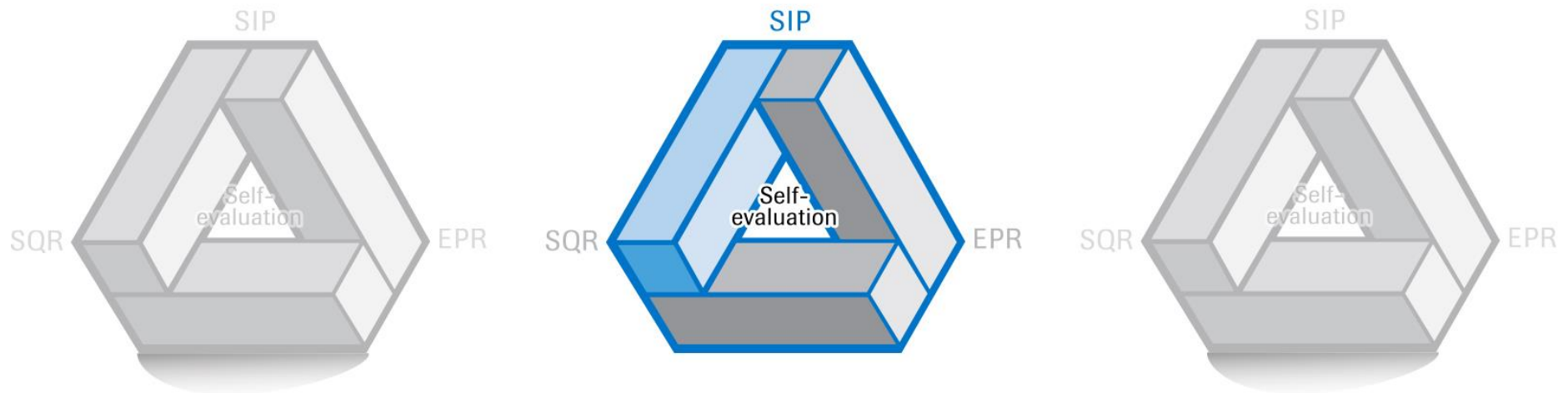




Glasgow City Council  
**Education Services**  
City Chambers East  
40 John Street  
Glasgow G1 1JL

[www.glasgow.gov.uk](http://www.glasgow.gov.uk)  
0141 287 2000

# Supporting Improvement: **School Improvement Plan**



**Session: 2018-2019**

Establishment	<b>Bankhead Primary School</b>
Head of Establishment	<b>Celine McKinlay</b>
Area/Local Improvement Group	<b>NW LIG 2</b>
Head of Service	<b>Jim Wilson</b>
Area Education Officer/ Quality Improvement Officer	<b>Julie Steel</b>

**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**

<b>1. Our Vision, Values and Aims</b>
<p>Our school vision is: Working Together To Achieve Our Best At Bankhead we value Respect, Honesty, Fairness &amp; Equity, Responsibility, Resilience and Achievements.</p> <p><b>AIMS</b></p> <ul style="list-style-type: none"> <li>•to recognise and develop every child’s potential across the curriculum and to maximize achievements in all areas, particularly in literacy and numeracy.</li> <li>•to promote positive behaviour.</li> <li>•to encourage and develop the expertise of staff and to provide a stimulating learning environment for all school users.</li> <li>•to provide a curriculum and ethos which promotes inclusion, health, welfare and equal opportunities for all.</li> <li>•to use systematic evaluation and assessment to determine next steps in learning and school improvements.</li> </ul> <p>We aim to foster respect, good citizenship skills and attitudes within the school based on our vision and values, working in partnership with parents, pupils and the wider community.</p>

