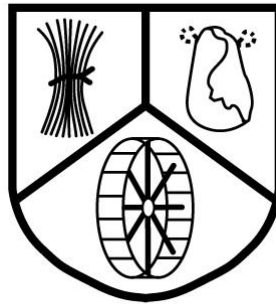


**Millersneuk Primary School**  
**Standards and Quality Report**  
**2022/23**



## Context of the School

Millersneuk Primary is situated in a quiet residential area within Lenzie. According to the Scottish Index of Multiple Deprivation (SIMD) most of our pupils reside in highly affluent areas.



The school was built as a semi open plan building over 40 years ago and is set in spacious grounds which include a large all-weather football pitch. The school has 15 classrooms – to accommodate 14 classes and 1 ICT/Music room. The gym hall doubles as an assembly and dining hall. The school serves an area consisting wholly of private housing with most families residing in a locality identified as one of the most affluent in Scotland. The school is non-denominational and has a roll of 340 pupils. Pupils have a high level of attendance and punctuality. The staffing complement is 18.24 FTE (Full Time Equivalent). This is comprised of a

Senior Management Team consisting of 1 Head Teacher, 1 Depute Head Teacher and 1 Principal Teacher and 15.24 FTE Class Teachers including the aforementioned PT, an RCCT Teacher and 2 Probationer Teachers. The work of the school is further supported by 1 Clerical Assistant, 1 Admin Assistant, 2 Classroom Assistants, 7 Support for Learning Assistants (5.0 FTE), a Janitorial Assistant, 3 catering staff and 5 cleaners (including 2 day cleaners). We also have a specialist music teacher who visits the school every Friday. A member of the teaching staff provides educational support one day a week. Children enter in Primary 1 from a wide range of Early Years Centres – both local authority and private partnerships across and beyond the authority. At the end of P7 almost all pupils transfer to Lenzie Academy. Very effective transition arrangements exist from nursery to primary and primary to secondary. We benefit from very strong links with our cluster schools - Lairdsland PS, Lenzie Meadow PS, Lennoxton PS and other local schools. The school enjoys excellent relationships with its parent body. It benefits greatly from a very supportive Parent Council and Parents' Association. The Parents' Association are a core of very hardworking, enthusiastic parents who organise events to raise funds for the school. Millersneuk Primary aims to provide an excellent environment for learning in which pupils grow in confidence, gain self-esteem and develop their full potential. School ethos is fully inclusive, respecting all faiths, beliefs and levels of ability. Our clear vision, values and aims are at the heart of our school:

### Millersneuk Primary School - Vision & Values & Aims

*All pupils are supported to reach their full potential*

**READY**

**RESPECTFUL**

**SAFE**

**MOTIVATE**

**PREPARE**

**SUCCEED**

### Curriculum Rationale

**A copy of CURRICULUM RATIONALE is available on the school website and is currently under review.**

*This Standards & Quality Report was created in consultation with staff, parents and pupils.*

## Progress in School Improvement Plan (SIP) Priorities

### School Priority 1: Raising Attainment in Listening & Talking (Year 2 of 2)

**NIF Priority:**

Improvement in attainment, particularly in literacy and numeracy  
Improvement in children and young people's health and wellbeing

**NIF Driver:**

School Leadership  
Teacher Professionalism  
Parental Engagement  
Assessment of Children's Progress

**HGIOS 4 QIs:**

QI 2.7 Partnerships  
QI 3.1 Wellbeing, equality & inclusion  
QI 3.2 Raising attainment and achievement

**Progress and Impact:**

Good progress has been made with this Listening & Talking development. Millersneuk is taking the lead across EDC and continues to share good practice via the Literacy Champions Forum.

Almost all Class Teachers are now confident in using the new approaches to Listening & Talking, broken down into planning and assessment for 3 areas:

- ✓ **Tools for Listening & Talking (Progression of skills from Early – Second Level)**
- ✓ **Talking & Presenting (Progression of skills relating to 'Solo Talks / Presentations')**
- ✓ **Listening & Responding (Progression of skills relating to 'Group Work across the curriculum')**

A booklet – 'Listening & Talking: Approaches to Learning & Teaching' – has been designed by the Working Party to incorporate advice for Class Teachers to plan and assess the 3 areas above. Consistent & progressive approaches to 'reciprocal reading' and 'cooperative learning' have also been developed from early to second level.

All pupils are now receiving a more focussed approach to the Learning & Teaching of Listening & Talking, most pupils are starting to use more specific listening & talking vocabulary to describe their progress. All pupils are now receiving direct teaching in relation to 'social skills' and 'rights respecting schools' language. Staff supporting pupils in the playground are reporting that this is having a positive impact on behaviour.

