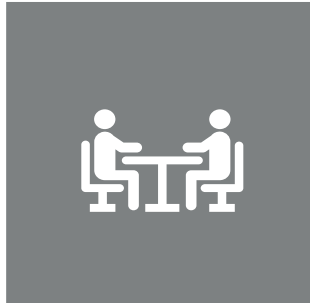




Improving Lives Together  
Ambition | Compassion | Integrity



# Quality Improvement Plan 2023-2024

SCHOOL: Burrelton Primary School

SEED: 5341922

## The Curriculum

"The totality of all that is planned for children and young people throughout their education."

- ✦ Ethos and life of the school as a community.
- ✦ Curriculum areas and subjects.
- ✦ Interdisciplinary learning.
- ✦ Opportunities for personal achievement.

## Principles for Curriculum Design

- ✦ Challenge and enjoyment
- ✦ Breadth
- ✦ Progression
- ✦ Depth
- ✦ Personalisation and Choice
- ✦ Coherence
- ✦ Relevance

## Curriculum Rationale Statement

Our Curriculum has Literacy and Numeracy at the core, supported by opportunities for developing lifelong skills which can be used for learning in and beyond school, encouraging pupils to achieve their potential both as individual learners and members of a global community. Experiences and outcomes set out expectations for learning and development in:

- ✦ Expressive Arts
- ✦ Languages and Literacy
- ✦ Health and Wellbeing
- ✦ Mathematics and Numeracy
- ✦ Religious and Moral Education
- ✦ Sciences
- ✦ Social Studies
- ✦ Technologies
- ✦ Curriculum levels describe progression and Development



Burrelton Primary School

## To 'Bee' all we can be

### Curriculum Rationale for Burrelton Primary

- ✦ Promote a love for learning by developing resilience.
- ✦ Encourage learning which is fun, flexible, supportive and challenging.
- ✦ Ensure progression through learning milestones.
- ✦ Foster creativity.
- ✦ Developing skills for life, learning and work.
- ✦ Providing an input in a second language.
- ✦ Making use of research data and feedback to raise attainment.
- ✦ Promote Global Citizenship.
- ✦ Using our unique local environment to make connections in learning.
- ✦ Involving pupils in planning their learning.
- ✦ Getting it Right for Every Child.
- ✦ Responsible citizens, successful learners, effective contributors and confident individuals.
- ✦ Strengthen communication and links with the school community.
- ✦ Creating a safe, healthy and nurturing environment.
- ✦ Participating in sustainability choices.
- ✦ Develop leadership at all levels.

## All Children and Young People are Entitled to Experience

- ✦ A coherent curriculum from 3-18.
- ✦ A broad general education, including well planned experiences and outcomes across all curricular areas. This should include understanding of the world and Scotland's place in it and an understanding of the environment.
- ✦ A senior phase which provides opportunities for the study of qualifications and other planned opportunities for developing the four capacities.
- ✦ Opportunities for developing the skills for learning, skills for life and skills for work.
- ✦ Opportunities to achieve the highest levels they can through the appropriate personal support and challenge.
- ✦ Opportunities to move into positive and sustained destinations beyond school.

## Learning and Teaching

- ✦ Engaging and active.
- ✦ Setting challenging goals.
- ✦ Shared expectations and standards.
- ✦ Timely accurate feedback.
- ✦ Learning intentions, success criteria and personal learning planning.
- ✦ Collaborative developing learners' thinking skills.
- ✦ Reflecting the way different learners progress.

## Personal Support

- ✦ Review of learning and planning of next steps.
- ✦ Gaining access to learning activities which will meet their needs.
- ✦ Planning for opportunities for personal achievement.
- ✦ Preparing for changes and choices and support through changes and choices.
- ✦ Pre-school centres and schools working with partners.

## Arrangements for

- ✦ Assessment
- ✦ Qualifications
- ✦ Self-evaluation and accountability
- ✦ Professional development

## Three Year Overview of Key School Priorities 2023-2026

2023-2024	<ul style="list-style-type: none"><li>• Expressive Arts (Year 2 of 3-year plan) Evaluate the 3-year plan.</li><li>• Literacy (Listening and Talking) (Year 2 of 3-year plan)</li><li>• HWB</li></ul>
2024-2025	<ul style="list-style-type: none"><li>• Expressive Arts (Year 2 of 3-year plan)</li><li>• Literacy (Listening and Talking) (Year 2 of 3-year plan) Evaluate the 3-year plan.</li><li>• HWB</li></ul>
2025-2026	<ul style="list-style-type: none"><li>• Numeracy</li><li>• Science</li><li>• HWB</li></ul>
LMG Priorities for 2023-2024	
<ul style="list-style-type: none"><li>• LMG priority, 1 + 2 (language) – continue to upskill staff and further develop a cohesive approach across the LMG.</li><li>• LMG priority, Moderation – continue to develop consistency and shared expectations across the LMG.</li></ul>	

## Quality Improvement Plan - Priorities and Outcomes

What are the outcomes that you plan to achieve for your children, young people and families for this session?

