

Improvement Planning Guidance for Schools and Establishments 2019

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. Your local authority will give you further advice on this including the format of the plan.

The school improvement plan should include the following:

- priorities clearly linked to NIF drivers and HGIOS?4 quality indicators (QIs);
- 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.

Section 1

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 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 2019-20 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 4% of the school roll in session 2018-19). We will have a focus on those children reaching expected standards in P1, P4 and P7 through targeted work in numeracy as 17% of these identified children are not on track for 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, again around 12% of these identified children are not on track in this HWB. 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 Health and Wellbeing	<p>Nurturing Approaches</p> <ul style="list-style-type: none"> • All children will be able to confidently discuss their HWB and identify areas for improvement. • All teachers will be able to use Emotion Coaching to support our pupils. <p>Food Education</p> <ul style="list-style-type: none"> • To develop food education knowledge and skills with clear progression.
2	Parental Engagement	<ul style="list-style-type: none"> • Parents and families are fully supported to be involved in the life and work of their child's school. • Parents and families are fully supported to engage in their child's education throughout their learning journey.
3	Interdisciplinary Learning including STEM (Cluster focus)	<p>Cluster</p> <ul style="list-style-type: none"> • To introduce STEM approaches within all stages of primary school, focussing on skills and linking to DYW, across the cluster. • Create opportunities for practitioners to meet, learn together and share expertise within cluster. • Provide space for practitioners to work collaboratively across sectors. • To facilitate an effective transition project based on STEM and provide opportunity to share learning across the cluster. <p>Bearsden Primary</p> <ul style="list-style-type: none"> • To continue to embed Pupil Led Enquiry throughout the school. • To raise attainment in numeracy.

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	Assessment of Children	Improvement in children and young people's health and wellbeing	Catriona Smith, HT	
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>
All staff to discuss Nurturing Approaches agreed session 2018-19 and share behaviour blueprint and expectations for all.	August 2019	Inservice Day (13 th August 2019) Behaviour Blueprint	C Smith	All staff, new and old, will start the term with the clear understanding and routines for the new session.	
Sharing EDC policy Including <i>Every Learner</i> to all staff. Share updated Universal Support Plan format with teaching staff.	August 2019	Inservice Day (13 th August 2019)	SLT	All staff, new and old, will start the term with the clear understanding and routines for the new session.	
Children to gain a deeper understanding of the wellbeing indicators.	By October 2019	GIRFEC lessons focused on the indicators Assembly Time	C Smith	The children will confidently know the wellbeing indicators and be able to give examples of each area.	
Children to become more confident in self-assessing their health and wellbeing against the wellbeing indicators. Any child identified having any issues with their wellbeing will have a meeting with their trusted adult.	November 2019	GLOW forms for each stage P2-7 Cover for each teacher to meet with the children (5 days cover @ £228	All class teachers	Children with any concerns will have time to discuss the results of their survey and next steps to support will be identified.	

		per day= £1140 PEF fund)			
Trusted adult given opportunity to meet with SLT to pass on and discuss issues arising and next steps for individual children.	November 2019	2 days cover (@£228 per day = £456 PEF fund) to release teachers from class	SLT and class teachers	Clear interventions will be identified for children requiring them.	
Ensure tracking of wider achievements is embedded in all classes, scrutinising results to ensure all children have opportunities to participate.	August-December 2019	School newsletters publicising funding towards trips/ musical tuition (PEF funding approximately £500) Tracking wider achievements in every learning Journey and discussed at L&T meetings	C Smith All teaching staff	Children at risk of missing out on wider achievements will be targeted for clubs during the school day.	
All staff to have training on Emotion Coaching to complement the work already completed on Nurturing Approaches.	August-December 2019	Ed Psych input WTA meeting 30 th January 2020	G Hendry C Smith	Teachers will become familiar with the technique and begin to use with children in their classes.	
Professional reading for staff- purchase books and staff have time to read and come together for professional discussion.	September 2019	Books (see below- £71.39) WTA time 5 th February and Inservice Day 7 th February 2020)	All teaching staff	Professional discussion and sharing of ideas/ strategies for use in class.	
Parental information session on supporting children within the school.	January 2020	School let Ed Psych input 15 th January 2020	G Hendry SLT	Parents will have greater understanding of how we meet all support needs within	

