



sustainable thriving achieving

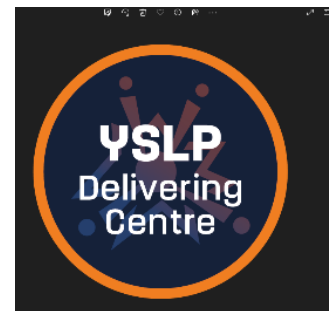
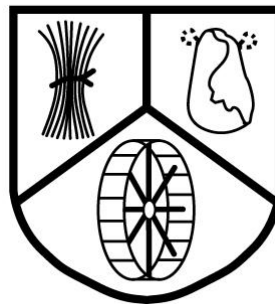
East Dunbartonshire Council

www.eastdunbarton.gov.uk

MILLERSNEUK PRIMARY SCHOOL

Standards and Quality Report

2024



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 20.50 FTE (Full Time Equivalent). This is comprised of a

Senior Leadership Team consisting of 1 Head Teacher, 1 Depute Head Teacher and 1 Principal Teacher and Class Teachers including the aforementioned PT, RCCT (Reduced Class Contact Teacher) Teachers and 2 Probationer Teachers. The work of the school is further supported by 1 Admin Assistant, 1 Clerical Assistant, 2 Classroom Assistants, 5 Support for Learning Assistants, a Building Manager, 4 catering staff and 2 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

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 & Achievement through STEM (Year 2 of 3)

NIF Priority

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

NIF Driver

school leadership
curriculum and assessment
parent / carer involvement and engagement

HGIOS4 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 & employability

Progress & Impact:

The school has made good progress with this priority and is well-placed to move forward this year. A pre-STEM questionnaire with staff confirmed that almost all staff felt 'somewhat confident' or 'not confident' with the delivery of STEM within their classrooms. Few were able to say that they felt 'confident' with the teaching of STEM. As a result, there has been awareness raising sessions with staff highlighting the importance of STEM and CLPL (Career Long Professional Learning) sessions with the STEM Development Officer. This has been positively received by all staff and will continue next session. Staff also felt that they would benefit from opportunities to observe good practice and team teach with more experienced colleagues.

"It would be good if we had more opportunities to undertake training in STEM.....I would love opportunities to work alongside and learn from more experienced/confident colleagues."

Feedback also reported that staff felt least confident with the delivery of the Engineering component of STEM in particular. As part of our Assuring Quality Calendar, classroom observations with a STEM focus were carried out by the Senior Management Team (SMT). SMT were very impressed with the standard of these lessons in all classes and commented in particular, on how these lessons were active, encouraged the children to work collaboratively and provided opportunities for the children to experience real-life scenarios across many areas of the curriculum. Pupils were engaged and motivated and commented that they found their STEM lessons to be fun:

"I really love STEM lessons as they are great fun and you get to work together in groups."

Using the STEM Nation website, staff have audited and refreshed current Science planners to include, reflect and embed STEM approaches. This has ensured that pupils are receiving the most current approaches to the learning & teaching of Science. This STEM-based approach, ensures the children have more enquiry-based approach in their learning. These have been piloted in classes at all stages this session. Staff have also audited current science resources and materials in order that new resources can be purchased to support and improve the delivery of STEM. The STEM working party has worked alongside the STEM Development Officer to explore new, engaging resources that can be purchased to be used indoors and outdoors to facilitate/enhance STEM lessons and to stimulate exploratory play and foster creativity for pupils.

Furthermore, there was also a focus on STEM within our Family Learning Assembly programme. Parental engagement at these events was around 98% and feedback from parents was very positive:

"Great to see the children so enthusiastic about their learning and to see them so keen to show us what they have been learning in STEM!"

New and existing STEM leader Tutor Assessors have ensured sustainability of the YSL (Young STEM Leader) programme by training pupils in P5 this session. YSLs have prepared a STEM assembly for pupils and have created information leaflets for Parents. YSLs are aiming to develop a parental workshop in the coming session.

