Summarised inspection findings

Miller Primary School

Glasgow City Council

31 March 2020

Key contextual information

Miller Primary School is a non-denominational school which serves the area of Castlemilk and a few surrounding communities in the south east of Glasgow City. The headteacher has been in post for four years. She is assisted by one full-time depute headteacher (DHT), two full-time principal teachers (PT) and one principal teacher funded by the Pupil Equity Fund (PEF). There is also one principle teacher who oversees the day-to-day running of the Enhanced Nurture Provision. At the time of inspection the roll of the school was 186. Almost 98% of the school's roll resides in Scottish Index of Multiple Deprivation (SIMD) 1 and 2. The school has mainly single stream classes, with one multi-stage P5/4 class this session.

2.3 Learning, teaching and assessment	very good
This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are: ■ learning and engagement ■ quality of teaching ■ effective use of assessment ■ planning, tracking and monitoring	

■ The friendly, welcoming and calm atmosphere is underpinned by school's newly refreshed, core values. Over the last two years, senior leaders and staff have been working to embed refreshed values across the school community. Senior leaders developed these in consultation with the children and all wider stakeholders of the school.

■ Almost all children are well engaged and motivated in their learning. They enjoy discussing the relevance and purpose of their learning and most talk confidently about their targets and next steps – most notably in literacy and numeracy. Senior leaders and staff should develop this in the same way for the other curriculum areas. Staff know the needs of the children very well and see maintaining and improving children's and family engagement in learning as one of the school's key priorities. Staff use systems successfully to evaluate children's engagement and participation in learning. This is helping to support learners who may be disengaged, as well as to challenge learners whose progress is exceeding expected levels of achievement.

■ Staff are very aware of gaps and potential barriers to learning for different groups of children. They are revising approaches to improving attainment and progress in areas of literacy and numeracy. For example, there are currently more targeted programmes of learning to boost attainment in reading amongst boys. This increased focus on and availability of non-fiction readers is encouraging more boys to engage in reading.

■ The quality of teaching across the school is consistently very effective and is engaging children very well in their learning. Staff regularly share aspects of interesting and creative practice across the school to engage and motivate learners. Instructions and expectations in almost all classes are very clear and frame learning very well. This allows children to be more aware of the relevance of what they are learning. Helpfully, children receive regular and clear written and oral feedback on their progress. As planned, senior leaders and teachers should develop

the quality of language around feedback and target-setting and include these across all curricular areas.

■ Staff across the school community are fully committed to undertaking professional learning opportunities which reflect key aspects of the school's improvement journey. They routinely share aspects of good practice and are empowered to lead a range of initiatives at class and whole-school levels. They are highly motivated to research, shape and lead aspects of what drives an improving school, as part of their role in whole-school improvement and achieving the aims of the school improvement plan. Many of these professional learning opportunities are having a direct positive impact on outcomes for children's learning experiences. For example, the Talk About Learning committees, informed by national guidance, are successfully informing whole-school approaches to self-evaluation and improvement planning.

■ Senior leaders have chosen to delay the refresh of the curriculum and its rationale until this session. Development of this work is progressing in consultation with parents, staff and children alongside the refresh of the school's values and rights respecting agenda. As well as this, staff are also working with groups of children to design a Miller Primary School charter of what makes a successful learner to bring together the refreshed school values and expectations of children as learners. This will also help to instil the school's approaches to promoting a learning community within the school.

■ Learning through the planned, purposeful use of digital technologies is a very strong feature of children's learning experiences. Almost all children across the stages access regularly digital devices in order to research and deepen their learning. This in turn is having a positive impact on children's motivation for learning in different contexts, especially for children who require additional support to access aspects of their learning. There is a whole-school Digital Leaders of Learning group which children and staff co-lead. This is a high profile group whose remit is to develop and promote learning and confidence in the use of digital technologies, in advance of the school-wide roll-out of Wi-Fi and mobile devices this term.

■ There is an abundance of information on children's progress across all stages, currently in literacy and numeracy. Senior leaders have identified correctly the need to gather this wealth of data initially as a temporary measure to monitor children's attainment progress at this point in the school's improvement journey. As planned, senior leaders should keep under review the use and role of standardised and diagnostic assessment tools as teachers' judgement of achievement of a Curriculum for Excellence (CfE) level becomes more robust. There are a number of regular planned opportunities for focused professional dialogue between teachers and senior leaders to interrogate individual children's progress information. Teachers are becoming more skilled and confident at using assessment information to design tailored and appropriately challenging learning experiences for all cohorts of children.

■ Over the past year, all class teachers have engaged in various aspects of moderation activity, both within the school and across the learning community. This is beginning to strengthen teachers' judgment of achievement of a Curriculum for Excellence (CfE) levels. As planned, senior leaders and teachers should continue to develop moderation activity across all curriculum areas in order for teachers' judgments of children's attainment to become more robust. They should progress plans to engage with colleagues more widely to gain a better insight into national standards around their judgements of achievement of a CfE level.

