East Dunbartonshire: Education Service

Framework for School Improvement Planning 2025/26

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Section 1: School Information and 3 Year Improvement Plan Priorities	
School/Establishment	**Balmuildy Primary School**
Head Teacher	**Charlotte Grogan**
Link QIO	Marie Donald

School Statement: Vision, Values & Aims and Curriculum Rationale
Balmuildy Vision, Values and Aims
Balmuildy Primary Curriculum Rationale

	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	To participate in the West Partnership's Improving our School; a whole school approach to improvement through a focus on highly effective teaching and learning and data informed targeted intervention at classroom level.	Develop a data driven approach to learning, teaching and assessment in writing.	Embed and moderate learning, teaching and assessment cycle in writing
Priority 2	Improvement of Wellbeing and Equity through Implementation of the CIRCLE Framework and Rights Respecting School Accreditation (Year2)	Improvement of Wellbeing and Equity through Implementation of the CIRCLE Framework/ The Promise and Rights Respecting School Accreditation (Year 3)	Develop a data driven approach to learning , teaching and assessment in Numeracy
Priority 3		Skills progression across the curriculum including further development of PLAY and PEBL	Refresh Curriculum Rationale in conjunction with new build

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Section 2: Improvement Priority 1	
School/Establishment	**Balmuildy Primary**
Improvement Priority 1	**Improving our school** To participate in the West Partnership's Improving our School; a whole school approach to improvement through a focus on highly effective teaching and learning and data informed targeted intervention at classroom level. To have a clear focus across the whole school on high quality self-evaluation at classroom level leading to improved learning and teaching, data informed targeted interventions, improved attainment and achievement with a continual focus on equity and excellence for all children and young people.
Person(s) Responsible	DHTs, support by the HT in collaboration with all teaching staff

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 improvement teacher professionalism curriculum and assessment	QI 1.3 Leadership of Change QI 2.3 Learning, Teaching & Assessment QI 3.2 Raising attainment and achievement	Improvement in attainment in literacy and English Improvement in attainment in numeracy and Maths Closing the attainment gap between the most and least disadvantaged
Articles 12 & 14 – The right to share your opinion (feedback from all stakeholders) 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
Leadership at all levels with staff engaging in IOS, leading improvement and developments at class level. DHTs leading CLPL sessions with all staff	13 CD Sessions (1.15 hours each session) as per outline of IOS and WTA Authority CLPL Equity in Literacy Framework (9th Sept) Dept Meeting (Moderation tasks) 6x 1 hour sessions Inset Day Aug/ May Staff CLPL for professional reading Professional reading material Cover for Trio Visits	Pupil engagement via learning conversations Provide regular feedback to Parent Council Parent self-evaluation questionnaire
Professional Learning	**Interventions for Equity**	**Pupil Equity Funding (PEF) Allocation**
WPS IOS Training and Resources Professional reading Data analysis	**Early intervention and prevention** **Promoting a high quality learning experience** **Use of Evidence and Data** https://education.gov.scot/resources/interventions-for-equity/"Interventions for Equity | Resources | National Improvement Hub	Standardised Reading Assessment £1213.80

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Through a robust data driven approach to learning, teaching and assessment there will be an increase in attainment for identified learners in literacy. Learners will experience a consistent approach to learning, teaching and assessment by staff undertaking professional learning within identified areas of features of highly effective practice. Improve attainment in literacy through closing an identified gap using the Equity in Literacy Framework document	Term 1 -Whole school implementation of IOS led by DHTs: ➤ Whole school data analysis to identify curricular focus ➤ Staff self-evaluation to identify development needs in identified curricular area ➤ Authority CLPL (Equity in Literacy framework) ➤ Whole school baseline assessment ➤ Analysis of whole school and class data ➤ Implement data informed tracking meeting using fact, story, action approach ➤ Learning Intention and success criteria	Identification of 3 high level messages(data/ context of school) Staff Audit Staff Feedback and Next steps identified Pre assessment results Whole school and class data records, high level messages for each class Data driven conversations and actions (FSA format) Staff feedback	Aug In-service Sept 2025 Sept 2025 Oct 2025 Oct 2025 Oct/ Nov 2025	

	professional learning session		Nov 2025
	➤ Initial SLT observation focussing on features of highly effective practice	SLT observation feedback Pupil Learning Conversation	Dec 2025
	➤ Analysis of SLT visits and staff audit of FHEP	School analysis of SLT visits Staff audit	Dec 2025
	➤ Signpost appropriate CLPL / professional reading for staff in line with data.	Staff feedback	
	Term 2 – Whole school implementation of IOS led by DHTs:		
	➤ Identification and implementation of class targeted intervention groups based on tracking data supported by Equity and Literacy framework document	Data driven conversations and actions (FSA format) Analysis of TIG interventions and next steps Moderation evidence and feedback	Jan 2026 Jan- March 2026 Feb- March 2026
	➤ Professional learning on agreed focus from FHEP audit	Staff feedback Pupil learning conversations	March /April 2026

	➤ Completion of Trio visits ➤ Key findings and staff views on trio visits ➤ Data informed tracking meeting using fact, story, action approach	Trio feedback Identified next steps for FHEP Data driven conversations and actions (FSA format)		
By embedding highly effective practice children's attainment in reading will increase by at least 3% across the school.	Term 3 – Whole school implementation of IOS led by DHTs: ➤ Whole school assessment ➤ Repeat CT audit ➤ Self-evaluation for new SIP including data analysis ➤ Data informed tracking meeting using fact, story, action approach	Post assessment results Staff audit (post) Pupil Learning conversations Moderation evidence and feedback Stakeholder evaluations Data overview and impact statements Data driven conversations and actions (FSA format)	April/ May 2026 May In-service	

