**Section 1- A Statement of the School’s/Establishment’s Vision: Values: 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)*

Ensuring Excellence and Equity

At Bearsden Primary we are committed to working with all stakeholders to ensure excellence and equity for all our children. We have been allocated £10800 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. The combined results gave us strong indications to focus on both Health and Wellbeing, and Numeracy. We strongly believe that Health and Wellbeing is central to closing the poverty related attainment gap and will work with all stakeholders to best support children where required. This, along with improvements in attainment in Numeracy, will form the basis for our work with PEF.

This session 2018-19 we will be using the funding to enable us to prioritise children living in SIMD 1-4 and those affected by poverty. We will have a focus on those children reaching expected standards in P1, P4 and P7 through targeted work in numeracy. We will also be looking to ensure that these children have their wellbeing needs met with specific interventions and careful monitoring of the children. We are also looking at Nurturing Approaches for all within our plan.

**Section 2** - **Overview of Whole School/Establishment Priorities and Targets**

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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 cluster schools. |

**Section 3**

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| **Improvement Priority 1**  **Health and Wellbeing-** Nurture, Food Education | | |
| **Link to NIF Priorities and Drivers / EDC NIF Implementation Plan** | | |
| **NIF Priority:** Improvement in children and young people’s health and wellbeing  **NIF Driver:** Assessment of children’s progress | **HGIOS?4 QIs**  2.1 Safeguarding and child protection  2.2 Curriculum  2.4 Personalised support  2.5 Family learning  2.7 Partnerships  3.1 Ensuring wellbeing, equality and inclusion  3.3 Increasing creativity and employability | **EDC NIF Implementation Plan**  Improvement in children and young people’s health and wellbeing |
| **Target** | | |
| 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. | | |

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| **Action** | **Timescale** | **Responsibility** | **Resource Requirement** | **Progress update** |
| **Nurturing Approaches**  Gather information on staff knowledge/ views of nurturing approaches. | INSET Day 1- 13th August | SLT | Applying nurture as a whole school approach- Appendix 4 |  |
| Introduce Pastoral Care log to detail incidents and responses. To be used to track number of incidents/ types for analysis. | INSET Day 1- 13th August | C Smith  SLT | Pastoral care log |  |
| Show Resilience Film to share the effects of ACES and extend understanding of this. | INSET Day 1- 13th August | SLT | Resilience film £75 PEF Fund |  |
| All classes to ensure they have Class Charter reflecting the rights of the child. | August 2018 | All teaching staff | Class time  Display board |  |
| Implement progressive curriculum on Rights of Child and ensure it is reflected in all curricular areas in forward planners. | August 2018 | All teaching staff | Forward Plans  Progressive Curriculum Framework (designed last session) |  |
| Input on Nurturing approaches to give all staff an understanding of attachment and brain development. | Aug- Oct 2018 | G Hendry- Educational Psychologist  SLT | Teaching staff – 2 collegiate meetings- 19th Sept, 3rd Oct  Support Staff – 2 afternoon meetings- as above |  |
| Professional Reading on Nurture, Behaviour and strategies. Different groups of staff to read different books/ chapters. | Aug- Oct 2018 | All staff | Professional Reading Library:  1 hour given prior to collegiate dates  When adults change, everything changes- Paul Dix  No such thing as a bad kid- Charlie Applestein |  |
| Professional Learning Discussions to identify key strategies to trial and implement. | September 2018 | All Staff | Teaching staff- 2 collegiate meetings- 27th Sept, 3rd Oct  Support Staff- 2 afternoon meetings |  |
| Leading Behaviour change Training for SLT to then feedback to staff | September 2018 | C Smith  A Wilson | Training costs- awaiting costings. |  |
| Trial approaches in classes and monitor impact on number of incidents/ types of incidents. | Oct- December 2018 | All Staff | As required depending on strategies selected. |  |
| Apply for Silver Award for Rights Respecting Schools. | October 2018 | SLT | Finalise paperwork  £675 from budget |  |
| Visits to other establishments identified as good practice. | Oct- December 2018 | SLT/ Support Staff/ Interested teachers | Cover costs to release teachers (½ day visits x 8 teachers = 2 full days supply cover £420 from budget) |  |
| Development of a nurture/ calm area. | Aug- October 2018 | Developed by the children who will use it with adult support/ input. | Resources as required eg tent, cushions, lights- £500 budget from PEF |  |
| Sharing and developing of strategies for meeting needs of children with specific abilities eg ASD, ADHD, Attachment | January 2019 | SLT/ Autism Advisor/ Educational Psychologist/ Wellbeing Team | Collegiate Meeting- 30th Jan  Support staff meeting |  |
| Input to parents on nurturing approaches and gather information from parents on Positive Behaviour Policy. | Jan 2019 | SLT/ Educational Psychologist | Let for school- possibly 30th Jan |  |
| Input on de-escalation and Nurture drawing together all information so far. | INSET Day 4 –February 2019 | SLT/ Educational Psychologist | As required. |  |
| Draw together all information to write an Inclusive Positive Behaviour Policy. | Feb- April 2019 | All staff | Collegiate meetings x2  7th Feb, 13th March  Support staff meetings x2 |  |
| Share policy with all stakeholders to gather feedback/ improvements. | May 2019 | SLT | Focus groups |  |
| Implement new policy. | June 2019 | All staff | As required . |  |
| **Food Education**  Installation of teaching kitchen and accompanied resources. | August 2018 | SLT with Fundraising Group(FRG)  Facilities Team East Dunbartonshire Council | Funding from FRG  Application to Food for Thought Grant (awaiting decision) |  |
| Food Hygiene course for key staff. | August – October 2018 | Key staff, parent volunteers | Costs to be confirmed. |  |
| Visit to Torrance Primary to discuss their curriculum. | September 2018 | SLT/ Support Staff member/ Teacher | SLT to provide transport. |  |
| Design own progressive curriculum to incorporate food education ensuring that there are both class and kitchen activities. | September- October 2018 | Food Education Working Group | Curriculum Development Time x 7hrs  (4x1.5hr meetings 24th Oct, 5th Dec, 20th Feb, 27th Feb  1hr own time) |  |
| Introduce planners to staff to trial. | INSET Day 3 – October 2018 | Food Education Working Party | Planners  During class time- split class ensuring timetabling taken from fully funded probationer. |  |
| Evaluate progress with Food Education planners and teaching kitchen and make adaptations. | INSET Day 4- February 2019 | All staff | Planners |  |

