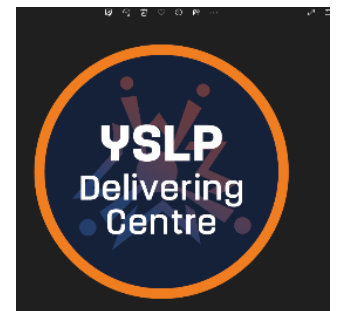
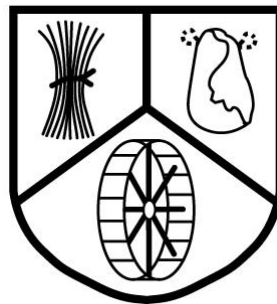


MILLERSNEUK PRIMARY SCHOOL

Standards and Quality Report

2025



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 330 pupils. Pupils have a high level of attendance and punctuality. The staffing complement is 19.90 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, a Reduced Class Contact Teacher (RCCT) Teachers, an Education Support Teacher (EST) and 2 Probationer Teachers. The work of the school is further supported by 1 Admin Assistant, 1 Clerical Assistant, 3 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. 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. A recent Quality Review from East Dunbartonshire confirmed that the school was making 'very good' progress. 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

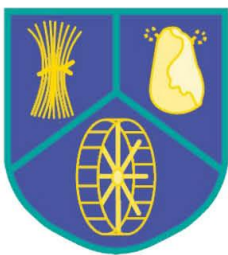
SAFE

MOTIVATE

PREPARE

SUCCEED

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



Millersneuk Primary School

The Rationale for Our Curriculum

All pupils are supported to reach their full potential

READY

Motivate

RESPECTFUL

Prepare

SAFE

Succeed



We love the strength & diversity of our school:

- Welcoming friends and families from over 10 countries
- Celebrating special occasions e.g. Chinese New Year, Christmas, Diwali, Easter, Ramadan
- Very supportive Parent Council who represent the views of our parents
- Very active Parents' Association who plan a wide range of activities for children and families

Our families tell us that we are unique because we:

- are well led
- are one big family with a community spirit
- know all the children really well and make sure they reach their full potential
- provide a warm, welcoming & nurturing environment, with excellent opportunities for pupils to take on leadership roles
- celebrate pupil achievements

We love an initiative:

- Play Pedagogy
- Sports Council (SportScotland Award)
- Eco Committee (Fair Active School)
- Millersneuk Improvement Officers (Rights Respecting Schools)
- Pupil Council
- Young STEM Leaders (STEM Nation Award)
- Health & Wellbeing Champions
- Digital Leaders
- School Captains (Charity Events)
- Junior Road Safety Officers (School Travel Guide)
- Euro Quiz
- Developing the young workforce & enterprise
- Bikeability
- Dynamic Youth Awards
- Dandelion Project
- Ardmay (P7 Residential Trips)
- Parental Volunteer Programme

We value celebrating achievements:

- OSCARS (Outside of School Certificate of Achievement & Recognition)
- Achievement Assemblies
- Certificates
- Positive postcards
- Class Achievement Walls
- Seesaw Announcements
- Newsletters
- After School Clubs
- School Shows
- Charity Events
- Sporting Events

We love keeping in touch through:

- Seesaw
- Family Learning Assemblies
- Groupcall
- Parent Council & Parents' Association
- Newsletters
- Open Door Policy

We love learning about Lenzie, Glasgow & Scotland:

- History & Geography of Lenzie, Glasgow & Scotland
- The Moss
- Thomas Muir
- Robert Burns and other Scottish Poets
- St Andrew
- Famous Scots e.g. William Wallace, William Morris, Charles Rennie Mackintosh
- The Scottish Parliament

We have relationships with local businesses & organisations (for example):

- DeafBlind Scotland
- Local Businesses E.g. Co-op; Billingtons etc
- Clyde River Foundation

We make the most of what our local area has to offer (for example):

- The Moss
- William Patrick Library
- Kirkintilloch Leisure Centre
- DeafBlind Scotland
- Lenzie Academy

