

STANDARDS AND QUALITY REPORT

2023/24



Milton of Leys Primary School and ELC
HIGHLAND COUNCIL | LEYS SQUARE, INVERNESS, IV2 6HF

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%	91% - 99%	76% - 90%	51% - 75%	16% - 50%	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

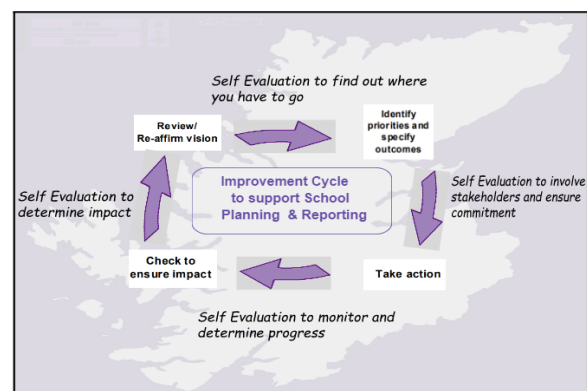
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

Kerrie Laird & Scott Callander
Acting Head Teachers
Milton of Leys Primary

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 92.4%	Average Class Size 25.3	Meeting PE Target Target Met
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Pupil Numbers 303 + 91 Nursery	Teacher Numbers 16	Pupil Teacher Ratio 18.9
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N3 45%	N4 55%	P1 12.9%	P2 11.9%	P3 11.9%	P4 12.2%	P5 17.8%	P6 15.2%	P7 18.2%
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SIMD Q1¹ 0-10%	SIMD Q2 0-10%	SIMD Q3 0-10%	SIMD Q4 70-80%	SIMD Q5 10-20%	Unknown 0-10%
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ASN² 30-40%	No ASN 60-70%	FSM³ 70-80%	No FSM 20-30%	EAL⁴ 0-10%	No EAL 90+%
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2023/24 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Majority	Majority	Most	Majority

Exclusions

We have had 1 exclusion this year.

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

² ASN – Additional Support Needs

³ FSM – Free school meal entitlement

⁴ EAL – English as an additional language

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

At Milton of Leys Primary School our vision is:

To create a supportive, inspiring and empowering environment that prepares our young people for their future. Together with our families, partners and local community we strive to create opportunities that will provide our children with an enriching experience so that they achieve their full potential.

This vision is embodied in our school's aims to:

- * Create a welcoming, inclusive and nurturing learning environment that promotes equality, diversity and resilience
- * Demonstrate and instil respect, pride and empathy towards all
- * Encourage creativity and meaningful experiences that are child led
- * Motivate, challenge and support children in all curricular areas
- * Recognise and value all achievements

Our values guide the way we work.

Together we value:

- * Ready
- * Respectful
- * Safe

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 1 (ASG Priority):

Enhancing Teaching and Learning Across the Curriculum

Purpose:

This project is based around a key question posed by Bruce Robertson during his seminar at the Leadership conference – ‘What is learning and how does it happen?’ As an ASG we will be using Bruce Robertson’s ‘Power up your Pedagogy’ to explore with our staff the principles of effective teaching and learning and build a strong professional learning culture across our school and ASG.

We understand that *“culture eats strategy for breakfast” (Drucker)*. We have been on a strategic journey which has led to rapid improvements in many aspects of our school, most notably in writing, learning through play in the early years to P2, and the use of data to raise attainment and profiling (including target setting). It is now time to reflect on a key question posed by Bruce Robertson during his seminar at the HT Leadership Summit, “What is learning and how does it happen?”. We need to turn our focus to creating a culture of constant and never ending improvement in teaching and learning; a focus which will lead to a strong professional learning culture across our school/ASG and improved outcomes for all of our children.

Progress:

- ✓ Staff have completed training on Bruce Robertson’s approaches to ‘Power up you Pedagogy’ and used these approaches to complete personal, educational research and update on theory relating to this.
- ✓ Staff have drawn personal educational research together to create ‘The MOL Way’ – an overview of pedagogical approaches at different stages of learning. Professional dialogue around this has generated personal and whole school targets for training support and next steps.
- ✓ Further training on questioning to support higher order thinking has taken place with teaching staff.
- ✓ Teaching staff have been introduced to ‘Teaching Sprints’ from Simon Breakspear and completed one cycle of a Teaching Sprint to improve an area of questioning in maths.
- ✓ Staff within ELC have all completed training on ‘Words Up’ approaches to develop Literacy at early stages. This has led to a focus on interactions within the nursery.
- ✓ Whole school assemblies have been used to introduce Growth Mindset and perseverance to children. This has been used in relation to supporting children’s health and wellbeing.
- ✓ All Primary schools in the ASG and English Secondary teachers for Millburn worked collaboratively to moderate writing across Early-Third levels. This has created a bank of moderated writing pieces to support consistency in teacher’s professional judgements.

