BRIDGEND PRIMARY SCHOOL
SCHOOL IMPROVEMENT PLAN

2023 / 2024

# Factors Influencing the Improvement Plan

School Factors
Addressing Action Points identified in school's Self Evaluation procedures
Cluster Improvement Priorities
Equity Priorities

Local Authority Factors
Moving Forward in Your Learning Guidance
Literacy and Numeracy West Lothian Priorities, HWB
Raising attainment, including closing the gap (West Lothian Raising Attainment Strategy)
Transforming Your Council
Corporate Plan
Education Services Management Plan
West Lothian Parental Involvement and Engagement Framework
Equity Team and additional allocations, Pedagogy Team

National Factors
Coronavirus (COVID-19): Guidance on reducing the risks from COVID-19 in school
Moderation Cycle and Assessment
National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All
Pupil Equity Funding/Equity Audit
How Good is Our School? 4th Edition and How Good is Our Early Learning and Childcare?, National Standard for ELC, Quality
Framework for day care of children
Getting it Right for Every child (GIRFEC)
Curriculum for Excellence Refresh
Realising the Ambition
Developing Scotland's Young Workforce
Child Protection Procedures
GTCS professional standards and professional update 2021
Achieving Excellence and Equity 2022: National Improvement Framework and Improvement Plan
Putting Learners at the Centre: Towards a Future Vision for Scottish Education, The Ken Muir report, March 2022.
UNCRC
Presumption to provide education in a mainstream setting 2019

Support for Learning: All our Children and All their Potential (ASL Review) 2020
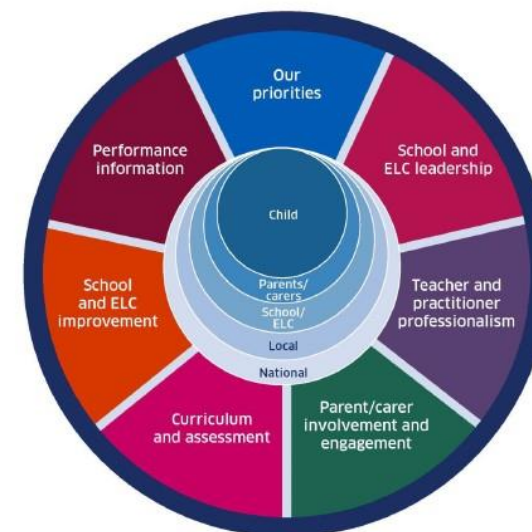
Courage   **Relationships**   **Relevance**   **Values**

