

Session 2024-2025 Improvement Plan



Education Directorate Improvement Plan: Achievement				
Focused Priority:				
<ul style="list-style-type: none"> Implement Fife writing approach across all stages and include a focus on 'Tools for Writing' ensuring all children make progress from prior levels 				
HGIOS4 Quality Indicators			HGIOELC Quality Indicators	
QI 1.2 – Leadership of Learning QI 1.3 – Leadership of Change QI 2.3 – Teaching, Learning and Assessment QI 3.2 – Attainment and Achievement			QI 1.2 – Leadership of Learning QI 1.3 – Leadership of Change QI 2.3 – Teaching, Learning and Assessment QI 3.2 – Securing Children’s Progress	
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p>Attainment in writing will improve across the school, with gaps in learning reduced for identified learners</p> <p>All children will experience planned, progressive learning experiences in all aspects of Literacy</p> <p>All staff have a shared understanding of the planning/teaching/assessment for Tools for Writing and Fife’s Writing Approach (9 text types)</p> <p>Parents will have a greater understanding and knowledge of our writing programme/progression and how they can better support their children’s learning</p>	<p>Teaching, Learning and Assessment As part of collegiate sessions all staff will revisit/update our grammar programme and spelling progressions ensuring they are in place across all classes to support explicit teaching, learning and assessment.</p> <p>As part of collegiate sessions all staff will share/agree universal approaches to support understanding, independence in phonics/spelling, including The Edinburgh Sound Chart</p> <p>In line with WfL approaches, develop vocabulary and secure accurate spelling of high frequency words</p> <p>Tracking and Monitoring Conduct Early Literacy Environment Assessment (Ed Scot) & Child Observational Assessment (POLAAR), Three Minute teacher assessments to inform planning for identified learners</p>	<p>Teaching Staff</p> <p>Teaching Staff GM (SfL) to overview</p> <p>Nursery Staff and WMcP</p> <p>GM (SfL) and Support Staff Team in consultation with all teaching/nursery staff</p>	<p>Data Results of spelling SWST Gather evidence of Writing assessments Analysis of standardised assessment data/historical data and attainment data in Literacy Analysis of data for identified cohorts for example, SIMD, ASN, EAL, Armed Forces etc</p> <p>Observations Classroom observations (HT/Peer/LP), jotter/work samples and displays</p> <p>People’s views Learning Partnership visit and feedback Pupil class groups/focus groups feedback sessions Teacher professional dialogue with HT at Planning/Tracking meetings Parent feedback</p>	<p>October 2024</p> <p>October 2024</p> <p>September 2024/February 2025</p> <p>Ongoing</p> <p>October 2024</p>

