



Section 1: School Information and 3 Year Improvement Plan Priorities	
School/Establishment	Milngavie Primary School
Head Teacher	Garry Graham
Link QIO	Karen Oppo

School Statement: Vision, Values & Aims and Curriculum Rationale
<p>At Milngavie Primary School and Early Years Centre we aim to provide education and care of the highest quality which fosters creativity and confidence, develops every child's skills, personality and talents and ensures they can achieve their full potential academically, emotionally and physically in a safe, happy and motivating learning environment which is at the heart of our community.</p> <p><u>Our Values</u> Trust, Respect, Resilience, Compassion, Inclusion, Fairness, Equality, Nurture</p> <p><u>Our aims:</u></p> <ul style="list-style-type: none">· To build a caring school ethos based on inclusion, fairness and respect for ourselves and others, promoting the health and wellbeing of the whole school community.· To provide stimulating, challenging and meaningful learning experiences, meeting the needs and aspirations of all our children enabling them to face the challenges of the future in a digital world.· To foster interest and enjoyment in learning, motivating children to think creatively and independently to become successful and confident lifelong learners.· To develop positive, productive partnerships that are valued and recognised by our children, staff, parents and the wider community.· To encourage responsible attitudes towards the environment and instil an awareness of our role as global citizens <p><u>Our Motto:</u> <i>Fide et fortitudine</i></p>



School Statement & School Curriculum Rationale can be found at: <http://www.milngavie.e-dunbarton.sch.uk/school-info/improvement-plans/?page=1>

	Looking Forwards – 3 Year Improvement Plan Priorities		
	Bullet point key priorities for the next 3 years		
Session	2022/23	2023/24	2024/25
Priority 1	Improving our Classrooms	Improving our Classrooms	Embedding in refurbished school environment
Priority 2	Improving pupil wellbeing through the Expressive Arts	Improving pupil wellbeing through the Expressive Arts	Social Subject review
Priority 3	Maintenance – PM writing	Talking and Listening	ASN Review

Section 2: Improvement Priority 1	
School/Establishment	Milngavie Primary
Improvement Priority 1	Raising attainment through high quality learning, teaching and assessment
Person(s) Responsible	As Curriculum Lead, the Principal Teacher, Ms Caroline McElney, will drive the planning and organising associated with this project. This will include monthly assemblies which will allow staff time to undertake professional reading, documentation of information and time for collaborate discussions. The DHT, Tracy Stilwell will ensure the strategic overview of the programme and will be responsible for ensuring that appropriate data is collected and effectively analysed by staff to impact change. HT will be provided with progress reports and will take part in trio observations. Due to the workload associated with the refurbishment, he will not undertake a direct leadership role in session 2022-23.



NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Delete / copy as required Improvement in attainment, particularly in literacy and numeracy. Choose an item. Choose an item.	Delete / copy as required teacher professionalism curriculum and assessment school improvement	Delete / copy as required QI 2.3 Learning, Teaching & Assessment QI 3.2 Raising attainment and achievement QI 1.1 Self evaluation for self improvement	Delete / copy as required Improvement in attainment in literacy Improvement in attainment in numeracy Closing the attainment gap between the most and least disadvantaged

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Whole school involvement in IOC. Class teachers responsible for developments and improvement in their class.	West Partnership Training : Whole School Improving our Classrooms Materials 15 Collegiate hours (Flexibility as required) INSET Days: 3 of the 5 will focus on IOC 20 pro rata hrs Individual CLPL from 35 hour allocation Whole School SLT Journal (QA) Class Teacher Journal Pre and Post Webinar Discussions Recorded Webinars Discussion Forums Trios – collaborative discussions. West Partnership IOC training materials Staff Meeting/Curriculum Development Sessions – as WTA	Pupil engagement is more of a priority. SLT will feedback progress to Parent Council and will discuss how any findings may influence PEF spend for upcoming sessions.
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Professional Reading Webinars – all provided by West Partnership	Consistency of approach will support equity of delivery in learning and teaching.	Professional Reading Materials - £500



Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	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?	
Seven sessions will be undertaken over the course of the session with flexibility built in to respond to a possible decant.	Following of the West Partnership Whole School Improving our Classrooms Programme. Seven training webinars from Improving our Classrooms Whole School Model Lead by SLT – supported by West Partnership IOC leads	On-going reflection/discussion. Targets set and monitored. Quality Assurance calendar will provide a means of assessing progress. Baseline assessments used in curricular area identified – reading/writing/numeracy Class Observations – identifying aspects of highly effective practice.	Planning meeting August In-service day 2. 16.8.22 PT provide trios and link SLT; to provide plan for dates over the session to complete tasks inc. WTA meetings/Assembly	
Staff will engage in the webinars, using these as a basis for professional dialogue and discussion. Staff will spend time reviewing the IOC materials and	Delivery of first three IOC Webinars <i>1 - The refreshed curriculum narrative</i> <i>2 - Data informed self-evaluation at classroom level and evaluative writing</i> <i>3 - What are features of highly effective practice?</i>	Pre and post webinar activities recorded in journals. Professional discussions in trios. Review after every session. HT and DHT complete Whole school journal to record progress.	<u>7 dates:</u> 1) Sept 2) 14.10.22 3) Nov 4) Jan 5) 15.2.23 6) March 7) 2.5.23 16.8.22	



<p>comparing to their own classroom practice. All staff will determine a focus area for professional enquiry.</p> <p>Using whole school data, SLT will identify specific areas across the school where further improvement in Literacy and Numeracy can be made.</p> <p>Staff will undertake baseline assessments as their starting point. All staff will discuss their proposed model for tracking change with PT/DHT.</p>	<p>Delivery of 4 of the following 5 Webinars (dependent on refurbishment)</p> <ul style="list-style-type: none"> • <i>Learning Intentions and Success Criteria</i> • <i>Effective Questioning, Active Learning and Reviewing & Connecting the Learning</i> • <i>Feedback, Dialogue and Learning Conversations</i> • <i>Differentiation and Effective Pace of Learning</i> • <i>Metacognition</i> <p>Analysis of whole school data through all 5 lenses to identify trends, patterns and any attainment gaps.</p> <p>Data informed tracking meetings with all staff (Fact Story Action approach)</p> <ul style="list-style-type: none"> • Class Analysis - Understanding the barriers to learning and 'The Gap' in our classroom • Analysis of baseline assessment - understanding 	<p>DHT PT Trio discussions</p> <p>Tracking meetings</p> <p>Class observations</p>	<p>Dates August and early Sept: Assembly Calendar</p> <p>August/Sept 2022</p> <p>Completed by mid-September</p>	
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<p>All staff will complete the Audit tool as part of their area of focus.</p> <p>Using allocated time, all staff will undertake professional reading related to their focus area.</p>	<p>the barriers to learning and ‘The Gap’ in identified curricular area</p> <p>Identified Feature(s) of Highly Effective Practice as focus for improvement (maximum 3)</p> <p>Teacher self-evaluation</p> <ul style="list-style-type: none"> •Use audit tool for identified feature of highly effective practice •Reflection activity on teacher’s own knowledge and behaviour to establish a baseline of teacher skills •Teachers carry out pupil audit with class to establish a baseline in relation to feature of highly effective practice <p>Professional reading</p> <ul style="list-style-type: none"> •Teachers engage with selected professional reading around 	<p>Pupil audit - metacognition pupil knowledge and behaviour</p> <p>Teacher Audit –metacognition and self- regulated learning</p> <p>Tracking – Learning and Teaching meetings following Fact Story Action Approach</p>	<p>Completed by mid-September</p> <p>SLT discussions completed by mid-October</p> <p>Throughout session – linked to test of change.</p>	
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	<p>identified feature(s) of highly effective practice.</p> <p>• Reflective questions to consider impact on teaching and learning.</p>			
<p>All staff will engage in professional dialogue.</p> <ul style="list-style-type: none"> Using the peer moderation model already agreed, staff will work collaboratively (trios) to review practice and support each other in meeting targets and objectives. 	<p>Identify focus group for intervention</p> <ul style="list-style-type: none"> Use of baseline assessment data for identified curricular area to formulate focus groups and identify challenges and barriers to learning to support teacher planning. <p>Triangulation of evidence to establish a baseline</p> <ul style="list-style-type: none"> Quantitative Data Qualitative Data – Observations Qualitative Data - People's Views <p>Professional Reading</p> <ul style="list-style-type: none"> Teachers engage with selected professional reading around feature of highly effective practice. Reflection on effectiveness of strategies selected to support 	<p>Baseline assessments</p> <p>Pupil views</p> <p>SLT data</p> <p>Class observations</p> <p>TRIO discussions</p> <p>Pupil conversations</p>	<p>In-Service days</p> <p>3 dates:</p> <ul style="list-style-type: none"> 14.10.22 15.2.23 2.5.23 <p>4 additional dates as outline on assembly calendar.</p>	



