



**Balloch Primary School
Improvement Plan**

2024 – 2027

Session 2025 - 2026 Year 2

WDC OUTCOMES	WELLBEING	CREATIVITY	ATTAINMENT	EMPLOYABILITY
NIF Long Term Priorities AND WDC DELIVERY PLAN PRIORITIES	Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people's health and wellbeing	Improvement in skills and sustained, positive school leaver destinations for all young people	Closing the attainment gap between the most and least disadvantaged children and young people Improvement in attainment, particularly in literacy and numeracy	Improvement in skills and sustained, positive school leaver destinations for all young people
NIF SHORT TERM PRIORITIES the ABC's	BEHAVIOUR AND RELATIONSHIPS	CURRICULUM	ATTENDANCE	ACHIEVEMENT
NIF OUTCOMES (REPLACE DRIVERS)	Young people experiencing the benefit of schools and early years settings working in excellent partnerships with wider children's services and other partners, families, and communities, in line with the GIRFEC approach. Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.	Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all. An education system engaging in digital technology to enhance all aspects of learning and teaching, supported by a digitally skilled workforce and tackling digital inequality	High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.	Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs.



3 year overview of principles and practice, interventions and initiatives we will deliver upon

	YEAR 1 2024/25	YEAR 2 2025/26	YEAR 3 2026/27
ENGAGE	Count with Me in WDC (all staff) Read with Me in WDC (Leadership/planning only) Visible Learning Year 2 Curriculum Rationale/Map Learner Journey/profiles P1-3/ELC Girfec Refresh	Read with Me in WDC Visible Learning Year 3: VLAT Approaches to Attendance (LLC) Be Healthy With Me in WDC Curriculum Rationale/Map	
EMBED	Refreshed VVA Circle Year 3/Up, Up and Away Assessment and Moderation Year 2 PBL/6 WDCs UNCRC bronze RRS award Learner Journey/profiles P4-7	Count With Me in WDC Visible Learning Year 2: Assessment Capable Learners Feedback CIRCLE UNCRC (Silver RRS)	Read with Me in WDC Visible Learning
EVALUATE	Languages 1+2 Attendance Self Evaluation Year 3	Learner Journey/Profiles Self Evaluation Year 1	Count With Me Self Evaluation Year 2
EXTEND			Count With Me



Priority 1: Ensure approaches to improving the wellbeing of children, families in our school community

WELLBEING

NIF Long Term Priorities AND WDC DELIVERY PLAN PRIORITIES	Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people's health and wellbeing
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Curriculum Attendance Behaviour & Relationships Achievement		
- To further develop approaches to embedding children's rights - To develop skills and knowledge of HWB to promote healthy life choices - To support the health and wellbeing needs of individual pupils		
Outcomes <i>Learners, Practitioners, Leaders, Parents/Families/Communities</i>	Actions This should be action focused language	Resource This should be human/time /budget
Learners: All learners will be given opportunities to learn about health and wellbeing to ensure they acquire skills and knowledge to live healthy, happy lives.	Implement revised HWB planners and progression pathways. Implementation of new WDC HWB Tracking Toolkit	Collegiate time SLT Lead: HT Working Party (M. Buchan, G Hill, M



Improved vocabulary around emotional wellbeing-resilience. Learners are empowered to be listened to and involved in leading their own learning. Learners engaging with UNCRC curriculum to increase knowledge of their rights (Article 42 - knowledge of rights)	Targeted intervention to support Health and wellbeing and emotional resilience. Pupil Participation - YLOL (St K)?? /Committee Reading School - UNCRC - House Captains - Pupil Council Establish UNCRC committee Engage with RRS Silver award Develop approaches to children's rights - WDC strategy (primary) Targeted HWB support:Seasons/PFSW working with partners Review approaches to anti bullying	Green, V.McCowan) PFSW (PEF) WDC UNCRC training and resources Google Site Assembly input UNCRC (L Gallacher) "Be Healthy with Me in WDC" Resource CIRCLE Champion (K Woods)
Practitioners: Teachers will be confident in delivering the health and wellbeing curriculum to ensure learners acquire skills and knowledge to live healthy, happy lives. Increased knowledge and understanding of rights based approaches to teaching and learning,	Review new HWB curriculum and associated resources. Implement revised HWB planners and progression pathways. Use data from wellbeing toolkit to inform planning for class/individuals Implement CIRCLE to support inclusive practice and to inform GIRFEC planning Ensure opportunities for pupil voice/choice in their learning.	



