

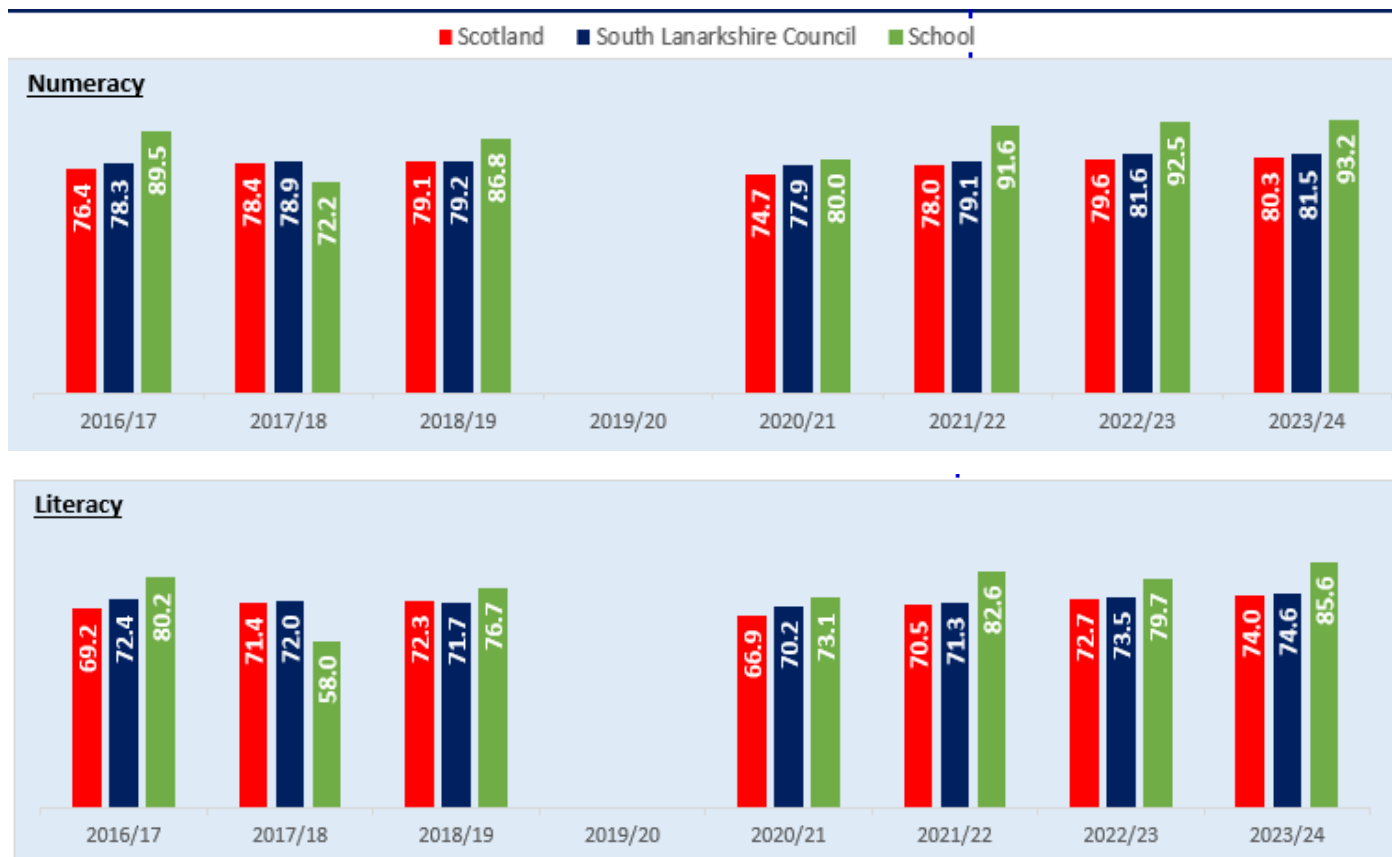
**Education Resources**  
**Curriculum and Quality Improvement Service**  
**School Improvement Plan and Standards and Quality 2025/26**

