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East Dunbartonshire Council

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Milngavie Primary School



Standards and Quality Report 2024/25

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 six years. Our roll has returned to last year's figure of 364 pupils, with placing requests accounting for approximately 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 incredibly positive about the engagement they have had with the school. This included: visits to the P1 classrooms, a magician, Zoolab, fitness and movement sessions and our music specialist providing bespoke early level sessions. We also work closely with our cluster Primaries and partner Early Years Centres, undertaking joint programmes as often as possible. A good example continues to be our joint early level woodwork initiative, working with Oakburn. 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 starting at Primary 6, helping all our pupils settle and succeed from the outset. Particular emphasis is placed on those children who have any additional support needs with an extensive, full year programme to support these pupils.

In our school population, 83% identify as white UK, with 17% coming from other ethnic backgrounds. 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 Russian, Hebrew and Persian 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 19.1 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 and early level. In term 3 due to our consistent school roll of over 350 pupils for three consecutive years, we were allocated a second Depute Head Teacher. 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. The addition of a second depute has provided support for our transition to our two, new school settings while our buildings are refurbished. This session the school had 2 Probationer teachers who have shown excellent teaching and learning practise for their pupils from the very start, they have been effectively supported by an experienced Mentor.

Our support staff consists of Classroom assistants, Support for Learning Assistants, clerical staff, cleaners, a Housekeeper, catering staff and a Building 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 (PEF). 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, children from military families and a significant increase in those living with loss and 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 Pupil Equity 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 Let's Introduce Anxiety Management (LIAM) 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, Supporting Families and the Home Link Officer to name but a few. Using Pupil Equity Fund and support from the PTA (Parent Teacher Association), we work to provide families on Free School Meals with free or reduced cost educational excursions and school events and activities. 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 including a Charter from our Sports Ambassadors.

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. This session the addition of whole school work on The Circle has supported the development of raising staff awareness of inclusive school and classroom environments.

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 decant plan 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 metaskills 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 continued our journey on the Right's Respecting Schools, gaining silver level and working towards gold. We have developed our action plan for our Eco Schools Scotland Award and we are working towards gold accreditation for our Sports Scotland Award, which we expect to achieve next session. We also achieved gold level status in a newly established music award with pupils and staff being

presented with our award by representatives from the We Make Music and Education Scotland representatives.

Historically, there have been many extra-curricular activities at Milngavie including football, netball, dance, tennis, athletics, chess, basketball, shinty, coding, Lego, and choir. 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 resumed our Forest Schools programme in partnership with the Mugdock Rangers using local Barloch Moor.

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 continue to build 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, supporting our assembly programme and liaising with the school.

This session we learned that significant structural work was going to take place on both our buildings which means all pupils will be moving to alternative provision at St Nicholas (P1-3) and Torrance (P4-7) for session 2025-26. The move has been and will continue to be managed in collaboration with council leadership teams ensuring a smooth transition for all our pupils and staff.

Staff across the school engage in School Improvement Planning and contributing to the focus of our School Improvement Plan. Staff contribute to the content of the Standards and Quality Report. On-going consultation with pupils and parents over the course of the session ensures that their voices are evident in our planning and reporting.

Progress in School Improvement Plan (SIP) priorities

School priority 1: The Circle Framework/ The Promise (CIRCLE - Child Inclusive Research Into Curriculum Education)	
NIF Priority Placing the human rights and needs of every child and young person at the centre Improvement in children and young people's health and wellbeing NIF Driver teacher professionalism school leadership parent / carer involvement and engagement	HGIOS 4 QIs QI 1.1 Self evaluation for self improvement QI 2.1 Safeguarding and child protection QI 2.4 Personalised Support QI 2.6 Transitions QI 2.7 Partnerships

Progress and Impact:

The school has made good progress with this improvement priority and is well placed to continue implementation of The Circle (Child Inclusive Research Into Curriculum Education) in year 2 focussing on the participation scale and supports for specific learners building on the work undertaken around the Inclusive classroom scale.

