



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	Balmuirdy Primary School
Head Teacher	Charlotte Grogan
Link QIO	Marie Donald

School Statement: Vision, Values & Aims and Curriculum Rationale

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

Current Standards & Quality Report

Link to school website and/or SWAY.

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	Differentiation and meeting learners needs in Literacy through effective self-evaluation and data driven approaches	Establish consistent environment, structures and routines across all areas of the school in order to meet all needs	Refresh school vision, values and aims
Priority 2 Curriculum & Pedagogy	A whole school approach to improvement through a focus on highly effective teaching and learning in Writing.	A whole school approach to improvement through a focus on highly effective teaching and learning in Numeracy (Year 1) CIC Implementation Planning	A whole school approach to improvement through a focus on highly effective teaching and learning in Numeracy (Year 2) CIC Implementation

Section 2: Improvement Priority 1			
School/Establishment	Balmuildy Primary		
Improvement Priority 1	Wellbeing & Inclusion Differentiation and meeting learners needs in Literacy through effective self-evaluation and data driven approaches		
Strategic Leads	DHTs, supported by the HT in collaboration with all teaching staff		
Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	HGIOS 4 QIs
Equity & Opportunity Inclusion & Empowerment Child Centred & Future Focused Learning & Teaching	Priority 2: Learning & Teaching Priority 3: Monitoring & Tracking Priority 6: Wellbeing & Inclusion	Placing the human rights and needs of every child and young person at the centre Closing the attainment gap between the most and least disadvantaged children Improvement in attainment, particularly in literacy and numeracy.	QI 2.2 Curriculum QI 2.3 Learning, Teaching & Assessment QI 3.1 Wellbeing, equality & inclusion QI 3.2 Raising attainment and achievement
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			

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Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
DHT leading CLPL with teaching and non-teaching staff Teacher Leadership related to classroom practice. Learner leadership – inclusion of pupil voice in relation to individual target setting and identification of appropriate support strategies.	9 CD Sessions (1.15 hours each session) as per WTA 7.5 hours from WTA for follow up and implementation Department Meeting (Moderation tasks) 3x 1 hour sessions Inset Day Feb Dyslexia Awareness session module 1 Staff CLPL for professional reading Professional reading material Literacy Equity Framework EDC Literacy Hub Dyslexia Scotland/ Call Scotland Resource EDC Dyslexia policy Additional tracking meeting (staff released)	Pupil engagement via learning conversations and pupil focus groups Provide regular feedback to Parent Council Staff and pupil pre and post assessments and feedback(TIG) Parent self-evaluation questionnaire
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Literacy Equity Framework Training Dyslexia Scotland Module 1 Professional Reading on Differentiation	early intervention & prevention targeted approaches to literacy & numeracy high quality learning experience differentiated support use of evidence & data professional learning & leadership	

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Outcomes/Expected Impact for learners	Tasks/Interventions	Measures	Timescale(s)	Progress to date
Improved attainment in literacy by 1.5 % through closing an identified gap using the Equity in Literacy Framework document All learners are supported and challenged through differentiation and adaptive teaching. Identified learners are supported through targeted learning support.	➤ Staff evaluation session on the use of Literacy Equity Framework ➤ Literacy Equity Framework CLPL for all staff based on using literacy class data ➤ Staff implement any agreed differentiation/ targeted intervention at class level ➤ Staff feedback session on the impact of differentiation/ intervention at class level ➤ Continue data informed tracking meetings as part of QA procedures	Staff questionnaire and next steps Staff feedback and agreed actions at class level Universal SMART targets for class interventions/ differentiation for identified learners in each class SLT Class visits Pupil Learning Conversations Learning and Teaching Meetings Tracking Meetings Staff evaluation Pupil feedback Next steps identified at class or school level Analysis of tracking data	August 2026 Sept 2026- May 2027 (4x CD sessions) Sept 2026- May 2027 Sept 2026- May 2027 (4x CD session) Ongoing	

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	throughout session 2026-2027			
All pupils with an identified Dyslexic difficulty will receive well planned support as a result of increased staff knowledge.	➤ All teaching and non-teaching staff undertake Module 1 ("Introduction to Dyslexia and Inclusive Practice") ➤ Parent information session	Staff feedback and identify next steps Parent feedback	Oct/ February Inset Day Feb/ March 2027	

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Section 2: Improvement Priority 2	
School/Establishment	Balmuirdy Primary
Improvement Priority 2	Curriculum and Pedagogy A whole school approach to improvement through a focus on highly effective teaching and learning in Writing
Strategic Leads	DHTs and PTs supported by HT and in collaboration with all staff

Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	HGIOS 4 QIs
Closing the attainment gap between the most and least disadvantaged children Improvement in attainment, particularly in literacy and numeracy.	Priority 2: Learning & Teaching Priority 3: Monitoring & Tracking Priority 4: Curriculum	Closing the attainment gap between the most and least disadvantaged children Improvement in attainment, particularly in literacy and numeracy.	QI 1.3 Leadership of Change QI 2.3 Learning, Teaching & Assessment QI 3.2 Raising attainment and achievement
Links to Rights 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			

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Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Leadership at all levels with staff engaging in leading improvement and developments at class level. DHT/ PTs leading CLPL sessions with all staff	7 CD Sessions (1.15 hours each session) as per WTA 4.5 hours from WTA for follow up and implementation Dept Meeting (Moderation tasks) 3x 1 hour sessions Inset Day Oct/ Feb/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 Staff and pupil pre and post assessments and feedback
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
WPS IOS Resources/ EDC learning and Teaching toolkits Professional reading Data analysis	early intervention & prevention high quality learning experience differentiated support use of evidence & data professional learning & leadership targeted approaches to literacy & numeracy	