Almost all Class Teachers have more confidence in agreeing pupils' achievement of a level', this is supported by the use of the new self / peer pupil and teacher assessments.

The use of Seesaw to communicate Listening & Talking termly pupil targets and evidence of learning in the classroom has increased parental engagement and Parent Council members have commented favourably on this.

**Next Steps:**

- ✓ Class Teachers and pupils to continue to review the new approaches to the learning & teaching of Listening & Talking throughout the coming session
- ✓ Literacy Champion to lead a short-term working party to produce a Listening & Talking presentation for parents, as well as a Parental Leaflet (Parent Information evening to be planned for this session – postponed previously)

## School Priority 2: UNCRC – Rights Based Learning (Rights Respecting School - Silver Award) (Year 1 of 3)

### NIF Priority:

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

### NIF Driver:

School Leadership  
School Improvement  
Parental / carer involvement

### HGIOS 4 QIs:

QI 1.1 Self evaluation for self improvement  
QI 3.1 Wellbeing, equality & inclusion  
QI 2.5 Family Learning

### Progress and Impact:



Millersneuk Primary achieved the Rights Respecting Schools 'Bronze Award' in July 2022 and started its journey towards the 'Silver Award'. The school raised awareness of the UNCRC Articles and its journey towards becoming a Rights Respecting School by producing a parent information leaflet and a child-friendly articles booklet.

The Millersneuk Improvement Officers (MIOs) led the school towards achieving the 'Bronze Award'. Working in partnership with Mr Caldwell (Head Teacher) & Mrs Tierney (Principal Teacher) the MIOs organised an Assembly Programme for the year that targeted specific UNCRC articles and rights, examples being:

- ✓ Everyone has Rights (Introduction to UNCRC - Articles 1, 4, 41 & 42)
- ✓ World Children's Day (Article 45)
- ✓ Earth Day (Articles 6, 12, 13 & 24)

This comprehensive Assembly Programme ensured that:

- ✓ almost all children in Millersneuk Primary have become familiar with a number of articles of the CRC (Convention on the Rights of the Child) and know these rights are universal and unconditional.
- ✓ most pupils can also demonstrate why some children around the world cannot access some of these rights.
- ✓ a majority of children can explain how the school allows them to enjoy a range of rights and how they can help to create a rights respecting environment.



The MIOs recognised that P1 & P2 pupils had more difficulty understanding the UNCRC articles and rights, so they organised the 'Paddington Bear Campaign' for these year groups. The children had an opportunity to take Paddington home and take him on adventures that identified specific rights, through discussion with their parents. The children and parents sent the

school photographs and completed a simple feedback form highlighting the articles & rights enjoyed during Paddington's visit home e.g.

- ✓ Article 27 - the right to food, clothing and a safe place to live
- ✓ Article 9 - the right to live with a family that cares for you
- ✓ Article 31 the right to play and rest



The MIOs started to form an action plan to promote Article 12 (The Right to an Opinion) & Article 13 (The Right to Share What You Think with Others) within the school. The MIOs produced an audit which will be used to evaluate 'pupil voice' within the school. The results of this audit will be shared with the Parent Council and any action points will be taken forward in partnership with council members. All 'pupil voice' groups within Millersneuk Primary (e.g. Pupil Council, Sports Committee, Digital Leaders, Eco Committee etc) identified core UNCRC articles & rights that applied specifically to their group.

A recent pupil questionnaire showed that most children experience positive relationships within the school and speak positively of Millersneuk Primary and their learning. Almost all children feel safe and can identify an adult to speak to if they don't.

**Next Steps:**

The school aims to embed the progress made in creating a rights respecting environment and further increase pupils' knowledge and understanding of articles of the CRC, as well as identifying more ways in which 'pupil voice' and pupils' roles in decision-making can be enhanced. This will be achieved by:

- ✓ MIOs (Millersneuk Improvement Officers) running a competition to create a Vision, Values & Aims Poster linked to CRC articles to be displayed throughout the school
- ✓ MIOs working in partnership with the Parent Council to create an action plan to take forward any priorities identified from an audit of 'pupil voice' within Millersneuk Primary
- ✓ Pupils co-constructing 'Class Charters' with their teachers (more appropriate after Bronze Award achieved)
- ✓ Each class using a 'Rights Board' in their classroom to identify articles linked to various areas of learning
- ✓ MIOs organising a 'Rights Day' with fun activities to increase pupil awareness of CRC articles
- ✓ Introducing the Paddington Bear Campaign to new Primary 1 pupils to highlight how children can experience various articles/rights of the CRC at home
- ✓ Staff reviewing the Promoting Positive Relationships Policy to reflect CRC articles
- ✓ Staff auditing & refreshing Social Studies Topics to reflect CRC articles

