

Education Resources
Curriculum and Quality Improvement Service
School Improvement Plan and Standards and Quality 2024/25

Burnside Primary School
Stonelaw Learning Community

Strategic Improvement Priorities over 3 year cycle

Timescale: 2022-25

Strategic Priority	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25
1. Review the Framework for the Curriculum.	Review current provision to ensure greater support for individuals/groups of pupils experiencing mental health concerns.	Curriculum Development and Review (LC priority also):- Review Vision, Values, Aims and Motto as well as curriculum rationale. Review HWB pathways P1-7 and provide supports for both staff and pupils, in order to raise attainment/achievement within HWB. Increase support for pupil mental health. Continue to ensure a greater focus on skills development through the inclusion of SLC's Skills Framework.	Curriculum Development and Review:- Updated Curriculum Rationale shared & promoted. Implement Year 1 of reviewed HWB planning and develop Years 2 & 3. Continue to develop HWB through a focus on Children's Rights, Equalities and Diversity and PPRUDB. Reviewed Science programme implemented. Review Learning & Teaching within Social Subjects. Further develop consistent approaches to Learning, Teaching & Assessment (LC priority also).
2. Increase attainment in Literacy (particularly Writing).	Begin to take a closer look at attainment in writing across the school, with a focus on improvements at P4, 6 and 7.	Continue to increase attainment in Literacy (LC priority also):- Continue to develop a consistent approach to learning & teaching within writing across the school. Re-establish whole school approaches to reading.	Increase Literacy attainment:- Continue to develop a consistent approach to Writing across the school. Review consistency of approaches to Reading with a focus on skills development.
3. Develop Play Based Learning approaches.	Review the school's Play Based Learning approach at P.1 and begin to address needs.	Continue to incorporate Play Based Learning by reviewing last session's approaches at P.1 and introducing the reviewed approach at P.2.	Develop age related play based approaches P3-7. Following a greater degree of teacher observation at P1 & 2, review the impact of Play Based Learning at P1 & 2.
4. Ensure a greater focus on learning & teaching within STEM subjects.	Review Learning & teaching within STEM subjects P1-7 and introduce a STEM focus in Term 3 across all classes.	Continue to ensure effective learning & teaching within STEM subjects across the school by developing a whole school planning pathway.	N/A – targets will continue within maintenance.

Context of school

Burnside Primary is situated within the Rutherglen area of SLC and the majority of housing is privately owned. The school role is 367 (June session 2023/24), across 14 classes. On average, more than 30% of our pupils join us via placing requests. Approximately 18% of pupils live within SIMD 1 and 2 and/or are in receipt of free school meals. We have a staff complement of 15 teachers FTE (including job-sharing PTs), 6 support assistants, HT and 2 DHTs. This session through Government Recovery funding, we had an additional full time teacher which allowed our job-sharing Principal Teachers to enhance learning & teaching for a high number of pupils across the school. We also benefitted from part time support for pupils at P1 and P2.

The school's CfE attainment in literacy and numeracy is consistently above the SLC and National average. Attendance levels are also above the SLC and National average.

The school has an active, engaged and supportive Parent Forum and Parent Council who work in partnership with us to fulfil the school aims and priorities through a variety of activities including:- the financing of an educational excursion for every pupil, support with the cost of transport for swimming lessons, the upkeep of a pre-loved uniform drive, as well as supporting our P7 pupils with their transition to high school to name but a few.

The school received £34,300 of Pupil Equity Funding to support our most disadvantaged pupils and help close the poverty related attainment gap. This has financed a School Support Assistant who manages (and delivers) PEF interventions for identified pupils. In addition, this funding has allowed us to purchase supporting resources in the areas of Literacy, Numeracy, Health & Wellbeing, ICT, play and family learning all of which have had a positive impact on pupils.

A sum of around £1,500 was spent through Participatory Budgeting with the input of pupils, parents and staff. This financed both curricular and extra-curricular activities in the Arts for all pupils.

Burnside Primary is part of the Stonelaw Learning Community and we have developed strong links to enhance transitions and extend opportunities for pupils, particularly within sport. The school also enjoys strong partnerships with for example the Chaplaincy Team, Tesco Burnside, Active Schools, Grow73 and Rutherglen Lawn Tennis Club. A significant part of learning & teaching involves working alongside these partners. The school is proud to have recently been awarded a Gold Sports Award. We are also the proud owners of 6 Eco Green flags as a result of our ongoing focus on sustainability.

Our School Vision

Together at Burnside Primary we will:

Harness children's abilities, encouraging ambition and resilience through a varied, challenging and enjoyable curriculum. We will foster personal achievement and skills for life in an inclusive, nurturing, respectful and shared environment.

Supported by our pupils' motto:

Learning together, growing together to be all that we can be.

Values

Our pupils take pride in their chosen Wellbeing 'High 5' values which are **Safe, Healthy, Active, Respectful** and **Responsible**.



Aims

Learning

All pupils will report that they are clear in their understanding of learning intentions and next steps in learning.

All staff will be encouraged to access a wide range of CPD opportunities which enable them to widen the type of creative and challenging learning opportunities they provide for learners.

Success

All staff will have high expectations of pupils' attainment and achievement which will be encouraged and celebrated in a variety of ways.

Wellbeing

All staff will ensure that the school provides a safe, happy environment for all. Pupils will demonstrate self-discipline and respect for others.

Partnership

Parents will be encouraged to support their child's learning through a variety of partnership activities.

All staff will effectively engage with all partners in order to ensure learning is enriched and supported.

Leadership












All staff will have the opportunity to undertake leadership roles which positively impact on learners.

Pupils will be empowered to impact positively on school life.