Staff are committed to school improvement:

1. Raising attainment in Literacy & Numeracy
2. Putting Health & Wellbeing at the heart of Learning & Teaching
3. Fostering nurture, wellbeing & resilience
4. Promoting positive relationships
5. Challenging pupils through STEM activities
6. Supporting pupils with additional needs
7. Working in partnership with parents
8. Developing valuable partnerships with other agencies
9. Taking learning outdoors
10. Engaging in important Career Long Professional Development

School Improvement Plan Priorities & Other Ways to Make Millersneuk Primary School Even Better

1 STEM (Science, Technology, Engineering & Maths) approach in Social Studies, Science & Developing the Young Workforce.

To challenge you more in your learning using a STEM approach:

- * Teachers will introduce the Learning & Teaching of 'engineering' across various areas of the curriculum e.g. Sciences, Social Subjects etc.
- * You will learn new skills & strategies to help with your learning, with a focus on 'outdoor learning'.
- * You will use a range of new resources to help with learning.
- * You will be given opportunities to use these new skills in real life situations.



Health & Wellbeing

- ✓ We will build our 'positive relationships' in school.
- ✓ We will follow our school values:
 - * Be ready
 - * Be respectful
 - * Be safe
- ✓ You will get the support you need.



As pupils of Millersneuk Primary School your classroom environment is so important - the people around you, how you feel about yourselves and your interest in the tasks you have been asked to do.

The Circle is a document which is going to be used by your teacher to make sure you have an 'inclusive classroom', where you feel supported, whatever your needs, making you feel more motivated and engaged in your learning.

2 Rights Based Learning (Achieve Gold Rights Respecting Schools Award)



- ✓ To develop your knowledge of the 'Rights of the Child' where 'children's rights' are learned, understood and lived in the school.



Pupil Voice

- ✓ We will give you an opportunity to share your views.
- ✓ We will involve you in decisions about what you learn and what happens in our school.

Millersneuk Improvement Officers (MIOs)

Pupil Council	Eco Committee
HWB Champions	House Captains
Digital Leaders	Sports Council



Celebrating Achievements

OSCARS

Outside of School Certificate of Achievement & Recognition

- ★ We will celebrate your achievements.
- ★ We will display your achievements for all to see.

Progress in School Improvement Plan (SIP) Priorities

School Priority 1: Raising Attainment & Achievement through STEM (Year 3 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 Young STEM Leaders led an assembly to once again raise the profile of a STEM approach to learning in Millersneuk. All staff refreshed the programmes of study for the Sciences, Social Studies and DYW (Developing the Young Workforce) to ensure all pupils experienced higher quality STEM-based Learning & Teaching. Staff evaluation from last session highlighted a lack of confidence with the delivery of engineering-based lessons. The STEM Development Officer provided staff training during October In-Service Day on the use of Make-Do resources and Sphero-Indis to raise staff confidence when delivering engineering-based lessons. A survey of teachers showed that almost all felt more confident in using these resources and were eager to use these for lessons across various areas of the curriculum. The school then spent nearly £3000, raised by the Parents' Association, to purchase the above resources. Peer visits, professional discussions at staff meetings and further support from the Development Officer raised the confidence of staff to teach engineering-based lessons, with almost all staff commenting that they were confident using these resources and that they felt their lessons had been enhanced and the children were very engaged:

'stronger collaboration between teachers led to richer more coherent learning experiences for children'

Almost all pupils commented positively on their engineering experiences and felt their lessons were more exciting using these new resources. Pupils reported that they:

- ✓ experienced increased motivation, creativity and resilience during group engineering tasks;
- ✓ developed a stronger understanding of engineering concepts such as balance, force and stability through hands-on play
- ✓ improved their collaboration and team-building skills



Another £7500 of Parents' Association funds were used to buy an 'Operation Outdoor Play Hub' which included a multitude of resources for outdoor learning. Almost all staff and pupils agreed that this resource enhanced learning in areas such as Science, Social Studies and Technologies. Discovery Zones in the Nature Garden and P1 Garden are still under development – loose-play parts have been donated from parents and local businesses to furnish these areas. This will be taken forward by the Young STEM Leaders next session.



