

Standards and Quality Report

2021/22



MILTON OF LEYS ELC AND PRIMARY SCHOOL
HIGHLAND COUNCIL | LEYS SQUARE, INVERNESS IV2 6HF

This report is provided to families and partners to identify our achievements this session. The next steps in our improvement journey are also outlined.

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.

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 in order to shape our improvement journey.

When we develop our improvement projects, we use key questions at planned review times throughout the session in order to know how well we progressing towards achieving these positive outcomes and changes.

Our School

Milton of Leys Primary opened in August 2011 to serve the community around Milton of Leys. At present, the school roll sits above 321 pupils in P1-7 plus around 61 Nursery pupils and some 50 staff members.

Our Early Learning Childcare Centre (Nursery) offers flexibility to parents by allowing children to use their funded hours to suit the needs of families. The school currently has a new purpose-built nursery which successfully opened in August 2022, which will increase the nursery capacity to 96.

Milton of Leys is set in a mixed catchment area with pupils from lower income families as well as high income social settings. The school has a low percentage of children receiving Free School Meals and a small percentage of children with English as an Additional Language. Milton of Leys is an inclusive school with all children well supported and challenged to reach their full potential.

The school improvement process is carried out collegiately with staff who are involved with staff, pupils and wider school community involved' in identifying and implementing improvement priorities. Agreed SIP priorities are shared with parents through Parent Council meetings and with pupils through the Pupil Learning Council.

The school is ambitious and forward looking and is embarking on developments with Rights Respecting and the Sustainable Development Goals to prepare its pupils for their future as globally minded citizens. This drive is embedded in the school's ongoing priorities.

Our School Vision, Values and Aims

At Milton of Leys ELC and Primary School our shared 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:

- * Respect
- * Teamwork
- * Creativity
- * Determination
- * Commitment

Pupil Voice: what is working well in our school?

Our children and young people identified the following strengths for our school this session. These strengths were summarised and collated as a result of extensive collaborative meetings and related surveys with the whole pupil community and the Senior Pupil Leadership body:

In a Nutshell:

Teachers are helpful
Fun and learning
School is safe
Know that they are supported
Breaks are fun
Grateful for Muga
Big classrooms
Classrooms fill expectation
Good teachers
Tortoise helps with concentration
Food is good
Friends help
A break from home
The staff are happy
Friends are around you
The school is secure
Dragonfly room is good
Teachers are kind
Most people are happy
Teachers are nice
You have the right to play
You are around people you know

Pupil Voice: what changes would you like to see made?

Our children and young people identified the following changes they would like to see and the difference these changes could make.

Further involvement and pupil led development of using the Positive Relationships Blueprint across both the nursery and the school

More involvement in designing and organising activities and opportunities across break and lunch times.

Re-organisation of the school site, (e.g. the MUGA), to expand its use during the school day

Our Improvement Journey Headlines Session 2021/22

These projects are linked to the vision and priorities for Scottish Education based on delivering excellence and equity. Parent/Carer information is available [here](#).

Improvement Project 1: Recovery from COVID- 19

Primary focus: Performance Information

Year of Project: 2

Purpose: *To improve health & wellbeing and attainment following the Covid-19 school closures*

Progress and impact:

- Whole school approaches to positive relationships have been set out in revised school policy and shared with staff team. -
- Online HWB toolkit is available on the Google Drive for all staff (including ELC)
- Teachers made use of HWB resources such as Bounce Back/Tree House to support children in identifying, discussing, and managing their emotions
- Resilient Kids at ELC/P1, P3 and P7 did not happen
- Safe, Strong, and Free for ELC & P1 highlighted key messages around HWB
- SHANARRI and the Well-Being wheel are used to monitor and track social and emotional well-being across all stages and discussed at Planning and Attainment Meetings
- Pupil Learning Council lead initiatives on kindness, decision making and the school environment. They also helped create the MUGA Hub which is an area within the playground to be used by the older pupils.
- Training built on progress made in year 1 that focused more on key specific aspects within the recovery curriculum
- Targeted training and implementation to improve attainment in writing started but needs to be revisited and evaluated
- Number story training in numeracy was discontinued to due workload pressures
- Whole school IDL themes were used to extend pupil participation and skills development
- Seesaw was used effectively to increase parental engagement with learning/pupil profiling (ELC-P7)
- There are pockets of very good, progressive outdoor learning experiences at different levels across the school
- Through ongoing formative assessment and regular summative assessments, teachers are able to discuss pupil progress and next steps.
- Seesaw has been used as an ongoing profiling tool, that records learning conversations, focus child observations and key assessment tasks

Next steps:

- Revisit whole school positive relationship policy regularly during staff training sessions and set short term focus targets linked to the policy
- Monitor the effective use of the HWB toolkit and identify areas for development as appropriate
- Evaluate pupil progress in identifying, discussing, and managing their emotions through focus groups to gather pupil and staff voice

- Resilient Kids to be taught at P3 stage
- Attain Silver Rights Respecting Schools Award
- Pupil Learning Council to reform and identify next developments
- Pupil intervention groups to be re-established and based on children's needs and interests
- Continue to build on the foundations of writing development from last year, evaluate effectiveness and plan next steps
- 3-year plan for IDL to be developed during Sept Inservice training to help ensure breadth and depth across the curriculum
- Re-engaging with the play-based pedagogy, involving parents, staff, and pupils
- Literacy programme to be re-established and supported by a PEF PSA
- Continue to use Seesaw to further increase parental engagement
- Progressive outdoor learning experiences to be planned for across all levels, including intervention groups. Explore ways to engage parents in outdoor learning
- Assessment data needs to be moderated across levels and within the ASG
- Attainment data needs to be analysed and tracked with clear next steps identified
- Attainment data to be stored on the ASG template so that all information is kept in one place
- Individual skills development to be planned for and recorded within pupil profiles, this will include 'Skillset' project with P6/7 and P7
- Further develop ELC planning based on key learning observations plus use of Leuven scale and Sobel to monitor engagement
- Use of Realising the Ambition at early level to inform practice, including transitions, interactions, and planning for the environment
- SNSA assessments to be used at P1, P4 and P7 and GL assessments to be used at P2, P3, P5 and P6

Evaluation of Progress

We believe we have made the following progress this session:

Quality Indicator	School self-evaluation
Leadership of Change	1.3 Satisfactory
Learning, teaching and assessment	2.3 Good
Ensuring wellbeing, equality and inclusion	3.1 Good
Raising attainment and achievement	3.2 Good

Our children and young people believe we have made the following progress this session:

Theme 1 Very good
Our relationships

Theme 2 Good
Our learning and teaching

Theme 3 Good
Our school and community

Theme 4 Very good
Our health and wellbeing

Theme 5 Good
Our successes and achievements

Our overall evaluation of our school's capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

We are confident that with more stability within the staff and management team that we have the capacity to improve.

Planning Ahead

Full details of the school's 2022/23 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website <https://miltonofleysblog.wordpress.com/> or by contacting the school office.