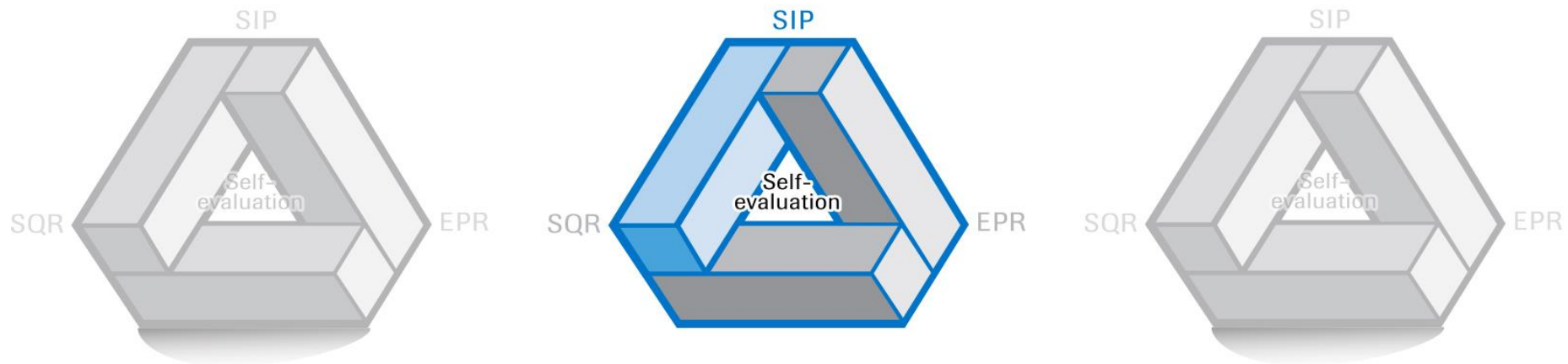




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Supporting Improvement: **School Improvement Plan**



Battlefield Primary School

Establishment	Battlefield Primary School
Head of Establishment	Stacy Wilson
Area/Local Improvement Group	South 2 LIG
Head of Service	Donnie MacLeod
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Action Plan Summary for Stakeholders

1. Our Vision, Values and Aims

We are proud to be a Rights Respecting School and strive to ensure that the Articles in the United Nations Convention on the Rights of the Child underpin our **school values**.

Honesty – We will grow as responsible citizens by developing an atmosphere of trust, openness and fair play. **UNCRC ARTICLE 29**

GOALS OF EDUCATION - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Tolerance – We will effectively contribute to our positive ethos by treating everybody fairly with consideration and respect. **UNCRC ARTICLE 12**

RESPECT FOR THE VIEWS OF THE CHILD – Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.

Love of Learning – We will become successful learners by opening our minds to knowledge, skills and the opinions of others. **UNCRC ARTICLE 28**

RIGHT TO EDUCATION – Every child has the right to an education. Primary education must be free. Secondary education must be available to every child.

Happiness – We will be bright and cheerful in all our work and play contributing to our positive image and self-esteem. **UNCRC ARTICLE 3**

BEST INTERESTS OF THE CHILD – The best interests of the child must be a top priority in all actions concerning children.

1. Our Vision, Values and Aims

Confidence – We will become confident individuals by creating a happy, supportive, inclusive and secure environment. **UNCRC ARTICLE 31 RIGHT TO LEISURE, PLAY AND CULTURE** – Every child has the right to relax, play and join in in a wide range of cultural and artistic activities.

AIMS

In Battlefield Primary School our aims are:

- To provide relevant learning and teaching experiences in order to raise levels of attainment and achievement for all children
- To provide a nurturing and motivating learning environment matched to the individual needs of all children
- To reduce inequality, celebrate social and cultural diversity and promote social justice and inclusion for all children
- To work in partnership with parents and others in the community to encourage learners to become active and responsible citizens
- To encourage the personal growth of children and staff as lifelong learners and effective contributors.

2. Summary of our self-evaluation process.

At Battlefield Primary we adopt a holistic approach to school improvement and we seek to engage the whole school community in a range of self-evaluation approaches. The items below provide some examples from session 2020 – 2021 to illustrate the range and scope of our work.