All staff have enhanced their knowledge of The Circle Framework through professional reading and dialogue within their professional trios which has enabled them to reflect on their classroom environment and its suitability for the pupils in their class. Pupil reflection of the learning environment allowed the school to triangulate feedback. Feedback showed that the following aspects of the Inclusive Classroom Scale were common themes amongst pupils and staff for further consideration:

- Accessibility and adequacy of space
- Visual supports and sensory space
- Availability of objects

Staff and pupils worked together to make adaptations to classroom layout and signage within the classroom and throughout the entire school. The emphasis on a whole school approach was welcomed by the staff and provided them with greater clarity on exactly what was needed within each classroom. Through professional dialogue and trio visits staff determined whole school materials which ensured a consistent approach was taken. Pupils identified gaps and action was taken to rectify this. Further training around the sensory environment from NHS Greater Glasgow and Clyde provided staff with a greater understanding of how to modify the classroom environment to provide greater support for sensory needs. Most pupils are now settled within the classroom environment, using sensory break out spaces to support self-regulation. This aspect will be revisited annually.

The maths and language leads within the school supported staff with availability of objects, looking at whole class maths and language boxes. The impact of these resources was assessed through pupil engagement in the resources. Staff highlighted that more pupils are happy to use these materials when they are available to all and not just specific pupils.

Staff completed a pre-evaluation questionnaire of their understanding of The Circle to identify professional learning needs for this priority. A post evaluation questionnaire showed that the

majority of staff were now more confident using this framework to enhance learning and teaching within the classroom environment. The Circle Framework has provided an excellent opportunity for our Class Teachers to be part of a programme which aims to create reflective practitioners using adaptive teaching methodologies to enhance the learning environment and meet the needs of all learners.

Next Steps:

- Wellbeing across the school is our main focus for next session as a result of the decant. For this reason we will also be focussing on the emotional wellbeing of our pupils and using Zones of Regulation to support staff understanding of the individuals within their classroom. Work on this has already been started with staff sharing good practice through classroom visits.
- Our focus for year two will be around the Participation Scale – staff will be identifying individual pupils within their class for whom aspects of participation are more difficult and develop an action plan to support these pupils.

School priority 2: PEBL (Play and Enquiry based Learning)

NIF Priority Improvement in skills and sustained, positive school-leaver destinations for all Placing the human rights and needs of every child and young person at the centre NIF Driver curriculum and assessment school leadership Teacher professionalism	HGIOS 4 QIs QI 1.2 Leadership of Learning QI 3.3 Increasing creativity and employability
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Progress and Impact:

The school has made good progress with this priority and is well placed to further implement Pupil Enquiry-Based Learning (PEBL) across further subjects and stages.

This year, five staff members from Milngavie Primary School took part in a series of Career-Long Professional Learning (CLPL) sessions focused on PEBL. These included sessions on developing enquiry skills, creating provocations, planning through the enquiry cycle, assessment strategies and mentoring support.

Both Primary 6 and 7 classes have been trialling the PEBL methodology and have found it to be a highly effective and engaging way to involve pupils in their learning. Pupils were more engaged in their learning showing more leadership skills through independent research. This was gathered through a range of approaches including classroom observations, monitoring and tracking meetings and discussions and activities from our Pupil Leadership Groups. This methodology showed a greater depth of learning as evidenced through the projects shared. Pupils were very keen to share their learning and created provocations which stimulated further discussions with their peers. Feedback from pupils highlighted their eagerness to use this methodology across other aspects of the curriculum.

Primary 6 also explored how PEBL could be incorporated into a home shared learning project. The projects shared were of an extremely high calibre and parent feedback highlighted the focus

shown by the children in carrying out the project. Further comments came from parents highlighting how impressed they were with the depth of knowledge displayed.

As part of the process, both P6 and P7 developed a meta-skills framework and have been actively reviewing and self-assessing their work using this structure.

Next Steps:

- We plan to share our successes across the school and bring together our best practice so it can be implemented more widely
- We will also review our Interdisciplinary Learning (IDL) focus areas and explore how elements of PEBL can be embedded throughout the school (including within the infant classes merging with play)
- We will also look at using PEBL within RME and Science.

School priority 3: Review of ASN policy, practice and procedures

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	HGIOS?4 QIs QI 2.3 Learning, Teaching & Assessment QI 2.4 Personalised Support QI 3.1 Wellbeing, equality & inclusion
NIF Driver teacher professionalism parent / carer involvement and engagement	

Progress and Impact:

We have developed, reviewed and amended a number of policies including, Meeting Learners Needs and Accessibility, Digital Learning and Relationships. These were shared with staff and parents and discussed with pupil focus groups for discussion and amendments.

