

Beckford Primary School

Strategic Improvement Priorities over 3 year cycle

Timescale: 3 years

Strategic Priority	Year 1	Year 2	Year 3
1.	To continue to raise attainment in Writing and Reading through a consistent approach to the use of Learning Intentions and Success Criteria and enhanced use of data at all levels.	To build on existing effective practice of learning, teaching and assessment in Numeracy and Maths, Literacy and English and Health and Wellbeing that both supports and challenges all learners, with an enhanced use of data at all levels.	To continue to build on existing effective practice of learning, teaching and assessment in Numeracy and Maths, Literacy and English and Health and Wellbeing that both supports and challenges all learners.
2.	To raise attainment in Numeracy and Maths through a consistent approach to the application of problems solving skills.	Develop play-based learning pedagogy at Early Level.	Embed skills-based learning at all levels.
3.	To continue to enhance and improve the health and wellbeing of our pupils and families through a social, emotional and mental health programme, with the introduction of the emotions works programme, our reviewed antibullying policy and Rights Respecting Schools initiative.	To develop and implement an anti-racism policy and programme of study from early to second level.	To review, develop and implement revised policy for Relationships, Sexual Health and Parenthood from early to second level.
4.	Develop Expressive Arts Curriculum across all levels of CfE, including tracking and monitoring.	Develop Technology Curriculum across all levels of CfE, including tracking and monitoring.	Develop RME Curriculum across all levels of CfE, including tracking and monitoring.

Context of school

Beckford Primary is situated in North Hamilton – a busy regeneration area of the town. The modern building we currently occupy was opened in November 1988 and replaced the original Victorian school (named Beckford Street Primary). A new extension was completed in July 2015, and this has allowed for greater flexibility and improved teaching facilities across the school.

The school roll is currently 157 and the accommodation includes seven classrooms, a sensory room, an ICT suite and PE / dining hall. We also accommodate a nurture base, Rowan Cottage, which can be accessed by P.1-3 pupils from across the authority. This is a small supported group with a maximum of 8 children within it.

This session we have reviewed our Vision, Values and Aims with our whole school community. Our school vision is: ‘Working together to provide a nurturing, happy, inclusive and rights respecting community, where learners are challenged and supported to meet their potential.’



Our school values are at the heart of our school community, where we aspire to be; Respectful, Responsible, Caring, Friendly and Kind. Every day, we strive to fulfil our school motto 'Be Brilliant, Be Bold, Be Beckford', encouraging our school community to be your best, be brave and resilient, be proud to be at Beckford.

We are part of the Hamilton Learning Community and have developed strong links with colleagues from local schools to engage in moderation across the Learning Community with a focus on improving standards of learning, teaching and assessment in the approach to Active Literacy in each of our schools. We work well

with the range of feeder nurseries (7) and Hamilton Grammar, Calderside Academy, John Ogilvie High school and Holy Cross High School to ensure that smooth transitions are planned for.










Section below is for internal use only

School Level Data (complete / delete as appropriate)




 [SSR Folder Link](#)

 [SQIP Data File Link](#)

