



Section 1: School Information and 3 Year Improvement Plan Priorities	
School/Establishment	Baldernock Primary School
Head Teacher	Jill Carr
Link QIO	Marie Donald

School Statement: Vision, Values & Aims and Curriculum Rationale	
VISION & VALUES	CURRICULUM RATIONALE
 BALDERNOCK PRIMARY SCHOOL V	 Rationale for our Curriculum.docx

Framework for School Improvement Planning 2023/24

Looking Forwards – 3 Year Improvement Plan Priorities Bullet point key priorities for the next 3 years			
Session	2023/24	2024/25	2025/26
Priority 1	<ul style="list-style-type: none"> • Raising Attainment in Literacy 	<ul style="list-style-type: none"> • Listening and Talking 	<ul style="list-style-type: none"> • Review and refresh Literacy programmes of study
Priority 2	<ul style="list-style-type: none"> • Interdisciplinary Learning through a STEM focus 	<ul style="list-style-type: none"> • Planning within STEM topics 	<ul style="list-style-type: none"> • Planning within STEM topics
Priority 3	<ul style="list-style-type: none"> • Self- Evaluation for Continuous Improvement 	<ul style="list-style-type: none"> • Self- Evaluation for Continuous Improvement 	<ul style="list-style-type: none"> • Self- Evaluation for Continuous Improvement

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Section 2: Improvement Priority 1	
School/Establishment	Baldernock Primary School
Improvement Priority 1	Raising Attainment in Literacy
Person(s) Responsible	Who will be leading the improvement? PT
	Who will they collaborate with? School community

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children	school improvement parent / carer involvement and engagement teacher professionalism	QI 1.3 Leadership of Change QI 2.3 Learning, Teaching & Assessment QI 3.2 Raising attainment and achievement	Improvement in attainment in literacy and English Closing the attainment gap between the most and least disadvantaged Placing the human needs and rights of every child and young person at the centre of education

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Leadership roles for staff Committee role for pupils Leadership roles for parents	Reading Schools Programme Scottish Book Trust Resources/Author Visits Parents Swap and Share books	Reading Schools Parent Newsletters Twitter Family Reading/Writing Sessions

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	Schools reading programme/planners Collegiate Calendar/In Service	Bookbug/Read, Write, Count bags Questionnaires
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Continue to engage with Reading Schools Programme Scottish Book Trust training sessions Writing Pedagogy	Book Swap and Share/Birthday books Engaging beyond the school Differentiated support Early intervention and prevention Targeted approaches to literacy and numeracy	N/A

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?	
Raising Attainment in Literacy	Submit evidence for Silver Reading Schools Award	Silver Award achieved	March 24	
➤ Parents/carers will have an increased awareness of skills/approaches used for reading and writing and use	Family outdoor reading sessions run by Reading Schools Committee	Attendance at sessions Feedback from parents and pupils	May 24	
	Parental workshop to support the development of reading skills for P1-3	Evaluations of workshops pre and post-delivery and measure impact at the end of 23.24	November 23	

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<p>these to support their children’s reading and writing.</p> <ul style="list-style-type: none"> ➤ Learners’ attitudes to writing/reading will have improved and they will have an increased awareness of processes in reading/writing ➤ To refresh planning approaches 	<p>Parental workshop to support the development of writing skills for P1-7</p>	<p>Evaluations of workshops pre and post-delivery and measure impact at the end of 23.24</p>	<p>May 24</p>	
	<p>Link with Milngavie Library to access current literature</p>	<p>Monitoring of reading journals</p>	<p>Ongoing</p>	
	<p>Refresh planning approaches across reading and writing to reflect literacy audits</p>	<p>Planning approaches updated</p>	<p>Ongoing</p>	

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Section 2: Improvement Priority 2	
School/Establishment	Baldernock Primary School
Improvement Priority 2	Interdisciplinary Learning through a STEM focus
Person(s) Responsible	Who will be leading the improvement? Who will they collaborate with? SLT Teaching staff

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
Improvement in skills and sustained, positive school-leaver destinations for all Improvement in attainment, particularly in literacy and numeracy.	school improvement school leadership	QI 1.4 Leadership and management of staff QI 3.2 Raising attainment and achievement	Improvement in employability skills and sustained, positive school leaver destinations for all young people Improvement in attainment in literacy and English Improvement in attainment in numeracy and Maths

