

Section 1: School Information and 3 Year Improvement Plan Priorities	
School/Establishment	Bearsden Primary School
Head Teacher	Catriona Smith
Link QIO	Karen Oppo

School Statement: Vision, Values & Aims and Curriculum Rationale
<p>Our <u>vision</u> at Bearsden Primary is: <i>'Challenging a community of learners to achieve excellence'</i></p> <p>Our <u>values</u> are: <i>Honesty</i> <i>Fairness</i> <i>Respect</i></p> <p>At Bearsden Primary we <u>aim</u> to:</p> <ul style="list-style-type: none"> • <i>Provide opportunities for every child to develop skills for lifelong learning. (Article 28)</i> • <i>Create a nurturing environment which embraces and celebrates diversity. (Articles 3,8)</i> • <i>Foster effective partnerships with pupils, parents and the wider community to ensure a sustainable future. (Articles 12, 29)</i> <p><u>Ensuring Excellence and Equity</u></p> <p>At Bearsden Primary we are committed to working with all stakeholders to ensure excellence and equity for all our children. We have been allocated £11025 this session in Pupil Equity Funding (PEF) to allow us to improve the educational outcomes of young people affected by poverty and to help us to close the poverty-related attainment gap. We worked with all our stakeholders to decide on best use of this money. This session 2022-23 we will be using the funding to enable us to prioritise children living in SIMD 1-4 and those affected by poverty. We have a very small number of children included in this (around 1% of the school roll in session 2022-23). We will have a focus on those children reaching expected standards in P1, P4 and P7 through targeted work in literacy, particularly writing as 28% of these identified children are not on track for writing. We used PEF to target literacy last session and we have improved the attainment in writing for this group by 22%. We have also noticed a gender gap in our Literacy attainment so work will be done to target boys attaining better in Literacy.</p>

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While many of our children identified through PEF are attaining in Literacy and Numeracy, we also want to ensure that they are not at risk of missing out on opportunities due to poverty. This session we will use some of our PEF funding to look at wider achievements and opportunities for children to achieve additional support in this area if necessary.

Looking Forwards – 3 Year Improvement Plan Priorities <small>Bullet point key priorities for the next 3 years</small>			
Session	2022/23	2023/24	2024/25
Priority 1	Raising Attainment in Literacy	Curriculum Rationale	Pedagogy
Priority 2	Play into Enquiry/IDL	Play into Enquiry/IDL	Parental Engagement
Priority 3	Rights Based Curriculum	Religious and Moral Education	Expressive Arts

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Section 2: Improvement Priority 1	
School/Establishment	Bearsden Primary School
Improvement Priority 1	Raising Attainment in Literacy
Person(s) Responsible	Who will be leading the improvement? Who will they collaborate with? Aileen Wilson / Amanda Mackenzie

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children	curriculum and assessment school improvement	QI 2.2 Curriculum QI 2.3 Learning, Teaching & Assessment QI 3.2 Raising attainment and achievement	Improvement in attainment in literacy Closing the attainment gap between the most and least disadvantaged

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Teachers: Lead staff through progression planners and examples of good practice	New Reading scheme – Big Cat (Fundraising Group donation) 2 x Collegiate meetings (3 hours) 1 x Curriculum Development (1.5 hours) Inservice day	Consult with parents over homework in Literacy through GLOW forms
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Using a new reading scheme in P4-7- familiarising with the new materials and their use	Targeted approaches to Literacy and Numeracy (small group support) Using evidence and data Differentiated Support	Teacher = 1 day per week from September to March £6338 Clicker 8 Whole school = £2700 Macastory Writing Workshops= £1300

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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	
Increase attainment in writing – target group by 10% and overall average for boys by 1% to 95%	Staff development on different genre of writing.	Staff confidence in writing genre will have increased.	October 2022	
	Creating a bank of LI/SC for each genre that are child friendly and that are progressive from Early to Third Level. (Curriculum Dev, 6 th October)		October 2022	
	Create a bank of examples that are moderated for each genre, ideas and writing stimulus that could be used for different genre. (Inset Day 3)		October 2022	
	Introduce Clicker 8 for assisting in using technology in writing, particularly targeting the identified children for support. Training for all teaching staff included. (Curriculum Development, 14 th September)	Children using Clicker will be tracked closely in levels (in house and national levels) to monitor the impact on their writing. Aiming to reach the overall target set for writing.	September 2022	
	Increase motivation in writing for boys by extending our use of Macastory in delivering writing workshops.	The gender gap identified will continue to reduce.	Jan- April 2023	

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<p>Ensure reading books are appropriate level of challenge for children</p>	<p>Purchase new reading scheme (Big Cat) and organise Professional learning for staff (Collegiate meeting 21st September)</p>	<p>A wide range of genre and numbers of books available for children. Teachers are confident in using the resource to support the progression of skills in reading.</p>	<p>Sept 2022</p>	
<p>Achieve Silver Reading Schools Award to encourage Reading for Enjoyment.</p>	<p>Building on core level award. Involve staff in training for the pedagogy and research for reading for pleasure. Re-establish links with the local library. Offer book club for the children (lunch/ after schoolclub) Reintroduce our lending libraries Make links with authors. Share reading events with parents. Check progress at each inservice day</p>	<p>Achieve Silver Award</p>	<p>June 2023</p>	

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Section 2: Improvement Priority 2	
School/Establishment	Bearsden Primary School
Improvement Priority 2	Play into Enquiry/ IDL
Person(s) Responsible	Who will be leading the improvement? Who will they collaborate with? Natalie Beattie/ Katherine Jaycock

