

Section 1: School Information and 3 Year Improvement Plan Priorities	
School/Establishment	Baljaffray Primary School
Head Teacher	Mrs Lesley Rodden
Link QIO	Vicky MacKenzie

School Statement: Vision, Values & Aims and Curriculum Rationale
<p>Our School Vision, Values and Aims and Curriculum Rationale can be found on our school website.</p> <p>Vision, Values and Aims http://www.baljaffray.e-dunbarton.sch.uk/school-info/vision-values-and-aims/</p> <p>Curriculum Rationale http://www.baljaffray.e-dunbarton.sch.uk/learning/curriculum/</p>

Looking Forwards – 3 Year Improvement Plan Priorities			
Bullet point key priorities for the next 3 years			
Session	2022/23	2023/24	2024/25
Priority 1	Raising Attainment in Literacy through Pedagogy for Learning, Teaching and Assessment in Reading (Year 1)	Raising Attainment in Literacy through Pedagogy for Learning, Teaching and Assessment in Reading (Year 2)	Raising Attainment in Literacy through Pedagogy for Learning, Teaching and Assessment in Writing (Year 1)
Priority 2	Improving our Classroom (Year 2)	Raising attainment through high quality learning, teaching and assessment	Raising Attainment in Literacy through Pedagogy for Learning, Teaching and Assessment in Reading (Year 3)
Priority 3	Improving Wellbeing for all – Relationships, Learning and Behaviour (Year 1)	Improving Wellbeing for all – Relationships, Learning and Behaviour (Year 2)	Improving Wellbeing for all – Relationships, Learning and Behaviour (Year 3)

Section 2: Improvement Priority 1	
School/Establishment	Baljaffray Primary School
Improvement Priority 2	Raising attainment in literacy through Pedagogy for Learning, Teaching and Assessment of Reading
Person(s) Responsible	Lesley Rodden / Elaine Paterson

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children	curriculum and assessment teacher professionalism school improvement	QI 2.3 Learning, Teaching & Assessment QI 3.2 Raising attainment and achievement	Improvement in attainment in literacy Closing the attainment gap between the most and least disadvantaged

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Teaching staff involved in development and sharing with colleagues 3 Literacy champions within school will work with QIO to drive changes forward. Opportunities for staff to observe each other's practice and discuss.	NLC Active Literacy Reading Skills Programme Refreshed texts Reading Assessments	Involve parents in questionnaires re attitudes to reading. Encourage parents to donate good quality age appropriate books. Encouraging reading for enjoyment – guide and tips for parents Parental involvement in developing reading culture in the school. Parents to lead lending library.

Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
<p>Active Learning Professional Learning CLPL Sessions delivered by QIM EDC Professional Learning opportunities Literacy Champion Training/meetings</p>	<p>Targeted interventions for identified learners based on staff observations, pupil questionnaires and assessment data.</p> <p>Reciprocal Reading</p> <p>3 day / 4 day reading programme</p> <p>Digital interventions</p> <p>Ensuring access to a range of appropriate texts</p>	<p>Participation in Reading Schools Programme.</p> <p>After audit of reading resources purchase additional reading material to motivate and inspire reading.</p> <p>After review of class libraries – purchase books as necessary</p> <p>6 x Stage 1 phoneme pack @ £14 per pack £84 6 x Stage 2/3 phoneme pack @ £15 per pack £90</p> <p>4 x Teacher's Magnetic board and phoneme pack at £33 per pack £132</p> <p>2 x Active Literacy pack Stage 4/5 @ £140 = £280 1 x Active Literacy pack Stage 6/7 @ £200</p> <p>Pupils select books for class library.</p> <p>Nessy £450 IDL £680</p>

Commented [VM1]: How much are you allocating to each class?