<p>NURSERY</p> <p>All Nursery children will experience planned, progressive learning experiences in all aspects of Literacy</p>	<p>All staff will administer Baseline SWST (P2-7) to support the identification of gaps and plan appropriate intervention All interventions planned/reviewed for identified learners. Evidence of impact collected and analysed to inform next steps To support those learners who are ‘not on track’ a phonics intervention will be developed to inform planning and next steps</p> <p>Professional Learning Activity – Fife Writing Approach As part of collegiate sessions all staff will engage with professional discussion in planning writing experiences using 9 text types presented as a rolling 3year programme to explicitly teach the text types All staff will become confident in using Fife Assessment grids to capture baseline data and progress measured at key points throughout the session All staff will engage in Moderation/Assessment of Writing with Dairsie PS staff to support professional judgements</p> <p>Fife Literacy Blog Fife Literacy Welcome to Fife Literacy (glowscotland.org.uk)</p> <p>Nursery staff ensure writing opportunities (planned and supported) are available in core provision All Nursery Staff will use SEIC ‘Supporting Early Literacy’ document and SEIC ‘Questions for discussion and</p>	<p>HT/GM (SfL)</p> <p>HT/Claire Adair (PT, Closing the Gap) Teaching Staff - Balmullo and Dairsie</p> <p>All EYOs and Nursery Teacher EYODO</p>		<p>October 2024</p> <p>INSET Day 3 INSET Day 4</p> <p>September 2024</p>
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<p>All Nursery Staff will have an informed awareness of the literacy curriculum within early level, impacting upon improved interactions, experiences and a literacy rich environment</p> <p>Support parental understanding of early level literacy</p>	<p>reflection' plus Practice Pamphlets to develop skills and confidence Look for opportunities for implementing a 'small test of change'</p> <p>All Nursery Staff have the opportunity to reflect and discuss BASE data and eLips to help inform next steps</p> <p>To support planning Nursery staff will audit the learning environment using CIRCLE Up Up and Away Framework</p> <p>All Nursery staff will develop their understanding of the Literacy Progression Pathways</p> <p>Nursery Staff will have the opportunity to participate in Early Years Development and Training - Mark Making, Early Reading, Storytelling</p> <p>Nursery staff together with P1 and P2 teachers will participate in a Cued Articulation session delivered by SaLT</p> <p>Continue to develop opportunities through Kodaly, Stay and Play, PEEP, Book Bug sessions, displays and parent engagement sessions</p>	<p>All EYOs and Nursery Teacher EYODO</p> <p>All EYOs and Nursery Teacher EYODO</p> <p>EYOs and Nursery Teacher</p> <p>EYO's share responsibilities for planning sessions</p>	<p>Data Gather evidence of Writing experiences/opportunities Analysis of standardised assessments - BASE Analysis of eLips data</p> <p>Observations Play Room observations (HT/Peer/LP), learning wall displays, floor books, PLJs samples and displays</p> <p>People's views Learning Partnership visit and feedback EYO professional dialogue with HT at Nursery Staff Meetings Parent/Carer feedback questionnaire and PLJ chats</p>	<p>September 2024</p> <p>November INSET</p> <p>August INSET</p> <p>Ongoing throughout the session</p>
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Ongoing Evaluation

This should be updated as part of on-going cycle of self-evaluation

<p>that they can support children in their learning across the curriculum</p>	<p>Staff will develop confidence in planning for assessment</p> <p>Tracking and Monitoring All staff in liaison with HT/Nursery Teacher/EYDO will develop their understanding of the Progress framework. This will be used to track progress in learning across the curriculum and record targeted interventions for individual or cohorts of children Nursery teacher will conduct learning conversations to support tracking and progress (Oct/May)</p> <p>Reporting All staff will be familiar with the reporting framework built into Progress and this will support reporting to parents at key points throughout the session All staff will use the reporting aspect of the framework to complete the End of Session Report to ensure all parents have access to an annual written report which is informed by professional judgements</p>	<p>Led by HT All staff</p> <p>Led by HT All staff</p>	<p>Children’s views gathered on the learning experiences through pupil focus groups, class groups</p> <p>Observations Forward planning/Intentional Planning and daily responsive planning (Nursery) documentation monitoring Jotter/PLJ sampling – Core subjects and other curriculum areas Classroom observations Focus for Learning Partnership (18/11/24) – analysis of data, learning experiences across the curriculum, parent/pupil views of the delivery of the curriculum</p>	
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Ongoing Evaluation