School Profile

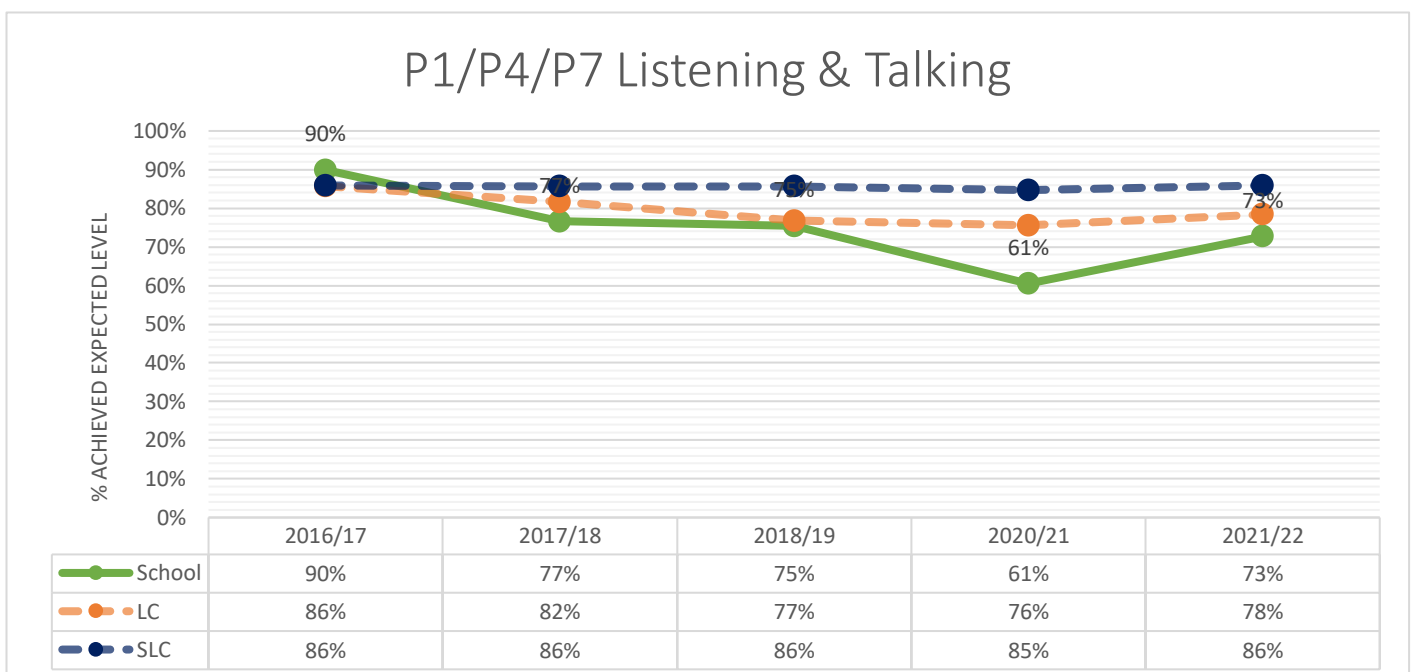
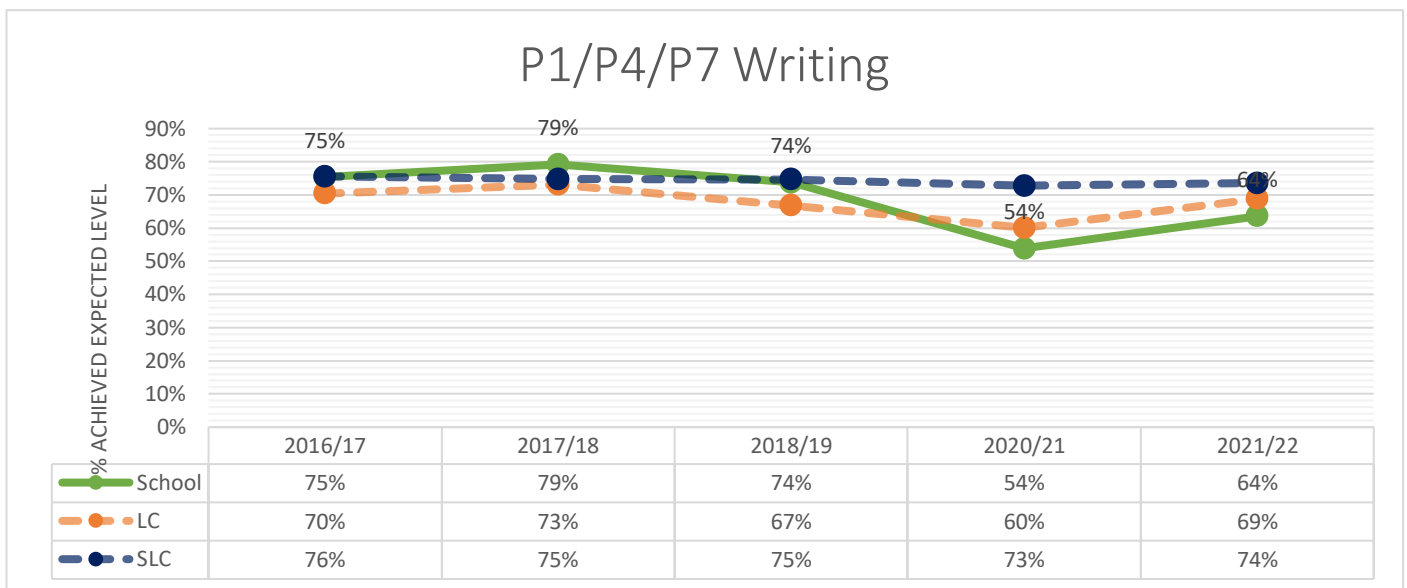
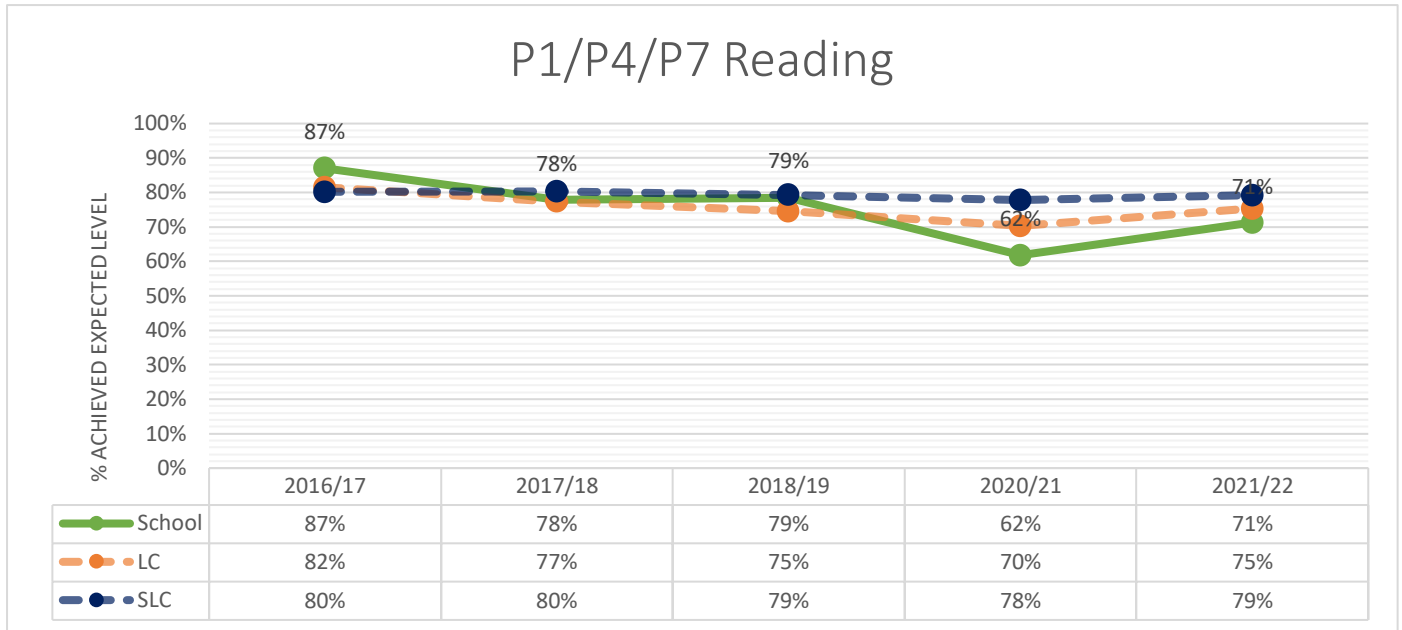
	1 HT	0 DHT	1 PT	10.6 FTE Teachers	6.6 FTE Support Staff	FTE Family Support Worker				
School roll	Number of pupils per cohort							FSME (P6/7)	SIMD 1/2	
157	 80	P1	P2	P3	P4	P5	P6	P7	 28%	 66%
	 77	15	28	28	24	19	24	19		
Attendance ✓	Exclusion (Number of openings per 1000 pupils) 		Care experienced (Recorded as LAC) 			ASN 		EAL 		
20/21 92.1%	20/21 12.7	20/21 0.8%		20/21 %	20/21 %		20/21 %			
21/22 87.8%	21/22 18.4	21/22 0.8%		21/22 %	21/22 %		21/22 %			
22/23 89.8%	22/23	22/23 0.8%		22/23 46%	22/23 6.2%		22/23 6.2%			

