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East Dunbartonshire Council

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Milngavie Primary School



Working Together, Respecting Others, Reaching our Full Potential

Standards and Quality Report 2022/23



Context of the School

Milngavie Primary School and Early Years Centre (EYC) is situated in a conservation area at the eastern end of the pedestrian precinct in the heart of Milngavie village. It serves a residential suburban catchment and 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.

The roll has increased steadily over the last five years and has now reached 351 pupils, with placing requests accounting for around 26%. Most children who enter Primary 1 have previously attended our on-site local authority Early Years Centre or various private pre-5 establishments. We have a strong transition programme from early years into P1, and all parents have been very positive about the engagement they have had with the school. This included: visits to the P1 classrooms during the school Spring break; a magician and an author visit. We also work closely with our cluster Primaries and partner Early Years Centres, undertaking joint programmes as often as possible. A good example is our joint early level woodwork initiative, working with Oakburn EYC supported by a STEM grant from Education Scotland. At the end of P7, most of our pupils transfer to our associated secondary school, Douglas Academy. There is a very good partnership between Milngavie Primary School and Douglas Academy, with a range of excellent transitional arrangements, helping all our pupils settle and succeed from the outset.

In our school population, 88% identify as white UK, with 12% coming from other ethnic backgrounds. 12.8% of our pupils speak English as an Additional Language and over half of this number speak more than 1 language in the home. This session we have had a number of children with no English language skills join our school, including Mandarin, Ukrainian and Turkish speakers – all of whom are flourishing. This session, the pupil attendance figure remained high at approximately 95% with no exclusions.

The school is organised into 14 classes. This session, our staffing was set at 19.35 full time equivalent teachers, including a Head Teacher, a Depute Head Teacher, Depute Head of Centre (EYC), a Principal Teacher, class teachers and a teacher covering our EYC/early level. Our staffing allocation allows us to maintain our specialist science and music provision. Both roles add value to the school and are seen as strengths of the school by our stakeholders. The Leadership Team has been in post for some time and continues to provide strong and effective leadership. This session the school had 2 probationer teachers who quickly created excellent teaching and learning environments for their pupils, with robust support from their Mentor.

Our support staff consists of 3 classroom assistants, 2.91 Support for Learning Assistants, 2 full and 2 part-time clerical assistants, 2 F/T and 2 P/T cleaners, a Housekeeper, 3 catering staff and a Buildings Manager.

According to the Scottish Index of Multiple Deprivation (SIMD), Milngavie Primary School is located in an affluent area of predominantly private housing. Last session we received £23,977 of Pupil Equity Funding. In consultation with stakeholders it was agreed that this funding would be primarily used to support and challenge targeted children to raise attainment in Literacy and Numeracy, along with enhancements to pupil well-being resourcing. Over recent years, we have had an increase in the number of adopted and looked after children, with others living with loss and the effects of trauma. We consider many factors to ensure we meet the needs of any vulnerable pupil and relationships with our families and knowledge of their circumstances is key to this. Along with training additional staff to deliver the Seasons for Growth programme and Mindfulness sessions, we also offer LIAM sessions and work with a range of external partners to offer support, including the counselling service, health and social work. Using Pupil Equity funding and support from the PTA when appropriate, we work to provide families on Free School Meals with free or reduced cost educational excursions. We are also happy to support any family experiencing financial difficulties to ensure equity and fairness.

At Milngavie Primary School every child matters. This is reflected in our refreshed Vision, Values and Aims, which were agreed last session with staff, pupils and parents, along with the creation of our new school and class charters. We believe that nurturing, respectful relationships are fundamental in creating an environment where children can flourish academically, personally and socially. Our everyday interactions are underpinned by our key values of trust, respect, resilience, compassion, inclusion, fairness, equality and nurture.

We have very high expectations of our children, both socially and academically, actively and proactively supporting them. Restorative approaches are used to support positive behaviours and our children are involved in establishing how we will achieve excellent behaviours and build respectful relationships e.g. School Charters. Over recent years, we have created a calm, purposeful environment for children to learn and play in.