Vision, Values and Aims

Our School Values

At Bridgend Primary School we have 6 **core values** that we strive to **achieve** and **celebrate**. These values are a central belief clearly understood and shared by every member of the **school community**.
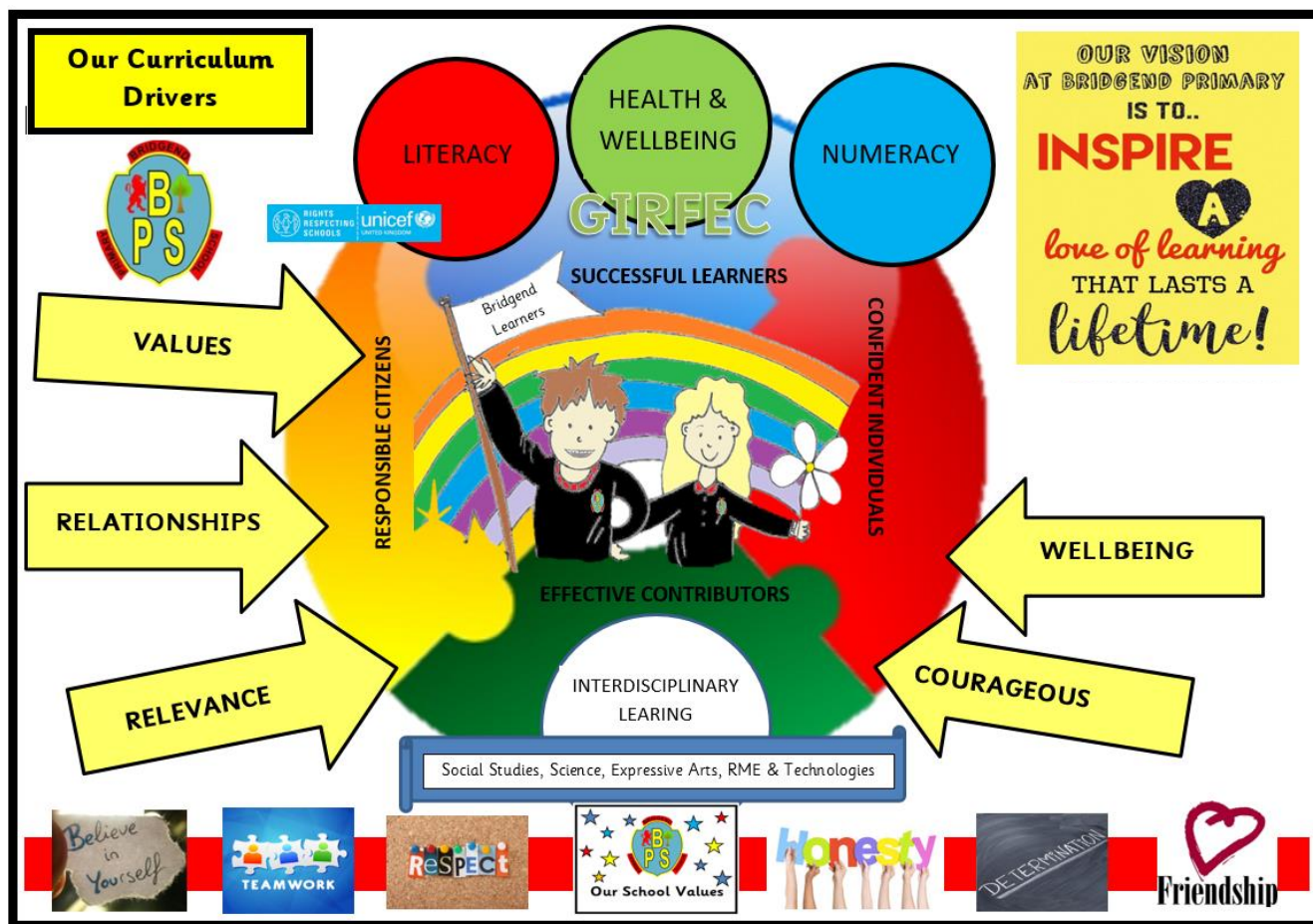

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Bridgend Primary School Refresh Curriculum Rationale

All schools should consistently revisit the curriculum rationale that takes account of the most recent national and local guidance.

Refreshed curriculum rationales should reflect the local authority commitment to Agile Learning approaches prioritising authentic fulfilment of the four capacities and contexts for learning, within the Refreshed Narrative. See link below to the 'Resources to support the refreshed CfE Narrative'.
https://education.gov.scot/improvement/learning-resources/resources-to-support-the-refreshed-curriculum-for-excellence-narrative/

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Bridgend Primary School, is a small rural school with a total of 55 pupils. This includes 11 nursery children, all now attending full time. This also includes two eligible 2-year-olds. A significant number of children at Bridgend Primary, experience a range of influences that impact negatively on their emotional and academic progress and overall attainment and achievement. In relation to the Scottish Index of Multiple Deprivation, the school is in decile band 1 and our Pupil Equity Fund allocation reflects this.

Staffing at Bridgend includes an Acting Head Teacher, 1 part-time Principal Teacher (4 days), 2 full time teachers, 2 part-time teachers and one probationer. One of our part-time teachers has responsibility for coordinating Support for learning to improve attainment for targeted learners throughout the school. We have 4 full-time Pupil Support Workers and one Administrative Assistant. We continue to strive for high quality learning and teaching experiences for our children, with a clear focus on improving attainment for literacy, numeracy and health and wellbeing.

Wellbeing

We continue to ensure that the UNCRC Rights, in particular, Article 3 (The child's best interests) are at the heart of all we do. We identify the varying barriers to learning and have implemented a range of supports to ensure that we continue to support all children with their varying needs. Implementing the guidelines within GIRFEC has ensured that clear plans and in place and are adapted as and when necessary to remove any barriers. Within our school 64% of our children have an additional support need. 29% of our children are continuing to need enhanced support socially and emotionally continually and most children are now able to regulate by using a range of appropriate strategies discussed. 19% of our children are recognised as neurodivergent with a formal diagnosis. Each child is now fully part of any additional supports and plans put in place, along with school and parents/carers. All children have stated how positive and beneficial this has been and know that if the plan is not working the staff will support then to identify alternatives strategies.

