



# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

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**2023-2024**

## Millbank Primary School



# Introduction: Local and National Context

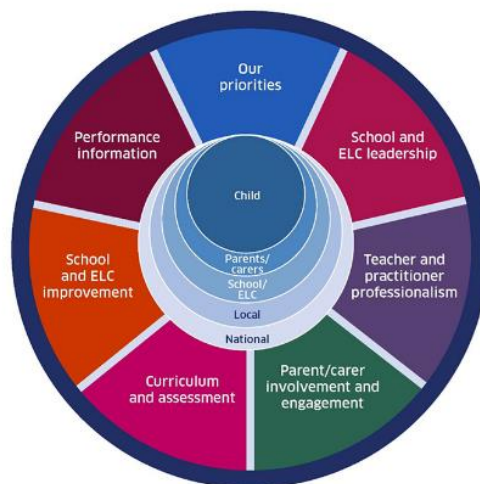
## Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

This Standards and Quality Report is influenced by both Highland and national priorities. These can be summarised as follows:

### Highland Priorities



### National Improvement Framework Priorities



#### Entitlement, Excellence & Equity:

We will raise attainment and achievement for all, especially for children and young people from disadvantaged circumstances, including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system.

#### Empowerment & Leadership:

We will develop leadership skills at all levels of the system, for now and the future, building a culture of empowerment and professional capital.

#### Relationships:

We will maximise health and wellbeing for all children and young people, to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in.

#### Opportunity:

We will maximise opportunities for our children and young people, and for the wider Highland community and its visitors, through the provision of high-quality services.

The key priorities outlined in the National Improvement Framework are:

- Placing the **human rights and needs of every child** and young person at the centre of education
- Improvement in children and young people's **health and wellbeing**
- **Closing the attainment gap** between the most and least disadvantaged children and young people
- Improvement in skills and **sustained, positive school-leaver destinations** for all young people
- **Improvement in attainment**, particularly in literacy and numeracy.

#### Self-evaluation

To support self-evaluation, quality indicators from the national evaluative framework How Good Is Our School?4 are referenced.

Links to these sources (and others referenced) can be found here:

- [National Improvement Framework Improvement Plan](#)
- [HGIOS? 4](#) and [HGIOELC](#)
- [Health and Social Care Standards](#)
- [National Gaelic Language Plan](#)

In this report the following words are used to describe the numbers and proportions used:

All	Almost all	Most	Majority	Less than half	Few
100%	Over 90%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2023-24. This report forms part of our quality improvement framework and provides important information regarding our school's progress to date and our next steps in school improvement.

**Self-Evaluation for Self-Improvement** is at the heart of our practice. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners. All staff understand that self-evaluation is an integral aspect of our approach to continuous improvement through addressing the 3 key questions:

- How well are we doing?
- How do we know?
- What are we going to do now?

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our school community and what needs further improvement. We inform decision making and actions through a continuous process of looking inwards, outwards and forwards.

#### Looking inwards - starts with those working with our children and young people

We focus on the impact on outcomes for learners. Our self-evaluation processes triangulate information, data, people's views and observation of practice to measure impact and inform planning for improvement.

#### Looking outwards - learning from others

Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

#### Looking forwards - creating a vision and planning for implementation

Through leadership at all levels, we anticipate challenges and explore creative solutions. This helps us to create an aspirational vision for our school which shapes our actions and provides a focus for improvement.

Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities to shape our improvement journey.

When we develop our improvement plan, we use key questions at scheduled review times throughout the session to know how well we are progressing towards achieving these positive outcomes and changes.



Together we are working hard to ensure the Highlands is the best place for children and young people to grow up safely, learn, develop and achieve.

With positive experiences, our children and young people will always see the Highlands as home.

Le eòlasan deimhinneach, bidh ar cloinn is ar n-òigridh daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

Louise Kinnear  
Head Teacher  
Millbank Primary School

## School Profile

### Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](#). It is important to remember that statistical data alone is not a measure of how well we are doing. All schools are unique. To understand how well we are doing it is important for us to look at a range of different data sources.

<b>Attendance</b> 92.3%	<b>Average Class Size</b> 20.7	<b>Meeting PE Target</b> Target Met
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<b>Pupil Numbers (inc nursery)</b> 248 (+25 nursery)	<b>Teacher Numbers</b> 15	<b>Pupil Teacher Ratio</b> 16.1
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<b>N3</b> 3.1%	<b>N4</b> 5.9%	<b>P1</b> 14.1%	<b>P2</b> 12.9%	<b>P3</b> 13.3%	<b>P4</b> 16.1%	<b>P5</b> 16.5%	<b>P6</b> 12.1%	<b>P7</b> 14.9%
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<b>SIMD Q1<sup>1</sup></b> 0-10%	<b>SIMD Q2</b> 20-30%	<b>SIMD Q3</b> 30-40%	<b>SIMD Q4</b> 30-40%	<b>SIMD Q5</b> 0-10%	<b>Unknown</b> 0-10%
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<b>ASN<sup>2</sup></b> 30-40%	<b>No ASN</b> 60-70%	<b>FSM<sup>3</sup></b> 70-80%	<b>No FSM</b> 20-30%	<b>EAL<sup>4</sup></b> 0-10%	<b>No EAL</b> 90%
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2023/24 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

