



# Milngavie Primary, ELC & Cluster Improvement Plan 2019-2020



**East Dunbartonshire Council**  
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Improvement Priority <b>Milngavie Primary School Main Priority</b>	NIF Priority		NIF Drivers	EDC NIF Action Plan	Overall Responsibility
Cohesive STE@M programme established.	Priority 1,2,3,4		Drivers 1,2,3,5	Strategic priority 1,2 3,4,5	Liz Orr/Laura Macfarlane
Tasks/Action Required	Timescale (by ....)	Resource Requirements	Person Responsible	Monitoring and Evaluation Arrangements	Progress
STE@M Strategic Paper	November 2019	Research time Professional reading Time to write up findings and collate with current data	Garry Graham/Member of STEM Advisory Group	Strategic paper used to outline of vision for development and improvement over the next timeframe	
Incorporate arts and languages into newly established programme	Until May 2020	STE@M programme of study  Common Curriculum Plan  Parent Council Minutes	Liz Orr/ Parent Council Languages link	More parental participation by parents and community members in helping us to embed current languages as well as providing learners with opportunities to learn about new languages and culture	
Thematic days developing an understanding of problem solving and creative thinking skills in STEM  Encourage learners to think more critically across the STEM curriculum in relation to scientific information (including 'fake news' and how the media can manipulate information)	Day 1 - by mid March  Day 2 by end of May	Staff collegiate time to research and collate resources  In-Service curriculum planning time  Staff cover for WP leads to allow time to ensure	STEM working Party 1 and 2	Refresh on Higher Order Thinking Skills  Will gather views from pupils on their learning during these thematic days  Will feedback to STEM	

		resources/information shared with colleagues  EDC Skills Framework and skills resources - shared area		Advisory Group and review for following session - May 2020	
STE@M event to showcase what has been achieved over the session		Working Party 5  UN Sustainable Development Goals (Global Goals)	Laura MacFarlane and WP4 lead	Showcase will be delivered and feedback from stakeholders will be used to assess impact on outcomes for learners	
Pupils sign up to the 'My World of Work' Website as a medium to access information about employment opportunities	February 2020	<a href="https://www.myworldofwork.co.uk/">https://www.myworldofwork.co.uk/</a>  National Improvement Hub: DYP  <a href="https://digitalfuture.scotland.com">https://digitalfuture.scotland.com</a>	Class teachers	Learners access site as part of interdisciplinary topics with STE@M, Digital Literacy/technologies, enterprise and business  Learners more aware of a range of career options	
<b>Leadership and Parental Engagement Opportunities</b>					
<b>Staff</b>	Collaboration in Working Parties Leading Curricular developments Research and personal reading and review of EDC documents Professional Enquiry				
<b>Pupil</b>	Plan, organise and lead an event Contribute their ideas for learning as part of the Thematic Days Participate in a range of critical thinking exercises				
<b>Parental Engagement</b>	Engagement in whole school strategic planning Contributing to the learning experiences of learners				

<p><b>Resource Requirements:</b></p> <p><b>Staffing</b>  Thematic Days: Cover at £220 per day x 4 days  Showcase : Cover at £220 per day x 3 days  Total= £1,540</p>	<p><b>Cluster/Partnership Funding</b>  N/A</p> <p><b>PEF funding</b>  Active Panels and Screen will better ensure we can provide a consistent approach of delivery and better showcase our work to our community</p>	<p><b>Professional Learning</b></p> <p>Reading of Education Scotland documents, school guidelines and become familiar with the 'My World of Work' website.</p>
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Improvement Priority 2	NIF Priority	NIF Drivers	EDC NIF Action Plan	Overall Responsibility	
Leadership across our Community of Learning	Priority 2,3,4	Drivers 1,2,3,4,5	Strategic priority 2 3,4,5	Garry Graham	
Tasks/Action Required	Timescale (by ....)	Resource Requirements	Person Responsible	Monitoring and Evaluation Arrangements	Progress
To develop a Leadership statement that embodies what leadership means for our school community and how we will develop these skills at all levels, whilst providing opportunities for our learners to display creativity in their thinking	December 2019	Working Party 3  SCEL Teacher Leadership  EDC training programme  CPD tracking  PRD impact record	Liz Orr	A clearer vision will allow us to ensure our pupils skills are being developed, staff understand what leadership means in their role and parental involvement can be assessed on the outcomes for learners.	
Staff to make use of the 6 leadership progression planners devised for use as part of the Common Curriculum to develop pupils skills	May 2020	Planners have been developed, are in shared area and will be incorporated into the school's forward planning	Tracy Stilwell	Review May 2020 A more consistent approach to skills development evident. Staff will assess improvement of leadership skills and note as part of the schools assessment procedures.	
Pupils to take more responsibility in leading aspects of learning and to develop the skills to better present their understanding of the	June 2020	Additional ipads for Job Share staff	SLT	Learners will become more adept at contributing to the	

