



MILLER ACADEMY AND ELCC STANDARDS AND QUALITY REPORT 2023/24

Our school and ELC vision and aims were created during this last school year, and our learners, parents and all staff were involved in the creation of these. We are very proud that they are -



Happy Hive - Busy Bees

- ☺ Children are at the heart of our school.
- ☺ We are a happy school.
- ☺ Our teachers encourage us to do our best.
- ☺ We have lots of fun at school.
- ☺ Our school is a safe place.
- ☺ We know what we are learning.
- ☺ We have good Miller manners.
- ☺ We are proud of our learning.
- ☺ We play and learn inside and outside.
- ☺ It is okay to make mistakes. This is how we learn.

Our ELC vision is here with a link to it and our aims below.....



<https://docs.google.com/presentation/d/1A9XjUqJlSkzwr6hUdYzDQvozHfDOtclrcgVD7sDREBfE/edit?usp=sharing>

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Introduction: Local and National Context

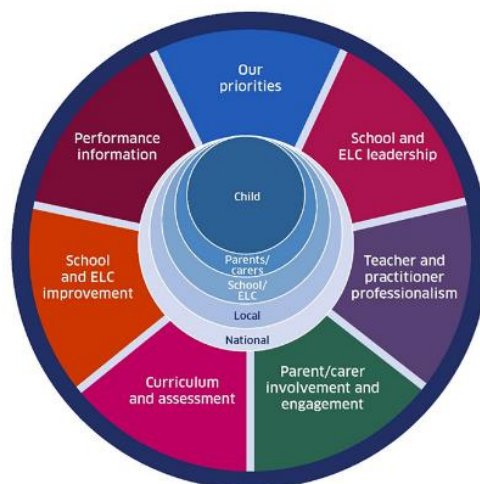
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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%

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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.

Mrs Jacqui Budge,
Head Teacher,
Miller Academy Primary School, ELCC and SCOPE.

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School Profile

Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](https://www.parentzone.scot.nhs.uk/). 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.

Attendance 96%	Average Class Size 27 in school	Meeting PE Target Targets met
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Pupil Numbers (inc nursery) 357	Teacher Numbers 11	Pupil Teacher Ratio 25:1
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N3 28= 8%	N4 52= 14%	P1 49= 13%	P2 39= 11%	P3 27= 8%	P4 40= 12%	P5 31= 9%	P6 40= 12%	P7 48= 13%
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ASN¹ 11% of school roll	No ASN 89% of school roll	FSM 14%	No FSM 86%	EAL² 3%	No EAL 97%
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2023/24 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading Almost all	Writing Most	Listening and talking Almost all	Numeracy Almost all
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We have had no exclusions this year.

Overall children are making the following progress:

Reading Very good progress	Writing Good progress	Listening and talking Very good progress	Numeracy Very good progress
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¹ ASN – Additional Support Needs

² EAL – English as an additional language

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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:

RAISE ATTAINMENT IN LITERACY

Purpose:

In our school -

- ▶ The need to have consistency in our planning and assessment through using the same HC formats for planning and assessing our Literacy, Numeracy and HWB.
- ▶ The commitment to continue improving our increase in attainment in reading and hold termly progress meetings to track this.
- ▶ The need to continue the good work started using 'Accelerated Reading' to support our children's increase in their reading attainment and enjoyment.
- ▶ The need to promote reading for pleasure and learning.

In our ELC -

The need to

- ▶ develop and improve our emerging literacy resources.
- ▶ ensure that our parents / carers know how to best support their children in their literacy learning.
- ▶ track our young learners progress and attainment.
- ▶ act on feedback from our C.C inspection report (Sept '22) where we achieved a 'Good' grade within 1.3 'Play and Learning'. *

Progress:

NIF drivers-

SCHOOL + ELC IMPROVEMENT

CURRICULUM + ASSESSMENT

ELC IMPROVEMENT

PARENT, CARER ENGAGEMENT +
INVOLVEMENT

TEACHER + PRACTITIONER
PROFESSIONALISM

Impact:

- ☺ We focused on our PEF target group and use 'Accelerated Reading' to help support their attainment and enjoyment and interest in reading.
- ☺ We held 'Book Buddies' sessions, when our 10 classes buddied up to share books in a social way together.
- ▶ We held 'Spring Story Socials' in Term 3 when 60 family members came in to read to our children and to talk about books.
- ▶ We evaluated the impact of these on our children and their reading. Some evidence of this can be seen in our displays and in our feedback sheets which were completed by all 60 volunteer readers and our children and teachers.
- ▶ Our attainment in reading has increased.
- ▶ We worked together to produce a '10 Top Reading Tips' leaflet for our parents. *
- ▶ We tracked all of our learners progress in reading and literacy.*
- ▶ We created 'Story of the week' boxes.*

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Purpose:

In our school -

The need that

- ▶ we have identified from our children.
- ▶ we ensure continuity in our planning of HWB across our levels, school and settings.
- ▶ staff have to ensure that we are up to date with terminology, etc.

