



'Our Learning Family'

MILLER ACADEMY PRIMARY SCHOOL AND ELC

Standards and Quality Report

Mrs Budge and the Miller Team - August 2022

Miller is our learning family, where we all work together to ensure that we, our dear children and staff, within our school, SCOPE and Early Learning Centre, feel safe, valued and happy, as we continually progress in our learning.

Our school is situated in lovely grounds in the town of Thurso in Caithness.

We have 234 children in our school, 8 children in our SCOPE school for learners with autism and 68 lovely little learners in our beautiful new Early Learning Centre. Our mainstream school, which currently has 9 classes in it, ranging from P1 up to P7, is located in a beautiful historical building, with a huge playing field in front of it.

Our SCOPE school is spread between 2 huts - one for our younger learners and one for our older ones. This enables our learners to have plenty of safe space both indoors and out in which to learn.

Our beautiful new ELC building is situated in our front playground and opens out on to its own engaging safe outdoor space, which is bordered on to our large green playing field.

Our dining hall is also situated in our grounds to the right of our main school building.

We have a gorgeous little forest in our grounds and thanks to our excellent Parent Council, we have our Learning Lodge built in there, which all our learners so enjoy exploring, creating and having fun learning in.



Summary of Standards and Quality Report/School Improvement Plan engagement process:

The process of engaging with the whole school community when we are developing our Standards and Quality Report and School Improvement Plan involves seeking the views of a wide range of people. Usually, we would discuss these documents with, for example:

- Teachers, Early Learning and Childcare (ELC) staff and other school staff
- Parents of children in the school and Early Learning and Childcare setting
- Pupils
- Partners that work with and support the school
- Other schools with which we link.

Our overall evaluation of the school's capacity for continuous improvement (including ELC setting):

- In Miller, our priorities for improvement for all our children in our school, ELC and SCOPE in 22/23 are to -
- raise attainment in our children's reading skills. (2.2, 2.3, 2.4, 2.5, 3.2) We will also use our PEF to help achieve this.
- assess and moderate our children's reading. (1.1, 1.2, 2.2, 2.3, 2.4, 2.7, 3.2)
- raise our children's attainment in and experiences of digital learning. (1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2)
- promote ECO learning at all stages and achieve our second ECO school's green flag. (2.2, 2.3, 2.5, 2.7, 3.1)



QI 1.3

Leadership of change

Themes (HGIOS?4)

- Developing a shared vision, values and aims relevant to the school and its community
- Strategic planning for continuous improvement
- Implementing improvement and change

Themes (HGIOELC?)

- Developing a shared vision, values and aims relevant to the ELC setting and its community
- Strategic planning for continuous improvement
- Implementing improvement and change

How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?

Following a consultation with parents, we decided to have 'Our School Family' as our vision statement. It encapsulates Miller. I believe that we have very welcoming learning environments, in which our staff and our children are happy and doing well in their learning. Our most recent pupil questionnaire results verify this. Our staff know our children very well and support them superbly, in an encouraging, consistent and nurturing manner.

I am so very proud of and grateful to our whole staff team here in Miller, who have done incredibly well to manage the many challenges of Covid since our return to school.

In our ELC setting, we communicate with children and families through implementing our online platform of 'Class Dojo'. This strengthens connections with our families as they can regularly see what they children are learning and how. One of our ELC parents commented

"The Dojo app has been hugely beneficial for us as a family; it allows us parents to see what the children have been up to. My child loves to see the photos and tells us about what he has been doing". In addition, each EYP has a monthly phone conversation with each of their key children's family to share how they are progressing and this also allows our EYPs to gain any important information about our children's lives at home.

Our EYP team, which is led excellently by our SEYP, are very committed, enthusiastic and hard-working and our termly team meetings have proved so useful in helping with our continuous self-evaluation and improvement.

Our EYP staff appraisals were such a positive experience and all of them highlighted at least one area that they would like to develop which links directly to our SIP priorities.

Our class teachers and Pupil Support Assistants are very motivated to do the very best that they can for all our children. They are very hard working and always put our children first. They have embraced the many changes that Covid demanded but are all incredibly relieved and happy to actually be back in our school teaching face to face. It was also lovely for our staff and children to be able to have our parents and family members back into our school, SCOPE and ELC for 'Open afternoons', concerts, our sports days and to enjoy our Jubilee celebrations - 660 attended this between our children and their one specially invited guest each. Our teachers contributed superbly to our SIP meetings and helped achieve a high percentage of what was planned within our SIP.

