**East Dunbartonshire: Education Service**

**Framework for School Improvement Planning 2024/25**

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| Section 1: School Information and 3 Year Improvement Plan Priorities | |
|---|---|
| **School/Establishment** | **Baljaffray Primary School** |
| **Head Teacher** | **Lesley Rodden** |
| **Link QIO** | **Vicky MacKenzie** |

| School Statement: Vision, Values & Aims and Curriculum Rationale |
|---|
| **Vision, Values and Aims**<br>http://www.baljaffray.e-dunbarton.sch.uk/school-info/vision-values-and-aims/<br>**Curriculum Rationale**<br>http://www.baljaffray.e-dunbarton.sch.uk/learning/curriculum/<br>Include links to these documents. |

| | Looking Forwards – 3 Year Improvement Plan Priorities<br>Bullet point key priorities for the next 3 years | | |
|---|---|---|---|
| **Session** | **2024/25** | **2025/26** | **2026/27** |
| **Priority 1** | Improvement of Wellbeing and Equity through the Implementation of the CIRCLE Framework and Promoting Positive Relationships and Behaviour<br>(Year 1) | Raising Attainment in Literacy through Pedagogy for Learning, Teaching and Assessment in Writing. | Expressive Arts |

| | | | |
|---|---|---|---|
| **Priority 2** | Learning for Sustainability/ Outdoor Learning/IDL/ Big Question Planning/STEM (Year 2) | Improvement of Wellbeing and Equity through the Implementation of the CIRCLE Framework and Promoting Positive Relationships and Behaviour (Year 2) | Expressive Arts |
| **Priority 3** | Raising Attainment in Literacy through Pedagogy for Learning, Teaching and Assessment in Reading Phonics/Spelling/Writing (Year 3) | Learning for Sustainability/ Outdoor Learning/IDL/ Big Question Planning/STEM (Year 3) | Improvement of Wellbeing and Equity through the Implementation of the CIRCLE Framework and Promoting Positive Relationships and Behaviour (Year 3) |

| Section 2: Improvement Priority 1 | |
|---|---|
| **School/Establishment** | **Baljaffray Primary** |
| **Improvement Priority 1** | **Implementation of the Circle Framework** |
| **Person(s) Responsible** | Head teacher Supported by DHT/ PT |

| NIF Priority | NIF Driver | HGIOS 4 QIs | EDC Service Plan 2023-26 |
|---|---|---|---|
| Delete / copy as required | Delete / copy as required | Delete / copy as required | Delete / copy as required |
| | school leadership teacher professionalism | QI 1.1 Self evaluation for self improvement | |

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|---|---|---|---|
| Placing the human rights and needs of every child and young person at the centre<br>Improvement in children and young people's health and wellbeing<br>Closing the attainment gap between the most and least disadvantaged children | parent / carer involvement and engagement | QI 2.1 Safeguarding and child protection<br>QI 2.4 Personalised Support | Placing the human needs and rights of every child and young person at the centre of education<br>Improvement in children and young people's mental health and wellbeing<br>Closing the attainment gap between the most and least disadvantaged |

| Opportunities for Leadership | Resource Requirements | Parental Engagement and Involvement |
|---|---|---|
| • Teacher Leadership related to classroom practice.<br>• Pupil Leadership – Pupil Voice Inclusive<br>• Classroom Scale<br>• CIRCLE Advisor to share learning with all practitioners | • Time – see collegiate calendar for SIP/Staff meetings and In-service Days/Personal professional development time.<br>• Cover costs for staff undertaking any leadership responsibility that requires release from class.<br>• Funding for CLPL as required<br>• CIRCLE framework tools – CIRCLE resources to support inclusive learning and Collaborative Working (Primary) – resources – Education Scotland<br>• Education Scotland Training videos<br>• Promise Resources | • Parent Feedback - feeding into improvement planning (Glow Forms).<br>• Seesaw - Information and learning showcased for families.<br>• Parent Council ongoing involvement in feeding back parent views at meetings. |
| | | |
| **Professional Learning** | **Interventions for Equity** | **Pupil Equity Funding (PEF) Allocation** |