Literacy, numeracy, science and sustainability are central to our [curriculum rationale](#). Pupils are encouraged to be active in their learning, making wise choices which will influence their lives in a positive way, helping to shape the society we wish to build for the future. Almost all children engage well in lessons and are meeting the expected curriculum for excellence levels by the end of P1, 4 and 7. Attainment remains high, consistently above both local and national averages.

We recognise that the quality of teaching and learning is fundamental to improve outcomes for our learners. Our Professional Learning programme is key to our success and this will be further developed over the coming session as we continue our engagement in the Improving our Schools (IoS) Initiative.

This session we secured our Digital School Award, receiving excellent feedback on the work being undertaken in school. We have also resumed our journey on both the Right's Respecting Schools and Eco Schools Scotland Award schemes and action plans are in place for both.

Pupils vote for House Captains and Vice Captains annually and classes select representatives for our Pupil Council and the School Improvement Committee.

All children are involved in our Skills Academy programme which develops a range of leadership skills using the meta skills progression framework focussing on self-management, social intelligence and innovation. As part of the programme, we have Pupil Leadership Committees, including curricular Ambassadors, centred around the common themes within our school improvement planning. Some successes have included our Digital School Award; we have also resumed our journey on both the Right's Respecting Schools, gaining bronze level; have developed our action plan for our Eco Schools Scotland Award and hope to receive Gold accreditation soon for our Sports Scotland Award

Historically, there have been a large number of extra-curricular activities at Milngavie including football, netball, dance, tennis, athletics, chess, basketball, shinty, coding, lego and choir. As we begin to re-establish our networks with community partners, we hope to be back up to full capacity soon. Outdoor learning is a strong feature of our school's provision, so we aim to have a good ratio of activities both indoors and out.

We look widely for support and help to develop our pupils' learning and provide opportunities for wider achievement. Partnerships are important to us and opportunities for partnership working and parental involvement are available throughout the session. We have forged many local partnerships including Cairns Parish Church, Active Schools, local businesses and a range of local clubs. We are also supported by a proactive and enthusiastic Parent Council and PTA and are working to further strengthen our bonds. We actively encourage parents to participate in their child's education and help support curriculum delivery. One notable example is our parent STEM group which historically, provided excellent curriculum support. We are again building up capacity, making connections with a new cohort of parents and partners, and have diversified to include Sustainability. We have a supportive group of parents who work with the school on a range of issues including curriculum support e.g. Skills Academy and liaise with the school and local authority to facilitate meaningful change.

This session we continued to engage in the process for the up-coming school refurbishment. Pupils, staff and parents continue to be engaged fully in the process of gathering information about our requirements of a school fit for 21st Century education.

Progress in School Improvement Plan (SIP) priorities

School priority 1: Improving our Classrooms	
<p>NIF Priority Improvement in attainment, particularly in literacy and numeracy. Placing the human rights and needs of every child and young person at the centre</p> <p>NIF Driver school leadership school improvement</p>	<p>HGIOS?4 QIs QI 2.3 Learning, Teaching & Assessment QI 3.2 Raising attainment and achievement</p>
<p>Progress and Impact:</p> <p>Two interrelated principles are that the key to teacher quality lies in professional development and that professional development needs to support the important role of the class teacher in improving teaching and learning.</p> <p>Improving Our Schools (IOS) has provided an excellent opportunity for our Class Teachers to be part of a programme which aims to create reflective staff capable of very effective teaching and improving outcomes for learners. This was the first year of our two year programme.</p> <p>This included:</p> <ul style="list-style-type: none"> • Whole school data analysis • Identified the features of highly effective practice we wanted to focus on as a school • Data informed tracking meetings with all staff (Fact, Story, Action) • Evidence from reflective, collaborative dialogue • Participation in training webinars <p>The impact of our work this session:</p> <ul style="list-style-type: none"> • improved learning and teaching • use of data informed targeted interventions • improved attainment and achievement; and • a relentless focus on equity and excellence for all children and young people. <p>Most staff now state that.....</p> <p>Staff have worked together to further improve classroom practice and, building on previous school improvements, provide a more consistent approach to the learning experience, raising standards, developing shared expectations and strengthening leadership at all levels. They have worked hard to identify and use data to help them take the lead on targeting which supports are required and how these can be delivered. They have also led discussions on tracking pupils over time and how they can better meet a broad range of pupil's needs and requirements. Staff development has included research from the Education Endowment fund, reading works or attending sessions by educational researchers including Dylan William, Anna Ephgrave, Julie Fisher and Shirley Clarke. Our professional reading for IoS (Improving our Schools) has focussed on aspects of pedagogy including differentiation and Learning Intentions and Success Criteria. All of this helps us to continue developing our understanding of pedagogy, to make improvements in our learning and teaching and improve the consistency of provision.</p> <p>Shared constructive evidence based judgements are leading to improvement in attainment and achievement.</p> <p>Next Steps:</p> <ul style="list-style-type: none"> • Trio visits planned in to observe the pedagogical approaches that have been the focus of professional discussion • To use James Nottingham's Progress v Achievement (The Learning Pit) video to support future development 	