2.1 Safeguarding and child protection

■ The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

3.2 Raising attainment and achievement	good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

■   attainment in literacy and numeracy
■   attainment over time
■   overall quality of learners' achievement
■   equity for all learners

Attainment in literacy and numeracy
■ Overall, children's attainment in English and literacy and numeracy and mathematics is good.

Attainment in literacy and English
■ Overall, children's progress in literacy and English is good.

Listening and talking
■ Most children across the school are making good progress and are attaining well in listening and talking. By the end of P1, the majority of children achieve early level. They show empathy to one another and listen and respond to others appropriately. By the end of P4, most children achieve first level. Through first level to P4, most children listen well and respond appropriately when supported, for example, by their teacher or an adult. Overall, children need to develop improved social cues in listening and responding to others. Through second level to P7, most children show confidence in communicating clearly and audibly in a range of different contexts. Most children are keen to contribute relevant ideas to discussions and are keen to justify their opinions confidently. By the end of P7, attainment has improved last year to most children now achieving second level.

Reading
■ Most children are making good progress in reading and across the school, a few are exceeding national expectations. At the early and second levels, there is an improving picture in the attainment of reading – over the past three years at the early level and over the past four years at second level. A few children could be making better progress, particularly those who exceed national expectations. By the end of P1, most children achieve early level. Most read aloud familiar texts with good awareness of simple punctuation. They enjoy discussing characters from stories they have read and show confidence in summarising short texts. Through first level and by the end of P4, the majority of children achieve first level. Most children can read aloud a familiar piece of text with appropriate fluency, understanding and very good expression showing strong awareness of the role of punctuation. They enjoy identifying favourite authors and most are able to explain reasons for their preferences of genres. Most children understand and answer literal, inferential and evaluative questions. At second level by the end of P7, the majority of children achieve second level. Almost all children read fluently with good expression, again showing very strong awareness of the role of punctuation. Most children are confident in talking in detail about characters, setting and plot, as well as the range of literary techniques used by authors. Those children who need specific interventions are beginning to progress in reading.

Writing

- Overall, most children are making good progress in writing. A few children exceed national expectations. Across the stages, children are developing well skills in planning and writing for a range of purposes and audiences.

- At the early level by the end of P1, most children achieve the expected level. They form a meaningful, basic sentence and a few punctuate appropriately. Most children are confident in using strategies to check spelling. For example, they apply with confidence their knowledge of phonics when attempting to spell. Children need to create texts of their choice. Through first level and by the end of P4, the majority of children achieve first level. Most children through first level show a very good awareness of and confidence in using punctuation and common conjunctions to link sentences. They can create texts for an increasing range of purposes and audiences, with recognisable features of genre. As planned, teachers should design programmes that help to progress children's confidence in talking about features of technical language that can enhance their writing and capture the reader's attention. Through second level and by the end of P7, most children achieve second level. Most children write accurately in a range of genres. This includes writing about personal experiences, imaginative stories and creative and functional writing. The majority of children use paragraphs effectively to organise their ideas and themes. Whole school approaches to improve writing require further embedding at all stages so that more children attain expected levels.

Attainment over time

- The school provided data showing children's attainment over the last four years in reading, writing, talking and listening, and numeracy and mathematics. There is currently no clear trend to show children's overall attainment as a continuously improving picture against prior levels of attainment. There is an improving picture in the attainment of reading at the early and second levels. Aspects of children's attainment in numeracy and writing are also beginning to show improvement. Senior leaders and teachers should continue with plans to strengthen and widen approaches to the moderation of planning for learning, teaching and assessment. Senior leaders have commendably designed tracking and monitoring systems that monitor holistic attainment and achievement information which is now embedding well. Senior leaders have taken positive steps to begin to track and monitor other curricular areas into systems for tracking and monitoring. As planned, staff should embed this more fully across the school to show the progress children are making in all curricular areas, as well the key skills they are developing and in which contexts of learning.

- For children who require additional support to access their learning and targeted groups of children, most are attaining appropriate to their individual level of needs. Senior leaders and teachers should continue with recently identified interventions and support, which are beginning to allow children to make better progress from prior levels of attainment.

Numeracy and mathematics

Overall, the majority of children are making good progress in numeracy and mathematics. Children's progress in numeracy and mathematics needs to continue to improve.

