

Framework for School Improvement Planning 2023/24

Section 1: School Information and 3 Year Improvement Plan Priorities	
School/Establishment	Bearsden Primary
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.</p> <p>This session 2023-24 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 2023-24). We will have a focus on those children reaching expected standards in P1, P4 and P7 through targeted work in literacy and numeracy.</p>

	Looking Forwards – 3 Year Improvement Plan Priorities		
	Bullet point key priorities for the next 3 years		
Session	2023/24	2024/25	2025/26
Priority 1	Curriculum Rationale	Pedagogy	Pedagogy (Year 2)
Priority 2	Play into Enquiry/ IDL (Year 2)	Parental Involvement	Mathematics and Numeracy
Priority 3	Embedding Inclusion, wellbeing and equality	Expressive Arts	Assessment

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Section 2: Improvement Priority 1	
School/Establishment	Bearsden Primary
Improvement Priority 1	Curriculum Rationale
Person(s) Responsible	Who will be leading the improvement? Who will they collaborate with? Catriona Smith (Headteacher)

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
Improvement in children and young people’s health and wellbeing Placing the human rights and needs of every child and young person at the centre Closing the attainment gap between the most and least disadvantaged children Improvement in attainment, particularly in literacy and numeracy.	curriculum and assessment parent / carer involvement and engagement school improvement	QI 2.2 Curriculum QI 2.3 Learning, Teaching & Assessment QI 3.2 Raising attainment and achievement	Improvement in attainment in literacy and English Improvement in attainment in numeracy and Maths Placing the human needs and rights of every child and young person at the centre of education Improvement in children and young people’s mental health and wellbeing

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
All staff to lead committees Children to contribute to leading what they want their curriculum to include	Curriculum Development sessions x 2 (2 ½ hours) Inservice Days	All parents will be asked to contribute towards the curriculum rationale.

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Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Refreshed narrative professional reading	Promoting a high quality learning experience	

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?	
Almost all pupils, parents and staff will understand what a curriculum rationale is and why we have it.	Using the refreshed narrative, staff will compile what they believe is unique about our school and what we believe our curriculum should offer. (Curriculum Development 1hr 1 st November 2023)	Completed staff proforma to show the important elements of our curriculum	November 2023	
	Parents will share their ideas of the curriculum during their visits for Parents Evenings (22 nd /23 rd November 2023)	Completed parent proforma for curriculum	November 2023	
	Pupils will share ideas in class for the curriculum rationale (November 2023)	Completed pupil proforma for curriculum		

	Staff will use all the different stakeholders ideas to compile a curriculum rationale. (Curriculum Development 24 th January 2024)	One page, ideally visual, representation of our curriculum rationale to share with all stakeholders	January 2024	
	Staff will develop a Learning and Teaching one page guidance to exemplify what we should see in every class and the expectations for all children. (inservice Day 4 14 th February 2024)	One page, ideally visually, representation of our learning and teaching expectations.	February 2024	
Continue to build on pupil voice throughout the school	Committees for all children will be reformed and started to meet monthly. (Inservice Day 3 – 13 th October 2023)	All children will be allocated a committee to allow for pupil voice to be meaningful throughout the school	October 2023, then ongoing monthly.	
	Teachers to examine their planning to look for opportunities for pupil voice. SLT will also identify areas for pupil voice in quality assurance calendar. Inservice Day 3- 13 th October 2023)	Teachers plans and SLT quality assurance processes will have evidence of pupil voice.	October 2023	

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

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
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 and English Closing the attainment gap between the most and least disadvantaged Improvement in attainment in numeracy and Maths

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Led by PT and class teacher, supported by the DHT Children leading their own learning throughout the school. Class teachers have autonomy on the overarching statement that they use to deliver teaching and learning across the relevant experiences and outcomes.	2 x Collegiate sessions (3 hours) 1 x Curriculum Development session (1.5hrs)	Parental stay and Play to clarify Play2Learn approach Parents informed through Seesaw of the enquiry approach when the class are undertaking this Parental/ community mentors in upper school for Enquiry

