

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

School Statement: Vision, Values & Aims and Curriculum Rationale
Vision, Values and Aims: http://www.milngavie.e-dunbarton.sch.uk/ Curriculum Rational: http://www.milngavie.e-dunbarton.sch.uk/school-info/charters-and-rationale/ School Charters: http://www.milngavie.e-dunbarton.sch.uk/school-info/charters-and-rationale/ Self-Evaluation: https://www.thinglink.com/scene/1542145324280184835
Our Motto: <i>Fide et fortitudine</i>

	Looking Forwards – 3 Year Improvement Plan Priorities		
	Bullet point key priorities for the next 3 years		
Session	2024/25	2025/26	2026/27
Priority 1	Circle Framework/ The Promise / (GIRFEC) (2024-2026)		Moderation- Literacy
Priority 2	Pupil Leadership in Learning (Play/Enquiry Based Learning) (2024-2026)		Moderation- Numeracy
Priority 3	ASN - Awareness of new Educational systems and support frameworks	Social Subject review	Sustainability



Section 2: Improvement Priority 1	
School/Establishment	Milngavie Primary
Improvement Priority 1	The Circle Framework/ The Promise (CIRCLE (Child Inclusive Research Into Curriculum Education))
Person(s) Responsible	DHTs Collaborating with Rights Ambassadors Collaborating with Parent Council/ Parent Body

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
Delete / copy as required	Delete / copy as required	Delete / copy as required	Delete / copy as required
<p>Placing the human rights and needs of every child and young person at the centre</p> <p>Improvement in children and young people's health and wellbeing</p> <p>Closing the attainment gap between the most and least disadvantaged children</p>	<p>school leadership</p> <p>teacher professionalism</p> <p>parent / carer involvement and engagement</p> <p>school improvement</p>	<p>QI 1.1 Self evaluation for self improvement</p> <p>QI 2.1 Safeguarding and child protection</p> <p>QI 2.4 Personalised Support</p> <p>QI 2.6 Transitions</p> <p>QI 2.7 Partnerships</p> <p>QI 3.1 Wellbeing, equality & inclusion</p>	<p>Placing the human needs and rights of every child and young person at the centre of education</p> <p>Improvement in children and young people's mental health and wellbeing</p> <p>Closing the attainment gap between the most and least disadvantaged</p>
<p>Links to rights:</p> <p>Articles 12 & 14 – The right to share your opinion (feedback from all stakeholders)</p> <p>Article 19 – The right to be safe (the classroom/ school as a safe place)</p> <p>Article 24 – The right to be healthy (support for all aspects of health – physical, mental, emotional and social)</p> <p>Articles 28 and 29- The right to learn and be the best you can be</p> <p>Article 31 – The right to play (linked to physical education outdoors)</p>			

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
<ul style="list-style-type: none"> Teacher Leadership related to classroom practice. Circle lead to attend training on May 25th 2024. Circle Trainers attend EDC training 29/5, 24/10, 30/1/25, 1/5. Circle Advisor to share learning with all practitioners. Peer Observations and professional dialogue (seek opportunities to work across cluster) Pupil Voice encouraged through Pupil Leadership Groups to review the Classroom environment. <p>The Promise lead to share learning with all practitioners</p>	<ul style="list-style-type: none"> Time – see collegiate calendar for SIP/Staff meetings and In-service Days/Personal professional development time. Cover costs for staff undertaking any leadership responsibility that requires release from class. (est. £1212) Funding for CLPL as required <ul style="list-style-type: none"> CIRCLE Framework tools: CIRCLE resource to support Inclusive Learning and Collaborative Working (Secondary) Resources Education Scotland CIRCLE Framework tools: CIRCLE resource to support Inclusive Learning and Collaborative Working (Primary) Resources Education Scotland <p>Education Scotland Training videos</p> <ul style="list-style-type: none"> Keeping The Promise Award: https://education.gov.scot/resources/keeping-the-promise-award-programme/ Education Scotland Rights Reviews, Promises and Inclusion: https://education.gov.scot/resources/rights-reviews-and-the-promise/ <p>Collegiate Hours assigned through WTA/In-Service = 16 hours (+ flexibility)</p>	<p>Parent Feedback - feeding into improvement planning (Glow Forms)</p> <p>Learning Journals - Information and learning showcased for families.</p> <p>Parent Council ongoing involvement in feeding back parent views at meetings.</p>

Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
<p>Whole staff/ Teaching staff CLPL (In-service Days/ collegiate hrs). Professional reading/ viewing online materials</p> <ul style="list-style-type: none"> • Quality assurance processes. • Peer/ SMT/professional discussions • Professional Enquiry Approaches • Professional reading/ viewing online materials • EDC Including Every Learner policy • EDC Supporting Specific Learning Difference: Guidance for Assessment and Intervention • EDC Mental Health Strategy • SHINE resources • EDC multi-agency guidance for personnel working with young people at risk of self-harm and suicide • EDC Learning, Teaching and Assessment policy 	<ul style="list-style-type: none"> • The Circle Framework as a strategy to support all pupils, especially those with additional support needs. • Keeping the Promise Award Programme is professional learning created to support anyone working with children and young people, particularly those who are care experienced. 	N/A

Framework for School Improvement Planning 2024/25

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 children and young people needs and behaviours will be better understood and supported through increased staff understanding of inclusion and additional support needs.	<p>Introduction to The Circle Framework at Aug In-service for all staff.</p> <p>Circle advisor plc sessions throughout the year fed back to school staff</p> <p>Pupil consultation shows that targeted groups of learners have an increased awareness of the strategies and supports that they can access within their learning environment</p>	<p>Staff feedback from initial introduction.</p> <p>Staff pre and post training assessment of knowledge and skills</p> <p>Pupil Voice tools/ pupil forum</p> <p>Professional dialogue</p>	<p>August In-service Day</p> <p>August 24 & June 25</p> <p>June 25</p>	
<p>Improved Classroom Environments for Children:</p> <p>Teachers make use of CICS (Circle Inclusive Classroom Scale) to evaluate and adapt classroom environment</p>	<p>Staff use CICS individually and with a supportive peer to critically analyse classroom environment.</p> <p>Departmental focus Professional discussion</p>	Reflections with colleagues and changes made to classrooms as a result of self evaluation using CICS- and Action Plan	Term 1 and 2 By March 25	

		Moderation and evaluation evidence shows increase in universal level supports available to all learners		
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 and action plan	Term 3 By June 25	
Staff introduced to the circle of inclusion model	Staff re-familiarised in the four features support the delivery of inclusive learning environments for all children and young people that enable them to reach their full potential. We will then look at the Circle Toolkit: https://www.thirdspace.scot/wp-content/uploads/2021/01/Primary-CIRCLE-Resource-2021.pdf	Staff awareness session led by DHT/PT.	August In-Service 2024	
Staff explore the key functions of the Circle resource	Staff discuss how teachers, parents and other education support staff can work together to improve learners' experiences. Staff will benefit from a review of the social, emotional and interpersonal skills of their pupils. The process will ensure that every learner gets the maximum benefits of/from Inclusion.	All teachers engage in professional discussion before the winter recess.	24 th Sept 2024 See peer support timetable for trios.	
Staff look at how The Circle is used in a classroom environment	Staff will develop their understanding of the CIRCLE Framework (physical environment, social environment, structures and routines, and motivation) supporting them to develop an inclusive classroom which will support all learners in line with the Curriculum framework.	By November 2024, all teaching staff will have engaged in discussions about the implementation process.	October In-Service (4 hours) 7 th Nov 2024 (2 hours)	

			See peer support timetable for trios.	
Staff review CICS (Circle Inclusive Classroom Scale) to evaluate their classroom environment	<p>Staff assess their classroom environment. Staff will review, independently initially, and will then discuss in their established trios thereafter. (following IOS structure currently in place) Timetables will be created to support the sharing of best practice.</p> <p>Staff will explore skills, supports and strategies within the framework.</p> <p>Adapted CICS questionnaire will be used to gather pupil views.</p> <p>SLT will write their mid-point analysis and next steps based on Teachers findings and present this to EDC leads. (Action Plan)</p>	<p>Pupil Feedback</p> <p>Staff evaluations of learning environment</p> <p>SLT professional discussions with trios</p> <p>Action plan drawn up.</p>	<p>7th Nov 2024</p> <p>14th Nov 2024 (2 hours)</p> <p>December 2024</p>	
A timetabled programme of training events will be drawn up for the session looking at key aspects of the Circle with staff.	<p>This will be based on the East Lothian and Education Scotland online resources:</p> <p>EAST LOTHIAN https://sites.google.com/edubuzz.org/eastlothianeduhub/enabling-learning/circle</p> <p>EDUCATION SCOTLAND https://education.gov.scot/resources/circle-resource-to-support-inclusive-learning-and-collaborative-working-primary/ https://education.gov.scot/resources/circle-resource-to-support-inclusive-learning-and-collaborative-working-primary-and-secondary/</p>	<p>Collegiate Calendar</p> <p>Professional reading</p> <p>Staff discussion</p>	<p>7th Nov 2024 – planning. (2 hours)</p> <p>(From January 2025 a programme of peer collaboration will be rolled out.)</p> <p>See peer support timetable for trios.</p>	
Using a peer assessment model, staff will work in	Class Teachers will develop change using a staged system of support, beginning with setting up an inclusive classroom.	Trio Timetable	From January 2025 a	