Section below is for internal use only

Contextual Data

School Profile

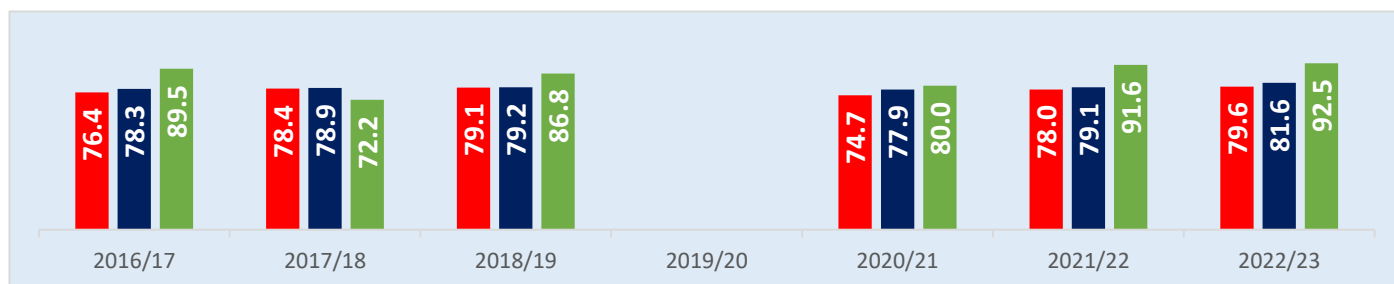
		1 HT		2 DHT		1.0 FTE PT		15.1 FTE Teachers		FTE Support Staff		
School roll		Number of pupils per cohort							FSME (P6/7)		SIMD Q1	Q1 or FSM
367		196	P1	P2	P3	P4	P5	P6	P7	 7%	 10%	 14%
		171	51	54	55	48	58	54	47			
Attendance 		Exclusion (Number of openings per 1000 pupils) 			Care experienced (Recorded as LAC) 			ASN 			EAL 	
20/21	97.5%	20/21 0			20/21 %			20/21 %			20/21 %	
21/22	95.5%	21/22 0			21/22 %			21/22 %			21/22 %	
22/23	95.2%	22/23 0			22/23 0.26%			22/23 13.49 %			22/23 0.53 %	
23/24	95.5%	23/24 0			23/24 0			23/24 13%			23/24 1%	

Performance Data - Achievement of Curriculum for Excellence Levels (2022/23)

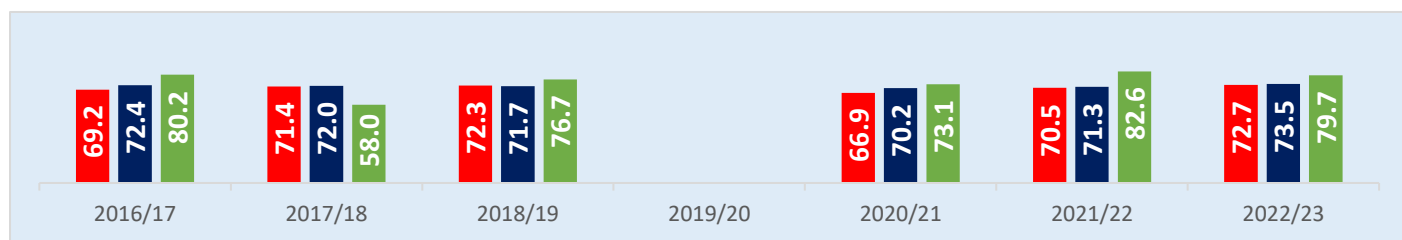
The following data informs our school improvement plan and self-evaluation as part of our standards and quality reporting.

Performance Data - Excellence (combined P1, 4 & 7)

Numeracy



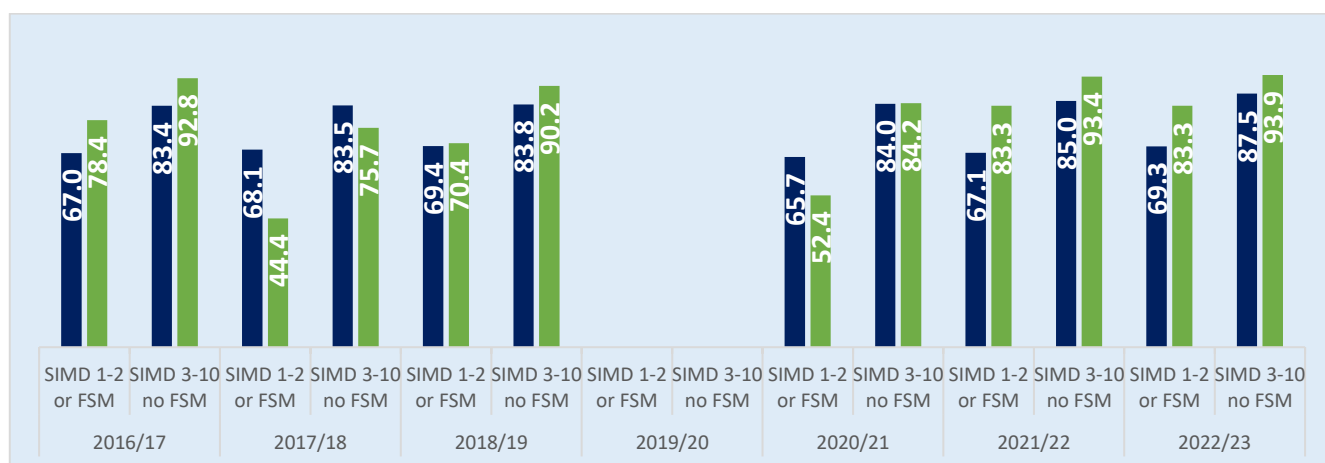
Literacy



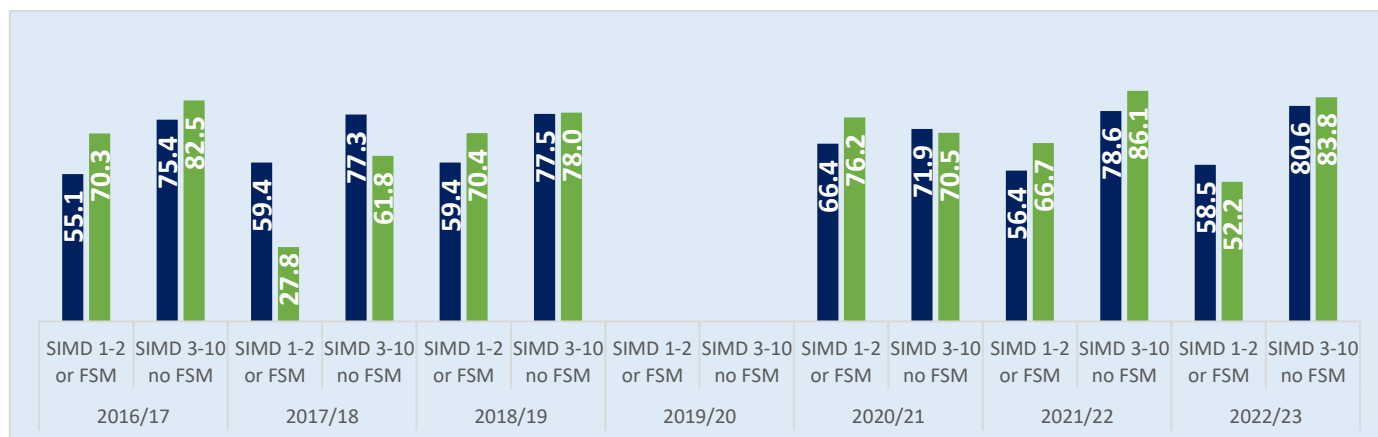
Performance Data - Equity (Local)

