

Section 1: School Information and 3 Year Improvement Plan Priorities	
School	Bearsden Primary School
Head Teacher	Annamarie Conway
SLT	Aileen Wilson, Depute Head & Amanda Mathieson, Depute Head
Link QIO	Marie Donald

School Statement: Vision, Values & Aims and Curriculum Rationale
Our aspirational vision is to challenge a community of learners to achieve excellence. This is underpinned by our shared values of honesty, fairness and respect. All learners are supported to enjoy their Rights through our school aims: • Provide opportunities for every child to develop skills for lifelong learning. (<i>Article 28</i>) • Create a nurturing environment which embraces and celebrates diversity. (<i>Articles 3 and 8</i>) • Foster effective partnerships with pupils, parents and the wider community to ensure a sustainable future. (<i>Articles 12 and 29</i>) Our curriculum rationale is summarised in an infographic – see attachment.

	Looking Forwards – 3 Year Improvement Plan Priorities		
Session	2025/ 26	2026/27	2027/28
Priority 1	Improving learning, teaching and assessment in writing (Year 1)	Raising attainment through active literacy programme (early and first Level)	Improving learning, teaching and assessment in numeracy
Priority 2	Improving inclusive learning through <i>The Circle</i> (Year 2)	Improving learning, teaching and assessment in writing (Year 2)	Raising attainment in reading through active literacy programme (second level)
Priority 3 Policy/Strategy refresh	Refresh play and enquiry based learning and anti-bullying policies	Parental engagement and involvement strategy	Refresh vision, values and aims

Rationale for School Improvement Plan Priorities

The school used a data informed approach to identify areas of focus for school improvement. There will be two school improvement priorities to ensure the strategic improvement plan is manageable, measurable and achievable. In addition, two policy frameworks will be refreshed: *Play and Enquiry Based Learning (PEBL)* and *Respect for All: Anti-Bullying*.

The School Improvement Plan aligns to the refreshed National Improvement Framework and Improvement Plan for 2025 and the Education Service Plan 2025-2028. It also links to the improvement plan for Bearsden Early Years Centre to ensure continuity of approach across the centre and school.

Priority 1: Improving Learning, Teaching and Assessment in Writing

This aims to improve achievement outcomes in writing for all learners, with a particular focus on children with additional support needs. Teachers and practitioners will participate in professional learning to develop a shared understanding of highly effective practice in teaching writing through a progressive, skills based writing curriculum.

All children will have opportunities to write every day for a variety of purposes and audiences, including writing across the curriculum. All children will benefit from one “taught writing” lesson every week to focus on skills progression in the technical aspects of writing and experience of different genres, known as “text types”.

Actions in this priority will improve outcomes for children with barriers to learning in literacy. All teachers and practitioners will improve their knowledge of dyslexia to ensure that barriers to learning are understood and met through effective differentiation and targeted support, as required. This will reinforce the expectation that almost all learners should achieve in line with national standards and expectations.

This improvement priority will ensure that teachers have a shared understanding of standards of achievement within and across levels of *A Curriculum for Excellence*. This will be achieved through planned opportunities for collaborative planning, assessment and moderation.

Priority 2: Improving inclusive learning through The Circle framework (Year 2)

This improvement priority will continue to build on outcomes that were achieved in year 1 of The Circle framework. Teachers and practitioners will continue to participate in professional learning about inclusive practice. Actions for improvement in year 1 focused on whole school and class approaches to inclusion.

Year 2 will focus on the needs of individual learners to ensure that universal and targeted support planning is specific, measurable, achievable and relevant to address attainment gap factors and barriers to learning. Learners will be involved in planning and decision making about their learning and wellbeing.

The Circle Model aligns to the development of core skills through play and enquiry based learning. Staff will revisit play and enquiry based learning in the context of inclusion.

The Circle Model also reflects planning to create a new Respect for All: Anti-Bullying policy. This will provide a framework and context for all anti-bullying work to reflect national legislation and policy. The new policy will ensure that all types of prejudice-based bullying are treated with equal importance, including protected characteristics listed in the Equality Act 2010 and the Public Sector Equality Duty.



