

Framework for School Improvement Planning 2025/26

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

	Looking Forwards – 3 Year Improvement Plan Priorities		
Session	2025/26	2026/27	2027/28
Priority 1	Raising Attainment in Literacy through Pedagogy for Learning, Teaching and Assessment in Writing	Raising Attainment in Literacy through Pedagogy for Learning, Teaching and Assessment in Writing.	Expressive Arts
Priority 2	Improvement of Wellbeing and Equity through the	Improvement of Wellbeing and Equity through the	Improvement of Wellbeing and Equity through the

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	Implementation of the CIRCLE Framework and Promoting Positive Relationships and Behaviour (Year 2)	Implementation of the CIRCLE Framework and Promoting Positive Relationships and Behaviour (Year 2)	Implementation of the CIRCLE Framework and Promoting Positive Relationships and Behaviour (Year 3)
Priority 3	Learning for Sustainability/ Outdoor Learning/Meta Skills (Year 2)	Learning for Sustainability/ Outdoor Learning/Metaskills (Year 3)	

Section 2: Improvement Priority 1	
School/Establishment	Baljaffray Primary
Improvement Priority 1	Raising Attainment in Literacy through Pedagogy for Learning, Teaching and Assessment in Writing
Person(s) Responsible	Head Teacher

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
Closing the attainment gap between the most and least disadvantaged children Improvement in attainment, particularly in literacy and numeracy.	school leadership teacher professionalism curriculum and assessment	QI 1.1 Self evaluation for self improvement QI 2.2 Curriculum QI 2.3 Learning, Teaching & Assessment	Improvement in attainment in literacy and English Closing the attainment gap between the most and least disadvantaged Closing the attainment gap between the most and least disadvantaged

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Closing the attainment gap between the most and least disadvantaged children			
Links to rights: Articles 12 & 14 – The right to share your opinion Articles 28 and 29- The right to learn and be the best you can be			

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
<ul style="list-style-type: none"> Teacher Leadership related to classroom practice. Teaching staff will work with SMT to identify potential targets to address learners' barriers within writing Teaching staff will work with SMT to measure the impact of identified intervention(s) Teachers will lead learning through professional reading Learners will provide feedback on any interventions that they have participated in Teacher Leadership – reading effective pedagogies relating to writing P1-P7 	<ul style="list-style-type: none"> Time – see collegiate calendar for SIP/Staff meetings and In-service Days/Personal professional development time. Cover costs for staff undertaking any leadership responsibility that requires release from class. Cover Costs for staff to be released from class to observe lesson within and outwith Baljaffray (Cluster visits) Cover Cost to release Literacy Champion(s) Cover to enable more effective dialogue/ peer obs between P1 and ELC Possible resources as identified through use of Equity Framework and Hub Resources to inspire writing (aimed at boys) 	<ul style="list-style-type: none"> Parent Feedback - feeding into improvement planning (Glow Forms). 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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<ul style="list-style-type: none"> • Whole staff/ Teaching staff CLPL (In-service Days/ collegiate hrs). • Professional reading/ viewing online materials • Moderation • Quality assurance processes. • Peer/ SMT/professional discussions • Peer Observations 	<p>EDC Literacy Framework EDC Literacy Hub Writing Pedagogy Research and Reading Education Scotland Resources</p>	<ul style="list-style-type: none"> • Whole staff/ Teaching staff CLPL • Resources to support Writing – particular focus aimed at boys • Professional reading/ viewing online materials
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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?	
<p>All staff have an improved understanding of interventions in Literacy to remove barriers for pupils</p> <p>All pupils experiencing barriers to their Literacy attainment are supported with appropriate interventions</p> <p>Improved attainment in literacy for identified learning through closing an identified gap using Equity in Literacy Framework</p>	<p>Staff CLPL (Cluster) introduction to Equity in Literacy Framework document</p> <p>Identification of targeted pupil barriers within Literacy attainment</p> <p>Identification of appropriate interventions for identified pupils</p> <p>Implementation of Literacy interventions for identified pupils</p>	<p>Staff Evaluations of CLPL cluster event</p> <p>Peer feedback during whole staff and dept. meetings</p>	Collegiate Session - 18 September	