***Burnside PS***

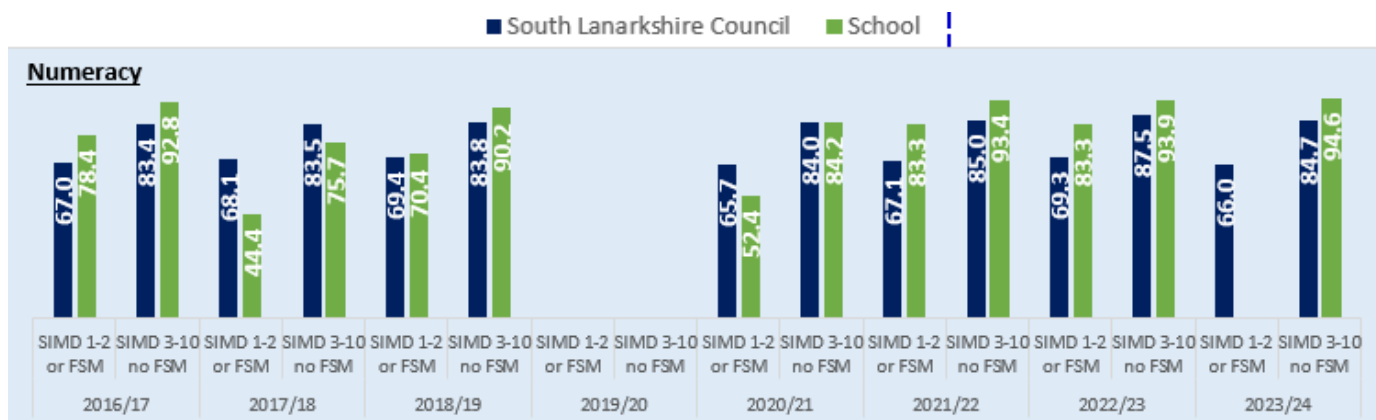
Strategic Priority	Year 1 2025-26	Year 2 2026-27	Year 3 2027-28
1. Increase attainment in reading	<p>Review current reading policy and approaches</p> <p>Use data to identify target groups for raising attainment (SSR pilot)</p> <p>Silver award- Reading Schools</p>	<p>Develop a whole- school approach to teaching reading skills- reflect in planners</p> <p>Review and refresh reading resources and materials</p> <p>Pedagogy palette focus- differentiation/ questioning</p>	<p>Embed data-informed 'fact, story, action' approach as part of our planning for reading</p> <p>Reading Schools- working towards Gold Award</p>
2. Play and enquiry (indoor and outdoor)	<p>Continue to embed play-based approaches in P1 and P2</p> <p>Explore 'creativity' through SLC Pedagogy Palette</p> <p>Review outdoor learning</p>	<p>Extend play- based approaches into P3 classrooms</p> <p>Develop outdoor learning opportunities</p>	<p>Explore how enquiry-based learning may look at second level (indoor and outdoor).</p> <p>Inquire to Inspire CLPL</p>
3. Pupil Voice	<p>Skills framework (Learning Community focus)</p> <p>Refresh pupil committees</p> <p>Greater focus on UNCRC</p>	<p>Continued greater focus on children's rights- Rights Respecting Schools bronze award</p> <p>Explore profiling for P4- P7</p> <p>Consultation on our Vision, Values and Aims (building on Peer School Review focus from last session)</p>	<p>Pupil committees working with How Good is OUR School to participate in self-evaluation for self-improvement</p> <p>Continue to embed the language of skills across the curriculum</p>

