



Education Resources  
Curriculum and Quality Improvement Service

## Establishment Improvement Plan

2022 - 2023

*HAMILTON LEARNING COMMUNITY*

*Beckford Primary School*



**HAMILTON LEARNING COMMUNITY SCHOOL IMPROVEMENT PLANNING 2022-2023**  
**BECKFORD PRIMARY SCHOOL**

**STRATEGIC PRIORITY 1: LITERACY** - To continue to review and adapt Active Literacy Policy for spelling, reading and writing to ensure attainment and achievement continues to increase in Literacy and English by creating a literacy rich learning environment, where all learners are increasingly engaged and motivated in their learning. The use of digital technology to enhance learning will also be a focus.

<b>OUTCOMES</b>	<b>KEY TASKS</b>	<b>NATIONAL IMPROVEMENT FRAMEWORK PRIORITIES</b>
<p>By June 2023 ACEL data for Writing will have increased by a minimum of 5% of learners in most stages between Primary 1 and Primary 7.</p> <p>By June 2023 ACEL data for Reading will have increased by a minimum of 5% of learners in Primary 2, 3, 5, 5 and 6.</p> <p>Increased attainment for targeted learners across the school in literacy (Reading and Spelling); gaps in learning for these learners will have reduced by a minimum of 6 months for their reading age and 6 months for their spelling age.</p> <p>Staff capacity, confidence and knowledge of methodologies for learning and teaching and assessment of writing will have increased further.</p> <p><b>MEASURES</b></p> <p>ACEL DATA</p> <p>Attainment figures for literacy; standardised assessments, professional judgements, summative and formative assessments.</p> <p>Data from individual interventions, e.g. Catch Up Literacy, 5 Minute Box, phonic assessments, TLQ assessments (RAPT – Renfrew Action Picture Test and TALC – Test of Abstract Language Comprehension)</p> <p>Self-evaluation</p>	<p>Work in this area will continue to build on existing improvement work during the 201-22 session:</p> <p>Learning, teaching and assessment of Writing will be a main focus for improvement. Focus will be on implement planning systems for learners produced last session and implementing revised assessment tool.</p> <p>Moderation of writing produced using new planning tools and focus on impact of attainment.</p> <p>The allocation of an additional teacher from Equity Funding as well as support staff will continue to be used to target identified learners across all stages who are reading and spelling below their chronological age and writing below expected levels of attainment. This will include to support the delivery of intervention programmes including Catch-Up Literacy, 5 minute box, IDL, Word Wasp and Hornet.</p> <p>There will continue to be a focus on the teaching of phonics across the school and the impact this has on reading for all children, with a particular focus on children who are below their chronological age for reading in Primary 2 – 5.</p>	<p><b>NATIONAL IMPROVEMENT FRAMEWORK PRIORITIES</b></p> <ul style="list-style-type: none"> <li>• Placing the human rights and needs of every child and young person at the centre of education</li> <li>• Improvement in children and young people's health and wellbeing</li> <li>• Closing the attainment gap between the most and least disadvantaged children and young people</li> <li>• Improvement in skills and sustained, positive school-leaver destinations for all young people</li> <li>• Improvement in attainment, particularly in literacy and numeracy.</li> </ul> <p><b>HGIOS 4/HGIOELC</b></p> <ul style="list-style-type: none"> <li>• 1.1 Self Evaluation for self-improvement</li> <li>• 1.2 Leadership for learning</li> <li>• 1.3 Leadership of change</li> <li>• 1.4 Leadership and management of staff</li> <li>• 1.5 Management of resources to promote equity</li> <li>• 2.1 Safeguarding and child protection</li> <li>• 2.2 Curriculum</li> <li>• 2.3 Learning teaching and assessment</li> <li>• 2.4 Personalised support</li> <li>• 2.5 Family learning</li> <li>• 2.6 Transitions</li> <li>• 2.7 Partnership</li> <li>• 3.1 Ensuring wellbeing, equality and inclusion</li> <li>• 3.2 Raising attainment and achievement/Securing children's progress</li> <li>• 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning</li> </ul> <p><b>SLC EDUCATION PRIORITIES</b></p> <ul style="list-style-type: none"> <li>• Improve Health and Wellbeing to enable children and families to flourish.</li> <li>• Support Children and Young People to develop their skills for learning life and work.</li> <li>• Ensure inclusion, equity and equality are at the heart of what we do.</li> <li>• Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy.</li> <li>• Empower learners to shape and influence actions on sustainability and climate change.</li> </ul>