As a Young STEM Leader Delivering Centre, with 8 Tutor Assessors, Millersneuk Primary once again trained over 30 P5 pupils to successfully become Young STEM Leaders.

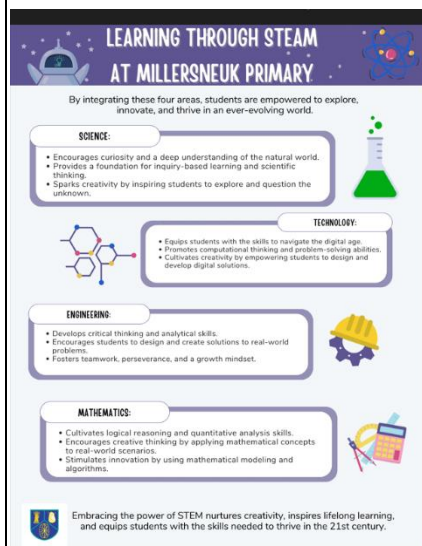
The profile of STEM was raised with almost all parents through:

- ✓ their attendance at Family Learning Assemblies
- ✓ photographs of children's STEM learning sent home using SEESAW
- ✓ the development of a STEM Parent Leaflet



Next Steps

- 👤 Young STEM Leaders will develop 'Discovery Zones'
- 👤 STEM Parent Information Evening arranged for next session
- 👤 Develop skills-based planners for 'Outdoor Learning' to ensure progression



School Priority 2: Rights Based Learning (Rights Respecting School - Gold Award) (Year 3 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 had its Right Respecting School - Gold Accreditation visit in May 2025. The RRSA (Rights Respecting Schools Association) Assessor was very impressed with the evidence that she received. Her feedback was very positive and the school was delighted to be awarded UNICEF's highest accolade – **RIGHTS RESPECTING SCHOOLS GOLD AWARD!**

[Rights Respecting Schools - Millersneuk Primary](#)

Strand A – Teaching & Learning About Rights:



Almost all children displayed a sound knowledge of their rights and were able to discuss a variety of different articles. During assemblies and through class work pupils were able to talk about a variety of articles and the impact they have on their lives. School assemblies and discrete 'Rights Learning' allowed pupils to discuss the barriers that some children face in accessing rights. Our survey results showed clearly that almost all pupils had an understanding of the terms "Rights Holders" and "Duty Bearers" and are able to explain the meaning behind the terms as well as examples of "Rights Holders" and "Duty

Bearers" in their lives. The survey also showed that pupils had a very good understanding of the 'ABCDE of Rights' and they could explain the terminology clearly. Pupils were also given opportunities to reinforce their knowledge of Rights through campaigns such as the 'Paddington Campaign' (P1) and 'Can You Find Rights All Around You?' (P4-7). During a Rights Respecting Week pupils were able to participate in a Rights Hunt, Rights Orienteering and activities focussing on specific rights led by the school's Digital Leaders, Health & Wellbeing Champions and MIOs (Millersneuk Improvement Officers).

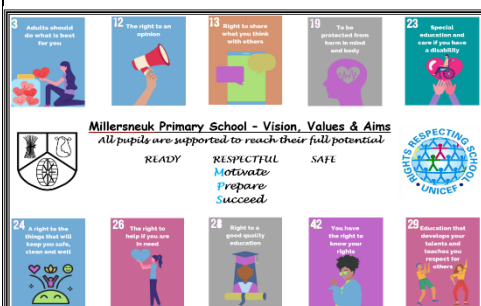


Staff participated in regular training led by the RRSA (Rights Respecting Schools Award) Lead, they focussed on the role of 'Duty Bearers' and the 'ABCDE of Rights'. As it was a standing item in staff meetings, staff's confidence increased and this allowed them to support pupils in learning about their rights in class. Staff took leading roles in organising different campaigns e.g. our P7 teachers have supported Primary 7 in learning about Human Rights and giving them the opportunity to share this with the rest of the school at assemblies and through an

excellent Human Rights display. Our Eco School and Pupil Council leaders have worked with their pupil groups, using 'The Youth Advocacy Toolkit', to launch campaigns centred around Climate Change, Recycling and Fair Trade within the school, working with various community groups and representatives from East Dunbartonshire.

