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# Session: 2022-2023

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| Establishment |  | **St Philomena’s Primary School, Glasgow** |
| Head of Establishment |  | Heather King |
| Area/Local Improvement Group |  | North East LIG 1 |
| Head of Service |  | Gerry Lyons |
| Area Education Officer/  Quality Improvement Officer |  | Andrea Reid/ Stephen Watters |

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**Action Plan Summary for Stakeholders**

| **1. Our Vision, Values and Aims** |
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| Our school’s vision, values and aims clearly reflect the school’s commitment to upholding the rights of the child. We are an inclusive establishment who promote equality, respect and tolerance for all, irrespective of gender, race or religion.  In St Philomena’s Primary School, we provide our children with a happy, caring and safe learning environment. Through all we do we aim to prepare our children for the future by equipping them with a high standard of education, a global perspective and a respect for the core values. As a school community, we have chosen our 4 core values as: **Respect, Positivity, Kindness and Honesty.**  Developing these skills within a Catholic ethos is the corner stone of the education we offer. We strive to ensure every child experiences success and achievement and to empower the wider school community.  Our motto is :**“Building a Spirit of Community and Success”**  At St Philomena’s we aim to:   * Create a welcoming ethos based on gospel values where children feel safe, happy and included. * Work together to build a whole school community committed to improving outcomes for our children and families and to ensure success and achievement is celebrated. * Provide high quality teaching and learning experiences which are engaging, enjoyable and matched to children’s individual needs. * Promote health and wellbeing for the whole school community by providing a healthy environment where all are valued and respected. * Create partnerships with parents, carers and other organisations to improve skills for life, learning and work in an ever changing digital world. |

| **2. Summary of our self-evaluation process.** |
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| All staff participate in the evaluation process through our Quality Assurance procedures. This session we have evaluated ourselves against HGIOS 4 Quality Indicators to assess the school’s progress towards achieving priorities identified within the school’s Improvement Plan. Progress on priorities is presented and discussed at in-service days and during staff meetings. Information collated from a range of summative assessments such as PIRA, MALT Maths and SNSA were key factors in focussing areas of the curriculum that required development both within stages and at whole school level.  Information collated from a range of sources including Maths Assessment of Learning and Teaching (MALT), Progress in Reading Assessments (PIRA), Scottish National Summative Assessments (SNSA) and school tracking and attainment information have supported the school in evaluating teaching and learning approaches, curriculum programmes and the impact on pupil progress.  As outlined in our Quality Assurance Calendar, we have monitored forward plans, sampled children’s work and learning experiences across the curriculum, undertaken formal and informal class visits, monitored attendance, undertaken health and safety checks, tracked progress in the school improvement plan and monitored formative and summative assessment practices.  In addition, Wellbeing Assessment Plans and targets were reviewed termly with staff, pupils and parents/carers ensuring parent and pupil voice.  Pupil views are sought through house meetings, school committees, assemblies and SLT learning conversations. Pupil Focus Groups and Learning Circles contribute to the work of the school ensuring that pupil voice is evident in self-evaluation and school improvement.  Regular meetings with St Philomena’s Parent Council continue to provide a forum for parents to contribute to the school’s self -evaluation and school improvement procedures. These regular meetings also provide a platform for parents/carers to discuss issues and concerns. The school works in partnership with children, parents and partners to make changes and adaptions to school practice as appropriate. |
| **Strengths identified:**   * A robust quality assurance calendar which has self-evaluation built in throughout the school year. This ensures that staff, pupils, parents and partners are involved in identifying the school’s strength and areas for development. * Enhanced tracking and monitoring of teaching, learning and attainment is providing clearer information on children’s progress in learning over time. * Improved collection and analysis of data is ensuring a clear focus on improvement priorities and ensuring improvement linked to self-evaluation. * The school’s vision, values and aims are central to our Curriculum Rationale. This now reflects the school’s place in the community, identifies what makes the school unique and provides a clear understanding of the school’s curriculum. This continues to support the school to establish a collective commitment to change. * Leadership is distributed across the school with a number of staff have completed additional leadership qualifications. * Effective systems are in place to ensure robust arrangements for safeguarding and child protection. All policies and procedures are subject to on-going review. * Ensuring children’s wellbeing is central to the work of the school. Newly developed practices and resources linked to wellbeing are supporting children across the school to feel safe and valued at school. * The school’s skills-based progression pathways support children to build on prior learning and ensure appropriate progression in learning. * The school’s commitment to raising attainment in literacy and numeracy through providing enhanced teaching and learning approaches through engagement in ‘Glasgow Counts’ and ‘Literacy for All’ approaches and methodologies and effective use of assessment. * Referral and assessment systems are in place to identify children’s additional support needs. Wellbeing Plans are in place with identified targets and interventions to support improvement. This is supporting parents, pupils and staff to work collaboratively to set, review and evaluate targets termly. * Effective transition programmes are in place to support transitions. * The school continues to have strong partnerships with community groups. This is having a positive impact on children’s opportunities for achievement. * St Philomena’s commitment to developing whole school nurturing approaches, de-escalation and restorative practices are supporting the school to further develop a shared understanding of equality, wellbeing and inclusion. * The school’s play-based approach to learning in P1 has helped raise attainment in literacy and numeracy. This commitment to wellbeing and inclusion is further strengthened through the expertise and support of staff from the school’s well-established Inclusion Base. * ***ASN hub- one or two sentences*** |
| Priorities for development:   * Improve strategic leadership of change, underpinned by effective self-evaluation procedures, ensuring school improvements lead to raising attainment in literacy and numeracy. * Improve assessment, tracking and monitoring procedures to help inform appropriate interventions and ensure improved outcomes for all children. * Improve the consistency of high-quality learning and teaching, ensuring children make sustained progress in their own learning and increased consistency in teaching for effective learning approaches across the school. * Improve creativity across all areas of the curriculum including the seamless integration of digital tools for learning in line with the authority’s digital strategy. |

