

Framework for School Improvement Planning 2022/23

Section 1: School Information and 3 Year Improvement Plan Priorities	
School/Establishment	BALDERNOCK PRIMARY
Head Teacher	JILL CARR
Link QIO	MARIE DONALD

School Statement: Vision, Values & Aims and Curriculum Rationale
<p><u>Our Vision and Values</u></p> <p>Our cluster community have created a shared vision that we all work towards.</p> <p>Our Vision: Working Together Respecting Others Pursuing Excellence</p> <p>This vision ensures that our community work together to promote lifelong learning by establishing a culture of mutual respect where children are happy and motivated. Our ethos allows children to have the confidence that enables them to realise their full potential in a safe, healthy learning environment.</p> <p>Our Values: Environment Resilience Wellbeing Inclusion Community</p> <p>We value our unique environment as a learning tool to promote wellbeing and build resilience ensuring inclusion is at the heart of our community.</p> <p>Underpinning our vision and values are two articles from the United Nations Convention of the Rights of the Child.</p> <p>Article 29: You have the right to an education which tries to develop your personality and abilities as much as possible and encourages you to respect other people's rights and values and to respect the environment.</p> <p>Article 12: You have the right to an opinion and for it to be listened to and taken seriously.</p> <p>Our curriculum rationale has recently been updated and is available to view on our website.</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	<ul style="list-style-type: none"> • Embed Reading Schools approach 	<ul style="list-style-type: none"> • Writing 	<ul style="list-style-type: none"> • Listening and Talking
Priority 2	<ul style="list-style-type: none"> • Interdisciplinary Learning 	<ul style="list-style-type: none"> • Planning 	<ul style="list-style-type: none"> • Review and refresh programmes of study
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
Improvement Priority 1	Embed the Reading Schools approach
Person(s) Responsible	Who will be leading the improvement? Who will they collaborate with? PT

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Closing the attainment gap between the most and least disadvantaged children. Improvement in attainment, particularly in literacy and numeracy.	Teacher professionalism Parent/carer involvement and engagement School improvement	QI 2.2 Curriculum QI 3.2 Raising attainment and achievement QI 1.5 Management of resources to promote equity	Closing the attainment gap between the most and least disadvantaged children. Improvement in attainment in literacy

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
<ul style="list-style-type: none"> Committee roles for children Leadership role for staff 	<ul style="list-style-type: none"> Reading Schools programme Scottish Book Trust resources Class libraries Author visits Collegiate time 	<ul style="list-style-type: none"> Class newsletters Twitter Family reading sessions Bookbug/Read, Write, Count resources Parental questionnaire
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
<ul style="list-style-type: none"> Scottish Book Trust training sessions for staff Continue to engage with Reading Schools Programme 	<ul style="list-style-type: none"> Link with Milngavie Library Each child to be gifted a book on their birthday. 	N/A

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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?	
Reading Schools Accreditation <ul style="list-style-type: none"> ➤ To improve engagement and enjoyment of reading for all pupils. ➤ To improve reading skills of all pupils. 	Submit evidence for Core Award.	Core award achieved.	September 22	
	Paired reading programme. Joint literacy project between P6/7 and Baldernock Childcare.	Increased liaison between school and playgroup. Pre and post reading survey for school pupils and nursery pupils.	May 23	
	Staff book group and swap and share library. Recommendation wall developed for all staff.	Engagement with book group and swap and share library. Staff professional discussions. Greater awareness of current children's literature.	May 23	
	Continue to refresh and evaluate class libraries. Link with Milngavie Library to access current literature. Update non-fiction books.	Learner conversations. Parental questionnaire. Staff moderation of libraries. Monitoring of pupil reading journals.	May 23	
	Parental workshops to support Book Bug and Read Write Count resource. Appoint a parent to Reading Schools Committee.	Evaluations of workshops. Parental engagement in Reading Schools Committee.	November 22 October 22	
	Undertake self-evaluation to inform next steps towards silver award.	Analysis of self-evaluation. Professional dialogue Creation of committee action plan.	November 22	

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

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Improvement in skills and sustained, positive school leaver destinations for all.	School leadership Teacher professionalism School improvement	QI 3.3 Increasing creativity and employability QI 2.2 Curriculum QI1.2 Leadership of learning	Improvement in employability skills and sustained, positive school leaver destinations for all young people. Improvement in attainment in literacy. Improvement in attainment in numeracy.

