

**Mill of Mains Primary School**

**School Improvement Report  
Session 2018-2019**



Mill of Mains Primary School

Barns of Claverhouse Road,

Dundee. DD4 9RD

Tel 438568

Email: [millmains.primary@dundeecity.gov.uk](mailto:millmains.primary@dundeecity.gov.uk)

This document shares and celebrates the improvements in our School and embraces all ages and stages.  
It is based upon our School Improvement Plan for session 2018 - 2019

**School Aims**

To ensure that all pupils are able to realise their potential through the promotion and recognition of achievement and excellence.

To equip pupils with the skills, attitudes and expectations required to prosper in a changing society and to encourage creativity and ambition.

To ensure a broad and balanced curriculum with high quality learning and teaching experiences that enable pupils to enjoy their education and develop positive attitudes towards learning.

To provide a welcoming, safe and caring environment to ensure good health in all pupils through strategies which promote physical and mental wellbeing and self-esteem.

To provide effective support systems which include parents, the wider community and external support agencies to enhance the personal and social development of all pupils. Promoting good behaviour, self-discipline and respect for others.

**School Context****School Vision**

Our vision is to empower our learners to meet new challenges with confidence, enthusiasm, resilience and success.

**School Values**

Learn  
Respect  
Aspire  
Success  
Happy

Mill of Mains Primary School was opened in 1972, is situated on the outskirts of Dundee and serves the children in Mill O' Mains, Dalclaverhouse, Emmock Woods and Trottick. It currently has 298 pupils in 11 classes and two nursery classes with the 48 children aged 3-5 years and 5 children aged 2 years.

The Scottish Index of Multiple Deprivation (SIMD) identifies small area concentrations of multiple deprivation across all of Scotland in a consistent way. 42% of our pupils live in deciles 1 & 2, indicating that they live in a region that has been identified as having areas of poverty and inequality.

The School received £79,200 in Pupil Equity Funding. This was used to pay for additional support staff who have been deployed across the school in a variety of ways to support the raising of attainment. This also paid for a School and Family Development Worker employed to help out families. It also helped subsidise educational visitors and trips.

The school has its own Breakfast Club with a capacity of 50 pupils and there is a privately run Breakfast and After School Club in one of the classrooms within the school.

**Attainment Data 2018 - 2019**  
(percentages)

	<b>Reading</b>	<b>Writing</b>	<b>Talking and Listening</b>	<b>Numeracy</b>
<b>Primary 1</b> (CFE Early Level)	<b>77%</b>	<b>84%</b>	<b>84%</b>	<b>89%</b>
<b>Primary 4</b> (CFE 1 <sup>st</sup> Level)	<b>82%</b>	<b>82%</b>	<b>84%</b>	<b>84%</b>
<b>Primary 7</b> (CFE 2 <sup>nd</sup> Level)	<b>89%</b>	<b>80%</b>	<b>84%</b>	<b>80%</b>

## Review of Improvement Progress for Session 2018-2019

### School Improvement Priority 1: Literacy

#### Progress and Impact

- Across the school 83% of children achieved the expected standards for reading.
- Support Staff have supported small groups and individual children to develop a variety of reading skills.
- The systematic use of Lexia, an individualised computer programme, has allowed for targeted support in reading and spelling for pupils who are risk of not achieving expected CfE levels.
- All teaching staff trained in Reflective Reading.
- A reading garden has been created to develop an interest in reading across the school.
- In writing 82% of children achieved expected levels, showing an increase in attainment of 7% from session 2017-18. All teaching staff were trained in the Big Write and a cluster working party has devised standard criteria to be used across the cluster schools from next session.
- In listening and talking 84% of children achieved the expected standard.
- ABC and Beyond has been fully implemented in the nursery and this has had a positive impact on children's understanding of how books work and has increased their vocabulary. – We have used sparkle word trackers to assess the children's progressing knowledge. Staff all use a consistent approach to implementing the programme. Parents share learning at home when completing the Nursery challenge linked to the sparkle words.
- Almost all staff in the nursery have been trained in Teaching Children to Listen. – This is now embedded within group times. Word Aware has been fully implemented by one member of staff to all nursery children. We are now working to train all staff. Parents are provided with a series of nursery challenges to support their child's learning at home, this can be shared with nursery. Chatterots is consistently being delivered by one of our EYEs – other members of staff are to be trained next session. Nursery Narrative has been supported by our Speech and Language Therapist and one member of staff is trained. This will be rolled out to all staff next session.

