

Summarised inspection findings

Millersneuk Primary School

East Dunbartonshire Council

3 March 2026

Key contextual information

Millersneuk Primary School is a non-denominational school, situated in Lenzie, East Dunbartonshire. The school roll is 326 children organised across 14 classes.

The headteacher has been in post for 15 years. He is supported by a depute headteacher and a principal teacher. In September 2024, 8.8% of children lived in Scottish Index of Multiple Deprivation deciles (SIMD) 1 to 8 and 91.2% lived in deciles 9 and 10.

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	

- Across the school, children thrive in a calm, purposeful and nurturing ethos that supports learning very well. Staff prioritise positive relationships with children and families. This is an important strength of the school which helps children and families feel confident in senior leaders and staff. They set consistently high expectations, which children respond to well. This results in very positive relationships and behaviour across the school.
- Staff have a well-embedded rights-based approach to learning and teaching. Children demonstrate a sound understanding of rights in their own lives and they articulate well the importance of upholding the rights of others. They have achieved gold accreditation for their work in this area. Staff value children's ideas and contributions, which leads to high levels of engagement by almost all children. Children and staff are very proud of their school and work together to foster a culture of continuous improvement. Pupil voice and participation are key strengths of the school. As they move through the school, almost all children take on a leadership responsibility, play an active role in their school community and know that their views are acted upon.
- All teachers create inclusive learning environments designed to meet the needs of all learners. Senior leaders and staff draw effectively on their knowledge of children's needs and the local context. They use this well to ensure learners' needs are met and that resources and learning spaces are used effectively. At times, noise levels are high across the school, including in the lunch hall. In part, this reflects the design and acoustics of the building. A few children struggle to hear conversations and instructions. Senior leaders should consider ways to reduce noise levels at busy times.

- Senior leaders and staff worked together to create detailed learning and teaching guidance. This supports almost all staff to provide consistently high-quality learning experiences for children. In most lessons, teachers match learning tasks well to the needs and abilities of the children. Almost all children show high levels of motivation. In most lessons, teachers devise creative learning activities where children can exercise personalisation and choice, taking increasing responsibility for their own learning.
- Staff share the purpose of learning consistently and effectively. They support children skilfully to make connections with their prior learning and the world of work. Staff have developed robust approaches to supporting children to understand how and when they have been successful in learning. Teachers develop these ideas in every lesson, and increasingly, they work collaboratively with children to co-create these steps to success. Children talk confidently about their learning and what they can do to achieve success and improve further.
- All teachers provide clear explanations and instructions, using high quality questioning to extend children's learning and promote higher order thinking. Most teachers give high quality verbal feedback during lessons to support and accelerate children's progress. In a few very positive examples, children assess their own learning very effectively. All teachers give effective written and oral feedback on children's writing, identifying strengths and next steps in learning. Staff should now develop similarly effective written feedback in mathematics to strengthen children's understanding of their next steps.
- Staff support children to use digital technologies confidently to enhance learning across the school. At early level, they record and share their learning effectively with families. At first and second levels, they access a wide range of digital tools to support and extend learning. Children who take on the role of 'digital leader' actively promote digital technology, helping younger children set up devices and solve problems. This leadership role builds responsibility in older pupils and strengthens relationships across the school community. As a result, children are developing digital skills that prepare them well for learning, life and work. The school should now build on this foundation by further enhancing opportunities for children's personalisation and choice, using digital technologies.
- Teachers, supported by a helpful policy, provide very high-quality play opportunities for children at early level. They ensure that the learning environment, resources and activities are engaging and inspiring. Teachers, helped ably by support staff and volunteers, balance child-initiated, adult-initiated and adult-directed activities very well. They plan effective 'star activities' to consolidate prior learning and promote a 'free flow' approach to allow children from different classes to play and learn together. Children take pride in photographing their achievements during play and enjoy sharing these with their teachers and family. These approaches are leading to very good attainment in literacy and numeracy, and are enhancing children's imagination, creativity and interpersonal skills well. Senior leaders are well placed to extend this successful approach further across the school.
- Teachers apply a wide range of formative and summative assessment approaches very effectively to demonstrate children's progress. Teachers gather reliable evidence which demonstrates how children can transfer and apply their skills across a range of relevant contexts. For example, children's written work to apply for leadership roles relates well to

talking and listening tasks. Children undertake varied oral presentations and speeches, which they deliver at assemblies and to their classmates.