**Key Priority One: Raise attainment in Literacy (listening and talking)**

**Rationale: Data analysis and self-evaluation identify that further interventions are required to increase attainment**

**Overall Aim: To increase attainment by 5% across the school in talking and listening**

### NIF Priority (Highlight):

- Placing the human rights and needs of every child & young person at the centre of education
- Improvement in children & young people's health & wellbeing
- Closing the attainment gap between the most & least disadvantaged children & young people
- Improvement in skills & sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy & numeracy

### NIF Drivers (Highlight):

- School & ELC leadership
- Teacher & Practitioner professionalism
- Parent/carer involvement & engagement
- Curriculum and assessment
- School & ELC improvement
- Performance information

### HGIOS4 QIs (Highlight) :

- |   |                                     |  |
|---|-------------------------------------|--|
| 1.1 Self-evaluation for self-improvement      | 1.1 Safeguarding & child Protection | 3.1 Ensuring wellbeing, Equality & inclusion |
| 1.2 Leadership of learning                    | 1.2 Curriculum                      | 3.2 Raising attainment                       |
| 1.3 Leadership of change                      | 1.3 Learning, teaching & assessment | 3.3 Increasing creativity & employability    |
| 1.4 Leadership & management of staff          | 1.4 Personalised support            |  |
| 1.5 Management of resources to promote equity | 1.5 Family learning                 |  |
|   | 1.6 Transitions                     |  |
|   | 1.7 Partnerships                    |  |

Objective <i>What will change? When, who, what, by how much?</i>	Intended Outcomes <i>What will happen as a result of the objective?</i>	Key Improvement Activity <i>What approaches or interventions will be in place? (May be Universal or Targeted)</i>	Measures <i>How will you measure the intended outcomes?</i>	Key Personnel	Monitoring <i>Is the activity happening as planned?</i>	Progress and Impact
By June 2024 P1, P4 and P7 pupils will have increased attainment in talking and listening from 75% to 80%. (Listening and talking attainment is high when it has been taught and assessed discretely. Focus on transferring skills)	All pupils will be able to actively listen and talk in a variety of contexts.	At a universal level pupils will be taught more transferable talking and listening skills. They will be taught specific questions to ask the speaker in follow up sessions, with a focus on the speech content. They will also be taught how to frame a prepared talk.	Listening and Talking rubric. Teacher judgement and observation	Angela Thomson (HT)	Termly tracking and attainment meetings. Termly planning meetings. Assessments against benchmarks and Listening and Talking rubric.	

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## Quality Improvement Plan - Priorities and Outcomes

What are the outcomes that you plan to achieve for your children, young people and families for this session?

**Key Priority Two: Experiences and attainment in Expressive Arts will be enhanced**

**Rationale: observation and self-evaluation identify that pupils' experiences and overall engagement as key areas for improvement.**

**Overall Aim: to increase attainment against the benchmarks and to enhance experiences.**

### NIF Priority (Highlight):

- Placing the human rights and needs of every child & young person at the centre of education
- Improvement in children & young people's health & wellbeing
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- Improvement in skills & sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy & numeracy

### NIF Drivers (Highlight):

- School & ELC leadership
- Teacher & Practitioner professionalism
- Parent/carer involvement & engagement
- Curriculum and assessment
- School & ELC improvement
- Performance information

### HGIOS4 QIs (Highlight) :

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Objective <i>What will change? When, who, what, by how much?</i>	Intended Outcomes <i>What will happen as a result of the objective?</i>	Key Improvement Activity <i>What approaches or interventions will be in place? (May be Universal or Targeted)</i>	Measures <i>How will you measure the intended outcomes?</i>	Key Personnel	Monitoring <i>Is the activity happening as planned?</i>	Progress & Impact
By June 2024 all pupils will experience an enhanced and improved expressive arts curriculum which will raise attainment against the expressive arts benchmarks.	Pupil will have a wider and broader expressive arts curriculum and experience. Increased attainment against the benchmarks. More pupils attending expressive arts after school clubs.	Focused and specific learning and teaching opportunities in the Expressive Arts. A wider range of experiences and the broadening of the curriculum. A range of after school clubs run by teaching staff (detailed on collegiate calendar).	Pupil progress in Expressive Arts will be measured by teacher judgement, observations, and involvement in experiences such as after school clubs.  Assessment of pupil performance and engagement against the	Principal Teacher (Fiona Glass)	Progress checks at planned points across the year (detailed on collegiate calendar)  Peer and SMT observations  Tracking of after school clubs – who is attending/ what club	

		To be rotated on a termly basis	expressive arts benchmarks.		Termly tracking and attainment meetings	
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## Quality Improvement Plan - Priorities and Outcomes

What are the outcomes that you plan to achieve for your children, young people and families for this session?

### Key Priority Three: Improved HWB

Rationale: Pupil emotional regulation to be effective and thereby increasing learner engagement and participation

#### Overall Aim:

#### NIF Priority (Highlight):

- Placing the human rights and needs of every child & young person at the centre of education
- Improvement in children & young people's health & wellbeing
- Closing the attainment gap between the most & least disadvantaged children & young people
- Improvement in skills & sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy & numeracy

#### NIF Drivers (Highlight):

- School & ELC leadership
- Teacher & Practitioner professionalism
- Parent/carer involvement & engagement
- Curriculum and assessment
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- Performance information

#### HGIOS4 QIs (Highlight) :

- |   |                                     |  |
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|   | 2.6 Transitions                     |  |
|   | 2.7 Partnerships                    |  |

#### Objective

*What will change?  
When, who, what, by how much?*

#### Intended Outcomes

*What will happen as a result of the objective?*

#### Key Improvement Activity

*What approaches or interventions will be in place? (May be Universal or Targeted)*

#### Measures

*How will you measure the intended outcomes?*

#### Key Personnel

#### Monitoring

*Is the activity happening as planned?*

#### Progress & Impact

Shanarri wellbeing wheel scores to be improved between the start and end of the school year.

Pupils will be able to regulate emotions more consistently by applying taught strategies.

Pupil wellbeing will be improved.  
Pupil engagement will be improved through smoother transitions throughout the day.  
Pupils will be able to participate fully in school life/ learning due to increased emotional stability.

The use of Emotion Works, Bounce Back.  
Targeted emotional support for individual children.

Analysis of wellbeing wheels at start and end of the year.  
Staff observation and judgement.

Teaching staff

Staff meetings  
Pupil conferences  
Staff observations.



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