Impact:

- ✓ Staff feedback shows that they have enjoyed engaging with the literature and having discussions around this. They feel that this has benefited positively on their practice.
- ✓ Learning walks demonstrated that almost all children were engaged in their learning. Most lessons had high expectations for all learners and differentiation was being used to ensure the needs of almost all learners were being met.
- ✓ Observations in ELC demonstrate that children are happy and engaged with their play alongside strong relationships with staff. All adults in ELC provide good experiences for our children.
- ✓ Informal class visits have shown that children can openly discuss and relate to Growth Mindset approaches. They are beginning to apply these when facing challenges in the classroom.
- ✓ A moderated bank of writing pieces now exists to increase robust assessment decisions in Writing.

Next steps:

- ASG focus on the moderation cycle allowing moderation at all stages – through planning, teaching, assessing and evaluating. Further increasing opportunities for staff to collaborate, share good practice and agree next steps both personally and for the children.

- Continue focus on Writing by;
 - Completing training for explicitly teaching writing in all genres.
 - Agreeing writing process and routines, looking outwards to work with schools who have already established these.
 - Review and adapt current ASG Literacy progressions in light of Highland progressions updates.
 - Agree clear assessment approaches.
 - The children would like more opportunities for free writing.
- Continued use of Teaching Sprints approach to discuss educational research and agree small improvements.
- Staff to finalise and embed ‘What makes a very good lesson’.
- In ELC there will be a continued focus on environments and space (indoor and outdoor), ensuring that the environments are conducive to excellent learning. Staff will continue to discuss their ‘effective questioning’ and look to enhance this further.

School Priority 2:

Robust provision for Health and Wellbeing

Purpose:

Evidence that we base our approach to HWB is anecdotal rather than concrete and statistical. More robust information will allow us to be more focussed and effective in our provision.

Progress:

- ✓ All teaching staff have been introduced to the Highland Wellbeing Wheel and have begun to build wellbeing profiles with the children in their class as part of the profiling process.
- ✓ ‘The Ways of the Leys’ approaches were reviewed.
- ✓ MFR funding allowed the creation of a sensory room, which is well used to support de-escalation.
- ✓ Scottish rshp.scot resources have been adopted for this area of Health and Wellbeing with all classes following these approaches.
- ✓ Personal care plans in the ELC have been reviewed and up to date Highland and National guidance used to adapt these and ensure they are robust.
- ✓ Children’s rights have been relaunched as a focus throughout the school. A monthly focus with a new right introduced, developed and then action taken towards it in the final week has been adopted.
- ✓ Almost all staff have completed Equality and Diversity mandatory training.
- ✓ All staff have updated their Child Protection Recognition and Response training.
- ✓ Our mobile phone policy was updated and shared with parents.
- ✓ Children’s wider achievements are celebrated through our weekly newsletter and at assemblies.
- ✓ Playground and break review was carried out and a ‘fair play contract’ introduced.

Impact:

- ✓ Staff are aware of the needs of our children and utilise a variety of strategies to meet these needs.
- ✓ Our DHT has a strong overview of our children with additional support for learning requirements and co-ordinates support effectively.
- ✓ Updated personal care plans within the ELC have meant that children’s needs are better recognised and staff are able to work in partnership with parents to support these more individually.

Next steps:

- Continue to enhance our outdoor learning provision.
- HWB focus weeks to raise the profile of HWB across the school.
- Enhance our children’s understanding of the wellbeing indicators and how these apply to them to further their ability to be autonomous learners.
- Enhance our use of the Highland Wellbeing Wheel.
- Aim to achieve our Silver Rights Respecting Schools Award.

School Priority 3:

Understanding and Improving our Curriculum for all Learners

Purpose:

The percent of pupils achieving age related expectations in all year groups has been consistently lower than that in similar schools over a period of time.

