**Context of the school:**

Bearsden Primary recently worked with all stakeholders to revise its vision, values and aims.

**Our vision at Bearsden Primary is**:

*‘Challenging a community of learners to achieve excellence’*

**Our values are:**

*Honesty*

*Fairness*

*Respect*

**At Bearsden Primary we aim to:**

* *Provide opportunities for every child to develop skills for lifelong learning. (Article 28)*
* *Create a nurturing environment which embraces and celebrates diversity. (Articles 3,8)*
* *Foster effective partnerships with pupils, parents and the wider community to ensure a sustainable future. (Articles 12, 29)*

Bearsden Primary is a co-educational, non-denominational school which is situated in Bearsden, a small town to the north west of Glasgow. The school was built in 1911 and is a traditional sandstone building, on two levels, with a central hall and closed classrooms. There are facilities to accommodate children with disabilities within the school. A gym hall and a cafeteria are situated in an annexe in the playground. The catchment area consists mainly of private housing. Just over 29% of pupils attend the school by placing request, mostly from other areas of East Dunbartonshire. 18% of pupils are bilingual.

The current school roll is 424 and the capacity is 474. At present, the school has a staffing entitlement of 18.75. This includes the Head Teacher, two Depute Head Teachers, a Principal Teacher and 20 class teachers, some of whom job share, for our 15 classes. There is a specialist teacher for French who provides cover for reduced class contact time. There is additional learning support provided through the Education Support Team. Instrumental tuition is available for violin, cello, bagpipes and woodwind. There are 2 full time and 1 part time clerical staff, 3 classroom assistants, 4 support for learning assistants and a janitorial assistant. Bearsden Primary After School Club caters for children before school and from 3pm until 5.55pm each day.

Parents are highly committed to supporting the school community. The Parent Council work cooperatively with the school and meet regularly. There is also a very active Fundraising Group which organises social and fundraising events throughout the year. Parent helpers are welcome and frequently assist with classroom activities and school outings. There are a large number of extra-curricular activities including football, cross country running, guitar, skipping, skiing, enjoy-a-ball, table tennis and netball. Pupil participation is encouraged through our Committees- every child in the school is part of a committee this session.

The school supports a number of fund raising events for local, national and international charities throughout the year. There are very good links with the shops and businesses in the local community and well established links with local early years establishments, primary schools and Bearsden Academy. The school was inspected in June 2015, with a follow up visit in June 2016. The follow up visit highlighted the very good progress the school had made since the initial visit and felt that the capacity to continue to improve was high. We have also had a follow through report done by East Dunbartonshire Council which again highlighted areas of strength and that we were in a good position to keep moving forward.

Our NIF results are below. We continue to attain well across the school and have recognised that we need to have a focus on numeracy next session.

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| CfE Levels | Reading | Writing | L&T | Numeracy |
| P1 (Early) | 47 children |
| Attained level | 98% | 98% | 98% | 98% |
| Not attained level | 2% | 2% | 2% | 2% |
| Primary 4 (first) | 62 children |
| Attained level | 97% | 96% | 99% | 96% |
| Not attained level | 3% | 4% | 1% | 4% |
| Primary 7 (second) | 74 children |
| Projected to attain | 99% | 99% | 99% | 95% |
| Projected not to attain | 1% | 1% | 1% | 5% |

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|  | **Date of test** | **Reading** | **Writing** | **Numeracy** |
| **P1** | Jan- Feb 2018 | High 41% (19)Medium 57% (26)Low 2% (1) | High 80% (37)Medium 20% (9)Low 0% (0) |
| **P4** | Jan- Feb 2018 | High 82% (50)Medium 16% (10)Low 2% (1) | High 74% (45)Medium 21% (13)Low 5% (3) | High 52% (32)Medium 44% (27)Low 3% (2) |
| **P7** | Jan- Feb 2018 | High 92% (68)Medium 7% (5)Low 1% (1) | High 93% (69)Medium 7% (5)Low 0% (0) | High 77% (57)Medium 22% (16)Low 1% (1) |