SIMD 1-2 or FSM *and* SIMD 3-10 no FSM attainment

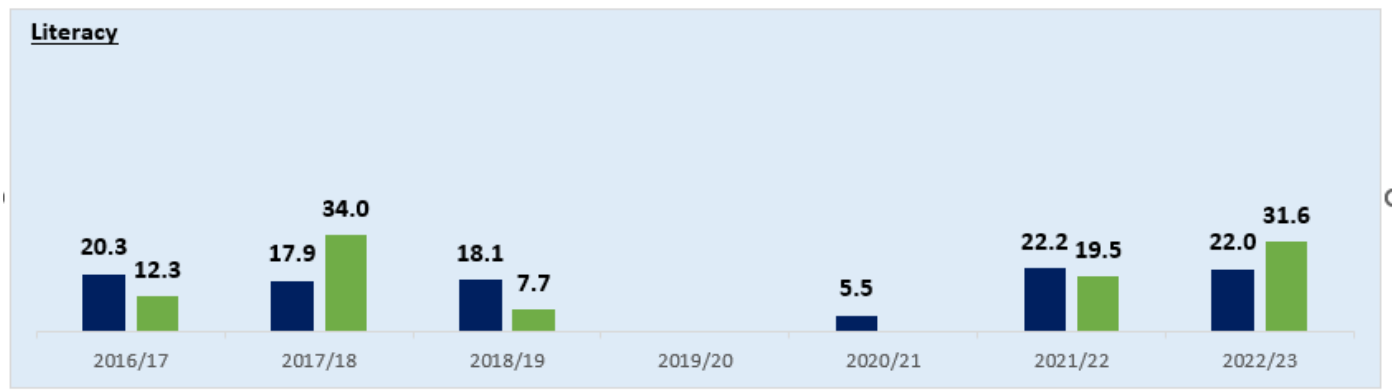
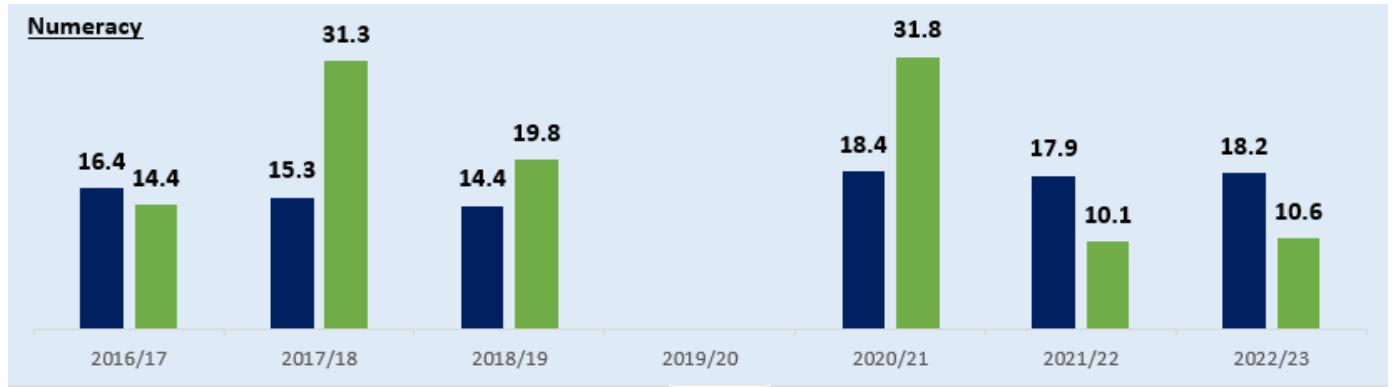
Numeracy



Literacy



Gap between attainment of SIMD 1-2 Or FSM and SIMD 3-10 no FSM



Strategic Priority 1 **Improvement Planning** and **Standards and Quality Reporting** for 2024/2025

<u>NIF Priority (select from drop down menus)</u> Improvement in skills and sustained, positive school-leaver destinations for all young people <u>NIF Driver</u> Curriculum and assessment Teacher and practitioner professionalism	<u>SLC Priority (select from drop down menus)</u> Support children and young people to develop their skills for learning, life and work Ensure inclusion, equity and equality are at the heart of what we do	<u>SLC Stretch Aims</u> ACEL Primary – Literacy – P1, P4 & P7 combined Choose an item.	<u>HGIOS?4 QIs (select from drop down menus)</u> 1.2 Leadership of learning 2.2 Curriculum 2.3 Learning, teaching and assessment <u>HGIOELC QIs (select from drop down menus)</u> Choose an item. Choose an item. Choose an item.	
Rationale for strategic priority	Outcome (Intended impact)	Operational activity	Measures	School Lead
a) In light of the refreshed narrative and SLC's updated Framework for the Curriculum, there is a need for us to continue to review our school's curriculum rationale. There is a need for us to take a closer look at curriculum planning alongside the Curriculum Hub to reflect the 7	By December '24, all stakeholders will have been consulted on the updated Curriculum Rationale which will be promoted through all communication channels and highly visible.	Pupils invited to review school motto. Stakeholders invited to feedback on draft updated Curriculum Rationale.	New motto. Pupil consultation and feedback. Stakeholder feedback.	SLT
	By October '24, pupils across the school will benefit from reviewed HWB and Science planning and pathways, which will be underpinned by the 7 principles of curriculum design and promote the 4 Capacities within the 4 contexts of learning.	Implement, review and evaluate the reviewed HWB Programme Year 1 and Science Programme.	Curriculum audit. Reviewed planning.	SLT
	By March '25, develop the current programme for Social Subjects to incorporate the 7 principles of curriculum design and ensure greater relevance.	Review current learning, teaching and planning within Social Subjects across the school.	Staff feedback – learning & teaching consultations, liaison time.	Curriculum Improvement Group
	By October '24, move to electronic/online forward planning.	Consult with staff on electronic planning approaches.	Electronic planning. Staff feedback – liaison time, learning & teaching consultations, SLT feedback.	SLT

