

Improvement Planning Guidance for Schools and Centres 2021-22

Developing a manageable, measureable annual improvement plan

An effective improvement plan will consist of a small number of well-considered priorities, expressed as measurable and achievable outcomes for learners.

The school improvement plan should include the following:

- priorities clearly linked to NIF drivers and HGIOS?4 quality indicators (QIs) including the impact of Covid-19;
- measurable outcomes which focus on learning, achievement and wellbeing;
- clearly identified responsibilities for implementation and methods of change, linked to named individuals or teams;
- clear links to CLPL and professional enquiry;
- clear deadlines which ensure priorities are achieved within intended timescales and take account of working time agreements;
- clear planning for how the Pupil Equity Funding (if relevant) will be used to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap; and
- measures of success which include performance data, quality indicators and stakeholders' views.

The delivery of the improvement plan should be discussed and agreed with staff as part of their collegiate hours within the working time agreement. The plan should be a working document which is regularly reviewed. Schools should use the plan to monitor progress towards achieving the identified outcomes and improvements, based on valid and reliable evidence.

A statement of the School / Establishment

Vision, Values, Aims and Curriculum Rationale

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 £13200 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 Literacy. 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 2021-22 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 3% of the school roll in session 2020-21). We will have a focus on those children reaching expected standards in P1, P4 and P7 through targeted work in literacy, particularly writing as 42% of these identified children are not on track for writing. We have also noticed a gender gap in our Literacy attainment so work will be done to target boys attaining better in Literacy. We are also looking at extending our work on Nurturing Approaches for all children in the school, reviewing our tracking and ensuring interventions are used for children in HWB. 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.

	IMPROVEMENT PRIORITY	TARGETS
1	Major Priority	Reading
	Raising Attainment in	To raise attainment in reading through:
	Literacy	 Teaching staff professional development of effective learning and teaching approaches to develop reading skills (developed through initial reading, reading tools, thinking reader, reciprocal reading, etc). Development of paired reading/ reading buddies. Increased enjoyment and engagement in reading. Moderation of reading across P1-7 (Staff have a shared understanding of standards and expectations and can confidently report on CfE levels). Achieve Core level in Reading Schools Accreditation. The poverty related attainment gap in Literacy and Numeracy will be reduced (P1-7) through literacy intervention (PEF).
		Writing
		To raise attainment in writing through:
		 Teaching staff professional development of effective learning and teaching approaches to develop writing skills (developed through genre approach, review of resources, use of intervention materials etc).
		 Create overview of writing to ensure opportunity to develop skills across genres at each level (Early, First, Second).
		Use of technology to support writing.

2	Health and Wellbeing	 Moderation of writing across P1-7 (Staff have a shared understanding of standards and expectations and can confidently report on CfE levels). The poverty related attainment gap in Literacy and Numeracy will be reduced (P1-7) through literacy intervention. (PEF) Staff will feel equipped to discuss emotions with the children. All children will be tracked on the SHANARRI indicators All children will have opportunity to have discussion with their one key adult.
3	Digital Learning	 Communication about learning will be extended through the use of Seesaw. Digital approaches to learning and teaching will be incorporated into planning where appropriate.

Improvement	NIF F	riority	NIF Driver	rs	EDO	C NIF Action Plan	Overall Responsibility
Priority Raising Attainment in Literacy	literacy andClosing the	t, particularly d numeracy attainment gap ne most and	 Teacher Professi School Improven Parental Engager Assessment of Control Progress 	ement attainment in literacy ement Closing the attainment gap		inment in literacy ing the attainment gap veen the most and	Catriona Smith Aileen Wilson
Tasks/Action Red This action breaks specific tasks and need to be under	s targets into l actions that		Resource Requirements What do you need to complete the task?,	Perso Respon	_	Monitoring and Evaluation Arrangements How will you know and	Progress This should be updated on a regular basis with clear detail
named individual	s or groups.		(people, material, time)			what is the impact?	on what has been achieved.
Survey children i to get baseline of literacy and to ga their interests lie ensuring that rest analysed by gend	attitudes to uge where in literacy, ults can be er.	By June 2021	Glow form	C Sm		Children from P2-7 will have contributed to the survey to allow us to plan for the session, aligned with their interests. Be able to evaluate the results based on gender preferences.	
Evaluate how lite classrooms are. E classes have the f Library corner, bo recommended boo door, library visit	Ensure all following: bok display, ok on class	Aug 21 (Inservice Day 1)	Collegiate hours Books Displays in whole school	All st	aff	All classes will have literacy rich environment with children contributing to the whole school display on literacy.	