Our self- reporting data reflects the increase in successes of all additional supports as this session has shown a more positive picture in regard to how they are feeling in all areas of SHANRRI. There has been an overall reduction of 26% on the total number of Amber & Red indicators. Three areas that have shown over 50% reduction in red and amber are ACHIEVING, RESPECTED AND RESPONSIBLE. The increased levels of learners' engagement (see below) is reflective of why children are feeling more positive in their learning. In addition, the focus and of leadership roles E.g. Pupil Voice groups, jobs, school/class responsibilities have proved to be beneficial as the children show all areas of the four capacities through these experiences.

Engagement & Participation
We measured our children's engagement in their learning using the Leven Scale as a tool, as well as observations from the class teachers and the recording within the West Lothian Trackers. Both confirms the success of children engaging in varying areas of the curriculum. We now have no children on Level 1 of the Leaven Scale now (comparison from August 2022). Pupil Voice has been at the forefront of taking the school forward. This has proved to be an additional intervention that has raised level of engagement also. 100% of all children targeted have either at least moved up one or consistently remained high (level 4 or 5) on the leuven scale. All children have now been given a voice as are regularly consulted on contributing ideas to their learning experiences and within this now show a more positive mindset to their attitudes towards school and learning. All children now have an identified role/pupil voice group to ensure they all feel included and belong to taking their school community forward. Within the West Lothian trackers, these show that on average 70% of children in their core curricular subjects are now fully engaged. 24% are now engaging with support, which again, is an overall improvement. Only 6% on average over the core subjects are now not engaging(RED) in comparison to 11% last session. This 6% are identified children our Continuum of Support with their own bespoke plans in place to aim to get them ready to learn by starting to engage in these core curricular areas. Almost all are now engaging in activities within their own bespoke curriculum.

Attainment

Writing been our priority this session with a focus on focusing on targeted pupils with the potential to be on track. There has been an increase at all stages except P5. E.g. P2 - +17%, P3 +33%, P4 +17%, P6 +9% and P7 increase by 50%. Overall there is an increase across the school of 19% in writing. Our attainment in writing will now continue to improve as through our connected quality improvement model (CQI) we now have identified actions to ensure progression continues in writing within our school. Our whole school combined attainment in literacy is below the WL average in all areas, with a combined % in reading of 43%, writing of 45% and numeracy 64%. This is indicative that a focus on literacy has to be a priority to raise attainment.

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What are our improvement priorities? – In summary now that more children are now showing the skills and readiness to learn to achieve, the main priority for us at Bridgend Primary School is to continue to raise attainment in literacy with a focus now on reading that will turn, provide the children with the skills to continue to progress in writing as well as all other areas of the curriculum. In addition to this we will strengthen our support for learning approaches to ensure that targeted interventions are well planned for, implemented consistently and closely monitored for maximum impact. More robust continual assessment strategies will be developed to ensure all children are making progress. We will continue a relentless focus on improving children's progress and attainment through providing more enriching, focused learning experiences around opportunities to develop their reading and writing skills across contexts.

We will also continue to work on developing a clear plan to build the resilience and emotional capacity they need to be ready to learn and achieve. Through whole school community consultation, it is now clear that the school's positive relationships charter needs re-freshed, so that it reflects the needs of our current children and how to support them to make more positive choices that builds the skills and capacities for being socially and emotionally equipped for life. The 4 capacities will lie at the heart of all that we continue to prioritise this session to ensure that Bridgend children will all become, Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors now and beyond.