#### Next Steps:

- **Implement literacy progressions pathways**
- **Implement cluster criteria for writing**
- **Moderation events across the Cluster have been planned to ensure consistent standards for writing.**
- **Inviting reading areas to be a feature in every classroom to develop a love of reading.**
- **Oracy programme to be implemented across the school to develop listening and talking skills.**

## Review of Improvement Progress for Session 2018-2019

### School Improvement Priority 2: Numeracy

#### Progress and Impact:

- We have maintained attainment across the school with 84% of pupils achieving the expected standard in numeracy.
- Staff had further Conceptual Development of Number training and this has become more embedded across the school.
- Staff trained in the use of Numicon.
- Small groups of pupils or individuals were targeted for intensive interventions.
- All nursery staff trained in 'All children are Mathematicians' – new members of staff to be trained. Staff have developed more of an awareness of specific maths opportunities that are available across the nursery. We are using the FIFE Pyramids to support the progression of learning and provide a focus that supports our planning.
- Numeracy bags have been prepared and are ready to be introduced to parent to promote family learning. – these have been introduced to some families and we intend to use the Weaver's Triangle to measure the impact. The feedback from parents has been positive.

#### Next Steps:

- Implement progression pathways for numeracy.
- Working party to write school mathematical assessments to track attainment

## Review of Improvement Progress for Session 2018-2019

### School Improvement Priority 3: Health and Wellbeing

#### Progress and Impact:

- Support staff have been trained on how to deal with pupils with additional support needs.
- Selected pupils completed PASS survey.
- Work completed on Growth Mindset across the school.
- P6 pupils trained as Play Champions to enable them to organise games for younger pupils.
- P7 pupils trained in Bikeability, learning how to ride a bike safely on roads.
- Selected pupils took part in Outdoor Education.
- Whenever concerns are raised these are acted upon promptly. Children being supported earlier has ensured that their learning and friendships have developed regardless of their additional support needs.
- SFDW has raised awareness of Period Poverty.
- Parent engagement within nursery improved as more parents took part in the 'A coffee and a Catch-up'. Supporting parents to comment in children journals – Parents have been welcomed into nursery throughout the year by offering stay and play events and opportunities to speak to key workers on a regular basis. Some parents have completed a questionnaire about their experience – these have been positive.
- Regular TATC meetings were held with parents who have children with additional support needs and this has built positive relationships and supported both the children and their families. – The support has been arranged for transition to Primary 1 for our children that require enhanced provision. Children have been confident and happy settling into their new school. Good communication between all agencies and parents. ABLE plans are used and shared with parents and staff to ensure a consistent approach when supporting our learners.

#### Next Steps:

- **Embed the use of scripts across the school.**
- **Use Food for Thought Grant to implement activities in all classes teaching the skill of cooking nutritious balance meals.**
- **Free sanitary products to be available to all girls**
- **2 members of staff trained and ready to roll out PEEPS next session**

## Review of Improvement Progress for Session 2018-2019

### School Improvement Priority 4: Tracking and Monitoring

#### Progress and Impact:

- All teaching staff are now using detailed tracking sheets in literacy and numeracy three times each session.
- A small number of staff have trialled a new tracking system for maths.
- All teaching staff to be trained in the use of SEEMIS tracking and monitoring to track pupil progress.
- The use of Journals have been implemented for all nursery children – as an extension of the valuable evidence our journals provide we have introduced a robust tracking system that is discussed and recorded termly. This is used to inform our weekly planning and select the next steps for individual learners.

#### Next Steps:

- Staff to track pupils 3 times each year.
- Staff to be trained in the new SEEMIS tracking tool.
- In the nursely the journals now need to be moderated.

## Improvement Priorities for Session 2019 - 2020

1. Leadership and Management

2. Learning Provision

3. Successes and Achievement

Please visit [www.careinspectorate.com](http://www.careinspectorate.com) or <https://education.gov.scot/what-we-do/inspection-and-review/reports> for Care Inspectorate or HMIE Inspection Reports.

<https://parentzone.org.uk/>

Further Information can be found at:



National Improvement Framework  
<http://www.gov.scot/Publications/2016/01/8314>

HGIOS 4 Self-evaluation  
[https://education.gov.scot/improvement/Documents/Frameworks\\_SelfEvaluation/FRWK2\\_NIHeditHGIOS/FRWK2\\_HGIOS4.pdf](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf)

Tayside Plan C&FS  
[External Link](#)  
Tayside\_Plan 1a.pdf'

Dundee Education Plan  
[https://www.dundee.gov.uk/sites/default/files/publications/annual\\_education\\_plan\\_2017-18.pdf](https://www.dundee.gov.uk/sites/default/files/publications/annual_education_plan_2017-18.pdf)