Rowan Cottage Nurture Class Profile

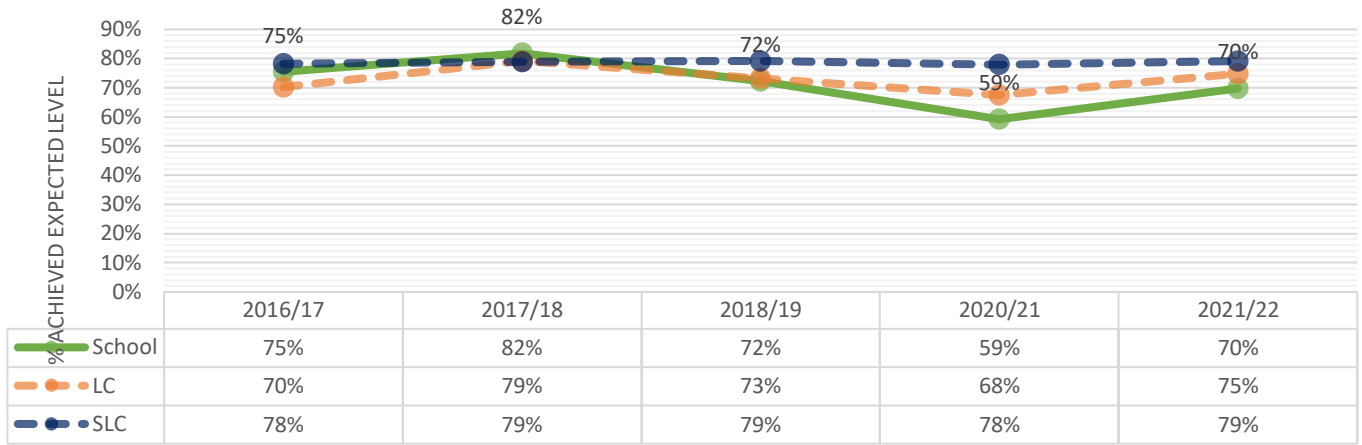
	0 DHT	0 PT	1 CTs	1EYW	Base roll 60	 0	 5				
					P1	P2	P3	P4	P5	P6	P7
					1	2	2				