	intervention to raise attainment in identified curricular area.			
On collating data staff will identify the focus of their Professional Enquiry and implement the test of change.	<p>Implementation of intervention to raise attainment for focus group</p> <p>Peer observations in Trios to take place</p>	<p>Staff will complete IOC proformas to track and monitor improvements over time.</p> <p>Principal teacher will provide a framework to allow cover for trios to meet and engage in professional dialogue.</p>	Year one commences September 2022	
	<p>Triangulation of evidence to establish an exit assessment:</p> <ul style="list-style-type: none"> • Repeat teacher audit – reflection activity on teacher knowledge and skills in identified feature of highly effective practice • Repeat pupil audit - reflection activity on pupil knowledge and skills in identified feature of highly effective practice • Repeat assessment for identified curricular area • Observations and learning conversations • Conclusions & Summary • Reflection activity to conclude using Fact, Story, Action 	<p>Teacher Metacognition Audit</p> <p>Pupil Metacognition Audit</p> <p>Assessment information</p> <p>Tracking meetings</p> <p>Trio meetings and observations with SLT assisting</p>	Linked to test of change activities and dates outlined above.	



	approach to evaluate and to plan for next steps in learning for targeted pupils.			
On-going dialogue and engagement will allow all staff to track and monitor progress and impact of the test of change.	<p>Quality Assurance – observations</p> <p>Quality Assurance – SLT Learning Conversations</p> <p>Quality Assurance – jotter monitoring</p>	<p>HT DHT PT</p> <p>Trio discussions and class visits</p> <p>Tracking meetings</p> <p>Class observations/Jotter monitoring</p>	TRIO observations/ feedback/ discussions throughout session	
At the end of the session staff review what has been covered to date, the target being 7 of the 13 webinars. That will for the basis for the strategic plan for the following session.	<p>Awareness raising of the remaining Webinars for session 23-24</p> <ul style="list-style-type: none"> • <i>Learning Intentions and Success Criteria</i> • <i>Effective Questioning, Active Learning and Reviewing & Connecting the Learning</i> • <i>Feedback, Dialogue and Learning Conversations</i> • <i>Differentiation and Effective Pace of Learning</i> • <i>Metacognition</i> 	PT lead planning discussion to establish starting point for year 2.	End of May 2023	

*Duplicate tables as required for each priorit



Section 2: Improvement Priority 2	
School/Establishment	Milngavie Primary
Improvement Priority 2	Supporting pupil wellbeing through the Expressive Arts
Person(s) Responsible	Who will be leading the improvement? Who will they collaborate with? Staff lead will be assigned for each Curricular area. A link member of the SLT will be assigned to each team. (As CDT format in last 2 sessions). Literacy Co-ordinator.

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Delete / copy as required	Delete / copy as required	Delete / copy as required	Delete / copy as required
Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children Choose an item.	curriculum and assessment school improvement school leadership	QI 2.2 Curriculum QI 3.1 Wellbeing, equality & inclusion QI 1.2 Leadership of Learning	Improvement in children and young people's mental health and wellbeing Choose an item. Choose an item.

