

Framework for School Improvement Planning 2023/24

Section 1: School Information and 3 Year Improvement Plan Priorities			
School/Establishment	Balmuilty Primary School		
Head Teacher	Lorna Kenney		
Link QIO	Vicky Mackenzie		
School Statement: Vision, Values & Aims and Curriculum Rationale			
 Balmuilty Primary Curriculum Rationale <small>Vision Values and Aims.pdf</small>			
Looking Forwards – 3 Year Improvement Plan Priorities			
Session	2023/24	2024/25	2025/26
Priority 1	Wellbeing, Equality and Inclusion <ul style="list-style-type: none"> Refresh Vision, Values, Aims Rights Respecting Schools Develop Play/PEBL Preparation for school build 	Wellbeing, Equality and Inclusion <ul style="list-style-type: none"> Rights Respecting Schools Develop Play/PEBL Manage new school build 	Wellbeing, Equality and Inclusion <ul style="list-style-type: none"> Rights Respecting Schools Develop Play/PEBL Prepare for move to new school
Priority 2	Reading <ul style="list-style-type: none"> Data driven learning conversations Pupil voice and leadership Parental partnerships Developing a reading culture through the Reading Schools Accreditation Programme 	Reading into Writing <ul style="list-style-type: none"> Developing a reading culture through the Reading Schools Accreditation Programme Refresh writing strategy 	Writing <ul style="list-style-type: none"> Develop data driven learning conversations Review professional judgements of achieving a level

Framework for School Improvement Planning 2023/24

Section 2: Improvement Priority 1				
School/Establishment	Balmuirdy Primary School			
Improvement Priority 1	Wellbeing, Equality and Inclusion			
Person(s) Responsible	Head Teacher: Senior Leadership Team: Link EP: Autism Adviser: Rights Ambassadors			
NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26	
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 Closing the attainment gap between the most and least disadvantaged children	School leadership Teacher professionalism Parent/carer involvement and engagement	QI 3.1 Wellbeing, equality and inclusion QI 3.2 Raising attainment and achievement QI 3.3 Increasing creativity and employability	Placing the human needs and rights of every child and young person at the centre of education Improvement in children and young people’s mental health Closing the attainment gap between the most and least disadvantaged children	
Opportunities for Leadership		Resource Requirements	Pupil Equity Funding (PEF) Allocation	
Autism Adviser Play Champion PEBL Champion Rights Ambassadors		Enhanced Staffing to facilitate nurture/wellbeing and learning support Play/Enquiry Based Learning	27 060.00 2 000.00	
Professional Learning		Interventions for Equity	Parental Engagement and Involvement	
EDC Play/PEBL Training In-house Play/PEBL by champions Collaboration with other schools Rights Respecting Schools Award		Targeted nurture support Targeted learning support RRS work as a driver to provide a fully inclusive school experience for all learners	Communication/ consultation to ensure appropriate supports in place Feedback from parents to measure impact Partnership with PC and PTA	
Outcomes/	Tasks/Interventions	Measures	Timescale(s)	Progress

Framework for School Improvement Planning 2023/24

Expected Impact				
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>All learners will benefit from the whole school promotion of wellbeing. All learners will experience participation, positive relationships and high self-esteem.</p> <p>Through enhanced staffing, universal and targeted interventions will be in place for learners who require additional support.</p>	<p>Refresh School Values through consultation with stakeholders</p> <p>Establish a RRS steering group to draw up an Action Plan for Silver Award and apply for Bronze Award: Rights Committee</p> <p>Small group support to target gaps in learning at every stage Soft start and transition from breaks for vulnerable children Targeted group work in the areas of Seasons for Growth, Anxiety and Emotional Regulation</p>	<p>Refreshed values as key driver for improved relationships and ethos</p> <p>RRS accreditation at Bronze Evaluation of Silver Action Plan</p> <p>Analysis of health and wellbeing data</p> <p>Feedback from staff/ pupils /parents</p>	<p>September 2023</p> <p>October 2023</p> <p>April 2024</p>	
<p>Curricular pathways for all learners will be transformed through the further development of play and enquiry based approaches.</p> <p>Learners will have regular opportunities to lead their own learning and experience personalisation and choice.</p> <p>The impact on learners potentially affected by poverty will be measured particularly using the five measures of impact: Attainment and Achievement, Attendance, Inclusion, Engagement and Participation</p>	<p>Refresh approaches to learning through play at Early and First Levels</p> <p>Professional learning at school and local authority level, including EDC training, sharing practice with other schools and collegiate time</p> <p>Introduction of pupil Play/PEBL Champions</p> <p>Development of Play/PEBL policy, including shared vocabulary for skills development P1 – P7</p> <p>Development of planning and assessment formats</p> <p>Sharing learning approaches with parents</p>	<p>School tracking tool, updated to reflect the five measures of impact</p> <p>School Quality Assurance programme, updated to reflect EDC policy</p> <p>Attendance monitoring</p> <p>Feedback from pupils, staff and parents</p> <p>Analysis of Health & Wellbeing data</p> <p>Wellbeing assessments</p> <p>PSG discussions</p> <p>Evaluation of professional learning</p>	<p>Review Termly</p> <p>Oct 23</p> <p>Dec 23</p> <p>Apr 24</p>	

Framework for School Improvement Planning 2023/24

Section 2: Improvement Priority 2	
School/Establishment	Balmuirdy Primary School
Improvement Priority 2	Reading
Person(s) Responsible	DHT: Reading Development Group

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
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 and English
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 in Reading Development Group	Bug Club	1 500.00
Opportunities for children to lead their own learning	Wordsmith	500.00
	Rapid Reading	500.00
	Support Reading texts refresh	3 000.00
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	Using evidence and data in learning discussions	Working with parents to understand how reading skills are developed and the important role they play within that
Sharing practice through peer visits	Targeted approaches in Reading	
	Promoting a high quality learning experience	
	Differentiated support	

Framework for School Improvement Planning 2023/24

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?	
Target increases in numbers of pupils on track in reading: Across Second Level 10% Across First Level 11%	Collegiate time – 8 hours Professional learning and sharing good practice in the use of new texts and resources to support the learning and attainment of children with reading difficulties	Attainment Data, including comparison between learners in Q1 with Q5 and year on year progress Reading School accreditation at Core Level	June 2024	
Increase in inclusion, engagement and participation of learners reading for enjoyment	Commitment to Reading School Accreditation at Core Level, including a pupil questionnaire and learners involved in leading the work of this group	School tracking tool, updated to reflect the five measures of impact	June 2024	
Increased confidence in parents supporting reading at home	Reading Development Group will provide information for parents in a range of formats based on requests from parents in a recent questionnaire	School Quality Assurance programme, updated to reflect EDC policy	March 2024	
Increased confidence of teachers in making a professional judgement of learners on track and achieving a level in Reading	HT will work in partnership with another school on data informed learning conversations Agendas for Meeting Learners' Needs meetings will be refreshed Collegiate time – 8 hours Professional Learning – using data to inform professional judgements	Meeting Learners' Needs meetings Feedback from pupils, staff and parents Evaluation of professional learning Updated Reading Strategy	March 2024	

School PEF allocation 23/24: **£34 560**

Total PEF allocated in SIP: **£34 560**

Underspend: **£0**

School Improvement Plans should be emailed to the link Quality Improvement Officer by Monday 19 June 2023