



Framework for School Improvement Planning 2025/26

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

School Statement: Vision, Values & Aims and Curriculum Rationale
<p>Include links to these documents.</p> <div>  Vision Values and Motto.docx  Rationale for our Curriculum.docx </div>

	Looking Forwards – 3 Year Improvement Plan Priorities		
	Bullet point key priorities for the next 3 years		
Session	2025/26	2026/27	2027/28
Priority 1	RAISING ATTAINMENT IN LITERACY	RAISING ATTAINMENT IN LITERACY	RAISING ATTAINMENT IN NUMERACY
Priority 2	INTERDISCIPLINARY LEARNING (IDL)	PLANNING	PLANNING
Priority 3	WELLBEING	WELLBEING	WELLBEING

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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 Teachers School community

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2025-28
Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children	school improvement curriculum and assessment teacher professionalism	QI 1.1 Self evaluation for self improvement 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 school community	Reading Schools Programme/Scottish Book Trust resources Book Bite Blether Collegiate Calendar/In Service	Reading Schools initiatives Bookbug/Read, Write, Count bags Parent surveys Class newsletters Volunteers

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Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Continue to engage with Reading Schools Programme Scottish Book Trust training New Infant comprehension material Staff training for Mandarin culture and language programme	Book Swap and Share/Birthday books Community lending library 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 <ul style="list-style-type: none"> Learners' attainment in listening and talking will have improved and they will be able to apply these skills across the curriculum. Learners' attainment in reading comprehension will have improved 	Staff training to update approaches to the delivery of listening and talking skills across the curriculum.	Pre and post questionnaires for staff Professional discussions	Dec 25	
	Purchase resources to support listening and talking programme.	SLT monitoring Staff discussions Peer observations	Feb 26	
	Evaluate literacy planners	Staff discussions, moderation and feedback SLT monitoring	Oct 25	
	Achieve Gold Reading Schools Award to further improve reading skills at all stages	Gold Award achieved	Oct 25	
	Update and implement new comprehension resources	SLT monitoring Staff discussions	May 26	

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<p>applying skills to a variety of texts.</p> <p>➤ Learners will broaden their horizons as they explore languages and associated cultures.</p>		Pupil questionnaires		
	Refresh French programme from P1-7 with a focus on developing vocabulary through books.	Professional discussions Pre and post pupil survey	May 26	
	Engage with Douglas Academy cluster colleagues to deliver a block of Mandarin language and culture at P5-7.	Professional discussions across sectors Pre and post staff survey Pre and post pupil survey	May 26	
	Engage with Douglas Academy cluster colleagues to deliver a block of Spanish language and culture at P5-7.	Professional discussions	May 26	

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 School Community

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2025-28
Placing the human rights and needs of every child and young person at the centre Improvement in skills and sustained, positive school-leaver destinations for all	school leadership school improvement teacher professionalism	QI 1.3 Leadership of Change QI 3.3 Increasing creativity and employability	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- Young STEM Leader trainer, STEM Champion Leadership roles for pupils- Young STEM Leaders, committee roles	School science programme RAiSE planners Skills Development Scotland Meta Skills Framework Collegiate Calendar /In Service SCILT resources	Numeracy and Maths workshops

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Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Skills Development Scotland Meta-skills Training- all teaching staff SCILT resources	All pupils included Resources adapted to meet the 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?	
To raise attainment through an IDL approach <ul style="list-style-type: none"> ➤ Develop an understanding of meta skills for pupils at all stages ➤ Updated school science programme ➤ Updated school social studies programme ➤ Increased family learning 	Staff to undertake Skills Development Scotland training in the use of meta skills.	Pre and post questionnaires for staff Professional discussions	Sep 25	
	Implement meta skills framework in each class.	SLT monitoring Professional discussions	May 26	
	Evaluate IDL planner	SLT monitoring Staff feedback	May 26	
	Pilot new science programme	SLT monitoring Staff moderation and feedback	May 26	
	Staff and pupils to complete audit of school social studies programme	Completion of updated programme	May 26	

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opportunities to support pupils at home	Evaluate numeracy planners	Staff discussions, moderation and feedback SLT monitoring	Feb 26	
	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 25.26	Nov 25	

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

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2025-28
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

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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 Join in Award Scheme (JAS) completed by P6 Houses	Rights Respecting Schools Gold Award Requirements The CIRCLE – participation scale HIGIOS 4, HIGIOURS Collegiate Calendar In Service Partners – Outdoor Education	Parent Council Parental surveys Volunteers
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
The CIRCLE – Participation scale Join in Award Scheme	All P6 to complete award Consistencies across school to ensure an inclusive supportive environment for 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?	
To create an inclusive learning environment to ensure raised attainment,	Staff training on CIRCLE Framework at August In Service, specifically Participation Scale	Staff feedback from last session's work to inform a CIRCLE action plan for this session.	Aug 25	

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<p>achievement and equity for all.</p> <ul style="list-style-type: none"> ➤ Teachers will support improved participation of individual learners through analysis of Participation Scale(CPS) ➤ Improved implementation of personalised support 	<p>CIRCLE advisor to attend PLC sessions throughout the year and feed back to staff</p>	<p>Staff pre and post training assessment of knowledge and skills.</p>	<p>June 26</p>	
	<p>Staff use CPS to identify individual learners' strengths and areas for development</p>	<p>Completion of pre and post participation scale through a case study approach.</p>	<p>Aug 25 and May 26</p>	
<p>To ensure children's rights and pupil voice are evident in all aspects of school life and beyond.</p>	<p>Develop and implement action plan for Gold Rights Respecting Award</p>	<p>Action Plan accepted Progress through targets Evidence gathered</p>	<p>Oct 25 May 26</p>	
	<p>Pupil Council/Pupil Forum to develop a child friendly School Improvement Plan(SIP)</p>	<p>Completion of child-friendly SIP</p>	<p>Oct 25</p>	
	<p>Pupil views to be gathered for session 26.27 SIP</p>	<p>Pupil questionnaires</p>	<p>Dec 25 Mar 26 May 26</p>	
<p>P6 pupils will further develop leadership skills</p>	<p>P6 pupils to complete JAS Award</p>	<p>Completion of award</p>	<p>Sep 25</p>	