

ST GEORGE'S PRIMARY

Improvement Plan

2018/19

Session: 2018-19

Establishment	St George's Primary
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Area/Local Improvement Group	South LIG 1
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Action Plan Summary for Stakeholders

1. Our Vision, Values and Aims	
<p>Our vision in St. George's is to develop a happy caring, nurturing environment where we build confidence in each other and the needs of all our learners are met through a motivating and challenging curriculum. All our learners are valued within our inclusive and positive community in which we celebrate a range of achievements and successes.</p> <p>We endeavour to develop in all our children a healthy attitude towards their own, Health and Well-being including building emotional resilience.</p> <p>Working in partnership with parents and the wider community we aim to provide a range of opportunities to ensure children become Responsible Citizens, Effective Contributors, Successful Learners and Confident Individuals.</p>	
<p>Values and Attitudes</p> <p>These values and attitudes are characteristics which we would want all partners of the school to embrace and develop.</p>	
Trust Respect Fairness and Justice Equality Inclusion Responsibility for Environment/Global Awareness Empathy	Nurturing Rights Respecting Enthusiasm Diversity Compassionate Determined Challenge

1. Our Vision, Values and Aims

Tolerance

Cooperation

Aims

- To help every child feel happy and secure and to raise self-esteem and confidence through a positive programme of personal and social development to eradicate bullying, and to promote health through the curriculum.
- To continue to raise levels of attainment and achievement in St. George's by providing an active programme of Learning and Teaching where every child has access to technology and can reach his or her potential.
- To ensure equal opportunity is given to all pupils regardless of sex, culture, or capability, thus ensuring additional support needs are addressed, and all children are respected, supported and challenged appropriately.
- Foster in pupils a love of God and others through the teaching of the Roman Catholic Church and by making pupils aware of other religions.
- Help children become
 - a. successful learners
 - b. confident individuals
 - c. responsible citizens
 - d. effective contributors

Every class contributed to our school mission statement:

In St George's we aim to work in a friendly, clean, safe and healthy environment where we build confidence in each other so that we can achieve our very best.

Our Vision, Values and Aims have been developed through consultation with all our stakeholders. They are regularly reviewed and updated to reflect the changing needs of our school community.

Consultation takes place through a questionnaire to all parents, the Parent Council, Pupil Council and views were sought from all pupils at staff consultation took place at a number of whole staff meetings over the year and through our school self-evaluation process.

As a result of these activities we modify our vision, values and aims and share these with all stakeholders.

2. Summary of our self-evaluation process.

All stakeholders are involved in the self-evaluation process. Our Quality Assurance Programme clearly sets out the range and frequency of self-evaluation activities. These include classroom visits, tracking pupil attainment, reviewing ASN, reviewing paper work, Peer observation and discussion, review of Learners' Experiences, attendance and impact of School Improvement Plan. All staff are involved in an annual self-evaluation session using HGIOS and the TACLE material. Parents are given an annual questionnaire using the six point scale to rate our performance. Pupils are also consulted through individual questionnaires and monthly 'Pulse' meetings with the HT. The opinions of parents are also sought throughout the year on a variety of school activities including our Health and Well-being programme. Information from these sources helped inform the School Improvement Plan for session 2018/19.

Strengths identified:

- Teamwork of staff/staff relationships
- Strong school Ethos – nurturing principles used across the school – staff commitment to providing quality learning experiences and ensuring Well Being of children.
- Children are engaged and actively involved in their learning
- Improvement in levels of attainment in reading and maths
- Up-levelling of staff skills particularly in reading and numeracy
- Support given to targeted groups of pupils in reading and numeracy

Priorities for development:

- 1: Continue to raise attainment in literacy and numeracy by continuing to develop staff skills, further development of the curriculum including digital literacy and engaging families in the work of the school.
- 2: Develop staff skills in the teaching of French and introduce French Programme across the school.
- 3: Review and update school Vision, Values and Aims and devise Curriculum Rationale involving all stakeholders.
- 4: Continue to improve children's wellbeing and incorporate Rights Education.

No.	Quality Indicator	Priority
1	1.2 1.5 2.2. 2.3 2.4 2.5 3.2	Numeracy – To continue to raise attainment for all children in numeracy and maths across the school and target groups and individuals in order to continue to close the gap.

