



sustainable thriving achieving

East Dunbartonshire Council

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Milngavie Primary School



Standards and Quality Report 2023/24

Milngavie Primary School
FIDE ET FORTITUDINE

OUR VISION
Working together, Respecting others, Reaching our Full Potential.

OUR VALUES
Trust, Respect, Resilience, Compassion, Inclusion, Fairness, Equality, Nurture

OUR AIMS

- 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 in a digital world.
- 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

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 364 pupils, with placing requests accounting for approximately 31%. 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 incredibly 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 (Sciences, Technologies, Engineering and Mathematics) grant from Education Scotland. At the end of P7, most of our pupils transfer to our associated secondary school, Douglas Academy. There is an exceptionally good partnership between Milngavie Primary School and Douglas Academy, with a range of excellent transition arrangements, helping all our pupils settle and succeed from the outset. Particular emphasis is placed on those children who have any additional support needs.

In our school population, 80% identify as white UK, with 20% coming from other ethnic backgrounds. 8.5% 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 several 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 was approximately 95%. Once again, we had 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 3 Probationer teachers who quickly created excellent teaching and learning environments for their pupils, with robust support from their Mentor.

Our support staff consists of classroom assistants, Support for Learning Assistants, clerical assistants, cleaners, a Housekeeper, catering staff and a Buildings Manager.

According to the Scottish Index of Multiple Deprivation (SIMD), Milngavie Primary School is in an affluent area of predominantly private housing. Last session we received £25,725 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 and evaluate many potential support mechanisms to ensure that we are meeting the needs of any vulnerable pupil. We dedicate time to building relationships with our more vulnerable. We know that having an understanding and a knowledge of their circumstances is key to achieving success for our pupils. Teacher time and PEF (Pupil Equity Fund) funding was allocated so that staff were able to deliver the Seasons for Growth programme and well-being sessions. We also offered an increased number of L.I.A.M. (Let's Introduce Anxiety Management) sessions to support our pupils with anxiety. We work closely with a range of external partners to offer support, including a counselling service, health, and social work, the school Nursing Service, and the Home Link Officer to name but few. Using Pupil Equity funding and

support from the PTA (Parent Teacher Association), 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 Vision, Values and Aims. We are using our Vision and Values in and around our school as a constant reminder to our children of what it means to be a child at Milngavie Primary school.

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 extremely 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. Pupils have worked together this session to introduce new charters and have shared these with their peers.

All of the above creates a calm, purposeful, industrious school environment where children can learn and play in, where they feel heard and valued, and as a result, incidents of poor behaviour are uncommon.

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, and often exceeding, 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 our engagement in the Improving our Schools (IoS) Initiative has enhanced the learning experience for our pupils.

Pupils vote for House Captains and Vice Captains annually and classes select representatives for our Pupil Council and the School Improvement Committee. This year House Captains led a number of initiatives including the school's Travel Plan, presentations on how their House names evolved, in partnership with the Milngavie Heritage Centre Group, and led on aspects of Health and Wellbeing.

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 and the school's wider achievement agenda. We have also resumed our journey on the Right's Respecting Schools, gaining bronze level and have developed our action plan for our Eco Schools Scotland Award and have received silver accreditation soon for our Sports Scotland Award. We are also working towards achieving gold level status in a newly established music award.

Historically, there have been many 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 plan to have a good ratio of activities both indoors and out. We are resuming our Forest Schools programme in partnership

with the Mugdock Rangers.

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 school's capacity to improve and add value to pupil experiences with their support. 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 provided excellent curriculum support. We are again building our capacity, making connections with a new cohort of parents and partners, and have diversified to include parent partners for 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, STEM supporting our assembly programme and liaising with the school and local authority to facilitate meaningful change. An example of the latter being the work undertaken by the pupil and parent sustainability group, looking at how our recycling processes can be improved.