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		Enquiry showcases for parents/carers at the end of the Enquiry process. Reflections from parents and pupils gathered.
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
<p>Clear understanding of what effective pedagogy is in both play and enquiry Staff library of literature on Play. Delivering teaching and learning using a balance of approach: teacher led, adult initiated, child led. Facilitating and creating high quality provocations which encourage children to engage in meaningful learning experiences. Conducting observations which help to inform teachers judgement on children's progress and next steps for knowledge of curriculum and core skills. Collegiate meetings focussed on the above delivered by enquiry leads and staff who have experienced success in this style of pedagogy. Staff peer observations of Enquiry learning lessons.</p>	<p>Promoting a high quality learning experience Children have access to a range of teaching and learning styles through pedagogy and resources. Children embark on their own learning journey with teachers offering a varied level of support and challenge depending on the needs of individual children.</p>	

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?	

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<p>Children will have a progressive social subjects curriculum form P1-7 based on the principles of Pupil Enquiry.</p> <p>Children will explore all E&O's across the curriculum in their journey through P1-P7, resulting in progressive planning that incorporates breadth and depth in all areas of the curriculum.</p>	<p>Staff will plan using the new Enquiry overview and planning format (paper/digital). This will be used throughout the session and evaluated at Learning and Teaching Meetings. (In-service Day 2 15th August 2023; Teaching and Learning Meetings in September. January, April)</p>	<p>Staff evaluations from meetings will be used to make changes/ improvements.</p>	<p>August 2023, then ongoing through session</p>	
	<p>Staff will share practice in Pupil Enquiry as part of their peer observations (time given from Curriculum development (30mins) 24th January 2024 and Collegiate meeting (30 mins) 31st Jan 2024)</p>	<p>Staff will learn from one another strategies to undertake pupil enquiry. This will help boost staff confidence in teaching in this way.</p>	<p>January 2024</p>	
	<p>Children will be able to discuss their learning through Pupil enquiry and link to the skills. (Learning Conversations for Pupils, November and March)</p>	<p>Children's evaluations will be used to make improvements and contribute to next steps.</p>	<p>November 2023 March 2024</p>	
	<p>Staff will be signposted to EDC Professional Learning sessions for Pupil Enquiry</p>	<p>Staff will use the knowledge and understanding from these sessions in their own practice.</p>	<p>September 2023 – May 2024</p>	

	Principal Teacher will work with staff in P3 and P4 to develop play into the middle stages. Additional resources for this will be purchased through school budget/ fund and Parents Fundraising Group.	From class observations play will be a part of the learning and teaching approaches in P3 and P4.	September 2023 then ongoing through session.	
	Approaches to play in upper school is shared with all staff by DHT/ PT/ teacher leading on this. Also sharing how to carry out effective observations of play to determine next steps in learning. (Collegiate Meeting 1 st February 2024)	Staff in upper school will begin to effectively use the observation tracking sheets to inform next steps in learning	February 2024	
	Conducting meaningful observations in all stages of the Primary. Staff will look at observations documents that have been created for P1-3 and P4-7. PT and class teachers will share with staff effective use of these documents and how to use the data to inform progress and next steps on	Pupils will have a holistic assessment of their progress and next steps. Data will evidence progression of core skills and knowledge of the curriculum. Children will receive one in depth observation each term, with the infants being assessed using the Leuvens scale of involvement.	P1-3 ongoing throughout session 23/24 P4-7 Feb then ongoing through the session	

	our whole school skills tracker. (Inservice Day 4: Learning and Teaching Policy)	Staff will gather information which will support up and coming parent interviews and written reports. Children's development of core skills will be tracked from P1-7 to inform teachers of necessary areas for support and challenge.		
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Section 2: Improvement Priority 3	
School/Establishment	Bearsden Primary
Improvement Priority 3	Embedding inclusion, wellbeing and equality
Person(s) Responsible	Who will be leading the improvement? Who will they collaborate with? Amanda Mathieson/ Patrick Prunty

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
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	curriculum and assessment teacher professionalism	QI 2.2 Curriculum QI 2.3 Learning, Teaching & Assessment QI 3.1 Wellbeing, equality & inclusion	Improvement in children and young people’s mental health and wellbeing Placing the human needs and rights of every child and young person at the centre of education