<p>principles of curriculum design.</p> <p>b) There is a need to ensure greater consistency within learning, teaching & assessment across the Learning Community which will promote attainment and support the provision of more robust P7 transition information (LC priority also).</p> <p>c) SLC's priority of Learning for Sustainability will be a key focus at Burnside Primary as ongoing evidence suggests that as a school community, a greater focus on Global Citizenship (Equalities and diversity) and Anti-bullying are required.</p>	<p>By June '25 staff will report a clear, shared understanding of high quality learning, teaching and assessment.</p> <p>By June '25 staff will report a greater understanding of the interpretation of data leading to clearer next steps for learning & teaching.</p> <p>By June '25, each class will have an increased knowledge and understanding of Global Citizenship through their studies.</p>	<p>August inset – primary teachers across LC work in conjunction with Stonelaw teachers to review high quality learning, teaching & assessment approaches.</p> <p>Continue to review practices related to data intelligence e.g Quality Assurance approaches, school/cohort/class on a page</p> <p>Nov insert – further explore SLC CfE Data Tool to review data collection, interpretation, sharing and presenting.</p> <p>Research the eight Global Dimension Themes in line with SLC aims and incorporate related lesson plans within the curriculum.</p> <p>Ensure an equalities and diversity aspect to progressive planning across all stages whereby all classes include this during a minimum of one study within the session.</p> <p>Ensure an ongoing focus on Rights Based Learning and UNCRC through:-</p> <ul style="list-style-type: none"> - The compilation of class charters in August 	<p>Staff feedback. Learning visits. Pupils – learning conversations.</p> <p>Class/cohort/school on a page. Tracking meetings, professional dialogue. CfE performance data.</p> <p>Lesson planning. Feedback from staff, pupils and parents.</p> <p>Class and whole school planning. Learning & Teaching conversations.</p> <p>Inset/CAT minutes. Class charters. Feedback from pupils, staff and parents.</p>	<p><i>LC teachers led by Stonelaw SLT.</i></p> <p><i>SLT and teachers.</i></p> <p><i>LC teachers led by Martina Hendry.</i></p> <p><i>SLT</i></p> <p><i>Class teachers.</i></p> <p><i>SLT, all staff.</i></p>
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		<ul style="list-style-type: none"> - Staff training (Rights Made Real accreditation) - Ongoing learning & teaching within HWB curriculum - Maintaining a high profile through assemblies (Right of the month etc) - Ensure high profile of Kindness Council through kindness 'leaf' awards etc. 	<p>HWB planning. Assemblies overview. Kindness Council minutes.</p>	<p><i>SLT</i> <i>All staff</i> <i>Kindness</i> <i>Council Lead</i></p>
	Updated school policy on Anti-bullying and PPRUDB to be agreed and in place across school community by December '24.	<p>Updated anti-bullying policy to be reviewed by staff, pupils and parents by December '24.</p> <p>Ensure an anti-bullying focus with updated HWB programme.</p> <p>Ensure high profile around the school e.g assemblies, campaigns, communication.</p> <p>Update staff on Seemis Bullying Log and clarify procedures with all staff.</p> <p>Re-visit Promoting Positive Behaviours policy with staff:-</p> <ul style="list-style-type: none"> - Consistent approaches to managing behaviour - Agreed rewards and interventions/consequences - Restorative practices - Link to House System <p>Share PPB position statement with staff and partners.</p>	<p>Reviewed anti-bullying policy. Feedback from staff, pupils, parents and partners.</p> <p>HWB programme and planning.</p> <p>Inset/CAT minute.</p> <p>Revised Position Statement.</p>	<p><i>SLT</i></p>
d) The school has continually strived to	By June '25 attendance will have increased for the following groups:-	Ensure regular universal communication regarding attendance e.g SLC impact of attendance overview.	Regular communication – school app, newsletters. Attendance log.	<p><i>SLT</i></p>

<p>support the Social, emotional and mental health of pupils, staff and parents however there is a need to continue to do so.</p>	<ul style="list-style-type: none"> - Group A (currently below 80% attendance) – an increase in 4% for 43% of pupils. - Group B (currently 85-90% attendance) – an increase in 2% for 62% of pupils. <p>By March '25 the school will have achieved one 'jigsaw piece' from SLC's accreditation scheme, Attachment Informed Practice.</p> <p>By June' 25, all pupils will have experienced additional opportunities to support their mental health.</p>	<p>Ensure SLC attendance procedures are communicated to parents and followed.</p> <p>Ensure all staff are familiar with and have been trained in Attachment Informed Practice.</p> <p>Apply for 'jigsaw piece' through SLC's accreditation scheme.</p> <p>Organise pupil workshops.</p> <p>P7 classes pilot x7 1 hour ' Magic Minds' consecutive sessions in conjunction with SLC Psychological Services.</p> <p>Access training to introduce a peer mentoring programme.</p>	<p>Seemis records. Attendance letters. Meeting minutes. Attendance stats.</p> <p>Staff training records.</p> <p>Attachment accreditation.</p> <p>Pupil evaluations. Pupil, staff and parent feedback.</p> <p>Pupil and staff evaluations.</p> <p>Peer mentoring planning. Pupil, staff, parent feedback.</p>	<p><i>SLT</i></p> <p><i>SLT</i></p> <p><i>SLT</i></p> <p><i>P7 class teachers</i></p> <p><i>SLT and Peer Mentors</i></p>
Progress and Impact			Next Step(s) and rationale to inform SIP for 2025/2026 or establishment maintenance agenda	
<p>Curriculum Rationale/ Motto: This session, we put our refreshed Curriculum Rationale out to consultation and agreed on a final version. This was shared widely via the newsletter and the school app. Following conversations with staff, pupils and the Parent Council, there is a continued appetite for a wider exercise to refresh the school's Vision, Values and Aims. Therefore, it made sense to postpone the creation of a school motto and to make it part of this planned exercise for next session.</p>			<ul style="list-style-type: none"> • Exercise to refresh the school's Vision, Values and Aims planned for 2025-26. 	

Planning: Following last year's work on refreshing the HWB and STEM planners, all classes are now using the new planners. Feedback from teaching staff indicates that the 3-year rolling programme is well received and provides a greater degree of progression than the previous planners. This session, a dedicated working party have been refreshing the Social Subjects planners using a similar model to the HWB and STEM planners. The working party looked outwards at contexts for learning being used in other establishments to update and broaden what we are offering at Burnside. Stronger links were made between curricular areas because of the work done by the working party, and these are now highlighted on the planners. The leadership team identified that changes to the Quality Improvement calendar would provide greater opportunity for robust, quality discussion about the breadth, depth and progression offered in the curriculum through forward plans. Therefore, changes have been made to the WTA for 2025-26 to reflect this. Our RSHP plans have been updated to bring our learning and teaching in line with the RSHP guidelines.

Learning, Teaching and Assessment: Establishing a consistent approach to learning, teaching and assessment was important for the Stonelaw Learning Community this session. In the first in-service day, all staff visited Stonelaw High School to hear about their model of consistent lesson structures, following positive feedback from HMIE. All primary schools created their own version of this model in a 'jigsaw' visual, which detailed the expectations before a lesson, at the beginning, middle and end of a lesson. We then created a Learning, Teaching and Assessment policy. Having these policies has established a shared understanding of what 'high quality learning and teaching' looks like, and having common approaches is beneficial for transition from primary to secondary school.