trios to discuss and peer assess elements of the Circle resource to assess impact.	<p>Checklists and planning tools will be used to support discussion and can be used to document strategies used and record professional learning. This includes the CIRCLE Inclusive Classroom Scale and the CIRCLE Participation Scale developed with practitioners for the identification of changes required and to support the measurement of progress.</p> <p>The resource will empower education staff to support all pupils, to promote an inclusive, consistent, whole school to supporting their class, groups or individual learners.</p> <p>The trio approach will encourage effective collaboration between school staff, and will act as a platform for effective engagement with parents/carers, cluster schools, partner services and other agencies.</p>	<p>Collegiate time organised</p> <p>Staff professional dialogue upsills and leads to a more consistent approach</p> <p>Staff contributions to whole school PSGs will be more focussed and linked to shared understanding of appropriate strategies.</p>	<p>programme of peer collaboration will be rolled out.</p> <p>Throughout the remaining session staff will work in their peer groups to review each other's learning environment, share their expertise and plan steps for development.</p>	
Additional CPD/CLPL	Staff will use Education Scotland professional learning materials to support individual and group learning around how to promote effective, inclusive practice using the CIRCLE framework for inclusion. Staff will develop a working knowledge and experience of using the CIRCLE framework tools effectively and gather data to assess impact on learner's experiences.	<p>The resources can be used as a group, or individually to explore in greater depth:</p> <p>The current legislative and policy context for Inclusion in Scottish education</p> <p>Spotlights on aspects of the CIRCLE Inclusive Classroom Scale:</p>	Throughout the session staff will work in their peer groups to discuss their practice and how they can make adjustments to better meet pupil's needs, or to agree where good practice is present and how they can share	

		Physical environment Social environment Structures and routines Effective collaborative working Understanding and encouraging motivation Reflective logs are provided to enhance experience of using the professional learning films and to support reflection.	this practice with colleagues. This will be discussed at CDT 29 th May 2025 to be carried forward in session 25/26. (1 hour)	
The Primary CIRCLE Framework materials devised by Education Scotland in consultation with Edinburgh City and Queen Margaret University - 'Inclusion in Practice: The CIRCLE Framework' will be used to improve staff understanding of the research behind the resources and how they can be effectively applied in the classroom environment.	The Education Scotland Circle Participation Scale Tool will be used specifically to gather baseline and added value data for targeted pupils. The CICS will be used to help us identify the strengths and weaknesses within the environment. The CICS comprises of 3 ratings (one each for physical environment, the social environment, and structures and routines) and a summary page. LINK TO OPENLEARN FOR THE CIRCLE Academic Reading from Queen Margaret University: Link: QMU Article	All classes will have undertaken their environmental assessments using the toolkit.	Start process August In-Service 2024. June 3 rd 2024	

80 % Of Teaching staff and support staff will take part in awareness raising of 'The Promise', so that they can better support Care Experienced children.	Independent Care Review Video 1 The Promise Video 2 The Promise Scotland Resources The Promise Resources	School will achieve the 'We Promise' Award	Feb In-Service	
70% or more school employees complete the Keeping the Promise Award (KTPA) Improved approaches for Supporting Care Experienced Children and Young People.	70% or more of school staff (including all non-teaching staff) to engage with the Keeping the Promise Award. Presentation 1 (1.5 hours) Presentation 2 (1.5 hours) E-learning module	Staff will achieve the "I Promise Award". School will achieve the "We Promise Award" Data capture of awards achieved. CE Pupil Voice tools/ pupil forum Staff pre and post training assessment of knowledge and skills Staff, pupil, agencies and parent/carer feedback pre and post KTPA.		



