



Milngavie Primary & Nursery

Standards & Quality Report

June 2017



Context Of The School

Milngavie Primary School and Nursery is situated in a conservation area at the eastern end of the pedestrian precinct in the heart of Milngavie village. It offers equal opportunities to all. It is a non-denominational, co-educational school, covering stages from ante-pre-school at age 3 to Primary 7.

We have 3 pupils whose address fall into bands 1&2 of the SIMD (Scottish Index of Multiple Deprivation), this is 0.9 of our school roll. 14 pupils in our school are eligible for free school meals, this is 4.3% of our school roll. This percentage is the indicator used by the Scottish Government for the allocation of Pupil Equity Funding to address the poverty related attainment gap. Milngavie Primary School has been allocated £20,400 Pupil Equity Fund.

The current school roll is 319 divided into 13 classes. Our staffing for this session is set at 16.4 teachers, including Head Teacher, two Depute Head Teachers, Principal Teacher, class teachers and nursery teacher. Our staffing allocation also allows us to employ a specialist physical education teacher, a music teacher and a teacher of science to enhance the curriculum we offer our pupils. Our support staff consists of 4 classroom assistants, 3 clerical assistants and a site-coordinator. Pupils with Special Educational Needs are supported in class by a team of 3.8 Support for Learning Assistants. In the nursery our staff consists of 1 teacher, 1 Team Leader, 1 Senior Early Years Worker, 6 Early Years Workers and an Early Years Support Worker.

We have very strong links with parents and the community and are supported by exceedingly hard working and enthusiastic Parent Council and PTA.

There is close liaison between Milngavie Primary School and Douglas Academy, the school to which our pupils transfer for secondary education.

Vision, Values & Aims

We put a lot of thought and effort into reviewing and refreshing Our Vision, Values and Aims. These were developed and shaped in consultation with staff, pupils and parents giving the whole school community ownership. Through effective leadership at all levels, our school community works together to turn the shared vision into a sustainable reality.

At Milngavie Primary and Nursery our vision is
"Aim High At Milngavie"

At Milngavie Primary School and Nursery we aim to provide education and care of the highest quality which fosters creativity and confidence, develops every child's skills, personality and talents and ensures they can achieve their full potential academically, emotionally and physically in a safe, happy and motivating learning environment which is at the heart of our community.

At Milngavie Primary and Nursery we believe in CHILDREN
C.H.I.L.D.R.E.N. give us our values

Creativity
Happiness
Inspiration
Love
Dream
Respect
Equality
Nurture

At Milngavie Primary and Nursery our aims are

- To build a caring school ethos based on inclusion, fairness and respect for ourselves and others, promoting the health and wellbeing of the whole school community.
- To provide stimulating, challenging and meaningful learning experiences, meeting the needs and aspirations of all our children enabling them to face the challenges of the future.
- To foster interest and enjoyment in learning, motivating children to think creatively and independently to become successful and confident lifelong learners.
- To develop positive, productive partnerships that are valued and recognised by our children, staff, parents and the wider community.
- To encourage responsible attitudes towards the environment and instil an awareness of our role as global citizens

Quality Indicator 1.3 Leadership and Management **How Good Is Our Leadership And Approach To Improvement?**

Our school vision and values are at the centre of our work at Milngavie Primary & Nursery and these were recently refreshed after consultation with pupils, staff and parents. The Senior Management Team and all staff demonstrate a strong commitment to developing a safe, nurturing and stimulating learning environment that allows all children to develop their full potential. High expectations and standards are set for all staff and pupils. An open door policy and proactive approach to all enquires/concerns is in place. Our School Improvement Plan maintains a clear focus on outcomes for learners and priorities are monitored during management/staff meetings. Staff are provided with leadership opportunities to take forward aspects of the plan. A robust system of monitoring and evaluating the work of the school is in place. We believe that an effective system has to be manageable, meaningful and focus on key areas that impact on our children's development. Tracking and planning meetings, classroom/playroom visits and monitoring children's work provide strong evidence of our children's achievements. Tracking meetings enable professional dialogue with staff on where each child is within a level and analysis of standardised scores help to support professional judgements on each child's progress.

Continuing Professional Development is closely linked to our priorities in the School Improvement Plan and directs discussion with staff during PRD. All staff are fully aware of the revised procedures for PRD and the requirement for professional update each year. Whole school development sessions linked to our improvement priorities are included in our collegiate calendar. The cluster developments over the last few years have provided staff with the opportunity to engage in professional dialogue and peer observations with colleagues in other schools and the feedback from this has been positive. Our moderation activities within our own school and with our cluster colleagues have provided a basis for teachers to make confident and informed evaluations on progress.

