



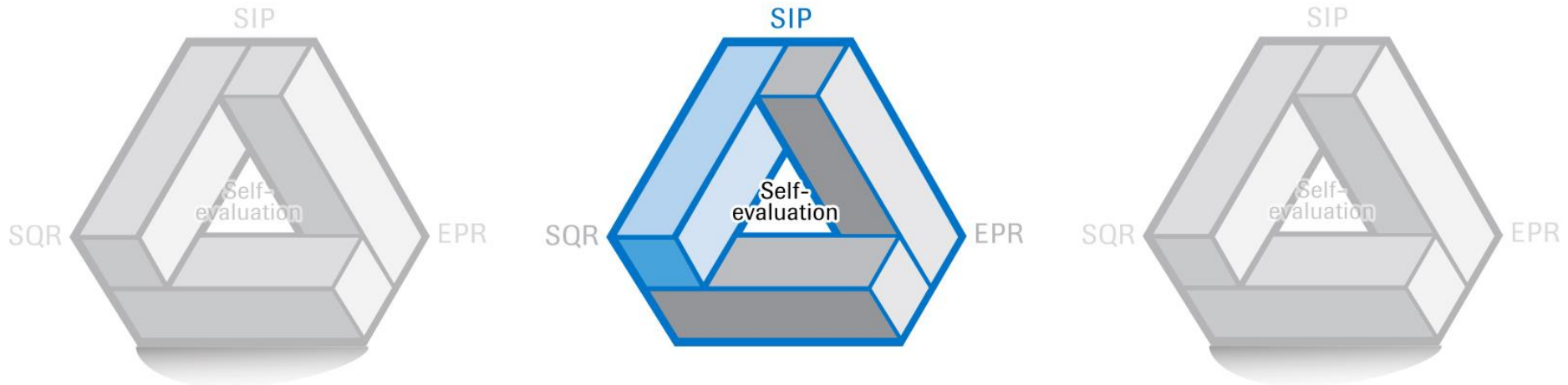
Battlefield Primary School  
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# Supporting Improvement: **School Improvement Plan**



Session 2022-23

Establishment	<b>Battlefield Primary School</b>
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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 **5 school values**.

**Honesty** - *Always telling the truth, admitting when we have made mistakes so we can learn from them, being fair and not cheating.* (UNCRC, ARTICLE 29)

**Responsibility** - *Being dependable so people know they can count on you, keeping your word and sticking to agreements, trying to do your best at everything, being accountable for your behaviour, accepting credit when you do things right and admitting mistakes, being a contributing member of your family, community and society.* (UNCRC, ARTICLE 4)

**Eco Friendly** - *Saving water by turning off taps, turning off lights and TVs when we leave the room, closing doors to keep heat in to save electricity or gas, avoiding disposables like plastic cutlery and straws, recycling our paper and plastics, reusing as many products as we can for junk modelling, containers, etc., make compost from food waste, walk or cycle to school to avoid using cars or buses.* (UNCRC, ARTICLE 27)

**Kindness** - *Listening to each other and contributing to school life through using our pupil voice, looking after each other as buddies and monitors, playing with each other at playtimes and making sure no one is lonely, helping the adults look after our school by caring for our resources, litter picking and lunchtimes, helping local, national and international charities.* (UNCRC, ARTICLE 3)

## 1. Our Vision, Values and Aims

**Respect** - *Caring about each other, listening to each other, valuing other people's opinions, following instructions, learning together, showing good manners and kindness, taking care of school property.* (UNCRC, ARTICLE 31)

### 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 2021– 2022 to illustrate the range and scope of our work.

Parents / Carers	Staff	Pupils	Leadership Team
<ul style="list-style-type: none"> <li>• Feedback on Seesaw</li> <li>• Parental surveys on PEF spending and strengths and areas for development</li> <li>• Discussions at Parent Council – including focused discussions on improvement plan priorities</li> <li>• Parent Council Q &amp; A sessions with HT</li> </ul>	<ul style="list-style-type: none"> <li>• Professional dialogue following lesson observations</li> <li>• PRD &amp; PDP discussions</li> <li>• Focused self-evaluation work on HGIOS 4 areas</li> <li>• Professional dialogue related to cluster priority</li> <li>• Professional dialogue about new policy and approaches</li> <li>• Feedback discussions linked with monthly quality focus</li> <li>• PEF spending and strengths and areas for development</li> </ul>	<ul style="list-style-type: none"> <li>• Time to Talk (weekly)</li> <li>• Learning conversations</li> <li>• Pupil voice groups e.g. Pupil Council, Eco Committee, House Committee, etc.</li> <li>• Report comments</li> </ul>	<ul style="list-style-type: none"> <li>• Quality Assurance calendar of activities</li> <li>• Learning conversations</li> <li>• Lesson observations</li> <li>• Leadership of Pupil Voice groups</li> <li>• Regular discussion of progress in relation to SIP priorities</li> <li>• Review of targeted quality indicators</li> <li>• Discussions at Leadership Team</li> <li>• Standards and Quality Report</li> </ul>

