



EAST DUNBARTONSHIRE COUNCIL
EDUCATION SERVICE

EXCELLENCE FOR ALL

A commitment to excellence, equity and inclusion that empowers all
children and young people to succeed in learning and life.

• RESPECT • COURAGE • CREATIVITY • FAIRNESS • TRUST •



Equity & Opportunity

To reduce barriers, promote equity, and enhance opportunities so all learners can thrive in a diverse, inclusive and creative learning environment.



Family & Community Partnerships

To work collaboratively with families and communities, putting children's rights at the heart of decision making and supporting family wellbeing.



Learning & Teaching

To deliver high-quality innovative learning and teaching, that supports wellbeing, achievement and attainment for all.



Child Centred & Future Focused

To provide an education system based on relationships and collaboration to prepare every learner for a successful future.



Inclusion & Empowerment

To foster a nurturing and inclusive environment where everyone feels respected, safe and inspired to achieve their full potential.

Framework for School Improvement Planning 2026 – 29

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

School Statement: Vision, Values & Aims and Curriculum Rationale
Millersneuk Primary - Millersneuk Primary
Current Standards & Quality Report
Millersneuk Primary School - Standards & Quality Report 2026

	Looking Forward – 3 Year Improvement Plan Priorities		
Session	2026/27	2027/28	2028/29
Priority 1	<u>Wellbeing & Inclusion</u> Implementing New EDC Dyslexia Guidelines The Circle	<u>Wellbeing & Inclusion</u> Implementing New EDC Dyslexia Guidelines	Wellbeing & Inclusion
Priority 2	<u>Reading Pedagogy</u> Reading Schools - Gold Award Metacognition (Meta-Skills)	<u>Curriculum</u> CIC Implementation Planning 21 Hours	<u>Pedagogy</u> CIC Implementation

Framework for School Improvement Planning 2026 – 29

Section 2: Improvement Priority 1			
School/Establishment	Millersneuk Primary School		
Improvement Priority 1	Wellbeing & Inclusion		
Strategic Leads	Depute Head Education Support Teacher Class Teacher – Intervention Groups		
Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	HGIOS 4 QIs
Inclusion & Empowerment	Priority 6: Wellbeing & Inclusion Priority 7: Skills for Learning, Life & Work Priority 3: Monitoring & Tracking	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	QI 2.4 Personalised Support QI 2.5 Family Learning QI 3.1 Wellbeing, equality & inclusion

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
- Teacher Leadership related to meeting individual pupil needs as part of classroom practice. - Pupil Empowerment, Inclusion of pupil voice in relation to individual target setting and identification of appropriate support strategies. - CIRCLE Advisor to share learning with all practitioners - Education Support Teacher	- Time – see collegiate calendar for SIP and Working Time Agreement/Staff meetings and In-service 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. - Wellcome Resource	- Parent Council and PTA ongoing involvement in feeding back parent views at meetings. - Parental Engagement - Use of Circle's Participation Scale - Parent Information Evening / Leaflet
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
- Whole staff/ Teaching staff CLPL (In-Service Days/ collegiate hrs). - Professional reading/ viewing online materials - Quality assurance processes - Cluster Working – DHT Forum	- social & emotional wellbeing - early intervention & prevention - high quality learning experience	PSA funded by PEF will actively support identified children with HWB (£9641)

