


Framework for School Improvement Planning 2022/23

| Section 1: School Information and 3 Year Improvement Plan Priorities |                          |
|--|--------------------------|
| <b>School/Establishment</b>  | Balmuilty Primary School |
| <b>Head Teacher</b>  | Lorna Kenney             |
| <b>Link QIO</b>  | Vicky MacKenzie          |

| School Statement: Vision, Values & Aims and Curriculum Rationale  |  |
|---|--|
| <br>Balmuilty Primary<br>Vision Values and A | <a href="#">Balmuilty Primary Curriculum Rationale</a> |

| Looking Forwards – 3 Year Improvement Plan Priorities |  |  |  |
|---|--|--|--|
| Bullet point key priorities for the next 3 years      |  |  |  |
| Session   | 2022/23  | 2023/24  | 2024/25  |
| <b>Priority 1</b>                                     | Wellbeing, Equality and Inclusion <ul style="list-style-type: none"> <li>Autism Acceptance</li> <li>CCC</li> <li>Preparation for move to new school</li> </ul>         | Wellbeing, Equality and Inclusion <ul style="list-style-type: none"> <li>CCC</li> <li>Vision, Values, Aims</li> <li>Dignity in School</li> <li>Preparation for move to new school</li> </ul> | Wellbeing, Equality and Inclusion <ul style="list-style-type: none"> <li>Vision, Values, Aims</li> <li>Move to new school</li> </ul>   |
| <b>Priority 2</b>                                     | Reading <ul style="list-style-type: none"> <li>Refresh reading strategy</li> <li>Review provision for learners with dyslexia</li> <li>Refresh reading texts</li> </ul> | Reading <ul style="list-style-type: none"> <li>Develop data driven learning conversations</li> </ul>   | Writing <ul style="list-style-type: none"> <li>Refresh writing strategy</li> <li>Develop data driven learning conversations</li> </ul> |

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| Section 2: Improvement Priority 1  |   |  |   |
|--|---|--|---|
| <b>School/Establishment</b>  | Balmuildy Primary School                      |  |   |
| <b>Improvement Priority 1</b>  | Wellbeing, Equality and Inclusion             |  |   |
| <b>Person(s) Responsible</b>   | Head Teacher: Senior Leadership Team: Link EP |  |   |
|  |   | <ul style="list-style-type: none"> <li>Review professional judgements of achieving a level</li> <li>Reading Schools</li> </ul> | <ul style="list-style-type: none"> <li>Review professional judgements of achieving a level</li> </ul>       |
| <b>NIF Priority</b>  | <b>NIF Driver</b>                             | <b>HGIOS 4 QIs</b>   | <b>EDC Service Plan 2021-24</b>   |
| Placing the human rights and needs of every child and young person at the centre | School leadership                             | QI 3.1 Wellbeing, equality and inclusion   | Improvement in children and young people’s mental health  |
| Improvement in children and young people’s health and wellbeing                  | Teacher professionalism                       | QI 3.2 Raising attainment and achievement  | Improvement in employability skills and sustained, positive school leaver destinations for all young people |
| Closing the attainment gap between the most and least disadvantaged children     | Parent/carer involvement and engagement       | QI 3.3 Increasing creativity and employability   | Closing the attainment gap between the most and least disadvantaged children                                |
| <b>Opportunities for Leadership</b>  | <b>Resource Requirements</b>                  | <b>Pupil Equity Funding (PEF) Allocation (£)</b>   |   |
| Autism Adviser   | 0.4fte Staffing – Nurture Teacher             |  | 16 000  |
| Play Champion  | Mugdock Ranger                                |  | 900   |
| Outdoor Learning Lead  | Play/Enquiry Based Learning                   |  | 3 000   |
|  | Nurture Room Resources                        |  | 1 000   |
|  | Gardening/Food Growing Resources              |  | 500   |
|  | Loose Parts                                   |  | 1 000   |

