

Framework for School Improvement Planning 2023/24

Section 1: School Information and 3 Year Improvement Plan Priorities	
School/Establishment	Millersneuk Primary School
Head Teacher	Greg Caldwell
Link QIO	Karen Oppo

School Statement: Vision, Values & Aims and Curriculum Rationale
http://www.millersneuk.e-dunbarton.sch.uk/

Session	Looking Forwards - 3 Year Improvement Plan Priorities		
	2023/24	2024/25	2025/26
Priority 1	UNCRC - Rights Based Learning Rights Respecting School (Silver Award)	UNCRC - Rights Based Learning Rights Respecting School (Gold Award)	Raising Attainment in Reading
Priority 2	Raising Attainment through STEM (Science / Social Studies Developing the Young Workforce)	Raising Attainment through STEM (Literacy - Reading and Numeracy & Mathematics)	Reviewing the Learning & Teaching of Health & Wellbeing

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Section 2: Improvement Priority 1	
School/Establishment	Millersneuk Primary School
Improvement Priority 1	Raising Attainment & Achievement through STEM
Person(s) Responsible	DHT 2x Class Teachers (STEM Assessors)

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
Improvement in attainment, particularly in literacy and numeracy. Improvement in skills and sustained, positive school-leaver destinations for all Improvement in children and young people's health and wellbeing	school leadership curriculum and assessment parent / carer involvement and engagement	QI 1.1 Self evaluation for self improvement QI 2.2 Curriculum QI 3.2 Raising attainment and achievement QI 3.3 –Increasing creativity & employability	Improvement in employability skills and sustained, positive school leaver destinations for all young people Improvement in attainment in literacy and English Improvement in attainment in numeracy and Maths

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
<ul style="list-style-type: none"> ✓ Tutor Assessors - DHT & Class Teachers leading priority ✓ Pupils - Young STEM Leader (P6 & P7) ✓ Pupils - Young STEM Leader Training (P5) 	<ul style="list-style-type: none"> ✓ SSERC Resources ✓ Education Scotland Website ✓ STEM Resources ✓ Staff & Curriculum Development Budget 	<ul style="list-style-type: none"> ✓ Parent Information Workshops ✓ Parent Information Leaflet ✓ STEM based Family Learning Assemblies
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
<ul style="list-style-type: none"> ✓ Tutor Assessor Training ✓ Young STEM Leader Training ✓ Professional Reading ✓ Partnership with identified schools 	<ul style="list-style-type: none"> ✓ Promoting a High Quality Learning Experience ✓ Employability & Skills Development ✓ Engaging Beyond the School ✓ Partnership Working ✓ Professional Learning & Leadership 	

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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?	
All staff participate in CLPL to understand the importance of STEM	Working group develop CLPL PPT	Minutes of Meeting Pre/post survey Staff Evaluation (Forms Survey)	June 2023 August 2023 In-Service (1/2 day cover x 2)	
All pupils attend an assembly to discuss and promote the importance of STEM	Young STEM Leaders prepare assembly	Pre/post Class Forms Survey	August 2023	
All staff complete Education Scotland STEM Self-evaluation & Improvement Framework Audit to identify strengths & development needs	DHT produces Audit Material Audit carried out by all staff	Results of audit Action Plan	June 2023 August 2023 In-Service	
All staff identify Science & Social Studies topics to develop a specific & meaningful STEM focus	Stage Specific Science & Social Studies DHT produces Pro forma	Completed pro forma	August 2023 In-Service	
All staff are made aware of STEM opportunities throughout the school year	Working party develop a calendar of STEM events across the year e.g. Fairtrade Fortnight, Science Week etc Curriculum Development Time	STEM Calendar	August Staff Meeting	
Identified staff will become Young STEM Leader Tutor Assessors	3x Class Teachers to train as STEM Assessors and lead P5 Young STEM Leaders Club	STEM Assessors Certificate of Completion	September 2023	
Almost all pupils will benefit from outdoor STEM-based child-led play	Working Party work with P6 & P7 Young STEM Leaders to develop 'Discovery Zones'	Implementation of Discovery Zones Pupil surveys	Sept - Dec 2023	
All pupils will experience greater challenge in a Science context through STEM-based learning	All staff develop Science STEM based planners for identified topics (including a home-learning task) Curriculum Development Time	Science STEM-based Topic Plans Pupil Focus Groups	October In-Service Oct - Dec 2023	
Almost all pupils will show increased engagement and interest through practical STEM-based learning	All staff to audit current resources relevant to their science programmes - new resources identified and purchased Curriculum Development Time	Pupil Survey Pupil Focus Group	October In-Service Oct - Dec 2023	