<b>Reading</b>	<b>Writing</b>	<b>Listening and talking</b>	<b>Numeracy</b>
Majority	Majority	Most	Majority

2023/24 Proportions of pupils achieving Curriculum for Excellence Levels (C1, C4, C7 combined):

<b>Gaelic reading</b>	<b>Gaelic writing</b>	<b>Gaelic listening and talking</b>
Most	Most	Most

The small number of exclusions that occur in schools may lead to individual pupils being identified, therefore this data is not contained in this report. If you have any questions about exclusions, you should contact us directly.

<sup>1</sup> SIMD – The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation.

<sup>2</sup> ASN – Additional Support Needs

<sup>3</sup> FSM – Free school meal entitlement

<sup>4</sup> EAL – English as an additional language

## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile

This year as part of our School Improvement Plan, we have been reviewing our vision, values and aims.

**Vision** – If you believe, you can achieve

**Values** – Friendship, Kindness, Resilience, Respect, Teamwork

**Aims** – At Millbank we follow The Millbank Way

- ❖ I smile and say hello.
- ❖ I focus to learn.
- ❖ I care for everyone and everything.
- ❖ I keep healthy and have a positive attitude.
- ❖ I work hard and challenge myself.

## Review of progress for session

### Ath-sgrùdadh air adhartas airson an t-seisein

These projects are linked to the vision and priorities for Scottish Education based on delivering excellence and equity. Parent/Carer information is available [here](#).

School Priority:

## Raising Attainment

**Purpose:**

There is not currently a coherent approach to planning, for learning, teaching and assessment, or in the understanding of 'achievement of a level' across the primary schools in the Nairn Associated Schools Group.

**Progress:**

- ✓ Significant steps towards a coherent approach, to planning and tracking have been made.
- ✓ Information on what literacy and numeracy looks like across the school was gathered from every teacher.
- ✓ All teaching staff have trialled aspects of the PM Writing/Stephen Graham writing pedagogy.
- ✓ All teachers have trialled the Active Literacy spelling approach.
- ✓ Reading for Enjoyment incentives have been implemented across the school.
- ✓ Children asked if they could visit the local library.
- ✓ Lots of parents came into school to share books with the child. In addition, many shared how reading was necessary for their jobs. Some of the professionals that came into

**Impact:**

- ✓ Most teachers now have this approach fully embedded as part of their pedagogy.
- ✓ Areas to work on were identified from this feedback. A literacy policy will be drawn up to provide guidance.
- ✓ The range of writing genres taught has widened. Children are enjoying the PM pedagogy. In P1, have written excellent Information Reports and have been asking to write more.
- ✓ All classes have read at least 100 books. P3/4 have read over 650 books.
- ✓ All class are visiting the local library termly and some are bi-weekly.
- ✓ Children were talking about books shared and discussing how important reading is.

- school were a doctor, plumber, librarian, scientist ...
- ✓ Children have asked for an outdoor reading area to use at break and lunch times.
  - ✓ £3300 was raised to buy books for the school, by completing a sponsored walk. A further £3300 was raised via grants from Highland Council. In addition, over £3000 of PEF money was also spent on new reading scheme books and books to read for enjoyment.
  - ✓ All teachers and EYP's took part in Collegiate sessions as part of our ASG working this year.
  - ✓ Teacher and practitioner professionalism. Through professional dialogue the majority of teachers and practitioners are more confident in identifying progression within and achievement of a level.
  - ✓ The majority of staff are now more confident in using data to identify interventions, to support and challenge learners.
  - ✓ Staff's knowledge of the moderation cycle has improved.
  - ✓ Literacy for All feedback completed by teachers
  - ✓ Overviews of Literacy and Numeracy completed by all class teachers.
- ✓ A shed is going to be converted to a reading space next session. The children will be consulted on what they'd like in the shed.
  - ✓ The children now have a wide range of modern, interesting & engaging texts from which to choose. Almost, all the children are enjoying reading the new books.
  - ✓ Staff confidence in using benchmarks to measure achievement of a level is developing well.
  - ✓ Most staff are now using the benchmarks with increasing confidence, and this is leading to more robust ACEL judgements.
  - ✓ Very good progress was made in this area and we will review and continue to develop next session.

#### Next steps:

- All teachers to undertake the Stephen Graham training, next session. This approach is going to be adapted to the needs of Millbank. Elements from the previous writing approaches that worked, will be kept.
- Begin the Reading Schools Core accreditation next session. This is going to be led by Sarah Bilsland and along with Iona Mackenzie, Dawn Wood and Catriona Amos. Jen Grainge, Scottish Book trust will also be supporting the school.
- Moderation of writing to continue across the school. The moderation of spelling, reading & Listening and Talking to be undertaken too.
- A literacy policy will be drawn up to provide guidance on what literacy looks like at all the stages.
- Continuing support from Fiona Jamieson, in analysing data and achievement of levels. The dates have been included into the WTA for next session.