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children Placing the human rights and needs of every child and young person at the centre	curriculum and assessment school improvement teacher professionalism	QI 2.2 Curriculum QI 2.3 Learning, Teaching & Assessment QI 3.2 Raising attainment and achievement QI 3.1 Wellbeing, equality & inclusion	Improvement in attainment in literacy Closing the attainment gap between the most and least disadvantaged Improvement in attainment in numeracy

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Led by PT and teacher Children should be leading their own learning throughout the school	2 x Collegiate sessions (3 hours) 1 x Curriculum Development session (1.5hrs) Staff library - £250 from School Budget (Staff/ Curriculum Development)	Parental stay and Play to clarify Play2Learn approach Parents informed thorough Seesaw of the enquiry approach when the class are undertaking this Parental/ community mentors in upper school for Enquiry
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Clear understanding of what effective pedagogy is in both play and enquiry Staff library of literature on Play	Promoting a high quality learning experience	

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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	
All children will experience learning through play and/or Pupil Enquiry. Children will be confident in leading their own learning. Staff will have clear understanding of play/ PEBL.	In house training on play and enquiry, ensuring that the skills are planned for. (Inservice Day 2, August 22)	Class observations will evidence progression of skills with children leading their learning. Learning conversations with children will evidence that children are leading learning.	August 2022 (evidence will be gathered over the year through the self-evaluation processes)	
	Agree on topics for social subjects for P1-3 (Collegiate Meeting , 7 th September)	Progression of skills is clear and ensures all Es and Os are covered.	September 2022	
	Peer observations between upper and lower school to share good practice/ learn from one another. (Term 3, hours allocated in WTA)	Staff will identify at least one thing they will adapt to their own teaching following the observations- peer observation feedback forms.	By April 2023	
	Staff plan together for extending opportunities in all classrooms. (Curriculum Development, 25 th January 2023)	More opportunities to incorporate play will be identified in forward plans for Term 3 and 4.	January 2023	
	Written policy with progression through the year groups ensuring that structure and skills to teach are clear. (Collegiate Meetings, 1 st and 9 th February)	Staff will have clear understanding of how to incorporate this into their teaching.	February 2023	

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Section 2: Improvement Priority 3	
School/Establishment	Bearsden Primary School
Improvement Priority 3	Curriculum Development
Person(s) Responsible	Who will be leading the improvement? Who will they collaborate with? Catriona Smith/ Amanda Mathieson

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Placing the human rights and needs of every child and young person at the centre Improvement in children and young people’s health and wellbeing Improvement in skills and sustained, positive school-leaver destinations for all	curriculum and assessment teacher professionalism	QI 2.2 Curriculum QI 2.4 Personalised Support QI 2.7 Partnerships QI 3.3 Increasing creativity and employability	Improvement in employability skills and sustained, positive school leaver destinations for all young people Improvement in children and young people’s mental health and wellbeing

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Staff: Opportunities to lead committee/ skill session linked to employability skills Pupils: Increased opportunities for pupil voice	2 x Curriculum Development sessions (3 hours) Inservice days	Parents to be informed of planned curricular inputs through newsletters and seesaw Opportunities for parents/ community to be involved through committees/ skills groups
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Staff: Input from WOSDEC to ensure Rights fully embedded in new planners and rights language used consistently	Promoting a high quality learning experience Employability and skills development	

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Children: Using How Good is OUR school? and learning conversations to look closely at our curriculum offer and planning		
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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	
Children will be able to make links across the curriculum with Rights and Global goals.	Review of RRS lessons and incorporating global goals within these. (Curriculum Development 3 hours- 6 th Oct, 2 nd Nov)	All forward planners used by teachers will have Rights embedded to allow teachers to make links across the curriculum.	By Nov 2022 all planners will have rights embedded.	
	All classes to choose a Global Goal for assembly for parents. (Inservice Day 2)	Children will have knowledge of the Global goals and be able to explain how this links to their Rights. Parental exit surveys from assembly.	August 2022 (dates agreed) By end of session all classes will have shared the learning with families.	
	Staff will have WOSDEC training to look at the link of sustainability and how to increase pupil participation across the school. (Inservice Day 3- 14 th October)	Staff confidence in teaching sustainability will improve. Opportunities for pupil participation will be identified as a result of the training.	October 2022	
Increased opportunities for pupil participation	Skills 31 sessions will be introduced and children can select based on their interests. (Inservice Day 2)	Skills 31 will allow children to develop skills of working with others, using their voice to influence the skills on offer and lead skills with others at times.	August 2022 then ongoing throughout session.	

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		Pupil questionnaires on enjoyment, selection, areas to improve change after each skills block.		
	Committees to be reintroduced across the school. (Inservice Day 2 and 3)	All children will be part of a committee, or contribute to a committee.	August 2022 then ongoing throughout session.	
	Learning conversations to be done with children across the school linked to How Good is OUR school and reflected the QIs for continuous self-evaluation.	Actions identified from the conversations to be identified and used for future planning.	Termly.	

Section 3: Interventions for Equity: Pupil Equity Funding (PEF) not included in priorities 1-3					
Outcomes/Expected Impact	Tasks/Interventions	Resources	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	Health & Wellbeing, Literacy and Numeracy interventions for identified groups	Identify PEF allocation, staffing and resources that will be procured to support	Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	Identify progress and impact in narrowing the PRAG
Ensure all children are able to access wider activities and that cost is not a barrier.	All FME/ identified children will have trips paid for to allow equity of access to experiences. Advertise the use of this for assistance for trips in weekly news.	£687	Children will feel included and this will be expressed through the annual HWB survey	Throughout the year as trips are arranged for classes.	