Performance data - ACEL

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

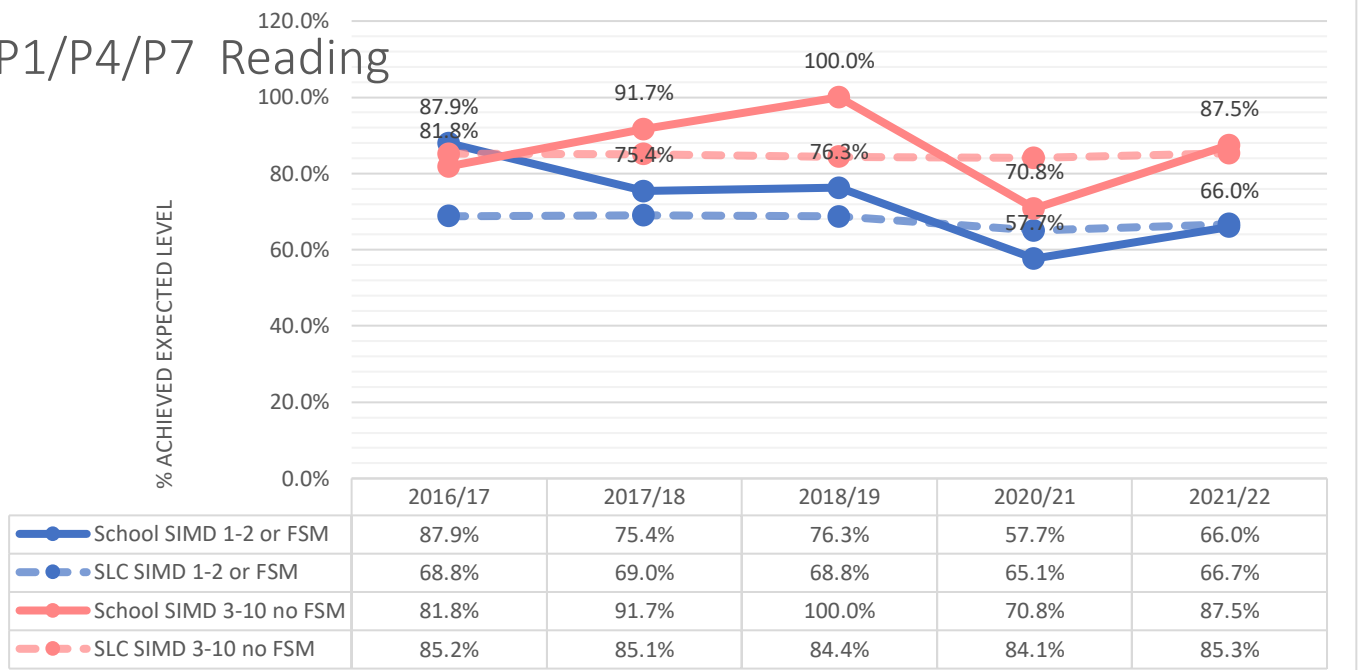


P1/P4/P7 Numeracy

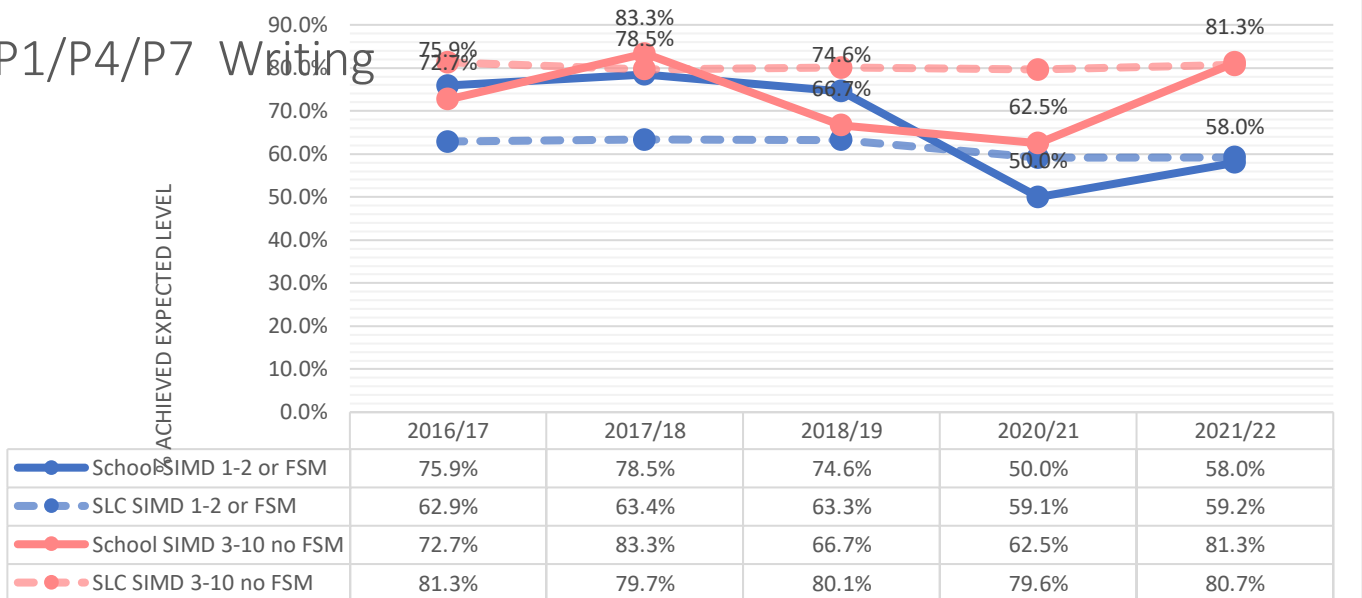


Performance data - Closing the Gap

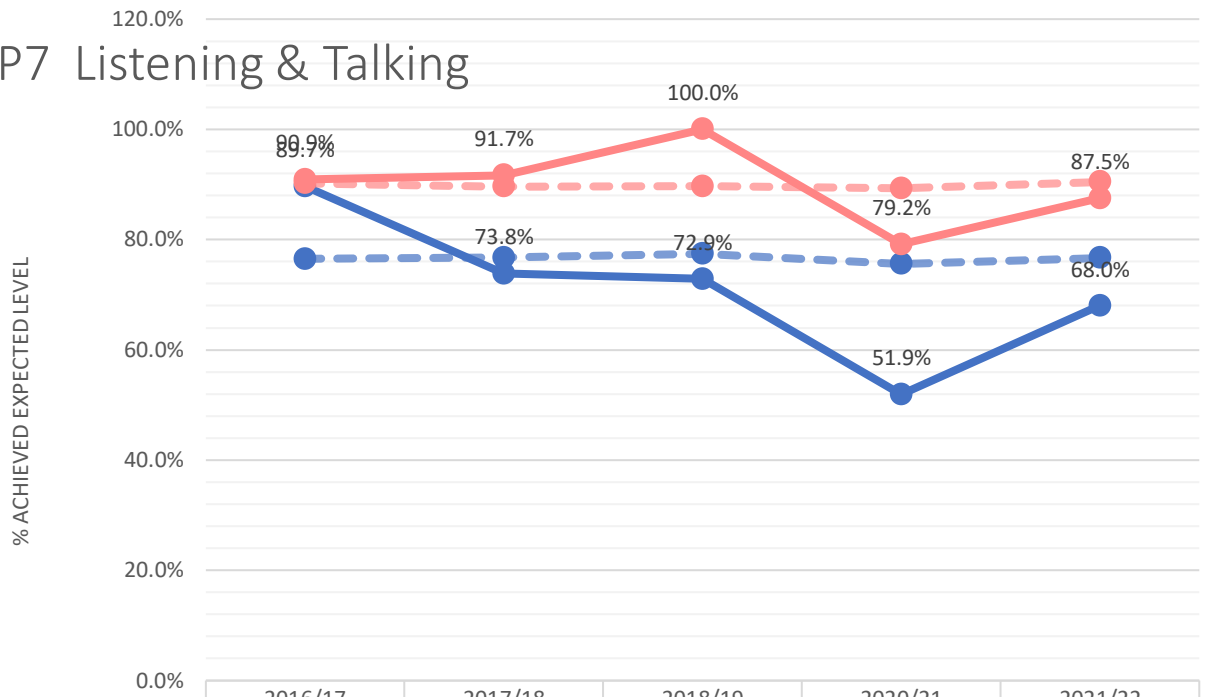
P1/P4/P7 Reading



P1/P4/P7 Writing

