



Framework for School Improvement Planning 2024/25

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

School Statement: Vision, Values & Aims and Curriculum Rationale	
 Vision Values and Motto.docx	 Rationale for our Curriculum.docx

	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	<ul style="list-style-type: none"> Raising Attainment in Literacy 	<ul style="list-style-type: none"> Raising Attainment in Literacy 	<ul style="list-style-type: none"> Raising Attainment in Literacy
Priority 2	<ul style="list-style-type: none"> Interdisciplinary Learning 	<ul style="list-style-type: none"> Interdisciplinary Learning 	<ul style="list-style-type: none"> Planning
Priority 3	<ul style="list-style-type: none"> Wellbeing 	<ul style="list-style-type: none"> Wellbeing 	<ul style="list-style-type: none"> Wellbeing

Framework for School Improvement Planning 2024/25

Section 2: Improvement Priority 1	
School/Establishment	BALDERNOCK PRIMARY
Improvement Priority 1	RAISING ATTAINMENT IN LITERACY
Person(s) Responsible	Who will be leading the improvement? Who will they collaborate with? Literacy Champion/Class Teacher 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 roles for pupils Leadership roles for parents	Reading Schools Programme/Scottish Book Trust Resources Book Bite Blether North Lanarkshire Active Literacy Resource Parents Collegiate calendar/In service	Reading Schools Parent Bookbug/Read, Write, Count bags Class Newsletters Parental surveys

Framework for School Improvement Planning 2024/25

Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Continue to engage with Reading Schools Programme Scottish Book Trust training New spelling/phonics programme New planners/reading material	Book Swap and Share/Birthday books Engaging beyond the school Differentiated support Early intervention and prevention Targeted approaches to literacy	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 ➤ Learners' attainment in phonics/spelling will have improved and they will an increased awareness of spelling strategies ➤ Parents/carers will have an increased awareness of skills/approaches used for spelling and will use these to support children at home.	Work towards achievement of Gold Reading Schools Award to further improve reading skills at all stages	Evidence gathered for Gold Award	June 25	
	Parental workshops to support the development of phonic/spelling skills across the school	Attendance at sessions Evaluation of workshop from parents/carers	Feb 25	
	Pilot new literacy planners	SLT monitoring Staff moderation	June 25	
	Implement new phonic/spelling approaches	SWST Sep 24 and May 25 SLT monitoring Staff moderation Peer observations	May 25	
	Audit current listening and talking resources	Professional dialogue Updated resources	March 25	
	Moderate writing genres from Early to Second Level to ensure a shared understanding of achievement of a level.	Professional dialogue Pre/post questionnaire	Dec 24	

Framework for School Improvement Planning 2024/25

Section 2: Improvement Priority 2	
School/Establishment	BALDERNOCK PRIMARY
Improvement Priority 2	INTERDISCIPLINARY LEARNING (IDL)
Person(s) Responsible	Who will be leading the improvement? Who will they collaborate with? STEM Champion/Digital Schools Lead School community

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 leadership school improvement	QI 1.2 Leadership of Learning QI 2.2 Curriculum QI 2.5 Family Learning	Improvement in employability skills and sustained, positive school leaver destinations for all young people Improvement in attainment in numeracy and Maths

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Leadership roles for staff- Digital Schools Lead, STEM Champion Leadership roles for pupils- Young STEM Leaders, committee roles	Digital Schools resource, RAiSE planners, Great Science Share Resources, Buzzing Baldernock Overview, Science Programme, Social Studies Programme, Numeracy and Maths Planners, IDL Planner, IT/Collegiate time EDC Primary STEM Development Officer	Numeracy and Maths Workshops Outdoor support
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Digital Schools Award RAiSE resource and training Enquiry based learning pedagogy	All pupils included Resources adapted to meet needs of all	N/A

Framework for School Improvement Planning 2024/25

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>To raise attainment through an IDL approach</p> <ul style="list-style-type: none"> ➤ Develop leadership skills for pupils at all stages ➤ Increased family learning opportunities to support pupils at home ➤ Refresh school science programme ➤ Refresh school social studies programme to incorporate an enquiry based approach 	All teaching staff pilot new IDL planner	SLT monitoring Staff moderation and feedback	June 25	
	Staff and pupils audit social studies programme	Survey pupils about current social studies topics Updated programme	May 25	
	Pilot new numeracy planners	SLT monitoring Staff moderation and feedback	June 25	
	Staff audit science programme	Professional discussions Updated programme reflecting IDL links Staff moderation	Feb 25	
	ICT Committee to complete Digital Schools Award	Digital Schools Award achieved	April 25	
	Staff to undertake CLPL training in enquiry based learning.	Pre and post questionnaires for staff Professional discussions	Dec 24	
	Parental workshop to support the development of numeracy and maths skills across all stages	Evaluations of workshops pre and post-delivery and measure impact at the end of 24.25	Nov 24- numeracy March 25- maths	

Framework for School Improvement Planning 2024/25

Section 2: Improvement Priority 3	
School/Establishment	BALDERNOCK PRIMARY
Improvement Priority 3	WELLBEING
Person(s) Responsible	Who will be leading the improvement? SLT/Rights Respecting Schools lead Who will they collaborate with? School community

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
Improvement in children and young people's health and wellbeing Placing the human rights and needs of every child and young person at the centre	school leadership school improvement	QI 3.1 Wellbeing, equality & inclusion QI 2.7 Partnerships	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

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Leadership roles for staff- Rights Respecting Schools Lead Leadership roles for pupils- Rights Respecting Schools Committee, Pupil Council, Pupil Forum, JAS award P5	The Promise, The CIRCLE, HGIOS4, HGIOURS Collegiate time Curriculum Rationale audit Join in Award (JAS)	Parent Council consultation Parental information session Questionnaires
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
The Promise, The CIRCLE Join in Award Scheme	All P5 pupils to take part in JAS Award run by PT. Inclusive environment to support all learners.	N/A

Framework for School Improvement Planning 2024/25

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>To create an inclusive learning environment to ensure raised attainment, achievement and equity for all.</p> <p>➤ Pupils will be better supported through increased staff understanding of inclusion and additional support needs.</p> <p>➤ Improved learning environment for children</p> <p>➤ Develop staff understanding of The Promise</p> <p>➤ P5 pupils will develop leadership skills</p>	Introduction to The CIRCLE framework at August in-service for all staff	Professional dialogue	In-service August 24.	
	Use Circle Inclusive Classroom Scale (CICS) to evaluate classroom environment	Changes made to learning environments as a result of self-evaluation of CICS	Oct 24	
	Pupils audit school environment using adapted CICS	Changes made to learning environments as a result of self-evaluation of CICS	Oct 24	
	All staff, including FM, to watch presentations and complete module related to The Promise.	Achievement of We Promise Award.	In-service Feb 25	
	P5 pupils will complete JAS Award.	Achievement of JAS Award	March 25	
To ensure children's rights and pupil voice are evident in all aspects of school life and beyond.	Develop and implement action plan for Gold Rights Respecting Award	Action Plan accepted. Progress through targets Evidence gathered.	Ongoing	

School PEF allocation 23/24: £ 0 Total PEF allocated in SIP £ 0 Underspend: £ N/A

East Dunbartonshire: Education Service

Framework for School Improvement Planning 2024/25



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