Section 2: Improvement Priority 1 – Year 1	
School	Bearsden Primary
Improvement Priority 1	Improving learning, teaching and assessment in writing (year 1)
Persons Responsible	Annamarie Conway, Head Teacher and Amanda Mathieson, Depute Head Teacher

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2025-2028
Improvement in achievement, particularly in literacy and numeracy	Teacher and practitioner professionalism Curriculum and assessment	QI 2.3 Learning, Teaching & Assessment	Priority 2: Learning and teaching
Opportunities for Leadership	Resource Requirements		Parental Involvement
HT - Lead “Imagine” improvement strategy group. DHT - Participate in thematic review of learning and teaching and wider work of “Imagine” improvement strategy group. DHT – Participate in Literacy Champion Forum. Teachers - Lead and participate in moderation activities and share best practice. Teachers - Engage in modelling and team teaching.	EDC Literacy Strategy & Framework for Equity in Literacy NLC Active Literacy teacher training packs Guidance to support learning, teaching and assessment Framework to support moderation Guidance to support daily, taught and cross curricular writing Progression pathways Time from the collegiate calendar and Inset days		Progress updates to Parent Council Writing resources on display at October parents’ evening Opportunities for parents to view their child’s writing at reporting events Share learning through the Seesaw application

Professional Learning	Interventions for Equity	Pupil Equity Fund Allocation
Bespoke professional learning programme: • EDC Literacy Strategy & Framework for Equity in Literacy • The writing lesson (features of highly effective practice) • Four contexts of differentiation • Metacognition • Genre features (text types) at early, first and second level • Supporting learners with barriers to writing • Approaches to planning and assessment • Participation in moderation activities in school and with two other schools in the local authority • Reciprocal visits to observe writing across early level – P1 teachers and Early Years Centre teachers and practitioners • Peer observation and sharing good practice • Literacy Development Officer to support moderation • HT and DHT to participate in professional learning around evidence based pedagogy in “<i>Explicitly Teaching Writing</i>”, led by S. Graham Training for teachers and practitioners in digital supports: • Clicker 8 • Speech to text/dictation tools on digital devices • Touch typing skills • CALL Scotland digital applications – dyslexia wheel	Bespoke supports for learners at risk of not achieving, including those with a learning difference of dyslexia. This aligns to actions in SIP Priority 2.	Support for Learning Assistant (10 hours per week) Targeted teacher support for learners in P2 and P5 who did not achieve in line with national standards High quality texts and resources to improve learning and teaching across literacy NLC teacher training packs and resources to support writing in class 0.2 PEF teacher to build capacity and sustainability through training sessions with support staff.



Outcomes for learners/expected Impact	Tasks/Interventions, including professional learning	Progress measures	Timescales for implementation and measuring outcomes	Progress
Almost all learners make very good progress from their prior levels of achievement in writing. Almost all learners with ASN (including dyslexia) are supported to achieve in line with national standards and expectations in writing.	Shared understanding of highly effective practice in teaching writing. Shared understanding of how children develop skills progression in writing.	ACEL data over time in P1, P4 and P7. Planning, assessment and moderation evidence, including children's work. Professional dialogue and records from learning, teaching, assessment and tracking meetings.	Pre data gathered April/May 2025 Post data will be collated and analysed at key points: November 2025 February 2026 May 2026	
All learners experience daily opportunities to write, including writing across the curriculum. All learners benefit from a progressive learning pathway in writing. Almost all learners are able to talk about their progress and achievement in writing. Almost all learners demonstrate skills progression across a range of writing genres. Learners with additional support needs are supported with bespoke tools and interventions including digital approaches.	Supporting learning and teaching through metacognition. Meeting the needs of all learners through differentiation and targeted interventions. Shared understanding of national standards and expectations (through moderation). Teacher confidence in reporting on levels of achievement in writing. Peer observations and sharing best practice	Forward planning guidance and presentation. Professional dialogue and records from learning, teaching, assessment and tracking meetings. Direct observation of learning and teaching. Learner and teacher feedback, including peer observations. Evidence of children's writing in jotters and displays. Moderation evidence. Evaluations from professional learning activities. Learning environments and writing walls.	August Inset – Approaches to planning and assessment October and February Inset Days – Moderation with two other schools	