School priority 2: Improving pupil wellbeing through the Expressive Arts

NIF Priority Improvement in children and young people's health and wellbeing
Placing the human rights and needs of every child and young person at the centre

NIF Driver curriculum and assessment
school improvement

HGIOS?4 QIs

QI 2.2 Curriculum

QI 3.1 Wellbeing, equality & inclusion

Progress and Impact:

Four working parties were set up and tasked with providing the following:

- Specialist lead CDT as per WTA
- Position/Strategic paper
- Progression Planner
- Curricular resources agreed
- Extend practical resources
- Extra-Curricular opportunities

Music:

Progression Planners have been completed for Early, 1st and 2nd level. A position statement has been completed, containing our school's vision for taking the music curriculum forward in future sessions. The budget allocation agreed through PEF has allowed the music specialist to expand the school's repertoire of musical opportunities at all levels. Children are engaged and motivated by the music curriculum and demonstrate their excellent skills at various events throughout the year, culminating in the school's annual music festival, held at Cairns Church, an event that showcases our pupil's broad range of musical talents. Our Choir has been re-established. They have performed at events in the community, receiving excellent feedback e.g. Oakburn Care Home. Staff at the Care Home said how much it had *'lifted the spirits of the residents'*.

The Choir demonstrated a range of skills, from 3 part harmonies to signing in Gaelic. The Choir's performance at the school's musical event was very positively commented on by almost all parents who attended, praising them for their professional performance.

Our upper school choir had 23 members, 6 of these were boys. We will actively encourage more boys to take part next session. Now that the upper school choir is established, we hope to extend this to the junior school next session. The school has selected the Sing Up programme as the main resource to support curriculum delivery. The specialist teacher is working with the company to develop more extensive progression planners, improving yet further on what we have in place.

Art:

Progression Planners have been completed for Early, 1st and 2nd level. A position statement is being finalised for sharing with staff during August In-Service.

Since implementing the PlanBee Art resource, there has been an improvement in the range and quality of art skills being developed. This will be improved upon further in session 2023-24.

Parents have fed back that they would also like to have a member of staff take on a specialist lead role in Art, to enhance and develop pupil's skills in this area. We have taken cognisance of this and will have a lead practitioner in place for next session.

Drama:

Progression Planners have been completed for Early, 1st and 2nd level. A position statement is being finalised for sharing with staff during August In-Service.

Staff will continue to use the Aberdeenshire programme as the basis of a progressive programme of learning and teaching, as no better alternative is available at this time.

Dance:

Dance is incorporated into the PE Hub online platform.

Progression Planners are integrated into this resource, covering Early, 1st and 2nd level. A position statement is being finalised for sharing with staff during August In-Service.

We surveyed parents' to try and find some suggestions for expanding our after-school provision and potential network opportunities. We will continue to seek new avenues to build up our networks in those areas that were lost post pandemic.

