

## Framework for School Improvement Planning 2025/26

Section 1: School Information and 3 Year Improvement Plan Priorities	
School/Establishment	Millersneuk Primary School
Head Teacher	Greg Caldow
Link QIO	Marie Donald

School Statement: Vision, Values & Aims and Curriculum Rationale
<a href="http://www.millersneuk.e-dunbarton.sch.uk/">http://www.millersneuk.e-dunbarton.sch.uk/</a>

Session	Looking Forwards – 3 Year Improvement Plan Priorities		
	Bullet point key priorities for the next 3 years		
	2025/26	2026/27	2027/28
Priority 1	The Circle	Raising Attainment in Reading	Raising Attainment in Reading
Priority 2	Raising Attainment in Reading	HWB	HWB

## Framework for School Improvement Planning 2025/26

Section 2: Improvement Priority 1 – Year 2 of 2			
<b>School/Establishment</b>	Millersneuk Primary School		
<b>Improvement Priority 1</b>	The Circle Framework CIRCLE (Child Inclusive Research Into Curriculum Education)		
<b>Person(s) Responsible</b>	DHT – Mrs Hynes		
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
<b>Links to Rights:</b> Articles 12 & 13 – 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	
<ul style="list-style-type: none"> <li>Lead CIRCLE Trainer to attend CIRCLE Participation Scale Training May 25.</li> <li>Lead CIRCLE Trainer to attend PLCs (Professional Learning Communities) with other EDC Staff</li> <li>Teacher Leadership related to classroom practice.</li> <li>Peer observations and professional dialogue – within and out with Millersneuk.</li> <li>Learner leadership – inclusion of pupil voice in relation to individual target setting and identification of appropriate support strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Time – see collegiate calendar for SIP / Staff Meetings and In-Service Days / Personal Professional Development time.</li> <li>Cover costs for staff undertaking any leadership responsibility that requires release from class.</li> <li>CIRCLE Framework tools: <a href="#">CIRCLE resource to support Inclusive Learning and Collaborative Working (Primary)   Resources   Education Scotland</a></li> <li>Education Scotland Training videos</li> </ul>	<ul style="list-style-type: none"> <li>Seesaw - Information and learning showcased for families.</li> <li>Parent Council - Ongoing involvement in feeding back parent views at meetings.</li> <li>Parental Engagement – use of Participation Scale to support individual learners / Parent Information Evening</li> </ul>	
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation	
<ul style="list-style-type: none"> <li>Whole staff/ Teaching Staff CLPL (Career-Long Professional Learning) In-Service Days/ Collegiate Hrs).</li> <li>Professional Reading/ Viewing Online Materials</li> <li>Quality Assurance Processes.</li> <li>SMT or Peer Professional Discussion</li> </ul>	<ul style="list-style-type: none"> <li>The Circle Framework as a strategy to support all learners, especially those requiring targeted support. Maun strategies employed:               <ul style="list-style-type: none"> <li>Early intervention &amp; prevention</li> <li>Promoting a high quality learning experience</li> <li>Use of evidence and data</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	