We recognise that parents have a key role to play in their child's learning and the life of the school. Parental views are valued and are sought in a variety of ways, such as reply/feedback forms on newsletters and leaflets, focussed questionnaires, nursery suggestion box and nursery parents' monthly focus groups. The Parent Council and PTA provide valuable forums for discussion. SMT are also highly visible throughout the year and during parent evenings to discuss parental views on a range of the school's work. Last year we introduced a "Knowing Me, Knowing You" evening for parents to meet their child's new teacher and share "What Matters to Me" about their child and family. This was a very well received and successful event.

Our pupils' views are very important to us across all aspects of school life. Pupil council consultations have been carried out on a range of topics in recent years, such as playground developments, toilet facilities and lunch hall experiences.

HMIe Education Scotland Inspection – August 2015

The inspectors found the following key strengths:

- Very polite, confident and articulate children who demonstrate a great appetite for learning.
- Staff Team who work well together to continually improve children's learning experiences.
- Use of the outdoors to promote learning across the curriculum.
- Well-planned approaches to support children as they move on to P1 and S1.

Quality Indicator 2.3 Learning, Teaching and Assessment **How Good Is The Quality Of Care And Education We Offer?**

Our Education Scotland HMIe report in August 2015 commended the school for the commitment to the best quality of education and care support that children received within a nurturing environment and our Care Inspectorate report (2013) awarded a grade of "very good" for the quality of care and support in our nursery. All staff in the school and nursery are aware of their responsibilities related to child protection and GIRFEC (Getting It Right For Every Child). We use the SHANARRI wellbeing indicators to assess the Health and Wellbeing needs of our children as appropriate. The SHANARRI wellbeing indicators are displayed in both assembly halls and are used as a focus during assemblies to provide children with a better understanding of GIRFEC. Our nursery staff implement assessments in "Emotional Wellbeing" and "Strengths & Difficulties", which form part of the transition information into P1. Our Pupil Support Group meets regularly, led by DHT/Learning Support Co-ordinator, and provides a valuable forum for parents, teachers, Educational Psychologist and other partner agencies to discuss children's needs and decide on appropriate support strategies. Certain children have benefited from our Seasons for Growth programme to develop resilience when dealing with loss and difficult, sensitive situations. Our HMIe report commended the work of our "Owl's Nest" nurture base which supports identified vulnerable children.

We have a planned programme throughout the school to develop children's resilience and wellbeing – we use PATHS – (Promoting Alternative Thinking Skills), from nursery to Primary 5 and "Mindfulness" in Primaries 5, 6 and 7.

We have a highly effective programme of support for learning that is systematic, robust and well managed. Our teachers adapt their planning and teaching methodology to ensure that the specific needs of individuals/groups are met.

Quality Indicator 2.3 Learning, Teaching and Assessment
How Good Is The Quality Of Care And Education We Offer?
(Continued)

A Class Profile is compiled each year by the DHT responsible for Pupil Support, which provides an overview for each teacher of the range of learning and wellbeing needs in their class. Our support staff provide a valuable contribution to meeting children's needs and work well with teaching colleagues. Last year we replaced our Learning Journeys with "reflective blogging" leading to E-portfolios to encourage children to engage in thinking more deeply about their learning. The Nursery Learning Journeys are transferred into P1 to show the children's progress through the whole early level

Our curriculum reflects the seven principles of CfE and provides relevant and meaningful experiences across the four contexts. A blend of discrete subject areas and interdisciplinary learning provides rich learning opportunities within highly motivating topics. Personalisation & choice and challenge & enjoyment are inbuilt into each topic ensuring high levels of interest and motivation. Teachers and children plan topics that develop children's knowledge and skills. Our HMIe report commented that staff plan exciting and interesting topics which help children make meaningful links across their learning.

Our pupils' attainment in literacy and numeracy is higher than the EDC and national average, this is evident in test results, written work and class visits. This has meant that, as a school, we have continually reflected on our curriculum framework to ensure the needs of all learners are met through opportunities in other curricular areas to enhance their skills, creativity and ambition.

Science is taught as a discrete subject to ensure real breadth, depth and progression in the development of our pupils' scientific knowledge, skills and language and is supported and enhanced by input from parents teaching chemistry, forensics and biology.

We work in partnership with STEM ambassadors to encourage technology and engineering. We have integrated computer coding into our programme of study in ICT and run an after school "Code Club" after very successful input from Barclay's Digital Eagles.