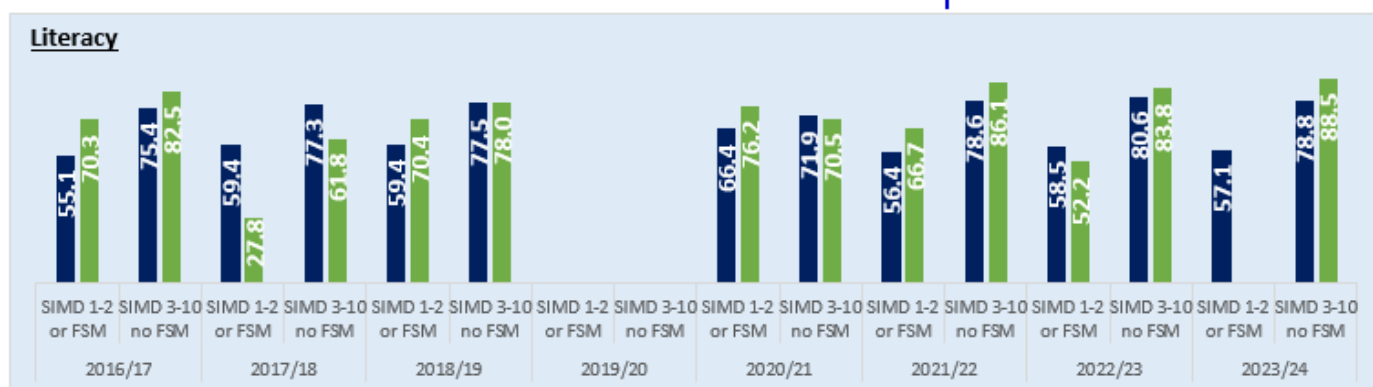
## Performance Data - Achievement of Curriculum for Excellence Levels (official data 2023/24)

### Performance Data (Literacy and Numeracy Stage147) - Excellence Over Time Charts 2016/17-2023/24

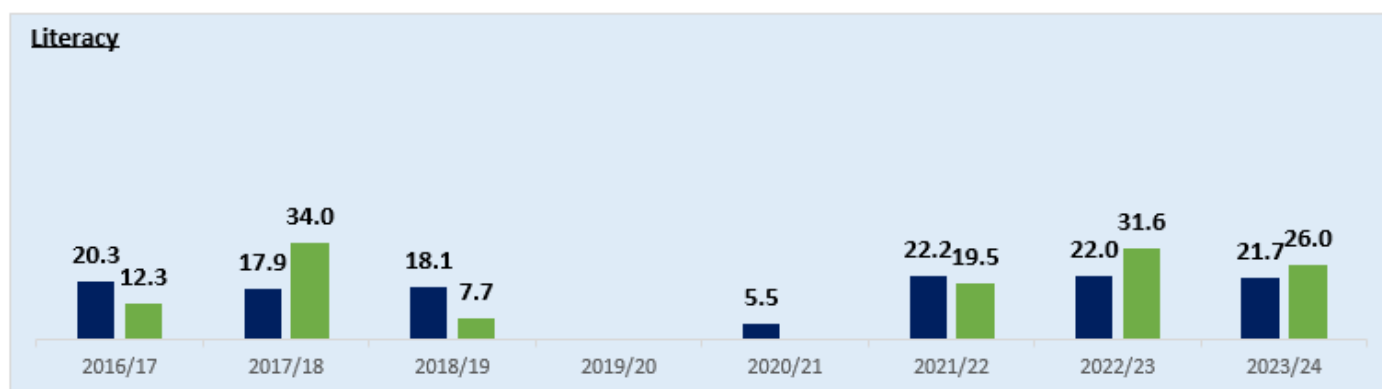
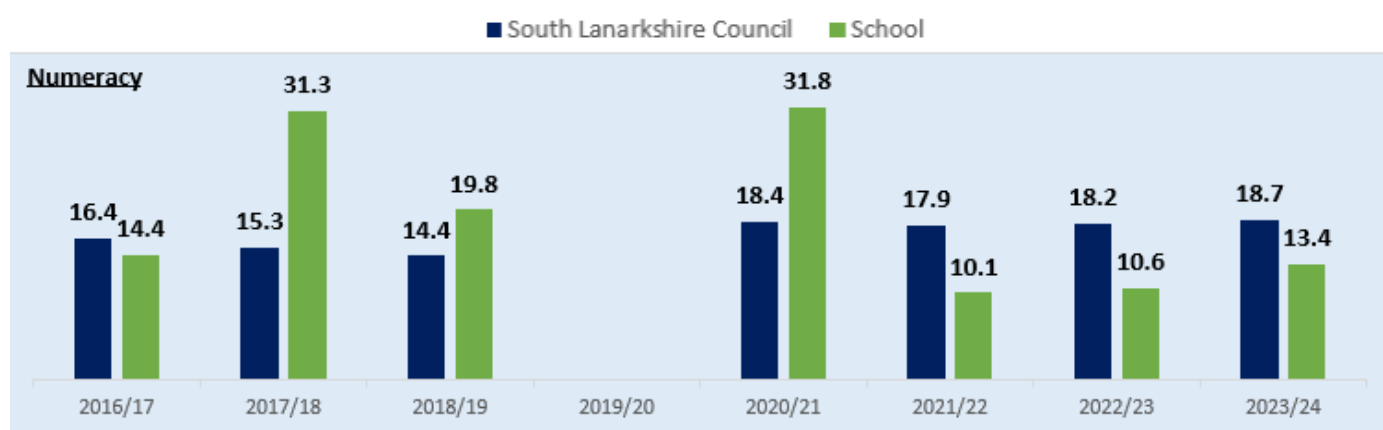