### School Priority 3: Raising Attainment Through STEM (Year 1 of 3)

**NIF Priority:**

Improvement in attainment, particularly in literacy and numeracy  
 Improvement in children and young people's health and wellbeing  
 Improvement in skills and sustained, positive school-leaver destinations for all

**NIF Driver:**

School Leadership  
 School Improvement  
 Parental / carer involvement

**HGIOS 4 QIs:**

QI 1.1 Self evaluation for self improvement  
 QI 2.2 Curriculum  
 QI 3.2 Raising attainment and achievement  
 QI 3.3 Increasing creativity and employability

**Progress and Impact:**

All staff have increased awareness of the Young STEM Leaders programme through professional dialogue at staff meetings. All identified staff (Head Teacher, Principal Teacher and 2 Class Teachers) successfully became Young STEM Leader Tutor Assessors. All P5-6 pupils who attended the after-school STEM Club were successfully assessed to achieve Young STEM Leader (YSL) status (40 children). The YSLs successfully led STEM lessons with groups of children from P1-3. Through consultation with the Young STEM Leaders almost all gave positive feedback, were enthusiastic about STEM activities and said they had:

- ✓ greater confidence in leading STEM initiatives
- ✓ increased leadership & communication skills

Next session the YSLs will lead STEM activities throughout the school. New & existing STEM Leader Tutor Assessors will ensure the sustainability of the YSL Programme by training pupils in Primary 5.

All parents who completed a recent consultation agreed that STEM was an important priority within the school, one parent commented:

'It's great to have STEM as a focus for the children, as science and technology will become more integrated into our lives in the future. Stimulating this interest early will hopefully help them get involved as they progress further in their education and careers.'

**Next Steps:**

- ✓ To raise attainment of most pupils through STEM – introducing STEM focused activities through Science & Social Studies
- ✓ To embed the YSL Programme within the school by training YSLs in Primary 5 and using YSLs from P6 & P7 to lead STEM activities across the school
- ✓ Raising awareness of STEM with parents through presentations, workshops and family learning assemblies



## Progress in National Improvement Framework (NIF) Priorities

### Improvement in Attainment, Particularly in Literacy and Numeracy

ATTAINMENT OVER TIME (% of Cohort Achieving a Level) (June 2023)					
Cohorts (P4 & P7)		Reading	Writing	L&T	Numeracy
Cohort 2019 (Current P4s) P1 → P4 (45 pupils)	P1 Results	Almost All	Almost All	Almost All	All
	COVID – Projected Results (October 2019)				
	P4 Results	Most	Most	Almost All	All
Cohort 2016 (Current P7s) P1 → P4 → P7 (38 - 50 pupils)	P1 Results	Most	Almost All	Almost All	Almost All
	P4 Results	Most	Most	Most	Almost All
	COVID – Projected Results (October 2019)				
	P7 Results	Almost All	Most	Almost All	Almost All

The table above shows the comparator data to track attainment over time for cohorts of learners (current P4s & P7s) across Curriculum for Excellence levels (Although some data was estimated due to the impact of the Covid Pandemic). Millersneuk Primary's attainment continues to be well above national averages across the board and above or on par with EDC averages. The P4 cohort continue to achieve high levels of attainment in Listening & Talking and Numeracy & Mathematics. The decrease in attainment for Reading & Writing is an identified group of children who require a slower pace and more consolidation. Pupil Equity Fund (PEF) spending, allowed the school to employ a Classroom Assistant who worked under the direction of Class Teachers to provide targeted support and interventions for these pupils. This will continue in P5 and will be enhanced with support from the school's Literacy & Numeracy Champions. The P7 cohort showed consistently high levels of attainment throughout their time at Millersneuk Primary School.