This should be updated as part of on-going cycle of self-evaluation

Pupil Equity Fund allocation for session 2024/25	£ 11,200
Balmullo Primary School Context	
<p>Balmullo Primary School is a semi-open plan design, built in 1976. The building has a unique circular design which accommodates a central school hall, the classrooms, our school library, and other learning zones. Balmullo Primary School serves the village of Balmullo and surrounding area. We have extensive grounds, both playground and grass areas with a trim trail and Multi Use Games Area (MUGA). Our school is co-educational, non-denominational and receives children from 3-12 years old. Our Nursery Class is open for full day sessions (9am-3pm) with lunch served in the Nursery. We belong to the Bell Baxter High School cluster of primary schools.</p> <p>We have an active Parent Council, who are consulted on aspects of school developments and who organise school fund raising events throughout the session, providing much needed financial support to subsidise transport for class trips, school discos and playground equipment.</p> <p>Our overall aims are to ensure that,</p> <p>Relationships are based on honesty, trust, and respect where we value each other as individuals. Everyone is optimistic and proud of their achievements and those of others, in all aspects of school life. There is a strong sense of belonging and identity in our school and wider community. Children and adults take advantage of all possibilities for learning. Essential life skills are developed through first-hand experiences to enable children to become lifelong learners and that learning meets everyone’s needs for the future and enables them to become successful, happy, and contributing members of our society.</p>	
Cost of the School Day	
<p>With the rising cost of living, we know that finances are tight for families. We work hard in school to support families</p> <ul style="list-style-type: none"> • We provide access to pre-loved/second hand school uniforms and gym kits so that all children can feel part of our school and participate fully in PE activities • We do not ask parents to contribute to the cost of Nursery snack, this is paid for by the school • We regularly sign post parents to helpful websites and organisations who can assist with financial advice or support • We plan school trips and our P7 residential week considering financial costs for some parents – spread the cost, subsidise any travel costs, finance the cost of the trip • We aim to balance fund raising/charity events across the school session and organised in a way that everyone can participate regardless of their ability to donate 	
Stakeholder engagement	Participatory Budgeting (Are you using any of your PEF allocation to support participatory budgeting. If yes, what is the focus?)
PEF plan and rationale shared with Parent Council members.	

Attainment Fund Rationale - Raise Attainment in Reading for identified learners across the school			Amount of Fund allocated - £ 11,200
<ul style="list-style-type: none"> • Reading attainment for some identified learners may not remain on track without an additional intervention • To close the attainment 'gap' for some individual learners, an additional intervention is required 			
Expected Impact	Interventions Planned	Measure of Success	Impact on learners Ongoing evaluation Dec/June
Intervention 1 A rise in attainment for identified learners working at instructional level (90-95% accuracy), evidenced by an increased ability to read more complex and challenging texts	<ol style="list-style-type: none"> 1. Baseline reading assessments to be completed with identified learners 2. Identified learners will focus on core skills which will be explicitly taught for a minimum of 8 weeks 3. Additional time will be allocated for reading sessions on a weekly basis where identified pupils will complete meaningful reading activities. Activities will include clear success criteria 4. PSA will support identified learners 5. Termly Planning/Tracking meetings will engage with evidence and identify progress made 	<ol style="list-style-type: none"> 1. Support Team will complete baseline assessments and identify explicit reading skills to be taught, in collaboration with CT 2. Termly reading assessments and Reading Records 3. Attainment discussions will identify trends and improvements 4. Feedback from children about their progress 5. Fortnightly tracking meetings with Support Team 6. Regular tracking meetings HT/SfL 7. PEF folder maintained to evidence collated data, progress and next steps 	

Attainment Fund Rationale – Raise Engagement in Learning for identified learners across the school			Amount of Fund allocated - £ 11,200
<ul style="list-style-type: none"> We have identified a group of learners who would benefit from an <i>additional</i> intervention to support their Health and Wellbeing. This is having an impact on their attainment and/or achievement across the curriculum 			
Expected Impact	Interventions Planned	Measure of Success	Impact on learners Ongoing evaluation Dec/June
<p>Intervention 2</p> <p>By June 2025, all identified learners will have improved wellbeing and barriers to their learning will have been reduced</p> <p>All targeted learners will have met/exceeded their individual targets</p>	<ol style="list-style-type: none"> All classes to include a Soft Start to their day focussing on welcome, wellbeing and regulation All class teachers to use CIRCLE Framework and complete 'Inclusive Classroom Scale' for whole class. CIRCLE Participation Scale completed for targeted learners Planned wellbeing sessions for identified learners. Use of Kitbag, Drawing & Talking techniques, check-ins, Mindfulness and delivery of regular Emotion Works sessions Flowchart created to support the planning for those learners who may require additional targeted support and whose needs are not universally met through the CIRCLE audit <p>*A targeted intervention may be delivered by the CT, PSA/SSA, SfL or outside agency</p>	<ol style="list-style-type: none"> Engagement data will be gathered through evidence in floorbooks, individual daily records/observations and the monitoring of attendance at termly Planning/Tracking meetings CIRCLES Participation Scale data Individual pupil targets will be created (as part of Term Targets shared with parents) Leuven Scale data Identified pupil's engagement in their learning will increase (QI – 'Small Test of Change') 	