What could we do now? What actions would move us forward? Focus on our SIP priorities for 22/23.

Our current evaluation of this QI using the *How good is our school?* (4th edition) six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning). **SCHOOL**

good

Our current evaluation of this QI using the *How good is our early learning and childcare?* six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning). **ELC setting**

good



QI 2.3

Learning, teaching and assessment

Themes (HGIOS?4)

- Learning and engagement
- Quality of teaching
- Effective use of assessment
- Planning, tracking and monitoring

Themes (HGIOELC?)

- Learning and engagement
- Quality of interactions
- Effective use of assessment
- Planning, tracking and monitoring

How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?

All of our school children's learning levels achieved this last year are -

Class	Writing	Reading	T+L	Numeracy
P1	100%	100%	100%	100%
P2	86%	81%	86%	97%
P3	81%	85%	85%	85%
P4	77%	77%	86%	83%
P5	78%	89%	89%	86%
P6	100%	100%	96%	83%
P7	88%	93%	88%	90%

Our teachers continued to use assessments to help guide next steps in teaching and learning and the management team were impressed by the teaching and learning observed during planned class visits.

The class teachers each met with the HT in November and May to discuss and to track each child and their progress and their next steps, any support needed, etc. In addition, they met with the HT and or ASNT as needed to discuss any concerns as they arose.

Our excellent ASN Teacher supported children in their learning and when required, completed assessments and thereafter wrote detailed reports, to support specific children in their learning.

We worked hard to develop our 'Key Assessment Tasks' and used these to share some learning with parents, which parents wrote very positive and appreciative comments about.

We used our PEF to help buy some additional numeracy resources and a priority last year was to increase our children's attainment in this which we did! The assessments they completed at the end of the year evidenced dramatic improvements in attainment which was very pleasing to see, especially due to the disruption that Covid had on all of our classes, with each having to self-isolate at some point due to suspected class outbreaks.

In our ELC setting, our staff continued to develop our outdoor spaces creating a 'learning garden' incorporating seven play principles by David Sobel, which has had a direct impact on children's physical, cognitive, social, mental health and emotional development. We all used the best practice guidance from 'Realising the Ambition' to support the development of child centered pedagogy, responding to the needs and interests of our children.

The ELC team record and track each of their key worker children's progress and discuss this with our SEYP. Any concerns are highlighted and addressed. Our ELC work in teams to initially plan, which is very much child centered, so then led by our children. Their play and learning is shared with our families re Dojo and planned quality visits are completed by our HT and PT, who record strengths observed in learning and engagement and next steps. These are discussed at team meetings to help us continually evaluate and improve.

What could we do now? What actions would move us forward?

We are going to focus on -

1. improving our children's learning experiences and attainment in Literacy, specifically Reading. All teachers and EYPs will be involved in this and we will also use our PEF to promote this. (SIP)
2. developing our knowledge and skills in assessment through moderating our children's reading within our school and be supported in this by tailor led training and moderation experiences by our CLO, Mr Scott. (SIP)
3. enhancing our children's learning experiences on how to live ECO friendly lives. We will also hope to secure our second ECO school's green flag.
4. developing our children's experiences in using IT, which will involve staff training on new resources, staff training about online safety and the migration of data and the arrival of additional chrome books.

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good

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good



Q1 3.1

Ensuring wellbeing, equality and inclusion

Themes (HGIOS?4)

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality Themes (HGIOELC)

How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?

- ☺ We continue to promote our daily 'Miller Mile' which involved our children in walking outdoors every day. We differentiated the length of this for our younger children and ELC. Our children really enjoyed this daily time and we felt that it increased their health and also their wellbeing as this also gave them the opportunity to chat with friends as they walked.
- ☺ We continue to teach HWB in line with CfE and ensured that we taught a minimum of 2 hours of PE a week.
- ☺ Our P7 class had a wonderful time during their weeks residential trip to Loch Insh outdoor centre in April.
- ☺ Our JRSOs' organised a 'Bright Day' for us to focus on the importance on being seen during dark winter days, which everyone loved and they organised prizes for the brightest dressed!
- ☺ Some of our very enterprising P5 children made loom band bracelets in the Ukrainian flag colours and raised an amazing £290.76 from this to give to Ukraine.
- ☺ Our Pupil Learning Council organised fund raising for MacMillan and raised £500 for this which was excellent.
- ☺ We all painted a pebble to add to the creation of 'Paige's Path' in memory of a former Miller learner.