Parents were kept informed through Parent Council meetings, updated leaflets and by participating in Family Learning events where our focus was the UNCRC and Children's Rights (almost all families participated in these events). Our steering group (MIOs) also carried out a survey during our October Parent Consultation meetings with almost all parents participating.

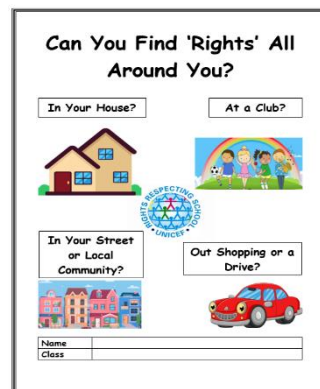
Strand B – Teaching & Learning through Rights – Ethos & Relationships:



All staff promoted children's rights through the school Vision, Values and Aims (VVA), which is displayed in every classroom - pupils also created a child friendly version of our VVA at the senior entrance. Each class created a class charter which clearly shows the role of 'Duty Bearers' to support pupils in achieving and accessing their Rights. Staff and pupils were excellent role models and rights were discussed in class in an organic way across the curriculum using 'Class Rights Boards'.

Pupils participated in assemblies linked to dignity, equity and fairness. A recent survey showed high level of respect and fairness across the school. Pupil voice is extremely important and our various committees met regularly, each committee have their own charter showing the importance

that is placed on becoming a 'Rights Respecting School'.

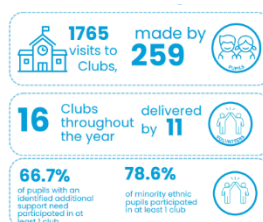


Relationships throughout the school are very good with most pupils able to explain that they can talk to an adult if they need help or have any concerns. To ensure very good relationships between pupils, restorative approaches are embedded to resolve issues, allowing pupils to empathise with each other and be solution-focused to resolve problems. We are an inclusive school using displays and pupil ambassadors to ensure that the needs of all pupils are being met e.g. Makaton Ambassadors go round the school each week to share new words and Makaton is regularly used during assemblies.

Health and Wellbeing Champions support pupils at break times, playing games in small groups to help forge friendships. Our 'Buddy System' makes positive links between our senior and infant pupils, helping to establish friendships and supporting our younger pupils to settle in school. Millersneuk Primary has a huge range of lunchtime and after school clubs, these are organised by pupils, staff, secondary pupils and parents. Our Active Schools Report showed a high level of attendance at our sports clubs.

Our parents are very supportive of our UNCRC journey and in a recent survey 99% of parents felt it was important for children to learn about their rights and over 90% of parents knew that their child was learning about their Rights in school.

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



Millersneuk Primary School Pupil Voice		
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: <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. Other ways pupils have a voice are through various councils and committees.		
Millersneuk Improvement Officers (MIOs) Aims: <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 	Pupil Council Aims: <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 	Eco Committee Aims: <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 Aims: <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 	Sports Council Aims: <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 	Digital Leaders Aims: <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 Aims: <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 were confident in expressing their views and felt that the ethos in Millersneuk ensured that they are listened too. Many children talked about Articles 12 (Right to an Opinion) and 13 (Right to Share What You think with Others) and felt that these articles were very important to them. Recent survey results showed that over 80% of pupils felt that the school listened to their views and almost 80% of pupils felt comfortable approaching staff with suggestions. Pupils spoke about how they could share their views and felt included as a result of our OSCARS (Outside of School Certificate of Achievement & Recognition), School Committees and Health & Wellbeing (HWB) check-ins.