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Section 2: Improvement Priority 2– Year 2	
School/Establishment	**Balmuildy**
Improvement Priority 2	Improvement of Wellbeing and Equity through Implementation of the CIRCLE Framework
Person(s) Responsible	DHT/ PT in collaboration with teaching and non-teaching staff

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 teacher professionalism school improvement	QI 1.1 Self evaluation for self improvement QI 2.4 Personalised Support QI 2.7 Partnerships QI 3.1 Wellbeing, equality & inclusion	Placing the human needs and rights of every child and young person at the centre of education 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 (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)
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(s) to attend CIRCLE Participation Scale Training May 25. Lead CIRCLE Trainer(s) to attend PLCs with other EDC Staff Lead RRS teacher to support the school in Achieving Silver RRS accreditation. Teacher Leadership related to classroom practice. Peer observations and professional dialogue – within and outwith Balmuildy. Learner leadership – inclusion of pupil voice in relation to individual target setting and identification of appropriate support strategies. Learner leadership- RRS Committee	• 2x CD Sessions (2x 1.5 hours)/Staff meetings and In-service Days/Personal professional development time. • Cover costs for staff undertaking any leadership responsibility that requires release from class in terms of CIRCLE and RRS • CIRCLE Framework tools: CIRCLE resource to support Inclusive Learning and Collaborative Working (Primary) | Resources | Education Scotland • Education Scotland Training videos	• Seesaw - Information and learning showcased for families. • Parent Council ongoing involvement in feeding back parent views at meetings. • Parental engagement – use of Participation Scale to support individual learners.
Professional Learning	**Interventions for Equity**	**Pupil Equity Funding (PEF) Allocation**
• Whole staff/ Teaching staff CLPL (CD Sessions/ In-service Days/ Staff Meetings) • Professional reading/ viewing online materials • Quality assurance processes. • Peer/ SMT/professional discussions	• The Circle Framework as a strategy to support all learners, especially those with additional support needs. • RRS work as a driver to provide a fully inclusive school experience for all learners	N/A

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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
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, 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 In-service 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 (CD Session)	
Improved implementation of Personalised support	Staff use CPS to identify individual learners' strengths and areas for development	Completion of pre and post participation scale for individuals – case	By June 26	

Teachers will support improved participation of individual learners through analysis of Participation 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.	Staff will identify and implement further strategies to enhance pupil skills in collaboration with 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	studies for those who have support plans/TAC meetings. Views of parents/carers and learners will be used to inform 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	
Learners will be able to confidently demonstrate and articulate our school values and the impact of UNCRC on their lives and of others within and beyond our community	Led by the RRS lead Teacher and the RRS learner committee: **Teaching and Learning about rights**: for the whole school community through curriculum,	Pupil / Staff Questionnaires and feedback Working towards Silver accreditation as a RRS	Ongoing May 2026	

	assemblies, topics, focus days/weeks, displays. **Teaching and Learning through rights**: by modelling rights respecting language and attitudes, and making strategic decisions that involve students. **Being ambassadors for the rights of others**: developing as rights respecting citizens	Evaluation and next steps		

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Section 3: Interventions for Equity: Pupil Equity Funding (PEF) not included in priorities 1 & 2					
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
Most Learners in Q1 and/or in receipt of FME/ CG reach their agreed target in Numeracy	Identification of appropriate groups and baseline assessments Intervention programme with regular assessments to assess progress and identify next steps Observations and professional dialogue by Raising Attainment lead and CT to support identification of next steps at class level	Sumdog £1265 PUMA/ MALT Assessments(£1000) Raising attainment Lead (£9752) Staff cover for collaboration with Raising Attainment Lead. (£3000) SLA (15 Hours- £9980.20)	Pre and post assessment throughout programme Staff Feedback Learner feedback Class observations	Aug- April	

Most Learners in Q1 and/or in receipt of FME/ CG reach their agreed target in Reading	Identification of appropriate groups and baseline assessments Intervention programme with regular assessments to assess progress and identify next steps Observations and professional dialogue by Raising Attainment lead and CT to support identification of next steps at class level	Bug club/ Rapid Reading £2349 Raising attainment Lead (as above) Staff cover for collaboration with Raising Attainment Lead (As above) SLA (15 Hours- as above)	Pre and post assessment throughout programme Staff Feedback Learner feedback Class observations	Aug – April	
Most Learners in Q1 and/or in receipt of FME/ CG reach their agreed target in Writing	Identification of appropriate groups and baseline assessments Intervention programme with regular assessments to assess progress and identify next steps Observations and professional dialogue by Raising Attainment lead and CT to support	Raising attainment Lead (as above) Staff cover for collaboration with Raising Attainment Lead (as above) SLA (15 Hours- as above)	Pre and post assessment throughout programme Staff Feedback Learner feedback Class observations	Aug – April	

	identification of next steps at class level				
Most identified learners can confidently use additional resources to access the curriculum	SLA timetable focussed on supports for identified learners.	ASN Resources- £4000 Clicker licences, CPENS, Phonic Readers for older children Read Write Ink Resources Ipads/ Laptops	Pupil questionnaire Pupil evidence Observations	Aug- April	
Almost all identified learners are supported where required to attend school trips and clubs.	Funding for trips where required/ support with equipment or clothes if appropriate Provide opportunities for clubs and experiences through partnership working	£2000 approx	Analysis of identified learners attending trips and clubs.	Aug- April	

School PEF allocation 23/24: £_34560   Total PEF allocated in SIP £34560 Underspend: £ _____

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