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact (data, observation, views)
1. Continue all staff CPD in numeracy and maths skills through team-teaching, modelling lessons, planning and assessment meetings, to further develop staff expertise in teaching numeracy.	- On-going from Aug'18 - Checkpoints - Oct '18 - Jan '19 - April '19	- Class observations as part of the Monitoring Plan - Learner Conversations - Staff Questionnaire and CPD Records - Attainment Data/Tracking Conversations
2. Staff to plan with CLOL and continue to embed a variety of strategies in class using Glasgow Counts planners and resources. To include using 'The Bar Model' and solving word problems.	- On-going from Aug '18 - Oct '18 - Jan'19 - April '19	- Forward Plans/Glasgow Counts Planners. - Classroom observations - Learner conversations - CLOL meeting minutes
3. Continue to review and develop resources to assist planning and implementation of numeracy strategies including the use of new technology.	-On-going from Aug'18 -Checkpoints as above	- Forward Plans - Glasgow Counts Planners/Resources - Evaluations
4. Use of baseline assessment and other assessment /tracking data across the school to identify gaps and/or specific groups of children or individuals to target support in order to continue to close the gap.	-On-going from Aug '19 Checkpoints as above	- SIMD Data - Baseline Assessment Data - Action Plans/Forward Plans - CLOL timetable - Assessment/Tracking Data - Attainment Data - SflW timetables
5. Plan and implement family learning activities to meet the needs of our families within numeracy and engage them in learning, including targeting vulnerable families	- On-going from Aug '18 - Checkpoints as above	- SIMD/FSM Data - Tracking/Assessment Data - Parents Evaluation - Family Learning Officer Questionnaires/Evaluations

Staff leading on this priority – including partners	Resources and staff development
CLOL – A Loughery HT – D Taylor Nursery/Primary Transition – S McDermott Numeracy Working Party	-Glasgow Counts Planners/Resources -Staff Meetings -WTA – Panning/Assessment Meetings -Tracking/Assessment Information Data -SIMD Data -PEF – SfLW, Resources -Family Learner Officer -PEF -Numeracy Café, Family Engagement Sessions

No.	Quality Indicator	Priority
1	1.3 1.5 2.2 2.3 2.4 2.5	Literacy – To raise attainment for all children in reading and writing by continuing to develop staff skills and targeting individuals and groups of children to close the attainment gap.

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
1. Continue all staff CPD in literacy skills, particularly writing, through collegiate sessions, team teaching, planning and assessment meetings ,individual courses, viewing good practice.	- On-going from Aug '18 - Checkpoints - Nov '18 - Feb '19 - May '19	- Classroom observations - Learner conversations - Staff CPD Records - Forward Plans/Assessments
2. Staff to plan and implement appropriate programmes of work in literacy to teach specific skills, including use of Writing Criteria	- On-going from Aug '18 - Checkpoints - As above	-Forward Plans/Forward Plan Meetings -Termly Assessments - Classroom observation - Learner Conversations 'The Pulse'
3. Use of assessment and tracking information across the school to identify gaps and specific groups of children or individuals to target support in order to continue to raise attainment or close the attainment gap.	- On-going - Checkpoints - As above	-Assessment Data -Tracking Data -SIMD Data -Action Plans
4. Introduce and implement new 'Literacy For All' Planners and incorporate into whole school Literacy Programme	- Checkpoints - As above	-Forward Plans -Professional Discussion/Evaluations -Classroom Conversations
5. Plan and implement family learning activities with a focus on literacy to engage families in learning, including targeting vulnerable families.	- As Above	-SIMD/FSM Data -Tracking/Assessment Data -Parents Evaluations -FLO Questionnaires/Evaluations
6. Begin to develop staff skills in digital literacy and use of new technology to enhance literacy curriculum.	- Checkpoints - Dec '18 - March '19 - May '19	-Forward Plans -Professional Dialogue/Evaluations - Learner Conversations – 'The Pulse'
7. Develop pupil led 'Technology Team' and build their skills in use of technology.	- Checkpoints - -As above	-Learner Conversations -Pupil Evaluations
8. Timetable 'Tech Team to support classes across the school.	- 'Tech Team' roll - Out term 3/4	-Forward Plans -Learner Conversations Classroom Observations

Staff leading on this priority – including partners	Resources and staff development
DHT – M Pugh HT – D Taylor Early Intervention – PT S McDermott Literacy Working Party Digital Literacy – K Lorimer	<ul style="list-style-type: none"> - School Literacy Programme - Forward Plans - Literacy For All Resources - Writing Criteria - SIMD/FME Data - SfLW Timetables-Meeting Minutes - PEF-SfLW, Resources - 3 x 2hours Collegiate Time - Forward Plans - PEF – Family Engagement Sessions - I-pads

No.	Quality Indicator	Priority
2	2.2 2.3	French – To implement French Language Programme across the school

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
1. Staff Development, Masterclass, to improve staff skills in teaching French	-By Feb '19 -Checkpoints Dec'18	-Forward Plans -CPD Records -Learner Conversations
2. Plan and implement Whole School Programme for French – Teachers plan and implement lessons in class.	-Term 3, 4 -Checkpoints Dec '18 -April '19	-Professional Dialogue -Forward Plans -Learner Conversation -Classroom Observations
3. Provide 'Coaching In Context' Staff Development for P5, 6 and 7 teachers.	-On-going from Aug '18	-Forward Plans -Professional Dialogue/Evaluations -Learner Conversations/Samples of work
4. Review and Evaluate skills and programme across the school.	May '19	-Questionnaires -Samples of childrens' work – Professional Dialogue