	Update Health and wellbeing strategy	
Leaders: Clear planning, tracking and monitoring approaches for HWB being used to raise attainment and tackle the poverty related attainment gap. Clear rationale for deployment of staff to support individual learner health and wellbeing needs.	Review GIRFEC planning processes to ensure CIRCLE is integral to process Support staff to review class HWB data and to identify next steps for class/individuals. Analyse wellbeing toolkit data to inform next steps. Work collaboratively with staff to develop shared expectations for Health and wellbeing learning, teaching and assessment.	
Families/communities: Increase knowledge of how to support Health and wellbeing at home	Increased knowledge on how to support health and wellbeing at home. To attend Cuppa and Connect sessions organised and delivered by the ND team	ND Team PFSW
Performance Measures / Targets - How we will evidence the impact on outcomes (Leadership Level: Monitoring and Self-evaluation for improvement) - Reminder must have a baseline THIS SHOULD BE ATTAINMENT, EQUITY, ATTENDANCE, PARTICIPATION, ENGAGEMENT etc		
Evaluation and monitoring of teacher planning Participation and engagement information from pre/post intervention assessments Learner Health and Wellbeing Survey, twice a year - analysis of survey and action points identified as required Pupil voice		





Priority 2: Implement approaches to creative teaching and learning, ensuring engagement in learning

CREATIVITY

CREATIVITY
Improvement in skills and sustained, positive school leaver destinations for all young people
CURRICULUM
Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all.
An education system engaging in digital technology to enhance all aspects of learning and teaching, supported by a digitally skilled workforce and tackling digital inequality

Curriculum	Attendance	Behaviour & Relationships	Achievement
To engage with and implement Visible Learning Programme			
Outcomes <i>Learners, Practitioners, Leaders, Parents/Families/Communities</i>	Actions	Resource	
Learners: Learners knowing what and how to learn, able to understand the outcome of assessments, including using formative assessment, identifying next steps in their learning and how successful they are in learning. Will receive and respond to feedback.	To develop knowledge and understanding of the 6 Balloch Learning Powers To refer to and use learning powers to support them to be independent/assessment capable learners	Visible Learning Programme (PEF £1600???) Visible Learning Action Plan Working Party - VL Learning Dispositions (K Perrie, A McGavin, L	



	To act upon feedback	Gallacher, H Eckersall, I Young) Collegiate Time Feedback
Practitioners: Will consistently share learning intentions and success criteria Will have knowledge and skills in using learning progressions understanding and using performance results, The Learning process, Questioning and discussion, Meta-cognition, Moderation, Feedback, seeking, receiving and acting on feedback	To deliver Balloch Learning power implementation plan Engage in professional dialogue to inform school feedback strategy Implement agreed feedback strategy using consistent language Implement Visible Learning Action Plan Engage with Visible Learning CLPL Year 3	SLT Lead: DHT Inservice Day Nov 2025 VLAT 1
Leaders: Clear planning, tracking and monitoring approaches being used to raise attainment and tackle the poverty related attainment gap. Skilled in developing a strategy for assessment and moderation.	Development of shared standards and expectations linked to language of VL. Develop a feedback strategy in collaboration with teaching staff building on Feedback CLPL Introduce walkthroughs and observations (peer/SLT) with specific feedback about the use of Learning powers, LIs and SC. Introduce Visible Learning Coaches to support reflection and understanding of Visible Learning approaches	
Families/communities:		



Knowledgeable about the progress their child is making and what one year's progress looks like for their child.	Clearly defined and communicated measures of progress.	
Performance Measures / Targets - How we will evidence the impact on outcomes - Reminder must have a baseline THIS SHOULD BE ATTAINMENT, EQUITY, ATTENDANCE, PARTICIPATION, ENGAGEMENT etc		
USE VL feedback and walkthrough docs to support Monitoring Data: Seeking views: Through focus groups and 'walkthroughs' children are able to articulate that they are an assessment capable learner using language of learning powers SLT/Peer observations to evidence Visible Learning approaches including LIs, SC and feedback Pupil Focus Groups/Google survey to measure impact of VL strategies		

Priority 3: Ensure approaches to raising attainment for all pupils including those at risk of missing out.

