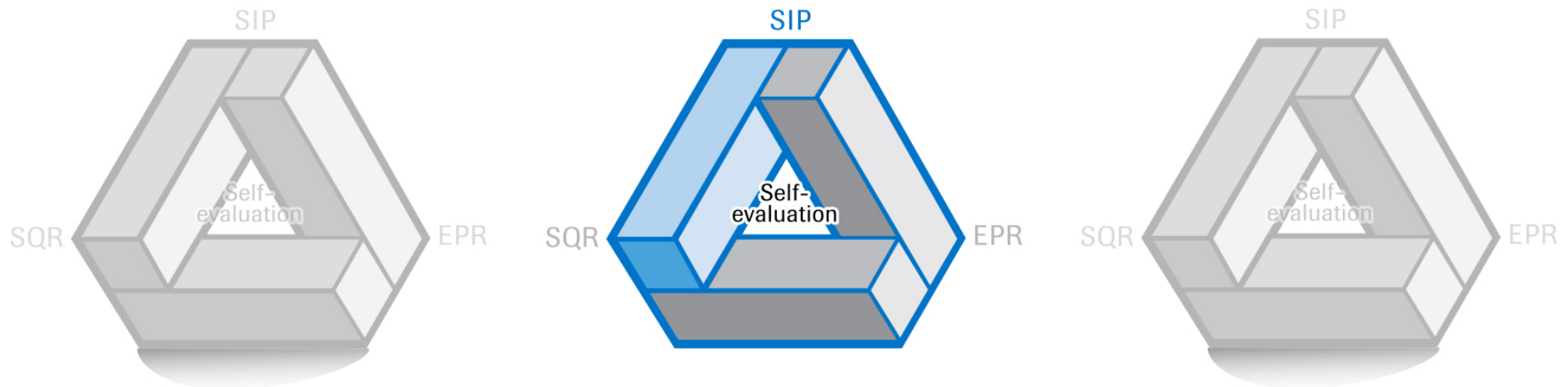




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Supporting Improvement: **School Improvement Plan**



Session: 2017-18

Glasgow City Council Education Services: Improvement Planning

Establishment	Broomhill Primary
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Action Plan Summary for Stakeholders

<p>1. Our Vision, Values and Aims</p> <p>The vision, values and aims have been developed over time through consultation with staff, Parent Council, Pupils and the wider parent body. Our agreed values are:- LEARNING, HONESTY, RESPECT, RESPONSIBILITY AND LOVE AND KINDNESS.</p> <p>Our vision for Broomhill Primary is: Within a safe and nurturing environment, pupils are encouraged to achieve highly in all areas within a broad and progressive general curriculum, are encouraged to respect others and themselves and develop skills that will continue beyond formal education.</p> <p>Our aims are</p> <ul style="list-style-type: none"> • To offer a broad, general education, appropriate to the needs and aspirations of all our pupils and providing for their intellectual, aesthetic, physical, social, personal and moral development. • To develop positive attitudes to learning and the capacity for independent thought and enquiry by providing challenging programmes supported by a variety of teaching approaches. • To foster a meaningful partnership with the home and community through effective communication and involvement in the life of the school. • To develop an interest in, and responsible attitude towards, the wider world, its peoples and sustaining the environment <p>This will be revisited and reviewed as part of this year's S.I.P. following the move to the new building at the end of January 2018</p>
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2. Summary of our self-evaluation process.

All staff participate in the evaluation process through our Quality Assurance procedures. Progress on priorities is presented and discussed on in - service days in particular, and allow working parties to feedback on their work to the larger staff group. Support for Learning staff meet with SLT at regular intervals to give their views.

Pupil views are sought through the Pupil Council and through learning conversations with DHT's and HT. The Pupil Council input to the work of the school has been further developed to give them a stronger voice in matters affecting the school.

Previously the school has issued questionnaires to parents to allow all members of the parent body to contribute their views. Most comments were positive and those negative comments centred mostly on behavioural issues. This will be carried out more robustly as part of the work on vision and values prior to our move to the new build

Strengths identified:

- A strong Quality Assurance Calendar in place which has developed through consultation with all staff. This identifies our strengths and areas for development.
- An ethos of dispersive leadership which allows staff to develop their skills leading curriculum developments, working parties and personal interests for the benefit of the school.
- All teaching staff are members of working parties involved in taking forward school developments
- Staff have taken part in training on Nurturing Principles with our Educational Psychologist. There is a strong ethos of care for pupils. Pupils with additional support needs have WAP's which have appropriate targets and are reviewed regularly with parents and pupils.
- Provision of an appropriate and varied curriculum which is differentiated to meet the needs of individual children including opportunities for challenge.
- Pupils are showing improvement across all areas of the curriculum with most meeting the targets for their age and stage.
- Staff participation in CPD courses within and out with the school to enhance skills and knowledge of curriculum content and methodologies which impact on pupil learning.
- Staff participation in a number of courses and sharing practice sessions to develop skills in supporting pupils with additional needs particularly through Glasgow Dyslexia Service and their resources.
- Resources are updated and use made of online resources for staff and pupils.
- We work with parents when required to ensure that pupils are best supported with learning and social and emotional needs.