Progress in School Improvement Plan (SIP) priorities

School priority 1: Improving our Schools (IOS)	
<p>NIF Priority Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children</p> <p>NIF Driver teacher professionalism school improvement performance information</p>	<p>HGIOS?4 QIs QI 1.3 Leadership of Change QI 2.3 Learning, Teaching & Assessment QI 3.1 Wellbeing, equality & inclusion QI 3.2 Raising attainment and achievement</p>
<p>Progress and Impact:</p> <p>The school has made good progress with this improvement priority. We are now well placed to build on this work next session as we introduce play and enquiry based learning and through 'The Circle', refocus on the classroom learning environment.</p> <p>Improving Our Schools (IOS) has also provided an excellent opportunity for our Class Teachers to be part of a programme which aims to create reflective staff capable of highly effective teaching and improving outcomes for learners. The framework teachers followed ensured a clear structure was adopted to ensure consistency:</p> <ul style="list-style-type: none">• Whole school data analysis• Identified the features of highly effective practice they 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>Two interrelated principles are that the key to teacher quality lies in professional development and that professional development needs to support the significant role of the class teacher in improving teaching and learning. By focussing more on pedagogy, we have, this session, seen a particularly positive impact on the school's attainment. By using data more rigorously, we have been able to identify where the biggest gains could be made. Consequently, most learners in the</p>	

lower attainment categories who have been given additional support, be that in class or in targeted support groups, have seen considerable progress in literacy and even more so in numeracy.

- the impact of our work this session:
- 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.

Teacher engagement in more focussed pedagogical dialogue has also led to more rich discussions around self-evaluation. Teachers have worked in partnership groups to look more closely at the school's functions, operations, and data to make more accurate assessments of where the school is at, and what our next areas of focus should be. As a result, almost all staff state that they have benefitted from the programme and have fed back on the impact the programme has had. Staff shared that they 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 commented that 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, as well as strengthen leadership opportunities

From the attainment results this session, it is evident that teacher's pedagogical skills and understanding has supported them to identify priorities and raise attainment at classroom level, as well as identify the most important aspects which they can change to promote improvement and to review their impact more accurately. Trio and SLT observations and monitoring demonstrate that there is a clear focus on improvements to the success and achievements of their learners: improved learning and teaching: effective use of data informed targeted interventions; improved attainment and achievement and a relentless focus on equity and excellence for all children and young people

In summary shared constructive, evidence-based judgements have led to improvement in both learner attainment and achievement.

Next Steps:

- Trio groups and classroom visits will continue next year to encompass whole school training on the 'Circle' programme

School priority 2: Developing Oral Literacy Skills

NIF Priority Improvement in attainment, particularly in literacy and numeracy. Improvement in skills and sustained, positive school-leaver destinations for all	HGIOS?4 Qis QI 3.2 Raising attainment and achievement QI 1.2 Leadership of Learning QI 2.2 Curriculum
NIF Driver	

curriculum and assessment school improvement	QI 3.3 Increasing creativity and employability QI 2.3 Learning, Teaching & Assessment QI 3.1 Wellbeing, equality & inclusion
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Progress and Impact:

Our skills-based learning programme for oral literacy skills has been introduced with associated planning and assessment frameworks. High quality teacher led training and support was delivered by the Literacy Co-ordinator for all class teachers.

This support has led to greater consistency of approach, of skills progression and better tracking and monitoring of pupils' competencies over time. We now have a more robust approach to making professional judgements about learners' competencies in talking and listening. Running alongside this we have a Life Skills programme and clearer guidance on the effective development of debating skills. This ensures that we are giving consideration to pupil support and challenge and helps us to take advantage of opportunities that add value to pupils learning experiences, both in and out with the school.

Children at all stages of the school have had opportunities to develop skills in different contexts and have demonstrated that they can apply their talking and listening skills in a broader range of genre. Learner engagement has increased over the course of the session, with a range of opportunities highlighted through our learning journals and social media. Pupil Voice continues to be a strong feature of the school and engagement in Pupil Leadership Groups has provided many children a platform to present their knowledge, skills, and abilities very successfully. Whilst attainment in Talking & Listening continues to be very good, we can now better track the specific skills associated with this curricular area, and have developed information to provide more structure for those pupils requiring support and challenge, e.g. debating skills.

