

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 Raising Attainment in Literacy	<p>Reading To raise attainment in reading through:</p> <ul style="list-style-type: none"> • 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). <p>Writing To raise attainment in writing through:</p> <ul style="list-style-type: none"> • 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.

		<ul style="list-style-type: none"> • 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)
2	Health and Wellbeing	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 Priority	NIF Priority	NIF Drivers	EDC NIF Action Plan	Overall Responsibility	
Raising Attainment in Literacy	<ul style="list-style-type: none"> Improvement in Attainment, particularly literacy and numeracy Closing the attainment gap between the most and least disadvantaged children. 	<ul style="list-style-type: none"> Teacher Professionalism School Improvement Parental Engagement Assessment of Children's Progress 	<ul style="list-style-type: none"> Improvement in attainment in literacy Closing the attainment gap between the most and least disadvantaged 	<p>Catriona Smith Aileen Wilson</p>	
Tasks/Action Required <i>This action breaks targets into specific tasks and actions that need to be undertaken by named individuals or groups.</i>	Timescale (by) <i>This should have clear timescales</i>	Resource Requirements <i>What do you need to complete the task?, (people, material, time)</i>	Person Responsible	Monitoring and Evaluation Arrangements <i>How will you know and what is the impact?</i>	Progress <i>This should be updated on a regular basis with clear detail on what has been achieved.</i>
Survey children in the school to get baseline of attitudes to literacy and to gauge where their interests lie in literacy, ensuring that results can be analysed by gender.	By June 2021	Glow form	C Smith	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 literacy rich our classrooms are. Ensure all classes have the following: Library corner, book display, recommended book on class door, library visit slot booked,	Aug 21 (Inservice Day 1)	Collegiate hours Books Displays in whole school	All staff	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).	1 st 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 <i>Please see PEF funding – detailed breakdown on last page</i>	Professional Learning
Collegiate hours (see above) Macastory resources Books to tie in with Macastory resource Reading Schools Award website	£10289- 0.6FTE March- June 2020 Teacher support and 0.2FTE From 6 th Sept- 31 Jan Teacher support £2500 Macastory tailored resource and creative writing workshops £500 school budget to buy additional books.	Whole teaching staff input on Literacy and specifically genre writing Professional Reading linked to Reading Schools Award Reciprocal visit opportunities (peer observations)

Improvement Priority	NIF Priority	NIF Drivers	EDC NIF Action Plan	Overall Responsibility	
Health and Wellbeing	Improvement in children and young people's health and wellbeing	School Leadership Teacher Professionalism Parental Engagement School Improvement	Improvement in children and young people's health and wellbeing	Amanda Mathieson Ann Templeton	
Tasks/Action Required <i>This action breaks targets into specific tasks and actions that need to be undertaken by named individuals or groups.</i>	Timescale (by) <i>This should have clear timescales</i>	Resource Requirements <i>What do you need to complete the task?, (people, material, time)</i>	Person Responsible	Monitoring and Evaluation Arrangements <i>How will you know and what is the impact?</i>	Progress <i>This should be updated on a regular basis with clear detail on what has been achieved.</i>
Training for all staff on Emotion works and ICE pack. Revisit Behaviour Blueprint with all staff.	August Inset Day 1	Emotion Works £250 PEF ICE Pack and training £400	A Mathieson	All teachers and support staff confident in the language of Emotion works/ ICE. Class observations and learning conversations with children will evidence the effective use of Emotion Works/ ICE.	
RSHP training for all teaching staff.	August Inset Day 1	Elaine McCormack, Health	C Smith	All teachers will be confident and begin to use the new RSHP resource with all classes.	
Discuss and make plan for achieving Gold in Rights Respecting Schools. All	August Inset Day 2	Rights Respecting Schools Award	A Templeton	All teachers will have this incorporated in 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.	Throughout session	Approx £500 PEF	C Smith	All children will have access to trips and extra clubs, regardless of costs.	
Caring and Compassionate Classrooms training for all teaching staff (completed with support staff in Feb 2021).	27 th October	Collegiate hours Caring and compassionate classrooms resource	A Wilson	Teachers more confident in ways of supporting children in classes.	
All children to take part in the SHANARRI wellbeing forms.	September 2021	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.	
Target individual children identified for wellbeing support (PEF or teacher identified) and allocate named adult.	Ongoing through session	Emotion Works Seasons for Growth ICE Pack	A Mathieson/ PEF support teacher	Identified children will be tracked for their emotional wellbeing over the year.	
Highland Developmental Profile for 4 year olds to be used where there are any early concerns about progress to give baseline.	Sept 2021/ April 2022	Profile DHT to cover teacher to complete	SLT/ P1 teacher	Pre and post profiles	
Professional Reading for staff on managing children's emotions.	October Inset Day 3	Professional Reading Library for staff (add to this if required)	All teaching staff	Staff will take part in a professional discussion time with colleagues to	