These have been ratified and the procedures adopted to ensure a consistency of approach across the school. These have been shared with our probationers for next session to ensure that they are fully informed of our expectations as a school.

Progress in National Improvement Framework (NIF) priorities

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

Milngavie Primary is a Silver Rights Respecting School and we continue to work towards our Gold award. We have been developing work on rights based learning since 2022 led by our Rights Respecting School lead. Our journey towards our Silver Rights Respecting Schools Award (UNICEF) helped increase pupil, staff and parent knowledge about rights-based. We have reviewed our whole school charter and our class charters which were created collaboratively with pupils and are displayed and used for reference. UNCRC (United Nations Convention on the Rights of the Child) articles are linked to school events throughout the year such as

'Remembrance', 'Children In Need' and 'Fairtrade'. Our school curriculum has both explicit and implicit work around rights-based learning across the 4 contexts of learning. Pupil leadership roles across many areas of school life provide meaningful contexts for pupil voice to be heard, e.g. in committees, policies, leading learning in class and during assemblies, school improvement. This session The Circle has supported our rights based programme by ensuring the classroom environment meets the needs of all learners with pupil voice playing an integral part in identifying areas for improvement. Two of our pupils are part of an EDC Pupil Forum, sharing information and ideas at an authority level. In class, pupils lead learning through play, and pupil enquiry approaches. This learning is shared by pupils with family through our pupil-led Learning Journal comments.

In session 25-26 we have a focus on 'The Promise' which will support us in continuing to improve outcomes for children and young people, especially those who are 'care experienced'.

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 1, teachers worked with colleagues from local schools to moderate writing, there is further work planned for next session. We also plan to use the decant to work with our colleagues in St Nicholas and Torrance Primary to offer opportunities for moderation.

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. Analysis of NSA data shows a considerable rise in reading achievement in P4 (+18%) and P7 (+21%). These results indicate that our current approaches are effective.

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

A range of summative 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. This is discussed with staff during our Fact, Story, Action, tracking meetings

Our robust tracking, monitoring and recording procedures, including our holistic screening programme at Primary 3, is firmly embedded. This has allowed us to better identify learners with dyslexia and dyscalculia 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 feel less anxious about their child's learning because of the interventions in place.

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.

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 do not meet our expectations, 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.

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 continue to closely monitor our EALs (English as an Additional Language) pupils using the East Dunbartonshire EAL Progress Tracker, to ensure that effective supports are in place to help close the gap with some of our pupils.

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. This session we have seen an increase in the support provided for our young people and their families from the Supporting Families team. The school has been very mindful of the pressures related to the Cost of the School Day and has used a number of targeted approaches to support families. We work in partnership with the PTA as and when appropriate.

Improvement in children and young people's health and wellbeing

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

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, Support Plans. All staff and pupils have a role to play in developing and evaluating these plans. With termly evaluations by teaching and support staff and pupils. Pupil voice is gathered through dialogue with pupils and where necessary or relevant using a Talking Mats approach which helps expand discussions between pupils and a trained member of staff. 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 7% 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. Physical activity is strongly encouraged across the school. As well as providing the statutory 2 hours of PE, we provide a range of after school activities to promote health and well-being. 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 again by the Police was well-attended and the school acted on parents' requests from that meeting to provide more information on our website to support parents. We use the data provided in our SHINE report (Schools Health and well-being Improvement Research Network) to help guide us to better meet the needs of children and families, online safety being just one of those issues that we asked the Police to focus on.

Next steps:

- Continue to deliver I-heart to new P7 classes to support transition
- Further awareness raising for staff on dyscalculia and executive functioning to build on the school's work on dyslexia
- Teachers ensure pupils voice is a key component of support plan evaluations leading to effective next steps for learners

Attainment and Achievement Data

Curriculum for Excellence Levels at the end of May 2025				
	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

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

In session 2024-25 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 Black 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 P5 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.

Below are the areas of focus agreed with staff, the Parent Council and discussed with a cohort of pupils.