Parents / Carers	Staff	Pupils	Leadership Team
<ul style="list-style-type: none"> • Feedback on Seesaw • Parental surveys on remote learning, Covid 19 Safety, PEF spending, Diversity & Equality • Discussions at Parent Council – including focused discussions on improvement plan priorities • Parent Council Q & A sessions with HT 	<ul style="list-style-type: none"> • Discussions following lesson observations • PRD discussions • Focused self-evaluation work on in-service days • Discussions related to cluster priority • Discussions about new policy and approaches • Feedback discussions linked with monthly quality focus 	<ul style="list-style-type: none"> • Learning conversations • Pupil voice groups e.g. Pupil Council, Eco Committee, House Committee, etc. • Report comments 	<ul style="list-style-type: none"> • Learning conversations • Lesson observations • Leadership of Pupil Voice groups • Regular discussion of progress in relation to SIP priorities • Review of targeted quality indicators • Discussions at Leadership Team • Standards and Quality Report

2. Summary of our self-evaluation process.

Strengths identified: (adapted from Education Scotland Inspection Findings)

- The very nurturing climate for learning where all children are valued and respected. There is a very strong positive ethos where all learners are included. This creates a welcoming and caring environment where all members of the school community are treated with respect.
- The school's approaches to valuing and celebrating diversity. The clear focus on ensuring the dignity and worth of individuals ensures that children demonstrate very high levels of tolerance and empathy towards others.
- Very effective partnership work which enriches learning experiences and supports positive outcomes for children.
- Staff who provide valuable, relevant learning experiences which help children to become confident in their learning. This includes the approaches to play based learning which are improving learning experiences for the youngest learners.

Strengths identified: (from whole school consultation March 2021)

- The ethos and culture in the school reflects a strong commitment to positive relationships and children's rights.
- The school has adopted the nurturing principles and as a result almost all pupils are well behaved and most are engaged with their learning.
- There are opportunities for leadership at all levels which drive forward improvement. Staff are motivated and encouraged to take forward initiatives, new approaches etc. and support others to do so.
- The school is committed to meeting the needs of all learners and providing support for individuals through a variety of interventions including Nurture, GDSS, TIGs.

Priorities for development:

1. Support and target whole school nurture provision to ensure improved Health & Wellbeing of all pupils' post COVID 19 lockdown.

- *Introduce Emotion Works and The Edinburgh Resilience Pack throughout school.*
- *The Nurture Teacher will provide a range of activities which will help children cope with Change, Loss and/or Grief & supporting mental health/self-esteem.*
- *Counsellor engaged with targeted P6 and P7 children.*
- *Outdoor learning will support children's mental health and well-being throughout session 2021-22 to combat lack of play/social opportunities caused by COVID19.*

2. Summary of our self-evaluation process.

2. Improving learners' experiences and raising attainment and achievement through consistent teaching and learning from P1-7.

- *Expectations of learners will be high and learning will be planned to deliver effective challenge.*
- *There will be a clear, consistent learning and teaching policy in place in Battlefield Primary School.*
- *Literacy development across the school incorporating approaches from Literacy For All, Literacy Circles and Talk 4 Writing.*
- *Further development of Glasgow Counts strategies and Number Talks across the school.*
- *Dyslexia & English as Additional Language friendly classroom guides will ensure staff meet learners needs. Target Setting & Meeting Learners Needs will form the Cluster working*
- *The Pedagogy of Play will be established in Primary 2 by June 2022.*

3. Curriculum Rationale & Vision, Values and Aims.

- *Revisit the schools Vision, Values and Aims to ensure they are fit for purpose.*
- *Creation of our Curriculum Rationale which will ensure that everyone within the school is clear about what they are aiming to achieve through the curriculum. All stakeholders will be able to answer the questions 'What is it we want for our children?' and 'What are we going to do to achieve it?'*
- *Classes will all undertake some work in Terms 1/2 to learn about the 4 goals outlined in COP26 which will support our learning towards Learning for Sustainability and Global Citizenship.*