Number, money and measure

- Most children at early level can solve addition and subtraction problems involving number, money and measure using a range of materials to support their calculations. They have begun to understand the concept of grouping and sharing. Children now need to apply their knowledge further in a range of contexts to deepen and embed their learning. Most children at first level work confidently with numbers to 1,000. They can solve addition and subtraction problems involving two digits. Children at first level are not confident when working with time, measure or money. They now need to revisit and apply learning in a range of contexts in order

to develop their numeracy and mathematics skills further. Most children working at second level can solve problems involving number, money and measure with adult support or the use of concrete materials. They now need much more practice to embed their learning and to deepen their knowledge and understanding. Across the school, all children need to justify the choice of strategies they use and to link mathematical concepts so they can make clearer connections across their learning.

Shape, position and movement
■ Across the school, most children work with an increasing range of two-dimensional shapes and three-dimensional objects. Most children are not yet able to use mathematical language to describe their properties with confidence. Children across the school have a very good understanding of angles and compass directions. The creative use of digital technology supports, challenges and deepens children's learning leading to improved understanding of key concepts.

Information handling
■ Children across the school collect, organise and display data in a range of ways including the use of technology. Almost all children can interpret data and can answer questions based on graphical representations. In a few classes, children use real-life scenarios to deepen their learning. For example children in P7 interpreted and explained recent election results using a pie chart. Children across the school understand the language of probability and can talk about the likelihood of events happening using appropriate vocabulary. Children now need to work with a range of data across the curriculum to deepen this learning and apply their skills in a range of different contexts.

Overall quality of learner's achievements
■ Almost all children are developing important skills through their involvement in a wide range of Leader of Change groups and other opportunities. For example, groups of children are developing leadership skills through an intergenerational programme designed to break down barriers in the local community and promote lifelong learning. Another group of children is improving confidence and life skills via their work to grow and maintain a community garden, with a 'field to fork' goal. Commendably, the school also has future plans for children to develop further skills and achieve a wider variety of skills, alongside parents. School council representatives from each classroom work together to improve outcomes for all pupils. Children are proud of their achievements in these groups and talk with confidence about them. Teachers celebrate children's wider achievements daily in class and weekly at assemblies. The school tracks children's out of school activities. This, as well as their very good knowledge of families, enables staff to provide targeted support to ensure all children receive opportunities to participate in a range of activities beyond the classroom. These activities have enabled a few children to take part in a range of sporting competitions. Children in every class receive bronze, silver and gold certificates for completing wider achievement targets. Children work on these during the school day. Targets link to the development of skills within the four capacities of the Curriculum for Excellence.

Equity for all learners
■ All staff understand very well the socio-economic background of children and their families. Work done to help all staff understand the impact of adverse childhood experiences has ensured all children consistently experience an inclusive and nurturing environment which is building their confidence. Children at both P6 and P7 have the opportunity to attend a residential outdoor centre for a week. This is helping to build their confidence and resilience, as well as communication skills and skills required to work with other as part of a team.

- The headteacher plans carefully for the allocation of the Pupil Equity Fund (PEF). PEF provides targeted support for individuals and groups of children in literacy and numeracy and helps to support the development of digital literacy and innovation across the school. This is beginning to improve the attainment and provide opportunities for wider achievement for children. All children benefit from funding for school trips which provide new and relevant learning experiences which also help to build children's confidence beyond familiar surroundings. PEF enables a therapist trained in art and psychotherapy to provide mental, emotional and social wellbeing support for all children. She also works with staff and families. Data provided by the school evidences the positive impact that interventions are having on raising attainment for targeted groups and individual children. This includes improved attendance levels. There have also been no exclusions in the past year.

Context

The Enhanced Nurture Provision (ENP) within Miller Primary School opened in 2015 to meet the needs of children from Glasgow City. There are currently 15 children across two classes. All children need support with social, emotional and behavioural needs. Almost all children attend a mainstream school and attend the ENP for part of the week. Time spent within the ENP varies between one and five days per week.

QI 2.3 Learning, teaching and assessment

■ Staff within the ENP place high importance on building respectful, positive and challenging relationships. Teachers work with their counterparts across the school to ensure that the children in their classes are included and involved in the life of the school. Almost all children show a positive attitude and enjoy learning, despite having earlier disrupted school experiences. Staff work hard to engage children in learning. They ensure that tasks are relevant and where possible, child-led. Digital learning is a focus for development within the school. School leaders are committed to enhancing this provision and are increasing resources. Plans are in place for children to be able to select and use a range of digital technologies to enhance their learning.

■ Teachers in the ENP work collaboratively with mainstream class teachers from across the city to offer support and advice. Children's mainstream teachers often seek advice on behaviour and engagement strategies. ENP teachers have identified a need to promote their expertise to their children's mainstream schools on learning and teaching strategies. This will help mainstream schools to build on the work of the ENP.