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|---|---|---|
| • Whole staff/ Teaching staff CLPL (In-service Days/ collegiate hrs). <br> • Professional reading/ viewing online materials <br> • Quality assurance processes. <br> • Peer/ SMT/professional discussions | • The Circle Framework as a strategy to support all pupils, especially those with additional support needs. <br> The Promise – support for care experienced pupils (including revisiting the nurture principles) | • Whole staff/ Teaching staff CLPL (In-service Days/ collegiate hrs). <br> • Professional reading/ viewing online materials <br> • Quality assurance processes. <br> • Peer/ SMT/professional discussions |

| 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? | |
| Children will be better supported through staff understanding of inclusion and additional support needs. | Introduction to The Circle Framework at Aug Inset for all staff. | Staff feedback from initial introduction. | August Inset Day | |
| Improved Classroom Environments for Children: Make use of CICS (Circle Inclusive Classroom Scale) to evaluate classroom environment – to be done in sections over term 1 and term 2 | Use CICS individually and with a supportive peer to critically analyse classroom. | Reflections with colleagues and changes made to classrooms as a result of self evaluation using CICS. | Term 1 and 2 By March 25 | |
| Improved Approaches for Supporting Children using the Circle Framework | Explore Skills, Supports and Strategies in Circle Framework | Reflections with colleagues and changes made to classroom practice as a result of self evaluation using CICS | Term 3 By June 25 | |

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| Develop understanding of 'The Promise' | All staff (Including FM) to watch 2 presentations and complete module related to The Promise. | School will achieve the 'We Promise' Award | Feb Inset day | |

| Section 2: Improvement Priority 2 | |
|---|---|
| **School/Establishment** | **Baljaffray Primary** |
| **Improvement Priority 2** | Learning for Sustainability/ Outdoor Learning/IDL/ Big Question Planning/STEM (Year 2) |
| **Person(s) Responsible** | Head Teacher<br>DHT/PT<br>ECO Committee |

| NIF Priority | NIF Driver | HGIOS 4 QIs | EDC Service Plan 2023-26 |
|---|---|---|---|
| Delete / copy as required<br><br>Closing the attainment gap between the most and least disadvantaged children Improvement in children and young people's health and wellbeing | Delete / copy as required<br><br>school leadership school improvement curriculum and assessment | Delete / copy as required<br><br>QI 2.2 Curriculum<br>QI 2.3 Learning, Teaching & Assessment<br>QI 3.1 Wellbeing, equality & inclusion | Delete / copy as required<br><br>Improvement in children and young people's mental health and wellbeing Closing the attainment gap between the most and least disadvantaged |

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**Framework for School Improvement Planning 2024/25**

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| Placing the human rights and needs of every child and young person at the centre | | | 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 |
|---|---|---|
| Working party – leads for Outdoor Learning, Eco, Circular Economy<br>Staff working parties to establish programme of study, new planners and assessment | Outdoor learning training/workshops Education Scotland documents Progression pathways Planning format<br><br>STEM training provided by EDC | Parental questionnaires/surveys<br><br>Newsletters<br>Open afternoon to showcase curriculum |
| **Professional Learning** | **Interventions for Equity** | **Pupil Equity Funding (PEF) Allocation** |
| Education Scotland documents: Refreshed Narrative, Curriculum Es and Os and Benchmarks Working parties<br>Professional reading and professional discussion<br>CD Sessions<br>EDC Outdoor Learning Team<br>Education Scotland Online Training - STEM | Team building sessions outdoors<br>STEM outdoor sessions<br>Forest Schools experience | Whole school staff training – approach to outdoor learning and sustainability<br><br>STEM outdoor sessions |

| Outcomes/Expected Impact | Tasks/Interventions | Measures | Timescale(s) | Progress |
|---|---|---|---|---|
| Outcomes for learners; targets; % change | Activities in Working Time Agreement, Professional Learning<br>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? | |
| Pupils will have increased opportunities to learn outdoors | Learning Through Landscapes will do learning outdoors workshop to explore opportunities for using the outdoor environment to enhance learning outdoors. | Pre/post staff questionnaires<br><br>Staff feedback from outdoor learning training. | Feb 25 (Inset Day)<br>PEF Cost £800 | |

| | | | | |
|---|---|---|---|---|
| All staff will report increased knowledge, confidence and skills in planning and delivering learning outdoors. | Teachers and support staff will consider some maths outdoor learning activities to use with pupils. | Pupils will have increased opportunities for outdoor learning in Maths and Literacy.

