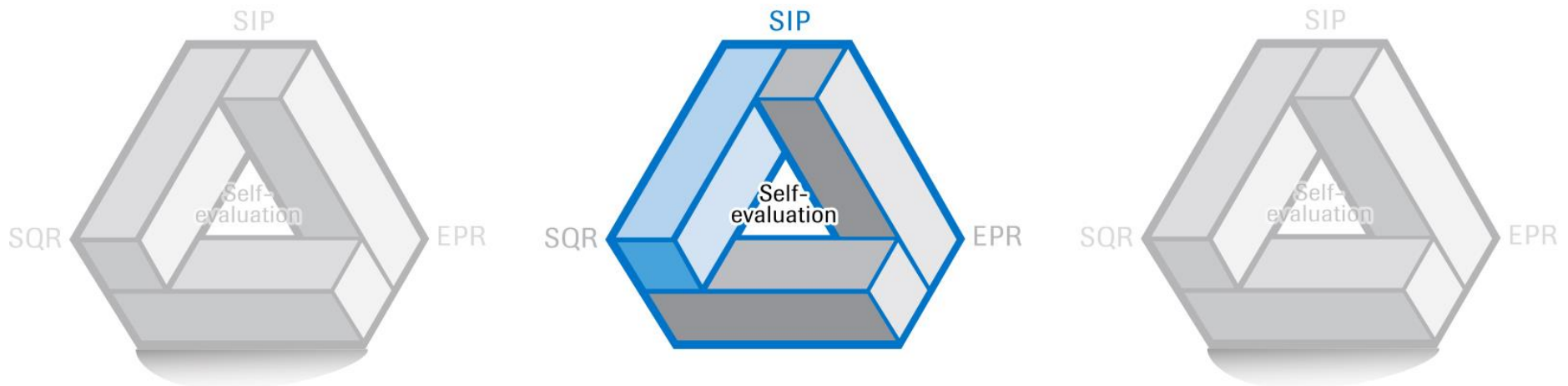




Glasgow City Council
Education Services
City Chambers East
40 John Street
Glasgow G1 1JL

Supporting Improvement: **School Improvement Plan**

www.glasgow.gov.uk
0141 287 2000





Miller Primary School- School Improvement Plan 2022-23



Establishment	Miller Primary School
Head of Establishment	Lorraine Booth
Local Improvement Group	South LIG 3
Head of Service	Donnie MacLeod
Quality Improvement Officer/Link Officer	Sarah Richford

CONTENTS

1. **Vision, Values and Aims**
2. **Summary of Self-Evaluation Process / Priorities for Improvement in the current session**
3. **Additional Monies Spend Summary of Consultation Processes**
4. **Action Planning**

Action Plan Summary for Stakeholders

1. Our Vision, Values and Aims
<p>Our Vision: Miller Primary strives to <i>Get It Right for Every Child</i> by embracing uniqueness and setting high standards for all.</p> <p>Our Core Values: Respect and Responsibility, Ambition, Learning, Trust and Honesty</p> <p>Our Aims: In Miller Primary we aim to....</p> <ul style="list-style-type: none"> • Have a school where everyone takes responsibility to treat each other with respect and ensure that we celebrate our uniqueness and diversity. • Provide a nurturing and safe environment where children are motivated to learn and they are given opportunities to apply their skills in the wider world. • Work with parents/carers and partners to support children's learning and our school improvement. • Build confidence and self-esteem and challenge each child to have ambition and to take leadership of their learning. • Build a community of learners at all levels both in and out of school and celebrate all achievements. <p>Motto: Together we'll succeed.</p>

2. Summary of our self-evaluation process.			
Date	Task	Response	Results
Feb 2020	Curriculum rationale Analysis: Staff, Parents, Children - Staff reflected on our current curriculum rationale and answered key questions	All groups responded to the questions and they were collated and discussed with staff who then went into teams to write the statements.	Parents, children and staff evaluated the rationale and prioritised what we want our school to be like and what we want for our



