



sustainable thriving achieving

**East Dunbartonshire Council**

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## BALDERNOCK PRIMARY SCHOOL



## SCHOOL IMPROVEMENT PLAN

2017/2018

<b>Improvement Priority 1</b>	<b>Link to National Improvement Framework</b>	<b>Overall Responsibility</b>
Leadership of Change	Improvement in attainment	SMT and Staff

<b>Target</b>	<b>Impact on Learners</b>	<b>Timescale</b>
<ul style="list-style-type: none"> <li>• To develop a shared Vision Values and Aims relevant to the school and our community</li> <li>• To strategically plan to ensure continuous improvement for all members of our school community</li> <li>• To implement improvement and change with an appropriate pace of change ensuring the desired positive impact for learners</li> </ul>	<ul style="list-style-type: none"> <li>• Children are happy and motivated learning in a culture of mutual trust and respect</li> <li>• Children are engaged in their learning and participate in the decision making process</li> <li>• Children are attaining appropriate levels and even exceeding expectations</li> <li>• Different learning environments ensure resilience and positive mental wellbeing</li> </ul>	2017-18

<b>Measures of Success</b>	<b>Resource Requirements</b>
<ul style="list-style-type: none"> <li>• Updated Vision, Values and Aims</li> <li>• Updated Curriculum Rationale</li> <li>• Formation of Parental Liaison Group</li> <li>• Practitioner Enquiry Programme established</li> <li>• Increased confidence in the use of HGIOS 4</li> <li>• Staff leadership roles established</li> </ul>	<ul style="list-style-type: none"> <li>➤ Time identified through collegiate calendar</li> <li>➤ Current Vision, Values and Aims</li> <li>➤ Current Curriculum Rationale</li> <li>➤ HGIOS 4</li> <li>➤ Parental engagement</li> <li>➤ Professional reading for practitioner enquiry</li> </ul>

<b>Improvement Priority 2</b>	<b>Link to National Improvement Framework</b>	<b>Overall Responsibility</b>
Learning Teaching and Assessment	Improvement in Attainment Improvement in Health and Wellbeing	SMT and Staff

<b>Target</b>	<b>Impact on Learners</b>	<b>Timescale</b>
<ul style="list-style-type: none"> <li>• To develop a nurturing ethos where learners are clear about the purpose of their learning and experience success</li> <li>• To ensure quality teaching experiences for all</li> <li>• To effectively use a range of assessment data</li> <li>• Plan track and monitor pupil progress to meet the needs of all learners across all areas of the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• High quality learning outcomes for all built on positive nurturing relationships</li> <li>• Attainment improved through learning experiences which are appropriately challenging and motivational</li> <li>• Learners confidently demonstrate where they are in their learning and are able to identify next steps</li> <li>• Learning is enriched by the use of digital technology</li> </ul>	2017-18

<b>Measures of Success</b>	<b>Resources Required</b>
<ul style="list-style-type: none"> <li>• Benchmarks used as part of planning and assessment process</li> <li>• Evidence of AfL strategies being used across the school</li> <li>• Increased staff confidence in assessment across core subjects</li> <li>• Evidence of Outdoor Learning across all classes and subject areas</li> <li>• Increased use of digital technology</li> <li>• Raised attainment in core subjects</li> </ul>	<ul style="list-style-type: none"> <li>➤ Benchmarks</li> <li>➤ AfL material</li> <li>➤ Time identified through collegiate calendar</li> <li>➤ Learning/Learner Engagement Meetings</li> <li>➤ Outdoor environment</li> <li>➤ ICE Pack</li> <li>➤ Staff PRD</li> </ul>

<b>Improvement Priority 3</b>	<b>Link to National Improvement Framework</b>	<b>Overall Responsibility</b>
Ensuring Wellbeing, Equality and Inclusion	Improvement in Attainment Improvement in Health and Wellbeing	SMT and Staff

<b>Target</b>	<b>Impact on Learners</b>	<b>Timescale</b>
<ul style="list-style-type: none"> <li>• Our school community has a shared understanding of wellbeing and in the dignity and worth of every individual</li> <li>• All learners are included, engaged and involved in the life of the school and are supported to do their best.</li> </ul>	<ul style="list-style-type: none"> <li>• Children feel safe and secure</li> <li>• Children know understand and use the wellbeing indicators as an integral part of school life</li> <li>• A shared understanding of wellbeing and children's rights permeates whole school community</li> </ul>	2017-18

<b>Measures of Success</b>	<b>Resource Requirement</b>
<ul style="list-style-type: none"> <li>• The use of Wellbeing App to record Action Plans</li> <li>• Completed Wellbeing Policy</li> <li>• Parental participation in and feedback from information evening regarding SHANARRI</li> <li>• Recognition of Commitment for Rights Respecting School Programme</li> </ul>	<ul style="list-style-type: none"> <li>➤ SEEMIS</li> <li>➤ Wellbeing audit</li> <li>➤ Rights Respecting School material</li> <li>➤ Committees</li> <li>➤ Time as identified through collegiate calendar</li> </ul>

<b>Improvement Priority 4</b>	<b>Link to National Improvement Framework</b>	<b>Overall Responsibility</b>
Raising Attainment and Achievement	Improvement in Attainment Improvement in Health and Wellbeing	SMT and staff

<b>Target</b>	<b>Impact on Learners</b>	<b>Timescale</b>
<ul style="list-style-type: none"> <li>• Children make very good progress from prior levels of attainment in literacy and numeracy</li> <li>• A robust tracking system along with effective interventions to ensure continuous improvement for learners across the curriculum and at points of transition</li> <li>• Personally and socially adept learners who have achieved a range of skills and attributes through a wide range of activities</li> <li>• Promote equity of success and achievement for all our learners</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently high standards of attainment for all learners.</li> <li>• Confident teacher judgements together with benchmarking and an appropriate range of assessments lead to improvements in attainment</li> <li>• Learners are successful, confident, exercise responsibility and contribute to the life of the school and wider community.</li> <li>• Increased knowledge and understanding of the world of work, highlighting equity for all.</li> </ul>	2017-18

<b>Measures of Success</b>	<b>Resource Requirements</b>
<ul style="list-style-type: none"> <li>• Revised Literacy Strategy</li> <li>• Raised attainment in the technical skills of writing</li> <li>• Revised Numeracy Strategy</li> <li>• Raised attainment in numeracy(see Cluster Plan for identified area)</li> <li>• Appropriate literacy and numeracy resources to support all abilities</li> <li>• Self Evaluation programme includes parental/pupil voice</li> <li>• Improved tracking of attainment/achievement of a level</li> <li>• Improved engagement in Developing the Young Workforce programme</li> <li>• Improved transfer of information between classes/establishments</li> <li>• Children confident in talking about next steps in learning</li> <li>• Committee roles established</li> </ul>	<ul style="list-style-type: none"> <li>➤ Current Literacy Strategy</li> <li>➤ Current Numeracy Strategy</li> <li>➤ Time identified through collegiate calendar</li> <li>➤ EDC Service Plan 17/20</li> <li>➤ Learning/Learner Conversations</li> <li>➤ Tracking spreadsheet</li> <li>➤ Developing the Young Workforce Career Standard (3-18)</li> <li>➤ Transition Meetings</li> <li>➤ Planning walls/Learning Journeys</li> <li>➤ Committees</li> </ul>