

Framework for School Improvement Planning 2024/25

Section 1: School Information and 3 Year Improvement Plan Priorities	
School/Establishment	Balmuildy Primary School
Head Teacher	Charlotte Grogan
Link QIO	Marie Donald

Looking Forwards – 3 Year Improvement Plan Priorities			
Bullet point key priorities for the next 3 years			
Session	2024/25	2025/26	2026/27
Priority 1 Wellbeing, Equality and Inclusion	<ul style="list-style-type: none"> Rights Respecting Schools The Circle 	<ul style="list-style-type: none"> Rights Respecting Schools (Year 2) The Circle (Year 2) 	TBC informed by data and self-evaluation during year 1 of HT appointment (24-25)
Priority 2 Literacy (Reading)	<ul style="list-style-type: none"> Learning , teaching and assessment in Reading 	<ul style="list-style-type: none"> Develop Data driven conversation in Literacy and Numeracy 	
Priority 3 Curriculum Learning and Teaching	<ul style="list-style-type: none"> Develop a consistent approach to Play and PEBL from P1-7 	<ul style="list-style-type: none"> Further develop Play and PEBL 	

[Balmuildy Primary Curriculum Rationale](#) [Vision, Values and Aims](#)

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Section 2: Improvement Priority 1			
School/Establishment	Balmuildy Primary School		
Improvement Priority 1	Wellbeing, Equality and Inclusion		
Person(s) Responsible	Head Teacher: Senior Leadership Team: Link EP: Circle 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	School leadership	QI 1.1 Self evaluation for self improvement	Placing the human needs and rights of every child and young person at the centre of education
Improvement in children and young people’s health and wellbeing	Teacher professionalism	QI 2.4 Personalised Support	
	Parent/carer involvement and engagement	QI 2.7 Partnerships	Improvement in children and young people’s mental health and wellbeing
Closing the attainment gap between the most and least disadvantaged children	school improvement	QI 3.1 Wellbeing, equality and inclusion	Closing the attainment gap between the most and least disadvantaged
Opportunities for Leadership	Resource Requirements	Pupil Equity Funding (PEF) Allocation	
Lead CIRCLE Trainer(s) to attend PLCs with other EDC Staff Teacher Leadership related to classroom practice. Peer observations and professional dialogue – within and outwith Balmuildy Pupil leadership to review class/ school environment.	Collegiate time 3x 1.5 hours / Inservice Days/Personal professional development time. Cover costs for staff undertaking any leadership responsibility that requires release from class. Funding for CLPL as required 6 hours (Collegiate time) for RRS steering group meetings	0.6 enhanced teaching staff to support nurture and support for learning (£6880) SEESAW licence to continue parental engagement and inclusion for all (£2202.20)	

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<p>Lead CIRCLE Trainer(s) to attend CIRCLE Participation Scale Training May 25. Staff/ pupil members in RRS steering groups</p>		
<p>Professional Learning</p>	<p>Interventions for Equity</p>	<p>Parental Engagement and Involvement</p>
<p>Whole staff/ Teaching staff CLPL (Inservice Days/ collegiate hrs) Professional reading/ viewing online materials Quality assurance processes. Peer/ SMT/professional discussion Professional Enquiry Approaches Rights Respecting School Award (Silver)</p>	<p>The Circle Framework as a strategy to support all pupils, especially those with additional support needs. Targeted nurture support Targeted learning support RRS work as a driver to provide a fully inclusive school experience for all learners</p>	<p>Communication/ consultation to ensure appropriate supports in place Feedback from parents to measure impact Partnership with PC and PTA</p>