### Performance Data (Literacy and Numeracy Stage 147) - Equity (Local) Over Time Charts





**Performance Data (Literacy and Numeracy Stage147) – Equity (Local) Gap Over Time Charts**



## Context of school

Burnside Primary is situated within the Rutherglen area of South Lanarkshire Council and the majority of housing is privately owned. The school role is 362 (June session 2024/25), across 14 classes. On average, more than 30% of our pupils join us via placing requests. Approximately 16% 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, a Head Teacher and 2 Depute Head Teachers.

The school's Curriculum for Excellence attainment in literacy and numeracy is consistently above the local authority and national average. Attendance levels are also above local authority and national averages.

The school has an active, engaged and supportive parent body, represented by our Parent Council who work in partnership with us to fulfil the school aims and priorities through a variety of activities. These include subsidising educational excursions for every pupil, our partnership with GROW73, 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.

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 nurture all of which have had a positive impact on pupils.

A sum of around £2500 was spent through Participatory Budgeting with the input of pupils, parents and staff. This financed an outdoor shed, and a starter kit of outdoor loose parts which will enhance our outdoor learning opportunities.

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 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. We are working towards becoming a recognised Reading School.

## 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.











## Contextual Data

### Manual Input (August)




Data can be extracted from previous years' SQIP document and new BGE T&M Tool 25/26 (BGE Profile tab)

File path: [Data Portal](#) > Primary > Attainment Tools > BGE Tracking and Monitoring Tool




## School Profile

		1 HT		DHT		PT		FTE Teachers		FTE Support Staff		FTE Family Support Worker		
School roll		Number of pupils per cohort							FSME (P6/7)		SIMD Q1		Equity (Q1 or FSM)	
		P1	P2	P3	P4	P5	P6	P7						
												%	%	%
Attendance 		Care experienced  (Recorded as LAC)					ASN 			EAL 				
21/22	%	21/22 %					21/22 %			21/22 %				
22/23	%	22/23 %					22/23 %			22/23 %				
23/24	%	23/24 %					23/24 %			23/24 %				
24/25	%	24/25 %					24/25 %			24/25 %				

## Nursery Class Profile

	EYD	TL	EYPs	EYSW	Nursery roll		N4	
							N5	
							Deferred	

## ASN Base Profile

	DHT	PT	CTs	SSA	Base roll						
					P1	P2	P3	P4	P5	P6	P7

## **Performance Data – Achievement of and progress through Curriculum for Excellence Levels (unofficial data August 2025/26)**

***Copy and paste (August)***

File Path: Current BGE T& M tool> Attainment Summary (copy and 'paste picture')