				share ideas/ good practice recommendations.	
Emotion Coaching training for staff.	3 rd November	Collegiate hours for teachers Support staff meeting	A Wilson/ N Beattie	Staff will be able to use the language and approaches in practice when de-escalating situations.	
Revisit targets for RRS Gold Award and plan further actions.	Feb Inset Day 4	Collegiate Hours	A Templeton	Final arrangements made to complete the 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 <i>Please see PEF funding – detailed breakdown on last page</i>		Professional Learning		
Emotion works ICE pack Caring and Compassionate Classrooms Emotion Coaching Rights Respecting Schools	ICE pack £400 (resource and training) Financial help for trips/ clubs etc £500 Add to professional reading library £150 school budget		All staff will have training on understanding emotions and language to use for de-escalation Professional Reading		

Improvement Priority	NIF Priority	NIF Drivers	EDC NIF Action Plan	Overall Responsibility	
Digital Learning	<ul style="list-style-type: none"> Improvement in Attainment, particularly literacy and numeracy Closing the attainment gap between the most and least disadvantaged children. 	Assessment of children's progress Parental Involvement	<ul style="list-style-type: none"> Improvement in Attainment, particularly literacy and numeracy Closing the attainment gap between the most and least disadvantaged children. 	C Smith A Mathieson	
Tasks/Action Required <i>This action breaks targets into specific tasks and actions that need to be undertaken by named individuals or groups.</i>	Timescale (by) <i>This should have clear timescales</i>	Resource Requirements <i>What do you need to complete the task?, (people, material, time)</i>	Person Responsible	Monitoring and Evaluation Arrangements <i>How will you know and what is the impact?</i>	Progress <i>This should be updated on a regular basis with clear detail on what has been achieved.</i>
Agree a consistent approach to the learning shared with feedback to parents for the year for Seesaw.	August Inset Day 1	Collegiate Time	C Smith	A clear calendar for the year will be agreed upon for sharing children's learning.	
Teachers will update Seesaw throughout the year with learning, feedback and information on class activities on Seesaw.	Throughout the session	35 hours of Working Time Agreement + 55 hours give to reporting to Parents.	All teaching staff	Parents will report a clear understanding of the progress their child has made in the parental evaluations.	
Homework to be introduced on Seesaw.	August Inset Day 2	Collegiate Time	A Mathieson	Teachers will be able to allocate differentiated homework to their classes as required. Parents will be clear on	

				the homework requirements.	
Information for parents on the use of Seesaw class will be shared with all parents.	August 2021	Prepared information (leaflet or how to guide)	A Mathieson	Parents will be able to access and use the homework app for Seesaw.	
Purchase Bugclub and Sumdog to enhance learning and teaching. Identified children not on track with literacy and numeracy will be given additional support to access this resource in school.	Ongoing through session	Sumdog £1492.82 PEF Bugclub £1099 PEF	PEF support teacher/ SLT	Improvements in attainment of tracked children in both literacy and numeracy. Pre and post intervention assessments will be used.	
Teachers to audit class teaching plans for opportunities for enhanced digital learning.	October 2021 Inset Day 3	Teachers plans	All teaching staff	Further opportunities identified and planned for future terms.	
Leadership and Parental and Learner Engagement Opportunities					
Use of Seesaw by children to share their learning Parental information workshop on Seesaw.					
Resource Requirements	Costs <i>Please see PEF funding – detailed breakdown on last page</i>		Professional Learning		
Collegiate Hours allocated How to guide for Seesaw Class for parents	Sumdog £1492.82 PEF Bugclub £1099 PEF		Teachers will use the Digital Learning and Development Time allocated in the WTA to seek further training 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	