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All parents will have an increased knowledge of STEM and will have the opportunity to attend parental workshops	Working Party (1x Day Cover) All P6 & P7 Young STEM Leaders will plan & organise: - STEM Parent Information Leaflet - STEM Parent Workshops	Parent Information Leaflet Parental Workshops Parental Feedback	Dec 2023 - Jan 2024	
Almost all / Most parents attend a STEM-based Family Learning Assembly Most parents show raised awareness & knowledge of class STEM activities	Class Teachers & pupils plan STEM-based Family Learning Assemblies	Parental Feedback Mentimeter survey of parents attending assemblies	January - June 2024	
Almost all parents will have an increased awareness of STEM-based activities in class	All Class teachers use Seesaw to communicate STEM learning in classes	Seesaw summaries photographs	On-going	
Almost all Class Teachers will feel more confident delivering the STEM-based learning & teaching approaches to Science / Social Studies	Class Teacher will plan for observed lesson	Learning Walk / Classroom Observations / Peer Visits Teacher Post Survey	Jan - March 2024	
All pupils will experience greater challenge in a Social Studies / DYW context through STEM-based learning Almost all pupils will show increased engagement and interest through practical STEM-based learning	All staff identify Social Studies / DYW activities to develop a specific & meaningful STEM focus All staff to identify parents / businesses to support DYW Curriculum Development Time	Science / Social Studies STEM-based Topic Plans Pupil Focus Groups	February In-Service April - June 2024	
Almost all Pre-entrant and P7 pupils will feel more confident about transitioning to Primary/Sec School by participating in a STEM-based activity	As part of the transition process almost all pre-entrant and P7 pupils will take part in a STEM Transition Activity	Feedback Surveys	June 2024	
Almost all pupils will show increased engagement and interest through practical STEM-based learning	All staff to audit current resources relevant to their chosen topics - new resources identified and purchased	Pupil Survey Pupil Focus Group	June 2024	
A pupil consultation shows that most pupils have an increased awareness of the importance of STEM and have developed confidence and new skills	Young STEM Leaders prepare STEM Celebration Assembly	Pre/ post Class Forms Survey	June 2024	
STEM-based approaches to Science / Social Studies / DYW successfully evaluated by all teachers	Staff Questionnaire (Post) Pupil Focus Group	Staff Questionnaire (Post) Pupil Focus Group Staff Meeting Minutes	May/June 2024	
Working Party gather evidence to start completion of STEM Nation Award	STEM Nation Award paperwork	Evidence entered into STEM Nation Award paperwork	On-going	

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Section 2: Improvement Priority 2	
School/Establishment	Millersneuk Primary School
Improvement Priority 2	UNCRC - Rights Based Learning (Rights Respecting School - Silver Award)
Person(s) Responsible	Greg Caldwell - Head Teacher Principal Teacher 2 x Class Teachers Millersneuk Improvement Officers (Pupils) - Steering Group

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
<ul style="list-style-type: none"> ✓ 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 	<ul style="list-style-type: none"> ✓ school leadership ✓ school improvement ✓ parent / carer involvement and engagement 	<ul style="list-style-type: none"> ✓ QI 1.1 Self evaluation for self improvement ✓ QI 3.1 Wellbeing, equality & inclusion ✓ QI 2.5 Family Learning 	<ul style="list-style-type: none"> ✓ Improvement in children and young people's mental health and wellbeing ✓ Placing the human rights and needs of every child and young person at the centre

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
<ul style="list-style-type: none"> ✓ Principal Teacher leading priority ✓ MIOs & other pupil groups leading elements of priority ✓ EDC Pupil Forum for Children's Right (2x P6/P7 pupils) 	<ul style="list-style-type: none"> ✓ UNICEF website resources ✓ UNICEF RRS Facebook Page ✓ Staff & Curriculum Development Budget 	<ul style="list-style-type: none"> ✓ Parent Information Meeting ✓ Parent Information Leaflet ✓ Joint working between MIOs & Parent Council
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
<ul style="list-style-type: none"> ✓ Professional Reading ✓ Collaboration with other schools 	<ul style="list-style-type: none"> ✓ Social & Emotional Wellbeing ✓ Promoting Healthy Lifestyles ✓ Engaging Beyond the School ✓ Partnership Working ✓ Professional Learning & Leadership 	