Next Steps

- ✓ Working in collaboration with the STEM Development Officer to provide opportunities for more staff development during collegiate time and In-Service
- ✓ STEM working party to purchase new, engaging resources to be used across all stages. e.g. 'Make do' resources and the Sphero Indy cars which have much more of an engineering focus
- ✓ STEM working party to purchase new outdoor materials that can be used as part of teacher-led experiences and can be accessed during social times by the children for exploratory play.
- ✓ Consider the storage and accessibility of these resources and organise training to increase staff confidence to help ensure new resources are utilised most effectively.
- ✓ Staff to access new Social Studies planners that have a STEM focus through the STEM Nation website.
- ✓ To embed the YSL programme further by training YSLs in Primary 5 and using YSLs from P6 and P7 to lead STEM activities across the school.
- ✓ Raising awareness of STEM with parents through presentations, workshops and refreshed STEM parental leaflets.

School Priority 2: Rights Based Learning (Rights Respecting School - Silver Award) (Year 2 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
parent / carer involvement and engagement

HGIOS4 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 School achieved its 'Rights Respecting Schools Silver Award' in March 2024. The RRSA (Rights Respecting Schools Association) Assessor was very impressed with the journey of the school, remarking that it was 'not far away from achieving Gold status'. A member of staff successfully completed a course to become a UNCRC Trainer for East Dunbartonshire Council

Strand A – Teaching & Learning About Rights:

Almost all children displayed a sound knowledge of rights and were able to discuss a range of different ways they learned about and experienced these. Across all stages children shared a wide range of articles and discussed how these impacted on their lives. Almost all children were able to explain that rights were universal and unconditional, and explained how these were highlighted through assemblies. Pupils were similarly well-informed of the barriers some children face in accessing rights, citing examples such as war and poverty, aided by exploration of global issues. Several examples of discrete rights learning contributed to the children's impressive knowledge, such as the comprehensive assembly programme which offered regular opportunities to explore rights, often linked to topical events. Rights songs were part of the school's Rights Respecting Week and at assemblies. Particularly well-regarded examples were the 'Rights Walks', which were part of the focus week, and the 'Paddington Hunt' where younger children took a bear home to identify rights in action with parents.

Staff undertook training in children's rights with the RRSA lead and the support of East Dunbartonshire Council. It also became a standing item in staff meetings. This enabled staff to support children to understand their rights and be confident in expressing this. "We talk about it [rights] daily," one teacher explained, "Rights always come up in conversations."

Parents were kept informed through Parent Council meetings, leaflets and homework activities. Parents commented that their children "talk a lot about rights" and clearly recognised their own role in raising awareness and upholding children's rights. Parents also felt that partnership working with the school was strong and their children felt empowered by the rights journey - "I think they're champions of it here. It's really visible, in all the communications... it's role-modelled by leadership and staff."



Strand B – Teaching & Learning through Rights – Ethos & Relationships:





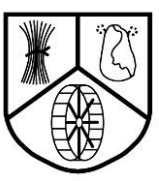

All staff incorporated children's rights through the school vision, values and aims, creating an "organic approach" to promoting rights. Rights have become integrated into the school in an organic way through study topics, standing items on meeting agendas and staff/pupils being role-models for positive behaviour.

Almost all pupils could discuss who they would turn to if they needed help and spoke of adults encouraging them to share any concerns, explaining - "Teachers always remind us that we can talk to them." 99% of children in surveys indicated they felt safe in school. They were also able to explain how the school keeps them healthy, offering examples from after-school clubs to mindfulness and yoga.

All teachers spoke of rights having shaped their approach to relationships, influenced too by the work of Paul Dix. Though the school had not had particular challenges with behaviour in the past, the Head Teacher felt that "RRS gave an extra depth" to practice, helping children to empathise with their peers. Survey results reflected this view, being overwhelmingly positive, with pre-visit surveys showing over 90% of children felt that they were treated fairly and with respect. Most children felt they were supported to be more confident.

Evidence showed a range of activities demonstrated rights in action - such as focus weeks, charters, pupil committees, celebrations of achievement, after school clubs and family learning assemblies. Staff, parents and children reported the positive impact these had on awareness of rights, with parents expressing support for the RRS journey and its impact on school ethos.