- Teachers consistently use national Benchmarks and school and local authority frameworks to assess, track and monitor attainment. Teachers share a clear understanding of standards and undertake moderation activities with stage partners within the school. Senior leaders should take forward their plans to reinstate moderation activities with cluster partners to ensure consistency across the wider cluster community. Working with cluster partners will enable staff to share effective strategies, resources, and approaches, building collective expertise and ensuring smooth transitions to secondary education.
- Teachers analyse diagnostic data, including National Standardised Assessments, to inform their professional judgements and to shape planning. They act promptly to identify gaps in children's learning and plan appropriate interventions. These include plans for short-term targeted group work, in-class support and family learning activities. This is ensuring that children receive the right support to stay on track with Curriculum for Excellence (CfE) levels of attainment. Family learning activities are strengthening parental engagement and helping to reinforce classroom learning.
- Teachers work closely with senior leaders in regular learning and teaching meetings to review progress and agree next steps. In these meetings, senior leaders drive robust professional dialogue, strengthen accountability, and maintain high expectations. This results in consistently strong attainment across the school. Senior leaders operate a comprehensive range of systems to record and track children's progress at individual, class and stage levels. They also monitor key cohorts, such as young carers, care-experienced children and those identified by SIMD. This rigorous approach ensures that staff can identify trends and target support effectively. However, current systems are complex and sometimes duplicate information. Senior leaders should explore ways to streamline tracking and monitoring to make data analysis more efficient. This should support an even sharper focus on evaluating impact and driving improvement.

2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, young people. 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

very 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

- Almost all children achieve expected levels of attainment in listening and talking. Most children at first and second levels, and almost all at early level, achieve expected levels in reading and writing. Almost all children at early and second levels, and most at first level, achieve expected levels in numeracy.
- Most children who require additional support for aspects of their learning in literacy and numeracy make good progress towards achieving their individual targets. A minority make very good progress in numeracy, and a few make very good progress in literacy.

Attainment in literacy and English

- Overall, most children make good progress in literacy and English. A minority of children make very good progress in literacy and English.

Listening and talking

- At early level, almost all children recognise rhymes, identify letter sounds and most follow simple instructions. At first level, most contribute well to discussions, distinguish fact from opinion and ask and answer questions to show understanding of texts. A minority at early and first levels should be supported to improve turn-taking. At second level, almost all share relevant ideas confidently, are articulate and respectful of others' views. A few should develop further their non-verbal skills, such as eye contact and body language, during discussions and presentations.

Reading

- At all stages, children use the well-stocked class libraries. They select texts independently, talk confidently about their reading choices and engage well with a range of genres. They enjoy relaxing in the reading corners and exploring texts during focus weeks. Staff and the 'reading minions' group have created a strong culture of reading, recognised through a national award. This is supporting children's enjoyment of reading and their ability to read with increasing confidence and understanding.
- At early level, most children use knowledge of sounds, letters and patterns to read words and contribute well to discussions about texts. A minority need more practice to improve reading

aloud with attention to punctuation. At first level, most read common words with expression and share ideas about characters and setting, though a few need support to develop inferential and evaluative questioning skills. At second level, almost all read fluently, identify main ideas and respond to a range of questions. They recognise techniques authors use, but a few need more practice skimming texts for purpose and main ideas.

Writing

- At early level, most children form lower case letters legibly and attempt to use capital letters and full stops. They write to share messages and experiences, though a few need more practice to leave spaces between words and develop confidence in pencil control. At first level, most start sentences in varied ways, plan and organise ideas, and spell common words correctly, while a minority need practice using punctuation accurately. At second level, most write grammatically accurate sentences using appropriate vocabulary. A minority should be encouraged to extend punctuation use. Across first and second levels, a minority of children would benefit from handwriting practice to ensure neat, legible writing.

Numeracy and mathematics

- Almost all children at early, first and second levels make good progress in numeracy and mathematics. A significant minority of children across the school make very good progress.

Number, money and measure

- Almost all children at early level count forward and backwards within 20 and know the number before and after. They add and subtract within 10 and solve simple word problems confidently. They understand ordinal number and apply them in real life-situations.
- At first level, almost all children round numbers correctly to the nearest ten and hundred. They use their knowledge of multiplication facts to complete calculations with accuracy. They add and subtract three-digit numbers, complete two-step problems and calculate change from a given amount. They convert hours to minutes but are less sure of units of volume.
- Almost all children at second level round decimals accurately to the nearest whole number and to one decimal place. They make valid estimates before solving calculations and have a sound understanding of place value. They understand the link between time, speed and distance and convert times between analogue and twenty-four hour notation.

Shape, position and movement

- Almost all children at early level recognise basic two-dimensional (2D) shapes and discuss their properties. They understand directional language and follow instructions such as forward, back, left and right.
- At first level, almost all children identify right angles and create symmetrical pictures. They identify simple compass points but need to develop understanding of grid references. They know some properties of basic three-dimensional (3D) objects.
- Almost all children at second level identify a range of angles and draw right-angled triangles with a specific area. They suggest appropriate scales and draw nets of 3D objects.

Information handling

- Almost all children at early level can explain why items are grouped and make positive attempts to sort them using their own criteria.
- At first level, almost all children interpret information in a pie-chart to answer related questions. They explain how data can be collected for a given purpose. They describe everyday events using language such as likely and unlikely.
- Almost all children at second level identify several ways to collect information. They exemplify how data is collected and used in real-life situations and suggest how it might be presented. They understand how technology can be used to analyse data gathered.