<p>learning process i.e. understanding about the brain and metacognition at an age appropriate</p>		<p>Refresher of AIFL strategies and a review of current Dylan Williams resources as a potential PEF spend for 2020-21</p> <p>HGiOS 4</p> <p>HGiOURS</p> <p>NIF drivers</p> <p>Link Mindfulness to brain development</p> <p>Brain Science presentation</p> <p>School Learning out of School statement</p> <p>GCC: Improving our Classrooms</p>		<p>learning journal process. Learners will have developed the skills to more effectively articulate and express their learning process and be able to identify their next steps of learning</p> <p>An enquiry based learning approach will be introduced into Primary 2</p> <p>Learners and parents will use the Learning Journal to access information on how to develop problem solving and thinking skills out of school</p>	
<p>Staff to work in tandem with Douglas Academy and the University of Strathclyde to devise a more effective model for school improvement through collaboration and engagement in current research as a driver for change</p>	<p>June 2020</p>	<p>Working Party 4</p> <p>2 x Joint partnership days with DA staff</p> <p>1x Collegiate meeting and 1x In-Service day with Strathclyde University</p>	<p>Tracy Stillwell/Garry Graham</p>	<p>During the course of the session new methods and approaches will be trialled as tests of change using the professional enquiry based model.</p> <p>A strategy paper will be</p>	

				devised as a result of this dialogue and partnership working.	
<b>Leadership and Parental Engagement Opportunities</b>					
<b>Staff</b>	Collaboration in Working Parties Collaboration across the cluster and with partners Leading Curricular developments Leading change for improvement Research and personal reading and review of ES documents Professional Enquiry and opportunities within SCEL for professional learning				
<b>Pupil</b>	Build on skills developed in session 2019-20 by becoming more adept at understanding how they learn				
<b>Parental Engagement</b>	Engage with learners using the Learning Journal medium and communicate achievements between home and school using this platform.				
<b>Resource Requirements</b>		<b>Cluster/Partnership Funding</b>		<b>Professional Learning</b>	
In-Service time to be allocated as per on-going discussions with U of S and DA Additional collaborative working: Cover at £220 per day x 4 days = £880  SCEL cover will be determined by uptake.		N/A  <u><b>PEF funding</b></u>  Activepanels/ipads/screen (£18,388) all part of PEF and will impact on our ability to better support learner engagement in the development of leadership capacity		SCEL Teacher and Middle Leadership <a href="https://www.scelscotland.org.uk/">https://www.scelscotland.org.uk/</a>  GCC: Improving our Classrooms  Collaborative working with partners to deliver new approach to drive school improvement	

Improvement Priority 3	NIF Priority		NIF Drivers	EDC NIF Action Plan	Overall Responsibility
Maintenance Agenda	Covers all key priorities		Covers all key drivers	Strategic priority 1,2 3,5	
Tasks/Action Required	Timescale (by ....)	Resource Requirements	Person Responsible	Monitoring and Evaluation Arrangements	Progress
Progressive Problem Solving programme in Numeracy and Mathematics.	December 2019	Working Party as per WTA	Numeracy Working Party 1	From January 2020 all stages will follow a progressive programme of study	
Progressive Mental Computation programme in Numeracy and Mathematics.	December 2019	Working Party as per WTA	Numeracy Working Party 2	From January 2020 all stages will follow a progressive programme of study	
Mighty Writer extended to P1	Oct 2019	2 x Mighty Writer	P1 Class Teachers	Monitoring and assessment of children's written skills to analyse improvement over time	
Embed Parent Council Support programme	June 2020	Parent Council meetings STEM Advisory Group meetings Application of ES funding	Meirion Thomas/ Alastair Jones/ Garry Graham	We will continue to develop a streamlined approach that allows the wider Parent Forum to support the ambitions of the school.	