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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?	
Children will be better supported through staff understanding of inclusion and additional support needs.	Staff questionnaire to assess knowledge/ skills. Introduction to The Circle Framework at Aug Inservice for all staff.	Staff pre training questionnaire Staff feedback from initial introduction.	August Inservice Day	
Improved Classroom Environments for Children: Make use of CICS (Circle Inclusive Classroom Scale) to evaluate and adapt classroom environment – to be done in sections over T1 and T2	Use CICS individually and with a supportive peer to critically analyse classroom. Use adapted CICS with pupils to gather pupil feedback on learning environments. Explore Skills, Supports and Strategies in Circle Framework Create Action plans and make changes. Cycle of assess > plan > change> assess Evaluation changes with peers. Pupils. Learning visits with colleagues in similar school environment.	Action Plans following assessment of learning environments. Peer learning visit feedback through Action Plan/ Evaluations and discussions with staff.	Term 1 and 2 By March 25	

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	Ed Psychologist to support staff as required in assessment/ change.			
Improved Approaches for Supporting Children using the Circle Framework	Evaluations from reflections with colleagues and changes made to classroom practice as a result of self-evaluation using CICS.	Staff post training questionnaire. Staff discussion. Refreshed organisation and management policy shared with all stakeholder.	Term 3 By June 25	
Learners will be able to confidently demonstrate and articulate our school values and the impact of UNCRC on their lives and of others within and beyond our community	<p>Teaching and Learning about rights: for the whole school community through training, curriculum, assemblies, topics, focus days/weeks, displays.</p> <p>Teaching and Learning through rights: by modelling rights respecting language and attitudes, and making strategic decisions that involve students.</p> <p>Being ambassadors for the rights of others: developing as rights respecting citizens</p>	<p>Pupil / Staff Questionnaires</p> <p>Working towards Silver accreditation as a RRS</p> <p>Evaluation and next steps</p>	<p>Ongoing</p> <p>May 25</p>	

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Section 2: Improvement Priority 2			
School/Establishment	Balmuildy Primary		
Improvement Priority 2	Reading		
Person(s) Responsible	DHT in partnership with Staff and Pupil Reading Steering group		
NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
Closing the attainment gap between the most and least disadvantaged children Improvement in Attainment, particularly in literacy and numeracy	Curriculum and assessment Teacher professionalism Parent/carer involvement and engagement	QI 2.3 Learning, teaching and assessment QI 2.4 Personalised support QI 3.2 Raising attainment and achievement	Improvement in attainment in literacy and English Closing the attainment gap between the most and least disadvantaged
Opportunities for Leadership	Resource Requirements		Pupil Equity Funding (PEF) Allocation
Staff and pupils in Reading Development Group Opportunities for children to lead their own learning	Professional learning and moderation - 3x 1.5 hours / departmental meetings/ Inservice Days/Personal professional development time Allocated formal assessment time (6 hours collegiate) Cover costs for staff undertaking any leadership responsibility that requires release from class.		

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	<p>Funding for CLPL as required</p> <p>6 hours (Collegiate time) for Reading steering group meetings</p>	
Professional Learning	Interventions for Equity	Parental Engagement and Involvement
<p>Data Driven Dialogue – further developing the focus on using data to plan next steps in learning conversations</p> <p>Through implementation of Reading Schools Programme at Silver</p>	<p>Data led decisions about use of staffing and resources</p> <p>Use of BC assessments to identify gaps in reading</p> <p>Targeted support for identified learners</p>	<p>Working with parents to understand how reading skills are developed and the important role they play within that through Reading Schools Programme</p> <p>Family Learning Programme</p>

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?	
Maintain and improve high levels of Reading attainment	Professional learning and sharing good practice in the use of texts and resources to support the learning, teaching and assessment in reading with a particular focus on the attainment of children with reading difficulties	<p>Attainment Data, including comparison between learners in Q1 with Q5 and year on year progress</p> <p>Reading School accreditation at Silver Level</p>	<p>October 2024</p> <p>February 2025</p> <p>June 2025</p>	