### Closing the Attainment Gap Between the Most & Least Disadvantaged Children & Young People

The Senior Leadership Team worked with Class Teachers during Learning & Teaching Meetings to review assessment evidence and analyse data, identifying existing or emerging gaps in attainment and achievement between our most and least disadvantaged children. Pupil Equity Funding was used to support our most vulnerable pupils through planned, targeted interventions to narrow attainment gaps identified in aspects of Literacy, Numeracy and Health & Wellbeing (See Impact of Interventions for Equity and Pupil Equity Funding (PEF) section below)

### Improvement in Children & Young People's Health and Wellbeing

An improvement in children's health & wellbeing (HWB) was achieved in a number of ways:

- ✓ Through consultations with parents & children and the regular tracking of HWB, useful information was gathered to target interventions to support pupils. The Senior Leadership Team examined the results of HWB tracking with Class Teachers, and alongside the excellent local knowledge of staff, targeted supports were put in place to support identified children and our most vulnerable children and families.
- ✓ An extensive programme of support for individuals and groups was diligently carried out by the school's Education Support Teacher, this also involved regular consultations with parents. A consultation with these children revealed that almost all felt that they had benefitted from the support, with increased confidence & resilience, improvements in their ability to communicate effectively with others and to maintain friendships
- ✓ Alongside the HWB tracking systems each class has a 'I wish my teacher knew' box and a method of tracking pupil's daily HWB moods e.g. HWB Monitoring Board, lollipop system – this allows Class Teachers to be proactive in supporting pupil HWB on a daily basis

- ✓ The school's Health & Wellbeing programmes of study ensure all pupils experience a progressive approach in all areas of the HWB curriculum
- ✓ The Depute Head Teacher and Principal Teacher are both trained in Seasons for Growth – providing targeted support for pupils who have experienced different forms of change or loss
- ✓ Health & Wellbeing Champions were introduced – a peer support programme where P6 & P7 pupils are available during breaks if children need to chat or are struggling with friendships etc

## **Placing the Human Rights and Needs of Every Child and Young Person at the Centre of Education**

Two P7 pupils represented Millersneuk Primary School at the EDC (East Dunbartonshire Council) Pupil Forum. Millersneuk Primary is currently on its journey to become a 'Rights Respecting School'. The school achieved its Bronze Award last session and is working towards its Silver Award. School Improvement Plan Priority 2 has comprehensive information as to how the school is ensuring that the United Nations Convention on the Rights of the Child (UNCRC) is at the heart of our school and that children are listened to, respected, involved and heard in any and all decisions that affect them.

### **Attainment & Achievement Data**

<b>Achievement of Curriculum for excellence Level (ACEL) Data - End of June 2023</b>				
	<b>Reading</b>	<b>Writing</b>	<b>Talking &amp; Listening</b>	<b>Numeracy &amp; Mathematics</b>
<b>Early level by end of P1</b>	all	almost all	almost all	all
<b>First level by end of P4</b>	most	most	almost all	almost all
<b>Second level by end of P7</b>	almost all	most	almost all	almost all

Learners make very good progress in Literacy and Numeracy, with almost all children, including those with identified barriers, attaining expected levels and a majority exceeding these in P1, P4 & P7 before the end of the academic year. In Primary 1, almost all learners are on track to achieve Early Level by the end of P1 in Reading, Writing, Listening and Talking and all learners in Numeracy. In Primary 4, almost all learners are on track to achieve First Level in Listening & Talking with most achieving First Level in Reading, Writing and Numeracy. In Primary 7, almost all learners are on track to achieve Second Level in Reading, Listening & Talking and Numeracy & Mathematics whilst most learners are achieving in Writing. Millersneuk ACEL data continues to be consistently higher than National averages and higher or on par with EDC averages.

Pupil achievements are celebrated regularly throughout the school. Every class has an 'Achievement Wall'. Pupils & parents regularly complete OSCAR (Outside of School Certificate of Achievement & Recognition) slips which are celebrated at school assemblies, achievement days and certificates are displayed on the OSCAR Wall. This year a Team of P6s won the East Dunbartonshire Euroquiz and represented the authority at the Scottish Finals in Edinburgh. Senior pupils in P6 won national athletics awards and our P1 class enjoyed success, winning the 'Jenny & the Bear' Competition run by the NHS. Our school choir won a 'First Class certificate' whilst performing at the Glasgow Music Festival. Pupils cross all stages experienced a variety of after-school clubs.

### **Impact of Interventions for Equity and Pupil Equity Funding (PEF)**

The majority of the Pupil Equity Funding secured the employment of an additional Classroom Assistant to narrow any identified poverty related attainment gaps, to address any identified learning gaps in Literacy and Numeracy & Mathematics for individuals or groups across the school and to support the health & wellbeing of identified pupils. This PEF spend enabled:

- ✓ targeted support to be directed at a number of pupils in the final stages of First Level Numeracy & Mathematics & early stages of Second Level. The Classroom Assistant provided support for this group and also supervised other groups to allow the Class Teacher to directly intervene to close the gap. Periodic assessments show an improvement in attainment for these pupils and information from tracking & monitoring during Learning & Teaching meetings with the Class Teacher show this gap is narrowing or has been closed. Almost all pupils expressed a view that they were more confident with their numerical skills.
- ✓ Trained members of staff to carry out targeted interventions with identified pupils e.g. Lego Therapy with Infant pupils.
- ✓ enhanced supervision in the playground which allowed more targeted intervention to support social skills development.