Miller Primary School- School Improvement Plan 2022-23



2. Summary of our self-evaluation process.			
	which were then shared with Parents and Children and collated. This then developed our draft rationale.		children leaving school.
05.10.21	Staff HGIOS Questionnaire 1	14/29 responded= 48% via Smart Survey	Results shaped immediate and long-term actions. Used to create SIP and EPR
05.10.21	As part of the HGIOS Questionnaire, Staff were to create 3 areas for improvement for themselves for 2.3 and 3.2 and address these throughout the session	Staff set clear targets to work on.	Targets informally discussed at PRD in June 2022.
05.10.21	HGIOS 4 Self-evaluation Questionnaire 1 issued to Parents	34/170= 20% via SMART Survey and we left the survey open for 2 weeks and emailed several times.	They were used by staff to write the EPR, SIP and to make immediate changes as necessary.
27.10.21	Children's Rights Respecting Schools Survey P2/3-7	Focus on children's feelings at school, rights, behaviour, safety, being cared for and respected as well as their views of Lockdown.	Each class was given actions to carry out from the results and overall results informed the school EPR and SIP. Focus on Values and Rules took place in Term 2 and Term 3
21.10.21	Teaching staff- Self Evaluation using the Challenge Questions, Features of Highly Effective Practice and Level 5 illustrations to write evaluative statements, evidence and next steps.	All Teaching staff participated QI 2.6 Self-Evaluation	Results used to inform SIP and EPR.
12.11.21	Teaching staff- Self Evaluation using the Challenge Questions, Features of Highly Effective Practice and Level 5 illustrations to write evaluative statements, evidence and next steps.	All Teaching staff participated QI 1.2 and 1.5 Self-Evaluation	Results used to inform SIP and EPR.
Oct, Nov, May	Moderation of Literacy and Numeracy and bi-termly Science	All Teaching staff. Focus on breaking down benchmarks for core curriculum and science and planning learning and teaching and assessments around these at all levels.	Staff reflected on what evidence looks like to achieve specific benchmarks in Reading and Science across the school to strengthen their professional judgement of children's learning.
30.01.22	Teaching staff- Self Evaluation using the Challenge Questions, Features of Highly Effective Practice and Level 5 illustrations to write evaluative statements, evidence and next steps.	All Teaching staff participated QI 1.3 and 3.3 Self-Evaluation	Results used to inform SIP and EPR.
On-going bi-annually	Informal Review of SIP	Informal discussion with staff	Next steps used to inform EIP
05.05.22	PEF consultation for Staff	All staff participated in teams to use current research to identify our poverty related gaps and prioritise spending including the impact and evidence of their decisions	This was used to inform the SIP and EPR and to help draft a consultation for Parents and Carers



Miller Primary School- School Improvement Plan 2022-23



2. Summary of our self-evaluation process.			
05.05.22	LCFE Audit	Audit of the 5 aspects of LCFE in groups - whole staff and a discussion followed.	Action for each area identified and priority for the school to take forward in each area for this session.
10.05.22	Parental Consultation re PEF spending and Recovery Funding, all week at the school gates.	Gave pictorial voting forms out to parents to vote for their top 2 options with pencils and they were to be posted in a box to ensure quarantining.	This information along with the children's consultation and the staff consultation forms our spending for recovery and PEF money next session.
10.05.22	Children's Consultation re PEF spending and Recovery Funding	Teachers explained the funding options using a pictorial representation and children voted on their top 2 choices and the teacher collated votes.	This information along with the parents' consultation and the staff consultation forms our spending for recovery and PEF money next session.
May/June	In-service Day 5 and 2 CAT sessions on SIP and EPR writing	Staff worked in Teams to create the breakdown of the SIP and contributed to EPR.	This session created the new SIP and EPR.
26.05.22	HGIOS Questionnaire 2 for Parents at Parents' Night including asking about homework.	130 via SMART Survey and we left the survey open for a week after Parents' Night	Used to inform SIP priorities and EPR.
26.05.22	HGIOS Questionnaire 2 for Staff via Smart Survey	14 responded to key questions and the results were analysed	Used to inform SIP priorities and EPR.

Strengths Identified:

QI: 2.3/3.2/1.3 - (First 3 statements from HMIE Report)

- The friendly, calm and purposeful atmosphere across the school and enhanced nurture provision, which reflect very well the refreshed values. This is providing a safe and motivational learning environment which is allowing children to become more confident, curious and successful as learners.
- The balance of strong direction and support provided by the head teacher and wider leadership team. As a result, staff feel motivated and empowered to be more creative in designing improved, tailored experiences to meet the needs of all children. All staff work very effectively as a team to provide equity of learning experiences and opportunities, which is benefitting all children.
- Children who are motivated to learn. They show high levels of engagement in their learning activities and are becoming more self-aware as learners. This is helping them to make progress in their learning and become more confident when challenged in their learning.
- Implementing Improvement and Change: We achieved our SIP working party priorities of creating a transition process and programme, working towards the LCFE award, Learning for Sustainability including Cop26 and Children's Rights and creating a Talking and Listening plan to ensure consistency of teaching and learning in this area; planners will be taken forward and put into action in 2022-23. We continue to monitor the impact of change and our improvement.
- Attainment in Literacy and Numeracy: There has been good progress made for **a majority of children** from their original starting point in all aspects of Literacy and Numeracy. Targeted support given in Writing and Reading has been successful for those involved and they have increased their attainment. However, Term 3 affected overall attainment within the school due to high staff absence levels from Covid and also children's attendance for the same reason.
- Attainment over Time: We continue to use robust assessment systems including our holistic tracker to track attainment and achievement over time. Due to the pandemic, there has been a dip in a few classes for last session and this session, but support has been targeted to key classes and groups of children to allow



