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"Our children and young people are safe, healthy and ready to learn"

EDC Local Outcome Improvement Plan 2017-2027 (Outcome 3)

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.

East Dunbartonshire: Education Service

Framework for School Improvement Planning 2026 – 29

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Section 1: School Information and 3 Year Improvement Plan Priorities	
School/Establishment	Baljaffray Primary School
Head Teacher	Michelle Manson
Link QIO	Vicky MacKenzie

School Statement: Vision, Values & Aims and Curriculum Rationale
http://www.baljaffray.e-dunbarton.sch.uk/school-info/vision-values-and-aims/ http://www.baljaffray.e-dunbarton.sch.uk/learning/curriculum/
Current Standards & Quality Report
Standards & Quality Reports - Baljaffray Primary

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

Section 2: Improvement Priority 1

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School/Establishment	Baljaffray Primary School
Improvement Priority 1	Wellbeing & Inclusion
Strategic Leads	Head Teacher and Depute Head Teacher

Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	HGIOS 4 QIs
Inclusion & Empowerment	Priority 6: Wellbeing & Inclusion Priority 2: Learning & Teaching Priority 1: Leadership	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 Improvement in attainment, particularly in literacy and numeracy.	QI 3.1 Wellbeing, equality & inclusion QI 2.4 Personalised Support QI 2.3 Learning, Teaching & Assessment

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
To ensure a consistent whole school approach, this priority will be taken forward by all staff however opportunity for a few staff to lead Equalities and Diversity pupil leadership committee and for children to be part of this committee.	EDC Dyslexia Guidance on Literacy Hub Dyslexia Scotland modules Collegiate time Personal CPD time; all staff have aligned their PRD goal to this area of development Understanding Trauma module (EDC) Education Scotland Whole School Approach to anti racism and associated resources	Form a sub-committee of parent/carers from within the Parent and Carer Council Seek parent/carer views on inclusion via school questionnaire
Professional Learning	**Interventions for Equity**	**Pupil Equity Funding (PEF) Allocation**
All teaching staff engage in online Dyslexia Scotland Modules Staff input on the EDC Literacy Hub and Dyslexia materials All staff undertake professional learning on understanding Trauma Embed Education Scotland 'Whole School Approach to Reporting Racist Incidents' Begin to explore anti racist approaches in Baljaffray Primary School	professional learning & leadership	TBC Spend to support a consistent approach throughout the environment TBC Spend to enhance the Play Pedagogy approach in Primary 1 and infant open areas TBC Spend to enhance enquiry based opportunities in middle and upper school open areas

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 staff have an increased understanding of dyslexia and inclusive practice resulting in identified learners benefiting from early identification of literacy differences and receiving effective, bespoke supports. The SLT have a deeper understanding of supporting dyslexia at a strategic level.	Introduction to Dyslexia and Inclusive Practice - foundational knowledge of dyslexia, its impact and inclusive practice using Module from Dyslexia Scotland website Staff familiarisation with new EDC dyslexia guidance.	Pre and post participation survey to assess confidence and knowledge Identified supports evident on pupil support plans, and progress evident through discussions at Support for Learning and Attainment meetings Identified supports visibly being implemented in classrooms during Quality Assurance visits Children's views Parent/Carer views Accurate documentation using the EDC guidelines for assessing dyslexia	All staff to complete module one by end of November 2026 (collegiate time set aside on Tues 17th Nov)	
All staff have an increased understanding of trauma and the impact of trauma on learning and development leading to a consistent approach to supporting children impacted by trauma.	EDC Module Understanding Trauma	Pre and post participation survey to assess confidence and knowledge Children's views Parent/Carer views Identified supports evident on pupil support plans	All staff to complete module by end of March (collegiate time set aside on Tuesday 9th March)	
All learners will know how to report a racist incident All staff will know how to respond to a racist incident	Streamline Education Scotland's Whole School Approach to Reporting Racist Incidents to develop Baljaffray guidelines to ensure a consistent approach across the school	Questionnaire at end of year to ensure confidence in reporting and responding to a racist incident	Parent/carer questionnaire September 2026	

All SLT will know how to record a racist incident All learners will be included by seeing themselves represented in our learning environment All children will have an understanding of some key terminology appropriate to stage of development, including diversity, inclusion, equality, racism, anti racism.	Pupil leadership group lead class audit of resources within each class Place order to ensure that there is representation of all POC across learning resources Assembly and curriculum will ensure that underrepresented groups are recognised and celebrated, for example, Rosa Parks during Black History Month (October).	Children's views to be gathered via a learning festival in January 2027 Planning folders	Audit school resources and place order Term 2 Black history month October 2026 Gather children's views January 2027	
Maintain and further develop: Environment to support inclusive practice (CIRCLE and Play Pedagogy)	Audit current resources Audit current practice Streamline current resources Create action plan for ensuring consistency in use of CIRCLE resource; policy to be created Create short term working party to develop play pedagogy in Primary 1 and infant open area	Continuous monitoring of environment using CIRCLE self-evaluation framework Creation of Play Pedagogy rationale and consistency of approach evident through observation, learner conversation and professional dialogue	Aug – Dec Clear, audit and replenish resources October – December Working party (Play Pedagogy)	

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Section 2: Improvement Priority 3	
School/Establishment	Baljaffray Primary School
Improvement Priority 2	Pedagogy ; 1) Differentiation 2) Writing
Strategic Leads	HT and DHT

Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	HGIOS 4 QIs
Learning & Teaching	Priority 2: Learning & Teaching Priority 7: Skills for Learning, Life & Work	Improvement in achievement, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children	QI 1.2 Leadership of Learning QI 2.3 Learning, Teaching & Assessment QI 3.2 Raising attainment and achievement

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
All teaching staff participate in professional learning sessions on writing	**Writing** Collegiate time (5 x 1.5 hours) Purchase professional learning online sessions Host Stephen Graham (PM Writing) **Differentiation** Collegiate time (2 x 1 hours) Moderation of **writing and differentiation** collegiate time (2 x 1.5 hours)	Parents will be invited to experience a writing lesson in class throughout February 2027 'Suggestions to help your child at home' section to be added to class newsletters
Professional Learning	**Interventions for Equity**	**Pupil Equity Funding (PEF) Allocation**
Writing Professional learning online (5 x 1.5 hours) Observe Stephen Graham live teach Almost all staff engage in Moderation of Writing Staff shadow good practice/visit other establishments using PM Writing approach **Differentiation** Differentiation input (Staff professional learning collegiate time)	high quality learning experience	Professional Learning online sessions purchased from PEF 25/26 Host Stephen Graham (23 teachers will observe Stephen live teach writing in Baljaffray Primary) **£2,500**

East Dunbartonshire: Education Service

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
Writing **By June 2027, almost all staff will have participated in professional learning to increase their confidence in teaching writing and ensure a consistent approach across our school leading to an improvement in attainment.**				
Almost all teachers will feel more confident in teaching of writing Almost all children will experience consistent, high quality teaching of writing. Almost all children will achieve expected levels or writing.	All teachers to complete Professional Learning • 5 x 1.5 hr online sessions • ~~2 x spelling session~~ Throughout the school day (Feb 2027) Stephen Graham will model live teaching of writing, SLT to timetable all teaching staff to attend SLT to identify good practice and support staff in shadowing opportunities SLT to ensure that focus for moderation is writing Using assessment information, and through discussion at LTTA meetings, identify groups that require additional support and agree with teacher appropriate support plan/intervention	ACEL attainment data Class assessments SLT class observations Jotter monitoring Pupil feedback Staff feedback	Dates of online sessions: 10th Sept; Description writing 20th Oct; Information report 12th Nov; Explanation writing 2nd Dec; Exposition writing 21st Jan; Narrative writing 10th February; Stephen Graham live teach	
Almost all teachers will participate in moderation of writing so that there is a shared understanding of 'what a good one looks like' in writing and agreement of achievement of a level	2 x 1.5 hours have been allocated from WTA to moderation	Professional judgement will be robust during LTTA meetings Writing samples across the school will clearly demonstrate progression	Moderation Part A 31st March 2027 Moderation Part B 19th May 2027	

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Differentiation **By June 2027, effective differentiation of learning will be in place across learning experiences in all classes so that children are appropriately supported and challenged and individual needs are met.**				
Almost all teachers will report an increase in confidence in approaches to differentiation Children will feel that their learning is hard enough and that they are well supported/challenged. They will also experience greater personalisation and choice in their learning. Children will be showing progress in their learning and this will be evidenced through support plan targets being met	Classroom observation feedback used as discussion point Collegiate time set aside to explore and discuss excellent practice (2.3) from Excellent HMIE reports Staff development session to explore effective differentiation Links to differentiation explicit at LTTA and SFL meetings with teachers Moderation paperwork/template will be modified to ensure thorough exploration of differentiation	Staff views via questionnaire Children's views via questionnaire and learner conversations (children will talk about how learning is accessed for different learners in the class) Jotter monitoring will evidence differentiation within a class Support plan targets will evidence differentiated approaches and this will be visible during observations Moderation paperwork will evidence a range of approaches to ensure differentiation is in place and learners needs are being met	Class observation feedback presented to staff September 2026 and discussed October 2026 October 2026; begin to explore recent HMIE reports of excellent 2.3 practice 4th November; collegiate time set aside for presentation on differentiation (all staff to set individual goal for self) Moderation March and May will support planning of learning, teaching and assessment using differentiated approaches	

Section 3: Interventions for Equity: Pupil Equity Funding (PEF) not included in priorities 1-3					
Outcomes/Expected Impact: Outcomes for learners; targets; % change	**Tasks/Interventions for identified groups**	**Resources: Identify PEF allocation, staffing and resources that will be procured to support**	**Measures: Identify qualitative, quantitative, evaluative pre and post measures**	**Timescale(s): What are the key dates for implementation? Link to Outcomes**	**Progress: Identify progress and impact in narrowing the PRAG**
Improved attainment in literacy and numeracy as a result of adapted teaching	P2 - P7	Standardised Assessments – Literacy and Numeracy **£809**	Quantitative	Implementation and evaluation in Term 1	
Improved attainment in writing as a result of high quality learning and teaching for all learners	P1 - P 7	Explicitly Teaching Writing Professional Learning of all staff **£2,500** for Live teaching session (February)	Quantitative Qualitative Moderation of writing Quality Assurance Processes	Ongoing	
Consistency in environment to support inclusive practice and pedagogy	P1 – P7				
Continuation of online learning platforms	P1 – P7				

School PEF allocation 26/27: £16,200Total PEF allocated in SIP £_____ Underspend: £ _____