	Completion of Equity & Literacy Pro forma documentation - embed within FSA	Tracking and Monitoring meetings Ongoing/termly assessments Standardised assessments	October – March 2026	
All staff have an increased understanding of strategies to support Dyslexic learners. Increased attainment for all identified pupils through the implementation of dyslexic support strategies.	Completion of Education Scotland Dyslexic modules. Collaborative staff opportunities to develop knowledge Identified CLPL through PRD process	Pre and post intervention assessments Tracking and monitoring meetings ACEL Data	October – March 2026	
Learners will experience more consistent approach to writing across the whole school as all teaching staff implement the teaching writing programme Increased attainment and achievement in writing for almost all learners at all stages.	Introduce draft Writing Guidance for staff Daily short writing sessions introduced across the whole school. Introduction of structured approach to writing with nine text types taught progressively over 7 years.	Time allocated within Collegiate Calendar SLT/ Peer Observations Learning Walks Pupil surveys – pre /post – views and attitudes to writing in class Team teaching feedback	On going throughout session Ongoing throughout session Start Sept 26 ongoing throughout session	

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<p>Improved Learner attitudes (particularly boys) to writing.</p> <p>Improved learning awareness of text types and writing techniques. .</p> <p>Class teachers have robust understanding of writing pedagogy.</p> <p>Increased confidence in the assessment of writing.</p> <p>Improved teacher judgements about standards of writing based on shared expectations.</p> <p>Achievement of a level robust and based on evidence.</p> <p>Improved teacher judgements about standards in writing based on shared expectations. Achievement of a level data is robust and evidence based</p>	<p>Whole school writing programme established incorporating spelling, grammar and punctuation.</p> <p>Literacy tracker introduced and referred to at L and T meetings.</p> <p>Review/ adaptation of writing criteria.</p> <p>Termly writing moderation Pupil views sought</p> <p>Staff research reading re approaches to motivate boys to write with collegiate discussion follow up</p> <p>Jotter monitoring – moderation across a level to ensure consistency of teaching approaches and assessment methods – ensuring consistent high expectations</p> <p>CD sessions showcasing a good writing lesson.</p>	<p>Robust assessment of achievement at each stage</p> <p>Jotter monitoring – pupil writing jotters used as part of quality assurance process.</p> <p>Pre – post assessments Block assessment of strategies taught Moderation of assessments Peer observations of writing lessons Learning walks Pupil surveys/ questionnaires</p> <p>Learning walks Class observations Pupil feedback Parental feedback LTTA meetings FSA</p>	<p>Termly</p> <p>Term 1 – ongoing</p> <p>Term 1 assess at end of session</p> <p>Termly</p> <p>CD sessions</p> <p>Sept 25 on going</p>	
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	Incorporate free creative writing sessions as part of weekly literacy programme.			
Section 2: Improvement Priority 2				
School/Establishment	Baljaffray Primary			
Improvement Priority 2	Baljaffray Primary Implementation of the Circle Framework			
Person(s) Responsible	DHT			

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
Placing the human rights and needs of every child and young person at the centre Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children	school leadership school improvement curriculum and assessment	QI 3.1 Wellbeing, equality & inclusion QI 3.2 Raising attainment and achievement QI 2.3 Learning, Teaching & Assessment	Improvement in children and young people's mental health and wellbeing 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
Links to rights: Articles 12 & 14 – The right to share your opinion (feedback from all stakeholders) Article 19 – The right to be safe (the classroom/ school as a safe place) Article 24 – The right to be healthy (support for all aspects of health – physical, mental, emotional and social)			