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Leadership roles for staff- Young STEM Leader Tutor Assessor, Outdoor Learning Lead incorporating science Leadership roles for pupils- Young STEM Leaders	STEM Leaders/Assessors Great Science Share Resources Buzzing Baldernock Overview Science Programme Active Maths Boxes- Karen Oppo videos IT Collegiate time	Workshops Outdoor support Careers workshops

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Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Active maths pedagogy Science/outdoor links	All pupils included Resources adapted to meet needs of all	N/A

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?	
Raise attainment and engagement in STEM subjects. <ul style="list-style-type: none"> ➤ To develop leadership skills ➤ To refresh school science programme ➤ Increased family learning opportunities throughout the year ➤ Increased attainment and 	Young STEM Leaders to lead learning through cross-stage working with younger pupils.	Pre and post questionnaires for pupils. Completion of Young STEM Leader Award	Questionnaires- August/December 23 Award- December 23	
	Career workshop with a STEM focus involving parents and the wider school community.	Learner conversations Pupils to present at assembly on a chosen STEM career.	November 23	
	Staff audit school science programme.	Professional discussions Updated programme reflecting IDL links Staff moderation	June 24	
	Staff to undertake CLPL training in active approaches to maths.	Professional discussions SLT monitoring	October 23	

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achievement in numeracy/maths at all stages	Implement newly resourced active maths boxes.	SLT monitoring Learner conversations	Ongoing	
	Evaluate the impact of active maths boxes.	Pupil pre and post assessments Parent questionnaires Professional discussions Tracking conversations Analysis of pre/post data Staff moderation	June 24	

Section 2: Improvement Priority 3	
School/Establishment	Baldernock Primary School
Improvement Priority 3	Self-Evaluation for Continuous Improvement
Person(s) Responsible	Who will be leading the improvement? Head Teacher/Principal Teacher
	Who will they collaborate with? Whole School Community

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 attainment, particularly in literacy and numeracy.	parent / carer involvement and engagement school improvement performance information	QI 3.1 Wellbeing, equality & inclusion QI 2.3 Learning, Teaching & Assessment QI 2.6 Transitions	Improvement in attainment in literacy and English Improvement in children and young people's mental health and wellbeing Placing the human needs and rights of every child and young person at the centre of education

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Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Leadership roles for staff- Rights Respecting Schools Lead, Literacy Champion, Reading Schools Committee Leadership roles for pupils-Rights Respecting School Committee, Pupil Council, Reading Schools Committee Leadership roles for parents- Reading Schools Committee	HGIOS 4 HGIOURS Quality Improvement and Self Evaluation Policy Education Scotland and West Partnership Resources Questionnaires Literacy Planners/Programme Collegiate time	Questionnaires Surveys Parent Council consultation
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
How Good is OUR School? School's Self-Evaluation Policy Microsoft Forms	All pupils included Resources adapted to suit learners' needs	N/A

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?	
To create a shared vision of continuous improvement to ensure raised attainment, achievement and equity for all.	Survey P1-3 parents on pupil engagement with new literacy materials at home.	Analyse survey results to inform next steps Professional discussion	December 23	
	Evaluate the impact of new writing resources in imaginative and non-fiction	Analysis of data at Target Setting and Meeting Learners' Needs meetings	June 24	

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<ul style="list-style-type: none"> ➤ Increased parental engagement with literacy programme. ➤ Progressive and consistent whole school approach to reading and writing. ➤ Ensure robust analysis of self-evaluation data in order to action next steps. 	genres within early and first level.	SLT monitoring Learner conversations		
	Update reading and writing programmes from audits and professional learning. Develop a shared and consistent approach to evaluating data gathered.	Sharing of professional learning through collegiate calendar Assessment Week results Moderation across levels Professional dialogue Learner conversations Quality assurance meetings Collegiate calendar	Ongoing May 24	
<p>To ensure children are well supported as they move into school, through school and beyond school.</p> <ul style="list-style-type: none"> ➤ Embed children's rights and pupil voice within our transition programme. 	Submit evidence for Silver Rights Respecting School Award	Silver Award achieved	October 23	
	Further develop a shared and consistent approach to evaluative language for both pupils and staff.	Moderation of Progress and Achievement Profiles from early to second level. Moderation of jotters for self/peer assessment and teacher feedback.	June 24	
	Continue to engage with pupil self-evaluation resource How Good is OUR School?	Analysis of self-evaluation results. Feedback presentations at assembly	June 24	

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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	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
N/A					