Miller Primary School- School Improvement Plan 2022-23



2. Summary of our self-evaluation process.

children to make progress. Our planning system which incorporates moderation has been successful in ensuring staff set high standards for attainment and fully understand what achieving a level looks like across each part of a level.

• **Equity for All Learners:** All staff have a very good understanding of the socio-economic background of the children and their families including the impact of Adverse Childhood Experiences and this has enabled our school to ensure that all children consistently experience an inclusive and nurturing environment which is building children's confidence. Our PEF money has provided targeted support for individuals and groups of children in key areas of learning and it helps to support emotional wellbeing of children.

QI: 3.1: Ensuring Wellbeing, Equality and Inclusion: Our school's approaches to ensuring the wellbeing of all children and their families have resulted in improved outcomes for families. Almost all of our children feel safe, healthy, achieving, nurtured, active, respected, responsible and included within our school community.

- All our learners benefit from high quality learning and teaching and a wide range of different contexts for learning which develops children's leadership of their learning and their confidence.
- Relationships within the school community are almost always positive and our core value respect and responsibility is evident throughout interactions within the school which has helped to foster a strong sense of community and high expectations.
- Inclusion and equality is at the forefront of all we do in our school and we ensure improved outcomes for all children by involving them in the life and work of the school by promoting leadership for all children. Children, Parents/Carers, Partners and Staff all feel respected and that they are treated fairly with dignity.
- Our school actively celebrates and promotes diversity and we challenge any form of discrimination within our learning and teaching programmes and when dealing with real life situations. This session we built in LGBTQI+ resources into our Equalities and citizenship framework for next session to further develop children's understanding. This has resulted in less incidents of discrimination in the school this session.
- We have very effective strategies in place to promote equity of participation for all families and we use our PEF to prioritise attainment and achievement for all children and in particular children who are experiencing Adverse Childhood Experiences, children who have Additional Support Needs and those children who are Care Experienced.

QI: 2.5 Family Learning: We introduced virtual contact with our Parents and Carers via Seesaw to ensure that they have been kept up to date on what is happening in the school in terms of their child's learning.

- We brought in different afterschool clubs each term to promote children's participation after school which were well attended and we targeted whole classes for lunchtime clubs.
- We continue to be very responsive to Parents' and Carers' needs and we work in partnership with them to reduce potential barriers to engagement to ensure equity e.g. targeting support to particular families, targeting food provision and presents to key families in need. As a result almost all Parents/Carers who completed the survey felt supported by the school.
- Our school uses data analysis and intelligence gathering to work with other agencies to jointly provide timely interventions for families. Our staff are very aware of the Poverty Related Attainment and Experience Gap and the effects of poverty on our families and we plan robust programmes / supports to reduce these effects and to try to eradicate aspects of poverty e.g. food poverty as we work with Castlemilk Together.



Miller Primary School- School Improvement Plan 2022-23



2. Summary of our self-evaluation process.

Priorities for Development:

- ▶ **1: To raise attainment and achievement in Literacy and Numeracy:** To raise attainment in Literacy and Numeracy by continuing to use our creating a balanced reader and writer pedagogy, implementing our talking and listening approaches, closing the Writing gap by focusing on spelling approaches and closing the Numeracy gap by focusing on our resources, problem solving and making connections across Numeracy.
- ▶ **2: To continue to deliver high quality learning and teaching and assessment:** To improve opportunities for outdoor learning to give application of learning including problem solving, continuing to embed digital learning into all aspects of the curriculum, completing our Language and Communication Friendly Environment accreditation and using our 5 Keys to Success and to ensure high quality learning, teaching and assessment.
- ▶ **3: To continue to promote children's physical, social and emotional health:** To use trauma informed practice throughout the school to promote outcomes for children by working together as a Teacher Learning Community and Support for Learning Worker Community to carry out action research on trauma informed practice and continuing to develop our accreditation as a LGBT+ school and engaging with parents and partners to support the wellbeing and outcomes of all our children.