**Contextual and Excellence Summary All Stages**

**Equity Summary All Stages**

## Improvement Planning and Standards and Quality Reporting for 2025/2026

### Priority 1: Increase Attainment in Reading

<b><u>NIF Priority (select from drop down menus)</u></b> Improvement in achievement, particularly in literacy and numeracy. <b><u>NIF Outcome</u></b> Inclusive and relevant curriculum and assessment Closing the attainment and achievement gap	<b><u>SLC Priority (select from drop down menus)</u></b> Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy  Choose an item.	<b><u>SLC Stretch Aims</u></b> ACEL Primary – literacy – P1, P4 & P7 combined <a href="#">Choose an item.</a>	<b><u>HGIOS?4 QIs (select from drop down menus)</u></b> 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment Choose an item. <b><u>HGIOELC QIs (select from drop down menus)</u></b> Choose an item. Choose an item. Choose an item.	
Rationale for strategic priority	Outcome (Intended impact)	Operational activity	Measures	School Lead
We are part of the SSR primary pilot for 2025-26. In the initial meeting, data analysis indicated that there were anomalies in the P4 cohort around reading attainment.  Reading has been identified by the literacy working party as an area for development.	By February 2026, almost all staff will report greater confidence in teacher judgements around reading.  By June 2026, attainment in reading will have increased for all pupils within the target group of 8 identified P4 pupils. This will help to raise the attainment overall in our P4 cohort.  By June 2026, there will be an agreed reading policy, which will provide greater consistency in approaches.	Change to a 'fact, story, action' data-informed model of tracking meetings, prior to data uplift.  Interventions planned for identified target group of 8 P4 learners.  Reading working party will review approaches to teaching reading skills, with a greater focus on the skills.  Review reading materials, particularly at early and first level.	Minutes from tracking meetings Consistency in teacher judgements at data uplift times  Class planning, assessments  Minutes from working party meetings Evidence in forward plans, and discussions in forward plan meetings	SLT  Class teachers SfL teacher  PTs Working party



We are working towards becoming an accredited Reading School. As part of this journey, we have identified some areas for development.	<p>By December 2025, our communal areas will feature 'reading nooks'.</p> <p>By December 2025, we will have a committee of pupil Reading Ambassadors.</p> <p>By June 2026, we will meet the criteria for the Silver Reading Schools award.</p>	<p>Literacy Leads to visit other schools who are further along the Reading Schools journey.</p> <p>Calm environmental decorations throughout- neutral colours, plants.</p> <p>Elect Reading Ambassadors and make an action plan.</p> <p>Audit our practice using the Reading Schools toolkit.</p>	<p>Feedback from Literacy Leads</p> <p>Observations of school environment</p>	Literacy Leads
<b>Progress and Impact</b>			<b>Next Step(s) and rationale to inform SIP for 2026/2027 or establishment maintenance agenda</b>	

## Improvement Planning and Standards and Quality Reporting for 2025/2026

### Priority 2: Play and Enquiry (Indoor and Outdoor)

<b><u>NIF Priority (select from drop down menus)</u></b> Improvement in skills and sustained, positive school-leaver destinations for all young people <b><u>NIF Outcome</u></b> Young people's HWB; enhance impact of GIRFEC and partnership working Improving relationships, behaviour and attendance	<b><u>SLC Priority (select from drop down menus)</u></b> 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	<b><u>SLC Stretch Aims</u></b> ACEL Primary – literacy – P1, P4 & P7 combined ACEL Primary – numeracy – P1, P4 & P7 combined	<b><u>HGIOS?4 QIs (select from drop down menus)</u></b> 2.3 Learning, teaching and assessment 3.3 Increasing creativity and employability 3.1 Ensuring wellbeing, equality and inclusion <b><u>HGIOELC QIs (select from drop down menus)</u></b> Choose an item. Choose an item. Choose an item.	
Rationale for strategic priority	Outcome (Intended impact)	Operational activity	Measures	School Lead
Research indicates that children learn best in environments that inspire them to be curious and creative ( <i>Realising the Ambition, Education Scotland</i> )  We have laid the foundation for developing our play pedagogy within P1 and P2, by	By June 2026, all teachers and most parents from P1-P2 will report a clearer understanding of the 'why' behind play and enquiry-based pedagogy.  All P1- P2 pupils will have the opportunity to play in a variety of zones within the classroom.  All pupils will become more independent and develop skills such	At least 2 classroom practitioners should attend the SLC Play Pedagogy series of CLPL opportunities.  All P1- P2 staff will engage in professional reading about play pedagogy, including Realising the Ambition and Being Me in SLC.  By April 2026, all P1- P2 teachers will have visited other schools which are well established in play provision.  By December 2025, our P1 and P2 classrooms will have at least the following zones established: role play,	Attendance at CLPL twilight sessions. Feedback to colleagues.  Professional discussions about literature and documents on play pedagogy.  Feedback from visits.  Forward plan dialogues. Quality assurance – classroom visits.	P1 and P2 teachers  P1 and P2 teachers  P1 and P2 teachers  SLT

