

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	2025/26	2026/27	2027/28
Priority 1	The Circle (T&L Development Officer) – focus ASN/The Promise	Sustainability & Science – review inc parental engagement	Curriculum Improvement Cycle
Priority 2	Play and Enquiry based Learning with links to UNCRC to support Gold RRS and meta skills	Curriculum Improvement Cycle	TBC
Priority 3	Literacy Equity Framework & writing Moderation (Comparator Schools) (Literacy Development Officer)	Numeracy Moderation (Numeracy Development Officer)	TBC

Section 2: Improvement Priority 1	
School/Establishment	Milngavie Primary School
Improvement Priority 1	The Circle/The Promise continued
Person(s) Responsible	Who will be leading the improvement? Who will they collaborate with? DHT St Nicholas'

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
Placing the human rights and needs of every child and young person at the centre Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children	school leadership teacher professionalism school improvement	QI 1.1 Self evaluation for self improvement QI 2.4 Personalised Support QI 2.7 Partnerships QI 3.1 Wellbeing, equality & inclusion	Placing the human needs and rights of every child and young person at the centre of education Improvement in children and young people's mental health and wellbeing Closing the attainment gap between the most and least disadvantaged

UNCRC
Links to rights: Articles 12 & 14 – The right to share your opinion (feedback from all stakeholders) Article 19 – The right to be safe (the classroom/ school as a safe place) Article 24 – The right to be healthy (support for all aspects of health – physical, mental, emotional and social) Articles 28 and 29- The right to learn and be the best you can be Article 31 – The right to play

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Lead CIRCLE Trainer(s) to attend CIRCLE Participation Scale Training May 25. Lead CIRCLE Trainer(s) to attend PLCs with other EDC Staff Teacher Leadership related to classroom practice. Peer observations and professional dialogue – within and outwith St Nicholas' PS. Learner leadership – inclusion of pupil voice in relation to individual target setting and identification of appropriate support strategies.	- Time – see collegiate calendar for SIP/Staff meetings and Inservice Days/Personal professional development time. - Cover costs for staff undertaking any leadership responsibility that requires release from class. - 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 - Education Scotland Training videos Interventions for Equity Resources National Improvement Hub	- Learning Journals - Information and learning showcased for families if achievable. - Parent Council ongoing involvement in feeding back parent views at meetings. - Parental engagement – use of Participation Scale to support individual learners.
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
- Whole staff/ Teaching staff CLPL (Inservice Days/ collegiate hrs). - Professional reading/ viewing online materials - Quality assurance processes. - Peer/ SMT/professional discussions Professional Enquiry Approaches	The Circle Framework as a strategy to support all learners, especially those with additional support needs.	£2000 – staffing and resources (See PEBL spend also)



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's needs and behaviours will be better understood and supported through increased staff understanding of inclusion and additional support needs.	Expanding on CIRCLE Framework at Aug Inservice, specifically Participation Scale and associated supports for all staff. Circle advisor PLC sessions throughout the year fed back to school staff. Parent and Pupil consultation shows that targeted groups of learners have an increased involvement in identification of strategies and supports that they can access within their learning environment.	Staff feedback from the initial introduction session highlights areas for development within CIRCLE Action plan. Staff pre and post training assessment of knowledge and skills. Pupil Voice tools/ pupil forum Parent Voice gathered through parent appointments/ TACS.	August Inservice Day August 25 & June 26 June 26	
Improved Classroom Environments for Children: Teachers make use of CICS (Circle Inclusive Classroom Scale) to evaluate and adapt classroom environment.	Staff use CICS individually and with a supportive peer to critically analyse classrooms for new cohort of pupils using learning from last session.	Reflections with colleagues and changes made to classrooms as a result of self-evaluation using CICS- and Action Plan. Moderation and evaluation evidence shows increase in universal level supports available to all learners.	Oct 25	

