected standard is consistent throughout the school to ensure improved learning outcomes for all
* Moderation is facilitated to develop a shared understanding of standards and expectations. Moderation is ongoing before, during and after the planning of learning, teaching and assessment with learners at the heart of every stage of the cycle
* All staff are clear on the schools strengths and areas of development as highlighted in the SIP, EPR, SIF S &Q and Curriculum Rationale and how this links with the Quality Assurance Calendar to support changes resulting in positive outcomes for learners which are sustainable
* The SIP is taken forward with strategic direction at an appropriate pace of change to ensure that there is sufficient time for embedding improvements to ensure positive outcomes for all learners
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| **Tasks to achieve priority**  | **Timescale****and checkpoints**  |  **Evidence of Impact > (data, observation, views)** |
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| Follow the robust Quality assurance calendar rigidly with a focus on using the Moderation Cycle to ensure staff have high but realistic expectations and a shared understanding on what achieving a level looks like. Focus on a different 2 ‘bubbles’ within the Moderation Cycle as a focus to develop with all teaching staff to help ensure more consistency in all 8 classes. Planned moderation of planning and assessment including opportunities for whole school and cluster moderation activities | September 19- June 20 (see QA calendar) | Staff confidence in utilising the Moderation Cycle and feeding back to colleagues will increase which will raise attainment and achievement in Reading, Writing and MathsStaff will have an improved understanding on what Moderation is and how the different ‘bubbles’ in the cycle are related and inter dependent on each otherStaff will have an increased shared understanding on expectations in Reading leading to a more consistency  |
| Feedback from Quality Assurance activities is collated at whole school level to identify strengths and next steps which integrate high level messages to help plan and inform future teaching and learning | On going throughout session, collation of all activities to take place at whole school level and fed back to staff  | Observation of teaching and learning / learner conversations / monitoring of jotters / peer visits (all QA activities collated) – improved consistency of standards and expectations for children will be evidenced across stages / levels |
| Further develop use of diagnostic assessments and targeted support and interventions (PEF and CHLOL) to raise attainment in numeracy and literacy across the school with a particular focus on children from SIMD 1 and 2. All staff will complete a PM Benchmark for each child at least once every session. MALT (to be used as a diagnostic tool and gaps in learning identified to inform next steps) tests to be carried out for every single child in the school. All results from summative assessments to be part of triangulation at termly tracking meetings (benchmarks must be utilised too) | Sept 19- June 20 | Self Evaluation Data – planned, informed, supportive and collegiate approaches will support children who are not on track in Reading, Writing and Maths to get on track as well as ensuring the implementation of the Stage Intervention model consistently across the school by all staffDialogue re planning for learning – planning will evidence enhanced quality in learning and teaching experiences. Through more challenging questions at planning meetings, all teaching staff will have a deeper knowledge and understanding of QI 2.3 (particularly in relation to aspects of features of highly-effective practice and Challenge Questions that relate to support for children)Attainment Data – children will make progress from their prior levels of attainment in Reading, Writing and Maths in order to close the attainment gap (with a particular focus on children in SIMD 1 and 2) |
| Quality Assurance tasks relate directly to SIP related priorities and evidence progress being made with Learning Through Play / methodologies in the Glasgow Improvement Challenge / Glasgow Counts | Oct 19- June 20 | Self Evaluation Data – planned, informed, supportive and collegiate approaches to change will improve attainment in Reading / Writing / Maths / Learning Through playObservation of teaching and learning / learner conversations / monitoring of jotters / peer visits (all QA activities collated) – improved consistency of standards and expectations for children will be evidenced across stages / levels  |

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| **No.** | **Quality Indicator**  |  **Priority**  |
| **3** | **2.5****3.2** | **Raising Attainment and Achievement**Focus on robust tracking in Maths and Literacy and achievement in the widest sense including Family Learning to improve attainment over time to ensure children maximise their successes and reach their potential at school**Expected outcomes for learners which are measurable or observable*** The school’s data is valid, reliable and proportionate and demonstrates that children are making good progress
* Teachers’ improved confidence in their professional judgement together with benchmarking and an appropriate range of assessments are leading to improvements in attainment
* Teachers’ are utilising formative and summative assessment more robustly to inform teacher judgement and identify which learners require support / challenge with a focus on children from SIMD 1 and 2 to ensure raised attainment for all and remove barriers to learning ensuring equity for all
* All staff will consider achievement in the broadest sense and recognise and value the personal achievements of all learners. Achievements (including those achieved outside school) for every single child will be tracked and celebrated ensuring improved outcomes for all
* Family learning is leading to stronger home –school links which are improving outcomes for pupils. Participation in family learning activities are monitored robustly to highlight trends and support effective early intervention strategies
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| **Tasks to achieve priority**  | **Timescale****and checkpoints** |  **Evidence of Impact > (data, observation, views)** |
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| All staff to engage with the GCC Planning Framework for Numeracy and Maths (GIC). All staff engage in CLPL sharing expectations inwards and outwards by visiting schools to observe Literacy for All / Glasgow Counts to aid improving professional judgment on achieving a level. | Ongoing | Learning Conversations – children will demonstrate an increased enjoyment and depth in learning through being challenged / supported more in Maths / LitreracyStaff have an increased confidence in utilising methodologies / strategies from Glasgow Counts / LFA which will lead to an improvement in teaching and learning and raise attainment in Maths / reading / Writing |
| Embed GDSS approaches across all stages P1-P7 to support raising attainment in Literacy. Develop GCC Literacy for All approaches / methodologies and use of targeted support and interventions across the school to raise attainment in literacy and close the gap. | Ongoing | Professional Dialogue / Tracking of Attainment – Staff will have increased knowledge and confidence in using new National Benchmark Statements to evidence achievement in Reading / WritingAttainment Data – children will make progress from their prior levels of attainment in Reading and Writing in order to close the attainment gap (with a particular focus on children in SIMD 1 and 2) |
| Extend the data that we put in the GCC Monitoring and tracking Tool (currently Reading / Writing / Maths levels are updated) to include wider achievement | Termly | Tracking Achievement (both in and out of school) – tracking will evidence progressive and coherent achievements for all children) |
| Family Learning Workshops available after school on Literacy / Maths to up skill parents to enable them to be kept up to date with methodologies and strategies used so that they can support learning/homework at home. Facilitate a Learning Club for all children who go on extended leave. Consult with parents / carers about what family learning opportunities would be supportive. Monitor progress of children who are on / off track that attend the Family Learning Club with their parents to measure any impact. . Continue to raise the profile of Reading within our families and offer further opportunities which tap into cultural diversity more. Adopt a more structured approach to target families who have been identified as having singular or multiple needs which are having an impact on their health and well-being, general development and / or learning. Aim for staff to work more closely with parents and carers to reduce potential barriers to engagement and improve responsiveness to family circumstances by actively identifying poverty related barriers using FOCUS as a key tool | October 18 – June 19(weekly) | Increased confidence in parents skill to support with learning at home in Literacy and Maths. Improved Partnership Working – views from parents will be utilised to evaluate/ improve the workshops on a week to week basis as well as to inform future workshops/ Reduction in number of children going off track after going on extended leave. Increased attainment figures on the impact of children attending the Family Learning Clubs. SIMD 1 and 2 children are targeted even more robustly as well as some of our more vulnerable families throughout the school. Family Surveys issued before / after Family Learning Club input to measure parent level of improvement in confidence in supporting children’s learning |

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