<p>developing a policy based on Being Me in SLC.</p> <p>Teaching staff have identified 'creativity' as an element of the SLC Pedagogy Palette to focus on and improve this session.</p> <p>Our Outdoor Classroom Day in May was well-received, with all our pupils participating well. We observed that almost all pupils who can find accessing work in the classroom difficult, thrived in outdoor learning.</p>	<p>as communication, collaboration, creativity and self-regulation through access to high quality continuous provision and teaching targets.</p> <p>Classroom environments will reflect more creativity, with a higher degree of pupil choice and pupil personality.</p> <p>Planning will reflect creative approaches to learning across the curriculum.</p> <p>All pupils will have the opportunity to access outdoor learning at least once a week.</p> <p>More opportunities to develop collaboration, creativity and communication will be available at playtimes and lunchtimes, through loose parts play.</p>	<p>construction, literacy, maths and numeracy, creativity.</p> <p>By December 2025, planning in P1 and P2 will reflect the 'Teach, Target, Play' approach.</p> <p>Collegiate time dedicated to activities on 'creativity' through the SLC Pedagogy Palette.</p> <p>Audit of current practice using HGIOS4, and reflection on what may provide more creative opportunities.</p> <p>All pupils taught how to use the loose parts play equipment safely.</p> <p>All classes timetabled with the loose parts equipment at least weekly.</p> <p>Playground areas and zones further developed, in partnership with GROW73.</p> <p>Further fundraising efforts arranged to purchase the large wooden Outdoor Classroom structure.</p>	<p>Evidence in forward planning.</p> <p>Collegiate calendar Minutes from CAT sessions</p> <p>Collegiate calendar Minutes from CAT sessions</p> <p>Observations Feedback from pupils and staff</p> <p>Forward plans/ short term plans</p>	<p>Class teachers</p> <p>All staff</p> <p>All staff</p> <p>SLT/ GROW 73</p> <p>Eco Schools/ SLT</p>
Progress and Impact				Next Step(s) and rationale to inform SIP for 2026/2027 or establishment maintenance agenda

## Improvement Planning and Standards and Quality Reporting for 2025/2026

### Priority 3: Pupil Voice

<p><b><u>NIF Priority (select from drop down menus)</u></b> Placing the human rights and needs of every child and young person at the centre of education</p> <p><b><u>NIF Outcome</u></b> Globally respected, empowered, responsive education system; leadership, accountability, improvement</p> <p>Choose an item.</p>	<p><b><u>SLC Priority (select from drop down menus)</u></b> Support children and young people to develop their skills for learning, life and work</p> <p><b>Ensure inclusion, equity and equality are at the heart of what we do</b></p>	<p><b><u>SLC Stretch Aims</u></b> ACEL Primary – literacy – P1, P4 &amp; P7 combined ACEL Primary – numeracy – P1, P4 &amp; P7 combined</p>	<p><b><u>HGIOS?4 QIs (select from drop down menus)</u></b> 3.3 Increasing creativity and employability 3.1 Ensuring wellbeing, equality and inclusion</p> <p>Choose an item.</p> <p><b><u>HGIOELC QIs (select from drop down menus)</u></b> Choose an item. Choose an item. Choose an item.</p>	
Rationale for strategic priority	Outcome (Intended impact)	Operational activity	Measures	School Lead
Through moderation with other Stonelaw Learning Community Head Teachers, we identified that there was a need to further embed the SLC Skills Framework into practice in our schools.	By August 2026, all staff will be aware of the content in the SLC Skills Framework section of the Intranet.	INSET 2- Stonelaw Learning Community moderation activity, introducing the SLC Skills Framework.	Feedback from Learning Community collegiate time.	HT
	By December 2025, 'Masterclasses' will be planned with the Skills Framework at the heart of the activities.	Refresh the format of Masterclasses, ensuring that the language of skills development is at the heart of the activities.	Evaluations from Masterclasses	SLT
	By June 2026, planning will begin to reflect the language of skills development.	Short-life working party, to look at how to include skills development in planning.	Minutes from working party meetings	SLT
	By June 2026, a format for pupil profiling will be agreed and ready to	Learning Community joint planning for an agreed format for pupil profiles.	Minutes from learning community meetings	HT All staff