Improved implementation of Personalised support. Teachers will support improved participation of individual learners through analysis of Participation Scale (CPS) and associated skills and strategies. Class teachers will be able to work alongside staff with specific support for learning remits to complete a more detailed assessment of needs when required.	Staff use CPS to identify individual learners' strengths and areas for development. Staff will identify and implement further strategies to enhance pupil skills in collaboration with Parent/carer and individual children and young people. Staff use CPS alongside formative and summative assessment to identify individual learners' strengths and areas for development.	Completion of pre and post participation scale for individuals – case studies for those who have support plans/TAC meetings. Views of parents/carers and learners will be used to inform the assessment process and to develop a shared understanding of successful support strategies. Use of parent 'postcards' as appropriate, or similar communication method to make parents feel included during the decant process.	By June 26	
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 because of self-evaluation using CICS action plan and CPS.	Term 3 By June 26	
All children and young people's needs and behaviours will be better understood and supported through increased staff understanding of inclusion and additional support needs.	Expanding on CIRCLE Framework during Aug Inservice, specifically Participation Scale and associated supports for all staff. Circle advisor PLC sessions throughout the year fed back to school staff. Parent and Pupil consultation shows that targeted groups of learners have an increased.	Staff feedback from the initial introduction session highlights areas for development within CIRCLE Action plan. Staff pre and post training assessment of knowledge and skills. Pupil Voice tools/ pupil forum Parent Voice gathered through parent appointments/ TACS.	August Inservice Day August 25 & June 26	



	involvement in identification of strategies and supports that they can access within their learning environment.		June 26	
Improved Classroom Environments for Children: Teachers make use of CICS (Circle Inclusive Classroom Scale) to evaluate and adapt classroom environment.	Staff use CICS individually and with a supportive peer to critically analyse classrooms for new cohort of pupils using learning from last session.	Reflections with colleagues and changes made to classrooms as a result of self-evaluation using CICS- and Action Plan. Moderation and evaluation evidence shows increase in universal level supports available to all learners.	Oct 25	
Staff awareness raising of 'The Promise'.	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	

Section 2: Improvement Priority 2	
School/Establishment	Milngavie Primary
Improvement Priority 2	Play and Enquiry Based Learning
Person(s) Responsible	Who will be leading the improvement? Who will they collaborate with? • DHT Torrance • Supported by 2 staff who have completed EDC PEBL professional learning • Input from Teaching and Learning Development Officer

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
Improvement in skills and sustained, positive school-leaver destinations for all Choose an item.	school leadership teacher professionalism parent / carer involvement and engagement curriculum and assessment	QI 1.2 Leadership of Learning QI 2.2 Curriculum QI 2.3 Learning, Teaching & Assessment QI 2.7 Partnerships QI 3.3 Increasing creativity and employability	Improvement in employability skills and sustained, positive school leaver destinations for all young people

Choose an item. UNCRC
Links to rights: Articles 12 & 14 – The right to share your opinion (feedback from stakeholders around skills knowledge and development) Article 19 – The right to be safe (learning how to apply skills in a safe and responsible way) Articles 28 and 29- The right to learn and be the best you can be (for some learners, a focus on a range of skills will allow them to better show their achievements) Article 31 – The right to play

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
- Learners will provide feedback/ suggestions for improvement/ gather peers' views through focus groups e.g. Pupil Leadership Groups, inc. use of HGIOURS. - Learners will have opportunities to lead learning about the application of skills development through assemblies, class lessons, and sharing the learning events. - Teaching staff who have engaged with PEBL last year will lead and advise staff through this development. - Teachers will lead learning through professional reading and enquiry approaches.	- Time – see collegiate calendar for SIP meetings and In-service Days/Personal professional development time. - Cover costs for staff undertaking any leadership responsibility that requires release from class. - Authority STEM coordinator/ learning lead to do a session on STEM/ skills development (tbc).	- Parent Feedback - feeding into improvement planning (Glow Forms). - Learning Journals - Information and learning showcased for families. Families can show skills learned out with the school environment. - Parent Council ongoing involvement in feeding back parent views at meetings. - Parent 'stay and play' sessions and sharing the learning events will be discussed during I/S to take into account decant setting. 'Parents as Partners' workshops focusing on 'My Job and the Skills I need'. - Let's Focus on Skills booklet created for parents (Liaise with Mosshead Primary).
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
- Whole staff/ Teaching staff CLPL (In-service Days/ collegiate hrs) - Professional reading/ online materials - Quality assurance processes - Peer/ SMT professional discussions - Professional Enquiry approaches - Teams staff page to display the potential progression of skills across P1-7 (Link with Bearsden Primary)	Skills development as a strategy to support and enhance learning and teaching, link to skills for learning, life and work	STEM (overlapping with Circle) £5481