**Strengths identified:**

## 2. Summary of our self-evaluation process.

- The ethos and culture in the school reflects a strong commitment to positive relationships and children's rights. Our values are at the heart of everything we do.
- The school has adopted the nurturing principles and as a result almost all pupils are well behaved and most are engaged with their learning.
- The school is committed to meeting the needs of all learners and providing support for individuals through a variety of interventions including Nurture, GDSS, EAL & TIGs.
- CP Procedural information has been revised and is clearly communicated to pupils and school staff, is clearly displayed throughout the school and outlined within the school handbook. The school maintain an up to date overview of all children on the CP register and their progress is clearly tracked within a staged intervention grid and through tracking conversations. Staff receive regular CP and safeguarding CPD and analysis of local CP issues are used to inform the school improvement agenda i.e. through use of targeted interventions via PEF funding.
- Our new Quality Assurance calendar of activities ensures we have robust triangulation of evidence to use to our evaluate effectively leading to improvement of learners' experiences.
- Pedagogy of Play features in Primary 1 and 2 classes.
- Outdoor learning experiences are provided for children throughout the school.

## 2. Summary of our self-evaluation process.

### Priorities for development:

- **Support and target whole school nurture provision to ensure improved Health & Wellbeing of all pupils' and families.**
- *Embedding of Emotion Works and the introduction of The Edinburgh Resilience Pack throughout school to support children and families in identifying and dealing with their feelings and developing strategies to build resilience.*
- *The Nurture Teacher will continue to provide a range of activities which will help children cope with Change, Loss and/or Grief & supporting mental health/self-esteem/ coping with change/anger management and emotional resilience.*
- *Increased awareness of staff around the 'Cost of the School Day' and the challenges around 'hidden poverty' and 'working poor' to identify families requiring support.*
- *Outdoor learning will continue to support children's mental health and well-being throughout session 2022-23 as it is embedded in every teacher's practice and leads to increased family learning opportunities.*
- *Continue to monitor previous core nurture pupils as they progress through the school.*
- *Nurture coordinator monitor the practice in the Nurture Room through nurture observations.*
- *The Nurture Teacher to be become involved in cluster network group.*
- **Improving learners' experiences and raising attainment and achievement with consistent teaching and learning from P1-7 through 'Improving our School' programme**
- *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 which ensures all staff are using key features of highly effective practice developed through 'Improving our School' (IOS).*
- *Use of 'Data Informed Self-Evaluation at Classroom Level' through IOS will ensure teachers are equipped to identify and subsequently target the gaps in their classroom to raise attainment.*
- *Further development of Literacy For All & Glasgow Counts approaches across the school to ensure consistency in teaching & learning approaches.*
- *Introduction of new EAL policy and new referral procedures to ensure increased liaison and information sharing between EAL teacher and class teachers. Embedding of the strategies contained in the EAL friendly classrooms guide and EAL Briefing Note to ensure quality and consistency for learners.*
- *Dyslexia friendly classroom guides & new resources introduced for reading & spelling will ensure staff meet learners needs*
- **Equalities, Diversity & Children's Rights**
- *Staff will provide 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.*
- *New policy to be imbedded.*

### 3. Additional Monies Spend Summary of Consultation Processes

#### Pupil Equity Funding Allocation 2022-2023 - £91, 875

##### Consultation Process:

**All stakeholders were consulted this session on the spend of additional monies:**

**Parents:** Each session parents are asked to complete a survey identifying strengths & areas for development across the school and are asked to suggest how we should spend our PEF money, through Groupcall surveys and bag drops.

**Staff:** All staff are asked to highlight strengths and areas for development and are invited to suggest how PEF money should be spent through staff questionnaires.

**Pupils:** Through 'Time to Talk' sessions weekly, children are asked for their views on the school and how it could be improved. At the end of each session pupils are asked about the experiences they would like to have in Battlefield Primary School.