4. Equalities, Diversity and Children's Rights.

- *New school policy will provide guidance for pupils, families and staff and ensure consistent processes and procedures around bullying, racial discrimination, equalities and gender stereotyping.*
- *Staff will provide wholly inclusive, diverse and fully representative learning experiences for all our learners and families.*
- *Our curriculum rationale will be revised in consultation with pupils, families and staff and renewed to reflect our commitment to ensuring diversity and equality in all curricular areas.*

3. Additional Monies Spend Summary of Consultation Processes

Battlefield was entitled to:

- £83,314 PEF
- £41,232 additional funding
- 0.9 additionality of staff

All stakeholders were consulted on the spending of additional monies through:

- Family surveys on through Groupcall and bag drop questionnaires.

3. Additional Monies Spend Summary of Consultation Processes

- Staff questionnaires were given to teaching and non-teaching staff.
- Feedback was collated and key themes identified.

Consultation process identified a need for:

- Interventions to support the mental health & wellbeing of pupils.
- More support for learning staff to meet the variety of needs of learners.
- Targeted Intervention Groups.
- Outdoor learning to combat lack of play/social opportunities caused by COVID19.
- More support and resources for EAL & GDSS.

Rationale for Spend:

1. Emotion Works & the Edinburgh Resilience pack will be purchased and introduced to staff at August in-service day to enable children to identify and deal with their emotions and to build resilience to improve their mental health & wellbeing.
2. 2 support for learning staff members will be employed to support additional support needs throughout the school.
3. Additional staffing - 0.9 member increased to 1FTE to allow PEF Funded PT to come out of class to run targeted intervention in Literacy and develop Literacy approaches across the school. For Numeracy 1FTE funded to allow CT to run targeted intervention in Numeracy.
4. 1 FTE to deliver outdoor learning to all classes for NCC (released from the spend for Numeracy).

Measures/Evidence for Impact (data, observation, views):

1. GMWP baseline assessments in September then follow up assessments in March will indicate almost all children's scores have improved following the interventions.
2. Staff & pupil consultation to evidence the effectiveness of increased opportunities for pupil support. Support for learning groups data e.g. GDSS will be gathered to show impact
3. Identified children who are within a year of being off track will be targeted to get back on track. This will be evidenced through tracking conversations, observations and ACEL data.
4. Pupil survey to be completed to evidence the impact of outdoor learning on health & wellbeing.

4. Action Planning

No.	Quality Indicator	Priority
1	3.1 2.3	<p>Support and target whole school nurture provision to ensure improved Health & Wellbeing of all pupils' and build resilience post COVID 19 lockdown.</p> <ul style="list-style-type: none"> • Introduce Emotion Works and The Edinburgh Resilience Pack throughout school. • The Nurture Teacher will provide a range of activities which will help children cope with Change, Loss and/or Grief & supporting mental health/self-esteem. • Counsellor engaged with targeted P6 and P7 children. • Outdoor learning will support children's mental health and well-being throughout session 2021-22 to combat lack of play/social opportunities caused by COVID19.

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
<p>Revised Nurture Principles Displayed in every class</p> <p>Emotional Check in & out used every day with pupils.</p> <p>SHANARRI wheel discussions held in every class and discussions around the wheel discussed regularly in groups.</p> <p>GMWP assessments carried out with every child.</p>	<p>On-going throughout session 2021-2022 Sept, Nov, Feb, April</p> <p>On-going throughout session 2021-2022 Sept, Nov, Feb, April</p> <p>Initial assessments by end of September 2022. Subsequent assessments by end of March 2022</p>	<ul style="list-style-type: none"> • Children can identify and relate to the Nurture Principles. • Children feel safe and happy in school. • Children can discuss SHANARRI indicators. • Data is analysed to identify individuals for targeted HWB support groups. Initial assessment and final assessments analysed to evidence impact.
<p>Emotion Works resource and Edinburgh Resilience Pack introduced to all staff and to be used to build resilience and promote relationships in all classes throughout school.</p>	<p>Introduced in August 2021 Inservice then on-going throughout session 2021-2022 Sept, Nov, Feb, April</p>	<ul style="list-style-type: none"> • Children are able to identify and then respond to their emotions appropriately and confidently discuss feelings.