staff reading displays throughout school.					
Revisit literacy pathway planners with all teaching staff to ensure clear progression of skills from P1-7.	Aug 21 Inset day 1	Colegaite Hours Literacy Pathway for every stage	SLT	All teachers will use the pathways to plan for progression of skills (Learning and Teaching meetings)	
Based on results of the survey, collaborate with Macastory to produce tailored resources to introduce different books, specifically targeted at the boys preferences. Purchase sets of the books to accompany the Macastory video sessions for all stages.	Aug 21- ongoing throughou t year	PEF Funding — Macastory tailored resource £2000 Purchase of sets of books- £500 School Budget	C Smith/ Macastory	Track the use of the books lending out of school library to see who takes them in comparison to others. Evaluate children's attitudes again after the sessions with Macastory to gauge their interest in literacy.	
Professional learning and genre writing- examples of writing lessons	8 th Sept 21	Collegiate hours Genre writing overview	A Wilson	Use of genre writing in class (class visits)	
Review/ Develop learning and teaching of reading skills – identify key skills, possible resources, etc.	Oct 21 (Inservice Day)	Collegiate hours	C Smith/ A Wilson	Improved learning and teaching in reading	
Macastory creative writing workshops for P5-7 (in person or online depending on levels/Risk assessments)	Ongoing throughou t year	Workshops from Macastory- £500 PEF	C Smith	Observations of engagement of boys reading.	

				Data analysis about literacy gap for boys when compared to girls	
Additional teacher support Sept-Dec to target specific children (PEF + boys not on track)	Sept-Dec 2021	Teacher 1 day per week	C Smith	Data analysis about literacy gap for boys when compared to girls.	
Scottish Book Trust- Reading Schools award. Ensure all staff are undertaking activities linked to reading for enjoyment and promoting books in class.	22 nd Sept/ 2 nd Feb	Collegiate Hours Reading Schools Website	C Smith/ A Wilson	Reading schools award- core level.	
Moderation- Teachers to share examples of writing as exemplification of achieving a level (create a folder of materials for reference).	1st Dec/ 24 Feb (folder ongoing and complete by June	Collegiate Hours	All teaching staff	Improved teacher judgements about standards in writing. Folder created of examples.	
Review all planners and literacy policy in light of work completed this session.	Inset day 4 (Feb 2022)	Collegiate Hours	All teaching staff	An updated literacy policy and planners that ensure consistency across the school.	

Leadership and Parental and Learner Engagement Opportunities

Targeted learning in literacy for targeted pupils

Pupils involved in selection of resources

Macastory recorded stories shared with families to promote reading at home.

Resource Requirements	Costs	Professional Learning
	Please see PEF funding – detailed breakdown on	
	last page	
Collegiate hours (see above)	£10289- 0.6FTE March- June 2020 Teacher	Whole teaching staff input on Literacy and specifically
Macastory resources	support and 0.2FTE From 6 th Sept- 31 Jan Teacher	genre writing
Books to tie in with Macastory	support	Professional Reading linked to Reading Schools Award
resource	£2500 Macastory tailored resource and creative	Reciprocal visit opportunities (peer observations)
Reading Schools Award website	writing workshops	
	£500 school budget to buy additional books.	