Pre/post pupil surveys

SLT class obs – outdoor learning | | |
| Children will experience quality learning experiences outdoors including STEM. | All staff participate in Outdoor Learning training and plan weekly opportunities for outdoor learning linking to specific curricular areas or IDL, ensuring all learners have minimum weekly opportunity for contact with nature within school grounds throughout the seasons | | | |
| All pupils will benefit from partnership work with Active Schools and Sustrans. | Timetabled outdoor learning weekly

Sharing good practice termly CD sessions.  Make effective use of Education Scotland Outdoor Learning for Sustainability Wakelet. | Well being assessments linked to outdoor learning – pre/post | | |
| Children will develop leadership skills through outdoor learning. | Link with Active Schools to enhance opportunities for outdoor play at break times. Train Playground - programme of activities, loose parts, scooters. | Ongoing throughout the year Contact community partners/ businesses – to donate loose parts. Fortnightly – hire of EDC minibus £1200 | June 25 | |

| Children's health and well being will improve through regular access to outdoor learning. | Regular trips in minibus to support outdoor learning and LfS – visits to woodland/ beaches. | | | |
|---|---|---|---|---|
| | Outdoor Beehive provide feedback re outdoor play opportunities at breaktimes. | End of each term – review and plan | By Dec 24 | |
| | Development of school grounds to improve support for outdoor learning – Outddoors Beehive/ Class Groups | Outdoor Learning lead will work with PTA, Parent Council and Pupil Leadership groups to further develop the school grounds. Seek parents/carers to support Beehives (monthly) | By June 25 | |
| | Link with Sustrans to plan and carry out local area walks to link with relevant topics over the school year. | All classes will experience an outdoor walk linked to in class learning. | Plan by Oct 24. Walks by May 25. | |
| | Link with Outdoor Ed (Alan Smith) and Sustrans to plan bikeability training for all P6 and P7 pupils. | All P6 pupils will be trained at Bikeability Level 1 All P7 pupils will be trained at Bikeability Level 2. | Bikeability Training Level 2 (P7) Bikeability Level 1 | |
| | Eco Beehive to lead on the management of the growing programme – vegetable beds, pots, wild garden. | Eco Beehive will make a plan for year groups. | Ongoing throughout the year. | |
| | To develop skills in using tools as part of STEM outdoors – progression pathway for tool use eg screwdrivers etc. | All classes PT STEM champion | Ongoing throughout the year. | |

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| All learners have opportunities to recognise, understand and explore meta skills<br>Self Management<br>• Focusing<br>• Integrity<br>• Adapting<br>• Initiative<br>Social Intelligence<br>• Communicating<br>• Collaborating<br>• Feeling<br>• Leading<br>Innovation<br>• Curiosity<br>• Sense-making<br>• Creativity<br>• Critical Thinking | Develop Meta Skills programme – embedded skills for learning, life and work within IDL programme and outdoor learning programme.<br><br>Devise progression tracker of meta skills/ leadership opportunities record.<br><br>Teaching staff participate in online meta skills training sessions x2 | Learning Walks/ Class Observations Professional discussions/ CD sessions/ LTTA meetings<br><br>Devise Leadership self refection grid – administer at start of session/ mid session and end of session – to gather pupil views and assess whether they have changed.<br><br>Contact Clydebank College for workshop support | On going throughout the session<br><br>Three times throughout session<br><br>Online Training Sessions September 2024 | |