Progress and achievements

Reading Schools:

The school was awarded Reading Schools Core accreditation at the end of academic session 2023-2024. The work towards this and aiming for Silver accreditation has allowed us to drive change and foster a culture of reading for pleasure. This initiative has led to improvements in literacy attainment, engagement and overall well-being. Surveys amongst each year group showed that attitudes towards reading has improved particularly amongst a group of reluctant readers. The Reading Schools programme has also provided opportunities for pupil engagement and leadership across all stages.

Parental and family engagement has also improved through events and activities planned throughout the year. School and community ties have been developed notably with the local library and via a local bookstore.

The Reading Schools programme and the associated promotion of reading for pleasure and the provision of quality reading materials to all pupils has been successful at every stage.

Library

A new school library was opened in Term 1. This library has supported the aims of the Reading Schools accreditation. The existing catalogue of books was expanded to provide inclusive, diverse and good quality reading materials to children at every stage of school. The PTA funded an electronic junior librarian system; this allows tracking of reading tastes, popular titles and opportunities for children to operate a live library system. Pupils were surveyed to determine most popular book genres and this has been monitored throughout the year. New titles have been acquired through fundraising and family donations. The level of enthusiasm generated by the opening of the new library has been sustained over the year and children have enjoyed regular borrowing.

The library catalogue links with our Rights Respecting School programme, class topics, popular fiction and is being curated to reflect pupil backgrounds and interests.

Dyslexia friendly publications, Health and Wellbeing titles, comics, graphic novels have helped **all** learners access reading materials. Our library also provides access to books for children who do not have books at home.

The library operates a 'Swap Shelf' where children can bring a book and swap it for another book to take home. Donations from old library stocks, school staff, and school families has allowed this to be extended to children who may not be able to bring a book from home.

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 Learning Journals. Our sports ambassadors helped plan and run the School Sports Day alongside Edinburgh University students. We continue to work towards our Gold School Sports Award which we intend to finalise next session.

Eco

At the start of this academic year, we were proud to receive the Green Flag award in recognition of our eco efforts over the past two sessions. This year, we have begun our journey toward renewing our Green Flag status in August 2026. As part of this process, we have formed a new Eco Committee, completed our environmental review, submitted our draft action plan and started working towards our goals in the areas of climate action, biodiversity and health and wellbeing.

Key Actions:

- Climate Action:
 - Awareness presentations (termly)
 - Clean Air & Earth Day events
 - School-wide litter picks
 - Walk/cycle/scoot to School initiatives
- Biodiversity:
 - Presentations on biodiversity and endangered species
 - Fundraising for WWF
 - Wildflower seed bomb activity
- Health & Wellbeing:
 - Walk and Wheel Week
 - “Fruity Friday” mindful eating
 - “Thoughtful Thursdays” kindness initiative
 - Lunch sports clubs (TBD post-relocation)

Digital Learning

As pupils continue to work through Milngavie Primary Digital Learning Progression Programme they are showing increased confidence with Glow and Microsoft tools; emails, Word, Excel and PowerPoint. Within the upper school, P4-P7, skills which were previously learned at an older age are now being brought down to younger stages and many pupils are exploring these tools at home and sharing new skills with their classmates.

Coding skills using apps are starting at a younger age, Primary 2 now complete some ScratchJr activities which were previously only taught in Primary 3. However coding skills online, Scratch, have stayed at the same stage but most pupils are showing a greater understanding of how to use this website more creatively. The use of live lessons, taught by specialists, have introduced a greater range of knowledge and understanding of coding and all Primary 7 pupils managed to code with Python this year using micro:bits, with only a little support needed for a few pupils.

Pupils have suggested changes to the Digital Learning curriculum, such as changing which stage does specific lessons as the learning would have made more sense if in a different order, which has been taken into account and put in to practice if appropriate.

AI lessons have been introduced this year, with all pupils in P5-P7 already showing an understanding of what this means. We will continue to work on how we teach AI to ensure pupils know the benefits and risks associated with it and in Primary 7 to use AI to create programmes using images and voice control.

Cyber Resilience and Internet Safety are taught at all stages and some new lessons have been introduced this year which are more appropriate to pupil learning and their previous knowledge, which is now greater than previous years. New Cyber Resilience lessons will be included next year for Primary 3 and 4.

Music

Across P1 to P7, pupils have demonstrated increased attainment in music in line with Experiences and Outcomes and Benchmarks of Curriculum for Excellence. At the infant stages, children have developed confidence in exploring sound, singing songs, keeping a steady beat, and responding to music through movement and play. By First Level, most pupils have shown the ability to follow simple rhythms, use basic musical vocabulary, and contribute to group performances with increasing accuracy and enthusiasm.