- ☺ As part of our transition plan, our little ELC learners who are due to join P1 in August, had weekly visits to their new P1 class with their teacher over 6 weeks and then joined us for a part of a morning to be in P1 with their new teacher.

- ☺ We had buddies for our ELC children from P6 and they had weekly 'Walk and Talk' times, art and PE sessions together and our P6 buddies also helped at their sports days. We are hoping that our P6 buddies will be a super support to our little ones when they start P1 in August.
- ☺ We held moving up sessions for all children on Wed 16th and Thurs 17th June and P7 visited THS.
- ☺ We had the most fantastic sports day, culminating in an amazing obstacle race created by P6 for P7, which involved everything including them being soaked by water pistols on route and a slime slide! Happy days!
- ☺ We gave our ELC parents a questionnaire to ask what they would like in terms of information about their child joining P1. As a result of this, we held an information evening for them in June and gave them a list of essential items needed, in addition to a lovely 'Welcome to P1' booklet for them to enjoy with their child during the summer, in preparation for joining us in August.

What could we do now?

- Refer to HGIOS/ELC to learn how we can develop this and continue to improve.
- Read Ed Scotland inspection reports to find out what best practice looks like.

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good



QI 3.2

Raising attainment and achievement/ Ensuring children's progress

Themes (HGIOS?4)

- Attainment in literacy and numeracy
- Attainment over time
- Overall quality of learners' achievement
- Equity for all learners

Themes (HGIOELC?)

- Progress in communication, early language, mathematics, health and wellbeing
- Children's progress over time
- Overall quality of children's achievement
- Ensuring equity for all children

How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?

- ☺ Just prior to lock down, we achieved our School's ECO Green Flag which is an outstanding award, which we are all very proud off.
- ☺ Our levels of learning achieved, as previously shared, show that our children are progressing in their learning.
- ☺ In our ELC setting, we held 3 'Open Evenings' so that our parents and families could see around our beautiful new ELC setting as this had previously not been possible due to Covid. The evenings were lovely with lots of happy and proud children showing their children around their learning setting.
- ☺ All 26 of our P7 learners achieved the 'Discovery Level' of the 'John Muir' award.



What could we do now? What actions would move us forward?

We plan to -

- ☺ promote ECO learning at all stages and plan to achieve our second ECO Schools green flag.
- ☺ continue with our good practice in teaching and learning.
- ☺ focus on raising our children's attainment in Reading and be able to evidence this.
- ☺ improve our children's learning experiences in IT.

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good

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good

KEY THEME

from Q1 2.2

Curriculum

Theme 3 (HGIOS?4)

- Learning pathways

Theme 3 (HGIOELC?)

- Learning and development pathways

How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?

- ☺ We encouraged all of our children to find and paint a pebble to help create our very special 'Paige's Path' in our forest, in memory of one of our little learners who died aged 5 in 2018. This was a community project with local builders aiding us with the laying of the concrete. This is such a gentle and interesting path to now look at as our little ones and their families walk down to our ELC each day. Each year, our new P1 classes will add to it so that it is a 'living' path.
- ☺ We have encouraged our children to use loose parts in their play and have been so impressed by our children's imaginations, problem solving skills, teamwork and creativity.
- ☺ Our teachers and children have worked hard learning about different social subject topics in an IDL way and have had loads of fun along the way!
- ☺ In our ELC, we have followed the best practice guidance from 'Realising the Ambition' to support the development of child centered pedagogy, responding to their needs and interests.



Question 3

What could we do now? What actions would move us forward?

- ☺ We are going to focus on improving our children's learning of and attainment in reading. We are also going to review our reading planners and tracking formats.
- ☺ We are going to develop our children's learning experiences in IT.
- ☺ We are going to develop our ELC garden.

KEY THEME

from Q1 2.7

Partnerships

Theme 3 (HG10S?4)

- Impact on learners (focus on parental engagement)

Theme 3 (HG10ELC?)