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Curriculum Development Groups will be created for each area with a curricular lead Specialists will be used to cover key curricular areas as staffing permits.	WTA allocation Education Scotland/National Improvement Hub; progression pathways to ensure children learning the conventions for each curricular area. Review Planbee: Art; Review Charanga: Music; Active Schools; Douglas Academy. Imoves dance online or similar.	Seek parents with any expertise in these areas to offer support and guidance in both planning and delivery. Parents will be involved in the celebration of learning within the Expressive Arts.



Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Staff will engage in research to support the development of the curriculum. Staff will undertake CLPL to enhance their skills. SLT will work on a strategic plan involving Teacher leads for each curricular area. Trans-languaging to be led by Literacy Co-ordinator.	Expressive Arts have shown themselves to be an excellent leveller after the impact of Covid, hence our rationale for focussing on this area as part of our 'recovery' These aspect of the curriculum provide more scope for children of all levels or skill and all genders to participate equally.	Art £2000 Music £2000 Drama £500 Dance £500

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	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?	
All areas of Expressive arts will be reviewed over a two-year period with a focus of integrating pupil health and well-being. All teaching staff will engage in one of the Curriculum Development Teams.	Art and Design: <ul style="list-style-type: none"> Specialist lead CDT as per WTA Position/Strategic paper Progression Planner Curricular resources agreed Extend practical resources Extra-Curricular opportunities 	Curriculum Development Team undertake the assigned tasks to completion. Improved progression of skills linked to Es and Os across Early to Second level, liaising with Early Level Teacher. CDT will review provision at start and end of session and evaluate progress in curricular delivery and pupil engagement.	CDT Meetings: 1. Term 1 2. Term 1 3. Term 2 4. Term 3 Dates to be finalised	



As above.	<p>Music:</p> <ul style="list-style-type: none"> • Specialist lead CDT as per WTA • Position/Strategic paper • Progression Planner • Curricular resources agreed • Extend practical resources • Extra-Curricular opportunities 	<p>Curriculum Development Team undertake the assigned tasks to completion.</p> <p>Improved progression of skills linked to E's and O's across Early to Second level, liaising with Early Level Teacher.</p> <p>CDT will review provision at start and end of session and evaluate progress in curricular delivery and pupil engagement.</p>	<p>CDT Meetings:</p> <ol style="list-style-type: none"> 1. Term 1 2. Term 1 3. Term 2 4. Term 3 <p>Dates to be finalised</p>	
As above	<p>Drama:</p> <ul style="list-style-type: none"> • CDT with appointed lead as per WTA • Position/Strategic paper • Progression Planner • Curricular resources agreed • Extend practical resources • Extra-Curricular opportunities 	<p>Curriculum Development Team undertake the assigned tasks to completion.</p> <p>Improved progression of skills linked to Es and Os across Early to Second level.</p> <p>CDT will review provision at start and end of session and evaluate progress in curricular delivery and pupil engagement.</p>	<p>CDT Meetings:</p> <ol style="list-style-type: none"> 1. Term 1 2. Term 1 3. Term 2 4. Term 3 <p>Dates to be finalised</p>	
As above	<p>Dance:</p> <ul style="list-style-type: none"> • CDT with appointed lead as per WTA 	<p>Curriculum Development Team undertake the assigned tasks to completion.</p>	<p>CDT Meetings:</p> <ol style="list-style-type: none"> 1. Term 1 	



	<ul style="list-style-type: none">• Position/Strategic paper• Progression Planner• Curricular resources agreed• Extend practical resources• Extra-Curricular opportunities	<p>Improved progression of skills linked to Es and Os across Early to Second level.</p> <p>CDT will review provision at start and end of session and evaluate progress in curricular delivery and pupil engagement.</p>	<p>2. Term 1 3. Term 2 4. Term 3 Dates to be finalised</p>	
IDL	Links to Modern Languages through community performance, incorporating the expressive arts.	Staff work with pupils to organise and present a performance incorporating languages and arts. P7 will engage with the Music and Drama departments at the Academy to produce a performance, alongside other cluster schools, for parents as part of their transitional arrangements.	May 2023	



Section 2: Improvement Priority 3	
School/Establishment	Milngavie Primary School
Improvement Priority 3	Maintenance: Writing programme embedded across the school included in Literacy Support and Challenge
Person(s) Responsible	Literacy Coordinator will work in Partnership with the Principal Teacher to ensure whole school developments in literacy are embedded consistently across the school.

