



# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

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**2023-2024**



Milton Primary School

## Milton Primary

#Dream #Believe #Achieve

# Introduction: Local and National Context

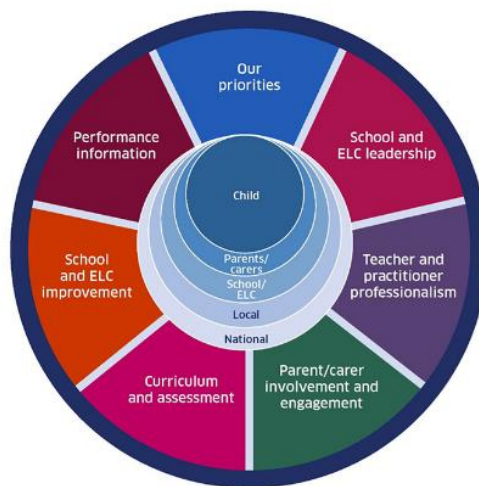
## Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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

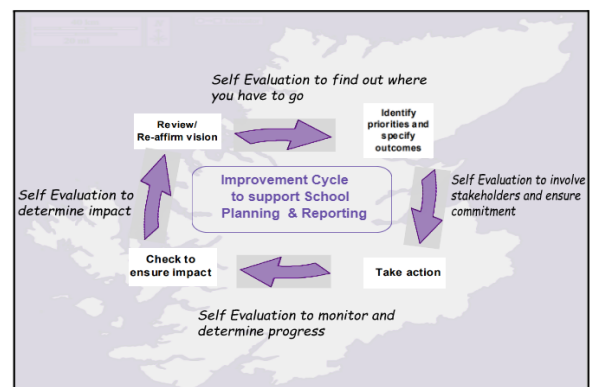
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

#### 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 daonna a' faicinn na Gàidhealtachd mar dhachaigh.

Gemma Dunnett  
Head Teacher  
Milton 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> 90.8%		<b>Average Class Size</b> 19.7		<b>Meeting PE Target</b> Target Met				
<b>Pupil Numbers (inc nursery)</b> 71		<b>Teacher Numbers</b> 5		<b>Pupil Teacher Ratio</b> 12.6				
<b>N3</b> XX%	<b>N4</b> XX%	<b>P1</b> 20.3%	<b>P2</b> 23.7%	<b>P3</b> 10.2%	<b>P4</b> 8.5%	<b>P5</b> 11.9%	<b>P6</b> 11.9%	<b>P7</b> 13.6%
<b>SIMD Q1<sup>1</sup></b> XX%	<b>SIMD Q2</b> 86%	<b>SIMD Q2</b> XX%	<b>SIMD Q3</b> XX%	<b>SIMD Q5</b> XX%	<b>Unknown</b> XX%			
<b>ASN<sup>2</sup></b> 63%	<b>No ASN</b> XX%	<b>FSM<sup>3</sup></b> 76.4%	<b>No FSM</b> 23.6%	<b>EAL<sup>4</sup></b> 8.6%	<b>No EAL</b> 91.4%			

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>
Most	Most	Most	Most

Overall children are making the following progress:

<b>Reading</b>	<b>Writing</b>	<b>Listening and talking</b>	<b>Numeracy</b>
Good progress	Satisfactory progress	Good progress	Satisfactory progress

We have had no exclusions this year.

## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile

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<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

## 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: Rights Respecting Schools

**Purpose:** The aim of Rights Respecting School seeks to put the UN Convention on the Rights of the Child at the heart of a school's ethos and culture. The aim is to improve well-being and develop every child's talents and abilities to their full potential. A Rights Respecting School is a community where children's rights are learned, taught, practised, respected, protected and promoted.

#### Progress:

##### Content:

- ✓ Head Teacher and class teachers attended training on 11.09.23 led by Derek Sawyer and his colleagues. Joanna (PT) attended 'Achieving Bronze' training on 14.03.24 and then delivered training for all school staff on 02.05.24.
- ✓ The 'Right of the fortnight' is introduced at Assembly. Class Teachers are informed of the right via e-mail and encouraged to follow up the work in class and are able to use the 'suggested resources' in the Powerpoint for each article.
- ✓ Most of the school community (children and adults) completed the Rights Questionnaires which has helped us to identify our areas for improvement.
- ✓ The school's journey to becoming a Rights Respecting School is documented and evidenced in the entrance hall 'On the road to become a Rights Respecting School'.
- ✓ A Rights Steering Group has been formed in the school and the first meeting has taken place.
- ✓ Our plan to hold a Rights Launch Day is in motion and we have communicated this to our Parent Council.