3. Additional Monies Spend Summary of Consultation Processes

Consultation Process: Staff were consulted in groups at the May In-service day about our priority needs in terms of our Poverty Related Attainment Gap. They looked inwards, outwards and forwards using research from abroad and the EEF as well as evaluating current spending to identify our current gaps and what interventions could reduce these. Children were consulted using board maker pictures from the staff results and a class discussion led by the Teacher to explain each option. The children were also asked for their own ideas. The children were given two votes each. All results were collated and the next steps identified. We emailed all Parents/Carers to let them know to that we were consulting them at the school gates that week using questionnaires which had simple visuals and costs attached. We gave every Parent/Carer a form and a pencil to complete the forms immediately and then post in a box. We had a stall at the front gates over two days and then at our back gates for two days.

Rationale, Measures/Evidence for Spend: PEF allocation for 2022/23: £131,075.00. 1.3 Attainment Teacher

Poverty Related Attainment Priority	Intervention to address this priority	How will this intervention be used?	Measures/Evidence for Impact (data, observation, views)	Impact	Costs
Raising Attainment in Literacy and Numeracy	<ul style="list-style-type: none"> • Staffing- 4xSFLWs and 7.5hrs to top up 20hrs SFLW (£90,000) • Reading and Writing CLOL 1FTE • 0.3 Numeracy CLOL • 0.2 of Teacher funded to add to 0.3 Vacancy (£20,000) • Purchasing Numeracy Scheme (£7,500- Heinemann Active 	<ul style="list-style-type: none"> • SFLWs will allow one SFLW per class to focus on closing the reading gap using Together Better Readers programme. 1 flexible SFLW to support across the school and ENP. • 1 SFLW will be employed daily from 8:30-9:30 supporting the attendance of targeted children. • SFLW in every class will allow in class 	<ul style="list-style-type: none"> • Increased attainment levels for all targeted children as evidenced by termly results. • Increased attendance for targeted families. • Increased in class supports leading to increased attainment for the whole class across the school in Reading, Literacy and Numeracy as evidenced by tracking and also 		Total: £117,500



Miller Primary School- School Improvement Plan 2022-23



3. Additional Monies Spend Summary of Consultation Processes					
	Resources and online subscription and Numicon)	<p>smaller more targeted support with Numeracy and writing.</p> <ul style="list-style-type: none"> • 0.3 CLOL will focus on raising attainment in Numeracy in P3 and P4. • 1FTE Raising Attainment Teacher will focus on raising attainment in Reading and Writing with particular emphasis on P3, P4. 	<p>classroom visits.</p> <ul style="list-style-type: none"> • P4 and P7 will have increased the number of children achieving the end of level in Writing and Numeracy as evidenced by group planning, class attainment tracking and targeted support group results. • Increased confidence levels of children when reading and writing as evidenced in PM benchmarking and class visits. • Additional SFLW will assist in addressing the attendance of key children by working with the families. • Numeracy CLOL will help embed new Numeracy Resources into the school and overall there will be an increase in Numeracy attainment across the school. 		
Mental, Social and Emotional Wellbeing of Children and Staff	<ul style="list-style-type: none"> • Impact arts 1-1 working (1 day a week) including P6/7 counselling money and some DMR budget for resources • Purchasing safe space equipment to create a calm box/area in every class. 	<ul style="list-style-type: none"> • Support individual wellbeing of targeted children throughout the school. • To provide emergency wellbeing support to children through the drop in service. • To service and also to support staff with individual children through 1-1 support sessions. • To deepen staff understanding of trauma and wellbeing using our Trauma informed TLC • To create calm boxes in every class and safe space areas. 	<ul style="list-style-type: none"> • Improved mental and social wellbeing of targeted individuals as evidenced through readiness to learn in class, Strengths and difficulties questionnaires, observation and Impact Arts reporting. • Increased staff confidence when working with children who are demonstrating stressed behaviours, experiencing trauma as evidenced by observations of staff using a trauma informed approaches. • Children demonstrating increased resilience in class and also when dealing with social situations as evidenced through learner conversations, whole school questionnaires about rights respecting and TALC conversations about our wellbeing. • Identified safe spaces in class should give children time to regulate their emotions and therefore increase their readiness to learn much faster. 		£8,000
Outdoor Learning and Play Experience Gap: Raise attainment by offering application of learning.	<p>Training on outdoor learning.</p> <p>Additional Clothing purchased</p> <p>Outings to build play and experiences</p>	<p>Training for staff in using our local woods for play and learning.</p> <p>Clothing for outdoor use</p> <p>Audit of play and outdoor resources and purchasing new items to supplement play and outdoors.</p>	<ul style="list-style-type: none"> • Application of core learning outdoors will raise attainment as children will be more secure in their learning and they will be applying this in different contexts - classes to have at least 1 afternoon per week outdoors (weather dependent) • Outdoor learning will develop children's creativity and develop their wellbeing 		£5,575