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Outcomes/Expected Impact for learners	Tasks/Interventions	Measures	Timescale(s)	Progress to date
Through a robust data driven approach to learning, teaching and assessment there will be an increase in attainment for identified learners in writing Almost all learners will benefit from a consistent approach to learning, teaching and assessment in writing by staff undertaking professional learning within identified areas of features of highly effective practice.	Term 1 - ➤ Whole school data overview (HT) ➤ Recap on FHEP from Year 1 and set out clear expectations within Learning, Teaching and Assessment Policy ➤ Staff self-evaluation to identify development needs in identified curricular area (writing) ➤ PT attends CLPL (Writing) in order to cascade to staff ➤ Whole school baseline assessment ➤ Analysis of whole school and class data ➤ Initial SLT observation focussing on features of highly effective practice agreed last session. ➤ Analysis and feedback of SLT visits	Identification of 3 high level messages(data/ context of school) Draft Learning, Teaching and Assessment policy Staff Audit Staff Feedback and Next steps identified Pre assessment results SLT observation feedback Pupil Learning Conversation SLT/Staff feedback and identified next steps in terms of FHEP	Aug In-service Sept 2026 Sept 2026 Sept/ Oct 2026 Oct 2026 Nov 2026 Nov/ Dec 2026	

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	➤ Session 1 and 2 of Writing CLPL ➤ Writing Moderation session ➤ Continue data informed tracking meeting using fact, story, action approach ➤ Signpost appropriate CLPL / professional reading in terms of FHEP and Writing CLPL	Staff feedback and next steps agreed Moderation evidence and next steps Whole school and class data records, high level messages for each class in terms of writing attainment Data driven conversations and actions from Literacy and Numeracy (FSA format) Staff feedback	Nov/ Dec 2026 Nov/Dec 2026 Dec 2026 Term1	
Learners with additional support needs are supported with bespoke tools and interventions including digital approaches.	Term 2 ➤ implementation of class targeted intervention groups based on tracking data ➤ CLPL on FHEP ➤ Completion of Trio visits	Analysis of TIG interventions and next steps Staff feedback and agreed next steps Trio feedback	Jan 2027 Jan- April 2027 Jan / Feb 2027	

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	➤ Key findings and staff views on trio visits ➤ Writing moderation sessions ➤ Data informed tracking meeting using fact, story, action approach	Moderation evidence and feedback Identified next steps for FHEP Data driven conversations and actions (FSA format)	Jan- March 2027 Feb- March 2027 March /April 2027	
By embedding highly effective practice children's attainment in writing will increase by at least 3% across the school.	Term 3 ➤ CLPL on FHEP ➤ Repeat CT audit of FHEP from year 1 ➤ Whole school assessment ➤ Self-evaluation for new SIP including data analysis ➤ Data informed tracking meeting using fact, story, action approach	Staff feedback and agreed next steps Staff audit results and identified next steps Post assessment results Pupil Learning conversations Moderation evidence and feedback Stakeholder evaluations Data overview and impact statements Data driven conversations and actions (FSA format)	April/ May 2027 May 2027 May 2027 May In-service June 2027	

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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
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 Work closely with teaching and non-teaching staff to support identified pupils across the school to ensure the best outcomes for all in Numeracy and Maths. Data collation, interpretation and creating new steps to overcome	Sumdog £1265 Allocation of additional staffing Staffing costs for PT Numeracy £ 8472 SLA Post for PEF Interventions (18,318)	Pre and post assessment throughout programme. Staff Feedback Learner feedback Class observations	Aug- April	

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	barriers to learning.				
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	Bug club/ Rapid Reading £2400 Allocation of additional staffing SLA Post for PEF Interventions	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	(Links with Priority 2) Allocation of additional staffing SLA Post for PEF Interventions	Pre and post assessment throughout programme Staff Feedback Learner feedback Class observations	Aug – April	
Most identified learners can confidently use additional resources	SLA timetable focussed on supports for identified learners.	ASN Resources- £2000 Clicker licences, CPENS, Phonic Readers for older children	Pupil questionnaire Pupil evidence Observations	Aug- April	

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to access the curriculum		Rainbow Reading resources Ipads/ Laptops Licence for Widgit			
Raise attainment in Numeracy within identified cohort	PT Numeracy will: Lead and work with staff at the identified cohort to analyse data in order to identify next steps in learning and teaching in Numeracy and Maths. Lead and support staff at the identified cohort in creating and planning a maths programme based on assessment information to ensure that the learning is progressive, interleaving and challenging.	Staffing costs for PT Numeracy PUMA/ MALT Assessments for identified cohort (£1005) Cover to release staff to plan regularly with PT Numeracy Resources to support CPA and play/ enquiry based learning (£500)	Pre and post assessment throughout programme Staff Feedback Learner feedback Class observations		

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	At the identified stage, develop a numeracy and maths curriculum with cross curricular and real-life application through a play and enquiry based approach Provide in house CLPL for teaching and non-teaching staff to upskill them in the learning, teaching and assessment in Numeracy and maths as well as the CPA approach Develop a whole school Family Learning Programme in order for parents to support Numeracy and Maths at home and improve home school links. Build a high quality skilled team who				
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	become more confident in raising attainment in Numeracy through a change in pedagogical approach.				
Most Learners in Q1 and/or in receipt of FME/ CG have an improved wellbeing and participation,	Identification of appropriate groups and baseline assessments Intervention programme with regular assessments to assess progress and identify next steps	Outdoor learning Resources (£300) Allocation of appropriate staffing SLA Post for PEF Interventions	Pupil questionnaire Parent Questionnaire 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	£300	Analysis of identified learners attending trips and clubs.	Aug- April	

School PEF allocation 26/27: £34, 560 Total PEF allocated in SIP £34560 Underspend: £ 0