ATTAINMENT

ATTAINMENT
Closing the attainment gap between the most and least disadvantaged children and young people Improvement in attainment, particularly in literacy and numeracy
ATTENDANCE



High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap

Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.

Curriculum Attendance Behaviour & Relationships Achievement		
- To improve whole-school outcomes in literacy and reading by enhancing the quality of teaching, increasing pupil engagement, and ensuring data informed practice. - To improve attendance and narrow the poverty related attainment gap.		
Outcomes <i>Learners, Practitioners, Leaders, Parents/Families/Communities</i>	Actions	Resource
Learners: Count With Me All learners experience opportunities that allow them to become confident and numerate, building their skills in a variety of contexts. All learners will have increased confidence in articulating their thinking through number talk processes. Learners will experience opportunities that will allow them to become confident readers and use these skills in a variety of different contexts. Attendance All learners will be supported to maintain/improve	Continue to implement 'Count With Me in WDC' Use of concrete- pictorial supports Daily number talk opportunities Engage with " Read with me in WDC " progression pathways. Review and refresh current approaches to reading Develop interventions to improve attendance for identified	Collegiate time - CPA approaches and digital numeracy assessments Maths Champion - Assessment and Moderation Lead - Michelle Buchan PFSW (PEF)



attendance that will allow them to become effective contributors to the life of the school community and beyond.	groups or individuals.	
Practitioners: Count With Me Confident in planning engaging, well-paced suitably challenging learning experiences, which involve a variety of methodologies. Skilled in delivering high-quality Concrete, Pictorial, Abstract learning experiences. Skilled in assessing gaps in numeracy leading to more robust planning. Have knowledge of how to plan opportunities for learners to build number sense, explore the structure of number, and gain and apply a range of mental number strategies that build flexible and agile minds. Read With Me Confident in planning engaging, well paced and challenging reading experiences which will involve a variety of approaches to teaching and assessing reading . Skilled in using a variety of reading strategies including 'Reading Circles, Guided Reading, Shared Reading and Reciprocal Reading	CLPL _ CPA approaches Review of numeracy and maths resources to align with Count with Me approach Implement shared agreed approach to numeracy and maths Pilot WDC digital numeracy assessments Participate in LLC numeracy moderation opportunities Collaboratively review current assessment calendar Engage with Year 3 WDC Assessment and Moderation Strategy. Review and refresh current approaches to reading Engage in CLPL 'Come Read to With Me in WDC'.	



Attendance Practitioners will be confident in planning engaging, well paced and challenging/supportive learning experiences which will involve a variety of approaches resulting in their classroom being a safe, exciting and engaging space for all learners Practitioners will be aware of the plans around attendance and late-coming for specific learners and will support the strategies agreed.	Engage in development and review of pupil plans/shared strategies that will promote good attendance Adopt positive approaches to pupil attendance	
Leaders: Count With Me Clearly communicated expectations for the learning, teaching and assessment of maths and numeracy that raises attainment and narrows the poverty related attainment gap. Read With Me Clearly communicated expectations for the learning, teaching and assessment of reading that raises attainment and narrows the poverty related attainment gap. Attendance Skilled in implementing attendance protocols through a rigorous, cyclical monitoring and self evaluation	Carry out a deep dive into particular cohorts as per Calendar Overview WDC overview Attendance committee monthly Engage with LLC attendance initiative	