Next Steps:

- Review the updated My World of Work Website (Staff advised of Skills Development Scotland training in September)
- Assessing the classroom environment through the Circle programme to ensure all learners have a safe space to develop their confidence, thus allowing them an opportunity to engage fully in all aspects of oral literacy
- Assess the impact of the literacy programme and track teacher data to ensure moderation of skills matches teacher judgments for both ACEL and the school's Progress and Achievement database

School priority 3: Support and Wellbeing

NIF Priority Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children	HGIOS?4 QIs QI 3.1 Wellbeing, equality & inclusion QI 2.4 Personalised Support QI 1.5 Management of resources to promote equity
NIF Driver teacher professionalism school improvement	QI 3.2 Raising attainment and achievement QI 2.6 Transitions

Progress and Impact:

We had identified a significant spike in children's anxiety post lockdown. This concern was also captured in the school's wellbeing tracking mechanisms (Cycle of Well-being) and through our P6 and P7 engagement with the SHINE programme. Consequently, we sought a mechanism to support our children, particularly those who did not meet the severity criteria to access Child and Adolescent Mental Health Service (CAMHS). Working with partners, we decided that the LIAM (Let's Introduce Anxiety Management) programme was the best fit for our context. The interventions were expertly delivered by a staff member who underwent rigorous training. Uptake has been incredibly positive and parental engagement has been high.

Based on the feedback from children, parents, and staff, it became clear that there was a significant, positive impact on pupil presentation, both in and out with school. With this positive feedback in mind, we were determined to further develop our capacity to deliver the LIAM programme. We were fortunate to have a second staff member access the training. This allowed us to significantly increase the number of children we were able to support over the course of the session. We have robust evidence to highlight that the strategies and tools that the children have acquired are significantly reducing levels of anxiety, improving their presentation, their engagement and attendance.

Seasons for Growth

Children's feedback from this session was incredibly positive. Some of the comments the children shared reflect this:

- Children felt able to discuss changes and how this made them feel.
- They had the opportunity to hear their peers speak about similar circumstances which they could relate to.
- Children spoke about having a sense of belonging in "the group"
- They were able to use strategies taught to help them with low self-esteem.
- Children were able to explore methods to help self-regulate when experiencing big emotions.
- Children were able to discuss and draw their feelings in an environment they felt safe and heard in.

Using Digital Literacy

It was important that children, particularly those with ASN (Additional Support Needs), were more aware of the dangers they may face on line. There have been many areas in which Digital Learning has progressed in the 2023-24 session. Cyber Resilience and Internet Safety (CRIS) lessons have been introduced, showing the pupils the importance of being safe online and when to seek help. The introduction of lessons from the NCSC (National Cyber Security Centre) to Primary 5 and 6 have been very effective and many pupils have taken the information they have learned home with them to share with their families. CRIS lessons for Primary 7, provided by Daydream Believers, have been successful in introducing pupils to the harms that they might face when online. Our children have fed back positively on their learning and can articulate much more effectively what they have to do to be safe.

Next Steps:

- From August 2024, we will again use Pupil Equity Funding (PEF) to allow a Class Teacher to continue the valuable work on supporting Health and Wellbeing for children, including further self-evaluation to ascertain on-going next steps to be developed
- Using data gathered from the SHINE programme, we will engage our P6 pupils in a wellbeing transition programme and one of our P7 classes will undertake the IHeart programme through our Counselling partners, Lifelink.

Progress in National Improvement Framework (NIF) priorities

Improvement in attainment, particularly in literacy and numeracy:

Attainment data in literacy and numeracy is based upon standardised assessments, teacher summative assessments and formative assessments through observations and analysis of classwork.