Miller Primary School- School Improvement Plan 2022-23



3. Additional Monies Spend Summary of Consultation Processes					
		Working with community groups and parents to improve the school community.	from being outside more for learning and therefore increase children's readiness to learn skills and independence. <ul style="list-style-type: none"> Developed partnerships will improve the local area and strengthen home school partnerships and children's DYW skills. Learners will be engaged in more play opportunities therefore developing their social and emotional skills. Visits out to give children different experiences and opportunities to close the experiential gap. 		
Total				£131,075	

4. Action Planning

No.	Quality Indicator	Priority
1	3.2	To raise attainment and achievement in Literacy and Numeracy: To raise attainment in Literacy and Numeracy by continuing to use our creating a balanced reader and writer pedagogy, implementing our talking and listening approaches, closing the Writing gap by focusing on spelling approaches and closing the Numeracy gap by focusing on our resources, problem solving and making connections across Numeracy.

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
Creating a balanced reader and writer: <ul style="list-style-type: none"> CLOL focus on reading recovery (4 mornings a week for P2 and P3 children- maximum of 8 for the session) CLOL focus for afternoons in writing - Targeted support for children who are both almost on track and those who are more 	On going Maintenance Termly meetings with CLOL	<ul style="list-style-type: none"> CLOL Targeted support groups will have raised their attainment in writing. Reading recovery children will have made good to very good progress in their PM reading levels. Overall there will be raised attainment for almost all children from where they started in Literacy.



Miller Primary School- School Improvement Plan 2022-23



Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
<p>than a year behind. P3, P4 and P7 focus.</p> <ul style="list-style-type: none"> Continue with Support for Learning Workers using the Together Better Readers programme with individual children throughout the school (including PEF funded SFLWs). GDSS groups to continue and the children will use phonic readers to promote fluency and phrasing - 2 phonics readers then a levelled text. Continue whole school focus on PM reading criteria for levels and PM writing and teaching text types until children have automaticity in writing including using PM writing assessments. Continue to use digital technology with children for Literacy. 		<ul style="list-style-type: none"> Children who have had TBR or GDSS will demonstrate progress from their starting points. Digital technology will be integral to learning and teaching in all aspects of Literacy. Children will demonstrate increased confidence when using digital devices
<p>To implement our talking and listening approaches:</p> <ul style="list-style-type: none"> PEF PT to model the use of connectors in P3. P4, P5, P7 throughout the session to ensure that the children are confidently using this approach for talking and listening. When planning, use the talking and listening planner including digital links. 	<p>Ongoing maintenance</p> <p>Termly meetings with PEF PT</p>	<ul style="list-style-type: none"> Using the Literacy For all trackers RAG rating and comparator at the end. Trackers used to determine speed of the curricular roll out, highlighting training needs. Utilising the existing robust tracking data that is in place. Learning Conversations with Pupils at key check in points.
<p>To raise attainment in spelling across the school by:</p> <ul style="list-style-type: none"> Developing shared vocabulary used by all staff and high frequency words consistently (1hour) Baseline spelling assessment including Sumdog spelling to be decided as a staff along with a commitment to teach spelling daily using the PM approach of 4 categories to help children spell and their resources. Creating a spelling pathway- infant, middle and upper (Term 1) and trialling it in Term 2. Phonics recovery program selected and training given to SFLWs, Teachers. Whole school resource bank to be created. 	<p>CAT 7 June 2022 to decide on baseline, shared vocab.</p> <p>28th Sept CAT 1 on teaching spelling and looking at the pathway.</p> <p>Recovery programme training at SFLW meeting in Oct and 1 hr CAT 14.11.23</p> <p>Check in on effectiveness of spelling pathway - Staff meeting on 20.02.23</p>	<ul style="list-style-type: none"> Baseline and end of year assessment measures raised attainment in writing for all children from their starting points. Staff questionnaire baseline and end of year review evidences increased confidence and consistency across the school. More on-track learners in literacy throughout the school.