<p>Staff and pupils reported that it was difficult to find time to run pupil committees to their full potential, implementing action plans and improvement activity.</p> <p>The United Nations Convention on the Rights of the Child enshrines children's rights in law. As a school, we need to offer more opportunities for pupils to learn about and understand their rights.</p>	<p>roll out for year 2 of the improvement cycle.</p> <p>By September 2025, all pupils will be involved in a committee.</p> <p>By October 2025, all committees will have developed action plans for improving our school.</p> <p>By October 2025, we will have a Rights Respecting Schools committee established, with an action plan.</p> <p>By December 2025, the language of Children's Rights will be more visible in our classrooms and common environments.</p> <p>By April 2026, the language of Children's Rights will be evident in our planning.</p>	<p>Establish 17 school committees (14 classes, plus 3 x SLT). Assign staff and pupils to the committees.</p> <p>Timetable a monthly committee meeting during school time.</p> <p>Evaluate action plans and monitor activity.</p> <p>Create a committee of interested parties.</p> <p>Visible wall displays about UNCRC. Work displayed should have links to UNCRC.</p> <p>Forward planning will mention UNCRC articles.</p>	<p>Action plans</p> <p>Evaluations in action plans</p> <p>Environmental audits.</p> <p>Forward planning quality assurance.</p>	<p>SLT</p> <p>UNCRC committee lead</p> <p>SLT</p>
Progress and Impact			Next Step(s) and rationale to inform SIP for 2026/2027 or establishment maintenance agenda	

# PEF Improvement Planning and Standards and Quality Reporting for 2025/26

## Pupil Equity Funding (PEF)

<p><b><u>SLC Stretch Aims</u></b></p> <p><b>ACEL Primary – literacy – P1, P4 &amp; P7 combined</b></p> <p><b>Cost of the School Day</b></p> <p><i>Choose an item.</i></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
<p>Some of our identified pupils who meet the PEF criteria require additional nurturing interventions to allow readiness to learn.</p> <p>Some of our identified PEF cohort require additional support for learning input.</p>	<p>Staffing</p> <p>- Full-time SSA £22000</p> <p>-0.1 FTE teacher £4753</p>	<p>All identified pupils will spend more time learning in their classroom.</p> <p>All identified pupils will engage in more learning tasks and therefore make greater progress in their learning.</p> <p>All identified pupils will have greater confidence in their reading ability, leading to raised attainment.</p>	<p>Nurturing interventions- soft start in the mornings, Nurture Nook, activities planned and timetabled to teach better co-operation, collaboration, communication and self-regulation.</p> <p>Support for Learning timetable created and implemented, with a focus on improving reading.</p>	<p>Analysis of frequency of violent incident reports</p> <p>Analysis of frequency of pupils eloping from class</p> <p>Evaluations of Support for Learning inputs</p> <p>Assessments from Support for Learning inputs.</p>		
<p>Data analysis using the BGE Tool indicates that raising attainment in reading is a priority.</p>	<p>Reading resources £3000</p>	<p>We will have a better range of reading resources, suited to the needs of our identified learners.</p> <p>Learners will report that they enjoy reading books that they borrow from school.</p>	<p>Audit reading resources and begin to purchase books which can be used as part of a synthetic phonics approach.</p> <p>Research interests (e.g. graphic novels) and purchase</p>	<p>Outcome of visits to other establishments</p> <p>Survey results</p>		