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
<ul style="list-style-type: none"> Leadership roles for staff Leadership roles for pupils 	<ul style="list-style-type: none"> STEM Leader Programme Great Science Share Programme Career Education Standard My World of Work Curricular Overviews Collegiate time 	<ul style="list-style-type: none"> Support from school community to explore career options.
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
<ul style="list-style-type: none"> Great Science Share Programme Stem Leader Programme 	<ul style="list-style-type: none"> All pupils included 	N/A

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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?	
All identified P6/7 pupils will become Young STEM Leaders	Identified P6/7 pupils to complete Young Stem Leader Award	Progress through the Young STEM Leader programme. Pre and post STEM and digital skills surveys with P1-5. Almost all STEM Leaders will show increased leadership and communication skills	Programme started in September 2022. Outcomes measured January 2023 and June 2023	
All identified staff will become Young STEM Tutor Assessors	Undertake STEM Tutor Assessor training.	Completion of training	November 22	
To increase confidence in the application of STEM skills across the curriculum.	Training for staff in Great Science Share Programme	Staff professional learning discussions. SLT monitoring- Learner Conversations, Target Setting and Meeting Learners' Needs. Assessment Week results.	May 23	
	Whole school project from suggested topics from GSS programme	SLT monitoring- Learner Conversations and staff moderation.	June 23	
	Develop STEM with a literacy focus by engaging with the STEMaStory resource. Develop STEM skills with an outdoor focus	SLT monitoring- Learner Conversations, Target Setting and Meeting Learners' Needs. Assessment Week results.	May 23	

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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? Who will they collaborate with? Head Teacher/Principal Teacher Whole School Community

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Placing the human rights and needs of every child and young person at the centre. Improvement in attainment, particularly in literacy and numeracy.	School improvement Performance information Parent/carer involvement and engagement	QI 1.1 Self-evaluation for self-improvement QI 1.2 Leadership of learning	Improvement in attainment in literacy Improvement in attainment in numeracy Improvement in children and young people’s mental health and wellbeing

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
<ul style="list-style-type: none"> Leadership roles for staff Leadership roles for pupils 	<ul style="list-style-type: none"> HIGIOS 4 How Good is OUR School? Quality Improvement and SE Policy Education Scotland/West Partnership resources Questionnaires/Trackers Collegiate time STEM SE document 	<ul style="list-style-type: none"> Questionnaires Surveys
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
<ul style="list-style-type: none"> How Good is OUR School? Reading Schools SE documentation 	<ul style="list-style-type: none"> All pupils included 	N/A

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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?	
To create a shared vision of continuous improvement to ensure raised attainment, achievement and equity for all.	Develop a school rationale for self-evaluation and continuous improvement. Pupils engage with pupil self-evaluation resource How Good is OUR School?	Completion of rationale. Staff discussions Analysis of self-evaluation results	December 22 Ongoing	
	Develop use of SEEMIS Progress and Achievement system to identify potential gaps in attainment.	Analysis of data at Target Setting meetings and Meeting Learners' Needs meetings SLT monitoring- learner conversations	May 23	
	Staff engagement with school's tracking system in Target Setting and Meeting Learner's Needs Meetings to track children's wellbeing in order to raise attainment and achievement	Analysis of data at Target Setting meetings and Meeting Learners' Needs meetings SLT monitoring- learner conversations	May 23	
Learners will benefit from a progressive and consistent whole school approach to developing reading skills.	Undertake SE of Literacy programme including Reading Schools work	SNSA data, Assessment Week results, teacher judgement, SWST results, achievement of a level.	June 23	
Almost all pupils on track in understanding their next steps in learning.	Develop a shared and consistent approach to the use of evaluative language for both staff and pupils.	Moderation of Progress and Achievement Profiles from early to second level. Moderation of jotters for peer/self-assessment and teacher feedback.	December 22	

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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					