#### Impact:

- ✓ All staff feel informed about how the children's rights agenda came about and what impact becoming a Rights Respecting School can have on the school ethos and therefore children's wellbeing if it is fully adopted and endorsed by all stakeholders.
- ✓ Children and staff are developing their knowledge of children's rights through the articles as written in the UNCRC. Staff are making links between their rights and their lives at school to enable them to see that they should see their rights being upheld by duty bearers daily.
- ✓ The data was interrogated across the school, and in year groups, which has allowed us to identify areas for improvement across the school such as allowing children to have a say in making improvements to the school.
- ✓ Visitors to the school can see our journey. It also allows a point of reflection for the children to see how far we've come on our journey.
- ✓ The Rights Steering Group have a say in how children's rights are upheld in our school strengthening pupil voice.
- ✓ We will inform the wider community about our plans for improvement.

#### Next steps:

- Make a plan to inform the wider community about our journey with the Rights Steering Group.
- Survey the children to find out:
  1. Where they feel their rights are not always being respected
  2. What the children suggest should be the top priorities for the school in making them more involved in decision making in the school.
- Achieve Bronze and work towards silver accreditation.

**Purpose:**

- Promoting and allowing children to have an overall understanding of Health and wellbeing.
- For children to recognise and regulate emotions.
- A progressive HWB programme.

**Progress:**

- ✓ This improvement project did not progress and develop as much as we would have hoped for, especially with regards to the HWB programme. However this project will continue in session 24/25.
- ✓ SHANARRI stickers continue to be used to recognise examples and help the infants become aware of what SHANARRI stands for.
- ✓ Zones of Regulation continue to be referred to P4-7. Regulation work is needed with children as they do not have the skills and tools needed to self regulate – they find it difficult to manage their emotions. There is a national focus on this which we have also discussed with an HMI inspector. Work on regulation has helped us to consider what next steps are needed
- ✓ The Glasgow Wellbeing Surveys were carried out with the children.
- ✓ RHSP resources used for Sexual Health.
- ✓ Gender/Inclusion Twilight Session with Educational Psychologist to educate and increase staff confidence when discussing trans gender.
- ✓ Reintroduced the Daily Mile and reduced snack bar items to try and promote healthy living and being more active.
- ✓ Providing support to individual children emotionally and supporting their parents.

**Impact:**

- ✓ This did not progress as much as we would have aimed for due to staffing and workload pressures but the foundations have started and are continuing.
- ✓ Although the progress with regard to the curriculum is not further along, staff energy has gone into supporting the health and wellbeing of individual children which has helped the whole school community.
- ✓ All staff have more awareness and understanding of how to approach and acknowledge gender and are more confident if it were to be discussed.
- ✓ From the individual support we now want to use this targeted work on HWB to more universal work for all however there will still be staffing pressures as Head Teacher will have to teach more.

**Next steps:**

- Continue for session 24/25, see SIP action plan #2 with an addition of HWB linked to the lesson study project.
- HWB Programme of work -development in Health, Wellbeing and P.E. will ensure breadth, depth and progression across the levels in this curricular area and be designed to meet the needs of learners.
- Continue Wellbeing questionnaires as a learning conversation and analyse to target areas that need addressed.
- Zones of Regulation - We now need to build on providing children with the tools and strategies to help them with the way they are feeling within the zone to enable them to self-regulate and manage their emotions/behaviour. Staff to undertake 90 minutes CPD session.
- Equality and diversity streamlined within curriculum.
- In the nursery, continue to expose the children to SHANARRI through recognising achievements and during their observations and using the SHANARRI stickers to promote good examples.
- Continue to discuss SHANARRI within the school – a lot of children have forgotten.
- Research the National Response to problems in relation to self-regulation to learn what our next steps could be.

## School Priority:

WRITING and Understanding and Improving Assessment and Moderation Strategies in Learning, Teaching and Assessment

### Purpose:

This project has been developed in response to dips in attainment in both Literacy and Numeracy across Highland. There is a variation in confidence across schools in using the Benchmarks.

In Milton Primary, writing at all stages needs intervention to raise attainment further.