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Delete / copy as required Improvement in attainment, particularly in literacy and numeracy. Choose an item. Choose an item.	Delete / copy as required curriculum and assessment Choose an item. Choose an item.	Delete / copy as required QI 1.2 Leadership of Learning QI 2.2 Curriculum QI 3.2 Raising attainment and achievement	Delete / copy as required Improvement in attainment in literacy Choose an item. Choose an item.

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Literacy Coordinator has 3 days not class committed to make further enhancements to Literacy including writing.	Timetable adjustments to release Literacy Co-ordinator. Additional time in Working time agreement to upload evidence onto Learning Journals.	Parents will be able to access evidence of children's progress in writing through their learning Journal updates.
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Literacy Co-ordinator will deliver staff training to support improvements in writing.	Spelling, although improving year on year, and writing at P4, are identified as our gaps in	£1000 for Literacy Support and Challenge and £660 to assist children with dyslexia.



Literacy co-ordinator will spend time building on the current support and challenge work being undertaken by liaising with the SfL lead teacher. Coordinator will ensure Clicker 8 is being applied across the school with identified children having their own laptop to assist with the writing process. Coordinator will also ensure Rapid Readers progress is monitored and analysed.	literacy. The structures and approaches in place are designed to further reduce these gaps in attainment.	
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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	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?	
P4 ACEL results in writing will increase by 2 % points year on year	Literacy Coordination has dedicated time to support both staff and children. Dedicated time will be allocated to allow the teacher who led on Support and challenge to debrief the Literacy Co-ordinator.	ACEL data for P4 in writing in 2021-22 shows attainment at 94%. We will track pupils progress throughout the year and intervene when children are identified as requiring support to reach the appropriate level.	Tracking and monitoring in Oct, January and March.	
All staff will receive workshop or individual support from the Literacy Coordinator to develop their skills in applying the PM writing programme effectively	Dedicated time set aside for department planning meetings to facilitate this.	School's tracking and monitoring systems will identify progress and the SLT will feed back on successes and areas for development.	Principal Teacher will incorporate into the yearly planner at the start of each term.	



Clicker 8 will be used by all children identified as being dyslexic. The Literacy Coordinator will track and monitor children's progress.	Laptops with Clicker 8 licences distributed to identified pupils and pupils and class teacher trained in how to use the applications effectively.	The Literacy Coordinator will liaise with teachers at the end of each term to assess pupil progress. Where insufficient progress is being made joint discussions will be held with the SfL teacher and SLT to review options for further intervention.	End of each term with the final term's analysis being included in the teacher's Transition Notes so that there is a consistent approach applied when transitioning between classes.	
Rapid Readers will continue immediately on return for session 2022-23. This will be closely monitored throughout the year and an analysis of progress will be gathered at the end of each term by the Literacy co-ordinator, who will share the findings with the SLT and teaching staff.	Staff member who implemented the programme will be given dedicated time to discuss this with the Literacy Coordinator.			



Section 3: Interventions for Equity: Pupil Equity Funding (PEF) not included in priorities 1-3					
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
	Science – Tig tag	£345			
	ASN – Digital Support EYC and school	£11544			
	ASN – Downs Syndrome	£500			
	Seasons for Growth	£885			
	Lego Therapy	£500			
	Mindfulness – staff training and class/group work	£2000			
	Literacy and Numeracy support inc more able	£2000			
	Dyslexia – pen readers	660			

School Improvement Plans should be emailed to the link Quality Improvement Officer by Wednesday 19 June 2022