Improvement Priority	NIF P	riority	NIF Drive	rs	EDC NIF Action Plan		Overall Responsibility
Health and	Improvement	in children aı	nd School Leadership	Teacher	Improve	ement in children and	Amanda Mathieson
Wellbeing	young peopl	e's health and	d Professionalism	Parental	young	people's health and	Ann Templeton
	well	being	Engagement S	chool		wellbeing	
			Improveme	ent			
Tasks/Action Rec	uired	Timescale	Resource	Perso	on	Monitoring and	Progress
This action breaks	s targets into	(by)	Requirements	Respon	sible	Evaluation	
specific tasks and	actions that	This	What do you need to			Arrangements	This should be updated on a
need to be undert	taken by	should	complete the task?,			How will you know and	regular basis with clear detail
named individuals	s or groups.	have clear	(people, material,			what is the impact?	on what has been achieved.
		timescales	time)				
Training for all sta	aff on	August	Emotion Works £250	A Math	eson	All teachers and	
Emotion works ar	nd ICE pack.	Inset Day	PEF			support staff confider	t
Revisit Behaviour	Blueprint	1	ICE Pack and training			in the language of	
with all staff.			£400			Emotion works/ ICE.	
						Class observations an	d
						learning conversation	s
						with children will	
						evidence the effective	
						use of Emotion Works	/
						ICE.	
RSHP training for	all teaching	August	Elaine McCormack,	C Sm	ith	All teachers will be	
staff.		Inset Day	Health			confident and begin to	0
		1				use the new RSHP	
						resource with all	
						classes.	
Discuss and make	plan for	August	Rights Respecting	A Temp	leton	All teachers will have	
achieving Gold in	Rights	Inset Day	Schools Award			this incorporated in	
Respecting Schoo	ls. All	2				plans.	

teachers to ensure that planning for year incorporates RRS and Global Goals. Parents informed of additional support in funding for trips if suffering from financial difficulties. PEF children will have trips paid for. Caring and Compassionate Classrooms training for all teaching staff (completed with support staff in Feb 2021). All children to take part in the SHANARRI wellbeing forms. Target individual children identified) and allocate named adult. Highland Developmental Profile for 4 year olds to be used where there are any early concerns about progress to give baseline. Professional Reading for staff on managing children's emotions. Approx £500 PEF C Smith All children will have access to trips and extra clubs, regardless of costs. All wilson Caring and compassionate classrooms resource confident in ways of supporting children in classes. Glow form in classes All teaching Staff Children will be able to identify their feelings in the survey and an identified adult named if they require it. A Mathieson/ PEF support teacher session leaching through session over the year. Set Profile Or 4 year olds to be used where there are any early concerns about progress to give baseline. Professional Reading for staff on managing children's emotions. 3 to this if required. A Mathieson/ PEF support teacher leacher eacher to complete staff or their emotional wellbeing over the year. SLT/ P1 teacher Pre and post profiles Staff will take part in a professional discussion leaving through staff (will take part in a professional discussion to this if required)			T			T
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on managing children's Inset Day Library for staff (add professional discussion		October	Professional Reading	All teaching staff	Staff will take part in a	
		Inset Day			-	
		•			time with colleagues to	

				share ideas/ good practice recommendations.	
Emotion Coaching training for	3 rd	Collegiate hours for	A Wilson/ N	Staff will be able to use	
staff.	November	teachers	Beattie	the language and	
		Support staff		approaches in practice	
		meeting		when de-escalating	
				situations.	
Revisit targets for RRS Gold	Feb Inset	Collegiate Hours	A Templeton	Final arrangements	
Award and plan further	Day 4			made to complete the	
actions.				Gold award	
				recommendations.	

Leadership and Parental and Learner Engagement Opportunities

Children fully involved in identifying their wellbeing needs and targets Key adults named for identified children.

Children to lead areas identified in RRS audit of tasks and decide on priorities.