Staff engage with Benchmarks and Moderation to ensure that they are making confident and consistent professional judgements about learner's achievement of a level. In term 2, teachers from P1, P4 and P7 worked with colleagues from across the Authority to moderate writing, and in term 3 our focus was on reading and numeracy.

Attainment over time remains 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 both National and East Dunbartonshire averages.

Our data shows a consistently high level of attainment is being maintained, with almost all pupils attaining appropriate levels in in reading, talking and listening and mathematics and numeracy.

We have robust tracking systems in place and use effective interventions to ensure that all our learners are making progress.

A range of formative assessment information cross references with our teachers' formative assessments and professional judgements. We also triangulate this with the additional supports we have in place, to ensure that no individual children are overlooked.

Our robust tracking, monitoring and recording procedures, including our holistic screening programme, is firmly embedded. This has allowed us to better identify learners with dyslexia and ensures that we are providing the correct supports and interventions at the earliest opportunity. Our data demonstrated that almost all of this cohort of learners are benefitting from the supports in place and are meeting and often exceeding their milestones.

The combined early identification and interventions are ensuring that we reduce barriers to the curriculum, making modifications where required. Pupils and parents tell us that they are more at ease with their dyslexia diagnosis, more confident to ask for help and that they feel less anxious about their/their child's learning.

Our SNSA results demonstrate clearly that a significant percentage of our pupils are in the top 2 bands in reading, writing and numeracy, the Primary 4 results being particularly good this session.

Our summative school assessments confirm our professional judgments, with over 40% of children performing at a level higher than the average for their age in both literacy and Numeracy.

Teacher judgements are supported by a suite of summative and formative assessment. Our school assessment guidelines and sessional plan ensure a consistent approach is applied.

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

Our Right's Respecting School journey continues, with the school having quickly moved from Bronze status to silver. We are devising a plan of activities to support our work towards achieving gold status in session 2025-26.

Our school currently has two representatives on the East Dunbartonshire Pupil Forum. They gather pupil views by visiting classes, attending school assemblies and using IT to acquire pupils' views. They feed back their findings to the Forum for wider discussion. They use platforms such as the Assembly programme to feedback what they have been working on.

More widely, similar approaches are used to ensure Pupil Voice is captured and used effectively. Our Skills Academy programme has enabled many children to facilitate changes and make school improvements.

The Promise, Scotland's promise to care experienced children and young people that they will grow up loved, safe, and respected, will be included in our School's Improvement Plan next session.

Support and Challenge Groups

In our literacy support group, a third have made considerable progress and are now performing at a level average or above. In Numeracy almost 60% made similar progress. Some key points:

- Of the children in the literacy challenge group sitting a GL literacy assessment 83% were shown to be working at a level above the average for their age with 42% scoring within the highest stanine possible.
- Of the children in the numeracy challenge group sitting a GL numeracy assessment 94% were shown to be working at a level above the average for their age with 44% scoring within the highest stanine possible.

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

Through our Rights Respecting programme equity has continued to develop as a core feature of our school's values.

We have in place guidelines and procedures to ensure we have a clear framework to meet the needs of all our pupils.

Any child with a barrier to their learning is closely tracked and monitored. As a staff we discuss the most appropriate interventions to support individual learners and monitor these to track success. Where improvements are not as hoped, we are quick to review the pedagogy in place and find alternatives. We know this approach to be effective based on the attainment outcomes for those children we are providing additional input for.

This session our PEF funding has allowed us to support pupil's wider attainment, achievement, and well-being. As a result of the impact on pupil outcomes, we will again fund a teacher to have dedicated time each week to support pupils and to identify interventions and future development as well as evaluate the school's processes, using the Cycle of Wellbeing Self Evaluation tool as our guide.

Pupil questionnaires tell us that the wellbeing support we start in P6 as part of our transition programme, also funded through PEF, is well received. Children often refer to the skills and strategies they have learnt when managing their relationships.