<b>Leadership and Parental Engagement Opportunities</b>		
<b>Staff</b>	Collaboration in Working Parties Leading Curricular developments Research and personal reading and review of EDC documents	
<b>Pupil</b>	More active engagement in literacy and numeracy lessons.	
<b>Parental Engagement</b>	Participation in strategic planning for school improvement Leading a new working model for parental engagement	
<b>Resource Requirements</b>  As per previous School Improvement Plan  Might Writer from School budget: £972	<b><u>Cluster/Partnership Funding</u></b> As per previous Cluster Improvement Plan Cover at £220 per day x 3 days for this session to build on previous work = £660 Ideally like 2 further Mighty Writers if can be funded via Partnership group focus.  <b><u>PEF funding</u></b> As per previous PEF outline £1439 from this session to further develop aspects from previous plan	<b>Professional Learning</b>  Partnership working across the school/cluster to share best practice

Improvement Priority 1 <u>EARLY LEARNING AND CHILDCARE</u>	NIF Priority	NIF Drivers	EDC NIF Action Plan	Overall Responsibility	
Improving attainment in literacy.  <b>Milngavie ELCC to be accredited Language and Communication Friendly Establishment.</b>	Improvement in attainment, particularly in literacy and numeracy.  Closing the attainment gap between the most and least disadvantaged children.	Parental engagement Assessment of children's progress Teacher professionalism	Raise attainment in listening and talking in particular with a focus on early level and P1 – P3.	<b>HT/ DHoC</b>	
Tasks/Action Required	Timescale (by ....)	Resource Requirements	Person Responsible	Monitoring and Evaluation Arrangements	Progress
<p>Nursery staff to explore approaches to support communication and language within the setting.</p> <p>Nursery staff to continue to develop the nursery environment to meet the needs of all learners.</p> <p>Staff observations and peer learning.</p> <p>Implementation of Makaton Champions.</p> <p>Development of good practice portfolio within the nursery.</p>	December 2019	<p>All staff</p> <p>Education</p> <p>Psychological Service</p> <p>Speech and Language Therapist</p>	DHoC Nursery Teacher	<p>Accreditation achieved - All children, particularly those with ASN, are supported to participate in nursery life with increased ownership of the nursery environment, resources, routines and opportunities for communication, independence and choice.</p> <p>Maintenance of a language rich learning environment and communication and involvement approaches that meet the needs of all learners.</p>	
<b>Leadership and Parental Engagement Opportunities</b>					
<p><b>Staff</b></p> <p>Distributed leadership opportunities for staff to develop areas of interest and expertise such as Makaton Champion roles.</p>	July 2019	All staff	DHoC	<p>Improvements made to environments and experiences based on expert advice, research and best practice.</p> <p><b>PDRs and Staff survey.</b> There is a positive climate in the setting with staff</p>	

				reporting high levels of satisfaction and motivation	
<b>Pupil</b> Children will be involved in the development of resources and signage to support LCFE accreditation to promote their ownership and use of the materials.	August/ September/ October 2019	All staff and children			
<b>Parental Engagement</b> Parents will be informed of our progress at the curricular evening and through our blog.	Ongoing	All staff Children and families		Attendance at and feedback from curricular evening and 1:1 meetings with parents.	
<b>Resource Requirements</b>	<b>Cluster/Partnership Funding – detailed breakdown</b> <b>PEF funding – detailed breakdown</b>		<b>Professional Learning</b> Word Aware Five to Thrive Makaton Professional development time set aside for reading, research, visiting other settings.		