Bridgend PS - School Improvement Planning for Ensuring Excellence and Equity

School priorities linked to knowledge and data as identified on previous page	NIF Driver	Proposed actions	Timescale	Measures of Success
Improvement in all children and young people's wellbeing: • To ensure all learners have their entitlement to be treated fairly and with respect by the whole school community. • Further develop children and staff's knowledge and understanding of the UNCRC and ensure these are at the forefront of their wellbeing UNCRC Article 12, 13, 15, 16, 17, 19 **(Placing the human rights and needs of every child and young person at the centre of education)**	☐School and ELC Improvement. ☒School and ELC Leadership ☒Teacher and Practitioner Professionalism ☒Parental Engagement ☒Curriculum and Assessment ☒Performance Information	How will an Agile approach to strengthening the 4 capacities support all learners? How will you support student and staff HWB? How will this reflect the UNCRC (areas within the UNCRC toolkit)? How will this reflect learners at the centre? • Whole school consultation on current positive behaviour charter and where the need for change is – how best to support the children • Parent representative group to be established to work alongside school to create a charter • Pupil voice group to lead creating and sharing their ideas to all children • Staff Professional reading group established to look out with and gain more knowledge on global/national/local initiatives around this • Final draft of Positive Relationship Charter • Promote the rights of the child through a variety of experiences and encourage the staff to become more familiar with the UNCRC toolkit.	Sep 23 Dec 23 Mar 23 Sep 23	How will you baseline where you are in order to measure next steps and impact? Regularly review and analyse data from your measures. • Questionnaires/discussion and protected time to ensure all consulted and work on re-fresh. Implementation will be evaluated and reviewed when charter in practice. Regular opportunities for feedback from all adults/children to ensure successes measured. SLT driving forward charter and ensuring implementation and all involved fully understand procedures/supports. • SLT log of number incidents where wrong choices made – an aim to continue to see a decrease in frequency of these. Establish current baseline to make a comparison and monitor reduction. E.g. daily occurrences reduce to twice weekly and observation of charter strategies followed • All classes to establish a classroom charter and be able to identify with it, fully understand it's purpose – pupil voice conversations with SLT will monitor/track this progress. Teacher conversations to

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				ensure this is referred to when having restorative conversations.
Raising attainment for all, particularly in literacy and numeracy(universal): • To ensure progression in learning for all children by using continual assessment tools to inform next steps • To ensure high quality learning and teaching experiences in reading, within all classes, at all levels (**Placing the human rights and needs of every child and young person at the centre of education**) UNCRC Article 3, 4, 12, 15, 28	☒School and ELC Improvement ☒School and ELC Leadership ☒Teacher and Practitioner Professionalism ☒Parental Engagement ☒Curriculum and Assessment ☒Performance Information	How will an Agile approach to strengthening the 4 capacities support all learners? Building on available data (including CfE levels) outline proposed actions to support and challenge all learners? How will this reflect the UNCRC (areas within the UNCRC toolkit)? How will this reflect learners at the centre? • Clear baselines for all children in reading to establish next steps • Equity Team to focus on reading pedagogy and support class teacher to enhance practice to re-engage children in writing. • School staff to engage with other literacy WL practitioners to upskill them on reciprocal reading strategies and a plan to build a whole school reading culture • Review of current practice in reading and pedagogy and whole school approach in creating more opportunities for DAILY reading experiences – Agile approach E.g. outdoors, break-out spaces within school, (Learning Zone and Library) • School library to be organised and re-launched to it becomes a used and working library. Local library staff to engage with school to advise. • Pupil Voice Group to lead in Reading Culture ideas	Aug 23 Jan 23 Sep 23 Oct 23 Sep 23	How will you baseline where you are in order to measure next steps and impact? Regularly review and analyse data from your measures. • Staff Data Analysis session of current trackers in reading to identify gaps • SLT lesson observations to provide feedback and follow-up visit. • Overall reading attainment of 43% to increase 67% or more • Peer observations/support visits between teaching staff. Pupil Voice opportunities to track levels of engagement and interests in reading. • Robust tracking reviewed monthly. Excellence & Equity meetings to identify all children's needs and interventions/focus to ensure progression. • Assessment flow-chart to be established to ensure all children are assessed at set times to identify next steps and ensure pace of progress in reading • Use of HGIOURS self-evaluation tool with Pupil Focus Group. Record of initiatives/pupil-led ideas to measure successes and adapt as necessary.
Tackling the attainment gap between the most and least advantaged children (targeted): To ensure that all targeted children are progressing in their learning by removing any barriers and providing them with the supports needed to achieve (**Placing the human rights and needs of every child and young person at the centre of education**) UNCRC Article 3, 4, 12, 15, 28, 26, 27	☒School and ELC Improvement ☒School and ELC Leadership ☒Teacher and Practitioner Professionalism ☒Parental Engagement ☒Curriculum and Assessment ☒Performance Information	*'All West Lothian schools are committed to continuously developing their approach to ensure equity and tackle the poverty related attainment gap. Each school's* **PEF Summary** *provides an overview of their approach and an outline of how Pupil Equity Funding is being used to provide a range of universal and targeted approaches and interventions.* *Please follow this link* [Bridgend PS PEF Plan for 2023_24.pdf](#) *to view our PEF Summary and find out more about our use of Pupil Equity Funding.'* • Staffing resource deployed to ensure all targeted children have a clear and robust plan in place to optimise learning opportunities • Clear Support for Learning remits established this session. All staff meet regularly to ensure pace and progression of learning is appropriate for all individuals	Sep 23	Documented in PEF Plan • Tracking log created to show all measures, progress, resources and next steps when target achieved– SfL to lead and meet fortnightly with SLT to review. Aim of 67% or more in both reading and writing. • Excellence and Equity record used as a baseline of where all children are within their learning at the beginning of session and review monthly to ensure needs/actions are being met. All children's identified action to be met. • PSWs upskilled through CLPL opportunities, Regular support