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| **School priority 1: Attainment –Play and Literacy** |
| **NIF Priority:** Improvement in attainment, particularly in literacy and numeracy**NIF Driver:** Assessment of children’s progress | **HGIOS?4 QIs** **2.3** Learning, teachingand assessment**2.6** Transitions**3.2** Raising attainmentand achievement | **EDC NIF Implementation Plan**Improvement and attainment in literacy |
| **Progress and impact**: Literacy: We have had input from EDC on reading strategies for all teachers and moderated writing standards with other schools in the cluster leading to new writing criteria for assessment. The library has been relaunched and every class was given a new class library to encourage reading for enjoyment through our Fundraising Group. Also FRG also funded the purchase of group readers for classes to give breadth and challenge. The staff have written a new literacy policy. In recent reading assessments we have seen improvements in reading across the school. Every child in the school wrote a book and we had a very successful book launch with parents to celebrate the year of work on reading.Our NIF levels have improved in reading this year:P1- 93% to 98% P4- 88% to 97% P7- 96% to 99%. Our average results in standardised scores in reading also improved:P2 97 to 103P6 96 to 108.We have also used our Pupil Equity Funding to support work on closing the attainment gap. We released a teacher from class to work with small groups. We identified 18 children who were identified through SIMD and Free School Meals. We targeted reading into writing and out of 18 children 6 were on track (33%). After input 14 of them are on track in literacy (77%). We also included other children who were not identified through PEF but were not on track and included them in the groups. This gave us value for the money spent (£8722) and has improved Literacy results across the school.Play: Continues to progress well in P1 and P2. Continuing to work closely with the authority and University of Strathclyde in ensuring play is leading to improvements in attainment – again seeing very good results in all areas assessed to date. Our staff are being asked by both the authority and University to present to our schools. Education Scotland also had a visit and want to share the good practice in Play2Learn in Bearsden on their Education Improvement Hub.NIF levels in P1 show good attainment with 98% of children achieving Early Level. We also improved on standardised scores in P2 from previous year where play was not offered:Literacy 97 to 103Numeracy 103 to 110**Next Steps**: Continue to build on the reading ethos within the school. Trial the literacy policy for session 2018-19 and make amendments by end of session. All reading material to be book banded in line with PM Benchmarks scale to ensure breadth and challenge using a wide range of genre. In play extend this work into other stages of the school- particularly P3. More of a focus on formal learning but with increased independence and enquiry skills built into the curriculum. |

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| **School priority 2: Assessment- profiling as part of children’s work, STINT paperwork** |
| **NIF Priority:** Improvement in attainment, particularly in literacy and numeracy**NIF Driver:** Performance information | **HGIOS?4 QIs** **2.2** Curriculum**2.3** Learning, teachingand assessment**2.4** Personalised support**3.2** Raising attainmentand achievement | **EDC NIF Implementation Plan**Improvement in attainment in literacyImprovement in attainment in numeracy |
| **Progress and impact**: We worked with children, teachers and parents to design learning journeys for each child. Every term for 1 week, work in literacy, numeracy and Health and Wellbeing is completed in the jotters and targets set. Then this is repeated each term. It also goes home for parents. Feedback has been very positive from all- it has reduced bureaucracy for teachers, parents and children are finding the information they get clear and helps to see the progress through snapshots. Teachers have moderated the jotters to ensure standards are consistent across the school. The booklets are shared with parents who are encouraged to discuss their learning with their children using parent prompts. Children in the upper school lead discussions on their learning. The school use a QR code reader to allow parents to watch videos of children leading their learning.All staff received training in new paperwork for Staged Intervention. This has been used effectively by all teachers to support children who require it. Staff, teaching and support, attend all PSG, TAC and Collaborative Meetings and provide input to these. Where appropriate, pupils contribute to these too.**Next Steps:** Continue to improve learning journeys so they provide useful information to all. These will then be used as the basis for discussions at parent meetings, led by the child to discuss their learning. Continue to provide in school training to staff on STINT paperwork, including SEEMIS Wellbeing Assessments and Pupil Action Plans. Develop the STINT paperwork to include a greater focus on pupil views. |