<p><b>2. Summary of our self-evaluation process.</b></p>
<p>At Bankhead Primary School our self - evaluation was carried out in various ways:</p> <ul style="list-style-type: none"> <li>•Staff audits on HGIOS4, Pupil Equity Fund Proposal, and Health &amp; Wellbeing.</li> <li>•Professional Dialogue throughout the session.</li> <li>•Dialogue with parents/Parent Council throughout the year.</li> <li>•Parents were consulted as part of the Pupil Equity Proposal as to how we could improve outcomes for children.</li> <li>•Parents and pupils feedback on the new progress report format and the move to three formal parent evenings.</li> <li>•Partner / Agency discussions.</li> </ul>
<p><b>Strengths identified:</b></p> <ul style="list-style-type: none"> <li>• A positive ethos exists within Bankhead Primary that is based on inclusion, nurture, resilience and GIRFEC.</li> <li>• The majority of staff can confidently demonstrate an increased knowledge and understanding to raise attainment in the teaching of phonics, spelling and reading skills and this has had a positive impact on learning.</li> <li>• Glasgow Counts Training opportunities have helped the majority of staff move towards a growth mind-set in the teaching of numeracy.</li> <li>• Most children during learning conversations can articulate how their learning has progressed in literacy and numeracy.</li> <li>• As a direct result of the two social, emotional and communication bases the disruption to learning was removed for 4 classes enabling the children to progress with their learning.</li> <li>• Staff have been introduced to ACES, this is discussed at tracking meetings and the information is used to ensure staff are fully aware of the social and economic background of pupils within their care and the various needs that these pupils may have.</li> <li>• 99% of teaching staff and support staff have engaged with Tapestry and have demonstrated an increased understanding of formative assessment. All teaching staff are part of the Teaching Learning Communities.</li> <li>• The Primary 2 curriculum has been developed in line with current research on playful pedagogy; to promote creativity and imagination through play, opportunities to develop vocabulary rich experiences in a dynamic, responsive learning environment.</li> <li>• Improved outcomes for children through consistent whole school developments in the teaching of phonics, spelling and reading skills.</li> <li>• Improved learning experiences for children which enhance the unique, social, economic cultural context of the children and their families of the Bankhead Primary Community.</li> </ul>
<p><b>Priorities for development:</b></p> <ul style="list-style-type: none"> <li>• <b>Action Plan from HMI Inspection;</b>  <b>Strengthen approaches to self-evaluation and strategic planning to raise attainment for all children. Developing further</b></li> </ul>

2. Summary of our self-evaluation process.
<p>leadership at all levels will support staff in evidencing the impact of planned interventions including Challenge Leader of Learning for Writing, Acting Principal Teacher Support for Learning, Challenge Leader of Learning for Numeracy.</p> <ul style="list-style-type: none"> <li>• Continue to develop the quality of learning and teaching to ensure that children are more actively engaged in their learning.</li> <li>• Ensure the curriculum provides meaningful opportunities for children to develop skills for learning, life and work.</li> <li>• Strengthen approaches to evaluating the impact of the school’s strategy for promoting wellbeing including the workstream for Acting Principal Teacher for Health and Wellbeing</li> <li>• Training of staff to increase skills, knowledge and confidence in digital learning and use of digital technology e.g. iPad, digital cameras and online apps.</li> <li>• To assess and measure impact of play based pedagogy in Primary 1</li> </ul>

3. Action Planning
--------------------

No.	Quality Indicator	Priority	Expected outcomes for learners which are measureable or observable
1	3.1	<ul style="list-style-type: none"> <li>• To further develop the Social, Emotional and Communication classroom bases to suit the diverse needs of pupils with additional support needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual supports for targeted pupils help them improve attainment and achievement.</li> <li>• Increased engagement of specific children with barriers to learning.</li> </ul>

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
<p><b><u>Workstream for Acting Principal Teacher Health and Wellbeing Fiona Earl</u></b></p> <ul style="list-style-type: none"> <li>• To continue to develop the social emotional and</li> </ul>	August-June 2019	Consultations with parents ASN meetings SIP Evaluations

