

## School Improvement Planning Template (Year 3)

<b>School</b>	<b>Battlefield Primary School</b>					
<b>Learning Community</b>	<b>Shawlands</b>					
<b>Link Officer</b>	<b>Michelle Wright</b>					
<b>Head of Service</b>	<b>Carolyn Davren</b>					
<b>School Roll</b>	<b>395</b>					
<b>Attendance Rate</b>	<b>95.2%</b>					
<b>Pupils affected by the poverty related attainment gap</b> (employment, income, housing, health, access to services, education, crime), covid & other forms of poverty not listed <b>OTHER</b> – Pupils not in SIMD 1 & 2, not in receipt of school meals but affected by factors detailed above.						
<b>PEF allocation 25-26: £91,875</b>	<b>SIMD Quintile 1 (% and Number)</b>	<b>10.63%</b>	<b>23</b>			
<b>PEF Carry Forward: £0</b>	<b>SIMD Quintile 5 (% and Number)</b>	<b>33.67%</b>	<b>50</b>			
<b>Total PEF Allocation 25-26: £91,875</b>	<b>Other</b>					
<b>FME (number and %) 18%</b>	<b>Total No Pupils 395</b>					
<b>Grand Challenges 2023-26</b> ( <i>Grand Challenges are the long term strategic changes you intend to achieve i.e. 'to improve attainment in literacy'</i> )						
<ul style="list-style-type: none"> <li>• Achievement &amp; Progress: Improvement in Teaching &amp; Learning</li> <li>• Achievement &amp; Progress: Raising Attainment in Literacy &amp; Numeracy</li> <li>• Improve Wellbeing &amp; Learning</li> </ul>						

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Grand Challenge: Achievement & Progress: Improvement in Teaching & Learning						
Mission: All teachers to improve pedagogy by using effective feedback & by effectively reviewing & connecting the learning					QI (HGIOS 4) 2.3 & 3.2	
Commitments(sprint)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
All teachers will undertake the collaborative enquiry process to develop their use of feedback in writing	All teachers can give effective feedback to learners enabling them to identify their strengths and next steps in writing	Lesson observations and learner conversations Jotter/digital examples of work Staff feedback & infogram Writing ACEL data	S. Wilson, HT	Dec 25		
Collaborative enquiry undertaken by all teaching staff in connecting and reviewing the learning in numeracy & maths	Enhanced use of numeracy & fluency strategies by all staff and connecting the learning, will improve learners' skills in computation leading to further progress and increased attainment in numeracy	Lesson observations and learner conversations Staff feedback & infogram Numeracy intervention results term 1 Numeracy ACEL data/PUMA assessment results	S. Wilson, HT	May 26		
Dec/May Evaluative Comments on impact of SIP work: <i>(Used to support completion of SER)</i>						

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Grand Challenge: Achievement & Progress: Raising Attainment in Literacy & Numeracy						
Mission: To improve learners' attainment in Literacy & Numeracy				QI (HGIOS 4) 3.2 & 2.3	Costs	
Commitments(sprint)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
All staff undertake 'Write on Track' CLPL and use these strategies to plan increased opportunities to improve 'Tools for Writing' skills	Increased knowledge & understanding of planning, teaching and assessing 'Write on Track' strategies leading to increased attainment in writing	Staff Feedback from 'Write on Track' CLPL 'Write on Track' strategies evidenced in planning to support progress in writing Staff speak confidently on use of 'Write on Track' strategies during professional dialogue Writing ACEL data	L. Flanagan, DHT	May 26		Awaiting costs
All staff will implement new Talking & Listening planners and assessments to raise attainment in Talking & Listening	Increased confidence in planning, teaching and assessing of Talking & Listening. Talking & listening data will be more robust	Termly tracking and assessment data will evidence improvements. Learning conversations/POLLI will evidence a more positive attitude to Listening & Talking. Listening & Talking ACEL data	L. Flanagan, DHT	May 26		Teacher pack resources
All staff will undertake numeracy baseline assessments from GIC to inform targeted intervention in their class	All staff will be able to identify gaps in children's learning and plan work to address/target these gaps.	Pre/post intervention results to show increase	S. Marsh, PT	Oct 25		Assessment costs
All staff will implement new resource to improve children's fluency skills in numeracy	Children's fluency and speed with number facts will increase	Pre/post intervention results to show increase Learning conversations & lesson observations	S. Marsh, PT	Dec 25		Intervention materials
Dec/May Evaluative Comments on impact of SIP work: <i>(Used to support completion of SER)</i>						

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<ul style="list-style-type: none"> <li>• Grand Challenge: Improve Wellbeing &amp; Learning</li> </ul>						
<b>Mission: To improve learners' wellbeing through universal approaches</b>				<b>QI (HGIOS 4)</b>	<b>Costs</b>	
Commitments(sprint)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
WOSDEC whole staff training Global storyline focus	Learners' will have an improved understanding of their rights (UNCRC) and equalities through contextualised learning.	Pre/post survey of pupil, parent & staff views	L. Imrie & N. McKay, DHTs D. Shand, CT	May 26		Training costs TBC
All classes will be introduced to meta-skills and will work through the progression framework to develop their individual skills	Learners' will have an improved understanding of meta-skills and develop their abilities to improve these skills	Pre/post survey of pupil, parent & staff views Learners' conversation and staff feedback	L. Imrie & N. McKay, DHTs D. Shand, CT	May 26		
Dec/May Evaluative Comments on impact of SIP work: <i>(Used to support completion of SER)</i>						

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**OFFICIAL****Maintenance Agenda:**

*Please use the space below to note any other improvement actions initiated in previous years which are continuing to be a focus in the coming year but not on your identified priorities for 25-26*

Grand Challenge	Area of Focus	QI HGIOS 4
Wellbeing & Learning	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, <b>with improved tracking of CE learners.</b>	3.1 & 3.2
Improving in Teaching & Learning Wellbeing & Learning	Further development of Play Pedagogy in Primary 2 classes with new staff members	2.3 & 3.2

Dec/May Evaluative Comments on impact of maintenance agenda work: *(Used to support completion of SER)*

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