Using Data: All staff attended an information session about the BGE Tool, and the importance of all practitioners knowing how to meaningfully use data. All staff have subsequently had the opportunity to analyse data through the 'Class on a Page' from the BGE Tool. They have then used challenge questions to interrogate the data to inform a 'fact, story, action' tracking conversation. This has been successful and has resulted in a richer and more useful tracking meeting in May. As a result, we have changed our approach to tracking meetings to include this data analysis as a preparation step, and this is reflected in our new WTA. Burnside Primary is involved in the pilot SSR (Statistical Summary Report) project for 2025-26, and the Head Teacher engaged in a detailed data analysis meeting with colleagues from CQIS to identify a focus, based on our data. The Head Teacher having a greater understanding of how to manipulate the BGE Tool and access specific data patterns has helped us to narrow our focus for improvement for next session.

Children's Rights: Almost all classes have had the opportunity to engage with the language of Global Citizenship through their social studies topics. All classes started the year by creating a Class Charter, based on the UNCRC Rights of the Child. We have explored a wider range of children's rights through our assembly

- From next session, staff will be encouraged to keep their planners online in a Google Drive.
- Since the SLC Skills Framework is a learning community priority for 2025-26, we will look to add a greater emphasis on skills development to our planners.
- Additional 3 dedicated forward planning meetings added to collegiate calendar.
- Add to maintenance agenda for 2025-26, and embed the language from the policies into quality assurance calendar.
- New format of tracking meeting based on data analysis to form a 'fact, story, action' document prior to the meeting.
- Stonelaw primary HTs to use challenge questions to analyse whole-school data.
- SSR project with a focus on a particular cohort of P4 learners' progress in reading.

calendar, including specific themes around diversity such as Neurodiversity Celebration Week, and through competitions run by our Kindness Committee. For next session, we plan to widen the opportunity for all pupils to be involved in a committee; by changing the operational way we plan for these.

PPRUDB and Anti-Bullying: All staff received training about the policies and procedures around preventing bullying behaviour. All instances of bullying were logged using the agreed SEEMIS pathways and dealt with appropriately, according to policy. Our new House System was introduced in September, and our first House Captains and Vice Captains elected. The immediate impact of the House System is that almost all pupils know what our values are, and know they earn House Points for demonstrating these values. Refreshing our PPRUDB policy was a major priority for our school this session, and most of our collegiate sessions were spent learning about attachment, trauma and nurturing approaches to supporting distressed behaviour. This was due to an increase in ASN and pupils requiring different approaches to help to support their regulation. All staff accessed the Learn Online training about the update to the SLC Guidance on PPRUDB. New nurturing interventions such as soft starts and the Nurture Nook have been introduced and run by SSAs and SLT. Part of our collegiate time was spent discussing themes raised in 'When the Adults Change, Everything Changes' by Paul Dix. Staff working parties created the new PPRUDB policy following professional reading of current literature, and all stakeholders were consulted on our new policy. The new policy was implemented in April, and as a next step we will continue to embed this through assemblies and through consistent implementation. Focus groups from the Peer School Review demonstrated that staff felt ownership of the new policy and felt that all opinions and views had been considered when creating the new policy. The impact of all staff having a shared focus on PPRUDB, nurture, attachment and trauma at Burnside has been a significant decrease in violent incidents, more positive interactions observed between staff and pupils, and staff reporting that they feel more confident and informed to help support pupils when they are distressed.

Attendance: All Stonelaw primary schools adopted a common format of communicating with families about the importance of school attendance, following the Head Teachers attending the attendance conference in November. Letters were adapted to be more supportive, and to explain more clearly how the percentages translated to days missed from education. A new letter was also added to praise families for improvement in attendance. Attendance was monitored regularly, and families kept up to date with their child's attendance rate. In group A (below 80%), almost all pupils increased their attendance by greater than the projected 4%. In group B (80%- 90%) most pupils increased their attendance by greater than the projected 2%. There are a few children whose attendance continues to be low, and we are working closely with their families to try to support them with the underlying causes for this. A next step will be to consider latecoming and add regular communication about this for a few families.

- All staff and pupils will be involved in a committee in 2025-26, and we will have a dedicated monthly committee meeting with action plans.
- As a school, we will look to apply for the bronze Rights Respecting School award.
- Add to maintenance agenda- continue to embed the new PPRUDB policy.
- Continue to 'spotlight on' aspects of the new policy through assemblies, using the language of children's rights.
- Maintenance agenda- continue to regularly monitor attendance and work with families to improve attendance when it drops below 90%.
- Consider how to support families whose attendance is above 90% but where there is regular latecoming.

Mental Health and Wellbeing: All P7 pupils completed their Magic Minds pilot and participated well. Observations showed that almost all pupil were able to reflect on their emotions and responses through this programme. P5 and P6 pupils received workshops from SAMH, and the feedback from these workshops was very positive. All pupils engaged in the assemblies from the NSPCC and learned about safeguarding through 'Speak Out Stay Safe'. The follow-up lessons helped pupils to discuss who their trusted adults would be, and what to do if they feel overwhelmed at any time. Our Principal Teachers introduced the Social Use of Language Programme (SULP) to our P1 and P2 classes, after identifying many within the cohort whose social communication skills were less developed than would be expected at this stage. Initial observations during the sessions have indicated a positive impact of this programme, and we intend to continue it with this cohort as they move into P2 and P3, potentially beginning it with our new P1s too. The P1- P7 buddy system has been successful for almost all partnerships and has been mutually beneficial for our P7s who have developed their leadership skills, and for our P1s who have had support from their buddy. Our partnership with the chaplaincy team has also had a positive impact on the mental health of our pupils, as the team have run a series of events including 'Bounceback' with a focus on resilience and 'Moving On Up' focusing on transitions. As a whole school, we have refreshed our approach to RSHP, ensuring we cover all RSHP lessons from early – second level. There is a significant emphasis on mental health through relationships in these lessons, and through learning conversations the evidence shows that almost all pupils participated fully in RSHP lessons. 2 benefitted from counselling from The Exchange, and a further 2 have been referred to play therapy. 4 pupils this session have engaged in Draw and Talk, from our 2 trained SSAs. All participants reported that this was a useful programme. A further pupil engaged in Lego Therapy with a trained SSA, to help to address issues around anxiety. All pupils from P3- P7 participated in the Glasgow Motivational and Wellbeing Programme (GMWP) which provides a useful insight into different aspects of our pupils' wellbeing. The majority of our pupils reported feeling happy and safe in school, and for the few pupils who indicated that they didn't feel safe, this was followed up by the DHT and supports put in place where appropriate. We will continue to use this tool to monitor wellbeing holistically, and support pupils when they require it.

- Continue SULP with next session's P2 and P3 cohorts, potentially starting our new P1s on the programme.
- Investigate expanding the buddy scheme to include aspects of peer mentoring.