				the school.	
Food Education Food Hygiene course for key staff.	August – October 2019	Funding for course to come from Fundraising Group. Cover for course would be £228 from budget.	Key Staff Parent Volunteers	Adults will be clear on the safe use of food and the kitchen.	
Links to outside partners to support the delivery of lessons and show application in working world, linking to launch of the new kitchen.	August-October 2019	Allocate time in L McGonagle's timetable in Term 1 to establish links/ work with small groups.	L McGonagle SLT	New partnerships will be made to support the effective teaching and learning in the kitchen.	
All staff to receive some food preparation training and ideas.	October 2019	Inservice Day (11 th October 2019)	All staff	All staff would have clear understanding of how to deliver food education safely in the teaching kitchen.	
Evaluate progress with Food Education planners and teaching kitchen and make adaptations.	May 2020	Inservice Day (21 st May 2020)	All staff	Improvements to planners will be implemented.	

Leadership and Parental Engagement Opportunities

Staff	Staff to share their own good practice in supporting children. Staff will have the opportunity to be the trusted adult and suggest interventions to support. This may lead to them leading an area to meet these needs. Opportunity for staff to lead in new Teaching Kitchen.
Pupil <i>Detail pupils involvement in task if relevant.</i>	Learning conversations Self-assessing against Wellbeing Indicators Participating/leading assemblies on Wellbeing Groups of children involved in establishing links with partners and launch of teaching kitchen.

	HWB committee for children.	
Parental Engagement <i>Detail how parents are involved.</i>	Information session on supporting pupils Individual parents will be involved as required Training for parent volunteers for teaching kitchen to further enhance partnerships with parents All parents involved in launch as required.	
Resource Requirements Behaviour Blueprint - All classes will receive A3 colour printed copy of blueprint (Print Room)	Cluster/Partnership Funding – detailed breakdown PEF funding – detailed breakdown <u>Cover</u> - 7 days supply cover to release teaching staff <p style="text-align: right;">Total £1596.00</p> <u>Tracking of wider achievements to ensure all children have opportunities to participate</u> - funding towards trips/musical tuition for PEF pupils <p style="text-align: right;">Approximate Total £500.00 (depends on uptake)</p> <u>Emotion Coaching</u> - professional reading for staff What to Do When Your Temper Flares by Dawn Huebner and Bonnie Matthews £10.86 Raising an Emotionally Intelligent Child by John Gottman £9.99 Self-Regulation Interventions and Strategies by Teresa Garland £14.54 Emotional Coaching – A Practical Programme to Support Young People by Robyn Hromek £36.00 <p style="text-align: right;">Total £71.39</p> <p style="text-align: right;">Final Total = £2167.39</p>	Professional Learning Emotion Coaching training for staff Professional reading and sharing Training on Food Education and ideas to use with children



Improvement Priority	NIF Priority	NIF Drivers	EDC NIF Action Plan	Overall Responsibility	
Parental Involvement	Improvement in attainment, particularly in Literacy and numeracy	Assessment of Children; Parental Involvement	Improvement in attainment, particularly in Literacy and numeracy	Aileen Wilson, DHT	
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>
Using our existing Learning Journeys, establish clear guidelines for the work that is completed in them with all teaching staff.	August 2019	Examples of existing Learning Journeys Inservice Day (14 th August 2019)	SLT Teaching Staff	A clear, agreed format to ensure consistency of information to go home to parents three times per year.	
Establish a Parents Focus group with representatives from each year group to identify the areas for improvement with Parental engagement.	September 2019	Email invite to all parents Meeting time during school day	SLT Some members of teaching staff	Establish baseline from parents on: Family Learning Homework Communication Reporting	
Working Group to look at examples of effective examples of parental engagement with possible visits to other establishments.	October-December 2019	Working Time Agreement Meetings (3 rd and 9 th October)	Working Group	Examples used to create a model that works for Bearsden Primary School.	
Review Learning Journeys after Term 1 to ensure that they meet their purpose and are tackling bureaucracy for teachers.	October 2019	Inservice Day (11 th October) Learning Journeys	All teaching staff	A clear, agreed format to ensure consistency of information to go home to parents three times per year.	
Pilot any changes to family learning,	Rest of	As required and	All teaching staff	Staff will report less	

homework, communication, reporting as required. Survey staff and parents to gauge improvements.	session 2019-20	updated as requirement. 2 x WTA meetings on 20 th and 26 th February 2020 1 st April Working Groups WTA meeting		bureaucracy in paperwork. Parents and families will feel more informed and supported in their child's learning.	
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Leadership and Parental Engagement Opportunities