Framework for School Improvement Planning 2026 – 29

Outcomes/Expected Impact for learners	Tasks/Interventions	Measures	Timescale(s)	Progress to date
consider targets, % change expected	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?	Termly update
Embedding New EDC Dyslexia Guidelines				
To create a more inclusive learning environment where all dyslexic learners are: - identified early - supported effectively - given equal opportunities to achieve Effective support will be in place to enable almost all learners to participate fully and achieve their specific learning targets by overcoming identified barriers Almost all dyslexic pupils will be able to confidently identify and communicate strategies or adjustments that help them learn effectively and co-construct targets for their dyslexia passports	Create a 'Staff Wellbeing Team' (SWT) consisting of DHT; EST & Class Teachers	Agenda/Minute of August InSet Day	August 2026	
	SWT familiarise themselves with new EDC Dyslexia Guidelines & Literacy Framework Materials	Produce Staff Questionnaires, presentation and Staff Guidance Booklet	August 2026 Non-Teaching Time	
	Staff to complete a pre/post implementation Questionnaire re confidence in identifying & supporting learners with dyslexia	Pre/Post Data Analysis will show improvement for almost all teachers	August 2026 / May 2027 Staff Meeting	
	SWT deliver an awareness raising session for all staff on: - New EDC Dyslexia Guidelines - Literacy Framework Staff are issued with Staff Guidance Booklet	Minutes of Staff Meeting & Teacher Evaluations	September 2026 Staff Meeting	
	All Staff will complete Module 1 of Open University Dyslexia Training – Dyslexia & Inclusive Practice	Completion of Module	September 2026 Collegiate Time	
	SWT will produce an Initial Identification of Dyslexia Checklist / Flowchart: - Complete initial cause for concern - Address identified barriers through Literacy Framework - Discuss Outcomes with member of SWT Potential outcome would be the start of evidence gathering process	More robust identification process will ensure earlier identification of potential dyslexia for learners	October 2026 Non-Teaching Time for SWT In-Service Day (AM) On-going	
	In partnership with parents DHT will work collaboratively with Class Teacher, during protected time, to create collaborative report. If the collaborative report confirms dyslexia all pupils will be involved in co-constructing a 'Dyslexia Passport'	Collaborative Report Parental Meeting Minutes Pupil Dyslexia Passport Pupil Feedback	October Onwards On-going	
	As part of Dyslexia Awareness Month, Dyslexia Ambassadors: - gather feedback from Dyslexic Learners (Focus Group) - Present at assembly to staff & pupils - Present at Parent Council	Feedback from Dyslexic Learners' Focus group Presentation Parent Council Minutes Feedback from staff & pupils	October 2026	
	SWT & Dyslexic Ambassadors present to parents & issue parent leaflet	Parent Information Evening Parent Leaflet Parental /evaluations	January 2027	
	SWT will complete Module 2 of Open University Dyslexia Training – Supporting Dyslexia, Inclusive Practice in Literacy	Completion of Module	January 2027	
	Further gathering of Dyslexic Learners' Pupil Voice (Focus Group) by Dyslexic Ambassadors	Feedback from Dyslexic Learners' Focus group	May 2027	
	Review of Dyslexia Support Process by staff, pupils & parents	Final questionnaire results by staff, pupils & parents	May/June 2027	

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Outcomes/Expected Impact for learners	Tasks/Interventions	Measures	Timescale(s)	Progress to date
consider targets, % change expected	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?	Termly update
The Circle – Improved Implementation of Personalised Support				
Class Teachers will support improved engagement of individual learners through analysis of Circle Participation Scale (CPS) and associated skills and strategies – working with SWT Views of parents/carers and learners will be used to inform the assessment process and to develop a shared understanding of successful support strategies	- Following the piloting of the CPS last session, all Staff will now use CPS to identify identified learners' strengths and areas for development alongside the school's suite of assessments - Staff will identify and implement strategies to support/challenge pupils and minimise barriers to learning in collaboration with parents and individual children 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	- Working collaboratively – staff, parents & pupils will complete a CPS to identify targets – these targets will be evaluated as part of the Review Cycle with DHT/EST - Learner Passport / Action Plan created/shared with parents & pupils. - Pupil Questionnaires; Talking Mats etc - Parent Voice gathered through parent questionnaires/ TACS	On-going By June 2027 On-going	
All learners will experience improved approaches for supporting children using the Circle Framework	All staff implement appropriate interventions with consideration of CICS & Skills, Supports and Strategies outlined in Circle Framework	Reflections with colleagues and changes made to classroom practice as a result of self-evaluation using CICS action plan and CPS	By June 2027	