Our Pupil Council and Eco Committee met regularly and planned campaigns relating to Climate Change, Recycling and Fair Trade using the Youth Advocacy Toolkit, creating a display in school to visualise problems and solutions and showcased these campaigns to the whole school.

Millersneuk has promoted work on Human Rights and our P7 pupils took this forward with their support of the Rock Projects Uganda Charity - organising two successful campaigns and a very successful charity day as well as sharing information at assemblies.

Our parents are very supportive of our Rights Respecting Schools journey and almost all felt that it was a strength of the school. Most of our parents agreed that pupils were supported to be involved in decision-making across the school and through this were developing a wider understanding of the world around them.

Next Steps:

To maintain the school's status as a 'Gold Accredited Rights Respecting School' where children's rights are at the heart of everything we do.

Rights Respecting Week Monday 3rd February - Friday 7th February			
At Millersneuk we think a lot about our "Rights". We achieved our Rights Respecting School Silver Award last year and we are now working towards our Gold Award. As part of this our MIOs, along with our Wellbeing Champions and our Digital Leaders, have worked together to plan a Rights Respecting Week. The timetable below shows what a fantastic week they have organised.			
Date	Activity	Featured articles during the week	Notes for Parents
Monday 3 rd Feb	Assembly and by Wellbeing Champions to all classes	Article 12 - the right to an opinion	Article 12 - the right to an opinion
Tuesday 4 th Feb	Assembly and by Wellbeing Champions to all classes	Article 13 - the right to share what you think with others	Article 13 - the right to share what you think with others
Wednesday 5 th Feb	Assembly and by Wellbeing Champions to all classes	Article 14 - the right to freedom of expression	Article 14 - the right to freedom of expression
Thursday 6 th Feb	Assembly and by Wellbeing Champions to all classes	Article 15 - the right to privacy	Article 15 - the right to privacy
Friday 7 th Feb	Assembly and by Wellbeing Champions to all classes	Article 16 - the right to freedom of assembly and association	Article 16 - the right to freedom of assembly and association
Children's Mental Health Week Dance, Rights Hunt, Safer Internet Day, Assemblies, Sports Squad, Outdoor Learning, Orienteering			

School Priority 3: Improvement of Wellbeing and Equity through the Implementation of the CIRCLE Framework and Keeping the Promise

NIF Priority

Placing the human rights and needs of every child and young person at the centre

Closing the attainment gap between the most and least disadvantaged children

Improvement in children and young people's health and wellbeing

NIF Driver

school leadership

teacher professionalism

school improvement

HGIOS4 Qis

QI 1.1 Self evaluation for self improvement

QI 2.4 Personalised Support

QI 3.1 Wellbeing, equality & inclusion

Progress & Impact:

All staff attended In-Service training in August to become familiar with The Circle Framework. Working collaboratively with colleagues, teaching staff & pupils audited their Physical Environments, Social Environments and Structures & Routines. Audit information was then used to develop Individual Staff Action Plans which led to improvements in classroom learning environments. Overall 'Sensory Space' and 'Adequacy of Space' were common factors highlighted as areas for improvement by almost all staff and pupils. As a result, staff created sensory/safe spaces within their classrooms, introduced softer lighting, offered concentration stations to pupils and overcame lack of physical space by introducing 'surf-chairs' to pupils to provide flexibility of seating. Almost all children surveyed spoke positively of these changes.

All staff recognised that more consistency across their Physical & Social environments, as well as their Structures & Routines, would benefit almost all pupils. Staff constructed a 'Circle Consistencies' Charter that will be implemented across all classrooms to support all learners, especially at points of transition. The Pupil Council ratified these consistencies.