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Class teacher to lead diversity group	2 x Curriculum Development sessions (3 hours) 1 x Collegiate Meeting (1.5 hours) Inservice days Funding from Fundraising Group for books School budget to support new RME resources	Opportunities for parents to contribute to areas of diversity (religion, language etc) Parental workshops on diversity and celebrating through class assemblies
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Time for Inclusive Education Stage 2 training for teachers	Professional Learning and Leadership	

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Building Racial Literacy- online modules for staff		
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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 recognise themselves within our curriculum and it will be reflective of our school community.	All teachers to undertake the Time for Inclusive Education Stage 2 training (Inservice Day 2- 15 th August 2023)	Staff will complete an evaluation following the training and next steps for their own development. Staff will also identify opportunities to embed this within their classes.	August 2023	
	All children who can speak an additional language will be given opportunity to contribute to a whole school display.	The diversity of languages will be celebrated and children will be encouraged to share their language in class or at assemblies.	September 2023	
	Assembly programme for the calendar year will identify opportunities to celebrate diversity. All staff to contribute to this and give suggestions.	Calendar for assemblies will be representative of our school community and will address diversity issues.	September 2023	
	Community links to be enhanced to take account of diversity- links to other	Representatives from different cultures, religions etc will be invited in to	Ongoing throughout session	

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	religions other than Christianity, gender role models	support the work of the school.		
	Teachers will work with children in classes to select books for the class libraries that are reflective of the school community. Fundraising Group money for classes £100 per class for books	There will be a selection of books in every class library that promotes diversity.	September 2023	
Staff confidence in delivering an anti-racist curriculum will be increased.	Modules for staff to undertake on Education Scotland website: <ul style="list-style-type: none"> • Becoming an anti-racist educator • Talking about racism: steps to improve racial dialogue in education • Racial trauma: consequences of racism on mental wellbeing. (collegiate session 6 th September 2023) SLT have applied to undertake Building Racial Literacy course and would	Staff confidence in delivering anti-racist education will be increased. Staff will identify areas within their curriculum to deliver lessons to their classes.	September 2023	

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	then share information with all other staff.			
Parents will have a clear understanding of our work on inclusion, diversity and meeting children’s needs.	Parental workshop to focus on: Inclusion (ASD, ADHD, Dyslexia) RSHP	Parental feedback to evaluate the workshop and identify next steps	November 2023	
Anti- Bullying policy will be updated in line with current Respect Me guidance.	All stakeholders to be involved in reviewing current policy and updating to reflect national guidance. (Collegiate Meeting 20 th September 2023)	New Anti-Bullying policy on website and promoted to all stakeholders	January 2023	
Religious and Moral Education (RME) Planners will reflect the diversity of our school community.	Staff will work in levels to review current RME planners and update to reflect current issues. Resources will be purchased to support with this from school budget. (Curriculum Development 13 th September and 5 th October, Inservice Day 3 13 th October 2023)	New planners will reflect current guidance and will be progressive with areas planned for P1-7.	November 2023	

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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
Support for children not on track for literacy and numeracy. Aim for 95% average across the school in all areas.	One day per week for teacher to work with identified children to bring on track.	30 weeks of 1 day per week (£305 x30= £9150)	Average attainment in all areas will be 95%	November 2023 March 2023 June 2023	
Individual discussions with children to discuss any HWB concerns	HWB survey for all children in school. Identified children will have 1-1 conversations with their trusted adult.	3 days of supply cover to allow teachers to be released from class to speak to children. (£305 x 3=£915)	Next steps identified for children from conversations and monitored through tracking discussions with teacher and SLT	November 2023	
Children identified as being impacted by poverty will be given support with costs relating to equity.	Trips, clubs or musical tuition that incurs costs- support offered to families to support equity in these areas.	Promote through newsletters and through school knowledge of family	Ensure that cost is not a barrier to participation for any child.	Ongoing throughout session.	

		circumstances to support any costs. £960			
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School PEF allocation 23/24: £11025 Total PEF allocated in SIP: £11025 Underspend: £ 0

School Improvement Plans should be emailed to the link Quality Improvement Officer by Monday 19 June 2023