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
<p>communication classroom base by using Staged Intervention information to identify pupils who will benefit from outreach support.</p> <ul style="list-style-type: none"> <li>To establish and embed a programme which will support targeted pupils to manage their emotions.</li> <li>P1-P7 Advice and inclusion support for Personal Support Plans, Risk Assessments and Individual Learning Plans for SfLW and teachers.</li> </ul>	Fortnightly Management Meetings	PEF Management Meetings Minutes Learning Conversations Class Observations Holistic Screening SIMD Data
<p><b><u>Workstream for Family Support Worker</u></b></p> <ul style="list-style-type: none"> <li>Target vulnerable groups of pupils as identified through school data who will benefit from working with a Family Support Worker e.g. help with timekeeping, regular attendance at school and ability to engage in their child's education.</li> <li>Family Support Worker to help families of targeted pupils to increase their achievements both in and out of school.</li> </ul>	Fortnightly Meetings with Family Support Worker from Aberlour Glasgow Life	Increased parental engagement particularly from identified disengaged families and groups
<p><b><u>Workstream for EAL teacher and Parent Council</u></b></p> <ul style="list-style-type: none"> <li>Using EAL information to plan and organise EAL family learning opportunities</li> <li>Parent Council and school to plan joint multicultural events including visiting places of worship to celebrate diversity and promote tolerance.</li> </ul>	September-June 2019	Parent Council Action Plan School EAL Action Plan Observations/records of parents and children's viewpoints

Staff leading on this priority – including partners	Resources and staff development
Lesley Clark, Fiona Earl, Alice Butterworth, Jaclyn Livingston Elaine Hamilton, Celine McKinlay & Katie Body ( 0.6 EAL teacher) Kirsty Craig - Family Support Worker (Aberlour)	Advanced Autism training for two SfLW at Autism Resource Centre October 2018 and March 2019 Emotions Work for x 3 teachers (twilights St Joseph's Primary) and Fiona Earl (full day training)

	ACES Conference 27 <sup>th</sup> September 2018 Lesley Clark and Fiona Earl 25 <sup>th</sup> Educational Psychologists Interpreters Volunteers
--	--

No.	Quality Indicator	Priority	Expected outcomes for learners which are measurable or observable
2	2.1 5.3  2.2 2.3 3.2	<ul style="list-style-type: none"> <li>To continue to develop the curriculum in line with Curriculum for Excellence and to continue to raise the attainment and achievement of children.</li> </ul>	<ul style="list-style-type: none"> <li>Children experience effective teaching and learning tasks which are linked to E&amp;Os.</li> <li>Improved attainment in Numeracy.</li> <li>Pupils experience a broader and more comprehensive Numeracy curriculum through the progression pathway.</li> <li>Increased 'active' learning experiences in Numeracy for pupils.</li> <li>Varied learning experiences, including contextualised activities in Numeracy which provides opportunities for Challenge and Application.</li> <li>Pupils more engaged and able to discuss their learning.</li> </ul>

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
<b>Pre- Early and Early Level Workstream Martha Osborne</b> <ul style="list-style-type: none"> <li>Identify P1 children with very early attainment in numeracy from observation and transition information</li> <li>Identify children working at early level in P2 and</li> </ul>	August 2018-June 2019 Liaison meetings with class teachers and CDO Stage Meetings	Improved outcomes for children ASNs, GSP Learning and teaching observations/evaluations ASN Meetings

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
<p>beyond.</p> <ul style="list-style-type: none"> <li>Plan and evaluate active learning experiences to take learning forward for targeted pupils supported by CDO.</li> <li>Progressive numeracy experiences planned for all children at early level in classes and playroom.</li> <li>Family Learning: Targeted Stay, Play and Learn sessions for P2 and P1 children and parents</li> </ul>	November- March 2019	<p>Tracking Meetings</p> <p>Evaluations from parents and children</p>
<p><b><u>Workstream: Challenge Leader of Learning C. Verrecchia</u></b></p> <ul style="list-style-type: none"> <li>To analyse benchmark assessment results for each child from P2-7.</li> <li>To analyse and compare results from SNSA, Quest and MALT assessments for P2-7 and complete tracking information to identify target groups</li> <li>Teach identified children to close the gap on their numeracy skills.</li> <li>To introduce new initiatives consistent with Glasgow Counts.</li> <li>To encourage the use of CPA approach to addition, subtraction, multiplication and division.</li> <li>To introduce updated maths planners and lead workshop on maths planning including guidance on use of progression framework.</li> <li>To promote with staff the importance of children verbalising strategies they use and why. Encourage Growth Mindset with regard to maths.</li> <li>To provide drop in support sessions following each Glasgow Counts Workshop.</li> <li>To organise and demonstrate new practical numeracy resources</li> </ul>	<p>September 2018 –June 2019</p> <p>C Verrecchia to lead all staff</p> <p>September 2018-19</p>	<p>Tracking Information</p> <p>Assessment Marking Grids</p> <p>Progression Pathway</p> <p>SIMD Levels, Staged Intervention Information</p> <p>Professional dialogue with all class teachers</p> <p>Glasgow Counts Training</p> <p>Professional dialogue in the teaching and learning of number in mathematics</p> <p>Sharing the standard in Assessment of mathematics</p> <p>New planning format</p> <p>Use of Glasgow Counts Numeracy Framework</p> <p>Feedback from staff throughout the year regarding the new plans. Discussion about amendments that need to be made and update planners</p> <p>Classroom visits</p> <p>Team teaching opportunities</p> <p>Termly evaluations of new strategies/resources</p> <p>Peer observations</p>