Our data gathered from a range of sources allows us to identify and support any child who may be affected by the poverty related attainment gap or could be classed as vulnerable. The data we collate to gather evidence on pupil progress clearly demonstrates that almost all children in these categories are making particularly good progress and the interventions in place are having a positive impact. As part of the Improving our Schools Agenda, all staff are aware of the need to consistently track children who are in the lower deciles of SIMD, are entitled to free meals or are in receipt of a clothing grant. Consequently, more data rich discussions with teachers, and support staff, are allowing us to be much more rigorous in how we meet the needs of all our learners, and how we investigate the most appropriate strategies, tools, and resources to support pupil's learning.

Having analysed our data, we have not identified any significant Gender gaps in literacy and numeracy attainment. We are, however, working closely with our EALs (English as an Additional Language) Teacher, appointed this session, to help us close the gap with some of our pupils who have English as an additional language.

We work closely with families to ensure that they, too, are receiving the supports they require. We actively signpost parents and carers to other services and agencies to assist them. Our school is very cognisant of the Cost of the School Day. The school has gathered evidence from parents, using Forms, to better understand what measures could be put in place to mitigate some of the costs associated with school. We have adopted a number of the suggestions that were put forward as measures to help parents spread the costs across the school session. We will continue to listen to parental views and enact further changes as required.

Improvement in children and young people's health and wellbeing

Please refer to school Priority 3.

All staff are fully aware of the principles of GIRFEC (Getting it Right for Every Child) and the UNCRC (United Nations Convention on the Rights of the Child).

Staff are committed to our core values (see Vision, Values and Aims) and work hard to ensure a safe, nurturing, and equitable school environment. Staff are committed to meeting the holistic needs of their pupils and know their pupils well. Their knowledge of their pupils, alongside data such as the well-being wheel, allows teachers to quickly identify children who require further investigation or support.

Over 23% of our pupils have robust, co-ordinated Pupil Support Plans. All staff and pupils have a role to play in developing and evaluating these plans. As a result, modifications to the classroom environment, curricular content, processes, and product are applied. Almost all have made significant progress because of these individualised supports.

A strong collaborative relationship with our Educational Psychologist has resulted in over 6% of our pupils benefitting from input through our Pupil Support Group. Feedback from parental engagement in this process tells us that all parents value the support their child is receiving.

Work with a range of partners to support Health and Wellbeing, including Active Schools, NSPCC and Sustrans. We also invite in a range of agencies and partners to work with us including the Community Police, supporting the school and parents in issues around keeping children safe online, an issue that parents' frequently highlight as a concern. A seminar delivered by the Police was a well-attended and the school acted on parents' requests from that meeting to provide more information on our website to support parents.

Next steps:

- I-heart delivered for a P7 class
- more awareness amongst staff of the wider aspects of ASN that are being applied across the school
- Teachers ensure pupils are more actively engaged and contribute more to support plans

Attainment and Achievement Data

Curriculum for Excellence Levels at the end of May 2024				
	Reading	Writing	Talking & Listening	Numeracy & Mathematics
Early level by end of P1	all	all	all	all
First level by end of P4	all	all	all	all
Second level by end of P7	almost all	almost all	all	almost all

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

In session 2023-24 the school received £25,725 PEF funding.

PEF funding for this session supported a range of interventions, particularly those that used digital support. The impact of this targeted support can be evidenced in the attainment results across the school, improvement in children's health and well-being and building the capacity to place human rights and the needs of every child at the centre of all that we do, thus meeting the requirements of the National Improvement Framework. We have also focussed our attention on those Poverty Indicators most applicable to our context. For example, addressing the needs of children who are categorised as BME (Black and Minority Ethnic) has seen an improvement in children with English as an additional language making considerable progress. Inclusion, participation, and the engagement of our pupils in SIMD 1 remains strong, supported by PEF initiatives. The pupils in SIMD 1 are also achieving very well, with 100% of pupils in P1, P4 and P7 meeting their appropriate levels. We have also used our PEF to specifically target those who fall into the 6 priority groups. We have allocated funding to provide specific support to those families who fall into these categories. Verbal feedback from parents demonstrate the positive impact these supports have on their families financial, social, and emotional security.