In our ELC -

- ▶ transitions from our ELC-P1 are well planned and effective to provide our young children with quality learning transition experiences.
- ▶ We will have 50 children taking part in this so time needs to be spent to ensure that it is going to be the very best that it can be for them all.

Progress:NIF drivers

CURRICULUM + ASSESSMENT
PARENT, CARER ENGAGEMENT +
INVOLVEMENT

ELC IMPROVEMENT
TRANSITIONS
PARENT, CARER ENGAGEMENT +
INVOLVEMENT

Impact:

- ⚙ We had planned SIP meetings to learn about the planning curriculum content and format at each level.
- ⚙ We had check in sessions with teachers on their use of these.
- ⚙ Evaluation conversations on how the teachers feel about the content, etc.
- 🔄 Leadership meetings between the SEYP, ELCT and HT took place to follow up on this year's evaluation as to what could be done better.
- 🔄 We discussed and shared ideas to help plan this current year's one.
- ⚠ We wrote a detailed clear transition plan which is full of quality experiences for our young learner's but which is also manageable.
- ⚠ We shared this with our staff and parents and other feeder settings.
- ⚠ Our ELC staff completed the planned 'Interacting or interfering' training.*

Next steps:

- ▶ Continue with the planners as 6 new teachers due to join Miller in August 2024 so it would be helpful to revisit this to ensure that all teachers learn about and use these.
- ▶ Our CCR teacher is no longer going to teach HWB and so there is a need for our class teachers to be planning for HWB more.

Purpose:

The need to –

- ✧ have a digital way of communicating with our parents.
- ✧ educate our learners and families of how to stay safe when online.
- ✧ ensure that our staff are confident digitally which will also enable them to complete the new annual report card format using SEEMiS.
- ✧ update our values and aims.
- ✧ advance the empowerment agenda within our school by supporting Mr Hale on his SfH qualification and to give all teachers opportunities to lead / support improvements according to their strengths.

Progress:

Impact:

NIF drivers

CURRICULUM + ASSESSMENT

PARENT /CARER ENGAGEMENT AND INVOLVEMENT

TEACHER AND PRACTITIONER PROFESSIONALISM

- ⊗ We shared information with our parents and learners about how to ensure their safety when online.
- ⊗ We discussed and create surveys for our learners, all staff and parent to complete about our school vision and aims in both our school and ELC.
- ⊗ We shared the views gained from our survey and used these to create new values and aims for our school and ELC, which we are all very proud of.

Next steps:

Planned SIP meetings to –

- ⊗ learn how to use Dojo/Google to communicate a variety of information to our parents. (Led by Mr Hale, P6/7 Teacher) This plan had to be put on hold due to R Quigley, who was due to deliver the training, changing job.
- ⊗ discuss and have a go at completing the new annual report card. (SEEMiS)
- ⊗ discuss and update our policy.



Progress and impact of Pupil Equity Fund

The increase in our children's enjoyment of and attainment in reading is good as is evidenced in our progress records. 'Accelerated Reading' has proved most popular with reading and has really motivated them to do their best. The use of PSAs to give identified children focused input has really helped with their confidence and progress.

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
QI 1.3 Leadership of change	Very good	Very good
QI 2.3 Learning, teaching and assessment	Very good	Very good
QI 3.1 Wellbeing, equality and inclusion	Very good	Very good
QI 3.2 Raising attainment and achievement/Securing children's progress	Very good	Very good

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning

The wonderful Miller Academy is about to undergo a period of significant change due to the following-

1. The HT is retiring.
2. The school roll is going up by 1 and so an 11th teacher and class is required. This will mean an additional teacher being put in place.
3. There are also 5 teaching vacancies for Miller from August, due to retirements and two probationer teachers leaving.
4. The excellent ASNT is also retiring.

Therefore, due to the above many changes, 3 manageable priorities for the SIP 24/25 are -

1. Digital Learning - parts carried forward and continued.
2. HWB continued - making sure that all class teachers are familiar with the new planners.
3. DYW involving an element of writing to ensure the attainment in this remains good.
4. ELC - staff to attend training on additional support needs in light of learners joining us.

Planning ahead

Full details of the school's 2024/25 improvement priorities and actions are detailed on the school improvement plan, which can be accessed by contacting the school office.

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Our dear ELC children with their P6 buddies enjoying some transition activities.



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