- Impact on children and families (focus on parental engagement)

How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?

As Covid restrictions lifted, we were able to complete additional activities which was wonderful -

- ☺ In our ELC setting, each child's keyworker telephoned their parents on a monthly basis, to have quality conversations with them, around their child's health, welfare and progress.
- ☺ We have excellent partnerships with our SLT's, HV's, CSW's, CASWA CSW's, Music Tutors and school nurses.

Our parents really engage with us and gave excellent support with all of the following -

- ☺ On Friday 25th Sept, we held a dress down day with coin collection and due to the support of our very generous families, raised an excellent amount of £500 for MacMillan Cancer Support.
- ☺ On Friday 19th Nov, we all had lots of fun when we all wore our jammies to school and give a donation for doing so, to raise funds for MacMillan Cancer Support. We raised a superb £335.34!
- ☺ In December the HT shared photos of learning with parents via parentmail so that they could see a little of the fabulous festive learning that was taking place, as parents were not allowed in to school due to Covid guidelines. Each class also uploaded a 'Festive Treat' on to Google Classroom so that they could see their child perform as part of a class song, play or poem as concerts were not yet allowed. Our parents appreciative and positive feedback was heart warming to read.
- ☺ We held a lovely Burns lunch in January to which our children wore tartan, our Junior Road Safety Officers organised a 'Bright Day' for February and our children looked amazingly bright and we wore red to mark Valentine's day.
- ☺ In May, we held an 'Open Afternoon' and it was just lovely to have our parents and family members back in our school today. Our children so enjoyed having them in their classes as for some of them, due to Covid, this was their first experience of this. We had an excellent turn out of % of our families represented.
- ☺ We marked the 25th anniversary of 'World Book Day' on 3rd March, by dressing up either as a favourite book character or as a King or Queen, due to the impending Platinum Jubilee.
- ☺ On Friday 18th March, we supported 'Red Nose Day' on Friday by dressing up as superheroes and in the last week of term, our children enjoyed a 'Bunny Drive' played in line with Covid guidance and a lovely Easter Egg Hunt, which was especially organised by our Pupil Learning Council.
- ☺ Term 4 was super busy as many Covid restrictions were lifted and so we were able to invite our families in for Sports Days, open afternoons (at which an average of 82% of children had someone visit) and our Jubilee Platinum Playground Party. Our ECO committee were also involved in supporting our ELC learners with Mr Glasgow in planting some trees for the Jubilee. (More will be planted in September) Some classes also took part in the Caithness Music Festival in Wick and we then held a parents concert of these items on Tuesday 21st June which was superbly supported.
- ☺ We are very grateful to our parents, whom we have a lovely relationship with and who are an excellent source of support. Our questionnaires are evidence to this, as is the superb support which we receive by our Parent Council and by the number of volunteers when we ask for help with our events. Everything which we ask of them is strongly supported, such as ~
 - * consolidating their children's learning at home.

- * completing questionnaires and surveys to help us to continually improve. These were very positive.
- * Responding to and commenting on 'Key Assessment Tasks' completed by their child.
- * Excellent attendance at events, whether it be parent's nights, open afternoons, learning events or fundraising events.
- * recycling items to help us secure our ECO Schools green flag.
- * taking part in other ECO activities.
- * supporting initiatives such as our daily Miller Mile, fundraising events, events to mark and celebrate ECO / Literacy / Numeracy learning or celebrations.
- * providing loose play parts.
- * A large number of attendees at our virtual Parent Council meetings in Feb, March and then in person in Term 4.
- * Attending events such as our Sports Day, Music Festival concert and Jubilee Platinum Playground Party at which we had 660 in total!

How do we know? What evidence do we have of positive impact on our learners?

- ☺ Positive feedback from parents.
- ☺ Observing the pride in our children as they showed their parents and family members their learning during our Open Afternoons / Evenings and at our Jubilee event.
- ☺ We will continue to give our parents Termly Class Learning newsletters from our teachers and ELC and monthly ones from the HT, to ensure that our parents are up to date with school life and their essential role in supporting their children in this and in their learning.



What could we do now? What actions would move us forward?

- ☺ We are hopeful for a Covid free return to school, so as to eliminate any further disruption to our children's learning.
- ☺ We will work hard together to achieve the priorities identified and detailed in our SIP.