What has been the impact on both staff and learners on our focus on the Expressive Arts?

Most staff are now more confident in curriculum delivery in dance and almost all have fed back that they are more confident delivering the drama curriculum, having a clear framework to follow. A greater focus on drama has sparked an interest in many children. As a result, children joined drama groups that provided them with opportunities to take part in local and national theatre productions. Many were also enthused by the work with Scottish Opera and encouraged some to join groups focussing on the performing arts.

Our Music specialist has added significant value to the provision of music across the school. We are already seeing considerable enhancements in singing, understanding of musical notation and a variety of beats and rhythms. There is a high quality of provision in this curricular area and children are demonstrating a high degree of engagement and increased confidence.

An Art specialist will be introduced next session to enhance this area of the curriculum. Feedback from parent questionnaires issued via forms, highlighted that some parents would value a greater emphasis on the art curriculum. Most staff also felt that this was an area that would benefit from a lead specialist to deliver the skills more consistently and progressively.

Next Steps:

- Staff share their developments during the August 23 In-Service.
- Further develop Art skills, linking to Interdisciplinary learning where feasible, led by a lead specialist.
- Additional opportunities for after school learning are enhanced e.g. Drama club.
- Junior school choir.
- Performing Arts position paper.

School priority 3: Maintenance – PM writing

NIF Priority Improvement in attainment, particularly in literacy and numeracy.

Closing the attainment gap between the most and least disadvantaged children

NIF Driver curriculum and assessment school improvement

HGIOS?4 QIs

QI 2.3 Learning, Teaching & Assessment

QI 3.2 Raising attainment and achievement

Progress and Impact:

The teaching of writing skills is now more structured with a much greater consistency of approach and covering a broader range of genres.

Feedback from children during pupil/SLT meetings tells us that children are engaging more with the writing process, enjoying the structure of the lessons, are applying their skills across the curriculum and feel that there is more purpose to their writing.

Our Assessment data show us that there has been significant improvement in writing at P4 and P7. The writing programme in Primary 1 has been enhanced and additional support has addressed any gaps identified through initial baseline assessment.

Next Step:

- Enhancing moderation opportunities
- Tracking coverage of genres to ensure all pupils experience a range of writing opportunities
- More purposeful opportunities for writing across the curriculum in different contexts

Improvement in attainment, particularly in literacy and numeracy

Attainment over time is strong. More consistently applied and accurate assessments are allowing us to see trends over time so that we can identify where there are gaps in learning and intervene appropriately. Our learners' achievements in their Curriculum for Excellence levels demonstrate that we are consistently above National and East Dunbartonshire averages. (2022 data)

P4	Reading	Writing	Numeracy
Milngavie Primary*	90+	90+	90+
East Dunbartonshire	85	80	84
National	76	70	75

P7	Reading	Writing	Numeracy
Milngavie Primary*	90+	90+	90+
East Dunbartonshire	89	84	85
National	79	73	76

*The data released by the Scottish Government is not broken down for figures over 90%: https://scotland.shinyapps.io/sg-primary_school_information_dashboard/

In P1, where there is a greater emphasis in learning through active participation, our own teacher assessments are more reliable than the Scottish Standardised National Assessments (SNSA).

In literacy most P1 pupils meet the SNSA criteria. By P4 we know they will almost all meet the criteria, as our approaches and interventions are highly effective. This success continues as children progress to P7 where all children were successful in meeting the criteria for reading and almost all for writing.

The improvement in writing is also beginning to show more clearly with the intervention of a new PM writing resource, trialled from the final term in session 21-22 and continued into session 2022-23. Our P4 writing scores are +6 percentage points on the previous year, and higher than any result that has been achieved since the recording of our data began, in 2017-18.

On P7 our results are +18% on the previous year, giving us the second highest score since we started compiling data.