Staff	Staff will have opportunity to improve teacher workload and bureaucracy. Good practice visits will be carried out where appropriate. Staff fully involved in designing the ways in which we encourage parental engagement.				
Pupil <i>Detail pupils involvement in task if relevant.</i>	Pupils will be involved about their thoughts and feelings about their learning and engaging with their families through learning conversations.				
Parental Engagement <i>Detail how parents are involved.</i>	Focus group will be selected. All parents to be consulted on the changes and evaluating the impact. More parents will have opportunity to become involved in the school.				
Resource Requirements Learning Journey jotters for every child- paid for from school budget.	Cluster/Partnership Funding – detailed breakdown PEF funding – detailed breakdown		Professional Learning Opportunities for staff to look outwards to find good practice.		

Improvement Priority	NIF Priority	NIF Drivers		EDC NIF Action Plan	Overall Responsibility	
<p><u>Cluster</u> To develop collegiate and collaborative working to support the development of STEM within individual schools and across the cluster.</p> <p><u>Bearsden Primary</u> To continue to embed Pupil Led Enquiry throughout the school. To raise attainment in numeracy.</p>	<p>Improvements in attainment in (Literacy) and Numeracy</p> <p>Improvement in employability skills and sustained, positive school destinations for all young people</p>	<p>School Improvement Teacher professionalism Parental Involvement</p>		<p>Improvement in attainment in numeracy Improvement in employability skills and sustained, positive school leaver destinations for all young people</p>	<p>Cluster HTs/ Amanda Mathieson, ADHT Helen Crossey, Teacher</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>
<p>Each school to identify a STEM lead and apply for GCC Primary STEM leaders' programme offered by EDC.</p>		<p>By 29th May 2019</p>	<p>Cover for two school days for each primary school 8 x £228 = £1,824</p>	<p>Individual HTs</p>	<p>At end of session 2019-2020</p>	
<p>All staff to be briefed on the pilot from 2018-19 on IDL and opportunities to ask questions, share ideas, make plan for IDL and STEM opportunity for their class.</p>		<p>August 2019</p>	<p>Inservice Day 14th August 2019</p>	<p>H Crossey SLT</p>	<p>All classes will trial an IDL topic within the year, taking account of pupil enquiry methodology. They will identify and area that STEM can tie into also.</p>	

All teaching staff to revisit the work on SEAL, mental agility planners, Numicon for upper school and additional challenge for learners to ensure this is key part of planning for next session.	August 2019	Inservice Day 14 th August 2019	A Mathieson	All classes will use these piloted resources and planners from last session to ensure pace of learning is appropriate.	
Children identified from tracking and monitoring for additional support in numeracy using the SEAL maths approaches.	August 2019	SLT meeting Teaching and Learning Meetings Additional teaching staff 0.3 FTE to target numeracy groups (£342 per week = £9850.33 from PEF)	SLT Teaching staff	Children identified will make progress in maths attainment with more children attaining maths from their last attaining a level information.	
Complete work on mental agility with purchase of boards and training for all staff and parents.	August 2019	Let for school Count on us Training and materials (£920 from PEF Fund)	A MATHieson Count on Us Trainer	Staff will have additional resources and ideas to promote mental maths. Attainment in numeracy will continue to increase.	
Maths area of school website launched. Videos to support parents and prompts for each area of the maths curriculum. Use website to set family learning challenges and to promote Maths Weeks Scotland, National Numeracy Day and any STEM activities, Deputy First Minister's Challenge.	October 2019	WTA meeting time 3 rd and 9 th October 2019 Videos	A Mathieson Working Group	Parents will feel fully involved in the maths work in the school and confident in helping their child with their learning. Maths will have a higher profile within the school.	
All schools to audit current practice and next steps identified – using Education Scotland self evaluation and improvement framework. All teachers to complete questionnaire on confidence in teaching	Term 1 Sept 2019	Individual school collegiate time 11 th September 2019	Individual HTs	Next steps identified from audit to take to cluster meeting. This will help form priorities for individual schools. Any resources or	