Section 2: Improvement Priority 2	
School/Establishment	Milngavie Primary
Improvement Priority 3	PEBL (Play and Enquiry based Learning)
Person(s) Responsible	Class Teacher Curriculum Development Teams (CDT's)

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
Delete / copy as required	Delete / copy as required	Delete / copy as required	Delete / copy as required
<p>Improvement in skills and sustained, positive school-leaver destinations for all</p> <p>Placing the human rights and needs of every child and young person at the centre</p> <p>Improvement in children and young people's health and wellbeing</p>	<p>curriculum and assessment</p> <p>school leadership</p> <p>teacher professionalism</p>	<p>QI 3.3 Increasing creativity and employability</p> <p>QI 1.2 Leadership of Learning</p> <p>QI 2.2 Curriculum</p>	<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people</p> <p>Improvement in children and young people's mental health and wellbeing</p> <p>Closing the attainment gap between the most and least disadvantaged</p>
<p>Links to rights:</p> <p>Articles 12 & 14 – The right to share your opinion (feedback from all stakeholders)</p> <p>Article 19 – The right to be safe (the classroom/ school as a safe place)</p> <p>Article 24 – The right to be healthy (support for all aspects of health – physical, mental, emotional and social)</p> <p>Articles 28 and 29- The right to learn and be the best you can be</p> <p>Article 31 – The right to play (linked to physical education outdoors)</p>			

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Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Enquiry based learning experts: Sustainability Lead & Rights Respecting Schools Lead Standards for middle leadership opportunities for class teachers: 2 staff currently on course will lead this.	Global storyline resources Resources to develop enquiry based approach Collegiate Hours assigned through WTA and In-Service = 8 (+ Flexibility)	World of work links made to families within our community.
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
1. GTCs accredited training: Global storyline training (WOSDEC), 2x days, 2x class teachers 2. Global Storyline twilights x3 (WOSDEC) 3. PEBL training (EDC) ongoing throughout 2024/2025 4. PEBL showcase (EDC) 5. New version of World of Work	All pupils developing skills for learning, life and work. All pupils accessing entitlement to Learning for Sustainability.	

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 learners will have regular opportunities to lead their own learning and experience personalisation and choice through an enquiry based approach through IDL projects, leading to improvements in five measures of impact: Attainment & Achievement, Attendance, Inclusion, Engagement and Participation.	CDT will provide refresher training on how IDL should be planned in the new session. New planners and rationale will be shared with all staff. Collegiate time allocated for staff to plan launch of IDL together. Collegiate time allocated so all staff can plan consistently and progressively. Members of CDT will attend EDC PEBL training. (Link to PRDs)	Pupil views from Term 1 2024 will be used as a baseline for measuring pupil voice. Post measures will be completed through classroom observations (peer) to ensure a consistent approach is applied. Tracking and Monitoring meetings will allow the Leadership Team to assess impact on learners. Staff peer observation information will be analysed and quality	Pupil views in term 1. Staff review during October In-Service. 30 th Jan 2025. (30 mins) 1-hour self-evaluation January 30 th (1 hour)	

		assured by the Leadership Team to ensure that there is evidence of impact.		
All learners will start to explore skills for learning, life and work	Working party will review the Meta-skills progression framework. (Review of framework to be taken into consideration when it is published) Professional learning resources on Skills Development Scotland used to plan CPD for all staff. Time to collaborate with other schools exploring meta-skills.	Pre and post measures used to assess how pupils are able to link specific meta-skills to their own context and/or learning experiences. (Impact measured at assemblies and through sharing the learning events)	Skills Development Scotland courses in September 2024. Staff feedback during October In-service Feb 4 th and 13 th 2025 (4 hours)	
P6 and P7 will access learning for sustainability by exploring migration, racism and issues of belonging, using an enquiry based model.	'The Giant' storyline delivered at second level (P6/P7)	Pre and post measures of values and attitudes around issues explored. This will be completed for a cohort of pupils in P6 and P7.	Teachers planning term . This will align with the Pupil Leadership Groups throughout the session.	
Working collaboratively with Colleagues from Craigdhu, staff will build on their professional knowledge and understanding and be more confident in using an enquiry based learning approach.	Staff visit PEBL showcase to raise their awareness of the processes involved. PEBL lead at Craigdhu provides staff familiarisation Staff liaise with partners at Craigdhu and pupils link with peers to deepen learning/understanding.	A timetable of visits will be organised to start in Term 2, following In-Service input.	February in-service – Craigdhu leads staff workshop. Timetable of staff visits in partnership with Craigdhu Primary and their school timetable and WTA. March 6 th 2025	