## Framework for School Improvement Planning 2025/26

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional 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?	
Millersneuk pupils' needs and behaviours will be better understood and supported through increased staff understanding of inclusion and additional support needs.	<ul style="list-style-type: none"> <li>Expanding on CIRCLE Framework at Aug In-Service - Participation Scale</li> <li>Circle advisor PLC sessions attended throughout the year - feedback to school staff</li> </ul>	<ul style="list-style-type: none"> <li>Staff feedback from the initial introduction session highlights areas for development within CIRCLE Action Plan.</li> <li>Staff pre and post training assessment of knowledge and skills (Participation Scale)</li> </ul>	<p>August In-Service Day</p> <p>August '25 &amp; May '26</p>	
Improved Classroom Environments for Millersneuk pupils: Teachers make use of CICS (Circle Inclusive Classroom Scale) to evaluate and adapt classroom environment	<ul style="list-style-type: none"> <li>Staff use CICS individually and with a supportive peer to critically analyse classrooms for new cohort of pupils using learning from last session.</li> <li>Staff ensure 'Circle Consistencies' are embedded and developed further</li> </ul>	<ul style="list-style-type: none"> <li>Reflections with colleagues and changes made to classrooms as a result of self-evaluation using CICS and Action Plan</li> <li>Updated 'Circle Consistencies' to reflect self-evaluation</li> <li>Quality Assurance evidence shows increase in universal level supports available to all learners (Learning Walk)</li> </ul>	<p>October In-Service</p> <p>November '25</p>	
Improved implementation of Personalised Support  Class Teachers will support improved engagement 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.  Views of parents/carers and learners will be used to inform the assessment process and to develop a shared understanding of successful support strategies	<ul style="list-style-type: none"> <li>Staff use CPS to identify individual learners' strengths and areas for development alongside the school's suite of assessments</li> <li>Staff will identify and implement further strategies to support/challenge pupils and minimize barriers to learning in collaboration with parents and individual children</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Working collaboratively – staff, parents &amp; pupils will complete a CPS to identify targets – these targets will be evaluated as part of the Review Cycle with DHT</li> <li>Learner Passport / Action Plan created/shared with parents &amp; pupils.</li> <li>Pupil Questionnaires; Talking Mats etc</li> <li>Parent Voice gathered through parent questionnaires/ TACS</li> </ul>	<p>On-going By June '26</p> <p>On-going</p>	
All learners will experience improved approaches for supporting children using the Circle Framework	<ul style="list-style-type: none"> <li>All staff implement appropriate interventions with consideration of CICS &amp; Skills, Supports and Strategies outlined in Circle Framework</li> </ul>	<ul style="list-style-type: none"> <li>Reflections with colleagues and changes made to classroom practice as a result of self-evaluation using CICS action plan and CPS</li> </ul>	<p>By June '26</p>	

## Framework for School Improvement Planning 2025/26

Section 2: Improvement Priority 2 – Raising Attainment in Reading			
School/Establishment	Millersneuk Primary School		
Improvement Priority 2	Raising Attainment in Reading		
Person(s) Responsible	Head Teacher – Greg Caldow Literacy Champion – Lesley Hughes		
NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children	school leadership curriculum and assessment school improvement	QI 2.2 Curriculum QI 2.3 Learning, Teaching & Assessment QI 3.2 Raising attainment and achievement	Improvement in attainment in literacy and English Closing the attainment gap between the most and least disadvantaged Placing the human needs and rights of every child and young person at the centre of education
<b>Links to Rights:</b> Right 12 & 13 – The right to an opinion and share what you think with others Right 28 – The right to a good quality education Right 31 – The right to play and rest			
Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement	
<ul style="list-style-type: none"> <li>Literacy Champion Leading Priority</li> <li>Reading Working Party – inclusion of pupil voice in relation to individual target setting and identification of appropriate support strategies.</li> <li>Peer observations and professional dialogue – within and out with Millersneuk (other schools to be identified)</li> <li>Training sessions/collaborative practice for assessment and teacher intervention (provided by EDC / Literacy Champion)</li> <li>Reading Leadership Group (RLG) – pupil group to lead the promotion of reading for enjoyment</li> </ul>	<ul style="list-style-type: none"> <li>Time – see collegiate calendar for SIP / Staff Meetings and In-Service Days / Personal Professional Development time.</li> <li>Cover costs for staff undertaking any leadership responsibility that requires release from class.</li> <li>Literacy Development Officer</li> <li>EDC Frameworks</li> <li>Bug Club</li> <li>Texts in class library to include a range of contemporary authors and diversity</li> <li>Local Librarian</li> </ul>	<ul style="list-style-type: none"> <li>Consultations</li> <li>Parent Information Events</li> <li>Family Learning Assemblies</li> <li>Home Learning opportunities</li> <li>Seesaw – Information and learning showcased for families</li> </ul>	
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation	
<ul style="list-style-type: none"> <li>Whole staff/ Teaching Staff CLPL (In-Service Days/ Collegiate Hrs).</li> <li>CLPL – National Learning to Reading in the Early Years Professional Learning Programme (3 identified Class Teachers)</li> <li>Professional Reading/ Viewing Online Materials</li> <li>Quality Assurance Processes.</li> <li>SMT or Peer Professional Discussions</li> </ul>	<ul style="list-style-type: none"> <li>EDC Frameworks and reading assessments to support targeted interventions with pupils.</li> <li>PIRA</li> <li>PM Benchmarking</li> <li>Intervention and prevention</li> </ul>	<ul style="list-style-type: none"> <li>Classroom Assistant funded by PEF will actively support identified children with reading in order to help raise attainment (£9641)</li> </ul>	