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| Professional Learning   |   | Interventions for Equity   |   | Parental Engagement and Involvement   |  |
|---|---|--|---|---|--|
| Supporting learners with autism<br>Connected Compassionate<br>Community   |   | Targeted small group nurture support<br>Ensuring a fully inclusive school experience for all learners<br>Providing access to experiences some children may not otherwise have  |   | Communication/ consultation to ensure appropriate supports in place<br>Feedback from parents to measure impact<br>Partnership with PC and PTA |  |
| Outcomes/<br>Expected Impact  | Tasks/Interventions   | Measures   | Timescale(s)  | Progress  |  |
| Outcomes for learners; targets; % change  | Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions   | What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures   | What are the key dates for implementation?<br>When will outcomes be measured? |   |  |
| Build the confidence and resilience of identified learners through targeted interventions   | PAThS/Bounceback programmes<br>Nurture Teacher interventions<br>Lifelink Counselling<br>Seasons for Growth  | Analysis of Health & Wellbeing data<br>Pupil pre/post questionnaires<br>Evaluation of nurture space<br>Feedback from staff/ pupils/ parents<br>PSG discussions<br>Evaluation of counselling service<br>Analysis of attainment data | Review Termly<br>Oct 22<br>Dec 22<br>Apr 23                                   |   |  |
| Provide professional learning on the impact of trauma and adverse childhood experiences through Compassionate Connected Community                     | CCC training – joint SLT/EP<br>Collegiate Time – 8 hours  | Staff baseline audit<br>Evaluation of professional learning<br>Learning conversations<br>Wellbeing assessments<br>PSG discussions  | August 2022<br>November 2022<br>May 2023                                      |   |  |
| Ensuring a fully inclusive school experience for all learners   | Autism Adviser role<br>Autism Acceptance training<br>Autism Acceptance Week<br>Hidden Disabilities topic<br>Collegiate Time – 4 hours   | Analysis of health and wellbeing data<br>Feedback from staff/ pupils /parents<br>PSG discussions   | October 2022<br>March 2023  |   |  |
| Opportunities to experience learning in a range of contexts that might not otherwise be accessible, developing curiosity and skills for life and work | Data informed identification of targeted pupils<br>Growing food and cooking using the produce<br>Partnership with Mugdock Ranger<br>Development of enquiry based learning P4 – P7 | Pupil pre/post questionnaires<br>Feedback from staff, pupils and parents<br>Learning conversations   | Review Termly<br>Oct 22<br>Dec 22<br>Apr 23                                   |   |  |

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| Section 2: Improvement Priority 2 |   |
|-----------------------------------|---|
| <b>School/Establishment</b>       | Balmuirdy Primary School                |
| <b>Improvement Priority 2</b>     | Reading                                 |
| <b>Person(s) Responsible</b>      | Carol Jarman: Reading Development Group |

| NIF Priority   | NIF Driver   | HGIOS 4 QIs  | EDC Service Plan 2021-24  |
|--|--|--|---|
| Closing the attainment gap between the most and least disadvantaged children                                     | Curriculum and assessment                              | QI 2.3 Learning, teaching and assessment   | Improvement in attainment in literacy                               |
| Improvement in Attainment, particularly in literacy and numeracy   | Teacher professionalism                                | QI 2.4 Personalised support  | Closing the attainment gap between the most and least disadvantaged |
|  | Parent/carer involvement and engagement                | QI 3.2 Raising attainment and achievement  |   |
| Opportunities for Leadership   | Resource Requirements                                  | Pupil Equity Funding (PEF) Allocation (£)  |   |
| Teaching staff involved in development and sharing with colleagues   | NLC Active Literacy                                    | 1 960  |   |
| Opportunities for children to lead their own learning  | C-pens   | 1 200  |   |
|  | Targeted learning manuals eg Toe by Toe                | 500  |   |
|  | Bug Club   | 1 500  |   |
|  | Wordsmith  | 500  |   |
|  | Rapid Reading  | 1 000  |   |
|  | Reading texts refresh                                  | 5 000  |   |
|  | Reading Assessments (YARC/ DRA)                        | 500  |   |
| Professional Learning  | Interventions for Equity                               | Parental Engagement and Involvement  |   |
| Data Driven Dialogue – developing our learning conversations to include a focus on using data to plan next steps | Data led decisions about use of staffing and resources | Working with parents to understand how reading skills are developed and the important role they play within that |   |
| Sharing practice through peer visits   | Targeted support for identified learners               |  |   |
|  | Ensuring access to a range of texts                    |  |   |