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	<p>The use of reliable and valid assessment to inform learning and teaching in reading.</p> <p>Family Learning sessions</p>	<p>School Quality Assurance programme</p> <p>Meeting Learners' Needs meetings</p> <p>Feedback from pupils, staff and parents</p>		
<p>Increase in inclusion, engagement and participation of learners reading for enjoyment</p>	<p>Commitment to Reading School Accreditation at Silver Level, including pupil and parent questionnaires and learners involved in leading the work of this group</p>	<p>Evaluation of professional learning and confidence in using data to support professional judgements</p> <p>Pre/Post assessments data for identified learners</p>	<p>June 2025</p>	
<p>Learners will be better supported at home with an increased confidence in parents</p>	<p>Reading Development Group will provide information for parents, in a range of formats, based on requests from parents in a recent questionnaire</p> <p>Family Learning sessions</p>	<p>0.6 Additional staffing to deliver interventions and/or release staff.</p>	<p>December 2024 June 2025</p>	
<p>Maintain and improve attainment in reading with increased confidence of teachers in making a professional judgement of learners on track and using data and interventions to support those who are not.</p>	<p>Meeting Learners' Needs meetings</p> <p>Professional Learning – using data to inform professional judgements</p> <p>Data intervention Meeting with CTs and Intervention teacher</p>		<p>September 2024 January 2025 May 2025</p>	

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Section 2: Improvement Priority 3			
School/Establishment	Balmuildy Primary		
Improvement Priority 3	Curriculum/Learning and Teaching		
Person(s) Responsible	PT, PEPL steering group (Staff)		
NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
Improvement in skills and sustained, positive school-leaver destinations for all	Teacher professionalism	QI 2.2 Curriculum	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 2.3 Learning, teaching and assessment	Closing the attainment gap between the most and least disadvantaged
Improvement in children and young people's health and wellbeing	Curriculum and assessment	QI 3.3 Increasing creativity and employability	Improvement in children and young people's mental health and wellbeing

Opportunities for Leadership	Resource Requirements	Pupil Equity Funding (PEF) Allocation
Play/PEBL Champions – staff and pupils	Collegiate time 4 x 1.5 hours / Inservice Days/Personal professional development time. Cover costs for staff undertaking any leadership responsibility that requires release from class. Funding for CLPL as required 6 hours (Collegiate time) for PEBL/ PLAY steering group meetings	

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Professional Learning	Interventions for Equity	Parental Engagement and Involvement
EDC Play/PEBL Training In-house Play/PEBL by champions Collaboration with other schools	High levels of pupil autonomy in learning to promote engagement and motivation	Parent events to share learning in classrooms

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>Learning through play and enquiry based approaches will be available for all learners</p> <p>Learners will have regular opportunities to lead their own learning and experience personalisation and choice within the curriculum leading to improvements in five measures of impact:</p> <p>Attainment and Achievement Attendance Inclusion Engagement Participation</p>	<p>Continue to refresh approaches to learning through play at Early and First Levels</p> <p>Provide opportunities for professional reading (Kath Murdoch) /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>Qualitative data from class observations and pupil focus groups</p> <p>Quantitative data gathering through planning/ tracking of E's and O's and agreed learning assets.</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 24</p> <p>Dec 24</p> <p>Apr 25</p>	

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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
Almost all identified learners reach their target in Numeracy	1-1 and small group session using Sumdog	Sumdog £1584	Pre and post assessment	Oct- April	
Almost all identified learners reach their target in Reading	Reading Intervention programme Phonic recovery programme	0.6 Intervention teacher (18,365)	Pre and post assessments for Reading/ Phonics recovery Pre and post skills assessment for reading comprehensions i.e. Reading age	Oct- April	
Almost all identified learners can confidently use additional resources to access the curriculum	SLA timetable focussed on supports for identified learners. Clicker Licences allocated to identified learners	Clicker licences £ 990	Pupil questionnaire Pupil evidence Observations	Oct -April	
All identified learners are support where required to attend school trips and clubs	Funding for trips where required Support with equipment or clothes if appropriate	£1024.80	Analysis of identified learners attending trips and clubs.	Oct – April	

School PEF allocation 24/25: £34 560.00 (£31,046 as of August 2024 when new HT came into post due to an overspend in PEF 22-23 and money allocated April to June 24 to support last sessions priorities)

Total PEF allocated in current SIP £ 31, 046

Underspend: £0

East Dunbartonshire: Education Service
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