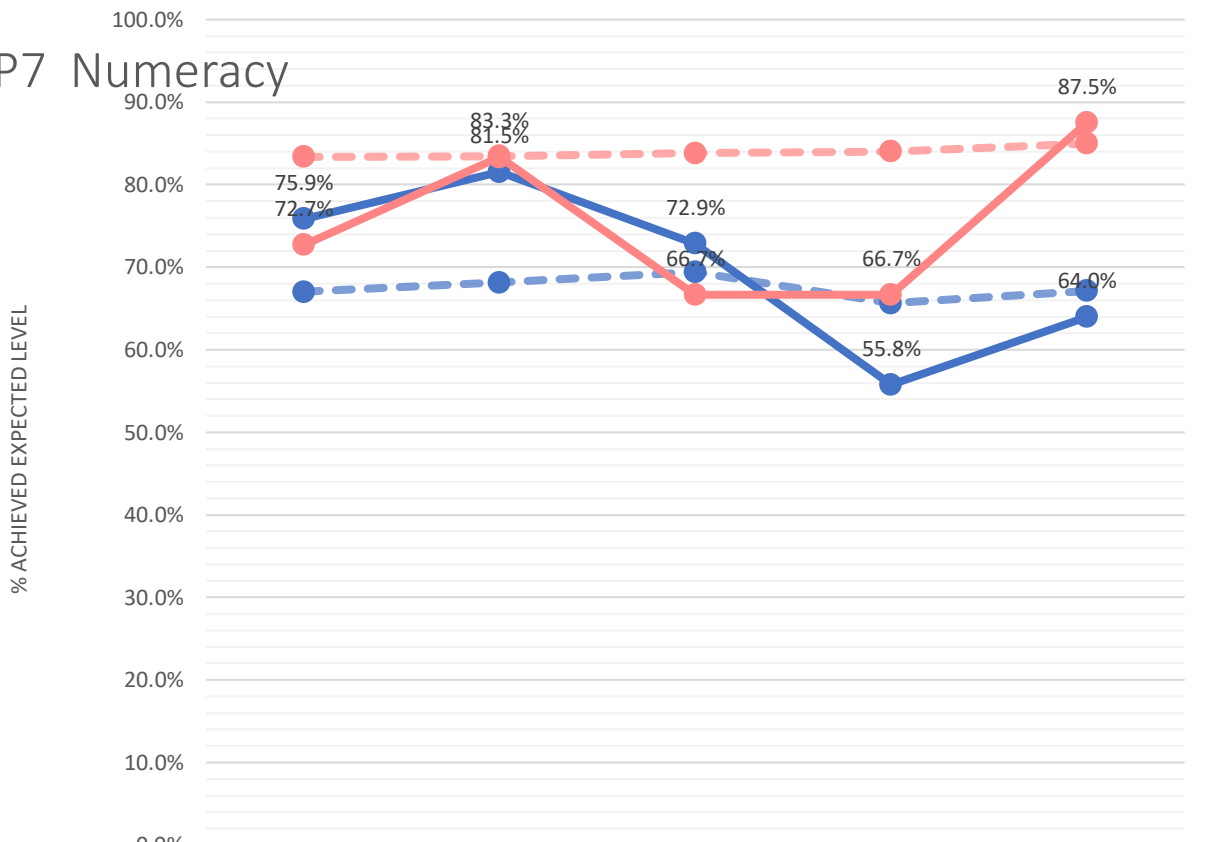


P1/P4/P7 Listening & Talking



	2016/17	2017/18	2018/19	2020/21	2021/22
School SIMD 1-2 or FSM	89.7%	73.8%	72.9%	51.9%	68.0%
SLC SIMD 1-2 or FSM	76.5%	76.8%	77.4%	75.6%	76.7%
School SIMD 3-10 no FSM	90.9%	91.7%	100.0%	79.2%	87.5%
SLC SIMD 3-10 no FSM	90.2%	89.6%	89.7%	89.3%	90.4%