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?	
Increased learner knowledge and confidence in applying and evaluating meta-skills through high quality play experiences (P1-P2), building on P1 staff engagement in EDC Play to Learn PLCs and Professional Enquiry in previous session.	Planned play experiences linked to relevant skills.	Observations Learning Journals Play planning documentation Displays / Floor Books (P1) for target areas.	Sept– May 2025	
	Learner evaluation of skills utilised through play.	Observations Learning Journals Learner feedback / class sharing	Dec – May 2026	
	Skills incorporated into Medium term play planning.	Updated play planning.	Dec- May 2026	
	Continue to develop professional knowledge of the play approach in P1 and P2.	PLAY authority PLC's (optional) Good Practice visits to other establishments (Bearsden PS). Sharing of good practice at staged / departmental meetings. Personal CLPL. Practitioner Enquiry – (optional).	August 2025 Onwards	
	Play Policy updated to reflect skills.	Updated approach reflected in updated policy.	May 2026	



Increased learner knowledge and confidence in applying and evaluating meta-skills through high quality PEBL experiences	Introduction / Overview - staff sessions to provide overview - Example of how this can be introduced at a range of levels: (T&L Development Officer) • Principles of PEBL • Examples of structure of a PEBL focus • Linking of meta-skills to PEBL • Planning for PEBL • Progression of guided to independent PEBL • Evaluating PEBL & use of skills • Staff share examples of PEBL from last session • Trialling of some aspects of PEBL in term 2, at stages previously not engaged.	Staff PEBL Pre & Post Glow Forms Peer feedback during whole staff and dept. meetings. SLT observations and feedback Good Practice visits (Peer groups as per teaching and learning visits).	January – March 2026 Collegiate Sessions	
	Collaborative Planning Time – • Focus on PEBL for Term 3 linked to Commonwealth Games (Glasgow 2026)	Peer feedback during whole staff and dept. meetings	January – March 2026 Inservice Day – 18/ 2 + Collegiate SIP session	



	Implementation & Evaluation - All stages carry out a guided PEBL in Term 3 linked to Commonwealth Games - Evaluation of skills used	Learner feedback on application of meta-skills through PEBL. Peer feedback during whole staff and department meetings (See WTA). SLT observations and feedback.	May 2026 27/5/25 – Collegiate Session - Self Evaluation	
	Continue to develop professional knowledge of PEBL	EDC PEBL PLC's (optional), Good Practice visits to other establishments. Sharing of good practice at staged / departmental meetings. Personal CLPL.	Ongoing	
	Creation of Meta-Skills progression planner	Skills Development Scotland resources e.g. Learner Profiles as per email from Mary Kerr (28.05.25) Learner feedback.	Jan – May 2026	

Section 2: Improvement Priority 3	
School/Establishment	Milngavie Primary
Improvement Priority 2	Framework for Equity & Literacy & Moderation in Literacy
Person(s) Responsible	• Literacy Champion • DHTs • Collaborating with teachers across schools with similar demographic • Input from Literacy Development Officer

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
Improvement in attainment, particularly in literacy and numeracy.	school leadership teacher professionalism curriculum and assessment performance information	QI 1.2 Leadership of Learning QI 2.2 Curriculum QI 2.3 Learning, Teaching & Assessment QI 3.2 Raising attainment and achievement Choose an item.	Improvement in attainment in literacy and English
Links to rights: Articles 12 & 14 – The right to share your opinion (feedback from stakeholders around skills knowledge and development) Articles 28 and 29- The right to learn and be the best you can be			
Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement	
• Teaching staff will work with SMT to identify potential targets to address learners' barriers in literacy. • Teaching staff will work with SLT to measure the impact of identified intervention.	• Time – see collegiate calendar for SIP meetings and In-service Days/Personal professional development time. • Cover costs for staff undertaking any leadership responsibility that requires release from class.	• Sharing approaches to supporting literacy through targeted home learning, in line with school's Home Learning Guidelines.	

- Teachers will lead learning through professional reading and enquiry approaches. - Learners will provide feedback on any interventions that they have participated in.	Possible interventions as identified using the Equity & Literacy document.	
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
- Teaching staff Authority CLPL session, in-house (In-service Days/ collegiate hours - Support staff CLPL on relevant interventions - Professional reading/ online materials - Quality assurance processes - Peer/ SMT professional discussions through tracking & monitoring - Professional Enquiry approaches	Literacy interventions for targeted learners as identified using the Equity in Literacy document.	£5087 to provide support and challenge across the school