Strategic Priority 2 **Improvement Planning** and **Standards and Quality Reporting** for 2024/2025

<u>NIF Priority (select from drop down menus)</u> Improvement in attainment, particularly in literacy and numeracy. <u>NIF Driver</u> Performance information Curriculum and assessment	<u>SLC Priority (select from drop down menus)</u> Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy Choose an item.	<u>SLC Stretch Aims</u> ACEL Primary – Literacy – P1, P4 & P7 combined Choose an item.	<u>HGIOS?4 QIs (select from drop down menus)</u> 2.2 Curriculum 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement <u>HGIOELC QIs (select from drop down menus)</u> Choose an item. Choose an item. Choose an item.	
Rationale for strategic priority	Outcome (Intended impact)	Operational activity	Measures	School Lead
We have seen continuous improvements in literacy overall and need to continue to do all that we can to ensure that this continues. We still need to continue to further develop consistent approaches to learning & teaching within Writing and Reading.	By June '25, attainment in writing will have increased:- - At P6 by 10% - At P7 by 4% By June '25 teachers will report increased confidence in teaching short burst writing. By June '25, staff will report greater confidence in reading programmes/approaches at P1 and P2.	Staff training on short burst writing, following on from Colin French's training. Peer learning visits in writing continue within school across the session. TfW planning to be incorporated into writing planning. Provide parental information/workshops on how to support writing at home. Implement FFLP programme at P1 from August '24. Implement NELI intervention where needed at P1 or P2 as appropriate. Continue to implement reviewed programme for learning & teaching of phonics/spelling at P1, to align with Active Literacy and Talk for Writing approaches.	Inset/CAT minutes. Learning visit feedback. Class planning, Learning & Teaching consultations. Feedback from parents. Teacher feedback. CfE attainment data. Related assessment data. Reviewed P.1 programme. CfE attainment data. Pupil/teacher feedback.	SLT/class teachers Class teachers SLT SLT P1 class teachers SSAs PTs Class teachers

	<p>By June '25, attainment in reading will have increased:-</p> <ul style="list-style-type: none"> - At P.3 by 4 % - At P6 by at least 6% - At P7 by at least 3% <p>By June' 25 there will be greater consistency of approach across the school of learning & teaching within Reading.</p>	<p>Review reading materials at P1 and P2.</p> <p>Ensure additional reading support for targeted P.3, 6 and 7 pupils.</p> <p>Staff training on learning & teaching within Higher Order Reading.</p> <p>Review group novels P3-7, with the aim of moving towards more class novels with differentiated related tasks.</p> <p>Add 'alerts' to reading planners re. sensitive content.</p>	<p>Reviewed materials.</p> <p>PT support timetables.</p> <p>CfE data and ongoing formative & summative data.</p> <p>Pupils and teacher feedback.</p> <p>Teacher evaluation of training.</p> <p>Tracking meetings.</p> <p>Learning & Teaching consultations.</p> <p>Learning visits.</p> <p>Learner conversations.</p> <p>Reviewed planners.</p> <p>Inset/CAT minutes.</p>	<p>PTs</p> <p>SLT</p>
Progress and Impact			Next Step(s) and rationale to inform SIP for 2025/2026 or establishment maintenance agenda	
<p>Writing- While writing was identified on the School Improvement Plan, the staff and the literacy working party placed a larger focus on raising attainment in reading this session, as data indicated that this was a bigger priority. In addition, due to the decision to focus our CAT sessions on developing our understanding and approaches to PPRUDB, this had an impact on the amount of time we could spend on writing as a staff. Nevertheless, we maintained momentum in improving writing, with 4 more staff attending Talk for Writing training. Attainment in writing has stayed the same at the targeted year groups. The phonics programme has been updated for P1 and P2, to teach phonics in a more logical order and to tie in with our resources.</p> <p>Reading- Our literacy working party reviewed our group novels from P3- P7, and developed some additional resources to help support teaching reading skills from P3 upwards. They carried out a review of reading materials for P1 and P2 and felt that the current reading scheme is not best supporting our youngest readers as it is not based on synthetic phonics. Therefore, the programme was reviewed to include 'Big Cat phonics' to supplement this in the short term, however the staff agree that longer term it would be useful to move to a scheme based primarily on synthetic phonics. Involvement in the SSR data-led programme for next session has identified a small group of P3 learners for whom progress is not as expected, so next session we will establish a support programme to help to raise attainment in this group.</p> <p>Reading Schools- 2 class teachers took on the role of Literacy Leads, and as part of this role they have led the school in our journey towards becoming an accredited Reading School. We have a weekly lunchtime reading club for P2, established and run by a small group of enthusiastic P2 pupils! All pupils had the opportunity to visit</p>			<ul style="list-style-type: none"> • Literacy policy to be developed for session 2025-26, outlining clearly expectations for frequency of teaching writing explicitly, and also for writing opportunities across the curriculum. • Consider how to systematically replace/ supplement reading materials for P1 and P2 with a synthetic phonics scheme. This will include visits to other establishments to explore options. • SSR programme to focus on raising attainment in P4 (2025-26) group. 	

the school library weekly and take a book home to enjoy reading for pleasure. This session, we had 3 author visits, and all year groups saw at least one of the authors.

Support for Learning- At the beginning of the year, we planned for our Principal Teachers to deliver Support for Learning in literacy to groups of identified pupils. Unfortunately, due to staff absence, we were unable to fulfil this timetable until between January – April. During term 2, we were able to implement a support for learning timetable for 38 learners, and the impact of this short-term input was very positive. Almost all pupils who were involved reported feeling more confident in their literacy, and in tracking meetings the teachers agreed that it had made a positive impact. 19 pupils access IDL and Reading Eggs programmes, designed to boost confidence through daily short literacy tasks. For almost all learners who used Reading Eggs and IDL, final assessments showed progress in attainment. For 8 pupils in P1 and P2, they have daily opportunities for additional reading with their P6 ‘Reading Buddies’. All pupils who have a Reading Buddy have reported that they enjoy it and have improved as readers because of this, and their teachers agree this has been beneficial.