Miller Primary School- School Improvement Plan 2022-23



Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
<p>To close the Numeracy gap by focusing on our resources, problem solving and making connections across Numeracy:</p> <ul style="list-style-type: none"> • Introduce new Numeracy planners across all stages to address gaps and identify connections. • Investigate and select new core Numeracy resource (e.g. Heineman Active Maths) • Audit and re-organise concrete resources; purchase additional resources where gaps appear • Liaise with Castlemilk High - identify common post-transition gaps • Practitioner enquiry at P4 & 7 looking at impact of Cognitively Guided Instruction on problem solving • Continue to use digital technology to support learning in numeracy. • CLOL 0.3 to model in classes key gap areas and then support small groups across the session from P3-7. 	<p>By end T1 core resource selected and ordered</p> <p>By end T1 resource audit completed and missing items ordered</p> <p>Liaise with CHS T2 to identify key gaps</p> <p>CGI reading T1, carry out T2 into T3,</p> <p>SNSAs end of T2 to gather evidence</p>	<ul style="list-style-type: none"> • Forward plans using new planners will reflect coverage of gaps across levels and therefore close the gap for children • RAG rating on numeracy trackers will evidence improvements in attainment • SNSA data will evidence attainment at P1, 4 & 7 - compare to previous years with no GGI input for P 4 and 7 • Appropriate resources available and easily accessible for all classes leading to consistency in learning and teaching and learner conversations will demonstrate increased confidence for children. • Key digital supports identified and in use, staff trained in use with P4-7 children to increase digital skills and numeracy skills from their previous levels.

Staff leading on this priority - including partners	Resources and staff development
Reading and Writing	
Hannah Yerbury - Reading Recovery CLOL (0.5) Amanda Griffin (0.5) - Writing CLOL	<u>Resources</u> - PM Reading and Writing. Reading Recovery and Together Better Readers Programme, GDSS
Talking and Listening	
Jacqueline Church - PEF PT	<u>Resources</u> - Connectors modelling during PT time.
Spelling/ Literacy	
Amanda Griffin - Leader Hannah Yerbury Ruth Black Marsha Embleton	<u>Resources</u> - CAT night x3 hours. Staff Meetingx1 Working party hours 10.
Numeracy	
Julie Nicholson - Leader; Jamie McCusker; Kirsty McBrearty	<u>Resources</u> - Working Party Hours: 5 hrs Funding for resources and resources storage



Miller Primary School- School Improvement Plan 2022-23



	<p>Staff training on new core resource and planners and reflection- 2 CAT hours</p> <p>Planners: training as part of planning meeting</p> <ul style="list-style-type: none"> - reflection 30 mins at staff meeting T3 after plans submitted <p>Core Resource: 30 mins at staff meeting once resource purchased for introduction</p> <ul style="list-style-type: none"> - 30 mins reflection at staff meeting T4
--	---

No.	Quality Indicator	Priority
2	2.3	<p>To continue to deliver high quality learning and teaching and assessment: To improve opportunities for outdoor learning to give application of learning including problem solving, continuing to embed digital learning into all aspects of the curriculum, completing our Language and Communication Friendly Environment accreditation and using our 5 Keys to Success and to ensure high quality learning, teaching and assessment.</p>

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
<ul style="list-style-type: none"> • To develop outdoor learning as a regular part of learning and teaching: • Staff questionnaire/audit about skills and current outdoor learning that classes do. • Lead the staff team in developing different outdoor learning opportunities - weekly suggestions for taking learning outdoors to build creativity. • Purchase resources to support mobile outdoor learning and resource the outdoor learning base and timetable its usage (use of Tesco funds) • Incorporation of John Muir Award/Little Acorns /Eco Schools • Developing school open areas (garden, OLB, trees, mud kitchen etc) to ensure that creativity is promoted. • Links with community (Park Ranger), designate Outdoor Learning leader role within school staff- including taking on a guardianship of our local woods. 	<p>10hrs Working time agreement</p> <p>CAT session on outdoor learning opportunities and agreement to trial out regular outdoor slots.</p> <p>Checkpoint: Dec 22</p> <p>John Muir Award criteria given to P7 and checked on progress in March 23</p>	<ul style="list-style-type: none"> • Increased outdoor learning opportunities will be evident within classes leading to improved social and creative skills for the children. • Resources will facilitate creative play and this will be evidenced through engagement in sessions and subsequent readiness to learn on returning to class. • The local woods and school playground will be safe to use for outdoor learning and the school will be actively involved in supporting the community to stay clean. • P7 children will achieve their John Muir Award and the school will receive an Acorn Award.