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| **1. Raising attainment in Literacy and Numeracy** |

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| **No.** | **Quality Indicator** | **Priority** |
| **1** | **3.2 Raising attainment**  **And achievement.**  **2.2 Curriculum**  **2.3 Learn, teaching and**  **assessment**  **2.4 Personalised**  **Support**  **2.5 Family Learning** | Our objective is to raise attainment **in Literacy and Numeracy** through:  Continuing to embed **Literacy for All Framework** to support planning, resourcing, teaching and assessment in **literacy**.  Training all staff in Talking and Listening approaches and refresh in all in Literacy for all Framework.  Continue to embed Reading into Writing and Genre based writing approaches.  Embed **Literacy for All** and **Glasgow Counts Trackers** within Planning and Assessment booklets.  Continuing to embed **Glasgow Counts** **Framework** to support planning, resourcing, learning, teaching and assessment of **numeracy.**  Developing moderation practices using national benchmarks to support confidence in professional judgements in **Literacy** and **Numeracy.**  The effective use data to increase pupil attainment in **literacy** and **numeracy**.  Ensuring lessons meet needs of all learners supporting all children to make sustained progress in **literacy and numeracy**.  Developing Digital **Literacy** and **Numeracy** supports and apps to enhance and support learning.  Engaging in family learning to improve family support in **literacy** and **numeracy**. |
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| **Tasks to achieve priority** | **Timescale**  **and checkpoints** | **Evidence of Impact > (data, observation, views)** |
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| **Engage all staff in achieving a level moderation of writing across the school** | **Feb Inset 2022** | **Views**: Staff will be more confident in using professional judgement to establish what constitutes achieving a level |
| **Review of Literacy and Numeracy attainment data across all stages. (PEF Priority)**   * Analysis of PIRA, North Lan Summative spelling assessments, Interim and final assessments and – SNSA Attainment data in all Cohorts but with a particular focus on Cohorts1,4,7. * Data analysis meeting to take place between teachers, SLT and CLOL literacy and CLOL numeracy to plan next steps for groups and individuals. * Identify attainment groups and support for learning groups/individuals * Identify strengths and areas for development across levels to inform action points for CLOL focus | **Aug - Sept** 2022 | **Data** – Attainment and Support for Learning groups detailed with appropriate interventions planned to support attainment. Baseline assessment carried out and reassessed at checkpoints. Analysis of results used alongside professional judgements to identify improvements in performance.  **Observation -** pupil motivation and engagement in focus group setting.  **Views**- Learning conversations/ staff evaluations/CLOL tracking meetings. |
| **Further embed GCC Literacy for All and Glasgow Counts Framework to support planning, resourcing, teaching, assessment and moderation in literacy and Numeracy.**   * CLOL Literacy and CLOL numeracy– Training Calendar – Refresh / Induction new members of staff/ SfL staff * Talking and listening planning page to be incorporated into forward plan to ensure talking and listening taught discreetly with termly focus. * CLPL Core Training for all in Talking and listening. * CLOL modelling of teaching and learning in literacy and numeracy with specific termly focus for literacy:   Term 1 and Term 3- Writing and Talking and listening  Term 2 - Reading strategies and T and L  Term 4 – Shared Reading into Writing and T and L | **August** 2022 – **June** 2023  August 2022  Pre-August 2022  September 2022  Ongoing throughout year | **Data** – Robust assessment / progression over time information based on shared framework. Quality of professional dialogue and DAMs across PLCs around attainment levels and progress in literacy and numeracy.  **Views-** Staff confidence in planning and delivering talking and listening and numeracy.  **Pupil learning conversations-** children confident in discussing learning, strengths and next steps.  **Data**- Initial diagnostic and interim and final summative assessments  Views\_ Teacher views on confidence in using resources and approaches modelled by CLOL. |
| **Raise attainment in literacy and numeracy through family learning opportunities.( Supported study) (PEF)**   * Read, Write, Count workshops for Infant classes * Supported study workshops for children and parents (CLOL literacy and numeracy) | **September** – **June** 2023 | **Data** – participation levels, family engagement, improved pupil progress through literacy and numeracy attainment data.  **Views-** parental focus group to evidence if there has been an improved understanding of literacy and numeracy development and how best to support their child. Pupil views to gauge confidence and progress. |
| To re-establish ‘Scotland Reads’ initiative.  To establish paired reading with P7 and P2. | **September 2022** – **June** 2023 | **Data** – participation levels, Family engagement **-** Reading levels/ progression.  **Views**- Gain pupil’s views on motivation/ attitudes and changes over time. Dialogue with reading partners/teachers. |
| P6-7 staff have enhanced knowledge, understanding and confidence to access and use the content available on the My World of Work (MWW) website. | **Careers Breakfast – Oct 2022**  **MWW focus January - March** 2023 | **Data** P5-P7 children access and make use of the MWW website in order to build awareness of carer management skills - self, strengths, horizons and networks. [www.myworldofwork.co.uk/](http://www.myworldofwork.co.uk/)  **Observations** - Children learn more about the world of work through engagement with employers, facilitated by Founders 4 Schools  [www.founders4schools.org.uk/](http://www.founders4schools.org.uk/)  **Views**- Children’s learning conversations adopt an understanding of the world of work, children can use the language of the entitlements / I can statements [www.myworldofwork.co.uk/](http://www.myworldofwork.co.uk/) |

