

Framework for School Improvement Planning 2024/25

Section 1: School Information and 3 Year Improvement Plan Priorities	
School/Establishment	Bearsden Primary
Head Teacher	Catriona Smith
Link QIO	Marie Donald

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> <div data-bbox="1500 1021 1568 1085" data-label="Image"> </div> <p>Curriculum Rationale.pdf</p> <p>We updated our Curriculum Rationale in session 2023-2024 and you can find a link to this here:</p> <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 £11820 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>

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This session 2024-2025 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 2024-2025). We will have a focus on those children reaching expected standards in P1, P4 and P7 through targeted work in literacy and numeracy. We will also use the money to target the gender gap (boys achieving better in numeracy, and girls achieving better in literacy). Using this money we will fund an extra 2 days of SLA support to work with small groups, which will be led by the DHTs and reinforcement done by SLAs. We will continue to ensure participation of all children through funding trips, tuition as required - in session 2023-24 we used £530 for this, ensuring that money was not a barrier to participation.

	Looking Forwards – 3 Year Improvement Plan Priorities		
	Bullet point key priorities for the next 3 years		
Session	2024/25	2025/26	2026/27
Priority 1	Pedagogy	Pedagogy (Year 2)	Parental Involvement
Priority 2	Embedding Inclusion, wellbeing and equality (Year 2)	Mathematics and Numeracy	Literacy- Writing
Priority 3	The CIRCLE framework/ The Promise	Assessment	Outdoor Learning

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Section 2: Improvement Priority 1	
School/Establishment	Bearsden Primary
Improvement Priority 1	Pedagogy
Person(s) Responsible	Who will be leading the improvement? Who will they collaborate with? Headteacher with all teaching staff

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
<ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children 	<ul style="list-style-type: none"> curriculum and assessment school improvement teacher professionalism 	<ul style="list-style-type: none"> QI 2.3 Learning, Teaching & Assessment QI 3.2 Raising attainment and achievement 	<ul style="list-style-type: none"> Improvement in attainment in literacy and English Improvement in attainment in numeracy and Maths Closing the attainment gap between the most and least disadvantaged

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
<ul style="list-style-type: none"> All teaching staff to set own stretch targets based on data 	<ul style="list-style-type: none"> Writing resource (funded through PEF and school budget) Tracking meetings/ Learning and Teaching meetings 3 x per academic year 3 x Collegiate meetings (3hrs) 2 x Curriculum Development Meetings (2.5hrs) Time at October and May Inservice days (3hrs) 	<ul style="list-style-type: none"> Through Parent Council and monthly newsletters Sharing learning on Seesaw
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation

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<ul style="list-style-type: none"> • Research into gender differences and pedagogy to support • Becoming more data informed 	<ul style="list-style-type: none"> • Tracking of children (SIMD, FSM, participation) and targeting for groups • Use of PEF funding to support teaching approaches 	2 days per week Support for Learning Assistant (Aug- June)- £6877 Writing Resource £4400
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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?	
<p>Reduce the gap in outcomes in Literacy and Numeracy between girls and boys.</p> <p>Increase staff confidence in achievement of a level to ensure staff are marking against benchmarks.</p>	Teaching staff to look at the data for their particular class and set target for class, with a particular focus on gender.	Teachers will set themselves a stretch target and progress towards this will be discussed at tracking meetings.	Learning and Teaching meetings/ Tracking meetings as per collegiate calendar (Sept, Nov, March, May)	
	<p>Using data teachers and SLT will select children for targeted intervention on writing and numeracy. SLT will organise a timetable of support from DHTs/ SLAs to follow up. 6 week blocks with specific focus will be identified. (Collegiate Meeting 4th Sept 2024 1.5hrs)</p> <p>Employ a SLA for 2 days per week to support targeted interventions in literacy and numeracy.</p>	Baselines will be carried out using our writing criteria or SEAL assessment. Specific targets will be set for each group and reviewed after 6 weeks. Initial groups to start in September.	September 2025 then 6 weekly thereafter.	