Section 2: Improvement Priority 3	
School/Establishment	Milngavie Primary
Improvement Priority 2	Review of ASN policy, practice and procedures
Person(s) Responsible	SLT in collaboration with Educational Psychologist, pupils, parents and other agencies

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
Delete / copy as required	Delete / copy as required	Delete / copy as required	Delete / copy as required
<p>Improvement in children and young people's health and wellbeing</p> <p>Placing the human rights and needs of every child and young person at the centre</p> <p>Closing the attainment gap between the most and least disadvantaged children</p>	<p>parent / carer involvement and engagement</p> <p>teacher professionalism</p> <p>school leadership</p>	<p>QI 3.1 Wellbeing, equality & inclusion</p> <p>QI 2.4 Personalised Support</p> <p>QI 2.3 Learning, Teaching & Assessment</p>	<p>Improvement in children and young people's mental health and wellbeing</p> <p>Placing the human needs and rights of every child and young person at the centre of education</p> <p>Closing the attainment gap between the most and least disadvantaged</p>
<p>Links to rights:</p> <p>Article 2 – The Right not to face discrimination</p> <p>Articles 12 & 14 – The right to share your opinion (feedback from all stakeholders)</p> <p>Article 19 – The right to be safe (the classroom/ school as a safe place)</p> <p>Article 23 – The right to live a full life with dignity</p> <p>Article 24 – The right to be healthy (support for all aspects of health – physical, mental, emotional and social)</p> <p>Articles 28 and 29- The right to learn and be the best you can be</p> <p>Article 31 – The right to play (linked to physical education outdoors)</p>			

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Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Staff contribute to leading collegiate sessions. LIAM leads/H&W lead.	Collegiate sessions Professional reading Attendance at authority ASN forum Attendance at EDC Self Harm Training Collegiate Hours assigned through WTA = 7 (flexibility depending on training)	Parent meetings/communication TAC meetings
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Professional Reading, dialogue & collaboration: <ul style="list-style-type: none"> • EDC Including Every Learner policy • EDC Supporting Specific Learning Difference: Guidance for Assessment and Intervention • EDC Mental Health Strategy • SHINE resources • EDC multi-agency guidance for personnel working with young people at risk of self-harm and suicide • EDC Learning, Teaching and Assessment policy • Information and research papers shared by Margaret Sutherland • Down's Syndrome Scotland training 	support & challenge groups in Numeracy, Literacy and Health & Wellbeing	£4500 est to allow staff member to lead Health agenda £1500 SNAP Laptops £5536 I pads £2502 DSS - £400 Connors £300 Rapid etc £853 Nexus £2036

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?	
Learners needs will be met through further staff engagement, knowledge,	Staff read, discuss, reflect and implement EDC Including Every Learner Policy linked to articles	Professional dialogue Completion of documentations/ assessments etc.	February In-Service	

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understanding and implementation of 'Including Every Learner policy and provision for children with additional support needs'	1,2, 3, 12, 13, 16, 23, 28, 29, 42.			
Staff will use this increased knowledge and understanding to ensure effective learning and teaching approaches for all learners	Staff will increase their knowledge and understanding of how to identify and support specific learning differences: <ul style="list-style-type: none"> • Dyslexia • Dyscalculia • ASD • ADHD, through professional reading of EDC guidance and support from Educational Psychologist & SLT. 	Professional dialogue Forward planning meetings with SLT Assessment, tracking and monitoring meetings TAC meetings PSG meetings	DSS training/ Hearing impairment training and ADHD training delivered with EP. August In-service (1 hour) October In-Service (2 hours) Collegiate time – 4 th and 13 th February 2025	
Evidence gathered over time will be used to ascertain if difficulties for learners persist despite access to appropriate intervention and learning opportunities.	Teachers will understand the significance of gathering evidence over time for learners with ASN and ensure that the impact of differentiation and intervention is regularly tracked, monitored and evaluated. This builds on previous data analysis developed during IOS.	Professional dialogue Support plans Assessment, tracking and monitoring meetings with SLT TAC meeting PSG	NCCT time allocated to SLT/CT meetings where data is analysed and teachers share their plans for effective interventions.	
Learners views will be actively sought and they will be involved in decision making. Learners will be encouraged to freely express their opinion on all matters which affect them enabling	Staff will develop their knowledge of Alternate Augmented Communication and will make use of a variety of approaches to collect pupil voice.	Teacher/pupil/parent dialogue. Pupil voice recorded in TAC meetings, support plans. Health and Wellbeing questionnaires.	Timetabled termly.	