Pupils participate in enterprise activities, eco-activities, sustainability and global citizenship. Pupils in the school and nursery are confident in applying their skills in a variety of contexts. We were awarded "Enterprising School of the Year" for our enterprising approaches within a stimulating and challenging curriculum where we "raise the bar" for all our pupils by providing opportunities for leadership, creativity, and skills for life.

Pupils and staff have worked in partnership with the BBC and other business partners on enterprise projects and through this our pupils' knowledge and skills in product development, quality control, marketing, packaging and finance are all enhanced. We were awarded the Royal Highland Education Trust "Gold Award" for our partnership work. These enterprising skills are built on from Early Level where mini-companies such as 'Santa's Workshop' and 'Christmas & Co' have been successfully set up and run.

This year we have undertaken a whole school topic on outdoor learning which has resulted in many children achieving the John Muir Award at levels 1 and 2. HMIe also noted that we make very good use of partners to enhance our curriculum including business and community partners as well as parents.

Improvements in methodology, including the introduction of Co-operative Learning, Higher Order Thinking Skills, Active Literacy and Active Maths, have raised the expectations of pupils, improved their confidence and made them more active, responsible citizens. Our initiative "Keeping Important Skills Sharp" (KISS) has impacted positively on children's core numeracy and literacy skills and their attainment

Milngavie Primary is the only school in East Dunbartonshire, and one of very few in Scotland, to run its own branch of "Credit Union", in partnership with 'Scotwest Credit Union' where P6 pupils apply their mathematical skills in a real context and gain real financial capability. We have almost 100 members within our school.

The learning environment in our nursery has been thoughtfully created for our children and has been designed to invite them to play, investigate, learn and discover. The children are engaged and involved in deep conversation, exploration and the developmental process. Our nursery makes extensive use of the outdoor environment and is fully equipped for children to go outdoors in all weathers. The quality of adult interaction has a significant influence on children's levels of engagement in their learning. Our nursery children are highly motivated to interact with their environment, resources and peers. They show high levels of independence and contribute to planning their own learning and make valuable self-evaluative comments. Nursery staff monitor the progress and development of children in the nursery through interactions, observation and assessment.

We maintain close links with Douglas Academy through a structured and intensive induction programme to support our P7 pupils moving into S1. Informative transition meetings are held to ensure a smooth transition from stage to stage. In addition, very successful enhanced transition arrangements are in place for pupils with additional needs at key transition points.

Quality Indicator 3.1 Ensuring Wellbeing, Equality and Inclusion
Quality Indicator 3.2 Raising Attainment and Achievement
How Good Are We At Ensuring The Best Possible Outcomes For All Our Learners?

We promote a culture of equality, inclusion and celebrate diversity through:

- Our inclusive approaches to promoting positive behaviour.
- Our effective staged intervention approaches.
- Our nurturing environment.
- Our Personal and Social Development programme, including anti-bullying/anti-racist education.
- Our RME programme which embraces a variety of religions and cultures.
- Our Sexual Health & Relationship Education.
- Our charity work.

We set and maintain high standards for our pupils. Almost all our pupils are highly motivated and making very good progress within Curriculum for Excellence levels. Pupils who are not achieving their full potential are identified at an early stage and are very well supported through the staged intervention process with the majority of targets being successfully achieved. Teachers use a range of assessment strategies to gather evidence of pupils' progress. Ongoing assessment takes place within day-to-day learning. Periodic assessment is outlined in our assessment calendar to include standardised testing and school developed assessment criteria to track each child's development within core elements. Our standardised test results are above the standardised norm and the EDC average at all stages. We have maintained a strong focus on developing literacy and numeracy, as we believe these are at the core of a solid foundation in learning for our children.

CfE Levels June 2017	Reading	Writing	Maths
Early @ P1	100%	100%	100%
First @ P4	100%	100%	94%
Second @ P7	98%	98%	94%

We believe the high quality of learning experiences provided in our school effectively develops the four capacities, enabling our children to become successful, confident learners who contribute to the life and work of the school. Collaborative learning strategies are in place across the school to develop essential team-working skills.

We provide a variety of extra-curricular clubs for our children. P5 and P6 participate in the Bikeability programme and P6 also compete in the K'Nex technology challenge with cluster schools, this year our K'nex team won through to the West of Scotland Finals. Our P7 children enjoy a residential experience at Ardmay House in their final primary year to develop strong team work. All classes from Nursery-P7 enjoy trips and visitors to their class to enhance their interdisciplinary topics. In the final term of the year all pupils undertake outdoor learning and work towards achievement of different levels of the John Muir Award.