As a result of The Circle Framework being a school priority the needs and behaviours of pupils are better understood and supported by all staff to help benefit all learners to maximise their potential. A recent survey of staff showed:

Areas for Staff to Consider	Staff Feedback
Staff Knowledge of the Circle Resource	All Staff – High or Very High
Staff Confidence in Using the Circle Inclusive Classroom Scale (CICS)	All Staff – High or Very High
How Inclusive is Millersneuk Primary School?	All Staff – High or Very High
How Inclusive are Staff in Their Own Practice?	All Staff – High or Very High
The Circle framework has Supported Millersneuk to Enhance its Inclusive Practice	All Staff – Agree or strongly Agree
The Circle framework has Supported Millersneuk Teachers to Develop Their Own Inclusive Practice	Most Staff – Agree or Strongly Agree



All staff developed their understanding of 'The Promise' to improve outcomes for children and young people who are 'care experienced' and Millersneuk Primary successfully achieved the 'We Promise' Award.

Next Steps

- Embed current 'Circle Consistencies' and Class teachers use CICS to evaluate and adapt classroom environments in the new session
- Implement the Circle Participation Scale (CPS) to identify support strategies for individual learners, as part of 'Personalised Support'

The Circle – Consistencies



Physical Environment

1. Visual Timetables
2. Consistent font use ([NTTProCurative](#))
3. Resources labelled around classroom
4. Teaching Table/focussed teaching table (concentration station)
5. Calm/sensory space (soft furnishing, soft lighting etc.)

Social Environment

1. Child Friendly class charter
2. Clearly labelled visual resources for children to access
3. Focus on celebrating key cultural dates/festivals etc
4. Dyslexia friendly font on worksheets/[Powerpoints](#) etc and [boardmaker](#) symbols for visuals
5. Consistent approach to sharing targets with children
6. Universal support boxes in all classrooms

Structures and Routines

1. Consistent format for the start of the day (lunches, register, possible starter/holding task).
2. Consistent allocated seating plan for home seat and for groups.
3. Consistent language used for LI and SC (in Formative Assessment folder).
4. Targets to be on the inside of jotters and referred to / ticked off as completed.
5. School values, visions and aims referred to for expectation of pupil behaviour.

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 2021 (Current P4s) P1 → P4 (48 pupils)	P1 Results	Most	Almost All	Almost All	Almost All
	P4 Results	Most	Most	Almost All	Almost All
Cohort 2018 (Current P7s) P1 → P4 → P7 (50 pupils)	P1 Results	Almost All	Almost All	Almost All	Almost All
	P4 Results	Almost All	Most	Almost All	Majority
	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 and Numeracy. The slightly lower attainment for Reading and Writing are identified groups of children who require a slower pace and more consolidation. These pupils will have targeted writing support next session, including support from the school's Literacy Champion. The P7 cohort showed consistently high levels of attainment throughout their time at Millersneuk Primary School with a dip in Writing at P4. High quality intervention from our Numeracy Champion successfully closed the gap for a large group of children between P4 and P7. 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 pupils from P4-7 across Reading and Numeracy. Almost all parents (97%) believed their children were getting the help they need to do well.

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 e.g. HWB Monitoring Board, Plickr, 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 & lunches, if children need to chat or are struggling with friendships etc
- ✓ A SHINE (Schools Health & Wellbeing Improvement Research Network) for P6 & P7 pupils showed:
 - 93% of pupils reported 'good or excellent general health', well above the national average
 - When surveyed about 'happiness' with various aspects of life e.g. home, school & appearance, again the scores were very positive (ranging from 80-95% who were happy)
 - When asked about 'happiness in school', the average score was 92% of pupils who liked school 'a lot or a bit', however with one year group of boys this dropped to 73%. When P6 boys were asked when they felt 'always or often confident' the score showed 45%. The main areas where scores dipped for this cohort of boys was in 'appearance' and 'future' – these areas will be a focus for HWB lessons for next session.

In a recent consultation, all parents (100%) felt their children were safe at school and were treated fairly and with respect. Most pupils (87%) felt safe in school.