Outcomes/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?	
<p>For Learners</p> <ul style="list-style-type: none"> Almost all make very good progress from their prior levels of attainment in reading. Learners apply their reading skills across the curriculum. Learners demonstrate enjoyment and confidence as readers. Learners at risk of not achieving benefit from targeted interventions. 	<p>Pedagogy of Reading – whole school training (teachers, SLAs and CAs)</p> <p>Delivered by QIM and QIO(Literacy)</p>	<p>Answers to staff Professional Learning big questions – gathered and evaluated to identify next steps.</p> <p>SNSA data comparison</p> <p>Children’s views – confidence, interest and achievement</p>	16 th Aug Inset - pm	
	Establish Literacy working party made up of Literacy Champions from Early, First and Second Level.	Pre and post data – test of change		
	<p>Curriculum Development sessions</p> <ul style="list-style-type: none"> Overview Stage 1 Active Literacy Overview Stage 2/3 Active Literacy Active Literacy-Metacognition <p>Audit of existing literacy resources. (reading)</p>	Learning walks – reading culture vibrant throughout the school	6 th Sept CD 3 12 th Oct CD 4 25 th Oct CD5	<i>Dates to be rescheduled</i>
	Training for Literacy Champions on:	Peer and SLT class and group observations	Dates to be confirmed	

<ul style="list-style-type: none"> Learners experience a variety of high quality approaches of teaching reading. Learners experience lessons which are differentiated, meeting the needs of all learners. Learners are able to demonstrate how much and how well they have achieved. Learner progress is monitored and tracked rigorously Learner's CFE levels of achievement are confidently assessed by teachers <p>Learners experience a structured programme in</p>	<p>Reading Strategies and Comprehension Planning Assessment and Moderation Opportunities for literacy Champions to cascade to rest of staff. Literacy champions to provide training for support staff.</p>	Tracking meetings	Marie to work with Literacy Champions who will then share rest of staff.	
	<p>Professional dialogue (Trio, Level, Whole staff) to ensure consistent approaches in place to support Learning, Teaching and Assessment in reading as follows:</p>			
	<p>Whole school participation in Reading Schools Programme: Literacy Champions devise Attitude Questionnaires – staff, pupils and parents/carers</p> <p>Devise Reading Leadership Group to include pupils</p> <p>Moderation of reading – through peer observations.</p>	<p>Reading Schools Programme followed to ensure steady progress.</p> <p>Standardised Assessments – PIRA – pre and post Assessment evidence (pupil work, observations) and tracking data. SNSA Feedback from learners, parents/carers and staff.</p>		

<p>the teaching of reading across whole school.</p> <p>A positive reading culture will be evident across the school.</p>	<p>Professional learning for all staff – key messages EDC Literacy Strategy and Active Literacy Programme</p> <p>Evaluate impact of this improvement priority (Learning, teaching and assessment of reading) using HGIOS4.</p> <p>Establish TIGs for reading focusing on areas identified from data analysis.</p>	<p>Enjoyment and confidence surveys</p> <p>Create, share and promote curriculum rationale for Reading.</p>		
--	---	--	--	--

Section 2: Improvement Priority 2	
School/Establishment	Baljaffray Primary School
Improvement Priority 2	Improving Our School – Year 2
Person(s) Responsible	Elaine Paterson (DHT), Jane Cowan (PT)

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Improvement in attainment, particularly in literacy and numeracy.	curriculum and assessment teacher professionalism school improvement	QI 2.3 Learning, Teaching & Assessment QI 3.2 Raising attainment and achievement	Improvement in attainment in literacy Closing the attainment gap between the most and least disadvantaged

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Staff leadership through ownership of professional learning and professional dialogue in trios.	West Partnership Improving our School resources – presentations/videos/professional reading/ CD sessions/ Professional Dialogue/ Trio visits	Questionnaires/Surveys for parents seeking views in relation to aspects of IOS e.g. metacognition
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation

CD sessions: use of IOS materials Professional Reading relating to Differentiation and Metacognition Professional Discussions Trio Visits/Class observations Collaboration Data gathering and interpretation Delivery of assessments and analysis	Differentiation, Metacognition, Learning and Teaching. Tailored programmes of work	
---	---	--