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
		<ul style="list-style-type: none"> Children adopt the principles of the Edinburgh Resilience Pack 10 key themes.
The Honeypot (Infant Nurture Base) running 5 mornings with children returning to mainstream classes in the afternoons. Nurture staff & CT providing additional individual/group support with Grief, Loss & Change, Health and Mental Well Being in the afternoons. Nurture teacher running parent support groups for targeted families in the afternoons.	On-going throughout session 2021-2022 Sept, Nov, Feb, April	<ul style="list-style-type: none"> Improved engagement and participation by all children attending the Honeypot evidenced through continued use of BOXALL assessment & The Resilience Matrix.
Counsellor engaged with targeted P6 and P7 children.	On-going throughout session 2021-2022	<ul style="list-style-type: none"> Improved Mental Health & Well being for targeted children evidenced by counsellor assessments & learning conversations/GMWP assessments
Children will participate in Outdoor Learning activities weekly.	On-going throughout session 2021-2022 Sept, Nov, Feb, April	<ul style="list-style-type: none"> Children and Parents feedback positively on Outdoor learning opportunities.
Classes include Loose parts play in their Curriculum.	On-going throughout session 2021-2022	<ul style="list-style-type: none"> Leuvan's Scale records selected classes gains in children's mental health and emotional engagement with peers.

Staff leading on this priority – including partners	Resources and staff development
<ul style="list-style-type: none"> DHT – Laura Imrie Nurture teacher - Farasha Bashir SfIW - Kathleen Carberry NCC teacher and class teachers. 	<ul style="list-style-type: none"> Displays-Revised Nurture Principles, Shanarri Wheel, Emotional check in. GMWP assessments. Purchase of Emotion Works Resource & Edinburgh Resilience Pack. Resources from above packs displayed around school and in classes. Partner – Life Link.

	<ul style="list-style-type: none"> • PEF funded resources to further develop Outdoor Learning & Loose parts Play. Creation of a loose parts play group of pupils and staff. Timetabling of areas for outdoor learning in the playground and for loose parts play materials.
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No.	Quality Indicator	Priority
2	3.2 2.3 1.2	<p>Improving learners' experiences and raising attainment and achievement through consistent teaching and learning from P1-7.</p> <ul style="list-style-type: none"> • Expectations of learners will be high and learning will be planned to deliver effective challenge. • There will be a clear, consistent learning and teaching policy in place in Battlefield Primary School. • Literacy development across the school incorporating approaches from Literacy For All, Literacy Circles and Talk 4 Writing. • Further development of Glasgow Counts strategies and Number Talks across the school. • Dyslexia & English as Additional Language friendly classroom guides will ensure staff meet learners needs. Target Setting & Meeting Learners Needs will form the Cluster working • The Pedagogy of Play will be established in Primary 2 by June 2022.

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
<p>Improve consistent Learning and Teaching approaches across the school by engaging with Glasgow's Improvement Challenge –Collaborative Evaluation Process.</p> <p>Collaborative Evaluation Process:</p> <ul style="list-style-type: none"> • Five themes, based on "Glasgow's Good Lesson Cycle," HGIOS4 -2.3-"Learning, Teaching and Assessment," • A suggested process for working through the themes is collegiate exploration and evaluation-ownership, leadership of learning. • Toolkit given to facilitate exploration of themes. 	<p>On-going throughout session 2021-2022 Dates to be confirmed. Sept, Nov, Feb, April</p>	<p>Staff will feel increasingly skilled and confident in integrating these themes into every lesson.</p> <p>Consistent implementation of the five themes will be evidenced through:</p> <ul style="list-style-type: none"> • Lesson observations/learning walks. • Learning conversations with pupils. • Jotter monitoring. • Moderation activities.