*Duplicate tables as required for each priority*

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| Section 2: Improvement Priority 3 | |
|---|---|
| **School/Establishment** | **Baljaffray Primary School** |
| **Improvement Priority 3** | Raising Attainment in Literacy through Pedagogy for Learning, Teaching and Assessment in Reading Phonics/Spelling/Writing (Year 3) |
| **Person(s) Responsible** | Head Teacher<br>PT (Reading Recovery Teacher)<br>DHT<br>Literacy Champion |

| NIF Priority | NIF Driver | HGIOS 4 QIs | EDC Service Plan 2023-26 |
|---|---|---|---|
| Delete / copy as required | Delete / copy as required | Delete / copy as required | Delete / copy as required |
| Improvement in attainment, particularly in literacy and numeracy.<br>Closing the attainment gap between the most and least disadvantaged children<br>Choose an item. | school leadership<br>teacher professionalism<br>curriculum and assessment | QI 2.3 Learning, Teaching & Assessment<br>QI 2.2 Curriculum<br>QI 3.2 Raising attainment and achievement | Improvement in attainment in literacy and English<br>Closing the attainment gap between the most and least disadvantaged<br>Choose an item. |

| Opportunities for Leadership | Resource Requirements | Parental Engagement and Involvement |
|---|---|---|
| Literacy Champions to lead development working party | Novels/texts class libraries (ensuring promotion of equality and diversity) | Parent Surveys – pre and post |

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| Literacy Leads Early/First/Second levels<br>All CTs involved - leading change in their own classrooms.<br>Pupil Council – leading Pupil Improvement Plan through use of HGIOurS | Class novels to support NL active literacy approach | Parent Council – regular feedback at meetings<br>Regular updates through Newsletters/Seesaw<br>Family Learning Workshop |
|---|---|---|
| **Professional Learning** | **Interventions for Equity** | **Pupil Equity Funding (PEF) Allocation** |
| Collegiate time<br>Trio Visits to observe good practice<br>Literacy Champion Meetings | TIG groups<br>ICT software<br>Improved L and T in all classrooms | Novels/texts<br><br>*Booklist provided by Reading Recovery trainers to implement Reading Recovery at P2 – cost £1000* |

| Outcomes/Expected Impact | Tasks/Interventions | Measures | Timescale(s) | Progress |
|---|---|---|---|---|
| Outcomes for learners; targets; % change | Activities in Working Time Agreement, Professional Learning<br>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?<br>When will outcomes be measured? | |
| Increased attainment and achievement in reading at all stages.<br><br>Learners attitudes to reading will have improved and they will have an increased awareness of reading tools and comprehension strategies. Teachers will be more confident assessing reading and be more confident assessing ACEL. | Pilot new EDC literacy planners across whole school.<br><br>Access new Literacy Improvement Hub – use during LTTA meetings to identify gaps and identify next steps/ interventions.<br><br>Blooms/ Reading strategies in consistent use across school. | Learning walks<br>Class observations<br>Pupil feedback<br>Parental feedback | Ongoing throughout session | |

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| Learners will experience more consistent approach to reading across whole school. | Parental workshop to explain reading approach.<br><br>Displays consistent across school and in use | | | |
| Increased attainment and achievement in reading at all stages.<br><br>Learners attitudes to reading will have improved and they will have an increased awareness of reading tools and comprehension strategies | Review learning, teaching and assessment policy and create what a good reading lesson looks like for early, first and second level<br>Create clear guidance re teaching of reading and reading progression (incorporate phonics and spelling) | Pre – post assessments<br>Block assessment of strategies taught<br>Moderation of assessments<br>Peer observations of reading lessons<br>Learning walks<br>Pupil surveys/ questionnaires – pupil evaluation of reading lesson | | |
| Attainment raised in Reading ACEL data by June 2024 and reduction in identified gaps, including Poverty Related Attainment Gap. between most and least affluent learners. | Celebration of reading regularly – assembly programmeP1-3/ P4-7 reading class of the week, book recommendations | Pupil Views | | |
| | Audit genres – introduce poetry blocks 4 weeks<br>Scottish poetry and other | Literacy Champions | January | |
| Learners attitudes to reading will have improved | Continue with Reading Schools Programme to achieve Silver. | Literacy Champions<br>Reading Schools Beehive | | |
| | Jotter monitoring – moderation across a level to ensure consistency of teaching approaches and assessment | Reference to presentation policy<br>Jotter feedback forms | Termly | |

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| | methods – ensuring consistent high expectations | | | |
|---|---|---|---|---|
| Class teachers have a robust understanding of writing pedagogy.