Section 3: Improvement Priority 2	
Improvement Priority 2	Improving inclusive learning through The Circle model (Year 2)
Person(s) Responsible	Aileen Wilson, Depute Head Teacher and Katherine Jaycock, Acting Principal Teacher

NIF Priorities	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2025-2028
Placing the human rights and needs of every child and young person at the centre and Improving Children and Young People's Health and Wellbeing	Teacher and practitioner professionalism	QI 3.1 Ensuring wellbeing, equality and inclusion. QI 2.4 Personalised support	Priority 6: Wellbeing and inclusion
Opportunities for Leadership	Resource Requirements		Parental Involvement
DHT - ASN leadership forum and Circle professional learning community. Acting PT - Review of core/meta skills in the context of inclusive learning. Teachers - Case studies and share best practice. Learners – My voice, my choice forum, pupil participation groups, skills programme, assemblies and leading clubs.	EDC policies: Relationships, Behaviour and Learning, Including Every Learner/Dyslexia Guidance and Framework for Equity in Literacy. CIRCLE resource materials from Education Scotland, including ideas in practice materials Resources to support self-evaluation, including learning engagement scales, participation scales and wellbeing and involvement scale (Leuven) New wellbeing base in Room 16 Frameworks for Universal and Targeted support planning BPS Audit Tool for Play and Enquiry Based Learning BPS visual tools to support learners with ASN Time from the collegiate calendar and Inset days		Progress updates to Parent Council Gather views of all parents to support policy refresh Collaboration between parents, learners and school to implement the CIRCLE model of inclusive practice Inclusion café for parents



Professional Learning		Interventions for Equity	Pupil Equity Fund Allocation	
Revisit actions and outcomes from Year 1 Dyslexia Scotland Online Professional Learning Modules: • Introduction to dyslexia and inclusive practice • Supporting dyslexia, inclusive practice and literacy • Dyslexia: identification and support Supporting learners with social communication barriers Professional reading/online CIRCLE resources Child Protection and Safeguarding training, including Prevent training Setting SMART targets and measurable outcomes for learners Training on creating and evaluating universal and targeted support plans, action plans and health & wellbeing assessments		Wellbeing interventions to support emotional regulation Learning interventions to address attainment gap factors New health and wellbeing screening meetings	Support for Learning Assistant (5 hours per week)	
Outcomes for learners/expected Impact	Tasks/interventions, including professional learning	Progress measures	Timescales for implementing and measuring outcomes	Progress
All learners feel safe and included in school. Almost all learners are highly engaged and motivated. All learners benefit from inclusive practice. The needs of individual learners are met through an adaptive classroom environment.	Shared understanding of inclusive practice. Targeted interventions. Training on setting SMART targets and outcomes for learners (Universal and targeted support plans).	Pre and post data from wellbeing and participation scales. Wider achievement participation data. Feedback from all stakeholders. Evidence of actions from health and wellbeing screening meetings. Attendance and exclusion data.	Pre data to be collected by October 2025. Post data to be collated and analysed by end of April 2026.	



All learners with ASN are supported through a staged model of universal and targeted support. All children who are supported through the TAC process have SMART targets/outcomes. All children who are supported by the TAAC process have their voices heard in decision making.	Four contexts of differentiation. Dyslexia Scotland Modules. Setting SMART targets.	Universal and targeted support plans. Health & Wellbeing Assessments. Feedback from Pupil Support Group multiagency partners. Minutes from TAC meetings, including evidence of pupil voice. Case Studies	Samples of universal and targeted support plans from 2024/25 to be audited as a baseline. Universal and targeted support plans to be monitored termly as part of quality assurance. Data re: multiagency referrals/requests for assistance
Core/Meta Skills: All children participate in play and enquiry based learning. All children participate in child initiated and child led play and enquiry. Almost all learners can talk about their learning across the curriculum and link this to core skills. The majority of learners can name core skills.	Professional learning to revisit core/meta skills. Review play and enquiry based learning at first level (P2-P4). Create planning to support play and enquiry based learning at first level.	Forward planning Observations (skills based) Feedback from teachers, practitioners, learners and parents Progression pathways in core/meta skills	Baseline data gathered through observations Aug/Sept 2025. Progress data Feb 2026 Post data collated and analysed by end of April 2026

East Dunbartonshire Education Service

Bearsden Primary School Improvement Plan 2025/26