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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>All children will experience a highly positive reading culture through engagement, participation and exploration of reading for enjoyment</p> <p>All children will have better access to a range of up-to-date literature around the school, as well as designated times and places to read these texts. This will encourage and motivate most pupils to read a greater variety of new and challenging texts.</p> <p>Improving most children's attitudes towards reading through teachers having a better awareness of contemporary texts and supporting children in accessing these texts through recommendations and modelling opportunities.</p>	<p><b><u>Reading Schools – Silver Award (In school)</u></b></p> <ul style="list-style-type: none"> <li>Commitment to Reading School Accreditation at Silver Level through the creation of an Action Plan by pupils, parents and staff shared with the whole school community</li> <li>Establishment of a Reading Leadership Group (RLG) (Pupil Group) led by Literacy Champion. to engage in reading events throughout the year including World Book Day and Book Week Scotland, as well as the day to day encouragement of reading for enjoyment in school and at home.</li> <li>Pre/Post Questionnaires to establish attitudes towards reading for pupils, staff and parents</li> <li>Staff show a commitment to CLPL and other professional learning/discussions to keep up to date with contemporary children's literature to help model and promote reading for pleasure.</li> <li>Staff utilise the EDC Literacy Hub for guidance on Reading for Pleasure in school.</li> <li>The RLG will support Class Teachers &amp; pupils to audit reading environments, ensuring access to rich resources within each class, as well as creating an outdoor library and reading spaces all of which are regularly refreshed.</li> <li>Displays are established in classes and across the school promoting reading for enjoyment, using 'Ask Me What I'm Reading' posters/badges and book recommendation displays.</li> <li>Opportunities for all classes to visit the local library to raise awareness and increase engagement with this service, and ensuring all children have access to a library card.</li> </ul>	<ul style="list-style-type: none"> <li>Reading Schools Accreditation – Silver Award. Staff and pupils will have a clear understanding of our action plan and the next steps as school works towards Silver Accreditation.</li> <li>Results of Pre and Post questionnaires of staff and pupil attitude.</li> <li>Staff Meeting Minutes</li> <li>Staff Meeting Minutes</li> <li>Class Libraries and reading displays refreshed and updated in every class. Outdoor reading areas established</li> <li>Almost all pupils will have a Library card and access to borrow books from local library.</li> </ul>	<p>August /September '25</p> <p>Aug '25 – June '26</p> <p>September '25 / May '26</p> <p>On-going</p> <p>By October '25</p> <p>Ongoing throughout session</p> <p>By December '25</p>	
Increased confidence of parents supporting reading at home - to build a positive reading culture for most children outside of school.	<p><b><u>Reading Schools – Silver Award (School-Home Links)</u></b></p> <ul style="list-style-type: none"> <li>Audit reading resources (Bug Club) sent home through questionnaire for pupils, staff and parents – e-books or print</li> <li>RLG develop strategies to promote reading at home between parents and pupils</li> <li>Parental engagement events such as: BookBug and Read, Write Count bag launch afternoon, mystery reader, bedtime story are arranged across the year; inclusion of reading activities during all class Family Learning Assemblies.</li> <li>Each class to plan and organise a fun reading project to be completed at home</li> </ul>	<ul style="list-style-type: none"> <li>Parent, staff &amp; pupil evaluation from questionnaires</li> <li>RLG produce posters, leaflets (age appropriate) used during Family Learning Assemblies</li> <li>Pre and post parent attitude questionnaire and family learning evaluations</li> <li>Seesaw – photos sent by parents</li> </ul>	<p>August '25</p> <p>November '25</p> <p>On-going</p> <p>Ongoing throughout '25 / '26 session</p>	