Staff leading on this priority – including partners	Resources and staff development
French Language Tutor Coaching In Context-E Norton Liaison for Staff Development – G Campbell-Thow Co-ordinating of Programme – DHT – M Pugh	- 4 x 2hours Collegiate Sessions (3 x 2hours In-set) (1x2hours Collegiate Sessions) - French Programme and Resources

No.	Quality Indicator	Priority
3	1.3 2.2	Renew and Update Vision, Values and Aims and devise Curriculum Rationale to ensure that the Whole School Community has a shared understanding of what we are trying to achieve and that the needs of our learners are at the centre of curriculum design and development.

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
1. Review and update the schools Vision, Values and Aims including all stakeholders.	<ul style="list-style-type: none"> - Aug '18 - Checkpoints - Nov '18 - Feb '19 	<ul style="list-style-type: none"> - Learner Conversations - Questionnaires – Pupils, Parents, Staff
2. Review and Evaluate current practice across the school and identify areas of strengths and development needs-including all Stakeholders	<ul style="list-style-type: none"> - From Aug '18 - Checkpoints - Nov '18 - Feb '19 	<ul style="list-style-type: none"> - Evaluation Evidence - People's Views - Self Evaluation
3. Identify what makes us unique by looking at the big picture of Our School InThe Community, then range of experiences we offer children and our staff expertise. Collect views from staff, pupils and parents.	<ul style="list-style-type: none"> -From Aug'18 -Checkpoints As above 	<ul style="list-style-type: none"> - People's news, staff/parents/pupils - Learner Conversations - Self Evaluation - Classroom Observations
4. Identify our priorities for moving forward by collating information from all Stakeholders and formulate a Curriculum rationale to inform future developments.	<ul style="list-style-type: none"> - By May '19 	<ul style="list-style-type: none"> - Collegiate Discussion - Classroom Observations - Forward Plans - People's Views

Staff leading on this priority – including partners	Resources and staff development
HT – D Taylor Parent Council Pupil Council	1 x 2 hours Collegiate Session – Aug '18- Vision, Values and Aims Parent Council Meetings Pupil Council Meetings

No.	Quality Indicator	Priority
4	2.1 2.3 2.4 2.5 3.1	Health and Well Being – To continue to improve mental and emotional Health and Wellbeing of all children leading to improvement in attainment and achievement.

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
1. Staff CPD in emotional literacy strategies and activities to further develop staff expertise in ensuring the wellbeing of all children. Focus on The Nurturing School, CPD to include Rights Respecting Schools.	-On-going from Aug '18 -Checkpoints -Oct'18 -Jan '19 -April'19	-Staff CPD Records -Professional Dialogue/Evaluation - Forward Plans
2. Review and update school PSD Programme-including resources to supplement mental and emotional wellbeing including RRS	-Checkpoints -As Above	-Classroom Observation -Forward Plans Collegiate Planning/Discussion -Nurture Meeting Minutes -Evaluations
3. Teachers Plan and Implement PSD lessons in class using a variety of strategies and resources including RRS resources	-Checkpoints -Jan '19 -May '19	-Forward Plans -Classroom Observations -Learner Conversations
4. Embed the practice of children taking on responsibility within the school and understanding rights of all children in the local wider community	-On-going from Aug '18 -Checkpoints -As above	- WAPs -ASPs -Professional Dialogue -Tracking Meeting Minutes
5. Review and update Record Keeping Procedures and Pro-formas for pupils including Pastoral Notes, Wellbeing Assessment Plans, Additional Support	-From Aug '18 -Checkpoints as above	-Groups/individual Action Plans and Evaluations -Pupil Questionnaires, Parent Questionnaires

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
Plans, Risk Assessments.		
6. Target individuals and groups of pupils to support emotional wellbeing including children living in SIMD 1 and 2 and develop family learning activities and opportunities to engage families	-On-going from Aug '18 -Checkpoints -Dec'18, March'19 -Award by June '19	-Achievement of RRS Bronze Award -Questionnaires

Staff leading on this priority – including partners	Resources and staff development
HT – D Taylor – Health and Wellbeing Development Group EP Input – L McCorkell Nurturing School – S McDermott Quarriers – M Beatie RRS – K Lorimer	-The Nurturing School - 2 x 2 hours Collegiate Sessions -PEF – Quarriers, Emotional, Wellbeing Resources, Family Learning Activities -WAPS/ASPs