Miller Primary School- School Improvement Plan 2022-23



Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
<ul style="list-style-type: none"> Organising local community litter clearance regularly for classes to participate. Update Outdoor Learning Policy to reflect new thinking and increased commitment to learning outdoors. 		
<p>To continue embedding digital learning into all aspects of the curriculum:</p> <ul style="list-style-type: none"> Update digital strategy to reflect current practices Audit to identify core apps and skills to ensure consistency of approach Embed use of Seesaw for Learning Journals Finalise Digital Schools Award application and visit Family sessions to share Seesaw and other key learning apps with parents/carers and families 	<ul style="list-style-type: none"> Core apps by end of T4 LJ ongoing Award application by end of T1 P1 Seesaw parent session T1: other classes T3 Checkpoint for Digital Learning Journey: Term 3 as part of Quality Assurance 	<ul style="list-style-type: none"> Learning Journals regularly updated and engaged with by learners and families and evidence key learning across each term. Children using digital resources to enhance their learning which develops their digital skills and increases attainment in digital. Awarding of Digital Schools Award Staff audit identifies areas of confidence and training needs.
<p>To achieve our Language and Communication Friendly Award:</p> <ul style="list-style-type: none"> Ensuring resources from indicator 1 are available for classroom set up for the beginning of term 1 of the new session. (Door signs, visual timetables, resource labelling) Gather evidence of 3 indicators (1, 2 and 3 or 4 as 5 is evidenced already). Visit to Dalmarnock Primary to see how they achieved their LCFE accreditation and to share good practice. 	<p>Working party meetings - how to embed TALK strategies and seeing what the overall plan will be, where did we get to and where to go (2 hours)</p> <p>CAT session - how to embed TALK strategies (1 hour) SEPTEMBER CAT</p> <p>Dalmarnock Primary visit - 2 hours</p> <p>Nursery visit - 1 hour to observe Makaton in practice.</p> <p>Gathering evidence (taking photos and collating in an agreed form eg. Keynote) - 4 hours</p>	<p>Evidence - talk strategies used across the school by all adults.</p> <p>Evidence - sharing good practise gaining strategies that have been successful in gaining LCFE accreditation.</p> <p>Evidence - photographs to build portfolio of LCFE across the school (probably digital).</p> <p>Evidence - explore possibility of further Makaton development within the school.</p> <p>Evidence/Impact - LCFE accreditation and sustainability ensured.</p>



Miller Primary School- School Improvement Plan 2022-23



Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
	<p>Working party meeting with Gillian to plan staff CAT session about preparing staff for visit. (1 hour)</p> <p>CAT night - 1 hour to prepare staff for visit, could invite Gillian to this (have you got TALK strategies and all these resources etc, this is what the visit will be like) JAN CAT</p>	
<p>To continue to embed our 5 keys to success learning and teaching charter across the school community.</p> <ul style="list-style-type: none"> • Re-enforce each aspect of the charter at class and whole school level and use each key within the class consistently. • Introduce each key to Parents/Carers to help them understand and share the standard. 	<p>Peer visits and SMT class visits to focus on 5 keys</p> <p>Checkpoint: Monthly as part of staff meeting agenda.</p>	<ul style="list-style-type: none"> • The 5 Keys to Success for high quality learning and teaching will be evidenced in classroom practice and during learning conversations. • Parents/Carers will be able to talk about the 5 Keys to Success and what they mean for learning and teaching and this will be evidenced through questionnaires, the Parent Council and discussions when Parents/Carers are in school. • Increased attainment in core curricular areas.

Staff leading on this priority - including partners	Resources and staff development
Outdoor Learning	
Leader- Roy Harris, Siobhan Canny, Bryan Flanagan	Resources - 10 hours working party time. Outdoor equipment and links with Stuart Whittaker local park ranger.
Digital Learning	
Julie Nicholson - Leader; Jamie McCusker; Kirsty McBrearty	<p>Resources - 5 hours working party time.</p> <p>iPads; Digital School Awards site</p> <p>Learning Journals: 30 minutes T1 staff meeting - establish expectations for year& 30 mins T4 to reflect</p> <p>Digital Strategy: 15 mins end of T1 to introduce at Staff meeting Core Apps - Training for Apps - 1xCAT hour30 mins T2 staff meeting to introduce and identify training needs</p>



Miller Primary School- School Improvement Plan 2022-23



Language and Communication Friendly Award	
Sharrow - Leader, Asma, Karen S, Amy	Resources - 10 hrs working party hours. See above for CAT and staff meeting sessions needed.
5 Keys to Success	
SMT	Resources - 5 Keys Charter. Parents' Nights to introduce the Keys.