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning	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?	
Improve attainment in literacy through closing an identified gap using the Equity in Literacy Framework document	Staff CLPL (Cluster) introduction to document.	Staff Evaluations of CLPL cluster event Peer feedback during whole staff and department meetings.	Collegiate Session - 18 September	
	Baseline to identify a gap at target stages e.g. P1. Target individuals identified across stages.	Standardised assessments (to be discussed with Educational Psychologist). Attainment Data. Tracking & Monitoring meetings.	August - Oct 2025 Target individuals identified by Oct 2025	
	Use of Framework for Equity & Literacy to identify appropriate barrier and intervention - additional teacher cover to provide time for this to be done.	Tracking and Monitoring meetings Completion of Equity & Literacy Pro forma documentation (Gathering a full picture of the child, previous interventions, data, impact).	October – March 2026	
	Post Assessment to measure impact.	Ongoing assessment. End of term assessments. Targeted/ Standardised assessments where appropriate. Equity & Literacy Pro forma documentation.	As appropriate as intervention is completed	
	Collaborative staff opportunities to develop knowledge.	Literacy Champion feedback / support.	October – March 2026	



		Additional staff undertake Dyslexia Modules (Ed Scotland). Personal Reading / CLPL. EDC Literacy Twilight sessions (optional) Practitioner Enquiry – optional.		
Moderation (writing)	Teachers work alongside colleagues in Bearsden and Killermont to moderate writing at Early, 1 st and 2 nd level.	Tri-school programme of peer visits. Packs of examples to be developed to ensure consistency of approach. Opportunities to moderate more generally with decant school partners. Sessions to be arranged in coordination with Literacy Development Officer and cross referenced with Working time agreement.	To be arranged in September 25.	

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
Literacy and Numeracy Support and Challenge To maintain high levels of attainment	- Maintain support for pupils with dyslexia - Improve identification and support for pupils with dyscalculia	- Circle resources (£2900) - Bug Club/Rapid Readers (£853) - TJ Boost (£850) - Additional Reading Lab (£1164) - IDL Literacy and Numeracy and screening materials/Talking mats (£1120) - Storage and Cricut Machine (£2000)	Ongoing tracking data to allow comparative analysis, following the child's learning pathway Literacy and Numeracy Champions collated data tracking pupils in support and challenge groups SLT/staff meetings using the fact, story, action approach based on data and evidence gathered.	Will be initiated at start of session 2025/6 once settled into new schools. To establish clearer plans during August In-Service when 2 staff will have dedicated time to focus on Support and Challenge.	
ICT including technological support for dyslexia and dyscalculia, with a specific aim of identifying and supporting children with dyscalculia	As above	- GL dyslexia screener and dyslexia/dyscalculia profiles (£200) - Electronic SWST trial (£500) - iAbacus (£995) - EYC laptops and ipads to support staff	Analysis of school tracking and monitoring procedures. Professional judgement of staff engaged along with their evidenced data showing which interventions are having the biggest impact.	As above	

		in early screening processes (£301) Hardware to further extend access for pupils (£1380)			
Health and Well-being – with a particular focus on the decant, especially the transition to and from the receiving schools.	- To ensure measures are in place to respond to children’s presentation in relation to the decant and to ensure staffing is available to release staff to undertake the most appropriate interventions - To have holistic and therapeutic resources to hand for staff to implement as required	- PE Hub (£1380) - Sensory materials (£400) - Mindfulness (£610) - Cost of the school day (TBC) - Auchengillan (£750) - Staffing (£3000) - Misc (£280)	Annual Well-being wheels and associated analysis and interventions applied consequently.	Commenced May 2025. Continued through June 25. To establish clearer plans during August In-Service when 2 staff will have dedicated time to focus on health, wellbeing and additional support needs.	
Curriculum and consistency – with a focus on ensuring the decant process does not negatively impact on the quality, delivery and impact on outcomes for learners.	- To use appropriate, high quality on-line resources to support learning during the decant - To have holistic and therapeutic resources to hand for staff to implement as required, ensuring as little time lost accessing the curriculum as possible	- AiFL resources to ensure consistency in assessing pupil work. - Clickview (£345) - Play to Learn materials inc. light tray (£630) - PEBL resources (£500) - Assessment resources (£2064) - Expressive Arts £600)	Teaching and learning meetings focussing on pupil attainment and achievement using Fact, Story, Action approach. Analysis of trends and comparative analysis of a range of summative and formative assessments, including SNAS will be used to evidence on-going progress.	A plan will be drawn up by DHTs/PTs/Champions and staff supporting Health and wellbeing.	



		• Additional Staffing (linked to above)			
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School PEF allocation 23/24: £ 25,725 Total PEF allocated in SIP £ 25,725 Underspend: £ 3

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