Pupils have opportunities for leadership through being involved in committees such as Pupil Council, Eco Committee, Web Committee, Anti-Bullying Committee, Charities Committee, Credit Union, House Captains, Milngavie Council Heroes, Junior Road Safety Officers and Golden Buddies. This allows pupils to have a voice and play a part in decision making. Pupils also have a voice in the planning of their learning by asking the 'big questions' at the beginning of each IDL topic.

We regularly celebrate children's achievements both within and out with school through assemblies, newsletters and certificates.

Our Pupil Equity Fund allocation of £20,400 will be used to address the poverty related attainment gap in the following ways:-

- Appointment of a full time "Support For Learning Assistant" to work on core literacy and numeracy skills with those pupils identified as being disadvantaged or vulnerable through SIMD banding, FME eligibility or our Risk Matix.
- Training for infant teaching staff on SEAL (Stages of Early Arithmetical Learning).
- Resources to support both of the above initiatives.

We recognise that parents have a key role to play in their child's learning and the life of the school. Parental views are valued and are sought in a variety of ways, such as reply/feedback forms on newsletters and leaflets, focussed questionnaires nursery suggestion box and nursery parents monthly focus groups The Parent Council and PTA provide valuable forums for discussion. SMT are also highly visible throughout the year and during parent evenings to discuss parental views on a range of the school's work. This year we introduced a "Knowing Me, Knowing You" evening for parents to meet their child's new teacher and share "What Matters to Me" about their child and family. We will be developing Family Learning in our nursery in the coming year.

Our pupils' views are very important to us across all aspects of school life. Pupil council consultations have been carried out on a range of topics in recent years, such as playground developments, homework, toilet facilities and lunch hall experiences.

Progress on School Improvement Plan Priorities 2016-17

Nursery

Implement the "Forest Kindergarten" Approach	Ongoing
Develop A "Language & Communication Friendly" Nursery	Ongoing
Continue to Develop "Pedal Play"	Completed
To introduce the use of HGIOELC as a tool for self evaluation	Ongoing

School

Review Curriculum Design, Overview and Rationale	Completed
Review and Refresh Vision, Values and Aims	Completed
Drama (Introduce new Planned Programme of Study)	Completed
Technology (Review and Amend Current Activities into a Planned Programme of Study)	
& Designing and Creating a sustainable school and community orchard	Completed
GIRFEC – Implement all "named person" responsibilities and new "Wellbeing" application	Completed
Cluster Moderation Topic – Data Handling and Analysis	Completed
To introduce the use of HGIOS 4 as a tool for self evaluation	Ongoing

School Improvement Plan Priorities 2017-18

Nursery

NIF Driver – School Improvement

Continue to use of HGIOELC as a tool for self evaluation
Continue use of blogging to increase parental awareness and involvement in learning

NIF Strategic Priority – Improvement in Attainment in Literacy

Continue the development of a "Language and Communication Friendly" Nursery
Closing the Vocabulary Gap through use of "Word Aware"

NIF Strategic Priority – Improvement in Attainment in Numeracy

Introduction of "Numicon" at Early Level

NIF Strategic Priority – Closing the Attainment Gap between the most and least disadvantaged

Develop "Family Learning"
Introduce online E-learning journals to increase parental involvement in learning

NIF Strategic Priority – Improvement in children's health and wellbeing

Continue to implement Forest Kindergarten Approach and taking "indoor learning" outdoors

School

NIF Driver – School Improvement

Continue to use HGIOS4 as a tool for self evaluation

NIF Strategic Priority – Improvement in Attainment in Literacy

Formulation of a school "Literacy Strategy" to raise attainment
Closing the Vocabulary Gap through use of "Word Aware" and "Doorway Online Spelling"
Practitioner Enquiry undertaken by all teaching staff on an aspect of literacy

NIF Strategic Priority – Improvement in Attainment in Numeracy

Formulation of a school "Numeracy Strategy" to raise attainment
Introduction of "Numicon" throughout the school, initially at Early Level
Introduction of SEAL (Stages of Early Arithmetical Learning) in infant department

NIF Strategic Priority – Closing the Attainment Gap between the most and least disadvantaged

Develop further the tracking of wellbeing to ensure attainment, achievement and equity for all pupils
Implementation of Autism Adviser Role
Use of Pupil Equity Fund to support identified disadvantaged or vulnerable pupils

NIF Strategic Priority – Improvement in children's health and wellbeing

Continue to implement PATHs and Mindfulness throughout the school
Continue to develop opportunities for outdoor learning
Continue to promote healthy eating, food and cookery knowledge and skills through our school orchard
Continue to develop "A Nurturing School" and use of the "Owl's Nest" nurture base
Revise HWB programme to include Daily Mile