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
<ul style="list-style-type: none"> • One theme per timescale as agreed. • Working with stage partners, sharing with whole school. • Produce Info graphics at end of each process to serve as whole school policy for each theme. 		
<p>Development of Literacy across the school- by Literacy Working Party.</p> <ul style="list-style-type: none"> • Creation of a Literacy policy incorporating approaches from Literacy For All, Literacy Circles and Talk 4 Writing. • Introduction of reading strategies and Literacy for All materials. • Clear guidance for progressive use of Literacy Circles and roles. • Programme to ensure the progression of phonological awareness and phonics. • Updated guidance on the use of Routes Through Writing for assessment. 	<p>On-going throughout session 2021-2022</p> <p>June 2022</p>	<p>Staff will feel increasingly skilled and confident in the use of these approaches.</p> <p>Consistent use of approaches will be evidenced through:</p> <ul style="list-style-type: none"> • Forward plan feedback discussions • Lesson observations • Learning conversations with pupils • Staff moderation activities • Use of GIC format to create policy. • Reading strategies will be in use throughout the school and children will be able to identify and use these by June 2022. • Literacy circles will be used consistently across school with agreed progression evident. • Teachers will be confident in the use of the revised Routes Through Writing assessments.
<p>Further development of Glasgow Counts strategies and Number Talks across the school by Numeracy Working Party.</p> <ul style="list-style-type: none"> • Creation of a Numeracy and Maths policy. • Further training on use of specific concrete resources for particular concepts. • Further training/instruction/policy on the use and storage of resources generally i.e. how accessible are they for children to self-select, use and return? 	<p>On-going throughout session 2021-2022</p> <p>Sept, Nov, Feb, April</p>	<ul style="list-style-type: none"> • Use of GIC format to create policy. <p>Staff will feel increasingly skilled and confident in the use of these approaches.</p> <p>Consistent use of approaches will be evidenced through:</p> <ol style="list-style-type: none"> a) Forward plan feedback discussions b) Lesson observations c) Learning conversations with pupils

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
<ul style="list-style-type: none"> • Audit and reorganisation of resources as required across school • Use of mentors/peer support for staff who are less confident to use concrete materials. • Continued use/introduction of part-part-whole models at early level as a basic bar model and continued use of part-part-whole through first and second level with age appropriate concepts. • Consolidation of/further training in 'Battlefield Strategies' for staff and pupils and consistency around terminology for strategies e.g. area model/grid method, open number line/empty number line etc. • Develop and trial problem solving strategies and train staff in their use. • Development of Number Talks experts who can model for others, who then in turn become experts. • Whole school progression framework for numerical and mathematical language using Word Aware approaches. <p>All staff will use the approaches in the Dyslexia & English as Additional Language friendly classroom guides to ensure staff meet learners needs.</p> <p>Target Setting & Meeting Learners Needs will form the Cluster working.</p>	<p>On-going throughout session 2021-2022 Sept, Nov, Feb, April</p>	<p>d) Staff moderation activities</p> <p>Staff will feel increasingly skilled and confident in the use of these approaches. Staff evaluation to inform areas of expertise and those that require development Consistent use of approaches will be evidenced through:</p> <ul style="list-style-type: none"> • Learning conversations • Lesson observations • Mathematical vocabulary working walls established and regularly updated in each classroom to reflect topics being covered
<p>The Pedagogy of Play will be established in Primary 2 by June 2022.</p>	<p>On-going throughout session 2021-2022 June 2022</p>	<p>Primary 2 teachers will have embedded play in their classrooms and devised a briefing note to capture this. Classroom observations will monitor the effectiveness of the play-based approach.</p>

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)

Staff leading on this priority – including partners	Resources and staff development
<ul style="list-style-type: none"> HT – Stacy Wilson DHT- Natalie McKay PT – Louise Thompson PT- Lynsey McLaughlin CTs Roz Wilson, Debbie Logan, Tahira Couborough & Laura McIlwaine 	<ul style="list-style-type: none"> Time on in-service days/CAT time Working Party time (collegiate calendar) dates to be added

No.	Quality Indicator	Priority
3	2.2	Curriculum Rationale & Vision, Values and Aims. <ul style="list-style-type: none"> Revisit the schools Vision, Values and Aims to ensure they are fit for purpose. Creation of our Curriculum Rationale which will ensure that everyone within the school is clear about what they are aiming to achieve through the curriculum. All stakeholders will be able to answer the questions ‘What is it we want for our children?’ and ‘What are we going to do to achieve it?’ Classes will all undertake some work in Terms 1/2 to learn about the 4 goals outlined in COP26 which will support our learning towards Learning for Sustainability and Global Citizenship.