STEM.				expertise required to be identified.	
Primary schools to audit Science/Technologies/Social Studies/IDL topics to identify appropriate opportunities for all classes to have a STEM focus within the year.	Term 1 Sept 2019	Individual school collegiate time 18 th September 2019	Individual HTs/SMT/ STEM Leads	STEM Opportunity identified for each stage of primary.	
STEM leads from each school familiarise themselves with Education Scotland STEM improvement framework and meet to evaluate main priorities for cluster.	Oct 2019	Staff look at Education Scotland Resources – STEM improvement Framework, STEM Central etc. Cover for 5 teachers – one per school	STEM Leads	STEM Leads more confident with STEM improvement framework and share with HTs. Priorities for each school identified. This will provide priorities to be undertaken this year and following 2 years.	
Each individual school to take forward an aspect of STEM within own context - all teachers delivering. Secondary school to provide STEM ambassadors and/or specialist subject teacher support if required. Primary teachers to make use of STEM connect website connecting classroom with STEM professional if appropriate.	Term 2 Oct - Dec Collegiate sessions	Bearsden Academy to provide STEM ambassadors. All schools to provide time in collegiate calendar.	HTs/STEM Leads	All schools delivering a STEM project at each stage. Audit chn's knowledge and attitudes – pre and post. If professional used from STEM Connect – identify benefits/advantages/ any added value? Views of pupils and staff sought.	
Bearsden Primary will have a STEM focus week to tie in with British Science Week 2019 where parents will be invited in to share STEM opportunities with the children.	Week beginning 9 th March 2020	All classes to work with parents/ volunteers to have STEM activity session	H Crossey All teaching staff	Parents will be involved in recognising the STEM opportunities for learning in the school. Children can share their STEM learning with adults.	

STEM leads and teachers from early to third levels meet for a half day to share practice. Focus will be on skills, making links to DYW.	Term 3	4 half days per school Equivalent to 10 full days cover	HTs/STEM Leads	Teachers to be more confident on how to deliver STEM.	
P7-S1 transition project. Secondary school STEM ambassadors support project in primary schools. Cluster schools participate in British Science Week (6-15 March 2020) – as part of Primary Secondary Transition Event. Showcase event, each school has stall – present to parents, pupils and staff.	Project Jan – March Showcase event March	Bearsden Academy venue to showcase learning and invite Parents/ carers.	HTs/STEM Leads P7 Teachers and pupils	Children present their learning. Evaluations from event to measure success. Pupil and staff feedback form to measure success and identify next steps.	
Teachers complete confidence questionnaire to see if levels have improved.	Term 4		HTs/STEM Leads	Questionnaires collated – pre and post. Information analysed and shared across cluster.	
Maintenance : continue writing moderation at First level.	Term 1			Exemplars of writing at each level	

Leadership and Parental and Learner Engagement Opportunities

All primary school pupils, at every stage will participate in a STEM project next session.
All primary 7 pupils, supported by secondary school STEM ambassadors will participate in P7- S1 Transition project culminating in a showcase event in March during British Science Week. Parents/carers to be invited to invent to celebrate the learning.

Resource Requirements	Cluster/Partnership Funding – detailed breakdown PEF funding – detailed breakdown	Professional Learning
	<u>Cluster Funding Requirements</u> STEM Training - Cover for two school days for each primary school 8 x £228 = £1,824 Staff look at Education Scotland Resources – STEM improvement Framework, STEM Central	

etc.

Cover for 5 teachers – one per school

5 x £228 = £1,140

4 half days per school = 20 half days

Equivalent to 10 full days cover

10 x £228 = £2,280

TOTAL = £5,244

PEF funding – detailed breakdown

Cover – 0.3FTE over 29 weeks = £9850.33

Count on Us Training - For staff and pupil
workshops, parent workshop = £920

Total £10770.33