P1/P4/P7 Numeracy



	2016/17	2017/18	2018/19	2020/21	2021/22
School SIMD 1-2 or FSM	75.9%	81.5%	72.9%	55.8%	64.0%
SLC SIMD 1-2 or FSM	67.0%	68.1%	69.4%	65.7%	67.1%
School SIMD 3-10 no FSM	72.7%	83.3%	66.7%	66.7%	87.5%
SLC SIMD 3-10 no FSM	83.4%	83.5%	83.8%	84.0%	85.0%

Strategic Priority 1 **Improvement Planning** and **Standards and Quality Reporting** for 2023/2024

To continue to raise attainment in Writing and Reading through a consistent approach to the use of Learning Intentions and Success Criteria and enhanced use of data at all levels.

<p><u>NIF Priority (select from drop down menus)</u> Closing the attainment gap between the most and least disadvantaged children and young people NIF Driver School and ELC leadership Performance information</p>	<p><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.</p>	<p><u>SLC Stretch Aims</u> ACEL Primary – literacy – P1, P4 & P7 combined Choose an item.</p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u> 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement Choose an item.</p>	
<p>Rationale for strategic priority</p>	<p>Outcome (Intended impact)</p>	<p>Operational activity</p>	<p>Measures</p>	<p>School Lead</p>
<p>Attainment in reading across P1/4/7 is 76% and our gap is 13%. Writing across P1/4/7 is 79% and our gap is 16%.</p> <p>Our next step is to further develop effective LI and SC in order to increase attainment, particularly for those pupils in SIMD 1 and 2, as well as increase confidence of data of all stages.</p>	<p>1. By December 2023 all staff have enhanced understanding of the teaching and learning cycle and developed their use of effective LI and SC.</p> <p>2. By June 2024 all staff will have an enhanced understanding of referring to a range of data to support professional ACEL judgements.</p> <p>3. By June 2024 most staff will be skilled in participating in meaningful tracking conversations and professional dialogue with peers that provides support and challenge.</p> <p>4. By June 2024 combined P1/4/7 reading data will increase by 4% and our gap will reduce by 3%.</p>	<p>1. All staff to engage through CLPL opportunities through West Partnership resource focusing on learning, teaching and assessment.</p> <p>2. All staff to participate in trio visits and follow up professional dialogue focusing on tracking.</p> <p>3. All staff to participate in focused professional reading and follow up professional learning activities focusing on the Science of Reading.</p> <p>4. Identification of pupils to be part of Targeted Intervention Group – focused literacy interventions delivered.</p> <p>5. Introduction of Foundations of Literacy at Primary 1 (FLIP) and Systematic</p>	<p>1. Class data overviews (reading and spelling ages, ACEL data).</p> <p>2. Peer observation notes and professional dialogue following observations.</p> <p>3. Reflective reading teaching journals.</p> <p>3. Tracking conversations Professional Dialogue x termly</p> <p>4. Literacy ACEL data for identified pupils</p>	<p>HT</p> <p>HT & PT</p> <p>HT</p> <p>P1-3 – PT</p> <p>P4-7 – HT</p> <p>PT</p>

	<p>5. By June 2024 combined P1/4/7 writing data will increase by 3% and our gap reduce by 3%.</p>	<p>Synthetic Phonics and the use of decodable books for reading will be introduced with our Primary 1s.</p> <p>6. To use the NELI intervention with targeted group in Primary 1 and Primary 2 (if required).</p> <p>7. To work towards Reading Schools Core Award.</p>		<p>PT</p> <p>HT</p>
Progress and Impact			Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda	

Strategic Priority 2 **Improvement Planning** and **Standards and Quality Reporting** for 2023/2024

To raise attainment in Numeracy and Maths through a consistent approach to the application of problems solving skills.

<p><u>NIF Priority (select from drop down menus)</u> Closing the attainment gap between the most and least disadvantaged children and young people <u>NIF Driver</u> School and ELC leadership Performance information</p>	<p><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.</p>	<p><u>SLC Stretch Aims</u> ACEL Primary – literacy – P1, P4 & P7 combined Choose an item.</p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u> 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement Choose an item.</p>	
<p>Rationale for strategic priority</p>	<p>Outcome (Intended impact)</p>	<p>Operational activity</p>	<p>Measures</p>	<p>School Lead</p>
<p>Attainment in numeracy and maths across P1/4/7 is 81% and our gap is 3%.</p>	<p>1. By June 2024 combined P1/4/7 numeracy and mathematics data will continue to remain at 80%+ with our projected gap below 5%.</p>	<p>1. To continue with the use of N&M progression pathways and yearly overviews to support planning for learning, teaching and assessment of N&M.</p> <p>2. All staff to engage through CLPL opportunities from the SLC Numeracy Hub, focusing on Problem Solving.</p> <p>3. N&M Improvement Working Party to develop whole school Problem Solving Position Statement.</p> <p>4. Identification of pupils to be part of Targeted Intervention Group – focused numeracy interventions delivered.</p>	<p>1. Class data overviews</p> <p>2. Improvement Working Party Minutes</p> <p>3. Problem Solving Position Statement</p> <p>4. Tracking conversations Professional Dialogue x termly</p> <p>5. Numeracy ACEL data for identified pupils</p>	<p>HT</p> <p>PT</p> <p>PT</p> <p>HT & PT</p> <p>HT</p>

Progress and Impact	Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda

Strategic Priority 3 **Improvement Planning** and **Standards and Quality Reporting** for 2023/2024

To continue to enhance and improve the health and wellbeing of our pupils and families through a social, emotional and mental health programme, with the introduction of the emotions works programme, our reviewed antibullying policy and Rights Respecting Schools initiative.