No.	Quality Indicator	Priority
3	3.1 2.5	To continue to promote children's physical, social and emotional health: To use trauma informed practice throughout the school to promote outcomes for children by working together as a Teacher Learning Community and Support for Learning Worker Community to carry out action research on trauma informed practice and continuing to develop our accreditation as a LGBT+ school and engaging with parents and partners to support the wellbeing and outcomes of all our children.

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
To deliver a Teacher and SFLW Learning Community on Trauma Informed Practice: <ul style="list-style-type: none"> Plan 5 TLC sessions each covering a different aspect of trauma informed practice for staff to research and try out with children and feedback. Lead the 5 sessions across the year ensuring each one builds on the feedback from the previous one. Evaluate overall effectiveness of the TLCs with staff. 	Planning - PT time for this. Working time agreement hours 12 Checkpoint TLC 3- Feb 23	<ul style="list-style-type: none"> Staff will apply their research to their everyday classroom practice resulting in children who experience trauma reducing their distress in less time and therefore increasing their ability to learn. Staff working together will lead to a consistent approach which will strengthen collegiality amongst staff and also allow all children's needs to be met.
To achieve the Bronze Award for LGBT and develop children's awareness and ability to form a non-biased opinion: <ul style="list-style-type: none"> 9 staff will complete the LGBT awareness training in June 2022. In person training for all staff on LGBT awareness training in August 16th pm 2022. Review and update key policies including our anti-bullying policy and equalities. Create a school uniform policy to ensure we are gender neutral. 	Checkpoint: Nov Checkpoint: Jan Prior to evidence, Jan 1hr CAT End of evidence	<ul style="list-style-type: none"> LGBT+ Bronze award will be achieved. Staff CPD sessions will heighten understanding of LGBT and allow for more discussion on this with children. Developing and reviewing key policies will ensure that the school is fully inclusive of everyone. There should be reduced use of LGBT+ name calling in the school by children. All children will feel fully included.



Miller Primary School- School Improvement Plan 2022-23



Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
<ul style="list-style-type: none"> Undertake a campaign with P7 which highlights the right to experience an education free of prejudice and discrimination. Mark LGBT during anti-bullying week (P7b to plan this week) Provide LGBT inclusion across different areas of the curriculum. 	gathering and sent off in Feb	
<p>To re-establish and create strong parental/carer and partnership links:</p> <ul style="list-style-type: none"> Audit current practice of engagement with parents/carers and partnerships (staff, parents & partnerships) and create an action plan for the team to take forward. Create yearly plan to provide opportunities for parents/carers to come into school. Consultation with staff at meeting to plan what this would look like. Re-introduce weekly CAP time for parents/carers and their children. Plan and carry out opportunities for parents to engage in counselling sessions. Re-establish the "Our Time" group in consultation with Ardenglen Housing to be ran by school staff. Engage with partners in the local community such as Ardenglen Housing and re-establish inter-generational working. Create parental after school club committee 	Survey to be created and sent out by end of T1. Checkpoint on Annual plan development - CAT 5 - 06.03.23 Checkpoint on CAP: Jan 2023 Jacqui Church to consult with parents/carers T1/2 re Our Time and Counselling sessions. Checkpoint in developing the intergenerational partnership: Nov 22	<ul style="list-style-type: none"> Parental partnerships will be re-established and parents/carers will be more engaged in school life. The annual plan will be in place for the session 2023-24 and it will offer differing opportunities for parental/ carer involvement. Partnerships will be enhancing the curriculum resulting in children developing skills for life and work. Parental counselling and the Our Time group will develop partnership working and support families with engaging in the school which can be evidenced by closer working together and increased attendance at school for children.

Staff leading on this priority - including partners	Resources and staff development
Trauma Informed TLC for Teachers and SFLWs	
Leaders: Marsha Embleton and Jacqui Church	Resources: PT time for planning. Purchasing the following text to base the action research on: "A Treasure Box for Creating Trauma Informed Organizations (Volume 2)" by Dr Karen Triesman.
LGBT Award	
Julie Nicholson - Leader and 8 Teachers in the group	Resources: Time to be released to take forward the planning.



Miller Primary School- School Improvement Plan 2022-23



	Training on line and in person by the Award agency -June and August In-service $\frac{1}{2}$ day.
Parents and Partnerships	
Claire Kerrigan - Leader, Katherine Baker, Jacqueline Church, Gillian Yeates	Resources: 10 hours working party time. CAT Session x1 and Review at staff meeting x1