Improvement Priority 2	NIF Priority	NIF Drivers	EDC NIF Action Plan	Overall Responsibility	
<p>Improving attainment in numeracy.</p> <p>Collaboration to support planning and progression of numeracy across early level.</p>	<p>Improvement in attainment, particularly in literacy and numeracy;</p> <p>Closing the attainment gap between the most and least disadvantaged children</p>	<p>Assessment of children's progress Teacher professionalism Parental Engagement</p>	<p>Clear curricular framework to support numeracy development across early level.</p>	<p>HT/ DHoC</p>	
Tasks/Action Required	Timescale (by ....)	Resource Requirements	Person Responsible	Monitoring and Evaluation Arrangements	Progress
<p>Establish a peer observation/ learning network with Primary 1 staff to share practice and support progression of Numicon through early level.</p>	<p>April 2020</p>	<p>Nursery Teacher P1 staff Time for visits and meetings. Numicon resources</p>	<p>Depute HoC Nursery Teacher Snr Practitioner</p>	<p><b>Ejournals and planning.</b> Clear progression pathways across early level. A shared vision with partners ensures consistent, high quality, meaningful experiences that consolidate children's learning and identification of next steps.</p> <p><b>Positive feedback from staff.</b> Moderation processes develop professional judgement. Staff have a better understanding of pedagogical approaches to support early numeracy through play experiences. Clearer understanding between early years and primary staff of Numicon</p>	<p>Initial meeting taken place to obtain agreement from partners involved.</p>

				strategies and approaches that support progression. ELCC staff use Numicon approaches that provide appropriate challenge and build a strong foundation for children's future learning.	
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**Leadership and Parental Engagement Opportunities**

<b>Staff</b>  Distributed leadership opportunities for staff to develop areas of interest and expertise.	April 2020	All staff	DHoC	Approaches applied are based on research and best practice.  <b>PDRs and Staff survey.</b> There is a positive climate in the setting with staff reporting high levels of satisfaction and motivation	
<b>Pupil</b>					
<b>Parental Engagement</b>  Parents invited to be involved in our Numicon activities. Maths workshops for parents/ carers. Parents will be kept informed of progress through curricular evening, ejournals and our blog.	Ongoing			Parents/ carer participation – feedback reports increased knowledge and understanding of early numeracy. Increased number of parents choosing to stay and play for Numicon activities.	

**Resource Requirements**

Numicon  
Small loose parts

**Cluster/Partnership Funding – detailed breakdown  
PEF funding – detailed breakdown****Professional Learning**

Peer learning with school staff

Improvement Priority 3	NIF Priority	NIF Drivers	EDC NIF Action Plan	Overall Responsibility	
Family Learning (Literacy)	<p>Improvement in attainment, particularly in literacy and numeracy;</p> <p>Closing the attainment gap between the most and least disadvantaged children</p>	Parental engagement	All schools and centres have a family learning programme in order that parents can support their child's learning and development.	HT/ DHoC	
Tasks/Action Required	Timescale (by ....)	Resource Requirements	Person Responsible	Monitoring and Evaluation Arrangements	Progress
<p>Work in partnership with children and families to design and implement family learning opportunities to promote early literacy skills.</p> <p>Parent Workshop to highlight early literacy skills.</p> <p>Promotion of Nursery Library, Home Links Story Sacks and Travelling Teddies.</p>	July 2019	Nursery Teacher Key Workers	Depute HoC Nursery Teacher Snr Practitioner	<p><b>Participation figures.</b> Number of children and families taking part in activities, library/ book corner footfall and borrowing rates.</p> <p><b>Surveys and Focus Groups.</b> Feedback from key adults (Parents, carers, Childminders) reports increased understanding and skills to support children's learning and improved home learning environments.</p>	
<b>Leadership and Parental Engagement Opportunities</b>					

<p><b>Staff</b></p> <p>Distributed leadership opportunities for staff to develop areas of interest and expertise.</p>	<p>July 2019</p>	<p>All staff</p>	<p>DHoC</p>	<p>Improvements made to environments and experiences based on research and best practice.</p> <p><b>PDRs and Staff survey.</b> There is a positive climate in the setting with staff reporting high levels of satisfaction and motivation</p>	
<p><b>Pupil</b></p> <p>Children will be consulted on the content of our activities.</p>					
<p><b>Parental Engagement</b></p> <p>Parent literacy workshops. Parents will be consulted on the content of our family learning programme. Parents will be invited to attend family learning and parental engagement activities both in the nursery setting and online through our blog and e-journals.</p>	<p>Ongoing</p>				
<p><b>Resource Requirements</b></p>	<p><b>Cluster/Partnership Funding – detailed breakdown</b> <b>PEF funding – detailed breakdown</b></p>		<p><b>Professional Learning</b> Word Aware Five to Thrive Professional development time set aside for reading, research, visiting other settings. Family Connect – training and partnership working with Clober ELCC</p>		