Priorities for development:

1:Nurturing Principles and Communication – whole school. Building on previous knowledge and developing skills in nurturing communication through CPD and use of PATHS resource

2:Pedagogy and Equity – whole school (teaching staff). Improvement in teaching and learning, in groups led by three class teachers .

2. Summary of our self-evaluation process.

3:Moving to new establishment – end of January 2018. Packing and moving to new building bringing the entire school together. Review of vision, aims and values for the amalgamated school.

4: Digital Literacy in Science – Learning Community Development

No.	Quality Indicator	Priority
1	2.1	Nurturing Principles and Communication Arrangements to support wellbeing
	2.4	Universal support
	2.5	Transitions
	3.1	Ensuring wellbeing, equality and inclusion

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
Training dates with Educational Psychologist arranged for teaching staff and support for learning workers at points across the session	August 2017 – 1 st session and dates set for Feb & May in service days plus one collegiate time TBC	All staff are aware of nurturing principles (Many have covered this in previous sessions) Staff are becoming aware of how pupils reactions and behaviours are communicating their emotions and how best to respond. All staff are able to respond appropriately to pupils when behaviour/ learning is impacted and pupils are distressed. All staff are consistent in their practice when supporting pupils.
Purchase of PATHS resources for curricular work relating to emotional well-being and nurture. (PEF funding) Staff training for teachers on the use of the resources in the classroom within our HWB curriculum (Barnardos)	Aug 2017 Oct INSET day	All teachers are using PATHS materials within the HWB curriculum to build resilience and emotional literacy. Pupils display use of appropriate language to articulate feelings and opinions. Pupils are aware of appropriate responses to anger, sadness etc.
Training staff in All Behaviour is Communication. 4 SfL workers attend training on inset days and DHT attending	Aug and Oct inset days	All staff are trained in responses to incidents when a child is distressed and/or presents with challenging behaviour.

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
Trainer of Trainers event to then deliver training programme to all staff. (It has been agreed by Education Directorate that this training should be provided to all staff within all educational establishments with Glasgow)	Oct course – DHT 4 CAT sessions over the year – if possible within WTA.	Staff participate in the training programme developing skills in these key components of Nurture, Restorative Approaches, Confrontation Management, De-escalation and Risk Assessment and display these increasing skills with their daily practice.
Review of progress made across all areas - curriculum, ethos Staff confidence	June 2018	Staff reflect on changes in practice, improvement in ethos, pupil engagement and staff confidence in supporting particular pupils.

Staff leading on this priority – including partners	Resources and staff development
M. Marshall – Principal Teacher J Kerr – Educational Psychologist LIG 1 Barnardos trainers K Nicholson - DHT	PEF funding Collegiate and Inset time Paths resources – all teaching staff to be trained in the use of these All Behaviour is Communication training events

No.	Quality Indicator	Priority
2	1.3 2.3 3.2	Pedagogy and Equity Training Implementing improvement and change Learning, teaching and assessment Raising attainment and achievement

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
Trainers identified and dates set for Trainer of Trainers events across this session and next (PEF funding)	Aug/ Sept 2017	Trainers are confident in the delivery of the workshops to other staff members. Workshops delivered to staff are inspirational and motivational.
All teaching staff participate in the 6 Teacher Learning Community workshops over the session and trial the tasks given to develop pedagogy and methodology to raise attainment and achievement. Tracking of pupil learning is more robustly recorded using Primary Database SLT use database information to collate and track information on pupil progress	Oct 17 – June 18	Evidence of improvements in formative assessment and feedback to pupils in observed classroom practice and planning. Staff show commitment to the programme and evidence of this is seen across all stages of the school Tracking of pupil learning shows that all pupils are on track or above expected outcomes. Pupils in lower SIMD are tracked to ensure they are achieving at expected levels and beyond and suitable support given if concerns arise.
Review of the progress made over the session to feed back to trainers prior to completion of workshops 18-19	June 2018	All staff involved in reviewing the progress made by staff in their practice and evaluating the impact on their own classroom practice. Evaluation of attainment and achievement of all pupils with particular focus on identified children.