In a recent survey all our dyslexic learners felt that their dyslexia was well supported in class by their class teacher. Furthermore, all dyslexic learners felt that resources purchased (using PEF) to support their learning (reading rulers, coloured overlays etc) had had a positive impact on their learning and confidence.

A small amount of PEF money was used to fund extra-curricular clubs, trips etc for families identified through school data and local knowledge.

### **Self-Evaluations of How Good Is Our School? (4<sup>th</sup> edition)**

<b>Quality indicator</b>	<b>School Self-evaluation</b>	<b>Inspection/ Authority Evaluation</b>
<b>1.3 Leadership of change</b>	Very good	not applicable
<b>2.3 Learning, teaching and assessment</b>	Very good	not applicable
<b>3.1 Ensuring wellbeing, equity and inclusion</b>	Very good	not applicable
<b>3.2 Raising attainment and achievement</b>	Very good	not applicable

### **Summary of School Improvement Priorities for Session 2023/24**

1. Raising Attainment for All Pupils through STEM (Year 2 of 3)
2. UNCRC – Rights Respecting School (Year 2 of 3)
3. PEF Spending – employment of an additional Classroom Assistant to target support for identified pupils in Health & Wellbeing, Literacy and Numeracy & Mathematics (All parents in a recent consultation - 120 respondents – strongly agreed or agreed with this spend)

### **What is Our Capacity for Continuous Improvement?**

Millersneuk Primary School continues to have excellent relationships with all stakeholders within the school community. Parental consultation & communication continues to be driven by online approaches using 'Forms', 'Jamboard' & 'SEESAW'. Children, Staff & Parents, with support from EDC, have worked to ensure that the school has continued to improve and that children are learning in an environment where their health & wellbeing is at the heart of all decisions.

After a more settled year, post Covid, the pace of change within Millersneuk Primary School has accelerated. However, the Senior Management Team ensures that the legacy of the Covid Pandemic is not forgotten – new, improved approaches to change are embraced, with children, staff and parents being regularly consulted.

The school has shown its capacity for continuous improvement in a number of ways:

- ✓ **School Community** – a representative from almost all families from P1-7 attended a Family Learning Assembly showcasing Learning & Teaching in various curricular areas and giving parents the opportunity to work alongside their children.



- ✓ **Parental Engagement** – the school further developed its use of SEESAW to put in place highly effective channels of communication where staff supported children to share progress in learning and school achievements. Using ‘Forms’ & ‘Jamboard’ allowed the school to gather parental views and consult effectively e.g. Curriculum Rationale; PEF Spending; SIP priorities etc
- ✓ **School Improvement** – as well as improvement through the SIP, Millersneuk has also:
  - Refreshed its programme of study for ‘Food & Technology’
  - Planned a progressive ‘Big Maths’ approach to the teaching of core numeracy skills from P1-7
- ✓ **Pupil Voice & Achievements** – pupil voice resonated throughout Millersneuk Primary School:
  - **Eco Committee** continued to promote various campaigns to make Millersneuk a more environmentally-friendly school e.g. campaign to decrease use of single-use plastics, promotion of healthy eating and fun ways to get to school (walking, scooting & cycling)
  - **Pupil Council** produced the results of a pupil consultation on school meals which was sent to EDC and planned numerous charity including Red Nose Day and Children in Need.
  - **House Captains** planned a very successful ‘Charity Day’, designing & organising their own stalls, which raised in excess of £1000
  - **Millersneuk Improvement Officers (MIOs)** continue to lead the school towards a **Silver Award** as part of its journey to becoming a Rights Respecting School working in partnership with pupils, staff and the wider parent body, including the Parent Council
  - **Sports Council** achieved the **Silver Award** from Sport Scotland and are confident of achieving gold next session
  - **Digital Leaders** supported the use of technology across the school
  - **Health & Wellbeing Champions (new group)** began supporting children’s health & wellbeing during breaks and lunchtimes
  - **Young STEM Leaders** were successfully trained in P5 & P6 and will work in partnership with staff to embed STEM approaches to learning & teaching next session

Millersneuk Primary School has a clear vision for improvement over the next 3 years and working in collaboration with children, staff, parents, partners and the local community Millersneuk Primary is in a good place to achieve this.