Progress and achievements

Reading Schools:

A great deal has been achieved in a relatively short period of time. For example: starting the process of introducing a school library; acquiring new books to support our Rights Respecting School's journey; involved parents/ carers in school reading events and by issuing a reading newsletter with tips, recommendations and updates; increased the profile and importance of reading for enjoyment; programme of paired reading between stages to allow peer discussion, role modelling and book recommendations.

Overall, the impact has been positive, inclusive, and encouraging. We will reissue our questionnaire next session so that we can more accurately gauge where the specific benefits are. We are realistic, however, and appreciate that our staffing will not allow us to maintain this pace of progress in session 2024-25.

Sports

Over the course of the year many of our children have experienced success both during school events and through their out of school pursuits. Throughout the year we keep families updated on this through our X page.

Digital Learning

Coding has been very successful and has attracted a good gender mix of participants. Many different resources, such as Bee-bot, Scratch, micro:bits and Marty the Robot being used. Python coding has been introduced for the first time in Primary 7 by building on what they already know about micro:bits and with the introduction of Edublocks. Primary 7 have also created their own website using HTML (Hyper Text Mark-up Language). Lower down the school Primary two are now starting to use ScratchJr. The whole school took part in a competition from Make It Happen,

where one pupil won her app design being made and available for others to use on the website. Primary 6 also took part in the first Global Marty Challenge, which saw four teams going through to the finals. Digital Learning is now embedded in our curriculum, and has become one of the school's four key specialisms.

Congratulations to Elise from Primary 1 on winning Milngavie Primary School's Make It Happen design an app competition with her Code-a-pup app. You can play the app here <https://thunkable.site/w/NUWGrkJbThRI3TV3HyA5f>.

Equality in sport (Spots Ambassadors and Equality Committee)

Our focused journey to becoming an inclusive and welcoming school continues, as outlined in our Vision, Values and Aims. This session an Equality Committee has been established consisting of 10 Equality Ambassadors from P5-6. Representatives from our committee attended a cluster meeting with similar committees from other schools, hosted at Douglas Academy and although only recently established, they have planned a number of events for the end of this session and into the new academic year.

Sports Ambassadors have been involved in organising some of the events during an Equality in Sport week. All classes will have a chance to participate in Paralympic sports over the week, with links being made to the Olympics.

Each class was asked to choose a country and Olympic/ Paralympic sport to represent.

The work towards becoming an inclusive school has allowed pupils to use their initiative, pupil voice and make links across the curriculum. This work will continue into the next academic year and beyond.

Work with Glasgow University

We were involved in a pilot for a new venture based on research by Glasgow University, in partnership with Hopscotch Theatre Company. The feedback from children and teachers highly rated this event. Also highly rated was input from a mathematics lecturer from Glasgow University. We hope to have more visitors from Glasgow University next session.

Rotary and debating

Our Rotary Quiz team won their local round which took them to the area and onto the district final, where they were just short of taking home a prize. Our debating teams continued to perform exceedingly well at a range of events at the end of last session and again this session.

Douglas Cluster maths Challenge

Milngavie Primary won the Mathematical Challenge held at Douglas Academy.

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

Quality indicator	School self-evaluation	Inspection/ Authority evaluation
1.3 Leadership of change	Good	Choose an item.
2.3 Learning, teaching and assessment	Good	Choose an item.
3.1 Ensuring wellbeing, equity, and inclusion	Good	Choose an item.
3.2 Raising attainment and achievement	Very good	Choose an item.

- ★ Although evaluated as 'good' we believe that there are now significant areas of 'very good' practice.