# HAMILTON LEARNING COMMUNITY SCHOOL IMPROVEMENT PLANNING 2022-2023

## BECKFORD PRIMARY SCHOOL

**STRATEGIC PRIORITY 2:** To continue to build on positive attainment and achievement in Maths and Numeracy, with a particular focus of identifying gaps within learning for cohorts that require additional time and interventions. A maths rich learning environment, where all learners are increasingly engaged and motivated in their learning will continue to be built on. The use of digital technology to enhance learning will also be a focus.

OUTCOMES	KEY TASKS	NATIONAL IMPROVEMENT FRAMEWORK PRIORITIES
<p>By June 2023 ACEL data for Numeracy will have increased by 5% of learners in most stages.</p> <p>Increased attainment for targeted learners across the school in Numeracy; For learners working on Catch Up Numeracy, gaps in numeracy age for these learners will have reduced by a minimum of 6 months. For learners working on Plus 1/Power of 2/IDL Numeracy, learners will become more confident in their mental agility ability with a more positive growth mindset towards Numeracy and Maths.</p> <p>Gaps within planning and progression lines to be identified and adapted to ensure learners are meeting expected benchmarks at the end of each level.</p> <p><b>MEASURES</b></p> <p>ACEL DATA</p> <p>Attainment figures for literacy; standardised assessments, professional judgements, summative and formative assessments.</p> <p>Data from individual interventions, e.g. Catch Up Numeracy, 5 Minute Box, IDL, MALT assessment</p> <p>Self-evaluation</p>	<p>Introduce SLC pathways for Numeracy and Mathematics to enhance planning process in place for Active Numeracy and Maths.</p> <p>Review and identify gaps in confidence within the pathways for cohorts (this has been a key issue identified through professional dialogue following the two periods of remote learning).</p> <p>The allocation of an additional teacher through Equity Funding and the deployment of our support staff will be used to support the delivery of targeted intervention programmes including Catch Up Numeracy, SEAL Maths, IDL Numeracy, Plus 1 and Power of 2.</p> <p>Promote a greater enthusiasm for maths as a vital life skill amongst children and young people through participating in whole school activities for maths week Scotland (26<sup>th</sup> Sept- 2<sup>nd</sup> October 2022) and National Numeracy Day (May 2023).</p>	<p><b>NATIONAL IMPROVEMENT FRAMEWORK PRIORITIES</b></p> <ul style="list-style-type: none"> <li>Placing the human rights and needs of every child and young person at the centre of education</li> <li>Improvement in children and young people's health and wellbeing</li> <li>Closing the attainment gap between the most and least disadvantaged children and young people</li> <li>Improvement in skills and sustained, positive school-leaver destinations for all young people</li> <li>Improvement in attainment, particularly in literacy and numeracy.</li> </ul> <p><b>HGIOS 4/HGIOELC</b></p> <ul style="list-style-type: none"> <li>1.1 Self Evaluation for self-improvement</li> <li>1.2 Leadership for learning</li> <li>1.3 Leadership of change</li> <li>1.4 Leadership and management of staff</li> <li>1.5 Management of resources to promote equity</li> <li>2.1 Safeguarding and child protection</li> <li>2.2 Curriculum</li> <li>2.3 Learning teaching and assessment</li> <li>2.4 Personalised support</li> <li>2.5 Family learning</li> <li>2.6 Transitions</li> <li>2.7 Partnership</li> <li>3.1 Ensuring wellbeing, equality and inclusion</li> <li>3.2 Raising attainment and achievement/Securing children's progress</li> <li>3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning</li> </ul> <p><b>SLC EDUCATION PRIORITIES</b></p> <ul style="list-style-type: none"> <li>Improve Health and Wellbeing to enable children and families to flourish.</li> <li>Support Children and Young People to develop their skills for learning life and work.</li> <li>Ensure inclusion, equity and equality are at the heart of what we do.</li> <li>Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy.</li> <li>Empower learners to shape and influence actions on sustainability and climate change.</li> </ul>

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BECKFORD PRIMARY SCHOOL

**STRATEGIC PRIORITY 3:** HWB - To continue to enhance and improve the health and wellbeing of our pupils and families through a social, emotional and mental health programme, the review of our Anti-Bullying policy and to review how rights-based education can impact on learning pathways.