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them to become active participants in their learning and promotes confidence, a sense of agency and responsibility in determining what will help them progress.	Staff will ensure pupil voice is central in our processes, with pupils involved in both discussions, decision making and the identification of support strategies. (contribution to Support Plans)	Staff use a variety of approaches to gather and record pupil voice, particularly through pupil engagement in Pupil Leadership Groups.		
Learner's anxiety will be better understood, recognised and supported	Raising staff awareness of the signs of anxiety in children and understanding of the causes. Teaching staff will be made aware of EDC Mental Health Strategy to inform consistent practice throughout school.	Almost all staff will take part in discussion and dialogue about how we support pupil's presentation, having read the EDC strategy paper. (Led by LIAM specialists). This will ensure staff can better identify children who may require this intervention.	20 th and 29 th of May 2025 (2 hours)	
Learners who are at risk of self-harm or suicide will be well supported by school staff and outside agencies.	Awareness raising with staff on children and young people at risk of self-harm and suicide. Staff will be guided on the appropriate pathway to support learners at risk of self-harm or suicide in line with EDC child protection procedures. Teaching Staff will be aware of the multi-agency guidance from EDC on self-harm and suicide.	Professional dialogue EDC Self harm & Suicide staff training led by Educational Psychologist. Staff will be better equipped to identify the children who may require support and highlight this to SLT as appropriate.	To discuss if EP can attend on above date	
Procedure/Guidance and Strategy papers on Accessibility, ASN, Meeting Learners' Needs and Health and Wellbeing will be devised, with support from, partners and shared with staff	SLT and staff, in partnership with Parent Council, will review these new guidelines, procedure and strategy. On amendment, staff will be allocated time to read the	Teaching and support staff discuss any required changes in school practice and procedure and make plans for new approaches to start the following session. This plan will ensure improved systems are in	Shared May In-Service for implementation August 2025 (2 hours)	

to ensure a consistency of approach.	documents and amend their practice accordingly.	place to support some of our most vulnerable pupils. (cross reference with the 'Circle'.		
Continue to support our children to learn strategies which will allow them to manage their anxiety e.g. LIAM, Mindfulness and iHeart	LIAM staff will continue to upskill their knowledge to meet the increasing demand for their interventions. Staff will coordinate with partners to ensure engagement is well managed and appropriate to the specific needs of the individual, group or class.	LIAM specialists will create a timetable of support based on requests from parents and staff, parental referrals or as a result of information from other agencies. Claire McRobbie will work with P6 and 'iheart' will work with one P7 class.	Dates are responsive to pupil need or staff availability.	
As part of our Meeting Learners Needs programme the school will continue to work towards the LGBT Charter in partnership with Craigdhu Primary and EDC.	Equality lead teacher will work in partnership with associated schools to ensure a breadth of experiences are arranged to allow pupils to understand the importance of all aspects of inclusion, linking with the 'Circle' resource.	Pupil engagement, Pupil Voice and pupil awareness of the broad range of needs in the school		
Continue to develop staff awareness raising of meeting the needs of our more able learners by engaging in current research. This will support further improvements in our attainment.	Training input during In-Service for staff from Emeritus Professor, Margaret Sutherland	SLT will arrange workshops that compliment both the 'Circle' and ASN developments.	In-Service – 3hours TBC	
Staff awareness raising of current knowledge and approaches to support our children with Down's Syndrome. This will ensure that we are	Staff will take part in Downs Syndrome Scotland training. This delivery is a vehicle to ensure staff take a consistent approach in their support of our children	Twelve teaching and support staff attend training and apply their learning to ensure children with DS in the school's main building are supported, socially, emotionally and	October 2024 In-Service	

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meeting individual learners needs appropriately at all times.	with these specific and complex requirements.	academically, and that appropriate Risk Assessments are in place.		
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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
Raising Attainment		11294			
Literacy		4055			
Numeracy		4000			
Health and Wellbeing		5076			
Cost of the School Day		1300			

School PEF allocation 23/24: £_25725_____

Total PEF allocated in SIP £_25,725_____ Underspend: £0_____