

School Improvement Planning Template

School		Battlefield Primary School	
Learning Community		Shawlands	
Link Officer		Michelle Wright	
Head of Service		Donnie MacLeod	
School Roll		383	
Attendance Rate		93.6%	
<p>Pupils affected by the poverty related attainment gap (employment, income, housing, health, access to services, education, crime), covid & other forms of poverty not listed OTHER – Pupils not in SIMD 1 & 2, not in receipt of school meals but affected by factors detailed above.</p>			
PEF allocation 23-24:	£91,875	SIMD Quintile 1 (% and Number)	pupils 10.44%
Carry Forward:	None	SIMD Quintile 5 (% and Number)	pupils 32.64%
Total Allocation 23-24:	£91,875	Other	pupils 56.91%
FME (number and %)	pupils 17%	Total No Pupils	383
<p>Grand Challenges 2023-26 (<i>Grand challenges are the long-term strategic changes you intend to achieve i.e. 'to improve attainment in literacy'</i>)</p>			
<ul style="list-style-type: none"> • Achievement & Progress: Improvement in Teaching & Learning • Achievement & Progress: Raising Attainment in Literacy & Numeracy • Improve Wellbeing & Learning 			

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Challenge: Achievement & Progress: Improvement in 2.3 Teaching & Learning

Mission 1: Improving Pedagogy					Costs	
Commitments(sprints)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
All teachers to improve pedagogy through the effective use of questioning.	Improved effective questioning across the curriculum to improve learner achievement and engagement.	Observations of lessons – SLT / POLLI Staff surveys Learner conversations Tracking data	S. Wilson HT	Dec 2024		
All teachers to improve pedagogy through the effective differentiation.	Improved quality of differentiation planned for pupils in order to meet needs	Observations of lessons – SLT /POLLI Pupil work evidence e.g. jotters Learner conversations Staff surveys	S. Wilson HT	June 2025		

Evaluative Comment (*HGIOS 4 Link Outcome to QI Challenge Questions*)

All teachers will develop their questioning skills to ensure children are able to engage their higher order thinking skills (HOTS). In all classes HOTS skills will be displayed and children will be using the language of HOTS which is age and stage appropriate. (Link to HOTS book creator resource)

All teachers will use assessment information gathered from our assessment framework to ensure effective planning for the specific needs of individuals and groups. In all classes teachers tracking information will evidence supports in place to meet the differentiated needs of all learners. All staged intervention meetings will highlight learners with additional support needs and monitor that effective supports are in place.

Challenge: Achievement & Progress: 3.2 Raising Attainment in Literacy

Mission 1: Improve attainment and achievement of 2% of P1,4,7 learners in Quintile 1 in Talking & Listening and Writing					Costs	
Commitments(sprints)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
2% improvement in attainment in Listening & Talking with increased focus on care experienced pupils	All teachers improving pedagogy of Listening & Talking with a specific focus on Group Talk & development of whole school plan on listening & talking.	Termly tracking and assessment data will evidence improvements. Learning conversations will evidence a more positive attitude to Listening & Talking. In class TIG group data	L. Flanagan DHT	May 2025		
2% improvement in attainment in Writing with increased focus on care experienced pupils	All teachers improving pedagogy in Writing with a specific focus on Tools for Writing & Handwriting through introduction of a Handwriting policy	Termly tracking and assessment data will evidence improvements. Learning conversations will evidence increased awareness these two aspects In class TIG group data	L. Flanagan DHT	May 2025		

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Evaluative Comment (HGIOS 4 Link Outcome to QI Challenge Questions)

All teachers will develop their pedagogy skills to ensure children are able to successfully engage Group Talk activities. In all classes Group Talk skills will be utilised and children will be involved in roles and activities which are age and stage appropriate. This will lead to increased knowledge & understanding of Talking & Listening outcomes for all teachers and in turn raise attainment in Talking & Listening levels across the school

All teachers will use assessment information to plan activities which will improve all children’s ability to use the Tools for Writing effectively. In all classes teachers will ensure children are involved in daily handwriting development activities in line with a new Handwriting policy which will both lead to raised attainment in writing across the school.