Framework for School Improvement Planning 2026 – 29

Section 2: Improvement Priority 2	
School/Establishment	Millersneuk Primary School
Improvement Priority 2	Raising Attainment in Reading: - Achievement of Reading Schools Gold Award - Metacognition (Meta-skills)
Strategic Leads	Head Teacher Literacy Champion Metacognition Working Party (MWP) – Class Teachers

Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	HGIOS 4 QIs
Learning & Teaching	Priority 2: Learning & Teaching	Improvement in achievement, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children	QI 2.2 Curriculum QI 2.3 Learning, Teaching & Assessment QI 3.2 Raising attainment and achievement

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
• Literacy Champion Leading Priority • Reading Working Party – inclusion of pupil voice in relation to individual target setting and identification of appropriate support strategies. • Peer observations and professional dialogue – within and out with Millersneuk (other schools to be identified) • Training sessions/collaborative practice for assessment and teacher intervention (provided by EDC / Literacy Champion) • Reading Leadership Group (RLG) – pupil group to lead the promotion of reading for enjoyment • MWP – leading Metacognition CLPL • MIOs – leading the introduction of Metacognition to parents & pupils	• Time – see collegiate calendar for SIP / Staff Meetings and In-Service Days / Personal Professional Development time. • Cover costs for staff undertaking any leadership responsibility that requires release from class. • Literacy Development Officer • EDC Frameworks • Texts in class library to include a range of contemporary authors and diversity • Local Librarian • School Library – furnishings • Dyslexia-Friendly Resources (books) • EDC Metacognition Learning & Teaching Toolkit	• Consultations • Parent Information Events • Parent Leaflets • Family Learning Assemblies • Home Learning opportunities • Seesaw – Information and learning showcased for families • After School Family Reading Opportunities
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
• Whole staff/ Teaching Staff CLPL (In-Service Days/ Collegiate Hrs). • CLPL – National Learning to Reading in the Early Years Professional Learning Programme (3 identified Class Teachers) • Professional Reading/ Viewing Online Materials • Quality Assurance Processes. • SMT or Peer Professional Discussions • Metacognition Cluster Event • Visits to EDC Schools re Metacognition	engaging beyond the school targeted approaches to literacy & numeracy	• PSA funded by PEF will actively support identified children with reading in order to help raise attainment (£9641)

Framework for School Improvement Planning 2026 – 29

Outcomes/Expected Impact for learners	Tasks/Interventions	Measures	Timescale(s)	Progress to date
consider targets, % change expected	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?	Termly update
Reading Schools – Gold Award (In School & Local Community)				
All children will experience a highly positive reading culture through engagement, participation and exploration of reading for enjoyment 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. 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.	- Commitment to Reading School Accreditation at Gold Level through the creation of an Action Plan by pupils & staff shared with parents and the local community - 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, home and community - Pre/Post Questionnaires to establish attitudes towards reading for pupils & staff - 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. - Staff utilise the EDC Literacy Hub for guidance on Reading for Pleasure in school. - The RLG will support Class Teachers & pupils to audit reading environments, ensuring access to rich resources within each class, as well as establishing an outdoor and whole-school library - 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. - Opportunities for all classes to visit the local library to raise awareness and increase engagement with this service	- Reading Schools Accreditation – Gold Award. Staff and pupils will have a clear understanding of our action plan and the next steps as school works towards Gold Accreditation (Shared with parents & local community) - Information and photos shared on Seesaw and on Scottish Book Trust evidence Plan - Results of Pre and Post questionnaires of staff and pupil attitude. - Staff Meeting Minutes - Staff Meeting Minutes - Class Libraries and reading displays refreshed and updated in every class. Outdoor reading areas & whole-school library established	August /September 2026 On-going September 2026 / May 2027 Aug 2026 – June 2027 Ongoing throughout session	
Increased confidence of parents supporting reading at home - to build a positive reading culture for most children outside of school. Almost all pupils will improve their engagement & motivation in reading for pleasure through planned activities and cluster	- RLG develop strategies to promote reading at home between parents and pupils e.g. Book Neuk News - 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. - Each stage to plan and organise a fun reading project to be completed in the local community - Visits and events in the local community arranged for all pupils regularly throughout the year e.g. library, church, care home etc	- Reviews on Seesaw and shared experience of challenges (photos, videos & comments) - RLG produce posters, leaflets (age appropriate) used during Family Learning Assemblies - Parental comment/feedback sheets - Photos taken at community events - Photos & information shared on Seesaw - Information shared with Community Council – Community Council Meeting Minutes	On-going November 2026 On-going Ongoing throughout 2026 / 2027 session	