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Articles 28 and 29- The right to learn and be the best you can be
Article 31 – The right to play

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Lead CIRCLE trainer to attend EDC CIRCLE training CIRCLE trainer to attend PLCs with other EDC staff Teacher leadership related to classroom practice Peer Observations within Baljaffray and outwith Learner Leadership – CIRCLE Beehive Pupil Voice – support strategies for individuals	Time – Collegiate Calendar Cover Costs for staff Circle Framework tools: CIRCLE resource to support Inclusive Learning and Collaborative Working (Primary) Resources Education Scotland Education Scotland Training Videos	Parent Council ongoing involvement in feeding back parent views at meetings. Parental engagement – use of Participation Scale to support individual learners. Parental questionnaires/surveys Newsletters Open afternoon to showcase curriculum
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Whole staff/ Teaching staff CLPL (Inservice Days/ collegiate hrs). Professional reading/ viewing online materials Quality assurance processes. Peer/ SMT/professional discussions Professional Enquiry Approaches	The Circle Framework as a strategy to support all learners, especially those with additional support needs.	

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?	

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All children and young people's needs and behaviours will be better understood and supported through increased staff understanding of inclusion and additional support needs.	Expanding on CIRCLE Framework at Aug Inservice, specifically Participation Scale and associated supports for all staff. Circle advisor PLC sessions throughout the year fed back to school staff Parent and Pupil consultation shows that targeted groups of learners have an increased involvement in identification of strategies and supports that they can access within their learning environment	Staff feedback from the initial introduction session highlights areas for development within CIRCLE Action plan. Staff pre and post training assessment of knowledge and skills. Pupil Voice tools/ pupil forum Parent Voice gathered through parent appointments/ TACS	August Inservice Day August 25 & June 26 June 26	
Improved Classroom Environments for Children: Teachers make use of CICS (Circle Inclusive Classroom Scale) to evaluate and adapt classroom environment	Staff use CICS individually and with a supportive peer to critically analyse classrooms for new cohort of pupils using learning from last session.	Reflections with colleagues and changes made to classrooms as a result of self evaluation using CICS- and Action Plan Moderation and evaluation evidence shows increase in universal level supports available to all learners	Oct 25	Improved Classroom Environments for Children: Teachers make use of CICS (Circle Inclusive Classroom Scale) to evaluate and adapt classroom environment
Improved implementation of Personalised support Teachers will support improved participation of individual learners through analysis of Participation	Staff use CPS to identify individual learners' strengths and areas for development Staff will identify and implement further strategies to enhance pupil skills in collaboration with	Completion of pre and post participation scale for individuals – case studies for those who have support plans/TAC meetings. Views of parents/carers and learners will be used to inform	By June 26	

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Scale (CPS) and associated skills and strategies Class teachers will be able to work alongside staff with specific support for learning remits to complete a more detailed assessment of needs when required.	Parent/carer and individual children and young people Staff use CPS alongside formative and summative assessment to identify individual learners' strengths and areas for development	the assessment process and to develop a shared understanding of successful support strategies. Use of parent postcards as appropriate.		
All learners will experience improved approaches for Supporting Children and Young People using the Circle Framework	All staff implement appropriate interventions with consideration of CICS & Skills, Supports and Strategies outlined in Circle Framework	Reflections with colleagues and changes made to classroom practice as a result of self-evaluation using CICS action plan and CPS	Term 3 By June 26	

Section 2: Improvement Priority 3	
School/Establishment	Baljaffray Primary School
Improvement Priority 3	Learning for Sustainability/ Outdoor Learning/Meta Skills (Year 2)
Person(s) Responsible	Head Teacher Class teachers