Progress:

- ✓ Diagnostic assessments have been used throughout the year to identify school priorities for curricular support. Approaches to maths have been consolidated and writing approaches agreed ensuring consistency across the school. All staff are now using the Highland Literacy and Numeracy progressions and approaches enabling clear and coherent planning for learning and progression.
- ✓ 'The Mol Way' created to provide greater understanding of expectations across planning, teaching and assessment. This has been shared with parents at joint events.
- ✓ Teaching staff have begun to review their curriculum rationale and approaches to all curricular areas.
- ✓ A parent and child-friendly version of the improvement plan was created to share and work alongside. Weekly updates and the inclusion on school improvement priority updates in monthly newsletters has increased communication with parents.
- ✓ A maths workshop for parents explained approaches to maths and highlighted attainment overviews. Resources to support home learning were also distributed. Following this, a review of learning through Basic Facts which was causing anxiety was completed and all staff agreed less focus on the timed element from this.
- ✓ Moderation activities (discussed in priority 1) completed to support Writing.

Impact:

- ✓ Some analysis of diagnostic assessments have allowed teachers to target support and have a greater knowledge of where gaps may be present.
- ✓ 'The MOL Way' has supported increased consistency of teaching and learning approaches alongside curriculum review to clarify a curricular vision moving forward.
- ✓ Some parents have commented that improved communication with the school has developed partnership working further.
- ✓ Feedback from maths parent workshop showed that this helped clarify what attainment data means and helped to support parents to understand approaches in use by the school. Some parents felt reassured and that concerns had been addressed.

Next steps:

- Enhance our use of our Tracking and Monitoring system, ensuring that it is being used consistently at all stages.
- Further work is required to ensure that teacher confidence around pupil attainment judgement is strengthened.
- Ensure attainment continues to increase across all levels but with a specific focus on attainment at key stages of P1, P4 and P7, particularly in writing.
- Enhance our focus on 'Skills' and interdisciplinary learning when creating our Curriculum Rationale next session.
- Ensure our profiling is consistent across the school and supports effective learner and parent engagements in learning.
- Enhance all staff, children and wider stakeholders' involvement in self-evaluation across quality indicators.
- Increase opportunities for children's voice through citizenship and committee groups across the school.

Wider whole school achievements

Coileanaidhean nas fharsainghe

- Winners of Rotary Quiz for South area (Mar '24) - Competed in the regional final on 22/06/2024.
- Gold and bronze medal winners at Highland Schools Swimming Competition (Nov '23)
- 2nd overall team at Cross-Country (Nov'23)
- 1st place overall at Interschool sports (May '24)
- 2nd place overall at the Baillie Cup (May '24)

Comments from learners, families, stakeholders and staff

Beachdan bho luchd-ionnsachaidh, teaghlachan, luchd-ùidhe is luchd-obrach

Children's comments (Pupil Leadership Team) from feedback in June 2024.

"We enjoyed being interviewed for our role as the pupil leadership team. It's been great to help at assemblies and across the school."

"My writing has improved this year. I like working towards a 'hot task'."

"We loved the residential this year."

"I think we should review the playground arrangements so that children can play where they want instead of there being different zones."

Staff comments from feedback in May 2024:

"It has been good to have an improved focus on writing again. This has made an impact on writing across the school."

"Engaging with 'Power up your pedagogy' has improved my practice this session."

"An improved focus on differentiation has led to improved outcomes in my class."

"It has been great to have dedicated time for professional reading (Power up your pedagogy) this session."

"My understanding of dyslexia has improved with training."

Parent Comments from Parental Survey in May 2024

"I always feel that I can get in touch if needed. Weekly communication has improved."

"I would like to praise my children's teachers this year. My children's teachers go above and beyond every day."

"There are huge improvements but there is still uncertainty for the future. We are keen for a consistent management structure to be in place for next session."

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	Good	Satisfactory
QI 2.3 Learning, teaching and assessment	Good	Good
QI 3.1 Wellbeing, equality and inclusion	Good	Good
QI 3.2 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

1. Enhance writing moderation processes leading to improved teaching and attainment in writing.
2. Improve attainment in writing across all stages (with particular focus on P4)
3. Establish agreed consistencies in planning, teaching and learning (including the creation of a Curriculum Rationale)

Planning ahead

A' planadh air adhart

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 ['Milton of Leys Blog'](#) or by contacting the school office.