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	Staff to look at unconscious bias and how it affects our teaching. Professional Reading (Collegiate Meeting 18 th September 0.5hrs)	Staff confidence on achieving a level is accurate and realistic. Staff will also evaluate the writing resource that is purchased through PEF (May 2025).	September 2024	
	Moderation activities within our own staff for literacy and numeracy throughout the session (SLT to select pieces and anonymise if possible to help with unconscious bias) (Moderation 11 th Nov 2024 1hr, Collegiate Meeting 12 th February 1.5hrs, May Inservice Day)		November 2024 February 2025 May 2025	
	Moderation activities with schools across the authority to ensure we are moderating rigorously (initially cluster schools) (Pay for cover from budget to allow staff to moderate with other schools)		Throughout session	
	Staff will investigate writing resources to support the progression frameworks for writing. (October Inservice Day)	Resources selected will be used to improve the quality of writing and reduce the gender gap in achievement of writing.	October 2024	
Staff will share practice and identify learning approaches that could be used in their own class.	Learning walks- staff will be given time to set up their classrooms with resources and activities they have used that are successful in closing the	SLT and Peer observations will evidence that children are experiencing high quality learning experiences.	October 2024	

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	gender gap. Staff then all take part in learning walk and look at walls, resources, activities to share practice. (Curriculum Development 3 rd Oct 2024 1.5hrs)	Staff confidence in delivering Play and Enquiry will increase. SLT observations will show that children are engaged, challenged and supported. Learning conversations with children will support this.		
Children will experience an enquiry approach to their learning which is focused on skills.	Planning formats for Play and Enquiry will be consistently used by all staff. Training led by key staff on Play (N Beattie) and Enquiry (K Jaycock) to ensure high quality learning experiences. (Curriculum Development 11 th September 2024 1.5hrs)		October 2024	

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Section 2: Improvement Priority 2	
School/Establishment	Bearsden Primary
Improvement Priority 2	Embedding Inclusion, wellbeing and equality (Year 2)
Person(s) Responsible	Who will be leading the improvement? Who will they collaborate with? DHT/ Class teacher

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> curriculum and assessment teacher professionalism 	<ul style="list-style-type: none"> QI 2.2 Curriculum QI 3.1 Wellbeing, equality & inclusion QI 2.3 Learning, Teaching & Assessment 	<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> Class teacher to lead on Diversity Further opportunity to be part of a Working Group to lead on this area 	<ul style="list-style-type: none"> 2 x Curriculum Development meeting (3hrs) Time at October 2024 and May 2025 Inservice Day 	<ul style="list-style-type: none"> Sharing information with parents on equality
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
<ul style="list-style-type: none"> Anti racism training for teaching staff from WOSDEC Educational Psychologist training on Demand Avoidance for support staff 	n/a	n/a

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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?	
Parents will have a greater understanding of diversity and teaching in school	Share information on LGBT with parents (information leaflet) and if possible, ask TIE to do a parental input.	Attendance at workshop	Term 1	
Children will have a greater understanding of diversity and equality.	TIE will do 2 workshops with P6 and P7 (Equality and Stereotypes, Challenging homophobic language)	Children will complete survey at end of sessions and will have a better understanding of prejudice, bullying and stereotypes	Throughout session, dependent on TIE availability	
	Novels purchased last session will be used in classes to explore topics of the protected characteristics.	Children will be able to discuss the protected characteristics and relate them to their lives. Children will have a greater knowledge of different religions and protected characteristics. This will be evidenced in learning conversations and classroom observations.	Throughout session in classes.	
	Assembly themes will ensure coverage of the protected characteristics and ensure different religions and celebrations are shared. Continue to link with parents to enhance our assembly programme with different speakers.		Throughout the session.	
	Staff will form a working party to look at how to embed the learning themes for LGBT across the curriculum. (October Inservice Day 1.5hrs) Staff will ensure that we have more visuals to represent	Level 2 Award for LGBT education will be achieved.	May 2025	

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	LGBT education around the school and progress made with the learning themes. (Collegiate Meeting 5 th February 2025 1.5hrs) Complete all evidence from this session's work on LGBT education. (May inservice Day)			
Staff understanding of equality and diversity will be enhanced and reflected in their teaching.	Staff will explore language of racism and decolonisation, explore good practice and highlight current resources to support our own anti-racist journey as practitioners. WOSDEC course 31 st October 2024 1.5hrs	Staff evaluations from the training will show an increase in confidence.	October 2024	
	Support staff will have training from Educational Psychologist on supporting children with demand avoidance behaviours. 20 th August 2024 1hr	Quality assurance procedures will evidence all staff using strategies to support children. These strategies will be recorded in the child's plan.	August 2024	