Outcomes/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?	
<ul style="list-style-type: none"> Learners will experience differentiated and effective learning experiences across the curriculum Attainment will improve for learners Learners will be able to talk about their learning with some confidence 	Revisit Core IOC Webinars and the Differentiation Webinar covered last session; <ul style="list-style-type: none"> Refreshed curriculum narrative Data informed SE Features of Highly Effective Practice Differentiation and Effective Pace of Learning 	Increased staff confidence – observed by SLT during professional discussions, attainment meetings and in classrooms. Standardised reading assessments used pre and post intervention. Analysis of data	August 2022 INSET Days Active Literacy Training delivered: 6 th September (CD3) 12 th October CD Session (CD4)	

<ul style="list-style-type: none"> • Attainment of learners in TIG groups will have improved • Learners in TIG groups will feel more confident in relation to their learning. • Learners will experience a robust and evidenced based reading programme throughout the school. 	<p>Revisit IOC Webinars covered last session;</p> <ul style="list-style-type: none"> • Learning Intentions and Success Criteria • Effective Questioning, Active Learning, Reviewing and Connecting the Learning • Feedback, Dialogue and Learning Conversations <p>Delivery of the final IOC webinar on Metacognition.</p> <p>Moderation of administration and marking of assessments.</p> <p>Analysis of whole school data through all lenses to identify trends, patterns and any attainment gaps.</p> <p>SLT Observation to identify feature of highly effective practice.</p> <p>Termly data informed tracking meetings with all staff.</p>	<p>Staff confidence questionnaires Pupil confidence questionnaires</p>	<p>By October break 2022. w/b 19th September w/b 22nd Aug w/b 24th Oct w/b 16th Jan w/b 24th April</p> <p>Tuesday 30th August.- Metacognition Webinar</p>	
---	--	---	---	--

	<p>Area of focus Reading – aspect still to be determined after initial analysis of data Triangulation of evidence to establish a baseline</p> <ul style="list-style-type: none">• Quantitative Data• Qualitative Data – Observations• Qualitative Data - People's Views <p>Professional Reading</p> <ul style="list-style-type: none">• Teachers engage with selected professional reading around feature of highly effective practice. <p>Reflection on effectiveness of strategies selected to support intervention to raise attainment in identified curricular area.</p> <p>Implementation of intervention to raise attainment for focus group Peer observations in Trios to take place</p>			
--	---	--	--	--

	<p>Quality Assurance – jotter monitoring</p> <p>Triangulation of evidence to establish an exit assessment:</p> <ul style="list-style-type: none">• Repeat teacher audit – reflection activity on teacher knowledge and skills in identified feature of highly effective practice• Repeat pupil audit - reflection activity on pupil knowledge and skills in identified feature of highly effective practice• Repeat assessment for identified curricular area• Observations and learning conversations• Reflection activity to conclude using Fact, Story, Action approach to evaluate and to plan for next			
--	---	--	--	--

	steps in learning for targeted pupils. Quality Assurance – observations			
--	--	--	--	--

**Duplicate tables as required for each priority*

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Delete / copy as required Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children Choose an item.	Delete / copy as required school improvement teacher professionalism curriculum and assessment	Delete / copy as required QI 2.3 Learning, Teaching & Assessment QI 2.2 Curriculum QI 3.2 Raising attainment and achievement	Delete / copy as required Improvement in attainment in literacy Closing the attainment gap between the most and least disadvantaged Choose an item.

Section 2: Improvement Priority 3	
School/Establishment	Baljaffray Primary School
Improvement Priority 3	Improving Well Being for all – Relationships, Learning and Behaviour
Person(s) Responsible	DHT lead with PT supporting

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Delete / copy as required	Delete / copy as required	Delete / copy as required	Delete / copy as required
Placing the human rights and needs of every child and young person at the centre Improvement in children and young people's health and wellbeing Choose an item.	school improvement Choose an item. Choose an item.	QI 3.1 Wellbeing, equality & inclusion Choose an item. Choose an item.	Choose an item. Improvement in children and young people's mental health and wellbeing Choose an item.