Strand C – Teaching & Learning for Rights – Participation, Power & Action:

  <div style="text-align: center;"> Millersneuk Primary School Pupil Voice </div>  		
<p>Pupil Voice is extremely important in Millersneuk Primary. There are many ways in which pupils have a say in the running of the School. Pupils play an integral part in our continuous self-evaluation process and are regularly asked to take part in consultations and pupil focus groups to:</p> <ul style="list-style-type: none"> ✓ evaluate the quality of Learning & Teaching they are receiving; ✓ assess the impact of change; ✓ and highlight areas for improvement. <p>Other ways pupils have a voice are through various councils and committees.</p>		
Millersneuk Improvement Officers (MIOs)	Pupil Council	Eco Committee
<p>Aims:</p> <ul style="list-style-type: none"> ✓ To have a say in how well Millersneuk is doing and how it can be improved. ✓ To be involved in the heart of self-evaluation in Millersneuk and help decide what is going well and what could be better. ✓ To identify the actions Millersneuk Primary needs to take to keep improving 	<p>Aims:</p> <ul style="list-style-type: none"> ✓ To represent the views of pupils across Millersneuk Primary ✓ To organise charity events to raise funds for local organisations 	<p>Aims:</p> <ul style="list-style-type: none"> ✓ To represent the views of pupils across the school ✓ To develop an 'Eco School Charter' ✓ To encourage recycling, energy saving and make the school a 'greener' space
House Captains & Vice Captains	Sports Council	Digital Leaders
<p>Aims:</p> <ul style="list-style-type: none"> ✓ To represent the views of pupils across Millersneuk Primary ✓ To be a role model to younger pupils and promote school values ✓ To organise charity events to raise funds for international organisations 	<p>Aims:</p> <ul style="list-style-type: none"> ✓ To be involved in the decision making and planning of PE and sport in Millersneuk Primary ✓ To increase opportunities and engagement in PE & school sport ✓ To put PE & school sport at the heart of Millersneuk Primary School's planning, practice and ethos 	<p>Aims:</p> <ul style="list-style-type: none"> ✓ To discuss and plan improvements in the use of digital technology around the school ✓ To help promote and inspire ICT and computing in our school by: <ul style="list-style-type: none"> o teaching groups of children o reviewing technologies and <u>encouraging others</u> to use ICT more effectively o leading assemblies on Internet Safety o leading 'Share the Learning' events for parents/carers
	Health & Wellbeing Champions	
	<p>Aims:</p> <ul style="list-style-type: none"> ✓ To assist in the improvement of the school environment to support the promotion of wellbeing ✓ To support peers during breaks and lunches ✓ To promote special events by either leading assemblies or doing classroom visit e.g. Mental Health Day, Anti-Bullying Week, <u>Neurodiverse</u> Awareness etc. ✓ To contribute towards a wellbeing section in the school newsletter ✓ To create wellbeing wall displays to enhance a positive school ethos 	

Most children expressed confidence that they were listened to in Millersneuk Primary School. They were able to explain this in a number of ways such as - school committees, Oscars, HWB check-ins and representation on the EDC pupil forum. Almost all children also discussed how they worked to support others' rights through donations to the Coat Appeal, Cerebral Palsy Day and other charity events. They were proud to discuss their organisation of Rights Week, the Eco-committee and Sports Council activities. Pupils also discussed how they could influence school improvement through committees and suggestion boxes.

The Senior Leadership Team explained how their journey had connected to the development of their Millersneuk Improvement Officers (MIOs). This work has enabled staff to support children to understand their rights and be confident in expressing this through committees and involvement in the School Improvement Plan. Speaking about the impact of the rights journey, the RRSA lead said, *"One of the huge things is about pupil voice. They know their opinion matters and we'll try to act on what they say."*

Parental involvement in the school and in the rights journey was a real strength, with parents confident that the school was supporting their children to be empowered in decision making and to develop awareness of the world - *"Millersneuk are really good at looking at what's going on in the world... there are loads of opportunities for children to influence."*

Next Steps:

Work towards the RRSA Gold Award – 'Rights Respecting' - where 'children's rights are learned, understood and lived in the school'.

Strand A – Teaching & Learning About Rights:

- ✓ Continue to develop knowledge and understanding of the CRC, its origins, values and principles and, for older pupils, its place within the wider framework of Human Rights.
- ✓ Continue to support staff (including new staff members) to have the knowledge and confidence to effectively teach about the CRC and model rights respecting language and attitudes. For example, deliver staff CPD at the beginning of each school year to refresh knowledge and understanding of the CRC and consider ways for the pupils to help with this (Use the RRSA Spotlight monthly CPD resource)

Strand B – Teaching & Learning through Rights – Rthos & Relationships:

- ✓ Create opportunities to explore the concepts of fairness, equity and dignity and ensure children can describe how the school promotes these concepts.
- ✓ Continue to embed the UNICEF RRSA Charter Guidance and focus on the language of 'respect for rights' so that relationships are seen as mutually respectful.
- ✓ Review charters to include actions for duty bearers as well as for children.
- ✓ Seek out opportunities to explore and celebrate diversity in a range of ways including reviewing aspects of the curriculum to reflect a wide range of lived experiences.