Strategic Priority 3 **Improvement Planning** and **Standards and Quality Reporting** for 2024/2025

<u>NIF Priority (select from drop down menus)</u> Improvement in children and young people's health and wellbeing <u>NIF Driver</u> Curriculum and assessment School and ELC improvement	<u>SLC Priority (select from drop down menus)</u> Improve Health and Wellbeing to enable children and families to flourish Support children and young people to develop their skills for learning, life and work	<u>SLC Stretch Aims</u> ACEL Primary – Literacy – P1, P4 & P7 combined ACEL Primary – Numeracy – P1, P4 & P7 combined	<u>HGIOS?4 QIs (select from drop down menus)</u> 1.5 Management of resources to promote equity 3.3 Increasing creativity and employability 2.2 Curriculum <u>HGIOELC QIs (select from drop down menus)</u> Choose an item. Choose an item. Choose an item.	
Rationale for strategic priority	Outcome (Intended impact)	Operational activity	Measures	School Lead
Following a greater degree of teacher observation, review the impact of Play Based Learning at P1 & 2 and develop age related play based approaches P3-7.	<p>By March '25, new play approaches at P1 & 2 will be embedded and observations will highlight greater social/emotional skills as well as resilience.</p> <p>By June '25, P3-7 pupils will have benefitted from increased opportunities for age/stage related play.</p>	<p>By December '24, complete an audit of new approaches at P1 and 2.</p> <p>P1 and 2 staff agree format for recording play observations.</p> <p>Staff liaise with Development Officer and colleagues and undertake professional research to introduce more opportunities for play within/outwith classrooms.</p> <p>Staff will research/undertake training in outdoor play in line with Forest Schools and appropriate resources will be compiled for use in the newly developed outdoor learning area.</p> <p>A timetable will be in place for all classes/groups to access the outdoor learning area.</p>	<p>Staff feedback. Pupil observations and feedback. Observation recording format.</p> <p>Staff discussions and feedback.</p> <p>Staff feedback on research, visits, discussions with colleagues.</p> <p>Pupil, staff, parent feedback.</p>	<p>SLT, P1 & 2 staff</p> <p>SLT, Improvement Group</p>

Progress and Impact	Next Step(s) and rationale to inform SIP for 2025/2026 or establishment maintenance agenda
<p>Early in the session, through observations and conversations with staff, it was evident that there was a need to spend more time establishing a solid foundation of play-based approaches in P1 and P2. A working party of 6 teachers was established, and they produced a short 'play policy' outlining the approaches and rationale for play at Burnside, based on 'Being Me in SLC'. All staff working in P1 and P2 agreed that this was useful and would help to develop a consistent approach across early years.</p> <p>We placed a large emphasis on creating enabling environments, as an environment set up for play approaches is crucial for their success. All teachers in P1- P2 shared ideas and helped each other to plan, resource and set up their play-based classroom environments. All P1- P2 classrooms now have 'zones' such as literacy, numeracy, construction, roleplay and creativity/ art. They also have a horseshoe-shaped teaching table for small-group targeted teaching input. Staff have reported that they feel that that the logical next step would be to visit other establishments to see good examples of continuous provision activities for the 'play' element of teach, target, play.</p> <p>This session, we focused on developing our play pedagogy within the classroom as a vehicle for teaching and learning, rather than in a separate timetabled area. All teachers are now using the 'teach, target, play' model in their classrooms, to structure their learning. Most children are responding well to this format, rather than whole-class lessons, although a few report that they can find the noise and 'bustle' distracting. This is something we will address next session, considering free access to tools such as ear defenders and how to further 'zone' our classrooms to provide less stimulating, calm areas to work. The CIRCLE resource by Education Scotland may be a good place to start.</p>	<ul style="list-style-type: none"> • We have signed up for the SLC play pedagogy offering for 2025-26. • Explore continuous provision by visiting schools whose play practice is well established. Experiments with new activities in our continuous provision. • Consider how we should plan– teach, target, play. Continuous provision (play) should be reflected in the planning. • 3-year plan to expand this pedagogy (moving to P3 next, then Enquire to Inspire for P4-7 in year 3).

PEF Improvement Planning and Standards and Quality Reporting for 2024/25

<p style="text-align: center;"><u>SLC Stretch Aims</u></p> <p style="text-align: center;">ACEL Primary – Literacy – P1, P4 & P7 combined ACEL Primary – Numeracy – P1, P4 & P7 combined Choose an item.</p>						
Rationale for PEF / PB Spend	Allocation of PEF / PB spend	Outcome (Intended impact)	Operational activity	Measures	Mid year review RAG	End of year review RAG
Our PEF funded SSA manages and oversees all PEF related interventions within Literacy, Numeracy and HWB across the school. They also deliver 1:1 and group interventions as well as provide staff training and parental workshops.	<i>Staffing – £21, 555 (£20,700-SSA, £855-Supported Study)</i>	The PEF funded SSA will manage various interventions, deliver staff/parent training, directly provide interventions for several pupils and track and report on progress. By June 2024, almost all pupils will have made progress	<p>Clear timetable of support for all SSAs.</p> <p>Interventions delivered proportionately.</p> <p>Ongoing tracking & monitoring of the impact of supports. Feedback to be provided to CTs/SLT verbally monthly and termly via PEF tracking.</p> <p>SSA training to be provided as necessary.</p> <p>Parental drop-in sessions and workshops to be provided across the session.</p> <p>Staff volunteers to provide extra-curricular activities through Supported Study.</p>	<p>Timetabling of SSAs and interventions</p> <p>Feedback from staff, pupils and parents.</p> <p>Ongoing assessment and tracking information as well as termly impact reports.</p> <p>Tracking meeting minutes.</p> <p>ACEL data.</p> <p>Planning & progress discussions with teachers, support staff and SLT.</p> <p>Pupil feedback.</p>	A	A

<p>An increase in the number of pupils benefitting from online supports such as IDL Literacy/HWB, Catch-up Literacy, Word Shark etc. requires an increase in technical and digital support.</p>	<p><i>ICT - £2,000</i></p>	<p>By September '24, all pupils identified as requiring access to technology based support will have it.</p> <p>By June 2024, most pupils accessing online based interventions will have made gains beyond the time on the intervention.</p>	<p>Purchase additional (x7) tablets and management consoles.</p> <p>Purchase additional headsets.</p>	<p>Programme related ongoing assessment and tracking information.</p> <p>ACEL data and individual progress plans.</p> <p>Pupil, staff and parent feedback.</p>	<p>G</p>	<p>G</p>
<p>Continue to extend opportunities for play, particularly for identified pupils in order to build pupil resilience as well as social and emotional skills.</p> <p>Ensure equity of opportunity in accessing extra-curricular activities in Sports and the Arts.</p> <p>There is a continued need to support a</p>	<p><i>HWB - £4,000</i></p>	<p>All pupils identified as requiring additional opportunities for play will access them.</p> <p>All targeted pupils will have had increased opportunity to access activities not always available to them eg, clubs in sports and the arts.</p> <p>By June '25, all pupils requiring support with mental</p>	<p>Purchase any play related items for identified pupils P3-7 and for use in the outdoor learning area.</p> <p>Identified pupils access additional play related resources.</p> <p>Identified pupils access local Forest School areas with associated nursery (ACE Place).</p> <p>Liaise with Active Schools to provide a range of sporting opportunities, ensuring transport costs if applicable.</p> <p>Liaise with E.K Arts Centre to provide additional creative opportunities within the Arts.</p> <p>Provide mental health workshops for pupils.</p>	<p>Pupil, staff and parent feedback.</p> <p>Overview of opportunities provided.</p> <p>Feedback from pupils, staff and parents.</p> <p>Pupil, staff and parent feedback.</p>	<p>G</p>	<p>G</p>