Attainment over time

- The school has maintained high levels of attainment over the last three academic sessions. On average across P1, P4 and P7, almost all children have achieved expected levels in numeracy, reading and talking and listening, and most in writing.
- Senior leaders track carefully the progress of cohorts of children and take positive action to address identified dips at specific stages in particular organisers. Overall, there is consistently high attainment sustained across the school.
- Senior leaders provide regular reminders to all parents about the importance of school attendance and make early contact with families if concerns arise. Over the last three years, the school's attendance figure has been above the national average. In session 2024/25, it was 95.86%. Senior leaders follow the local authority's staged approach to managing pupil absence and work closely with families and partner agencies to provide support as required.

Overall quality of learners' achievements

- Across the school, children take on a range of enterprising leadership roles, including Millersneuk improvement officers, digital leaders and signing ambassadors. House captains contribute to the 'Rock Projects Uganda' charity, and children are proud of the positive impact they make on their school and community. These roles develop children's skills in responsible citizenship, teamwork, planning very well, and increases their understanding of how their contributions lead to positive change. Most children participate in, and contribute effectively to, a wide range of extra-curricular activities. These are provided by staff and partners, such as parent volunteers, Scottish Football Association and senior secondary pupils. Clubs include construction, Science, Technology, Engineering and Maths, and sports clubs. Almost all children in P7 attend a residential trip, building their confidence, teamwork and communication skills.
- Staff recognise and celebrate successfully children's wider achievements in and out with school through their Outside of School Certificate of Achievement & Recognition (OSCARS) initiative. Children and parents feel encouraged to share their achievements with staff or by posting it into the achievements box at the school entrance. Children are proud to have their achievements celebrated during assemblies and on wall displays. This helps children build self-esteem and to feel proud of their achievements. Senior leaders, supported well by the Active Schools coordinator, track effectively children's participation in clubs in and out of

school. This enables staff to identify effectively children who may be at risk of missing out on opportunities to achieve and experience success. Senior leaders and staff are proactive in maximising engagement in these opportunities. For example, they escort identified children to the after-school care provision to ensure they don't miss out on attending clubs and opportunities. Staff are well placed to now support children to identify the skills that they are developing through their leadership roles and their wider achievements.

Equity for all learners

- Senior leaders and staff know families well. They understand the financial challenges faced by families and are proactive in removing barriers associated with socio-economic disadvantage. For example, they allocate funds to subsidise the cost of trips, heavily subsidise the P7 residential experience if required, and operate a school uniform bank. They also apply for grants on behalf of families and support them to access food bank vouchers when required. These measures help to ensure that all children and families thrive and are included fully in the life of the school.
- Senior leaders use Pupil Equity Funding (PEF) to employ additional staff members, who provide universal and targeted support across the school. For example, they facilitate numeracy and literacy support groups, construction therapy sessions and support children to develop friendships in the playground. As a result, most children who may experience socio-economic disadvantage are achieving expected CfE levels in literacy and numeracy. Most targeted children who are not yet achieving appropriate CfE levels are making good progress from previous levels of attainment. Senior leaders consult the Parent Council and wider parent body about the use of PEF at Millersneuk Primary. All families who contributed to the recent consultation are supportive of how this funding is being used to improve outcomes for children. Moving forward, senior leaders should ensure the evaluation of the use of PEF is more robust. This should help to ensure that senior leaders and staff are clear about which interventions have the biggest impact on accelerating progress and attainment.

Other relevant evidence

- The school submitted information relating to compliance with the revised Nutritional Regulations 2020 and key duties as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff and children. In addition, the HNI examined documentation relating to the effectiveness of whole school approaches to improving the health and wellbeing of children through food in school. Minor areas for improvement have been agreed with the school and the school meals provider.
- Children receive their entitlement to learn modern languages in line with the national '1+2' initiative. Children learn French from P1 to P7 in a planned and progressive approach as they move through the school. Children learn Spanish from P5 to P7 in line with national expectations.
- Children receive their entitlement to religious and moral Education and religious observance, in line with national expectations.
- All children receive their full entitlement to two hours of high-quality physical education each week.

Practice worth sharing more widely

Senior leaders and staff at Millersneuk have worked in close partnership with the school community to actively involve parents in the life of the school. Currently, 116 parents contribute through volunteering in a wide range of activities. All volunteers have completed Protecting Vulnerable Groups (PVG) membership, coordinated by a dedicated group of parents and staff. The Parent Council plays a significant role, raising funds and promoting volunteering opportunities. Notably, high-quality play at P1 is enhanced by parental involvement, led by a committed staff team. The headteacher works collaboratively with staff to support the Parent Council and wider parent body, fostering strong cohesion and pride in the school environment. This shared sense of ownership between the school and its community creates a respectful, caring atmosphere where children thrive.

Explanation of terms of quantity

The following standard HMIE 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.

On behalf of His Majesty's Chief Inspector of Education in Scotland.