<u>NIF Priority (select from drop down menus)</u> Improvement in children and young people's health and wellbeing <u>NIF Driver</u> Parent/carer involvement and engagement Teacher and practitioner professionalism	<u>SLC Priority (select from drop down menus)</u> Improve Health and Wellbeing to enable children and families to flourish Ensure inclusion, equity and equality are at the heart of what we do	<u>SLC Stretch Aims</u> Cost of the School Day Choose an item.	<u>HGIOS?4 QIs (select from drop down menus)</u> 2.4 Personalised support 2.5 Family learning 3.1 Ensuring wellbeing, equality and inclusion	
Rationale for strategic priority	Outcome (Intended impact)	Operational activity	Measures	School Lead
During our time in the SAC programme we had a working partnership with Place 2 Be, to support the wellbeing needs of our young people, both at a universal and targeted level. The loss of Place 2 Be has been significant and therefore	By January 2024, all staff will have participated in emotion works training and begin to utilise the terminology to support wellbeing needs within the school. By October 2024 all classes to have developed a class charter based on class rights and responsibilities. By October 2023, Physical Education Programme will have been revised to	1. All staff to participate in Emotion Works (EW) training and facilitate EW sessions as part of HWB programme. 2. Staff training focusing on Rights Respecting Schools and the development of class charters. 3. Physical Education Programme to be revised and new programme implemented.	1. Tracking and monitoring (HWB ACEL data and Leuven Scale of engagement) 2. Pupil Voice (ASP termly discussions, pupil council self-evaluations) 3. Wellbeing Questionnaires (pupils)	Nurture Teacher HT PT Nurture Teacher

<p>other support required to meet wellbeing needs across the school.</p>	<p>ensure consistency of skills being taught across stages.</p> <p>By June 2024 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 2024 targeted learner's emotional barriers to learning reduced and their time within the classroom increased to at least 80% of the time</p>	<p>4. Beckford Buds (Nurture and Forest Schools Group) to continue with the opportunity being extended to Primary 6 and 7 where appropriate.</p> <p>5. Revised Anti-bullying policy to be launched.</p>		<p>and Forest Schools trained support assistant</p> <p>HT</p>
Progress and Impact			Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda	

Strategic Priority 4 Improvement Planning and Standards and Quality Reporting for 2023/2024

Develop Expressive Arts Curriculum across all levels of CfE, including tracking and monitoring.

<p><u>NIF Priority (select from drop down menus)</u> Improvement in attainment, particularly in literacy and numeracy. NIF Driver School and ELC leadership Curriculum and assessment</p>	<p><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.</p>	<p><u>SLC Stretch Aims</u> Choose an item. Choose an item.</p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u> 1.3 Leadership of change 2.2 Curriculum 2.3 Learning, teaching and assessment</p>	
<p>Rationale for strategic priority</p>	<p>Outcome (Intended impact)</p>	<p>Operational activity</p>	<p>Measures</p>	<p>School Lead</p>
<p>It is evident through discussions at target setting meetings and review of forward plans that there are gaps across stages for the learning, teaching and assessment of Expressive Arts.</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 Expressive Arts will have increased further.</p> <p>All Learners will have a positive attitude to learning through the Arts which will impact on learner engagement, attainment and achievement</p>	<p>1. To review current programme and develop learning pathways from Primary 1 to 7 for all four organisers within Expressive Arts.</p> <p>2. Whole school arts project, focusing on the theme of the 200th Anniversary of the Scottish Fire Service to be arranged.</p> <p>3. Tracking system to be developed for Expressive Arts for all learners.</p>	<p>1. ACEL Tracking for Expressive Arts</p> <p>2. Pupil discussion groups</p> <p>3. Staff and pupil questionnaires</p>	<p><i>HT</i></p> <p><i>PT</i></p> <p><i>HT</i></p>
<p>Progress and Impact</p>			<p>Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda</p>	

PEF Improvement Planning and Standards and Quality Reporting for 2023/24

SLC Stretch Aims ACEL Primary – literacy – P1, P4 & P7 combined ACEL Primary – numeracy – P1, P4 & P7 combined Cost of the School Day						
Rationale for PEF / PB Spend	Allocation of PEF / PB spend	Outcome (Intended impact)	Operational activity	Measures	Mid year review	End of year review
	£66,960 (- £3692 overspend)				RAG	RAG
Robust analysis of assessment data identified a group of 42 children; P2 (1); P3 (11); P4 (8); P5 (6), P6 (4), P7 (12) throughout the school who are not achieving their expected age/stage for reading.	Class Teacher: April – August 1.0FTE £24,456 August – April 0.6 FTE £25,485 Targeted Intervention IT Programmes: £600 Targeted intervention resources £500 Standardised Assessments of Reading £710	By June 2024, at least 16 of the identified children will be achieving within their expected age-range for Reading, with the gap improving for the remaining pupils.	PEF funded class teacher will work with these 42 pupils 2 times per week, as part of their weekly intervention timetable. Note, these sessions are over and above the pupils' core reading sessions.	ACEL data for identified pupils in P2-7 (August 2023 cohort) Reading ages for identified learners in P2-7 (August 2023 cohort)		
Robust analysis of assessment data	As Above – CT	By June 2024, at least 21 of the identified children will be achieving within their expected	PEF funded class teacher will work with these P3, P4, and P7 once per week, as part of their	ACEL data for identified pupils in P2-7 (August 2023 cohorts)		