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
<ul style="list-style-type: none"> <li>Sustainable plan to coach all staff.</li> <li>Continue to track and intervene with children identified last session.</li> </ul> <p>Quality Assurance Visits to observe numeracy lessons consistent with new training and strategies:</p> <ul style="list-style-type: none"> <li>Term 1: Counting</li> <li>Term 2- Term 3 February In-service : Addition and Subtraction</li> <li>Term 3 In-service Day- Term4 : Multiplication and Division</li> </ul>		Learning Conversations
<ul style="list-style-type: none"> <li>Primary 1-Primary 7 to use Sumdog to improve mental maths ability as well as ICT skills. Developing use of Digital Learning within maths.</li> <li>Sumdog to be used as homework activity</li> </ul> <p>School questionnaire to be sent out in August regarding use of Sumdog and how effective it has been (parents involvement) Print out of each class using Sumdog to assess usage (class teacher to print out for their stage)</p>	August 2018 –June 2019	Assessment Data from Sumdog Parental feedback
<p><b>Family Learning</b></p> <ul style="list-style-type: none"> <li>Introduce Play- along- maths to P1 identify a focus group that would benefit from support in Numeracy at home. Children identified through baseline assessments and through dialogue with CT's</li> <li>Introduce Glasgow Counts based workshops (day and evening times) each term for parents and children to introduce new strategies.</li> </ul>	Primary 1 - Terms 2/3 February-June2019	P2 and P1 Parents' and children's attendance at 6 weekly block of sessions.  Evaluation of each block by children and parents.
<b>Staff leading on this priority – including partners</b>	<b>Resources and staff development</b>	
Elaine Hamilton (DHT), Caterina Verrecchia (CLOL) &	All staff attending Glasgow Counts twilight training sessions as part of the WTA.	



Jennifer Boyd ( Glasgow Counts Leader), Martha Osborne Jackie Craig, Family Support Worker.	
--	--

No.	Quality Indicator	Priority	Expected outcomes for learners which are measurable or observable.
3	2.2 2.3 3.2	<ul style="list-style-type: none"> <li>To develop the Teaching and Learning of Writing to raise attainment for all children.</li> <li>To track the attainment of all children using benchmarks and routes through writing to assess and ensure good progress is being made in Writing.</li> <li>To develop a robust pathway to offer support interventions to pupils who are not on track for reading and writing in P6&amp; P7.</li> </ul>	<ul style="list-style-type: none"> <li>Children experience effective teaching and learning tasks in Writing which are linked to E&amp;Os.</li> <li>Improved attainment in Literacy.</li> <li>Rich learning experiences, including cross curricular, in Literacy which provides opportunities for Challenge and Application.</li> <li>Pupils more engaged and able to discuss their learning and targets in Writing through classroom observations, pupil learning conversations and opportunities for team teaching.</li> <li>Improved talking and listening learning experiences through oral texts to support all children with writing and especially for EAL pupils.</li> </ul>

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
<b><u>Workstream for Challenge Leader of Learning/APT:</u></b> <b><u>L Napier</u></b>	September 2018	Baseline assessments CfE levels data SNSA Data