In the upper school, learners have also continued to build their skills in listening, performing, and composing. The pupils have also extended their knowledge this year by learning different aspects of music theory relevant to their level. Those working at Second Level have shown increased competence in using music terms, reading simple notation, and performing rhythmically and melodically both individually and in groups. The learners across P4-7 have enjoyed creating whole-class compositions using a range of instruments from recorders to tuned and un-tuned percussion.

Achievement in music is also evident through high levels of participation and enthusiasm across the school. Pupils regularly engage in musical performances, including class presentations, and school-wide events. A significant number of children extend their musical learning beyond the classroom by participating in extracurricular activities such as the school choir and instrumental tuition. Many pupils also pursue their musical interests outside of school, with some achieving formal recognition through graded exams such as those offered by ABRSM.

To further improve attainment and achievement in music, there is scope to provide more regular opportunities for pupils to engage in composition and to record and reflect on their musical progress over time. Greater access to digital music tools and structured opportunities for peer and self-assessment could also enhance musical understanding and support progression. Strengthening links between classroom learning and instrumental instruction may help more pupils to transfer skills across contexts and build deeper musical confidence.

The breadth of engagement of learners across the school helps to support the development of confidence, creativity, and discipline, contributing to pupils' wider achievement and overall wellbeing.

We are being presented with our Gold award for the Music Kite Mark (held by only a few schools), by The Music Education Partnership Group and Senior Education officers from Education Scotland at the end of our final term.

Douglas Cluster Maths Challenge

Milngavie Primary won first and second place at the Mathematical Challenge held at Douglas Academy. Our teams included pupils from both Primary 6 and 7.

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-Service days. Staff have worked in partnership groups to review different functions of the school ranging from How Good is Our School, to health and wellbeing. All the information gathered continues to be 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 in their partnership groups. 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 continued to allocate PEF to allow a member of staff to evaluate our progress in supporting Health and well-being across the school alongside supporting vulnerable pupils through implementation of the Seasons for Growth programme

As a staff we are confident that the rigorous self-evaluation we undertake across the session has informed ongoing refinements to our practice and to the broader life and work of the school.

Summary of School Improvement priorities for Session 2025/26

- 1. The Circle Framework – Participation Scale
- 2. Pupil Leadership in Learning (Play/Enquiry Based Learning)
- 3. Social Subject Review

What is our capacity for continuous improvement?

Staff are committed to maintaining, and improving, ambitious standards across the school.

Pupils, parents and visitors 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. Parent's 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 effectively in Primary 1. Staff have moved on to Primary 2 to enhance the play provision at this stage using the expertise gleaned from EDC training opportunities in play. Through our School Improvement Plan we allocated time from Continuous Professional Development and the Working Time Agreement to focus on developing this practice further across the school.

Our children display excellent skills in talking and listening. We plan for increased opportunities for pupil voice through learner participation in our Pupil Leadership groups. Next session our Pupil Leadership groups will continue, taking on a different format due to our placement at two different sites.

Our pupils speak positively about their school and the experiences they have. The pupil evaluations of the school environment through our work on The Circle highlighted aspects the children would like to develop while also highlighting what they felt was working well. 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 continue to proactively encourage engagement in an extended range of opportunities for Pupil Voice going forward.

There has been a notable improvement in attainment from the support and challenge interventions that have been put in place. We have building on this by looking at how we can meet the needs of our more able learners more generally. Working with Emeritus Professor Margaret Sutherland we have spent time sharing effective practice for more able learners and identifying next steps and exploring effective ways to ensure active engagement for these learners.

We have made particularly good progress toward our Right's Respecting School's Gold award and our Sports Scotland Gold 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 PTA has been particularly active, and through their efforts the school has benefitted from a range of resources and opportunities for all pupils. The PTA has helped support our transition for the decant with whole school events and resources to support our new Primary 1 pupils. We will continue to build on our excellent relationship with them next session.

Our staff team continue to develop and enhance their skills, and most actively engage in taking forward initiatives and leading change. Four members of staff are participants in the Education Scotland Middle leadership programme this session. Each has taken on 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 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.

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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