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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?	
<p>Teaching & Learning About Rights</p> <p>Almost all children will:</p> <ul style="list-style-type: none"> ✓ become familiar with a number of Articles of the CRC and can talk about the rights they enjoy ✓ know rights are universal and unconditional; the CRC applies to all children and young people everywhere, all the time ✓ demonstrate an awareness of where and why some children may not be able to access their rights. <p>Steering Group is made up of Millersneuk Improvement Officers - pupils & staff)</p>	<p>August 2023</p> <ul style="list-style-type: none"> • Whole School Assembly led by Steering Group to refresh pupils' knowledge & understanding of rights • Email child-friendly UNCRC to all families • Email 'Parent Information Booklet' • Class Teachers & children co-construct 'class charters' • Paddington Bear to introduce rights to new P1 children • Steering Group introduce 'Rights Board' as part of Class RRS Display <p>October</p> <ul style="list-style-type: none"> • Steering Group organise 'Rights Day' to further embed knowledge & understanding for all pupils <p>November</p> <ul style="list-style-type: none"> • Steering Group to once again lead 'World Children's Day' Celebrations: <ul style="list-style-type: none"> - Assembly in school <p>On-Going</p> <ul style="list-style-type: none"> • Steering group Meetings (Fortnightly) - MIOs (Millersneuk Improvement Officers) • School assemblies incorporate 'Right of the Week' • Staff to promote RRS through SEESAW • HT/DHT to present RRS development updates at each Parent Council Meeting 	<p>Pre & Post pupil/staff questionnaire (RAG) - repeated</p> <p>Minutes of:</p> <ul style="list-style-type: none"> • Steering Group Meetings • Staff Meetings • Parent Council Meetings <p>Assembly Timetable</p> <p>Child-friendly UNCRC distributed</p> <p>Parent Information Booklet distributed</p> <p>Paddington Bear Campaign - photographs from parents showing Paddington experiencing different rights / completion of 'rights checklist'</p> <p>Rights Board used in all classes - photos from Class teachers</p> <p>Class charters in every classroom</p>	<p>Pupil & Staff questionnaires:</p> <ul style="list-style-type: none"> - August & May <p>Steering Group Meetings:</p> <ul style="list-style-type: none"> - Fortnightly (See Timetable) <p>Staff Meetings:</p> <ul style="list-style-type: none"> - See termly collegiate overview <p>Parent Council Meetings:</p> <ul style="list-style-type: none"> - X6 per year 	

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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?	
<p>Teaching and Learning Through Rights - Ethos and Relationships</p> <p>Most children can:</p> <ul style="list-style-type: none"> ✓ explain how school facilitates them to enjoy a range of their rights ✓ describe how they and others act to create a rights respecting environment <p>Most children can:</p> <ul style="list-style-type: none"> ✓ speak with confidence about how positive relationships are encouraged ✓ show how rights are used to clarify moral developments and consider rights respecting solutions <p>Most children:</p> <ul style="list-style-type: none"> ✓ say they feel in a safe environment at school and can describe how their actions and those of others contribute to this ✓ describe what they would do / who they would speak to if, for any reason, they did not feel safe <p>Most children can:</p> <ul style="list-style-type: none"> ✓ describe how the school supports them with their health, social and emotional needs <p>Most children can:</p> <ul style="list-style-type: none"> ✓ describe how they feel included and valued at school and can describe how their actions and those of others contribute to this. 	<p>Steering group to design a Vision, Values & Aims poster linked to UNCRC</p> <p>Staff CLPL to relate UNCRC to Promoting Positive Relationships Policy</p> <p>Make RRS/CRC a focus for 'pupil voice' groups in school:</p> <ul style="list-style-type: none"> - MIOs (Millersneuk Improvement Officers) (Article 12 Action Plan in collaboration with Parent Council) - Eco Committee (World's Largest Lesson) - Pupil Council (UNICEF Outright Campaign / All charity work related to relevant articles) - Sports Council (Article 31) - Digital Leaders (Articles 17 & 19) - School Captains (Article 29 etc) <p>HWB</p> <p>Set up the following consistently in all classrooms:</p> <p>Daily - Check-in systems</p> <p>Periodic - I wish my teacher knew.....</p> <p>Termly - HWB Surveys</p> <p>Embed rights respecting approach in appropriate Health & Wellbeing lessons (Rights Board)</p>	<p>VVA poster displayed throughout the school</p> <p>Promoting Positive Relationships policy refreshed to incorporate UNCRC</p> <p>Article 12 Action Plan</p> <p>Eco Committee minutes & assembly PPT</p> <p>Outright Campaign Certificate</p> <p>Minutes of Sports Council, Digital Leaders & School Captain's meetings</p> <p>Staff Feedback</p> <p>Pupil Focus Group (Led by MIOs)</p> <p>Photos of 'Rights Board'</p> <p>Staff & pupil evaluations of HWB routines</p> <p>School Newsletters</p>	<p>Aug - Sept</p> <p>Aug - Sept</p> <p>On-going</p> <p>On-going</p> <p>Sept - Nov</p> <p>Aug - Oct</p> <p>On-going</p>	