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
<ul style="list-style-type: none"> <li>Analysis of Curriculum for Excellence levels data, SNSA and baseline assessments of all children.</li> <li>Identification of learners who are not attaining and also learners who are SIMD 1-4, EAL and/or LAC.</li> </ul>		Professional dialogue – LN/staff Data gathered from teachers will be analysed, interpreted and used to inform next steps in teaching and learning. Tracking meetings – SLT/staff
<ul style="list-style-type: none"> <li>To focus on developing areas of Writing to raise attainment through writing workshops and team teaching:</li> <li>Spelling; examining the use of diacritical marking and teaching spelling rules explicitly.</li> <li>Writing Strategies – before, during and after writing strategies to be modelled in class to ensure all writing lessons follow Glasgow’s good lesson cycle.</li> <li>Early Writing – exploring children’s development through the early stages of writing and developing their fine motor skills.</li> <li>Writing Genres – modelling the teaching of Fiction and Non-fiction writing genres explicitly in all classes.</li> <li>Fiction Texts; examining author’s craft, exploring character, plot and setting and utilising the good lesson cycle.</li> <li>Enjoyment and Choice; encouraging writing for enjoyment through the set-up of classroom writing tables and poetry writing.</li> <li>Development of the use of digital literacy as a vehicle for Writing – Film Literacy.</li> </ul>	August 2018- June 2019  January 2019  February 2019	Raised attainment evidenced in assessment data  Observation of pupils becoming increasingly confident to apply their writing skills across the curriculum  Increased staff confidence in understanding how to teach quality writing lessons.  Team teaching, mentoring and coaching will provide moderation opportunities and the opportunity for professional dialogue. Collaborative planning with class teachers – including planning with pupils.  CPD input in Staff Meetings/Inset  Learning conversations.
<ul style="list-style-type: none"> <li>Use Routes through Writing assessments at the start and end of a teaching block to gather information on attainment and for moderation.</li> <li>Attainment is tracked over time using robust data to ensure progress is being made in Writing.</li> </ul>	On going Formal Assessment – Cold Pieces September 2018	Daily observations by class teachers & LN – Literacy Groupings and Baseline Grids information completed. On-going class based assessments. Professional dialogue – LN/staff to evaluate pupil progress to inform next steps.

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
<ul style="list-style-type: none"> <li>Tracking meetings referring to benchmarks to track learner progress.</li> <li>Moderation of writing activities</li> </ul>	January 2019 April 2019 Termly Tracking meetings	Targets set from data gathered from routes through writing assessments. Audit current good practice in yearly overview and identify areas for improvement. Shared understanding of standards and expectations in Planning, Assessment, Evaluation and Skills Development in Literacy.
<b>Family Learning</b> <ul style="list-style-type: none"> <li>Promotion of Parental Involvement through Parent/carer and child extracurricular activities.</li> <li>Read, Write and Count – providing practical advice and ideas, to support children’s learning, at home, using the resources provided.</li> </ul>	Term 3 Term 4	Feedback from parents and children
<b><u>Workstream for Acting Principal Teacher : A Douglas Supporting children’s learning.</u></b> <ul style="list-style-type: none"> <li>Analysis of progress of pupils’ who attended support groups in 2017-18.</li> <li>Analysis of Curriculum for Excellence levels data, SNSA and tracking documents.</li> <li>Identification of learners in who are not attaining and also learners who are SIMD 1-4, EAL and/or LAC.</li> <li>Analysis of P3 baseline assessments and formation of new support groups.</li> <li>Assess P6 and P7 pupils using Read, Write Inc -Fresh Start resources.</li> </ul>	August-September 2018	June 2018 Assessments CfE levels data SNSA Data Professional dialogue – AD/staff Data gathered from teachers will be analysed, interpreted and used to inform next steps in teaching and learning. Tracking meetings – SLT/staff
<ul style="list-style-type: none"> <li>Organise training for SfLWs and establish teaching of support groups.</li> </ul>	August 2018	Observation of pupils becoming increasingly confident in their reading, writing and spelling abilities.  Increased staff confidence in understanding how use intervention programmes.