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| **School priority 3: HWB- resilience/ PAThS, RRS, leadership-children** |
| **NIF Priority:** Improvement in children's and young people’s health and wellbeing**NIF Driver:** Assessment of children’s progress | **HGIOS?4 QIs** **1.2** Leadership of Learning**2.1** Safeguarding and Child Protection**2.2** Curriculum**3.1** Ensuring Wellbeing, Equality and Inclusion | **EDC NIF Implementation Plan**Improvement in children and young people’s health and wellbeing |
| **Progress and impact:** All classes have trialled the use of PAThS. This has been very successful in the lower school but the upper school have found that only parts of it were useful. The school have shown a commitment to further improving health and wellbeing across the school. All children have opportunities to lead through membership of committees to enhance the curriculum and promote school improvement. Children’s voice is integral to all school developments.Health and wellbeing is evident throughout the school, children run a healthy tuck shop and are involved in various health committees including a Problem Buster Group, Anti-Bullying Group and a Health and Wellbeing Group focusing on healthy food. All children are part of a committee and in learning conversations; children speak very positively about this. A citizenship programme of study is now part of the curriculum; this has a focus on developing children’s skills and increasing their knowledge of rights education. Children’s rights are discussed at every assembly and shared with parents in weekly news. We have achieved our Bronze Rights Respecting Schools Award and are on track for applying for our Silver Award.We also revamped the house system. House Captains and Vice captains now lead house huddles and whole school assemblies. Other P7 children are P7 ambassadors and assist at house huddles. They also lead all tours for new or prospective parents to the school.**Next Steps:** Continue to offer PAThS as led by teacher's judgement. Some committee's need more to do so revise committee's before offering to children in new session. Continue to look at opportunities for developing leadership particularly with P7 ambassadors. Continue to include rights education across the curriculum and ensure this is evident in teacher planning. Apply for our Silver Rights Respecting Schools Award. |

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| **School priority 4: Cluster work- SEAL Math training for numeracy, Growth mindset in Maths** |
| **NIF Priority:** Improvement in attainment, particularly in literacy and numeracy**NIF Driver:** Assessment of children’s progress | **HGIOS?4 QIs** **2.2** Curriculum**2.3** Learning, Teaching and Assessment**3.2** Raising Attainment and Achievement | **EDC NIF Implementation Plan**Improvement in attainment in numeracy.Closing the attainment gap between the most and least disadvantaged. |
| **Progress and impact**: SEALMaths: All P1 and 2 staff were trained on SEAL Maths through use of PEF money (£437.50). First training was not as effective as hoped so worked with EDC colleagues to look at the resources developed and had input to all staff on use of SEAL across school. Almost all staff reported feeling more confident in use of strategies after INSET day. Resources were purchased to support with this through PEF money (£2760.10) and improvements were seen at P1 in NIF results from 93% to 98%. Maths recovery strategies were used successfully with individual pupils and the PEF intervention groups.Growth Mindset: All P3-7 teachers had input and worked with cluster colleagues to prepare a series of challenging maths lessons to their stage. Growth mindset lessons were introduced in every class and assemblies had a growth mindset focus. Feedback from teachers has been positive and they report their classes are approaching challenges with a more open mindset.**Next Steps:** Continue to extend SEAL maths through school. Primary 1 and 2 teachers to begin using SEAL planners and progression framework from August. Inservice training to be delivered to all staff on Number Talks. Numeracy results could improve so will have this on SIP for next session. Growth mindset input to be arranged for P1 and 2 staff and parents. |

**Key priorities for improvement planning 2018-2019**

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| No | Improvement Priority | Target |
| 1 | **Health and Wellbeing- Nurture, Food Education** | To enhance a nurturing school ethos by embedding Rights Respecting Schools.To create a whole school inclusive Positive Behaviour Policy.To have a progressive Food Education curriculum. |
| 2 | **Raising Attainment in Numeracy** | Teachers will be more confident in the teaching of maths and numeracy, and strategies across the school will be consistent.Attainment in maths will continue to rise with a larger proportion of children above their expected levels. |
| 3 | **Interdisciplinary Learning (IDL)** | A progressive IDL curriculum will be created linked to our Curriculum Rationale.Enquiry based learning will be embedded throughout the school, building on Play2Learn. |
| 4 | **Cluster Work: Digital Literacy** | To ensure consistency across the cluster in Digital Literacy approaches.To achieve the Digital School Awards Scotland standard in all clusterschools. |