Staff leading on this priority – including partners	Resources and staff development
Trained facilitators – M Bruce, G Harrow and L Mills Tapestry trainers Pedagogy and Equity - local group3 S Connor – acting PT , database information and tracking	PEF funding Collegiate time SI-PE workshop toolkit (PEF) CPD time Acting PT remit (PEF) – EDICT database training All teaching staff developing skills to raise attainment across the school.

No.	Quality Indicator	Priority
3	1.4 1.5 1.3	Move to new establishment Building and sustaining a professional staff team, staff wellbeing and pastoral support Management of resources and environment for learning Developing a shared vision, values and aims relevant to the school and its community

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
HT/ DHT to attend regular meetings re packing up of both buildings in preparation for move to new building. Resources for moving/ disposal are agreed and disposal procedures followed. Adequate boxes/ skips are available for packing and disposal.	Fortnightly meetings from Oct - Jan	Packing is well organised and all staff are aware of the role they have to play in preparation for the move. Janitors contact J.Reoch as required for skips/ boxes
SLT ensure all staff are supported (time, pastoral, etc) to allow for preparation and ensure that it is well organised and has minimal impact on pupil learning.		Staff ensure that pupils learning continues at appropriate pace and that appropriate resources are still available for use. Staff morale and collegiality is good and staff feel well supported by SLT.
All staff involved in setting up of new learning spaces in new school.	February 2018	Staff work together to ensure all tasks are complete prior to closing of buildings and pupils coming in to new building.
Initial consultation with all stakeholder groups (pupil council, parent council, staff groups)to review the vision, values and aims to take forward into the new amalgamated school in line with HGIOS 4 Questionnaires designed and distributed to all parents and community users. (Survey Monkey / paper) Pupils discuss their views with staff or complete questionnaire (dependant on age group) Responses collated to inform wording for overall draft statement which is then discussed and agreed on by all stakeholders.	January 2018 Jan/ Feb 2018 March 2018 May 2018	Questionnaires returned with views of parents, staff and pupils recorded in varied formats. Responses collated and used to inform new draft stakeholder statements which are discussed at parent and pupil forums and refined New vision and values embraced by all members of the school community and are reflected in our day to day practice.

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
New Vision Values and Aims Statement is agreed and displayed within the school and school publications		

Staff leading on this priority – including partners	Resources and staff development
Senior Leadership Team (SLT) Janitorial staff GCC – Cheryl Breen Parent Council	Collegiate time Meetings with parents/ pupils Questionnaires – online and paper versions HGIOS 4

No.	Quality Indicator	Priority
4	2.2 2.3 3.2	Digital Literacy- LC development The curriculum – digital literacy within science Learning, teaching and assessment Developing creativity and skills for life and learning

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
Audit current practice across the curriculum – Data gathered from all establishments to identify strengths and development needs that can be addressed through CAT activities. HT's discuss and identify suitable development across 3-18. Planning and content for in-service day and CAT night agreed	By October LC HT meeting	Staff develop awareness and develop skills in digital literacy through interaction with LC colleagues.
Awareness raising across the LC – discussion around Digital Strategy for Scotland	LC CAT 21 st Nov P/sec	Input builds knowledge and gives ideas to develop skills which staff then translate into improved practice.

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
- inputs from EDICT and use of ED Scot, GLOW, etc. resources	13 th Oct Inset EY	Greater consistent use of digital resources are seen in classrooms.
Identify digital leadership within establishments HSS Science staff to give input to primary Children and Digital Leaders programme	November 2017	.Digital leader cascades information to other staff members through CAT/ CPD opportunities.
Sharing Good Practice across the LC	LC CAT 1 st May 2018 (P/ Sec) 14 th Feb (EY)	Through LC staff discussion staff build knowledge of various digital resources for use across the curriculum and trial new resources/ programmes in own practice
Evaluation of impact recorded in establishment EPR/SQR	June 2018	

Staff leading on this priority – including partners	Resources and staff development
Identified digital leaders from:- Hyndland Learning Community establishments(Hyndland Secondary Broomhill, Hyndland, Thornwood & Whiteinch Primaries Novar, Fortrose and Whiteinch Nurseries) Leaders of Learning Edict Community Police NSPCC Parent Councils Pupil Councils	HGIOS 4/ HGIOSELC Education Scotland materials/ GLOW materials SSSC Scottish Government – digital strategy for Scotland. EDICT digital questionnaires Ed Scot benchmarks WTA – L.C. CAT hours, establishment collegiate time