■ Teaching in the base reflects the school's vision and values. Practitioner enquiry is a strength in the school and ENP teachers are committed to enhancing their understanding of trauma informed practice. Teachers are patient, compassionate and connect well to children when teaching. Their explanations are clear and teachers reinforce boundaries in a positive way. This supportive learning environment is beginning to enable higher-order questioning. Teachers have high expectations. Children's confidence varies and a few have negative views of their abilities. Despite this, staff's well-timed interventions and a positive ethos are helping to raise children's self-esteem.

■ Teachers in the ENP work collaboratively with mainstream class teachers offering valuable support and advice. Mainstream teachers often seek advice on behaviour. ENP teachers have identified a need to promote their expertise to mainstream school on learning and teaching strategies. This would enable mainstream schools to build on the work of the ENP.

■ Teachers in the school use a wide range of assessment methods and use digital technologies for this purpose. Children's mainstream base schools share assessment responsibilities; however, ENP staff assess additional support needs and participate in six weekly reviews. Staff liaise with other professionals in making professional judgements and work hard to devise appropriate learning interventions to improve children's learning.

■ The ENP leadership team has an extensive quality assurance programme. They give valuable feedback to teachers regarding all aspects of their planning. Teachers, support for learning workers and school SLT participate in high quality professional dialogue which is linked directly to school priorities for improving the quality of teaching and of learners' experiences. Targets

are set and monitored effectively using this approach. Staff set flexible timescales for children to reach attainment targets.

- All children have useful 'Evidence of Learning' folders and have separate long- and short-term targets which are helping them to identify how they can improve in their learning. Teachers use profiling tools to help identify strategies to encourage coping in school. Teachers review progress every six weeks or more frequently if necessary. The ENP teacher, the children's mainstream teacher and other relevant partners revisit goals together.

- Teachers record children's progress and areas of challenges. Progression planning folders include clear information on how to manage additional challenges such as emotional regulation or attachment issues. Planners also include detailed information on targeted interventions which are helping to improve outcomes for the children.

QI 3.2 Raising attainment and achievement

- Overall, almost all children make very good progress in literacy and numeracy. The school has raised attainment of all learners attending the ENP. Children express their views freely and with confidence in a supportive environment. Children work independently in a calm environment and are able to choose learning tasks in a structured setting. This helps children to stay engaged and to take responsibility for aspects of their learning. Staff assist children with emotional regulation and use the 'Coping in School Scale' to show that their approach has had a positive impact on attainment.

- Almost all children have significant gaps in their learning given their journey to the ENP. The school demonstrates how it has benefitted from the PEF and employs a variety of interventions to raise attainment in literacy, numeracy and health and wellbeing. In particular, the focus on skills for learning, self-awareness and confidence has improved children's readiness to learn. The majority of children are able to identify learning intentions and with support, could discuss their next steps in learning.

- Children demonstrate through their engagement in health and wellbeing programmes, that they are developing the skills and attributes, which they need for mental, emotional, social and physical wellbeing. All staff play a role in raising standards for the children and they celebrate and recognise achievements. Children can discuss the school values; in particular, the staff try to give children a sense of ambition by sharing positive messages, highlighting strengths and using praise. With support, children from the ENP have helped to co-ordinate support for local homeless people and have developed an operational food bank initiative for the school community.

- There have been no exclusions in the past year. Children and staff use 'time out' strategies to manage emotions and reasons for missing class are logged. School leaders should continue to monitor and analyse the use of seclusion as a strategy for coping in school and should continue to develop their policy on Reducing Restrictive Practices.

- All staff treat children fairly and they encourage learners to talk about obstacles to their learning. Children can identify how staff have helped them overcome the problems they face and can describe how important this has been for them. Outcomes have improved for almost all learners. Outcomes for targeted groups are monitored closely.

Practice worth sharing more widely

Approaches to family learning and parental involvement in their child's learning

- The school holds mathematics open days, phonological awareness training and sharing learning events for parents. These have led to increased parental involvement and improved parental confidence in supporting children's learning. The 'Grubs Up Club' encourages parents to come into school to help their children with homework. Parents work with a chef to provide a meal for everyone. Parents gain a food preparation qualification as well as making new friends. Children's confidence and self-esteem improves leading to improved engagement in class. They also develop more confidence in improving essential everyday life skills. Intergenerational projects within the local community supported by a local housing association provide further opportunities for children to get involved in activities beyond the school which develop skills for learning, life and work. This has boosted children's confidence and encouraged more children to participate in activities provided by the community.

- Commendably, the school has worked very effectively to reduce the cost of the school day for all children. The Child Poverty Action Group has recognised this work as good practice. Training in participatory budgeting has allowed parents and pupils to decide on how to use additional funding. The school's work on reducing the cost of the school day has led to all children having a school uniform, parties, discos and events being free, children choosing books for reading for enjoyment for their classrooms and educational and summer outings. The school works with community groups to help to reduce food poverty and to reduce the barriers of poverty by building resilience within the community.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.