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 improvement teacher professionalism parent / carer involvement and engagement	QI 3.1 Wellbeing, equality & inclusion QI 3.1 Wellbeing, equality & inclusion QI 3.2 Raising attainment and achievement	Improvement in children and young people's mental health and wellbeing Closing the attainment gap between the most and least disadvantaged
Links to rights: Articles 12 & 14 – The right to share your opinion Article 19 – The right to be safe Articles 28 and 29- The right to learn and be the best you can be Article 31 – The right to play			

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Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Class teachers leading outdoor learning Teachers will lead learn after attending Climate 180 training, and professional reading. Learners will have opportunities to lead learning through assemblies and Beehives.	Time – Collegiate Calendar Climate 180 training sessions Cover costs for staff undertaking leadership responsibilities	Parent feedback Parent Council Views
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Climate 180 training for selected staff – 3 online learning modules Training session from learning through landscapes CD session for all staff	Skills development	Training STEM resources Outdoor resources

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?	
Learners will have greater opportunities for outdoor learning linked to LfS and STEM.	Online training modules for selected staff Learning through landscapes training. Climate change audit – staff and pupils	Staff views/ feedback Pupil views/ feedback	Term 1 and ongoing Oct INSET	

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Learners will develop skills in using tools as part of STEM outdoors.	Progression pathway to be developed for tool use – linked to meta skills.	Staff views/ feedback Pupil views/ feedback	Term 1 and ongoing Oct INSET	
	Make effective use of Education Scotland Outdoor Learning for Sustainability Wakelet Sharing good practice sessions termly CD sessions	Staff and pupil views	Ongoing	
Learners lead the development of school grounds. Children's health and well being will improve through regular access to outdoor learning.	Beehives lead development of areas within school: <ul style="list-style-type: none"> • Garden area • Growing Area • Wild Garden 	Staff and pupil views	Ongoing	
Learners take action – children select issue relating to climate change and lead a campaign of action.	As part of LfS and IDL approach each class identify aspect of climate change and identify how they can improve. Tackle and take action for positive change.	Pupil Views	Term 4	
Increased learner knowledge and confidence in applying and evaluating meta-skills through high quality STEM experiences indoors and outdoors.	Develop meta skills programme – embedded skills for learning, life and work within IDL programme and outdoor learning.	Pupil views Leadership self reflection grid Learning walks Observations	Term 1 Term 4	

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	Devise progression tracker for meta skills/ leadership opportunities.			
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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
Improved attainment in reading and numeracy	PIRAs and PUMAs administered at P2, P3. P5 and P6	Standardised assessments in reading and maths £809.90	Summative assessment	Term 1	
Improved attainment in reading. Improved motivation of readers.	Fiction novels selected by pupils.	Novels to support and motivate reading. £5000 approx	Pupil views/ feedback Pupil selection of novels	Term 1 ongoing	
Improved attainment in mathematics across all stages.	Numeracy software introduced and used by identified pupils.	Maths IT resource £250	Termly maths assessments	Ongoing	
Children will experience quality learning experiences outdoors.	Outdoor learning experiences for all stages linking to IDL LfS topics.	Outdoor Learning Training £1000 Waterproof Clothing Class Sets - S/M/L 30 x £20 x 3 £1800	Pupil Feedback	Ongoing	

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All staff will report increased knowledge, confidence and skills in planning and delivering learning outdoors.		Adult Sets £300			
All pupils will have increased opportunities for outdoor learning for sustainability.	Outdoor learning experiences for all stages linking to IDL LfS topics	Fortnightly – hire of EDC minibus £75 per session £1500		Ongoing	
Improved attainment in literacy at P7 for individual learners.	Literacy improvement in attainment	Clicker £2250 Literacy IT supports- £1298 Reading Online Resource £1115	Raised attainment in literacy	Ongoing	
Improved wellbeing for all learners.	Children accessing tools /resources whilst participating in STEM activities outdoors.	Tools/ Resources for STEM outdoors £2500 approx	Surveys	Ongoing	

School PEF allocation 25/26: £ 16 200 Total PEF allocated in SIP £16,200

Underspend: £ _____