#### School Priority:

### Working towards our Silver accreditation for RRS & facilitating Pupil Voice

#### Purpose:

#### Progress:

#### Content:

- ✓ The Pupil Council was re-established. Bi-weekly meetings held.

#### Impact:

- ✓ Several events have been organised and ran by the Pupil Council. To date, these have been, Happiness Day, Mini Olympics and Millbank's Got Talent.

- ✓ The Pupil Council gathered the thoughts of their group and those of the other children. These thoughts were acted whenever possible.
- ✓ It wasn't possible to organise/manage all children participating in either a citizenship group or a skills group, every fortnight.
- ✓ Our Working Groups have now written plans for next session. Time has been allocated within collegiate sessions and on in-service Day.
- ✓ Ongoing discussions on how best to manage citizenship groups or skills groups.

### Next steps:

- Continue to develop leadership opportunities for all, across the school.
- Contact other schools to see how they manage it.
- Promote pupil voice through the use of HGIOURS.
- to engage with training and working groups. An action plans have now been written by the Reading Schools group, the Digital Learning group and the numeracy group.
- Whole school focus on achieving silver accreditation. What we are aiming for is:
  1. **Teaching and Learning about rights:** for the whole school community through training, curriculum, assemblies, topics, focus days/weeks, displays.
  2. **Teaching and Learning through rights:** by modelling rights respecting language and attitudes, and making strategic decisions that involve students.
  3. **Being ambassadors for the rights of others:** developing as rights respecting citizens.

## Progress and impact of Pupil Equity Fund

### Adhartas agus buaidh Maoin Cothromas Sgoilearan

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This session we used our Pupil Equity Fund, for a number of projects. Our DHT successfully ran Breakfast Club three mornings a week, which offered identified children breakfast and a time to check in. Nurture sessions were delivered once a week to targeted groups of children to develop their resilience and emotional literacy. Evidence of success with this is we a reduction in exclusions and less behaviour incidents. We also funded one child in primary 7 to go on their residential trip which allowed for equity and positive outcomes for both of them. PEF children who were assessed in reading and spelling have made some progress and attainment is beginning to rise.

## Wider achievements

### Coileanaidhean nas fharsainghe

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Opportunities for pupils to engage in wider achievements have included:

- Visits out of school including a residential trip to Fairburn for senior pupils
- A range of after school and lunchtime clubs and activities led by school staff
- Out of school clubs and activities led by Highlife Highland
- Workshops delivered by partners including Feis Ros, Gaelic drama
- Swimming lessons
- Inter-School Sports
- Nairn ASG Inter-School Sports
- Rotary Quiz
- Generation Science workshops
- Author visits

Friendship, Kindness, Resilience, Respect, Teamwork

- Horse riding
- Swimming
- Local and National Mod
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We have received funding from:

- Nairn Free Church

Opportunities are planned for pupils to receive awards in all four capacities. These include:

- Certificates at Assemblies
- Class rewards systems
- House Points

Children's wider achievements are tracked and recorded.

Almost all our senior pupils have been awarded with the Playground Leaders Award, in association with Highlife Highland.

The majority of our P6 children are buddies to our P1 children.

Some of our senior children have taken on the role as librarians.

We have achieved our Bronze accreditation for Rights Respecting Schools and are currently working towards our Rights Respecting Schools Silver accreditation.

## Comments from learners, families, stakeholders and staff

### Beachdan bho luchd-ionnsachaidh, teaghlaichean, luchd-ùidhe is luchd-obrach

Our learners:

- identified areas around the school that need attention or improvement. They recorded their thoughts by taking pictures.
- designed their own certificates for assemblies.
- ran Happiness Day and a Mini Olympics Day which were both very successful.
- shared different things they wanted included into their learning. One such aspect was that they wanted a walk once a term. This is now being included at least once a term for now onwards.
- compiled a list of the people they wanted to come to school to talk to them. Their list included Police Officers, plumbers,
- designed the mural outside on the wall which was then painted by young people from the Academy.

## Capacity for continuous improvement

### Comas airson leasachadh leantainneach

Using indicators from 'How Good is our School 4' together with learner, parent, carer, partner and community feedback we believe we have made the following progress this session:

	ELC	PRIMARY
<b>QI 1.3</b> Leadership of change	Good	Good
<b>QI 2.3</b> Learning, teaching and assessment	Good	Good

Friendship, Kindness, Resilience, Respect, Teamwork



<b>QI 3.1</b> Wellbeing, equality and inclusion	Good	Good
<b>QI 3.2</b> Raising attainment and achievement/Securing children's progress	Good	Satisfactory

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

## Key priorities for improvement planning Prìomhachasan airson planadh airson leasachadh

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- Raising attainment in literacy
- Raising attainment in numeracy and feedback

## Planning ahead A' planadh air adhart

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Full details of the school's 2024/25 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website <https://sites.google.com/nairnacademy.net/millbank/> or by contacting the school office.