Increased confidence in the assessment of writing.

Improved teacher judgements about standards of writing based on shared expectations.

Achievement of a level is robust and based on evidence.
Learners will benefit from a cohesive and progressive approach to writing.

Increased attainment in writing at identified stages.

Improved teacher judgements about standards in writing based on shared expectations.
Achievement of a level data is robust and evidence based. | Audit current resources to support writing.
CD sessions showcasing a good writing lesson.
Create guidance for what a good writing lesson looks like.
Devise whole school programme from P1 to P7 for fiction and non fiction writing.
Linking writing to reading
After collegiate discussion devise progressive programme of teaching key genres of writing from P1 to P7.
Build in moderation of writing samples
Peer obs of writing
Team teaching of writing – stage partners and SLT.
Consistent use of marking procedures. | Peer obs
Team teaching
Class SLT obs
Whole school writing programme established incorporating spelling, grammar and punctuation.

Writing judgements based on evidence

Jotter monitoring – pupil writing jotters used as part of quality assurance process. | February  Inset 25

Collegiate sessions focus on planning and moderating with stage partners and across levels | |
| Gaps in learning will be identified and addressed. | Targeted Intervention groups supported – small group interventions P2 and P4 | Pre /post assessments | Ongoing throughout session | |

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| Raised attainment for identified, targeted pupils in Primary 2

Awareness amongst all teaching staff of basic reading recovery pedagogy and approach.

Al teachers should have an awareness and basic understanding to importance of teaching phonics effectively. | PT to identify children in P2 who would benefit from Reading Recovery Programme- PT to work with 2 cohorts of 4 children.

HT/DHT to observe reading recovery sessions.

EST teacher to support with assessments. | Reading recovery programme | | |
| | PT to deliver CD sessions on reading recovery approaches to all staff as part of collegiate sessions.

Teachers to adopt approaches/strategies in classrooms

Whole staff training on early level approaches to phonics. | CD sessions

CD sessions throughout year.

Cost £750 | Term 1 and Term 2 | |

| 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 |
| Training for all staff on teaching phonics – online modules. | Literacy | Training cost £750 | Pre/post questionnaires on confidence/ understanding | Term 1 Term 4 | |
| Improved attainment in reading. | After P1 teacher attended EDC training – additional resources identified to support effective l and t of phonics in P1 and P2. | Resources to support P1 and P2 reading and phonics £1800 | Pre – post reading assessments | Term 1 Term 4 | |
| | | Whole school spelling resource £2287  Whole school spelling resource £2705 | Pre- post spelling assessments | Term 1 Term 3 | |
| Improved attainment in mathematics across all stages. | | Maths IT resource £250 | Termly maths assessments | Ongoing | |
| Children will experience quality learning experiences outdoors.  All staff will report increased knowledge, | Outdoor learning experiences for all stages linking to IDL LfS topics. | Outdoor Learning Training £850 Waterproof Clothing Class Sets - S/M/L 30 x £20 x 3 £1800 | | Ongoing | |

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| confidence and skills in planning and delivering learning outdoors. | | | | |
| All pupils will have increased opportunities for outdoor learning for sustainability. | | Fortnightly – hire of EDC minibus £1100 | | |
| Improved attainment in literacy at P7 for individual learners. | | Clicker £2250 | | |
| | | Literacy IT supports- £1298 | | |
| | | Reading Online Resource £1115 | | |

School PEF allocation 24/25: £_____16,200_____     Total PEF allocated in SIP £_16,205_____     Underspend: £ _____


School Improvement Plans should be emailed to the link Quality Improvement Officer by Monday 19 June 2023