Challenge: Achievement & Progress: 3.2 Raising Attainment in Numeracy

Mission 2: Improve attainment and achievement of 2% of P1,4,7 learners in Quintile 1

Costs

Commitments(sprints)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
2% improvement in attainment in Numeracy (mental maths) with increased focus on care experienced pupils	All teachers improving pedagogy of Numeracy with a specific focus on Mental Maths, through the development of Chat that Counts	Termly tracking and assessment data will evidence improvements. Learning conversations will evidence all classes doing daily chat that Counts or MM In class TIG Group Data	S. Marsh PT	May 2025		
2% improvement in attainment in Numeracy (four operations) with increased focus on care experienced pupils	All teachers will focus on improving children’s Number Sense with a specific focus on the four operations – addition, subtraction, multiplication & division	Termly tracking and assessment data will evidence improvements. Learning conversations will evidence all classes increased focus and confidence in 4 operations and Glasgow Counts strategies	S. Marsh PT	Interim date: Oct 2024 Final date: May 2025		

Evaluative Comment (HGIOS 4 Link Outcome to QI Challenge Questions)

All teachers will develop their pedagogy skills to ensure children are able to successfully engage in daily Chat that Counts (Number Talk) activities. In all classes Chat that Counts strategies will be taught and children will be involved in developing their number sense through oral activities, which are age and stage appropriate. This will lead to increased knowledge & understanding of number for all children and in turn raise attainment in Numeracy across the school

All teachers will use assessment information to plan activities which will improve all children’s ability to understand and manipulate the four operations effectively. In all classes teachers will ensure children are involved in daily development of activities focusing on the gaps identified through assessment to ensure all children are secure in the four operations, which are age and stage appropriate to them. This will lead to raised attainment in Numeracy across the school.

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Challenge: 3.1 & 3.2 Wellbeing & Learning						
Mission 1: Improve Wellbeing & Learning of 2% learners across the school						Costs
Commitments	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
2% improvement in wellbeing of pupils, with increased focus on care experienced pupils , across the school	All staff to have increased awareness and knowledge of strategies to build resilience of pupils, parents & staff through implementation of the Edinburgh Resilience Pack. Increase pupil autonomy, aided with the GMWP tool to forensically determine a more targeted action plan, with improved tracking of CE learners.	GMWP scores will evidence an increase for learners in Dec 2024 & May 2025 Pupil survey will evidence knowledge of strategies taught in Dec 24 & May 25 Learning conversations	L. Imrie DHT N. McKay DHT	Interim data – Dec May 2025		
Improved recognition of wider achievements of pupils thus leading to increased self-esteem	All children's wider achievements will be tracked to identify gaps in wider experience for learners. This will allow gaps to be targeted by SLT	Whole school tracker created to capture wider achievement of all learners Tracking of lunch and after school clubs & impact on identified learners Learning conversations	L. Imrie DHT N. McKay DHT	May 2025		
Mission 2: Improve Staff Wellbeing						
Commitments	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
2% improvement in the mental health & wellbeing of staff	Improved mental health & wellbeing of staff focusing on identified area of autonomy	Mental Health and Wellbeing survey taken this year to be repeated and results analysed for improvement	L. Imrie DHT N McKay DHT	Interim data – Dec 24 May 2025		
<p><i>All children & staff will develop their understanding of resilience and be able to adopt strategies to increase their resilience in times of need.</i></p> <p><i>GMWP results from all classes will be analysed and any action plans carefully monitored to ensure that in almost all cases pupils scores are being improved, thus ensuring that assessment is used effectively in this area.</i></p> <p><i>The wider achievement of all children will be tracked and gaps identified for individuals. All children identified with gaps will be targeted through extracurricular and lunch time clubs to ensure opportunities for all.</i></p> <p><i>All staff will be included in collaboration to develop increased autonomy to improve almost all staff's wellbeing.</i></p>						