Families/communities: Count With Me increasing knowledge on how to support active numeracy and maths learning at home. Parents of learners with an attendance of below 90% will be aware of the attendance policy and its various steps for parental contacts, improvement and support	Deliver family learning sessions. Promotion of attendance visuals/campaigns as shared by communications team Central access to a myriad of supports including mindfulness, sleep support, bereavement, positive wellbeing	1 x family learning/open afternoon focused on maths/numeracy. PFSW(PEF)
Performance Measures / Targets - How we will evidence the impact on outcomes - Reminder must have a baseline THIS SHOULD BE ATTAINMENT, EQUITY, ATTENDANCE, PARTICIPATION, ENGAGEMENT etc		
Monitoring visits/direct observation: Evaluate quality of numeracy through classroom observations in term 2 Evaluate quality of delivery of reading through classroom observation in Term 3 Tracking meetings to inform priorities for targeted support Monitoring Data: Increased attainment in reading at P1 by 6% and P4 by 3% Increased attainment in numeracy at P1 by 6% and P4 by 3% and Primary 7 by 4% Evaluate quality of reading using area of focused attention approaches in Term 3 Pupil Focus Groups . Survey for parents - areas requiring support . Google Form for children - measure impact of approaches (number talk- use of CPA- attitude to numeracy- expectations) Google Form for staff - measure impact of approaches		





Priority 4: To develop children's/young people's skills, enabling achievement in learning, life and work

EMPLOYABILITY

EMPLOYABILITY
Improvement in skills and sustained, positive school leaver destinations for all young people
ACHIEVEMENT
Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs. High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap

Curriculum Attendance Behaviour & Relationships Achievement • To develop approaches to skills for learning , life and work		
Outcomes <i>Learners, Practitioners, Leaders, Parents/Families/Communities</i>	Actions	Resource
Learners: All learners will experience opportunities designed to cultivate creativity, effective communication, strong character, collaborative abilities, critical thinking, and citizenship.	Engage with West Dunbartonshire 6 Competencies	Collegiate



Practitioners: Knowledgeable in West Dunbartonshire 6 Competencies. Skilled in using WDC 6Cs for planning engaging, well-paced, and suitably challenging learning experiences, incorporating project-based learning (PBL)/ interdisciplinary learning (IDL) approaches. Working collaboratively to facilitate aspects of change and improvement for the benefit of all learners.	Engage in CLPL - integrating the West Dunbartonshire 6 Competencies into IDL/PBL teaching, learning and assessment. Continue skills based dialogue with pupils to reflect on progress and set next steps. Develop curricular map/annual overview 3 year cycle ready for implementation session 2026/27 Within a level, collaboratively plan and deliver a high quality PBL IDL learning project with explicit links to skills and learning powers.	Partnership Working
Leaders: Skilled in developing the curriculum to raise the attainment of all learners, whilst closing gaps in attainment for identified learners, including those impacted by poverty. Clear expectations and rationale for planning and implementation of skills based approach to IDL	Lead the development of a curriculum rationale informed by stakeholder voices Create a draft curriculum rationale for consultation Facilitate time for collaboration and reflection	
Families/communities: Informed and consulted on curriculum rationale	Language of learning and skills shared between school and	



	home.	
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Performance Measures / Targets - How we will evidence the impact on outcomes - Reminder must have a baseline - THIS SHOULD BE ATTAINMENT, EQUITY, ATTENDANCE, PARTICIPATION, ENGAGEMENT etc

Attendance Monitoring of identified individuals

Individual school attendance overview shows an increase in xx%

Attendance monitoring calendar target xxxx

FVWL self - evaluation for schools under a certain target (TBC) leading to xxx % improvement

Seeking views: TARGETS Google Form for pupils - measure impact of approaches . Pupil Focus Groups . Survey for parents - areas requiring support . Google Form for staff - measure impact of approaches .



Priority 5: Other

Curriculum Attendance Behaviour & Relationships Achievement		
Outcomes <i>Learners, Practitioners, Leaders, Parents/Families/Communities</i>	Actions	Resource
Learners:		
Practitioners:		
Leaders:		
Families/communities:		
Performance Measures / Targets - How we will evidence the impact on outcomes - Reminder must have a baseline - THIS SHOULD BE ATTAINMENT, EQUITY, ATTENDANCE, PARTICIPATION, ENGAGEMENT etc		