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| **Amount allocated from Pupil Equity Fund** | | **£575 (Resilience film and nurture resources)** |
| **Staffing ( Specify the post and exact costs)** | **£420 for 2 days supply cover** | |
| **Other** | **Costs of professional reading library -** | |
| **Professional Learning**  **Training from Pivotal Learning to SLT then training to be done with all staff**  **All staff will have professional reading and input from Educational Psychologists/ Wellbeing Team.** | | |

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| **Improvement Priority 2**  **Raising Attainment in Numeracy** | | |
| **Link to NIF Priorities and Drivers / EDC NIF Implementation Plan** | | |
| **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. |
| **Target** | | |
| 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. | | |

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| **Action** | **Timescale** | **Responsibility** | **Resource Requirement** | **Progress update** |
| Revised maths planners introduced to all teaching staff to be used in forward plans this session. Number Talks resources incorporated. Will also include maths homework planner with specific focus weeks eg financial education. | INSET Day 1- 13th August | A Mathieson | New planners to be issued including Number Talks.  SEAL Maths books- one per stage and SEAL resources (already purchased) |  |
| P7 teachers to give input on fluid maths groups. | INSET Day 1 – 13th August | D McGregor/ P Prunty | As required |  |
| Development of SEAL strategies across whole school, including resources. | Aug-Dec 2018 | Maths working Party | Curriculum Development Time x 7hrs  (4x1.5hr meetings 24th Oct, 5th Dec, 20th Feb, 27th Feb  1hr own time) |  |
| All teachers to develop fluid groupings in maths ensuring high level of challenge and incorporating SEAL strategies. | September 2018 | All teaching staff | Joint Planning time from WTA |  |
| Identified children (including PEF children) targetted for small group intervention using SEAL strategies. | Ongoing through session | SLT  A Templeton (Maths Champion trained in Maths Recovery) | 1 day per week to release teacher from PEF money (39 weeks at £210 per day=£8190) |  |
| Maths Week Scotland- all classes to have specific focus and promote maths across the school/ local area. | September 2018 | A Mathieson  Teaching staff | During class time- ideas will be given to each class to try. |  |
| Create videos for parents on areas in maths that have been identified through survey as needing further explanations. | Ongoing through session | A Mathieson | School ipads |  |
| Identify where challenge could be given at every stage and plan activities to ensure all children given additional challenge. | September 2018 | Teaching staff | Stage Planning time from Working Time Agreement |  |
| Focus of teaching and Learning meetings to ensure challenge set for maths- identify children about expected levels and set targets with staff. | September 2018 | SLT with teaching staff | Learning and Teaching meetings from Working Time Agreement |  |
| Evaluate planners and impact of SEAL | April 2019 | SLT with teaching staff | Collegiate time 8th May |  |

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| **Amount allocated from Pupil Equity Fund** | | **£8190** |
| **Staffing ( Specify the post and exact costs)** | **Supply teacher one day per week – as above** | |
| **Other** |  | |
| **Professional Learning**  **SEAL strategies- professional reading for staff** | | |

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| **Improvement Priority 3**  **Interdisciplinary Learning (IDL)** | | |
| **Link to NIF Priorities and Drivers / EDC NIF Implementation Plan** | | |
| **NIF Priority:** Improvement in attainment, particularly in literacy and numeracy  **NIF Driver:** Assessment of children’s progress  School Improvement | **HGIOS?4 QIs**  **2.2** Curriculum  **2.3** Learning, teaching and assessment  **3.2** Raising attainment and achievement  **3.3** Increasing creativity and employability | **EDC NIF Implementation Plan**  Improvement and attainment in literacy |
| **Target** | | |
| A progressive IDL curriculum will be created linked to our Curriculum Rationale.  Enquiry based learning will be embedded throughout the school, building on Play2Learn. | | |