Staff have had dedicated time protected in their Working time agreement to engage in different areas of self-evaluation. This has been in addition to any activities undertaken during In-Services days. Staff have worked in partnership groups to review different functions of the school ranging from How Good is Our School, to equalities and gender. All the information gathered has been added to our iAbacus platform purchased through our PEF. This allows all staff to engage in

professional discussion about pedagogy, school strategy, procedures, and processes. From these rich discussions we can identify new, more efficient, and effective practices and engage in qualitative discussions about improvements to our broader curriculum delivery and processes to meet individual pupils needs and requirements.

We have also allocated PEF to allow a member of staff to evaluate our progress in supporting Health and well-being across the school.

As a staff we are confident that the self-evaluations we undertake across the session have led to improvements in many aspects of curriculum delivery and the broader life and work of the school.

Summary of School Improvement priorities for Session 2024/25

- 1. The Circle Framework
- 2. Pupil Leadership in Learning (Play/Enquiry Based Learning)
- 3. Awareness of new Educational systems and support frameworks

What is our capacity for continuous improvement?

Staff are committed to maintaining, and improving, ambitious standards across all the school's functions.

Pupils and parents comment positively on the school's performance. Parental feedback has been strong with almost all parents expressing their satisfaction with the school. Where we have had to work closely with parents to resolve a concern, almost all felt that their concerns were listened to and effectively acted upon. Parents feedback that the school is well led and managed. We will continue to build on these positive relationships to support children and families.

Play based learning is embedded and strong in Primary 1. Some aspects of this good practice is currently being adopted in our P2 classes. We will continue to monitor the impact of this to ensure that we have a good balance of Pedagogical approaches.

Through our School Improvement Plan we will allocate time from Continuous Professional Development and the Working Time Agreement to focus on developing this practice further across the school. This will be evidenced in our 2024-25 School Improvement Plan.

Our children's skills in talking and listening are continuing to develop strongly with increased opportunities for pupil voice being effectively planned for. Learner participation in our Pupil Leadership groups continues to go from strength to strength, with children actively leading changes across the school. Next session we will use our more robust and progressive approach to further enhance our pupil's skills.

Our pupils speak positively about their school and the experiences they have. Our pupils continue to contribute to the ethos and the life of the school, and actively take up opportunities to develop their skills further. We will proactively encourage engagement in an extended range of opportunities for Pupil Voice going forward.

There has been a notable improvement in attainment as a consequence of the support and challenge interventions that have been put in place. We are building on this by looking at how we can meet the needs of our more able learner's more generally, working with Emeritus Professor Margaret Sutherland next session to achieve this. We will use our staffing ratio as creatively as we can, going forward, to maintain as much of this targeted provision as possible.

We have made particularly good progress toward our Right's Respecting School's Silver award, our Sports Scotland Gold award and in gathering evidence for the music award. We hope to achieve these goals early next session.

Our pupils continue to benefit from a rich and broad learning experience with significant 'added value.' We continue to add to our network of parents and external contacts to assist us in making our curriculum relevant and real for our learners, our Parent Council proactively assisting with this. Our re-established PTA has been particularly active, and through their efforts the school has benefitted from a range of resources and opportunities that have benefited all pupils. We will build on our excellent relationship with them next session. Building back relationships has been a key feature this session which we will continue to encourage going forward.

Our staff team continue to develop and enhance their skills, and most actively engage in taking forward initiatives and leading change. Two members of staff are participants in the Local Authority leadership programme this session. We hope to work with them next session to provide additional leadership opportunities, assisting them in their journey into leadership roles. We will continue to build leadership capacity at all levels next session.

Continuing to provide leadership opportunities for staff, recruiting the right staff (where we are able to do so) 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 the 'Circle,' Play and Enquiry based learning, improving staff understanding of the processes supporting Additional Support needs and research to drive forward further improvements that will directly impact on improved outcomes for our learners.

Our school community is highly committed to working together to help us continue to strive for excellence and equity *for all*.



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