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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?	
Maintain and improve high levels of reading attainment for almost all pupils through consistent approaches to learning, teaching & assessment	<p>Build capacity in staff to deliver very effective learning and teaching of reading to ensure:</p> <ul style="list-style-type: none"> <li>all learners experience high quality learning in reading</li> <li>the development of consistent &amp; progressive approaches to reading across the school</li> </ul> <p>Most learner's attitudes towards reading and their reading ability will have improved through the effective use of reciprocal, paired &amp; shared approaches to reading. Pupils will have an increased awareness and confidence using reading tools, comprehension strategies &amp; Blooms questioning</p> <p>Pupil will work collaboratively with teachers to set targets for reading and identify next steps – most pupils reading attainment will increase as a result of this ownership</p>	<p><b><u>Learning, Teaching &amp; Assessment of Reading</u></b></p> <ul style="list-style-type: none"> <li>Staff across stages attend CLPL - National Learning to Read in the Early Years Professional Learning Programme (2x Infant Staff &amp; Literacy Champion)</li> <li>Establishment of Reading Working Party to audit current approaches and through CLPL and guided access to the Literacy Hub by the Literacy Champion, consistent and progressive approaches in the learning &amp; teaching of the following areas of reading will be developed: <ul style="list-style-type: none"> <li>Approaches to Reading (Balance of independent &amp; teacher led tasks)</li> <li>Tools for Reading</li> <li>Comprehension Strategies</li> <li>Reciprocal Reading</li> <li>Paired &amp; Shared Reading</li> <li>Blooms Taxonomy</li> </ul> </li> <li>Reading Working Party will ensure inclusion of pupil voice in relation to individual target setting for reading and identification of appropriate support strategies</li> </ul>	<p>Twilight Sessions – feedback to staff at staff meetings</p> <p>Position statements developed for:</p> <ul style="list-style-type: none"> <li>Tools for Reading</li> <li>Comprehension Strategies</li> <li>Reciprocal Reading</li> <li>Paired &amp; Shared Reading</li> <li>Blooms Taxonomy</li> </ul> <p>Classroom Observations by SMT</p> <p>Peer Observations by Staff</p> <p>Minutes of Staff Meetings / In-Service Days</p> <p>Termly (Sept / January/ April)</p>	<p>On-going across '25 / '26</p> <p>On-going across '25 / '26</p> <p>November '25</p> <p>May '26</p> <p>On-going</p>	
	Teachers will confidently use the Literacy Framework to support identified pupils, almost all identified pupils will see an increase in attainment for Reading.	<ul style="list-style-type: none"> <li>Literacy Champion to support staff to use EDC Literacy Framework to assess children and put in place targeted interventions to support/challenge pupils: <ul style="list-style-type: none"> <li>Pre/Post Framework (RAG) Assessments</li> </ul> </li> </ul>	Support / challenge Pupil Plans created	Cluster Event - 4 <sup>th</sup> September at Lenzie Academy	
	Increased confidence of teachers in making professional judgement of learners on track or achieving in Reading through PM benchmarking or assessment. Allowing all children to access reading resources at the appropriate level of challenge/support for them	<ul style="list-style-type: none"> <li>Pre/post assessment using PIRA (Stages P2-7)</li> <li>NSA assessments for P1, P4 &amp; P7</li> <li>Staff to work with Literacy Champion and access EDC Literacy Hub to use PM benchmarking accurately to support and challenge all pupil</li> <li>Moderation against benchmarks</li> <li>Evaluate, review and edit reading planners, assessments and Literacy Policy to reflect any developments or improvements</li> </ul>	<p>Results of Pre/Post PIRA assessments</p> <p>Pre and Post intervention RAG assessments – EDC Frameworks</p> <p>Collate data from PM Benchmarking</p>	<p>Sept '25 / May '26</p> <p>November '25</p> <p>October In-Service</p> <p>On-going</p>	
			Refreshed planners, assessments and policy	Feb & May In-Service Days On-going across '25 / '26	

## Framework for School Improvement Planning 2025/26

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 (CA) / SLA) 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 (From school funds)	Pupil Focus Group responses Staff Questionnaire (Pre/Post) Pupil Assessments e.g. PIRA / In-house N&M Assessments; Writing Pieces	On-going	
Almost all identified children will 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/SLA) Targeting identified groups/individuals (including those affected by the poverty attainment gap)	Support Timetable Identified Support Materials	Pupil Tracking & Monitoring Information Pupil Focus Group responses Pupil Assessments e.g. PIRA / In-house N&M Assessments; Writing Pieces	Aug - June	
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 CA / SLA) to support the health & wellbeing of children across the school (including those affected by the poverty attainment gap)	The Circle (Inclusive Classroom resources) MCD Resources Dyslexia Resources Makaton Support	Pupil Focus Group Responses Staff Questionnaire (Pre/Post)	On-going	
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 / SLA) 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 responses HWB Assessments HWB Champions Evaluations Closing the Gap Information	Aug - June	

<b>PEF Spend Total</b>	<b>£12 960</b>
SLA (6.63hrs per week)	£3319
Classroom Assistant (15hrs per week)	£9641
Overspend / Underspend	£0