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| **Action** | **Timescale** | **Responsibility** | **Resource Requirement** | **Progress update** |
| Discuss IDL and define this for our context. Look at examples of how IDL is planned and begin to select key themes for our planning | October 2018 | SLT  H Crossey | CfE Briefing 4- Interdisciplinary learning  Examples of IDL planners |  |
| Design planners for IDL and begin to map out curriculum areas linked to our curriculum rationale. | Oct- Dec 2018 | H Crossey  Working Group | Curriculum Development Time x 7hrs  (4x1.5hr meetings 24th Oct, 5th Dec, 20th Feb, 27th Feb  1hr own time) |  |
| Identify progressive enquiry based learning pathway through IDL for all stages, including options for composite classes. | Jan- March 2019 | Working Group | As above |  |
| Pilot enquiry based learning within selected classes. | Jan- March 2019 | Teachers from working group | In class time  Resources as required from selected enquiry. |  |
| Showcase of enquiry Learning in selected classes | May 2019 | Selected classes from pilot | In class time  Resources as required. |  |
| Introduce to all staff enquiry based learning. | INSET day 5- May 2019 | H Crossey  Working Party | As required. |  |

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| **Amount allocated from Pupil Equity Fund** | | **0** |
| **Staffing ( Specify the post and exact costs)** | **0** | |
| **Other** | **Resources for identified IDL** | |
| **Professional Learning**  **Enquiry based learning could be done as a Professional Enquiry/ recognition for staff involved.** | | |

**CLUSTER PLAN BEARSDEN CLUSTER 2018-19**

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| **Improvement Priority- Cluster**  **Digital Literacy** | | |
| **Link to NIF Priorities and Drivers / EDC NIF Implementation Plan** | | |
| **NIF Priority:** Improvement in attainment, particularly in literacy and numeracy  **NIF Driver:** School Improvement | **HGIOS?4 QIs**  **2.3** Learning, teaching  and assessment  **2.6** Transitions  **3.2** Raising attainment and achievement  **3.3** Increasing creativity and employment | **EDC NIF Implementation Plan**  Improvement and attainment in literacy |
| **Target** | | |
| To ensure consistency across the cluster in Digital Literacy approaches.   * Consistent and high quality teaching approaches used across all schools. * Raising attainment in literacy and numeracy through digital approaches   To achieve the Digital School Awards Scotland standard in all cluster schools. | | |

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| **Action** | **Timescale** | **Responsibility** | **Progress update** |
| All schools to audit their current practice and next steps identified. | September 2018 | One teacher from each school, led by PT Computing, Bearsden Academy. |  |
| Digital Leads from each school to meet to evaluate main priorities for cluster and prepare workshops for teachers to opt in to. | October Inset Day- pm | Digital Leads- cover required to release from school  £1000 for cover |  |
| Bearsden Academy Digital Leaders to provide support and challenge to both staff and pupils in cluster schools. | Ongoing throughout session | Organised by individual schools in partnership with Bearsden Academy. |  |
| From audit and evaluations of INSET day, Digital leads to meet and allocate resources and write policies for each school. | November 2018 | Digital Leads to meet – cover required £2000  Resources £3250 |  |
| Individual schools taking forward aspects of digital literacy in own context. Access local authority and Education Scotland support as required. | Ongoing throughout session | Digital Leads within each school |  |
| Successful validation visit in all cluster schools. | May 2019 | Cluster Digital Leads |  |
| **Maintenance/other activities:**  **Writing moderation** (First level and revisit Second level) – 2 sessions  **Spanish topic** – teaching P5-7 (Jan- Mar). Supporting teachers to deliver Spanish in classroom.  **Growth Mindset**: P1-3 teachers to get input from JP Fitzpatrick- Teachmindset  Parent Workshops on Growth Mindset- all parents from cluster schools invited. Following this, parents to opt in to specific workshops. | Cover costs to release staff (10 days cover)  Twilight sessions  (proposed dates 28th Aug, 11th Sept, 9th October 3:30-5) 6hrs WTA  30th Aug pm- Cover to be provided  Date to be arranged  Teachmindset staff | HT/DHTs (AMcCloy)  P5-7 staff supported by Modern Language Department  P1-3 teachers (£500 to each school to release teachers= £2000)  Alison McCloy to liaise with JP Fitzpatrick  Cover for workshops £1750 |  |
| Leadership team triad support/challenge | Sept - May | Cluster HT/DHTs/ QIO |  |

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| **Amount allocated from Pupil Equity Fund** | | **0** |
| **Staffing ( Specify the post and exact costs)** | Teachmindset staff costs £1750  Cover costs £5000 (approx 25 days across all elements of plan)  Material costs £3250 | |
| **Resources** | Inset time across cluster  Staff time to develop resources & meet  CPD time to extend and embed learning in own school  Engagement with Teachmindset Staff | |
| **Professional Learning**  Staff development to ensure consistent understanding of Digital Literacy and Growth Mindset language to promote consistent approaches across the cluster. | | |