<p>identified a group of 52 children P2 (1); P3 (12); P4 (12); P5 (7), P6 (4), P7 (16) throughout the school who are not achieving their expected age/stage for writing.</p>		<p>age-range for Writing, with the gap improving for the remaining pupils.</p>	<p>weekly programme for the direct teaching of reading. Support staff will be used to support remaining classes.</p>			
<p>Robust analysis of assessment data identified a group of 37 children; P3 (9); P4 (10); P5 (4), P7 (14) throughout the school who are not achieving their expected age/stage for Numeracy and Mathematics.</p>	<p>As above – CT Targeted Intervention IT Programmes: £300 Targeted intervention resources £500 Standardised Assessments of Numeracy and Mathematics £670</p>	<p>By June 2024, at least 15 of the identified children will be achieving within their expected age-range for Numeracy and Mathematics, with the gap improving for the remaining pupils.</p>	<p>PEF funded class teacher will work with these 37 pupils 2 times per week, as part of their weekly intervention timetable. Note, these sessions are over and above the pupils' core Numeracy and Maths sessions.</p>	<p>ACEL data for identified pupils in P2-7 (August 2023 cohorts)</p>		
<p>Implementation of SSP and the use of decodable texts at Primary 1 to build more secure foundations for literacy development across the school.</p>	<p>Literacy Resources £1547</p>	<p>By June 2024 most Primary 1 learners will be secure at Early Level and will be on track with phonics and spelling pathways for learning.</p>	<p>SSP Programme for phonics and spelling, Rising Stars programme to be implemented for reading from September 2023. PAST and LTS assessments to be carried out in December. RWRA to be carried out in March. All children to be benchmarked in May 2024.</p>	<p>PAST and LTS data RWRA data SNSAs Reading Ages from benchmarking</p>		

CLPL required for Science of Reading in order to support confidence in staff in raising attainment in reading,	Professional Reading Resources £500	By March 2024 staff to show increased confidence in the theory behind reading and the use of Reflective Reading tools to develop higher order thinking.	CAT sessions to be dedicated to Professional Reading and dialogue session on the Science of Reading and Reflective Reading	Teacher questionnaires		
Feedback from stakeholders has highlighted how positive an experience it has been for learners to experience extra-curricular visits that they may not have experienced without the school's support through the PB PEF fund process last session. This is an area through self-evaluation that stakeholders would like to have the opportunity for this session.	Extra-Curricular visits and activities £5000	By June 2024 all learners will have had access to extra curricular visits and experiences, providing opportunities to develop skills for learning, life and work.	Calendar of events to be planned in first term to ensure equity for all learners for access to funding.	Learner questionnaires Leuven's scale data		
The additional teacher allows flexibility for Principal Teacher to be non-class committed. Part of the PT's remit will be to monitor and track attendance.	As above – CT.	By June 2024 attendance levels for 9 targeted learners between Primary 2 and 7, with attendance noted below 80% and for 35 learners with attendance levels noted between 80% and 90% or below during 2022-23 session, improved by at least 5%.	Attendance to be reviewed monthly Highlighted attendance at assembly monthly Staged intervention process to be followed monthly as required	Attendance stats		
From analysis of tracking, there is a small group of learners with low engagement across the curriculum	Nurture, wellbeing and Forest Schools resources. £1000	By June 2024 improved engagement and participation in class for targeted learners (4) identified with low engagement in school and to monitor 19	Group to be formed termly for Beckford Buds Group to receive two sessions per week for the term	Leuven's scale data Learner questionnaires		

and a group we need to monitor to ensure that their engagement does not decline further.		learners identified with moderate engagement in class between Primary 2 to Primary 7.				
To provide opportunities for learners to explore and engage with all 4 areas of Expressive Arts, ensuring the principles of equity and equality are met.	<p>Music Programmes and Resources £1000</p> <p>Drama and Dance extra curricular opportunities £1000</p>	By June 2024 all learners will have had positive experiences to learning through the Arts which will impact on learner engagement, attainment and achievement	<p>To review current programme and develop learning pathways from Primary 1 to 7 for all four organisers within Expressive Arts.</p> <p>Whole school arts project, focusing on the theme of the 200th Anniversary of the Scottish Fire Service to be arranged.</p> <p>Tracking system to be developed for Expressive Arts for all learners.</p>	CfE data for Expressive Arts	Learner and staff questionnaires	
	TOTAL SPEND (incl carry forward) £66960					
<i>Progress and Impact</i>			Next Step(s) and rationale to inform PEF spend session 2024/2025.			

Maintenance Agenda

Key actions	Relevant stakeholder involvement	Timeline for completion
To consolidate the use of Numeracy and Mathematics Stage Overviews and Pathways at all stages across the school to increase staff confidence in assessing progress in order to raise attainment in this area.	<i>Numeracy Improvement Working Party (staff)</i>	<i>December 2023</i>
To ensure equity and equality are at the heart of our planning to meet the learning and wellbeing needs of our learners and families.	Staff Learners Families	June 2024
To continue to reduce the cost of the school day.	Staff Learners Families	June 2024
To continue to assess attainment in Science and raise the profile of Science and STEM through National Science Week.	Staff Learners Families	June 2024