**Feedback was collated and key themes identified were:**

- Additional Support for learning staff for individual and group support
- Increased EAL provision across the school
- Targeted Intervention Groups to improve attainment and achievement in literacy and numeracy
- Increased opportunities for Wider Achievement and Experiences to close the Poverty of Opportunity gap
- Resources for outdoor learning

##### Rationale for Spend:

Having consulted all stakeholders, I will provide

:

- Continued provision of 2 x additional support for learning staff to support individual children - £37,506
- Increase in hours for 20-hour support for learning worker to 27.5 hours - £5626 to support child full time
- Increase in EAL provision from 0.6 to 0.8 hours per week – 0.2 teacher £12,341
- 0.2 teacher to release PT to target P4 year group - £12,341
- Lunchtime/afterschool clubs and experiences in the wider world to be provided for all pupils

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

- Almost all children with additional support needs will display increased participation and engagement through GMWP assessments
- Children with additional support needs will show progression in their learning through Pupil Passports, WAPs and or Teaching Talking Grid evaluations.
- Increased attainment of EAL children evidenced over time and through tracking conversations
- All off track P4 children within a year of being off track will achieve the level. This will be evidenced through Tracking Conversations, Observations and ACEL Data
- 'Time to Talk' and teachers plans will evidence further wider opportunities for pupils

#### 4. Action Planning

No.	Quality Indicator	Priority
1	3.1 2.3	Support and target whole school nurture provision to ensure improved Health & Wellbeing of all pupils' and families.

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
Continuation of the use of Emotion Works resource and introduction of Edinburgh Resilience Pack to children through assembly programme to build resilience and promote relationships in all classes throughout school.	On-going throughout session 2022-23 Check in - Sept, Nov, Feb, April	<ul style="list-style-type: none"> <li>Children are able to identify and then respond to their emotions appropriately and confidently discuss feelings.</li> <li>Children adopt the principles of the Edinburgh Resilience Pack 10 key themes and are able to discuss these.</li> <li>GMWP carried out at the start and end of the session to evidence impact.</li> </ul>
Nurture staff providing individual & group support in the afternoons to target Grief, Loss, emotional resilience, anger management and Change and Mental Health & Wellbeing in targeted pupils.	On-going throughout session 2022-23 Check in - Sept, Nov, Feb, April	<ul style="list-style-type: none"> <li>Improved engagement and participation by all children attending the Honeypot evidenced through continued use of BOXALL assessment &amp; The Resilience Matrix.</li> <li>Class teacher evaluations</li> <li>Nurture planning and evaluations for groups/ individuals.</li> </ul>
Termly tracking meetings to include discussions around families that may need support with 'The Cost of the School Day'.	On-going throughout session 2022-23	<ul style="list-style-type: none"> <li>'Time to Talk' sessions to include discussions around opportunities for pupils to access wider achievement activities, e.g. clubs, music, drama, arts and crafts, sports.</li> <li>Establish a tool to accurately measure wider school achievements and opportunities children are accessing to determine any possible poverty of experience.</li> <li>Surveys to parents &amp; staff to gain feedback on 'Cost of the School Day'.</li> </ul>
Outdoor learning experiences to be planned throughout the Curriculum to enhance children's learning experiences. These will	On-going throughout session 2022-23	<ul style="list-style-type: none"> <li>Outdoor learning evidenced in forward plans.</li> <li>Time to Talk to evidence children's outdoor learning experiences.</li> </ul>

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
be linked to family learning to increase family engagement across the school.	Evaluation of each class as appropriate	<ul style="list-style-type: none"> <li>Surveys to parents to gain feedback on outdoor learning family engagement activities.</li> </ul>

Staff leading on this priority – including partners	Resources and staff development
<ul style="list-style-type: none"> <li>DHTs – Laura Imrie &amp; Natalie McKay</li> <li>PT – Jade Foster</li> <li>Nurture teacher – Lauren Currie</li> <li>SfiW - Kathleen Carberry</li> <li>Class teachers &amp; Sfl staff</li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>GMWP assessments.</li> <li>Purchase of Emotion Works Resource &amp; Edinburgh Resilience Pack. Resources from packs displayed around school and in classes.</li> <li>Cost of the School Day Toolkit</li> <li>PEF funded resources to further develop Outdoor Learning &amp; 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.</li> </ul>

No.	Quality Indicator	Priority
2.	3.2 2.3	Improving learners' experiences and raising attainment and achievement with consistent teaching and learning from P1-7 through 'Improving our School' programme

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
<p>All staff to attend Whole School Introductory Professional Learning Session.</p> <ul style="list-style-type: none"> <li>Presentation of ACEL data and context of school to staff e.g. through toolkits such as FOCUS, Dash Board, Tracking Database, BGE Benchmarking etc.</li> </ul>	Inset August 2021	<ul style="list-style-type: none"> <li>SLT journal with ACEL Data and school context – 3 'high level messages' from each of these</li> <li>Sample of staff generated 3 high level messages based on self-evaluation of ACEL data</li> </ul>



Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
<ul style="list-style-type: none"> <li>Further analysis of curricular area identified as a priority on SIP for IOS - Writing</li> <li>Look specifically at P1, P4, P7 patterns and trends and barriers to learning through lenses e.g. SIMD, gender etc.</li> <li>The Refreshed Curriculum Narrative input</li> </ul>		
Data informed self-evaluation at classroom level input	Term 1 (by end Sept)	<ul style="list-style-type: none"> <li>Participation in Journal tasks, engagement with webinars and pre and post webinar discussions</li> <li>Collated points, themes and reflections from staff discussions based on webinars</li> </ul>
Data informed tracking meetings with all staff completed – ‘Fact, Story Action’ <ul style="list-style-type: none"> <li>Class Analysis - Understanding the barriers to learning and the gap in our classrooms</li> <li>Analysis of baseline assessment - understanding the barriers to learning and the gap in identified curricular area</li> </ul>	By Oct 2022	<ul style="list-style-type: none"> <li>Teachers complete ‘Fact’ element of tracking in advance of tracking meeting <b>independently</b></li> <li>Work <b>collaboratively with SLT</b> to complete ‘Story’ and ‘Action’ elements of tracking, reflecting on diagnostic assessment</li> </ul>
Webinars <ul style="list-style-type: none"> <li>What is Highly Effective Practice?</li> <li>Learning Intentions &amp; Success Criteria</li> </ul>	By end of Term 1 2022	<ul style="list-style-type: none"> <li>Staff feedback on CLPL session</li> <li>Staff knowledge and awareness raised on key themes of Webinars</li> </ul>
SLT classroom observations completed using suggested paperwork <ul style="list-style-type: none"> <li>Identification of Feature(s) of Highly Effective Practice (FHEP) as focus for improvement using ‘√/ X’ grid</li> <li>Present findings to staff – graph, pie chart etc.</li> </ul>	By Dec 2022	<ul style="list-style-type: none"> <li>Overview and analysis of class observations with identified area of highly effective practice</li> <li>Examples of paperwork with written feedback</li> </ul>
Highly Effective Practice Webinar – <ul style="list-style-type: none"> <li>Effective Questioning, Active Learning and Reviewing and Connecting the Learning</li> <li>Feedback, Dialogue and Learning Conversations</li> </ul>	By Dec 2022	<ul style="list-style-type: none"> <li>Staff agree on 1<sup>st</sup> webinar to be completed from two listed</li> <li>Staff feedback on CLPL session</li> <li>Staff knowledge and awareness raised on key themes of Webinar</li> </ul>
Collaboration with supporting member of staff and class teachers to identify Targeted Intervention Groups (TIGs) Tracking meetings – Fact, Story, Action	Term 3 (early/mid- January 2023)	<ul style="list-style-type: none"> <li>Sample of suggested TIG identification paperwork from key stages e.g. P1/P4/P7</li> </ul>