Strand C – Teaching & Learning for Rights – Participation, Power & Action:

- ✓ Support children to engage in a range of advocacy and campaigning activities that promote children's rights locally and globally – consider using the Youth Advocacy Toolkit and the Global Goals as inspiration

Progress in National Improvement Framework (NIF) Priorities

Improvement in attainment, particularly in literacy and numeracy

ATTAINMENT OVER TIME (% of Cohort Achieving a Level)					
Cohorts (P4 & P7)		Reading	Writing	L&T	Numeracy
Cohort 2020 (Current P4s) P1 → P4 (49 pupils)	P1 Results	Covid			
	P4 Results	Most	Most	Almost All	Most
Cohort 2017 (Current P7s) P1 → P4 → P7 (49 pupils)	P1 Results	Almost All	Almost All	Almost All	Almost All
	P4 Results	Covid			
	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. 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 continues to achieve high levels of attainment in Listening & Talking. The slightly lower attainment for Reading, Writing and Numeracy & Mathematics are identified groups 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. Another Class Teacher also provided targeted Numeracy & Mathematics support. 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 with a very small dip in Writing.

Closing the Attainment Gap Between the Most and 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). The school worked in partnership with the Parents' Association and Parent Council to mitigate the 'Cost of the School day' e.g. by organising school uniform recycling events, streamlining the amount of uniform needed, subsidising trips etc

Improvement in Children and 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 (All children receive 2hrs of PE a week)
- ✓ 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 – 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

A P6 & P7 pupil 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 Silver Award this session and is now working towards its Gold 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. Next session all staff will develop their understanding of 'The Promise' to improve outcomes for children and young people who are 'care experienced'. The school will work to achieve the 'We Promise' award.

Attainment and Achievement Data

Curriculum for Excellence Levels at the End of June 2024				
	Reading	Writing	Talking & Listening	Numeracy & Mathematics
Early level by end of P1	All	All	Almost All	All
First level by end of P4	Most	Most	Almost All	Most
Second level by end of P7	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 all learners are on track to achieve Early Level by the end of P1 in Reading, Writing and Numeracy & Mathematics and almost all learners in Listening & Talking. 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 Listening & Talking. 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. Our Senior Choir took part in the Glasgow Music Festival where they were triumphant winners against choirs from across the Glasgow area, also winning the Wood Memorial Trophy. Pupils across all stages experienced a variety of after-school clubs. The school was awarded its Rights Respecting Schools Silver Award, is well on its way to achieving ECO Status and Fair Aware Status as well as regaining its SportScotland Gold award.

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

The majority of the Pupil Equity Funding (£12960) 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.

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? (4th edition)

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

Summary of School Improvement priorities for Session 2024/25

1. Raising Attainment for All Pupils through STEM (Year 3 of 3)
2. UNCRC – Rights Respecting School (Year 3 of 3)
3. The Circle (Year 1 of 2)
4. 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 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.

The pace of change within Millersneuk Primary School is measured and impactful. Change is embraced by almost all children, staff and parents. Consultations & very good communication ensures ownership by stakeholders

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, including STEM, 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 'Technologies'
 - Created a Rights Respecting Schools Policy and reviewed policies for Literacy, Numeracy & Mathematics and Technologies

- ✓ **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 increase recycling, promotion of healthy eating and fun ways to get to school (walking, scooting & cycling) – Leg It to Lapland event
- **Pupil Council** planned numerous charity including Red Nose Day and Children in Need as well as participating in the Outright Campaign centred on 'Climate Change'
- **House Captains** planned a very successful 'Charity Day', designing & organising their own stalls, which raised in excess of £1100
- **Millersneuk Improvement Officers (MIOs)** continue to lead the school towards a **Gold 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** is confident in regaining the Gold Award from Sports Scotland
- **Digital Leaders** supported the use of technology across the school
- **Health & Wellbeing Champions** support children's health & wellbeing during breaks and lunchtimes
- **Young STEM Leaders** were successfully trained in P5 and will work in partnership with staff & existing YSLs to embed STEM approaches to learning & teaching next session and to work towards achieving the STEM Nation Award

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.