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| **Staff leading on this priority – including partners** | **Resources and staff development** |
| DHT Literacy – Lynsey McLeod  Headteacher – Heather King  CDO- Anna Miele ASN hub and Lesley Bell  Scotland Reads – Parent / Community volunteers  CLOL Numeracy- Claire Sharkey(Attainment)  CLOL Literacy Abigail Moffat | **Staff Development**  GCC Literacy for All Training CLOL -cascaded to all staff  GCC Glasgow Counts training cascaded to all staff  DLOL CLPL 4 hours |

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| **2. Improve teaching and learning through CEP** |

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| **No.** | **Quality Indicator** | **Priority** |
| **2** | **3.2 Raising attainment**  **And achievement.**  **2.2 Curriculum**  **2.3 Learning, teaching and assessment** | Our objective is to improve the quality and consistency of teaching and learning across the school and across the curriculum:  \*Involve all stages in self-evaluation of teaching and learning in terms of 5 key themes  \*Identify strengths and focussed areas for development for departments to work collaboratively in PLCs  \* SLT walkthroughs and Polli trio evaluations of impact on learners |

| **Tasks to achieve priority** | **Timescale**  **and checkpoints** | **Evidence of Impact > (data, observation, views)** |
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| Audit of current teaching and learning | Term 1 Aug-Oct 2022 | **Data** – Percentages of teachers using themes consistently in daily lessons  **Views**- Glow forms for teachers /Pupil evaluations/feedback/views on engagement. |
| **Review of learning and teaching across the school**   * Analysis of quality of teaching and learning across the school * Identify strengths and areas for development across levels to inform action points for CEP focus | **Aug- Oct**  2022 | **Data** – Self-evaluation of key themes. Baseline self-evaluation assessment. Analysis of results used alongside professional judgements to identify improvements in performance.  **Observation -** pupil motivation and engagement in class setting.  **Views**- Learning conversations/ staff evaluations/tracking meetings. |
| Infograph to be established at end of each theme which then informs teaching and learning policy | End each theme | **Data- Infograph to be submitted to GIC** |
| Trio PLCs will identify a focus for each theme | Ongoing stage PLCs from previous session | **Data-** Stages will evaluate current practice and identify areas of focus and action points to be undertaken as a trio |
| Staff CEP training delivered by CEP facilitator to all staff during collegiate training.  PLCs to outline dates for walkthroughs where learning evident | Oct-June 2023 | **Data-** attendance of staff in attendance.  Observations- Walkthroughs, effectiveness, consistency across school.  Views: Staff comments on effectiveness and impact on teaching and learning. |
| Establishment training calendar to detail CLPL opportunities for the year. | Aug 2022 | **Observations-** Monitor attendance at events and compare with this session to establish improvement |
| Trios to engage in Peer visits within trios to evaluate impact on learners | Term 2, Term 3 and Term 4 | **Observations:** SLT walkthroughs, QIO visits, Trio visit feedback  **Views:** pupil motivation/ attitudes/ pupil engagement |
| Evaluation | Term 4 | **Data-** teachers, pupils views on impact ion teaching and learning, attainment and pupil engagement.  **Views**: Pupils, teachers, parents.  **Observations:** Consistency of approaches across school. |