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Section 2: Improvement Priority 3	
School/Establishment	Bearsden Primary
Improvement Priority 3	The CIRCLE Framework/ The Promise
Person(s) Responsible	Who will be leading the improvement? Who will they collaborate with? Headteacher and Depute Head

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
<ul style="list-style-type: none"> 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 Closing the attainment gap between the most and least disadvantaged children 	<ul style="list-style-type: none"> school leadership teacher professionalism parent / carer involvement and engagement school improvement 	<ul style="list-style-type: none"> QI 1.1 Self evaluation for self improvement QI 2.1 Safeguarding and child protection QI 2.4 Personalised Support QI 2.6 Transitions QI 2.7 Partnerships QI 3.1 Wellbeing, equality & inclusion 	<ul style="list-style-type: none"> 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 Closing the attainment gap between the most and least disadvantaged

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
<p>Lead CIRCLE Trainer(s) to attend PLCs with other EDC Staff – 29/5, 24/10, 30/1, 1/5 3:30-5pm.</p> <p>Teacher Leadership related to classroom practice.</p> <p>Peer observations and professional dialogue– within and outwith Bearsden.</p> <p>Pupil leadership to review class/ school</p>	<ul style="list-style-type: none"> Collegiate calendar – allocated time for development/ professional learning Funding for CLPL as required Time at Inservice Days August, October 2024 and February 2025 1 x Curriculum Development meeting (1hr) 1 x Collegiate Meeting (1hr) 	<ul style="list-style-type: none"> Parent sessions to inform them about the Circle Team Around the Child meetings- include information relevant to Circle Monthly newsletters have update on SIP priorities and progress.

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environment. Lead CIRCLE Trainer(s) to attend CIRCLE Participation Scale Training May 25.		
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
<ul style="list-style-type: none"> Whole staff/ Teaching staff CLPL (inservice days/ collegiate meetings) Professional reading/ viewing online materials Quality Assurance processes Peer/ SMT/professional discussions 	<ul style="list-style-type: none"> The Circle Framework as a strategy to support all pupils, especially those with additional support needs. The Promise- support for care experienced pupils (including revisiting the nurture principles) 	N/A

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 better supported through staff understanding of inclusion and additional support needs.	Staff questionnaire to assess knowledge/ skills. Introduction to The Circle Framework at Aug Inservice for all staff.	Staff pre training questionnaire Staff feedback from initial introduction.	August Inservice Day	
Improved Classroom Environments for Children: Make use of CICS (Circle Inclusive Classroom Scale) to evaluate and adapt classroom environment – to be done in sections over T1 and T2	Use CICS individually and with a supportive peer to critically analyse classroom. (Collegiate meeting 18 th September 1hr, Curriculum Development 22 nd January 2025 1 hr) Use adapted CICS with pupils to gather pupil feedback on learning environments. Explore Skills, Supports and Strategies in Circle Framework (Inservice Day October 2024)	Action Plans following assessment of learning environments. Learning visit feedback through Action Plan/ Evaluations and discussions with staff.	Term 1 and 2 By March 25	

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	Create Action plans and make changes. Cycle of assess > plan > change> assess Evaluation changes with peers. Pupils. Learning visits with colleagues in similar school environment. Ed Psychologist to support staff as required in assessment/ change.			
Improved Approaches for Supporting Children using the Circle Framework	Evaluations from reflections with colleagues and changes made to classroom practice as a result of self-evaluation using CICS.	Staff post training questionnaire. Staff discussion.	Term 3 By June 25	
Develop understanding of 'The Promise'	All staff (Including FM) to watch 2 presentations and complete module related to The Promise. (Inservice Day February 2025)	School will achieve the 'We Promise' Award	Feb Inservice day (am)	
Yr 2 – Circle Participation Scale/ Review paperwork for PSG to take account of Circle Framework/ Joint working with parents/ partners to support children using ideas from the Circle Framework. The Promise Award – impact on children.				

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
Ensure money is not a factor in participation for our children.	All children who wish to participate will be supported to do so. Promote this through newsletters, class	Approximately £500 kept aside to support	All children who wish to do so will participate in residential and trips. Any children opting out,	As required throughout session	

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	trip letters and ensure parents appreciate the confidentiality.		SLT will have a discussion with families to determine the reason.		
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School PEF allocation 23/24: £11,820

Total PEF allocated in SIP £11,820