Data analysis further indicates that there is a significant poverty-related attainment gap in reading.		<p>Increased confidence in reading from our identified cohorts.</p> <p>A decrease in the poverty-related attainment gap for reading.</p>	more books to encourage a love for reading.			
Following on from last session's focus on nurture, our evidence showed that our interventions made a positive impact to our PEF learners. We intend to develop and build on this success.	Nurture resources £550	<p>Identified pupils will use the nurture spaces regularly as places to regulate and feel calm.</p> <p>All classrooms will have nurturing safe spaces, and resources, for pupils to access.</p>	<p>Create a sensory space, in addition to the Nurture Nook.</p> <p>Use the CIRCLE resource to audit and improve 'calm corners' and nurturing safe spaces within classrooms.</p>	<p>Feedback from pupils</p> <p>Analysis of data such as behaviour charts, violent incident forms.</p>		
All pupils were motivated and engaged during the Outdoor Classroom Day last session. It particularly suited some of our PEF cohort who can find learning in the classroom overwhelming. Observations indicated that pupils collaborated and communicated	Outdoor learning/ play resources £3000	<p>All classes will have access to loose parts play, in the playground.</p> <p>Outdoor learning spaces will be better developed, and 'zoned'.</p> <p>Our outdoor environments will provide better opportunities for teamwork and imaginative play.</p>	<p>Timetable loose parts play sessions for all and train all pupils in how to use this safely and care for the resources.</p> <p>Work in partnership with GROW73 and the Community Payback Team to develop our outdoor spaces further-planting, sensory spaces, den building, mud kitchens.</p>	<p>Observations</p> <p>Analysis of behaviours in the playground</p> <p>Feedback from pupils and staff</p> <p>Feedback from partners such as GROW73</p>		

better during outdoor learning.						
We will include more information about the rationale behind the PB spend, following the consultation early in the session 2025-26.	PB (TBC after consultation) £2058	TBC	TBC	TBC		
	TOTAL SPEND (incl carry forward) £35361					
<i>Progress and Impact</i>			<b>Next Step(s) and rationale to inform PEF spend session 2026/2027.</b>			



## Maintenance Agenda

Key actions	Relevant stakeholder involvement	Timeline for completion
Nurturing School <ul style="list-style-type: none"> <li>Continued professional reading on attachment, trauma-informed and nurturing practice</li> <li>Continued development of nurturing spaces across the school and in classrooms</li> <li>INSET 1- Stonelaw Learning Community Emotion Works input</li> </ul>	Class teachers SLT All Learning Community teachers and SSAs	Ongoing  August 2025
Data analysis <ul style="list-style-type: none"> <li>HTs analysing data at whole-school level</li> <li>Class teachers using BGE Tool 'Class on a Page' to inform tracking discussions</li> </ul>	Learning Community HTs  Class Teachers/ SLT	September 2025  Prior to each tracking meeting
Forward Planning <ul style="list-style-type: none"> <li>Option to keep Forward Plans electronic this session</li> </ul>	Class Teachers	From August 2025
Home- School Partnership <ul style="list-style-type: none"> <li>Parent Council have agreed that it would be good to consult on homework next session.</li> </ul>	Parent Council	From October 2025
Quality Assurance <ul style="list-style-type: none"> <li>Changes to Quality Assurance calendar to include a SLT and peer learning visit, termly Forward Planning meeting, termly tracking meeting and pupil dialogue (including jotter monitoring)</li> </ul>	SLT	From August 2025
Writing <ul style="list-style-type: none"> <li>Staff to continue to attend official Talk for Writing CLPL sessions</li> <li>Staff to visit each other's classrooms to see good practice in teaching writing</li> </ul>	Class teachers	Ongoing

### Evaluation of Quality Indicators

School: Burnside Primary

Month: June

Year: 2025

Quality Indicator	School Self-Evaluation
1.3 Leadership of change	Very Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Very Good
3.2 Raising attainment and achievement <i>Securing children's progress</i>	Good