



EAST DUNBARTONSHIRE COUNCIL
EDUCATION SERVICE

EXCELLENCE FOR ALL

A commitment to excellence, equity and inclusion that empowers all
children and young people to succeed in learning and life.

• RESPECT • COURAGE • CREATIVITY • FAIRNESS • TRUST •



Equity & Opportunity

To reduce barriers, promote equity, and enhance opportunities so all learners can thrive in a diverse, inclusive and creative learning environment.



Family & Community Partnerships

To work collaboratively with families and communities, putting children's rights at the heart of decision making and supporting family wellbeing.



Learning & Teaching

To deliver high-quality innovative learning and teaching, that supports wellbeing, achievement and attainment for all.



Child Centred & Future Focused

To provide an education system based on relationships and collaboration to prepare every learner for a successful future.



Inclusion & Empowerment

To foster a nurturing and inclusive environment where everyone feels respected, safe and inspired to achieve their full potential.

Framework for School Improvement Planning 2026 – 29

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

<http://www.baldernock.e-dunbarton.sch.uk/school-info/vision-and-values/>



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urriculum-updated.c

Current Standards & Quality Report

[See school website for current report](#)

Session	Looking Forwards – 3 Year Improvement Plan Priorities		
	Bullet point key priorities for the next 3 years		
	2026/27	2027/28	2028/29
Priority 1	Wellbeing & Inclusion	Wellbeing & Inclusion	Wellbeing & Inclusion
Priority 2	Pedagogy & Meta-Skills	Curriculum - CIC Implementation Planning 21 Hours	Pedagogy CIC Implementation

Section 2: Improvement Priority 1			
School/Establishment	BALDERNOCK PRIMARY		
Improvement Priority 1	Wellbeing & Inclusion		
Strategic Leads	Senior Leadership Team Rights Respecting Committee/Staff Lead Pupil Council		
Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	HGIOS 4 QIs
Equity & Opportunity	Priority 6: Wellbeing & Inclusion	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	QI 3.1 Wellbeing, equality & inclusion QI 2.1 Safeguarding and child protection

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Leadership roles for staff- RRS lead Leadership roles for pupils- RRS Committee, EDC Pupil Forum, Houses and Pupil Council	Circle Framework New Dyslexia Framework Modules 1-3 Open University Dyslexia Training- Module 1 (3hrs), Modules1-3 (33hrs) from collegiate calendar EDC Equity in Literacy Framework	Parent Council Parent Surveys Parental involvement in RRS Gold Award
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
SLT complete modules 1-3 Open University Dyslexia Training (33hrs) Teaching and Support staff complete module 1 Open University Dyslexia Training (3hrs)	differentiated support early intervention & prevention Children's Rights	N/A

Framework for School Improvement Planning 2026 – 29

Outcomes/Expected Impact for learners	Tasks/Interventions	Measures	Timescale(s)	Progress to date
consider targets, % change expected	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?	Termly update
All children and young people will be empowered to express their views, feelings and concerns.	Review Positive Relationships policy to align with new Scottish Government recommendations	Parental surveys Pupil surveys Staff surveys	December 2026	
	Develop and implement an action plan for Gold RRS Award	Action plan accepted Achieve Gold RRS Award	October 2026	
	Further develop tracking of pupil wellbeing by auditing current SHANARRI processes	Monitor and track the number of red and amber indicators over time.	On going	
	Pupil Council to work with PT to design method of gathering pupil voice.	Pre survey- pupils and staff Post survey- pupils and staff	September 2026 May 2027	
All learners with additional support needs can access a full curriculum which meets their education and life needs.	Teaching and support staff to complete Module 1 Open University Dyslexia Training	Completion of Module 1 Staff feedback on potential next steps	February 2027	
	SLT to complete Modules 1-3 of Open University Dyslexia Training	Completion of Modules 1-3 SLT evaluation of training	May 2027	
	Circle Participation Scale used to identify strengths and potential barriers to learning	Analysis of information gathered SLT monitoring	Ongoing	
	EDC Equity in Literacy Framework used to support specific learning needs	Appropriate strategies identified and implemented SLT monitoring	Ongoing	

Framework for School Improvement Planning 2026 – 29

Section 2: Improvement Priority 2	
School/Establishment	BALDERNOCK PRIMARY
Improvement Priority 2	Pedagogy & Meta-Skills
Strategic Leads	Literacy Champion Eco Committee/Staff Lead SLT

Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	HGIOS 4 QIs
Learning & Teaching	Priority 2: Learning & Teaching Priority 4: Curriculum	Improvement in achievement, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children	QI 3.2 Raising attainment and achievement QI 2.3 Learning, Teaching & Assessment QI 1.3 Leadership of Change

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Pupils leading learning Staff leadership role- Outdoor Learning and Sustainability Pupil leadership roles- Eco and Sustainability Committee	Skills Development Scotland (SDS) Meta-skills Framework EDC Climate Action Plan Keep Scotland Beautiful Climate Ready Classrooms	Parent members of Eco and Sustainability Committee
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Curriculum Improvement Cycle Information Sessions Learning for Sustainability EDC Team	Employability and skills development high quality learning experience	N/A

Framework for School Improvement Planning 2026 – 29

Outcomes/Expected Impact for learners	Tasks/Interventions	Measures	Timescale(s)	Progress to date
consider targets, % change expected	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?	Termly update
Consistent approaches to ensure highly effective practice in all classes.	Audit current writing programme and review pedagogy	Improved ACEL data Class and peer observations	May 2027	
	Audit current spelling programme and review pedagogy	Improved SWST results Class and peer observations	May 2027	
	All staff to engage with information relating to Curriculum Improvement Cycle	Professional dialogue Collegiate calendar	May 2027	
All children and young people will receive the full curriculum entitlement through a skills-based approach	Embed SDS Meta-skills Framework from P1-7	Pupil voice Professional dialogue Quality Assurance	May 2027	
	Further develop staff and pupil confidence in using an enquiry-based approach to learning	Quality Assurance Parental surveys Staff moderation and feedback	April 2027	
	Teaching staff to engage with EDC Climate Action Plan to support the development of Learning for Sustainability moving towards Target 2030	Evidence gathered from Sustainability and Biodiversity audit Professional dialogue Quality Assurance	March 2027	