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
<ul style="list-style-type: none"> <li>Introduce Three Read Story approach to help close the gap for Early Level learners, including EAL pupils P2-P5</li> </ul>	September 2018 – January 2019	Learning conversations will provide pupils' opportunities to discuss and give feedback on their learning experiences in literacy.
<p><b>Family Learning</b></p> <ul style="list-style-type: none"> <li>Playing with Sounds P2</li> <li>Playing with Sounds P1</li> <li>Getting Started Parents' Workshops</li> <li>Story sack reading sessions with P1-P3 children and parents</li> </ul> <p>Family Learning</p> <ul style="list-style-type: none"> <li>Playing with Sounds Workshops</li> </ul> <p>Parents kept abreast of developments by Newsletters</p>	October-December 2018 February-March 2019 January 2019 May 2019 April-May 2019	Feedback from parents and children.

Staff leading on this priority – including partners	Resources and staff development
Lorraine Napier (Acting Principal Teacher) Ann Douglas (Acting Principal Teacher)	GCC Literacy for All training GDSS Dyslexia training for DHT Elaine Hamilton and APT Ann Douglas and all staff

No.	Quality Indicator	Priority	Expected outcomes for learners which are measureable or observable
4	3.3 3.2	<ul style="list-style-type: none"> <li>To improve children's attainment through digital learning and children's confidence and responsibility in the use of technologies.</li> </ul>	<ul style="list-style-type: none"> <li>Children experience effective teaching and learning tasks in digital learning which are linked to E&amp;Os..</li> </ul>

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
<ul style="list-style-type: none"> <li>Training of staff to increase skills, knowledge and confidence in digital learning and use of digital technology e.g. iPad, digital cameras and online apps</li> </ul>	February-June 2019	Professional Dialogue

No	Q I	Priority	Expected outcomes for learners which are measureable or observable
4	2.2 3.2	<ul style="list-style-type: none"> <li>To assess and measure impact of play based pedagogy in Primary 1.</li> </ul>	<ul style="list-style-type: none"> <li>All pupils in Primary 1 experience rich learning experiences both in school and outdoors within the school grounds and beyond.</li> <li>All pupils in Primary 1 will experience increased motivation and engagement to learning.</li> </ul>

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
<u>Language Developments</u> <ul style="list-style-type: none"> <li>Promotion of rich language experiences and vocabulary development across all areas of the curriculum.</li> <li>Consistent focus on developing talking and listening as learning tools.</li> <li>Development of oral texts in English and first</li> </ul>	August-June 2019  Stage Meetings	Target Setting Discussion of responsive forward planning and evaluations Rigours self-assessment Regular self-reflection Tracking of attainment Learning conversations/pupil feedback

language of EAL pupils to improve independent writing.		Parents feedback
<b><u>Planning Developments</u></b> <ul style="list-style-type: none"> <li>• Enquiry based learning approaches</li> <li>• Child- centred approach to learning built on the child's interests including purposeful and meaningful learning experiences.</li> <li>• Planning is responsive and ensures breadth, depth and appropriate challenge.</li> <li>• O-3 curriculum is used where needed to scaffold learning</li> <li>• IDL is planned within innovative contexts to develop creativity and imagination</li> </ul>	August –June 2019  Stage Meetings	Target Setting Discussion of responsive forward planning and evaluations Rigours self-assessment Regular self-reflection Tracking of attainment Learning conversations/pupil feedback Parents feedback
<b><u>Play Developments</u></b> <ul style="list-style-type: none"> <li>• Building a rich play culture through a shared understanding of play</li> <li>• The development of an outdoor learning environment to motivate and engage all learners</li> <li>• Social skills developed through play</li> <li>• CDO to lead play</li> </ul>	August-June 2019 Stage Meetings  September 2018  August 2018 September-June 2019	Target Setting Discussion of responsive forward planning and evaluations Rigours self-assessment Regular self-reflection Tracking of attainment Learning conversations/pupil feedback Parents feedback

<b>Staff leading on this priority – including partners</b>	<b>Resources and staff development</b>
Lesley Clark Jen Crawford, Emily Sutherland, Karen Moore, Ann Douglas Fiona Earl, Martha Osborne, Jacqueline McLarnon, Carol Gray, Kerry Prior, Parent Council & Learning through Landscapes.	Training in play pedagogy appropriate methods by May Geddes