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| **Staff leading on this priority – including partners** | **Resources and staff development** |
| DHT- Lynsey McLeod CEP lead | CEP training for SLT  CEP training cascading to staff  CLOL numeracy to be involved in modelling and monitoring CEP through numeracy observations and lessons |

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| **3. Improving Creativity** |

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| **No.** | **Quality Indicator** | **Priority** |
| **3** | **2.3 Curriculum**  **3.2 Raising attainment**  **And achievement.**  **2.5 Family Learning** | **To develop a whole school approach to promoting and supporting pupils through creativity in teaching and learning through:**   * Engaging in a whole school IDL based on the new Children’s Rights and Equalities * Increase engagement and motivation in teaching and learning through creativity within curriculum. * Consistent approach to engaging children in expressive arts teaching and whole school-based activities. * Staff CLPL programme based on digital creativity with specific focus on photo, draw, video and music. * Staff to engage in critical reflection and evaluation of use accessibility features and apps. * Plan for creativity across all areas of the curriculum including home-learning. * Reintegration of home learning grids but with a specific home learning focus. * Engage families in digital learning workshops after school e.g. code club. |

| **Tasks to achieve priority** | **Timescale**  **and checkpoints** | **Evidence of Impact > (data, observation, views)** |
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| Whole staff digital creativity questionnaire | Aug 2022 | **Views-** staff confidence in teaching digital creativity skills |
| Whole school audit of levels of engagement | Aug 2022 | **Data:** GMW tool and Leuvens Scale |
| Whole School IDL on Rights and Equalities has been developed to deliver in August in session 2022-2023  Whole school rules based on rights- respect, ready, safe, anti-bullying and equalities, racism | August 2022  August 2022 assemblies | **Views** of children and staff on effectiveness of IDL  **Observations-** reduction in racist comments/ children able to discuss diversity and rights |
| Audit of Expressive Arts timetable and curriculum for whole school | August Inset 2022 | **Views** of children and staff on ex arts t&L  **Observations-** more ex arts teaching observed by SLT |
| Whole staff training on Go Create | 4 CLPL sessions throughout year | **Views-** feedback from staff, children, parents  Observations- use of digital in classroom observations |
| Tracking of improved progressive programme in STEM, computational thinking, technologies and expressive arts | **Oct 2022, Jan 2023, March 2023** | **Observations-** Staff and children with increased digital skills  **Views**- Staff, parents and children views on impact |
| Include digital learning into teaching and learning policy with CEP | **December 2022** | **Data-**Teaching and Learning Policy |
| Self evaluation : App in a hat staff activity | Oct 2022 | **Observations:** Staff using app and training other staff on effectiveness  **Views:** Evaluation from Pupils |
| After school clubs with expressive arts focus | Ongoing throughout year | Data- %engagement in after school and lunch time clubs  Views ; Pupils and parent views on effectiveness |
| Whole school to use the Orchard for outdoor learning sessions | **Ongoing for session** | **Observations-** children’s engagement improved |
| Partnership to continue with community projects : Gardening; Pinkston water sports. |  | **Views –**Learning conversations/parental feedback.  **Observation** – DLOL monitoring the input of suite of lessons at each stage embedded within Fwd plans  **Data**- DLOL will monitor parent uptake on workshops |
| Cookery room to be timetabled for all classes and after school clubs | **August 2022** | **Views :**staff and parental feedback.  **Observation** – Engagement  **Data**- DLOL will monitor parent uptake on workshops |
| Implement new digital online safety lessons identified and delivered across all stages.  Parent information session and workshop - Supporting Children on line (PEF) | **October** 2022  **January** 2023 | **Views –**Learning conversations/parental feedback.  **Observation** – DLOL monitoring the input of suite of lessons at each stage embedded within Fwd plans  **Data**- DLOL will monitor parent uptake on workshops |
| P7 to engage in Pantry social enterprise club | **Pilot : April- June 2022** | Views: Glow questionnaire to parents. Feedback forms  Data: Engagement in project |

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| **Staff leading on this priority – including partners** | **Resources and staff development** |
| Principal Teacher- Elaine McShane  DLOL – Mark Delury  Infant Class Teacher Caitlin Moran and Claire Everett  Tracey Money and Phil Tracey- careers breakfast | **Staff Development**  Training – Everyone Can Create  On-line safety training – DLOL  St Pauls’ gardening and cookery project  Food for Thought programme Mrs Money |