OUTCOMES	KEY TASKS	NATIONAL IMPROVEMENT FRAMEWORK PRIORITIES
<p>By June 2023 to increase engagement in learning for targeted pupils across all stages to at least level 3 from the Leuven Scale, across most curricular areas.</p> <p>By June 2023 targeted learner's emotional barriers to learning reduced and their time within the classroom increased to at least 80% of the time.</p> <p>Staff will have more confidence in teaching pathways for rights-based education.</p>	<p>To review our Anti-Bullying Policy (in reference to SLC's Policy Treat Me Well)</p> <p>To implement HWB questionnaires with all learners in September 2022 and review in January 2023.</p> <p>To implement targeted interventions e.g. Forest Schools, activities in sensory room, nurture group sessions, talk and draw etc with identified learners.</p> <p>To consider and review the universal rights of the child and consider how rights-based education can impact on learning pathways.</p>	<p><b>NATIONAL IMPROVEMENT FRAMEWORK PRIORITIES</b></p> <ul style="list-style-type: none"> <li>• Placing the human rights and needs of every child and young person at the centre of education</li> <li>• Improvement in children and young people's health and wellbeing</li> <li>• Closing the attainment gap between the most and least disadvantaged children and young people</li> <li>• Improvement in skills and sustained, positive school-leaver destinations for all young people</li> <li>• Improvement in attainment, particularly in literacy and numeracy.</li> </ul>
<p><b>MEASURES</b></p> <p>Self-Evaluation – HGIOS 4 (3.1)</p> <p>Tracking and monitoring (HWB Professional Judgement and Leuven Scale of engagement)</p> <p>Pupil Voice (ASP termly discussions, pupil council self-evaluations)</p> <p>Wellbeing Questionnaires (pupils)</p>	<p>To work alongside YFCL partners at Whitehill Community Centre to promote and support the wellbeing of our pupils and families through targeted programmes within the school and community.</p> <p>To continue to implement the Healthy Schools Scot programme and review Physical Education Programme between Primary 1 and 7.</p>	<p><b>HGIOS 4/HGIOELC</b></p> <ul style="list-style-type: none"> <li>• 1.1 Self Evaluation for self-improvement</li> <li>• 1.2 Leadership for learning</li> <li>• 1.3 Leadership of change</li> <li>• 1.4 Leadership and management of staff</li> <li>• 1.5 Management of resources to promote equity</li> <li>• 2.1 Safeguarding and child protection</li> <li>• 2.2 Curriculum</li> <li>• 2.3 Learning teaching and assessment</li> <li>• 2.4 Personalised support</li> <li>• 2.5 Family learning</li> <li>• 2.6 Transitions</li> <li>• 2.7 Partnership</li> <li>• 3.1 Ensuring wellbeing, equality and inclusion</li> <li>• 3.2 Raising attainment and achievement/Securing children's progress</li> <li>• 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning</li> </ul> <p><b>SLC EDUCATION PRIORITIES</b></p> <ul style="list-style-type: none"> <li>• Improve Health and Wellbeing to enable children and families to flourish.</li> <li>• Support Children and Young People to develop their skills for learning life and work.</li> <li>• Ensure inclusion, equity and equality are at the heart of what we do.</li> <li>• Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy.</li> <li>• Empower learners to shape and influence actions on sustainability and climate change.</li> </ul>

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**STRATEGIC PRIORITY 4:** To ensure equity and equality are at the heart of our planning to meet the learning and wellbeing needs of our learners and families.