Resource Requirements	Costs	Professional Learning		
	Please see PEF funding – detailed breakdown on			
	last page			
Emotion works	ICE pack £400 (resource and training)	All staff will have training on understanding emotions		
ICE pack	Financial help for trips/ clubs etc £500	and language to use for de-escalation		
Caring and Compassionate	Add to professional reading library £150 school	Professional Reading		
Classrooms	budget			
Emotion Coaching				
Rights Respecting Schools				

Improvement Priority	NIF P	riority	NIF Drive	rs	ED	C NIF Action Plan	Overall Responsibility
Digital Zealining	literacy andClosing the	r, particularly d numeracy attainment gap ne most and	Assessment of ch progress Parental Involv	;	Attainment, particularly		C Smith A Mathieson
Tasks/Action Requ		Timescale	Resource	Perso		Monitoring and	Progress
This action breaks		(by)	Requirements	Respon	sible	Evaluation	This should be underted as a
specific tasks and a		This should	What do you need to			Arrangements	This should be updated on a regular basis with clear detail
named individuals	•	have clear	complete the task?, (people, material,			How will you know and what is the impact?	on what has been achieved.
married marviduals	or groups.		time)			what is the impact:	on what has been defineded.
Agree a consistent	approach to	August	Collegiate Time	C Sm	ith	A clear calendar for the	
the learning share	d with	Inset Day				year will be agreed	
feedback to paren	ts for the	1				upon for sharing	
year for Seesaw.						children's learning.	
Teachers will upda		Througho	35 hours of Working	All teachi	ng staff	Parents will report a	
throughout the ye		ut the	Time Agreement +			clear understanding of	
learning, feedback		session	55 hours give to			the progress their child	
information on class activities			reporting to Parents.			has made in the	
on Seesaw. Homework to be introduced		A!	Calla siata Tirra	A N4-+l-		parental evaluations.	
	ntroduced	August Inset Day	Collegiate Time	A Math	eson	Teachers will be able to	
on seesaw.	on Seesaw.					allocate differentiated homework to their	
		2				classes as required.	
						Parents will be clear on	
						Parents will be clear on	

				the homework requirements.	
Information for parents on the	August	Prepared	A Mathieson	Parents will be able to	
use of Seesaw class will be	2021	information (leaflet		access and use the	
shared with all parents.		or how to guide)		homework app for	
				Seesaw.	
Purchase Bugclub and Sumdog	Ongoing	Sumdog £1492.82	PEF support	Improvements in	
to enhance learning and	through	PEF	teacher/ SLT	attainment of tracked	
teaching. Identified children	session	Bugclub £1099 PEF		children in both literacy	
not on track with literacy and				and numeracy. Pre and	
numeracy will be given				post intervention	
additional support to access				assessments will be	
this resource in school.				used.	
Teachers to audit class	October	Teachers plans	All teaching staff	Further opportunities	
teaching plans for	2021 Inset			identified and planned	
opportunities for enhanced	Day 3			for future terms.	
digital learning.					

Leadership and Parental and Learner Engagement Opportunities

Use of Seesaw by children to share their learning Parental information workshop on Seesaw.

Resource Requirements	Costs Please see PEF funding — detailed breakdown on last page	Professional Learning
Collegiate Hours allocated How to guide for Seesaw Class for	Sumdog £1492.82 PEF Bugclub £1099 PEF	Teachers will use the Digital Learning and Development Time allocated in the WTA to seek further training
parents		where required (individual needs)

Pupil Equity Target	Objectives	Impact for Pupils in Deciles 1-3	Cost	Review - Evaluation
Close the poverty related attainment gap	Identified children will make progress in literacy and numeracy (pre and post intervention evaluations)	Children will make improvements and be on track in literacy and numeracy	PEF teacher £10663 Sumdog £1492.82 PEF Bugclub £1099 PEF	
Close the gender related attainment gap	Identified children will make progress in literacy	The gender divide of attaining will be reduced in writing.	Macastory £2500	
Ensure all children have access to trips and clubs regardless of costs	All children will experience all aspects of school life.	PEF children will have trips paid for by the school	£500	
Health and Wellbeing needs are met for all children	Identified children will have one key adult and be able to be supported through their emotions.	All children will have a named adult who can discuss their feelings and emotions with, using a variety of resources and approaches to assist in this.	£400	
		Total	£16654	