Improvement Priority 4	NIF Priority	NIF Drivers	EDC NIF Action Plan	Overall Responsibility	
<p>Improving attainment in literacy.</p> <p>Collaboration to support planning and progression of numeracy across early level.</p>	<p>Improvement in attainment, particularly in literacy and numeracy;</p> <p>Closing the attainment gap between the most and least disadvantaged children</p>	<p>Assessment of children's progress</p> <p>Teacher professionalism</p>	<p>Clear curricular framework to support numeracy development across early level.</p>	<p>HT/ DHoC</p>	
Tasks/Action Required	Timescale (by ....)	Resource Requirements	Person Responsible	Monitoring and Evaluation Arrangements	Progress
<p>Establish a peer observation and learning network with Primary 1 staff to share practice and support progression through early level (e.g. implementation of Word Aware and The Mighty Writer).</p>	<p>April 2020</p>	<p>Nursery Teacher</p> <p>P1 staff</p> <p>Time for visits and meetings.</p>	<p>Depute HoC</p> <p>Nursery Teacher</p> <p>Snr Practitioner</p>	<p><b>Ejournals and planning.</b> A shared vision with partners ensures consistent, high quality, meaningful experiences that consolidate children's learning and identification of next steps.</p> <p>Clear progression pathways across early level.</p> <p><b>Positive feedback from staff.</b> Moderation processes develop professional judgement.</p>	<p>Initial meeting taken place to obtain agreement from partners involved.</p>
<p>Improve the outdoor learning environment to support early literacy achievements.</p> <p><i>Mud Kitchen</i></p> <p><i>Opportunities for mark making</i></p>	<p>June 2020</p>	<p>Keyworkers with Champion roles</p>	<p>DHoC</p> <p>Nursery Teacher</p> <p>Snr Practitioner</p>	<p><b>Observations – Leuvens Scale.</b> Children more frequently engage in activities that support literacy development in the outdoor learning</p>	

<p>Signage Loose parts play Messy play</p>				<p>environment and show high levels of wellbeing and involvement</p> <p><b>Focus Group Discussions.</b> Children can access a broad range of outdoor literacy focused activities that meet their needs and interests.</p> <p><b>Children's progress (Ejournals).</b> The Early Years Literacy Illustration Tool and Fine Motor Skills Assessment Tool. Almost all 4/5 year old children achieve identified skills. Children develop the gross and fine motor skills that support mark making and early writing.</p>	
<p>Develop physical activity opportunities that support gross motor skills required for literacy.</p> <p>Increase provision of indoor and outdoor movement opportunities through expressive arts, games and dance.</p>	<p>April 2010</p>			<p><b>Children's progress (Ejournals).</b> The Early Years Literacy Illustration Tool and Fine Motor Skills Assessment Tool. Almost all 4/5 year old children achieve identified skills. Children develop the gross and fine motor skills that support mark making and early writing.</p>	
<p><b>Leadership and Parental Engagement Opportunities</b></p>					

<p><b>Staff</b></p> <p>Distributed leadership opportunities for staff to develop areas of interest and expertise.</p>	<p>July 2019</p>	<p>All staff</p>	<p>DHoC</p>	<p>Improvements made to environments and experiences based on research and best practice.</p> <p><b>PDRs and Staff survey.</b> There is a positive climate in the setting with staff reporting high levels of satisfaction and motivation</p>	
<p><b>Pupil</b></p> <p>Children will be consulted on learning environment improvements.</p>					
<p><b>Parental Engagement</b></p> <p>Parent Literacy and Outdoor Learning Workshops.</p> <p>Parents invited to stay and play outdoors, for Word Aware and The Mighty Writer activities.</p> <p>Parents will be kept informed of progress through curricular evening, e-journals and our blog.</p>	<p>July 2020</p>			<p>Parents/ carer participation – feedback reports increased knowledge and understanding of the benefits of outdoor play experiences. Parents choosing to participate in Word Aware and Mighty Writer activities. Parental engagement in Blog online activities.</p>	
<p><b>Resource Requirements</b></p> <p>The Mighty Writer Oh Lila Resource Pack Word Aware Resource</p>	<p><b>Cluster/Partnership Funding – detailed breakdown</b> <b>PEF funding – detailed breakdown</b></p>		<p><b>Professional Learning</b></p> <p>Word Aware Peer Learning – Family Learning Oh Lila Learning Resource</p>		