**OUTCOMES**

Staff will have a profile of engagement and wellbeing information of their new classes and will use this information along with observations and initial assessments of engagement to identify next steps for learners. This will provide insight into each child's readiness to engage in learning and level of attainment.

An overview for each class will be developed with regards universal engagement of learning, groupings for differentiation to ensure we are meeting the different learning abilities within each class and the requirement of targeted approaches for some individuals within each class.

By June 2023 attendance levels for 105 targeted learners between Primary 2 and 7 (with attendance noted between 80% and 95% or below during 2021-22 session) improved by at least 5%.

To reduce financial constraints on families by implementing the reviewed 'Cost of the School Day' Policy.

**MEASURES**

ACEL data  
Staged Intervention Paperwork  
Learner conversations  
Stakeholder questionnaires (PB PEF FUNDING)  
Leuven's Scale  
Attendance Levels

**KEY TASKS**

Provide an overview for each class with regards universal engagement of learning, groupings for differentiation, staged intervention information to ensure we are meeting the different learning abilities within each class and the requirement of targeted approaches for some individuals within each class.

Implement Family Learning Programme including the lending library approach to Home Learning Family Kits (literacy, numeracy and HWB activities).

To work in partnership with the Youth, Family Community Learning Team based at the Whitehill Community Centre to support projects that focus on the well-being of all stakeholders e.g. Primary 5-7 transition programme, adult classes (ICT, parenting programmes, parental employment, Zumba etc).

To implement Attendance Policy and inform all stakeholders of the attendance staged intervention process.

To conduct Participatory Budgeting Questionnaires with all stakeholders.

Cost of School Day policy to be reviewed and approaches to learning will be supported in/ by the school through equity funding, seeking grants, clothing swap shop.

**NATIONAL IMPROVEMENT FRAMEWORK PRIORITIES**

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

**HGIOS 4/HGIOELC**

- 1.1 Self Evaluation for self-improvement
- 1.2 Leadership for learning
- 1.3 Leadership of change
- 1.4 Leadership and management of staff
- 1.5 Management of resources to promote equity
- 2.1 Safeguarding and child protection
- 2.2 Curriculum
- 2.3 Learning teaching and assessment
- 2.4 Personalised support
- 2.5 Family learning
- 2.6 Transitions
- 2.7 Partnership
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement/Securing children's progress
- 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning

**SLC EDUCATION PRIORITIES**

- 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.
- Ensure inclusion, equity and equality are at the heart of what we do.
- Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy.
- Empower learners to shape and influence actions on sustainability and climate change.

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<b>STRATEGIC PRIORITY 5: Other Curricular Areas – Science –</b> To raise attainment and achievement in Primary Science and STEM, by reviewing and adapting learning pathways from Primary 1 to Primary 7.		
<p><b>OUTCOMES</b></p> <p>Gaps within planning and progression lines to be identified and adapted to ensure learners are meeting expected benchmarks at the end of each level.</p> <p>Staff capacity, confidence and knowledge of methodologies for learning and teaching and assessment of writing will have increased further.</p> <p>All Learners will have a positive attitude to learning through Science which will impact on learner engagement, attainment and achievement.</p> <p><b>MEASURES</b></p> <p>ACEL data Learner conversations Self-Evaluation – HGIOS 4 (2.2)</p>	<p><b>KEY TASKS</b></p> <p>To review current programme and develop learning pathways from Primary 1 to 7 identifying links to Social Studies and STEM opportunities.</p> <p>Promote the profile of Science within the school and the importance of Science through participating in British Science Week (10<sup>th</sup> – 19<sup>th</sup> March 2023).</p> <p>Tracking system to be developed for Science for all learners.</p>	<p><b>NATIONAL IMPROVEMENT FRAMEWORK PRIORITIES</b></p> <ul style="list-style-type: none"> <li>Placing the human rights and needs of every child and young person at the centre of education</li> <li>Improvement in children and young people's health and wellbeing</li> <li>Closing the attainment gap between the most and least disadvantaged children and young people</li> <li>Improvement in skills and sustained, positive school-leaver destinations for all young people</li> <li>Improvement in attainment, particularly in literacy and numeracy.</li> </ul>
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