		• Continuation of protected time for support staff to work with children to support all the varying needs • Equity Team will continue to support and work alongside our staff, upskilling, supporting and ensuring any barriers to learning can be identified and a clear plan is in place for these targeted children with a focus on reading and attendance	Mar 23	meetings with SfL Team to track successes/progress.
Improvement in employability skills and sustained, positive school leaver destinations for all young people: • To raise awareness of Meta-Skills and connection with skills for learning, life and work UNCRC Article 3, 12, 13, 29, 31 CLUSTER • Improvement in employability skills and sustained, positive school leaver destinations for all young people: CLUSTER FOCUS Cluster schools will continue to develop shared practices and systems which develop learner agency, autonomy, skills and competencies, and the development of the four capacities across all contexts for learning. UNCRC Article 3, 12, 13, 29, 31	☒School and ELC Improvement ☒School and ELC Leadership ☒Teacher and Practitioner Professionalism ☒Parental Engagement ☒Curriculum and Assessment ☒Performance Information	How will you ensure the four fundamental capacities are strengthened with an Agile Learning approach to the Curriculum? COURAGE/RELEVANCE/RELATIONSHIPS/VALUES STEM IDL OUTDOOR LEARNING PLAY 1+2 LANGUAGES SKILLS UNCRC (areas within the UNCRC toolkit)? Learners at the centre • Meta-Skills language introduced to whole school and have an increasing use in all learning experiences • Pupil Voice Group in P5-7 to lead this within school • Life skills – continue to develop more opportunities through Pupil Voice ideas – E.g. BPS Kitchen – Café idea for parents. Crocheting and sewing clubs, participation in competitive sports/festivals • Staff CPD on Meta Skills progression framework and how to introduce at each level/embed into learning experiences ..\meta-skills-progression-framework-final.pdf • Parent events to promote Meta Skills and value of them – invite along to school events/participation opportunities • Continue to build strong relationships with agency to support children in being provided with wider learner experiences E.g Active Schools, LYPP, Bridgend Partners, School Nurse (cooking support), Kids Gone Wild, CLUSTER PLAN • Embed partnerships with Skills Development Scotland to support professional learning and understanding of meta skills • Agree upon and adopt the use of a shared language and progression of identified meta-skills • Develop cluster assessment and moderation approaches, focussing primarily on skills of	Oct 23 Mar 23 4-hours allocated for collaborative working across session.	How will you baseline where you are in order to measure next steps and impact? Regularly review and analyse data from your measures. • 100% of children will have learning experiences that promote Meta-Skills • 100% of children will be upskilled in Cooking Focus and pupil voice will lead in planning any events from this • All teaching staff will work alongside SLT and DWS to familiarise themselves with • Regular dialogue with whole school, E.g. pupil voice, questionnaires, parent consultation, staff/agency professional dialogue to ensure positive impact of learning experiences CLUSTER Short term: Learners will be able to confidently reflect upon experiences and connect them to the development of skills and the four capacities across all contexts for learning – identifying successes and next steps. Staff understanding and confidence in planning

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(Placing the human rights and needs of every child and young person at the centre of education)		communication, critical thinking, collaboration and creative thinking • Create a visual which shows correlation between the four capacities and the meta-skills • Develop a cluster transition approach which focusses on meta-skills	Completion by April 2024	for and assessing skills will increase. Long term: Learners leading their own learning, developing and applying a range of relevant skills in an environment that promotes creativity and innovation. KEY MEASURES: • Pupil, parent, partner and teacher survey will display positive perception of learning in relation to the development and application of skills across all contexts for learning • QA activities will show increase in staff proficiency around focussing on skills through LT&A • Leven scale of engagement will show increased engagement in adult led projects, aligning with engagement in pupil led projects • Skills Tracking and Monitoring will show progression in application of across meta-skills