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
PT to work with DHT on this priority, working closely with parent council.	Respect for all EDC policy Respect me	Questionnaires/surveys Parent Council input/ minutes

Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
All staff engage in professional reading Respect for all EDC policy Respectme	Promotion of protected characteristics in the Equality Act 2010 <ul style="list-style-type: none"> • Age • Disability • Gender reassignment • Marriage and civil partnership • Pregnancy and maternity • Race • Religion or belief • Sex • Sexual orientation. 	Anti bullying Workshops – source Celebrating Diversity Workshop- source Finance P7 residential trip for families who require financial support £390

Outcomes/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?	
Almost all children are able to express that they feel safe and secure and are able to build up strong and positive relationships with peers and with adults. Pupils, parents/carers and staff have confidence that approaches and ethos in the school align with Antbullying policies	Staff become familiar with <ul style="list-style-type: none"> • Respect for all (National Approach) • EDC updated Antbullying policy and guidance Focus week – antibullying/ well being for all. All classes involved in activities within and outwith the	Consultation with pupils and parents – questionnaires Consultation with Parent Council Monitoring of reports/ recording of incidents RespectMe – resources – PT to organise	Sept 2022 Well Being for all week – week beg 19-22 nd Sept	

<p>(BPS, EDC and National)</p> <p>Pupils will develop respectful, responsible and confident relationships with other children and adults</p> <p>Pupils and parent(s), will have the skills and resilience to prevent and/or respond to bullying appropriately</p> <p>Almost all pupils who require help will be able to identify who can help them in the school and what support is available;</p> <p>All staff will follow a consistent and coherent approach in dealing with and preventing bullying.</p>	<p>classroom working with children in own class and other classes. Antbullying Assembly Effective use of respect me resources.</p> <p>Guide for pupils and parents devised and shared.</p> <p>Work with all stakeholders to review and refresh whole school approach to tackling Bullying.</p> <p>Procedures and processes updated and followed to ensure consistent approaches used in investigating, supporting and recording</p> <p>Monthly monitoring of pupil well being at SLT meeting</p>	<p>PT – to devise</p>	<p>Monthly SLT Meeting</p>	
<p>Almost all pupils state they are happy at school.</p>	<p>Relationships, Behaviour and Learning policy devised, shared and followed.</p>		<p>Term 3/4</p>	

Most parents state that they are aware of the school's Antbullying Policy.	Communications policy to be devised to support Well being for all.			
Most parents state that they are aware of the school's Communication policy.	Monitoring of Seemis Wellbeing Tracker Analysis of data from well being tracker to identify tailored support/ interventions for individuals/ groups.	PT requiring training on WellBeing Tracker SMT to review/audit H and WB resources to ensure that the most appropriate resources are used to suit pupil needs.	ASAP	

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	Health & Wellbeing, Literacy and 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
<ul style="list-style-type: none"> Most literacy and numeracy lessons will consist of almost all features of highly effective practice, 	Participation in IOS	Purchase PUMA and PIRA standardised assessments Autumn and Spring £780 MyMaths IT programme £355	CFE data SLT observed lessons	Termly attainment meetings	

<p>differentiation and effective pace of learning</p> <ul style="list-style-type: none"> • Almost all children will achieve CFE level at P1, P4 and P7. • Almost all children will be on track in literacy and numeracy. 					
<ul style="list-style-type: none"> • Most children on track within reading and achieving CFE levels at P1, P4 and P7. 	<p>Improved pedagogy across whole school ensuring consistency by effectively using Active Literacy Resource to support structured reading programme.</p>	<p>Active Literacy Resources £786</p> <p>Staff cover to release literacy champions to model, support and train.</p> <p>IDL IT programme £698 Nessy Licences £800 Shine IT programme £900 MyMaths IT resource £786</p>	<p>CFE data SLT observed lessons</p>	<p>Termly attainment meetings</p>	

East Dunbartonshire: Education Service

Framework for School Improvement Planning 2022/23

Almost all children feel safe and secure within positive school ethos and can talk with confidence on how bullying issues are tackled in the school.	Creation of Communications policy and Relationships, Wellbeing and Learning Policy.	Finance all P4s to participate in the Junior Duke of Edinburgh award £10 per head – Total £520		September focus week – Well being November – Antibullying Week Feb – Internet Safety May – Health Week	
--	---	--	--	---	--