In P1 Numeracy skills are developing well using the play to learn approach. In P7 they are +2% on last year. The exception, this session, is P4. Here we have a number of strategies in place to support individual learners and groups within the class. We ensure that we have robust Support Plans in place. These are regularly reviewed by class teachers and support staff. Children, and their parents, engage fully in this process. The Principal teacher provides robust interventions to support pupils within this cohort.

As well as a support there has been a greater emphasis on recovery through challenge, this session. Evidence we have collated has shown us that we should improve the pace of learning and the expectations we place on children across the first level of numeracy. The SLT have used teaching and learning meetings to have targeted discussions about pace and challenge. Teachers are now gathering and using data to identify how they might support this in their planning and practice.

Our assessment data in P3, P5 and P6, tell us:-

Literacy:

- 80% of children making expected progress or better, 32% making higher than expected progress.
- 96% of children working at a level average for their age or above, 40% of children working at a level higher than the average for their age.

Numeracy:

- 65% of children expected progress or better, 27% making higher than expected progress.

- 88% of children working at a level average for their age or above, 40% of children working at a level higher than the average for their age.

Support and Challenge Groups

Literacy:

Of the children in the literacy challenge group sitting SNSAs the results showed that nearly 70% of children had made significant progress since their last assessment and that all were now working at a level within the highest band possible.

Of the children in the literacy challenge group sitting a GL literacy assessment the results showed that all children continued to work at a level above the average for their age, 43% showing clear improvement since their previous assessment and 71% scoring within the highest stanine possible.

Literacy Support:

Of the children in the literacy support group 75% showed progress within their SWST (Spelling)

The children in the literacy support group were expected to perform within the lower bands for the SNSA. Of the children in the literacy support group sitting SNSAs the results showed that all children were now in fact working above the bottom banding for reading (with 75% working in the middle bands or higher).

Numeracy and Mathematics:

Of the children in the maths challenge group sitting SNSAs the results showed that 75% of children had made significant progress since their last assessment and that all were now working at a level within the higher bands (nearly 80% in the highest band).

Of the children in the maths challenge group sitting a GL maths assessment the results showed that 92% of children continued to work at a level above the average for their age, 45% showing clear improvement since their previous assessment and 82% scoring within the highest stanine possible.

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

Pupil engagement is always high on our agenda. Children are asked for their views on a range of subjects, from how they would like us to prioritise our PEF spending to how we improve our school.

Through our leadership groups our learners engage in a number of transformational activities, such as designing a leaflet on diversity to share with the school community to engaging in pupil wellbeing assessments such as SHINE, a Glasgow University initiative and our School Improvement Group creating posters demonstrating what a good lesson at MPS looks like. This will be circulated in August '23 to the school community'.

The school is working towards silver accreditation of the Rights Respecting Schools award. We have introduced Charters for Learning, Respect and the Environment. Our pupil Ambassadors are working on Charters for the Playground, Excursions and Wet Playtime which they will present to the wider school community in session 2023-24. A pupil Committee also meets with the Head Teacher to talk about their strategic role in the school and how their views and rights can be effectively exercised. We also have pupils attend the East Dunbartonshire Pupil Forum, influencing change at an authority level.

Improvement in children and young people's health and wellbeing

A significant amount of our resources have been directed towards our pupil's health and wellbeing in recent years. Notably this session, we have seen a profoundly positive impact on the presentation of individual pupils who have been through the LIAM project, delivered by one of our trained staff members. In response to comments in a questionnaire to parents we created a Sway, outlining the numerous and varied approaches we have built up in recent years to support our learners, linking our approaches to the Curriculum for Excellence, GIRFEC and UNCRC. Staff at all levels have engaged in a range of CLPL to upskill their knowledge in a number of areas to support our learner's health and well-being, including those for individual pupils with complex needs.