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<p>Most children can:</p> <ul style="list-style-type: none"> ✓ speak positively of school and of their learning ✓ talk about the role they have in their learning ✓ demonstrate broadly positive attitudes to school through attendance data and questionnaire feedback ✓ many adults explain how rights respecting language shapes a positive learning environment 	<p>RRS section to become standing item in School Newsletters (Termly)</p> <p>RRS to become standing item on Parent Council Meeting Agendas (x6 yearly)</p>	<p>Parent Council Meeting Minutes</p>	<p>On-going</p>	
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<p>Outcomes/Expected Impact Outcomes for learners; targets; % change</p>	<p>Tasks/Interventions Activities in Working Time Agreement, Professional Learning Learning and Teaching intervention</p>	<p>Measures What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures</p>	<p>Timescale(s) What are the key dates for implementation? When will outcomes be measured?</p>	<p>Progress</p>
<p>Teaching and Learning for Rights - Participation, Empowerment & Action</p> <p>The majority of children:</p> <ul style="list-style-type: none"> ✓ can describe how young people can express their opinions and have been involved in decisions about their life in school ✓ have been involved in a range of activities to promote children and young people's rights on a local and global scale 	<p>Audit Social Studies topics to make UNCRC links</p> <p>Steering group plan assembly to highlight areas within Millersneuk where pupil decision-making is evident</p> <p>Assembly Programme to raise awareness of children's rights at local/nation & international levels</p>	<p>Audit Results</p> <p>Assembly PPT</p>	<p>October In-Service</p> <p>On-going</p> <p>February 2024</p>	
<p>All members of the MIOs feel confident to apply for the RRS 'Silver Award'</p>	<p>MIOs complete RRS 'Silver Award' evidence PowerPoint</p>	<p>'Silver Award' evidence PowerPoint</p>	<p>Jan / Feb 2024</p>	

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Section 3: Interventions for Equity: Pupil Equity Funding (PEF) not included in priorities 1-2					
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
All support staff will identify and through training indicate higher confidence in using a range of resources to support pupils' literacy & numeracy attainment. Almost all pupils will say that approaches used by support staff to support learning in numeracy & literacy have had a positive impact	A range of CLPL for Support Staff (including PEF Classroom Assistant) to support Learning and address the identified attainment gap of children across the school in Literacy and Numeracy & Mathematics (including those affected by the poverty attainment gap)	Resources identified by SLT & Support Staff	Pupil Focus Group Staff Questionnaire (Pre/Post) Pupil Assessments (PIRA/PUMA)	On-going	
All support staff will indicate higher confidence in using a range of resources to support pupils' health & wellbeing. Almost all pupils will say that approaches used by support staff to support their HWB has had a positive impact	A range of CLPL for Staff (including PEF Classroom Assistant) to support the health & wellbeing of children across the school (including those affected by the poverty attainment gap)	Health & Wellbeing Resources MCD Resources Nurture Training Dyslexia Resources	Pupil Focus Group Staff Questionnaire (Pre/Post) Pupil Assessments	On-going	
Almost all children show an improvement in attainment in literacy and N&M	A programme of support (Timetable) for Literacy and Numeracy & Mathematics introduced, provided by: - Non class committed teachers - SMT (HT/DHT/PT) - Support Staff (Including PEF CA) Targeting identified groups/individuals (including those affected by the poverty attainment gap)	Support Timetable Identified Support Materials	Pupil Tracking & Monitoring Information Pupil Focus group Assessment Results (Pre/Post) (Including school's own assessment & PIRA/PUMA)	Aug - June	
Almost all children indicate that interventions have had a positive impact on their HWB	A programme of support (Timetable) for health & wellbeing, provided by: - DHT/EST - working with Support Staff (Including PEF CA) Targeting identified groups/individuals (including those affected by the poverty attainment gap) with direct interventions including: - MCD / Lego Therapy / Lifelink Counselling HWB Champions support children in the playground	Support Timetable Identified Support Materials Lifelink Counsellor HWB Champions Timetable	Pupil Focus Group HWB Assessments (Pre/Post) HWB Champions Evaluations	Aug - June	

School PEF allocation 23/24: £12 960 Total PEF allocated in SIP £12 960 Underspend: £0.00