### Progress:

- ✓ There is a much clearer understanding amongst all staff on the confident use of benchmarks in literacy as the writing has been the ASG moderation focus for this year.
- ✓ As an ASG writing needed an in depth analysis due to all schools in ASG agreeing that the Big Write Criterion that has been used and adapted across the ASG. It was felt it has major flaws in it due to benchmarks not being included or reworded dramatically differently. Writing was then our sole focus for the year in terms of moderation.
- ✓ Within the ASG, discussed genre success criteria sheets for marking – all felt it was easier to use and linked to the benchmarks.
- ✓ As an ASG – all marked a piece of writing and agreed on the level which shows consistency within the ASG.
- ✓ Came away from Big Write criterion – staff more confident in where their children are within the level.

### Impact:

- ✓ There is a much clearer understanding amongst all staff on the confident use of benchmarks in literacy and numeracy, more so for writing as that has been the ASG moderation focus for this year
- ✓ Improved moderation across the ASG – shared understand and expectations for writing across the levels from Early right through to beginning of Third Level to assist teachers in the moderation of their own pupils' writing.
- ✓ Time pressures staff are under has impacted on the rate of progress. But it is better to take time and do things right than to rush and not make appropriate change and for the right reasons.

### Next steps:

- Teachers to expose their learners to each text type that was delivered by Stephen Graham.
- Cross check the new ASG genre Success Criteria to ensure matches to benchmarks.
- Develop feedback - Pupil voice, success criteria to ensure the children know what they need to learn to improve in their writing and where they need to progress too – use new marking sheets to ensure they are familiar with expectations and not just for writing assessments.
- Learning and teaching of writing – P4 teacher to undertake NIWP in Term 3.
- ELC observations and progression of learning.
- Attainment meetings to include ELC staff for session 2024/25.
- Staff to become more familiar and use the PM writing resource when teaching writing.

## Progress and impact of Pupil Equity Fund

### Adhartas agus buaidh Maoin Cothromas Sgoilearan

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The Pupil Equity Fund provides us to employ additional PSA hours to support the children within the school which enables them to progress their development and attainment and promote their emotional wellbeing.

## Wider achievements

### Coileanaidhean nas fharsainghe

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Opportunities are offered as much as possible – staff track wider achievement using a wider achievement tracker.

We want to help children develop their skills for learning, life and work and understand how they are getting these skills out of their wider achievement. Our Lesson Study project will also link to skills.

- Fortnightly 'hall of Fame' to recognise children who are standing out
- House points
- Assessments/achievements celebrated throughout the day/week/term when necessary
- Junior Sports Leader Award delivered
- Attendance at after school clubs
- SHANARRI stickers in Nursery/P1/2
- Opportunities to compete in RPSSA Sports Events throughout the year
- 10 Swimming lessons for P5/6/7
- Visitors to the school

## Comments from learners, families, stakeholders and staff

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

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Pupil Comments about learning:

- Writing our stories last week was good because I didn't know what a noun, adjective and verb were and now I do. Then if I highlight them, I know that I have included them.
- I've enjoyed doing the three times tables, I like practising them.
- I like to use our own Chromebook. We were doing the password and why you shouldn't share other people's passwords.
- I like the topic. I like learning about all the types of germs and we watching it on the whiteboard. It was enjoyable because it was fascinating and cool to see. I like learning new things.
- I enjoy learning about germs. Our topic is the human body. Some of the activities have been fun. When you do them, they don't make you sad or tired, they just make you feel like you are having a good time.
- I kind of like maths, I am okay at it but it's not my strongest thing.
- We've been planning a birthday party, and we have a limit. We've been learning about adding up money and doing it in a fun way. When you party plan it is really fun.
- I've quite liked reading. I'm in a new group now with my good friends.

More comments be found in our HigOUR evaluation from pupils.



## Capacity for continuous improvement

### Comas airson leasachadh leantainneach

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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	Satisfactory
<b>QI 2.3</b> Learning, teaching and assessment	Good	Good
<b>QI 3.1</b> Wellbeing, equality and inclusion	Good	Good
<b>QI 3.2</b> Raising attainment and achievement/Securing children's progress	Satisfactory	Satisfactory

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Time is the biggest barrier and constraint which will be even more of a pressure next year due to an increase of Head Teacher teaching commitment.

## Key priorities for improvement planning

### Prìomhachasan airson planadh airson leasachadh

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1. Lesson Study Project
2. Rights Respecting Schools/HWB

## 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 [www.miltonprimary.com](http://www.miltonprimary.com) or by contacting the school office.