We will build on this next session by having additional staff trained in LIAM. We will also allocate time for a staff member to focus on the new Scottish Government guidelines - the '*cycle of wellbeing*', allowing us to further enhance all aspects of health and wellbeing across our school community, whilst helping us realise our vision, values and aims, aspects of our curriculum rationale and continue to build a strong, purposeful ethos. This will be part of our School Improvement Plan for 2023-24, and will be funded through the Pupil Equity Fund (PEF)

Closing the attainment gap between the most and least disadvantaged children and young people

We know our children and their families well. We work hard as a leadership team to build positive relationships. We communicate pertinent information to parents regularly, signposting them to supports and offering our support where possible. Recent feedback demonstrates that this is appreciated and valued. We have well established, identification, tracking and support systems in place for our vulnerable pupils as well as those needing support with their learning. Our main focus has been on supports for literacy and numeracy, but we have a number of health and well-being approaches that we apply as necessary. We provided parents with information about the different approaches we use to meet their children's needs, the interventions we adopt and the external supports we acquire help from. Feedback demonstrated that this document was insightful and useful. Supporting the health and wellbeing needs of our school community is fundamental in helping us to meet our pupils needs, academic or otherwise.

Previous 'gaps' in writing has been responded to and significant improvements have been made. Linked to this we have identified areas of spelling, in particular when related to dyslexia, and are looking to use our PEF finding for next session, alongside our research on pedagogy through IOS, to make further gains.

We are also aware of gaps related to health and wellbeing and will continue to respond to individual situations as robustly as possible.

Improvement in skills and sustained, positive leaver destinations for all young people

Digital Learning has been central to our on-going improvement agenda in recent years. This culminated in excellent feedback when we received our digital schools award. We will continue to build on this by introducing pupil profiles to our ICT curriculum planners for our senior pupils, linked to the work of Skills Development Scotland and My World of Work.

Achievement of Curriculum for Excellence (ACEL) data

ACEL data at the end of June 2023				
	Reading	Writing	Talking & Listening	Numeracy & Mathematics
Early level by end of P1	all	all	all	all
First level by end of P4	most	most	almost all	most
Second level by end of P7	almost all	almost all	all	almost all

*P4 Numeracy and Mathematics just short of the almost all category.

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

In session 2022-23 the school received £25,725 PEF funding. This supported the development of our Expressive Arts as a mechanism to support pupil health and well-being; interventions to support the specific needs of individuals and groups of children; resources to diversify the curriculum and make it more accessible to all of our learners who have barriers to their learning.

The positive impact of these targeted supports can be evidenced anecdotally, for example through the ethos of the school, pupil presentation and engagement in learning. In addition, we have feedback received from questionnaires issued to pupils, staff and parents and the assessment data we gather from many sources. Information gathered through our Monitoring Calendar allows us to triangulate further so that specific, targeted supports and interventions can be applied, for individuals and groups of pupils.

Self-evaluations of How Good Is Our School? (4th edition)

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

Summary of School Improvement priorities for Session 2023/24

- 1. Improving our Schools
- 2. Developing Oracy (Talking and Listening) skills
- 3. Pupil Support

What is our capacity for continuous improvement?

Very good progress has been made on our school's improvement agenda. Although managing higher than usual rates of absence, our Curriculum Development Teams (CDT's) have made progress. 2 of our 4 CDT's need to refine a few, outstanding tasks in preparation for next session.

Having successfully addressed a number of staffing changes this session, we have maintained as much continuity and consistency as possible for our learners. An example is recruiting a music specialist, once again ensuring music provision is a key feature of school life. The positive impact of this has already been appreciated across our community, with our Choir, for example, beginning to have a higher profile. Our new staff are making very positive contributions to the life and work of the school. The excellent partnership working we had established pre Covid, in areas such as science, are beginning to build capacity once again. We will continue to build a new network of parents and external contacts to assist us in making our curriculum relevant and real for our learners. Building back relationships has been a key feature this session which we will continue to encourage going forward. Continuing to provide leadership opportunities for staff, recruiting the right staff for our school and supporting our team through challenging times is all part of our wider improvement agenda. All of this is creating a solid platform from which further capacity for improvement will become more evident in the future.

As part of our three-year plan, we will focus on learning, teaching, assessment and moderation and using data and research to drive forward further improvements that will directly impact on improved outcomes for our learners.