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
Discussion on TIGs' targets and formulation of predicted ACEL results for end of session – all added to Action section for term 2 tracking		Sample of Action paperwork from tracking meetings across key stages e.g. P1/P4/P7
<b>Quality Assurance – Classroom observations – Trios</b> <ul style="list-style-type: none"> <li>Each member of SLT to attend 1 Trio visit which also has a criteria e.g. SLT attend to observe good practice, identify support requirements etc.</li> </ul>	Term 3 (March 2023)	<ul style="list-style-type: none"> <li>Completed template to demonstrate the organisation of Trio visits</li> <li>Sample of Trio visit paperwork from a cross-section of visits e.g. peer, SLT, mentor and lead</li> </ul>
Collation of Trio visit feedback and presentation to staff	Term 4 (May/June 2023)	<ul style="list-style-type: none"> <li>Graphic representation, e.g. word cloud or other means to capture feedback</li> </ul>
<b>Tracking and Monitoring</b> – P1, P4 & P7 TIGs – measure impact	Term 4 (May/June 2023)	<ul style="list-style-type: none"> <li>Sample of tracking paperwork and class overviews that demonstrate term on term improvements</li> </ul>
<b>Triangulation of evidence</b> to establish an exit assessment of IOS / next steps	June 2023	<ul style="list-style-type: none"> <li>Overview of teacher and pupil audits with reflections and findings of impact of FHEP</li> <li>Assessment data for identified curricular area demonstrating impact of interventions</li> <li>Observations and Learning Conversations demonstrating impact of interventions</li> </ul>
Present data which compares ACEL 2022 to 2023 to staff	Term 4 (May/June 2023)	<ul style="list-style-type: none"> <li>PowerPoint presentation of TIG impact and ACEL data comparison</li> </ul>
'Improving Our Schools' presentation - Our School's journey'  Present to staff prior to or after event	Term 4 (May/June 2023)	<ul style="list-style-type: none"> <li>Power Point presentation of 'Our Schools journey'</li> </ul>
Undertake Stop, Start, continue activity to inform SIP priorities for 2023/24	Term 4 (May/June 2023)	<ul style="list-style-type: none"> <li>SIP 2023/24 with identified FHEP and curriculum area with specific focus</li> </ul>
Further development of Literacy across the school through use of: <ul style="list-style-type: none"> <li>Literacy for All, Literacy Circles and Talk 4 Writing</li> <li>Spelling briefing note &amp; resources</li> <li>Programme to ensure the progression of phonological awareness and phonics</li> </ul>	On-going throughout session 2022-2023	Consistent use of approaches will be evidenced through: <ul style="list-style-type: none"> <li>Forward plan feedback discussions</li> <li>Lesson observations</li> <li>Learning conversations with pupils</li> <li>Staff moderation activities</li> </ul>
Further development of Glasgow Counts strategies and Number Talks across the school through use of:	On-going throughout session 2022-2023	Consistent use of approaches will be evidenced through: <ul style="list-style-type: none"> <li>Forward plan feedback discussions</li> </ul>

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
<ul style="list-style-type: none"> <li>Glasgow Counts approaches</li> <li>Further development of Number Talks.</li> <li>Development of Word Aware approaches.</li> </ul>		<ul style="list-style-type: none"> <li>Lesson observations</li> <li>Learning conversations with pupils</li> <li>Staff moderation activities</li> </ul>
Introduction of new EAL policy and new referral procedures to ensure increased liaison and information sharing between EAL teacher and class teachers. Embedding of the strategies contained in the EAL friendly classrooms guide and EAL Briefing Note to ensure quality and consistency for learners.	On-going throughout session 2022-2023	Consistent use of approaches will be evidenced through: <ul style="list-style-type: none"> <li>Forward plan feedback discussions</li> <li>Lesson observations</li> <li>Learning conversations with pupils</li> <li>Staff moderation activities</li> <li>Tracking meeting discussions</li> </ul>

Staff leading on this priority – including partners	Resources and staff development
<ul style="list-style-type: none"> <li>HT – Stacy Wilson</li> <li>DHT – Louise Flanagan</li> <li>DHTs – Laura Imrie &amp; Natalie McKay</li> <li>PT – Lynsey McLaughlin</li> <li>EAL teacher – Aileen Morton</li> <li>All teachers</li> </ul>	<p><b>Resources</b></p> <p>Improving our Classrooms Programme of development</p> <p>Training materials.</p> <p>Monthly training for SLT</p> <p>Literacy for All resources &amp; Literacy Circle packs</p> <p>Maths &amp; Numeracy resources</p>

No.	Quality Indicator	Priority
3.	3.1	Equalities, Diversity & Children's Rights

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
<b>Rights of the child</b> <ul style="list-style-type: none"> <li>• Revisit/refresh RRS education for new and current staff.</li> <li>• Renew guidance around incorporating rights in to planning and making links in all curricular areas.</li> </ul>	Term 1	<ul style="list-style-type: none"> <li>• Staff twilight sessions</li> <li>• Time to Talk sessions</li> </ul>
Review and renew <b>curriculum rationale</b> with focus on diversity, equality and representation.	On-going started June 2022	<ul style="list-style-type: none"> <li>• New curriculum rationale formed using views of pupils, parents and staff gathered and considered in creating new curriculum rationale</li> </ul>
<ul style="list-style-type: none"> <li>• Embed new Diversity &amp; Equality policy (2022) and new calendar of international events built in to planning, assemblies and whole school events.</li> </ul>	On-going	<ul style="list-style-type: none"> <li>• Assembly calendar</li> <li>• Forward plans</li> <li>• 'Time to Talk' feedback</li> </ul>

Staff leading on this priority – including partners	Resources and staff development
<ul style="list-style-type: none"> <li>• PT – Lynsey McLaughlin</li> <li>• RRS partners – Sarah MacFie</li> <li>• Class teacher – Louise Thompson</li> </ul>	<ul style="list-style-type: none"> <li>• Time at staff meetings details TBC</li> <li>• Forward Plan format to be altered</li> </ul>

