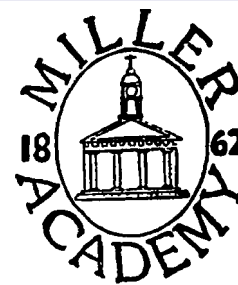


# "Working together to inspire learning and achievement in Highland Communities"



## Standards and Quality Report Miller Academy Primary School

The Highland Council  
Education, Culture and Sport Service  
Caithness Area

Session 2011 - 2012

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### Our school vision and values

**At Miller Academy we want everyone to feel happy, safe, valued and confidently prepared for the future.**

#### AIMS + VISION

- Encourage children to be motivated, independent learners and to achieve their full potential in all aspects of their education and life skills.
- Create a school community of successful and creative learners, where achievements are recognised and celebrated.
- Provide a secure, stimulating and challenging learning environment which incorporates different ways of facilitating learning and allows all pupils to develop as individuals.
- Encourage an open, supportive climate where all staff are able to work effectively as a team and where standards of teaching are high and ensure continuity of learning for all children.
- Foster a healthy, active life-style through healthy eating, physical activity and health education, where children are encouraged to make informed choices.
- Promote equal opportunities and social inclusion for all, maintaining a positive ethos by encouraging kindness, consideration, respect and fostering positive self discipline and self-esteem to provide a sound foundation for future life.
- Promote Life Long Learning, encouraging enterprise, choice, creativity, and ambition, and seek to equip all children with the skills and expectations necessary to prosper in a changing society.
- Instil a culture of self-belief within our pupils, preparing them for the challenges, responsibilities and experiences of adult life.

## Our Key Strengths

- The recognition and celebration of pupils' achievements, both individual and collective, across and outwith the school
- The school has links with the community which enriches learning experiences
- Pupils are motivated to learn and are respectful of staff and each other
- There is a caring positive ethos in the school
- Pupils achieve widely

Our commitment to continue to deliver and develop high quality learning and social experiences for all our pupils within contexts which are challenging, enjoyable and enterprising.

## Our Priorities For Improvement

Staff to focus INSET, CPD and CDM on Curriculum for Excellence including developing our yearly planning of Social Studies, Health and Wellbeing , Science and Technologies to develop and monitor a Programme of Topic work (Miller Year Planner)

Use new format of SIP and S&Q report to provide details of self evaluation to the whole school community

Moderation of standards in Literacy and Maths with the Thurso ASG  
Use of assessment procedures for CfE eg NAR, INCAS....

Staff to engage with more interdisciplinary, co-operative and active learning

As part of a cyclic programme of evaluation and information shared with the school community, pupil questionnaires to be distributed this session

Pilot, monitor and evaluate the new Tracking system and the transfer of information for P7 pupils to secondary school

Work with pupils to embed personal target setting and review of progress

Continue to embed CfE Maths, Language and Health & Well Being

## The Core Areas of our Practice

This report summarises the strengths of our school and what needs to improve. We gather this information throughout the year in a variety of ways so we can make sure our report is as accurate as possible. We reflect on the progress we have made with our improvement priorities. We take time to compare what we do with national examples of best practice. We visit each other's classes to share standards in learning and teaching. We look at children and young people's work to see how they are progressing. We make use of a range of data and information including attainment results. We gather the views of children, parents, staff and members of the local community. We use all of this information to arrive at our view of the quality of education we provide.

### Improvements through self-evaluation 5.9

#### What we do well:

- Our positive learning environment which promotes working effectively together and individually to evaluate and improve the opportunities we offer our pupils.
- All staff have had annual professional reviews
- Staff are involved in the self-evaluation of the school
- Staff evaluation defines the SIP.
- Staff have input into S&Q reports and SIP
- Staff are reflective practitioners

#### What we need to work on:

- Improving our school through developing staff self and peer evaluations and activities.
- Continue to involve children in evaluating their own learning and teaching and to discuss appropriately.
- We need to ensure that staff continue to have more opportunities to undertake effective sharing of good practice both within the school and out with.
- Termly electronic tracking is to be introduced
- Termly target setting system is to be introduced, including PLPs

### Improvements in performance 1.1

#### What we do well:

- Increased understanding of success criteria and how to achieve them, and the ability to self and peer assess
- Improvements in curriculum, learning and teaching and transition through standardising Spelling Levels in accordance with Highland Literacy Project
- Reviewing and further developing a wider range of curricular experiences including transitions.
- Improving the curriculum to ensure children make progress in line with their potential and being supported by staff through effective direct, interactive teaching, support and intervention.

#### What we need to work on:

- Developing the use of ASG's new tracking system

- Developing the use of personal target setting
- Developing a range of evidence to support assessment - "See Write Make Do".
- Begin to explore methods of assessment, moderation and sharing standards within the school and across the ASG.