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
Curriculum Rationale-Whole school consultation	On-going throughout session 2021-2022 Oct, Jan, June 2022	<ul style="list-style-type: none"> Views of pupils, parents and staff gathered and considered in creating new curriculum rationale.

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
<p><i>'What is it we want for our children?' and 'What are we going to do to achieve it?'</i></p> <p>All stakeholders consulted to identify the key curriculum drivers that are relevant to Battlefield Primary School context.</p>		<ul style="list-style-type: none"> Curriculum Rationale document created to highlight the key themes which permeate our curriculum at Battlefield Primary. Curricular pathways are developed for staff and in use in all forward plans.
<p>Consultation on vision and values with all stakeholders through a survey</p> <ul style="list-style-type: none"> Use feedback from survey to identify values and vision to be shared across whole school and community Celebrate achievement of values through social media, certification, assemblies, meet the teacher and parents' nights Use values to create a proforma evaluation for visitors to feedback on their experience in the school 	<p>August</p> <p>September</p> <p>On-going throughout session 2021-2022</p> <p>November 2022</p>	<ul style="list-style-type: none"> Surveys will reflect engagement with all stakeholders and end of year survey will reflect positive stakeholder comments. Staff and children will increasingly be observed following the values in and around the school. Increasing numbers of certificates will be given to celebrate achievement of values. <p>Visitor proformas will evidence increased focus on values.</p>
<p>COP26 will be included in the forward plans for all classes to ensure they are provided with the opportunity to learn about the 4 goals.</p>	<p>August- December 2021</p>	<ul style="list-style-type: none"> Classes will display and share their learning in Terms 1 & 2.

Staff leading on this priority – including partners	Resources and staff development
<ul style="list-style-type: none"> HT – Stacy Wilson WP members and PC partners 	<ul style="list-style-type: none"> Time at staff meetings / In-service – details TBC. Surveys to all stakeholders. Examples of good practice gathered from other establishments.

- GIC resources for COP26 – Our Dear Green Place

No.	Quality Indicator	Priority
4	3.1	<p>Equalities, Diversity and Children’s Rights.</p> <ul style="list-style-type: none"> • New school policy will provide guidance for pupils, families and staff and ensure consistent processes and procedures around bullying, racial discrimination, equalities and gender stereotyping. • Staff will provide wholly inclusive, diverse and fully representative learning experiences for all our learners and families. • Our curriculum rationale will be revised in consultation with pupils, families and staff and renewed to reflect our commitment to ensuring diversity and equality in all curricular areas.

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
New Diversity and Equality Policy created in line with GCC guidance.	June 2021 – new policy completed Aug 2021 – policy shared with stakeholders	<ul style="list-style-type: none"> • Feedback gathered from consultation with pupils, families and staff. • Policy shared with staff and families.
Baseline assessment/evaluation of staff levels of confidence and concerns in tackling diversity and equality will inform priorities and plan for session 2021-22.	August 2021 inset – initial evaluation session January 2022 (mid-session review) May 2022 (end of session review)	<ul style="list-style-type: none"> • Results of evaluation - establish areas of strength and staff expertise and areas for development. • Review of practice throughout year. • End of session review will inform focus for session 2022-23. • Improvement from baseline self-evaluation.

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
<p>Additional Resources to support teaching and learning i.e. diverse literature, art resources. Whole school events linked with International Education. School to make new links with local organisations and families to support diversity and equality.</p>	<p>On-going throughout session 2021-22</p>	<ul style="list-style-type: none"> • Financial support from PC • Fundraising events • Record/directory of links

Staff leading on this priority – including partners	Resources and staff development
<ul style="list-style-type: none"> • PT – Lynsey McLaughlin • RRS partners – Sarah MacFie and Karen Roseweir • WP members and PC partners 	<ul style="list-style-type: none"> • Time at staff meetings / In-service – details TBC • Forward Plan format to be altered