high number of pupils with mental health.		health will be able to access supports.	Provide peer mentor training for senior pupils.	Decrease in instances of pupil distress.		
Although overall attainment in Numeracy & Maths is very good, we have identified a number of learners who have had less experience of learning with practical materials. This means that they are less confident in applying knowledge of aspects of maths such as measure, shape and time. This contributes to a current equity gap at P1, 4 & 7 combined of 13%.	<i>Numeracy & Mathematics - £1,500</i>	Greater opportunity and better access to practical resources will contribute to a reduction in the equity related attainment gap of at least 2% by June '25.	Compile well resourced and better accessible maths kits group and individual use.	Pupil and staff feedback. ACEL data.	G	G
Although overall literacy levels are increasing, there is a current identified equity related attainment gap of 26% (P1, 4 & 7 combined). A range of supports have resulted in increases in milestones for	<i>Literacy - £3,000</i>		Continue to provide appropriate supports for targeted pupils e.g 5 Minute Box, IDL Literacy, Reading Eggs, paired reading, phonics programmes. Provide an alternative reading pathway and resources for identified pupils who require it, P1-3.		A	A

almost all targeted pupils and we want to continue to ensure a range of supports are in place.						
PB	<i>Tbc - £2245</i>				G	G
	TOTAL SPEND (incl carry forward) £34,000					
Progress and Impact					Next Step(s) and rationale to inform PEF spend session 2025/2026.	
<p>64 (18%) of pupils on our school role were identified for monitoring due to them falling into one or more PEF risk category. Most pupils being monitored are now 'on track' to meet national expectations, and almost all pupils who are still 'not on track' also have other ASN, which we believe to be a contributing factor.</p> <p>Staffing: A significant proportion of PEF funds were spent on a full time School Support Assistant (SSA). The initial plan for the SSA was for her to be solely working on literacy, numeracy and HWB Support for Learning input with identified cohorts. This changed somewhat, in response to the emerging needs of our pupils, and most of her timetable was spent on supporting pupils' readiness to learn through nurturing interventions. These have included soft starts with breakfast, nurture groups and one-to-one nurturing activities. The impact of this has been that the identified pupils have been spending more time in class and engaging in more planned work. The SSA has supported 19 PEF-cohort pupils with their literacy through IDL and Reading Eggs, and the short, regular input has made a positive difference. Most pupils who receive this support are on track to achieve their expected levels. 10 PEF-cohort children have accessed the 5 Minute Box resource with an SSA, and of those, most are on track to achieve the national expectations.</p> <p>ICT: We used PEF funding to invest in technology to help pupils to access extra interventions. We purchased 12 Chromebooks and 6 tablets, to make assistive technology available to those who require it, such as those who have an identification of Dyslexia. Pupils have had training from our PEF-funded SSA to be able to use technology such as Read& Write, and we have purchased sets of headphones with microphones for this purpose. Evidence in writing tasks shows that access to technologies has had a positive impact on the quality and the length of written pieces.</p> <p>Health and Wellbeing (HWB)- Our PEF-funded SSA takes a pivotal role in our nurturing interventions. She facilitates a soft start for a group of 6 children every morning, where they have breakfast followed by active play and time to talk.</p>					<p>We intend to fund our SSA again, to continue the positive work she has started.</p> <p>We also intend to employ a 0.1FTE teacher, for targeted Support for Learning interventions.</p> <p>We will continue to monitor the impact of this, as part of our maintenance agenda.</p> <p>The next steps for nurture is to create a sensory room. Nurture</p>	

<p>The impact of this has been that the children have a predictable start to their day, and their morning is more settled once they go back to class. Our SSA also facilitates other nurturing interventions and small groups throughout the week. The targeted pupils and their parents report that they are more settled and are more positive when talking about school. The School Leadership Team run “Nurture Nook” at lunchtimes, for pupils who find lunchtime too long or overwhelming. This is well attended by our target group of pupils (including PEF cohort) every day and is a relaxing space for other pupils to drop in if they need to regulate their emotions in a supervised environment. Some of our PEF funding this session was used to create the Nurture Nook, as we purchased items such as fidget toys, soft furnishings, games and ear defenders. Our plan for next session will be to create a sensory room in the Learning Base, and the Head Teacher has already been visiting other schools to look at good practice. Our SSA is trained in Draw and Talk, and this session she has worked with 3 PEF-cohort pupils on this 12-week programme designed to improve emotional literacy. We worked in partnership with Active Schools to run a wellbeing intervention for a group of pupils who meet PEF criteria, involving them in active games which promoted communication, conflict management skills and teamwork.</p> <p>Literacy- In addition to purchasing the assistive technology to support learners with literacy difficulties, we also identified a need to enrich our libraries with more Dyslexia- friendly books. Many of our PEF cohort also have ASN, as identified previously, so buying graphic novels and books with recognised Dyslexia- friendly fonts has made reading for pleasure accessible to all. Class teachers report that these books are very popular, and that the pupils we had in mind are choosing these books during silent reading/ reading for pleasure time.</p> <p>Participatory Budget- We had a very enthusiastic PB working party, comprising staff, pupils and parents. Two areas which were identified were music/ performing arts and outdoor learning. The whole community voted and chose to spend the money on outdoor learning, with a view to potentially looking at the expressive arts provision next session. We purchased a large wooden outdoor shed, stocked up with crates, tarps, guttering, boxes, tyres and pipes for loose parts play. The main reason for this being chosen was the strong feeling that our children, including those at risk from poverty, need to have as many opportunities as possible for different types of play which did not involve screens.</p>	<p>Nook will continue as it has been so positive.</p> <p>We will purchase more Dyslexia-friendly texts and graphic novels.</p> <p>Our PB for next session is to be confirmed, although it may focus on offering more opportunities for quality expressive arts.</p>
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Maintenance Agenda

Key actions	Relevant stakeholder involvement	Timeline for completion
<i>Continue to support CoSD and ensure policy is in place.</i>	<i>Staff and Parent Council</i>	<i>Ongoing and by Dec '24</i>
<i>Develop pupil voice groups further.</i>	<i>All staff and pupils</i>	<i>Ongoing</i>
<i>Continue to promote skills for learning, life and work through masterclasses and planning across the curriculum.</i>	<i>All staff, parents, local community</i>	<i>Ongoing</i>
<i>Ensure STEM boxes are in place and in use.</i>	<i>Teaching staff</i>	<i>December '24</i>
<i>Embed new House System.</i>	<i>All staff</i>	<i>Ongoing</i>
<i>Align whole school awards with Curriculum Rationale and House System.</i>	<i>SLT</i>	<i>Ongoing</i>