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Outcomes/Expected Impact for learners	Tasks/Interventions	Measures	Timescale(s)	Progress to date
consider targets, % change expected	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?	Termly update
Reading – Metacognition (Meta Skills)				
Almost all pupils have a good understanding of metacognition and the associated skills Almost all pupils will develop the ability to plan, monitor and evaluate their understanding in Reading Almost all pupils will develop the confidence and resilience to engage with more challenging texts when using metacognitive strategies	Establish Metacognition Working Party (MWP)	Minutes of InSet Day	August 2026 InSet Day	
	Staff complete a pre/post questionnaire to ascertain their understanding/baseline knowledge of metacognition using Metacognition Learning & Teaching Toolkit)	Results of Questionnaires Metacognition Guidance Booklet	Sept 2026 / May 2027 Staff Meeting	
	Introduction to Metacognition	Presentation at Cluster Event	October InSet	
	MWP reinforce Metacognition Overview MWP create Metacognition Guidance Booklet	MWP Metacognition Overview Staff Feedback	Staff Meeting	
	MWP lead staff in CLPL centring around areas of Metacognition: 1. Knowledge of Metacognition 2. A Culture of Metacognition 3. Metacognitive Strategies (Plan, Monitor, Evaluate (PME)	Staff Meeting Minutes / MWP Presentations Staff Feedback Targets created by staff for each area – related to Reading	October 2026 – Feb 2027 Staff Meetings Collegiate	
	Pre-questionnaire for pupils to gauge understanding of Metacognition	Questionnaire Results	Jan 2027 Class Teachers (School Day)	
	Staff will use Metacognitive Strategies to provide challenge within the Learning & Teaching of Reading Staff Develop Metacognitive Reading Planners using PME approach	Metacognitive Reading Planners	Feb 2027 InSet	
	MWP work with MIOs (Millersneuk Improvement Officers) to create Metacognition – Pupil Presentation	Metacognition – Pupil Presentation Pupil Evaluation	Feb 2027	
	Parent Information Evening – Metacognition by MWP & MIOs Development of Parent Leaflet	Metacognition – Parent Presentation Parent Evaluation Parent Leaflet	March 2027	
	SMT – Learning Walk (Focus on Reading / Metacognitive Strategies)	Feedback from Learning Walk Pupil Focus Group Feedback		
	MWP & MIOs Evaluate Metacognitive approach to the Learning & Teaching of Reading through forms survey	Survey Results	May 2027	
	MWP create a metacognition Position Statement	Position Statement	May 2027	

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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 PSAs 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 etc	On-going	
Almost all identified pupils 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) - Literacy & Maths Champions - Support Staff (Including PEF PSA) 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 Individual / Group Intervention Tables completed by Staff	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 PSA) 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 Wellcome Assessment Hamish & Mylo Wellbeing Resources	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 PSA) 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 Wellcome Assessment Hamish & Mylo Wellbeing Resources	Pupil Focus Group responses HWB Assessments HWB Champions Evaluations Closing the Gap Information	Aug - June	

PEF Spend Total	£12 960
PSA (6.63hrs per week)	£3319
PSA (15hrs per week)	£9641 (+ £2805 Carry-Forward)
Overspend / Underspend	£0