Improvement Priority	NIF Priority	NIF Drivers	EDC NIF Action Plan	Overall Responsibility	
Cluster Improvement Agenda	Priority 1,2,3,4	Drivers 1,2,3,4,5,6	Strategic priority 1,2,3,4,5	Cluster HT – G Graham	
Tasks/Action Required	Timescale (by ....)	Resource Requirements	Person Responsible	Monitoring and Evaluation Arrangements	Progress
Launch of Cluster Vision	Sept 2019	Via school's social Media  Pop up Banners	Barry Smedley	Academy and all associated Primary pupils, parents and staff are knowledgeable of and use the Cluster Vision as disseminated across cluster through various mediums and via display in each school.	
Pilot of Seemis Progress and Achievement Package	Introduced in August for information to be added by October 2019 and to trial the remainder of the session	Introduction during August In-Service  Allocation of time for each staff member to upload class data - as per individual school's resource	Barry Smedley	<p>1. All staff have fully implemented well planned moderation activities prior to entering Monitoring &amp; Tracking information to improve the validity and reliability of all data entered. These moderation activities must take account of planning, L&amp;T and assessment &amp; moderation</p> <p>2. Staff training is provided on new SEEMiS Progress &amp; Achievement package. This will be piloted in all cluster schools with an initial focus on Literacy, Numeracy and Health and Wellbeing. Cluster BGE progress statements shared</p>	

				<i>and discussed with all staff to ensure a common understanding is agreed.</i>	
Build on suite of Literacy and Numeracy 'How to' videos.	May 2020	Class Teacher cross sector working party	Liaison through Kenny Gray	Enhance range of resources to support learners - to be uploaded to Academy website	
Numeracy workshops	May 2020	Acting Principal Teacher of Numeracy and cross sectoral visits	Laura Hazleton	Through training workshops, drop ins and cross sectoral working a more consistent approach to the teaching of specific skills	
Spanish CLPL for staff across the cluster	April 2020	Principal Teacher of Modern Languages and cross sectoral visits	TBC	More staff from cluster Primary schools up-skilled to delivering L3	
Ongoing transitional programme for P6-S1	Throughout Session	Cluster HT meetings Allocation of time for S1 Year Group Head	Kenny Gray	Programme of events for P6 and P7 - Session 2019-20 - in place and shared across cluster	
<b>Leadership and Parental Engagement Opportunities</b>					
<b>Staff</b>	<b>Engagement in a range of cross cluster training opportunities</b> <b>Leading a pilot to develop more rigorous performance information used to track monitor and improve outcomes for learners</b>				
<b>Pupil</b>	<b>Engage in a range of transitional activities which will incorporate the development of leadership capacity e.g. Debating</b>				
<b>Parental Engagement</b>	<b>Assisting in the promotion of the cluster wide vision</b>				

Resource Requirements	Cluster/Partnership Funding – Bid for consideration	Professional Learning	
	<u>Douglas Cluster Allocation of £7100 with focus for raising attainment</u>		
	<u>Douglas Academy</u>		
	Providing CPD opportunities to include Primary staff	700	
	Cross sectoral visits	1000	
	<i>Provision of transitional activities for cluster schools</i>	1500	
	Cross sectoral visits, travel, resources to raise attainment		
	<b>Baldernock</b>	600	
	<b>Clober</b>	1100	
	<b>Craigdhu</b>	1100	
	<b>Milngavie</b>	1100	
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7100			
	<b>PEF funding</b>		
	N/A		