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| Outcomes/<br>Expected Impact  | Tasks/Interventions  | Measures  | Timescale(s)   | Progress |
|---|--|---|--|----------|
| Outcomes for learners; targets; % change  | Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions  | What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures  | What are the key dates for implementation? When will outcomes be measured? |          |
| Develop progression pathways to ensure targeted learning based on skills development  | Collegiate time – 12 hours<br>Professional Learning – developing reading skills  | Analysis of attainment data<br><br>Learning conversations<br><br>Meeting Learners' Needs Meetings<br><br>Health and Wellbeing tracking<br><br>Feedback from staff, pupils and parents<br><br>PSG discussions<br><br>Evaluation of professional learning | October 2022   |          |
| Use of data to inform learning conversations and support the professional judgements of teachers  | Collegiate time – 8 hours<br>Professional Learning – using data to inform professional judgements  |   | Review Termly<br>Oct 22<br>Dec 22<br>Apr 23                                |          |
| Work with parents to enhance their role in developing their child's reading skills  | Analyse parent questionnaires<br>Parent information sharing through a range of platforms   |   | December 2022<br>March 2023  |          |
| Review the question: 'How do we assess the reading skills of children with an identification of dyslexia?'  | SLT/EP time<br>Collegiate time – 4 hours<br>Dyslexia Scotland resources<br>Education Scotland resources  |   | December 2022<br>March 2023  |          |
| In tracking:  | A range of supports eg.  |   |  |          |
| Targeted groups will be closely monitored to ensure progress made last session is consolidated and sustained<br><br>Targeted groups will be monitored where progress in literacy slowed at the latter stages of a level | EST Teacher<br>Precision Teaching with Support Staff eg Toe by Toe<br>Rapid Writing and PAT spelling<br>C-Pens in class<br>Clicker 8<br>Barrington Stoke Dictionary to support spelling and writing<br>Targeted interventions eg visual aids, word bank, scaffolding |   | Review Termly<br>Oct 22<br>Dec 22<br>Apr 23                                |          |

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| Section 3: Interventions for Equity: Pupil Equity Funding (PEF) not included in priorities 1-3  |   |  |   |  |  |
|---|---|--|---|--|--|
| Outcomes/Expected Impact  | Tasks/Interventions   | Resources  | Measures  | Timescale(s)   | Progress   |
| Outcomes for learners; targets; % change  | Numeracy interventions for identified groups  | Identify PEF allocation, staffing and resources that will be procured to support | Identify qualitative, quantitative, evaluative pre and post measures                                      | What are the key dates for implementation? When will outcomes be measured? | Identify progress and impact in narrowing the PRAG |
| Review Raising Attainment Strategy for numeracy and continue to improve attainment through targeted support for identified groups and individuals   | EST Teacher<br>5 minute box<br>Numicon  | Refresh Numeracy resources for targeted groups<br><br>£1 000                     | Analysis of attainment data   | Review Termly<br>Oct 22<br>Dec 22<br>Apr 23                                |  |
| Further develop staff understanding of dyscalculia, how it is identified and its impact on learners   | Number talks<br>Recovery planning for targeted numeracy interventions   |  | Meeting Learners' Needs Meetings  |  |  |
| In tracking:<br><br>Targeted groups will be closely monitored to ensure progress made last session is consolidated and sustained<br><br>Targeted groups will be monitored where progress in numeracy slowed at the latter stages of a level | Power of 2 Workbooks<br>Use of ITC for mental maths – Hit the Button, Daily 10, Sumdog<br>Extra time, slower pace/<br>Regular consolidation<br>Combination of style of tasks, partner work, where appropriate |  | Feedback from staff, pupils and parents<br><br>PSG discussions<br><br>Evaluation of professional learning |  |  |