### Learners' experiences 2.1

#### What we do well:

- We share and celebrate pupils experiences and achievements with the whole school community [e.g. through our school website and blog]
- Staff are committed to ensuring they deliver high quality learning experiences in an inclusive and safe environment for all pupils.
- All our pupils are motivated, attentive, confident and willing participants in their own learning.
- Our pupils experience a curriculum with a wide variety of active learning opportunities which are imaginative, creative, stimulating and challenging.
- We work closely with our ASG group to carefully plan exciting and stimulating projects to help facilitate smooth transitions
- We work hard at planning activities which utilise our outdoor learning environment and help us to participate in community events to which we invite and respond to invitations from neighbouring schools.

#### What we need to work on:

- Continue to develop cooperative learning throughout the school.
- Continue to develop activities which will develop skills for learning, skills for life, skills for socialisation and skills for work.
- Encourage our pupils to have more personalisation and choice in their learning and be more aware of their individual learning needs.

### Meeting learning needs 5.3

#### What we do well:

- An inclusive ethos which aims to meet the needs of the children with additional support needs
- Strong partnership with professional agencies and families
- Flexible use of support staff to meet the emerging needs of pupils

#### What we need to work on:

- Continue to involve pupils in reviewing their own progress and identifying next steps.
- Ensure that the pace of learning is appropriate for individuals, including our more able pupils.
- Further develop differentiation of learning in Maths and Language to provide support and challenge for all pupils.
- Encourage more opportunities for independent learning.

### The curriculum 5.1

What we do well:

- We work closely with colleagues to plan effectively for all key transition stages: Nursery to P1 and P7 to S1. Staff at all stages plan active learning opportunities across our curriculum.
- Our nursery curriculum is based on learning through play, which reflects the pupils' needs and interests.
- Effective ASG transition projects for Literacy and Numeracy have helped staff in primary and secondary sectors to share information and created opportunities to carry out moderation of work in Language and Literacy, Maths and Numeracy, setting up tracking arrangements and to carry out further transition projects with pupils.
- We follow National and Local Guidelines to ensure that breadth and balance is evident through the delivery of a good general education.
- There are good transition arrangements for pupils which includes the Resilient Kids projects and transition visits within the school allowing pupils to experience moving on to the next stage and gaining confidence for this move.
- Staff are open to developing and refreshing the curriculum in line with recognised good practice within Curriculum for Excellence.
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What we need to work on:

- Monitor and develop our yearly overview of learning programmes in Numeracy, Literacy and Health and Wellbeing to ensure that our pupils are covering the appropriate experiences and outcomes within the Curriculum for Excellence.
- Staff need to become more familiar and confident in the use of CfE experiences and outcomes in all subject areas
- To make more use of the Scottish Schools intranet resources (GLOW) and further develop skills in the use of Interactive Smartboards.

**SECTION 2**  
**Miller Academy SCHOOL USE ONLY**

A closer look .....

<p><b>QI 8.1</b>  <b>Partnerships with the community, educational and employers</b></p>	<p><u>Key themes</u>          Clarity of purposes and aims          Working across agencies and disciplines establishments, agencies          Staff roles in partnerships</p>
<p><u>What we do well</u></p> <ul style="list-style-type: none"> <li>We have effective partnership working which makes a difference to the quality of support for learners.</li> <li>We are clear about those areas for which we take the main responsibility and those where we need the support of our partners to maximise benefits for our pupils.</li> <li>We have a clear framework with appropriate aims and effective procedures to evaluate the impact of partnership working on individuals and groups.</li> <li>Staff are committed to the aims of joint working and engage actively with partners, community representatives and agencies.</li> </ul> <p><u>What we need to work on:</u></p> <ul style="list-style-type: none"> <li>Further development on joint working with partners, community representatives and agencies.</li> </ul>	
<p>Date reviewed:</p>	

<p><b>QI 9.3</b>  <b>Developing people and partnerships</b></p>	<p><u>Key themes</u>          Development of leadership capacity partnerships          Building and sustaining relationships          Teamwork and partnerships</p>
<p><u>What we do well</u></p> <ul style="list-style-type: none"> <li>staff who are keen to take on various leadership roles</li> <li>good examples of pupils having lead roles e.g. working effectively within Pupil Council and Eco Committee</li> <li>strong links between P7 and S1 staff within the ASG in developing quality transition and tracking literacy and numeracy</li> </ul> <p><u>What we need to work on:</u></p> <ul style="list-style-type: none"> <li>further opportunities for staff to work with colleagues from other classes and schools within the ASG to develop dialogue skills (an ASG focus this year)</li> <li>working with a wider range of partners to allow us to better meet individual needs;</li> <li>further development of lead roles for staff members and teams of learners across the school</li> </ul>	
<p>Date reviewed:</p>	