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

Pupils from P6 & P7 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 Gold Award after a very successful 'accreditation visit' in June. 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. All staff developed their understanding of 'The Promise' to improve outcomes for children and young people who are 'care experienced' and Millersneuk Primary successfully achieved the 'We Promise' Award.

Attainment and Achievement Data

Curriculum for Excellence Levels at the End of June 2025				
	Reading	Writing	Talking & Listening	Numeracy & Mathematics
Early level by end of P1	Almost All	Almost All	Almost All	All
First level by end of P4	Most	Most	Almost All	Almost All
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 almost all learners are on track to achieve Early Level by the end of P1 in all areas of Literacy with all pupils achieving in Numeracy & Mathematics. In Primary 4, almost all learners are on track to achieve First Level in Listening & Talking and Numeracy & Mathematics with most achieving First Level in Reading and Writing. 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 Primary's ACEL (Achievement of Curriculum for Excellence Level) data continues to be consistently higher than National averages and higher or on par with EDC averages. In a recent pupil consultation, almost all pupils (90%) found their work challenging and knew who and how to ask for help if needed and most (87%) felt staff helped them to do their best work.



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 were runners-up in the East Dunbartonshire Euroquiz heats. Our Senior Choir took part in the Glasgow Music Festival where they were placed in the Top 3 amongst choirs from across the Glasgow area. Pupils across all stages experienced a variety of after-school clubs. Our P7 Football team won the Jim McNairn Trophy. Millersneuk regained its FAIRWARE school status after carrying out

a variety of Fair Trade activities across the school.

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 early/middle stages (P5 & P6) of Second Level Numeracy & Mathematics. The Classroom Assistant provided support for this group and also supervised other groups to allow the Class Teachers 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	Very good
3.1 Ensuring wellbeing, equity and inclusion	Very good	not applicable
3.2 Raising attainment and achievement	Very good	Very good

Summary of School Improvement priorities for Session 2025/26

1. The Circle (Year 2 of 2)
2. Raising Attainment in Reading (Year 1 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 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. In a recent parental consultation, the school was given an average '4.9 Star Rating' with all parents (100%) saying the school was well led and managed and most parents (88%) believing their views were taken into account when the school was making changes. Most pupils (75%) believed their views were taken in to account too.

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 show-casing Learning & Teaching in various curricular areas, including UNCRC (Rights Respecting Schools), 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 (Almost all parents (95%) believed communication from the school was informative about their child's learning).
- ✓ **Partnership Working** – the school developed a new Partnership Working Leaflet that was shared with all partners. A recent consultation showed that all partners responding (100%) felt valued by the school, almost all partners (94%) felt the partnership with the school worked well and the school was given a 5.0 Star Rating by its partners.
- ✓ **School Improvement** – as well as improvement through the SIP, Millersneuk has also:
 - Refreshed its programme of study for 'Physical Education' including the policy
 - Reviewed policies for Safeguarding and Literacy

- ✓ **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) – and in doing so regained the school's FAIRWARE status
- **Pupil Council** planned numerous charity including Red Nose Day and Children in Need as well as participating in the Online Classroom centred on 'Climate Change'
- **House Captains** planned a very successful 'Charity Day', designing & organising their own stalls, which raised in excess of £1100 for the ROCK UGANDA Charity
- **Millersneuk Improvement Officers (MIOs)** helped the school achieve its **RIGHTS RESPECTING SCHOOLS GOLD AWARD** working in partnership with pupils, staff and the wider parent body, including the Parent Council
- **Sports Council** regained the Gold Award from Sports Scotland
- **Digital Leaders** supported the use of technology across the school and organised a very successful Parental Information Event
- **Health & Wellbeing Champions** support children's health & wellbeing during breaks and lunchtimes
- **33 Young STEM Leaders** were successfully trained in P5 and will once again 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
- **Makaton Ambassadors** are selected pupils who promote the use of Makaton across the school and at assemblies
- **Dyslexia Ambassadors** are dyslexic learners who make Millersneuk more inclusive by educating their peers about their different learning styles

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.