

# STANDARDS AND QUALITY REPORT

2022/23



**Millbank Primary School**  
HIGHLAND COUNCIL | MILLBANK CRESCENT, NAIRN IV12 4QB

# Introduction: Local and National Context

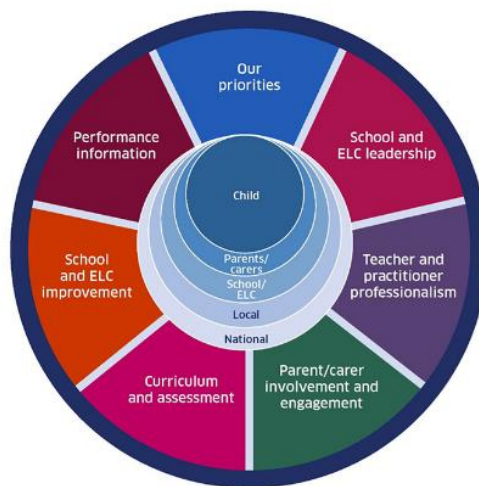
## Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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 2022-23. 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

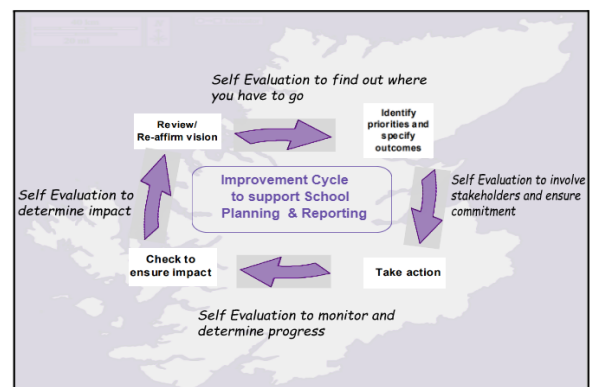
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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

Sarah Bilsland  
Acting Head Teacher  
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><br>94.5% | <b>Average Class Size</b><br>19.4 | <b>Meeting PE Target</b><br>Target Met |
|----------------------------|-----------------------------------|--|

|                             |                              |                                    |
|-----------------------------|------------------------------|------------------------------------|
| <b>Pupil Numbers</b><br>252 | <b>Teacher Numbers</b><br>17 | <b>Pupil Teacher Ratio</b><br>15.2 |
|-----------------------------|------------------------------|------------------------------------|

|                   |                   |                    |                    |                    |                   |                    |                    |                    |
|-------------------|-------------------|--------------------|--------------------|--------------------|-------------------|--------------------|--------------------|--------------------|
| <b>N3</b><br>3.1% | <b>N4</b><br>5.9% | <b>P1</b><br>12.3% | <b>P2</b><br>11.9% | <b>P3</b><br>12.3% | <b>P4</b><br>9.8% | <b>P5</b><br>14.0% | <b>P6</b><br>15.8% | <b>P7</b><br>14.9% |
|-------------------|-------------------|--------------------|--------------------|--------------------|-------------------|--------------------|--------------------|--------------------|

|                                     |                         |                         |                         |                         |                        |
|-------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|------------------------|
| <b>SIMD Q1<sup>1</sup></b><br>22.5% | <b>SIMD Q2</b><br>19.5% | <b>SIMD Q3</b><br>18.2% | <b>SIMD Q4</b><br>20.7% | <b>SIMD Q5</b><br>18.9% | <b>Unknown</b><br>0.1% |
|-------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|------------------------|

|                                     |                            |                                     |                            |                                    |                       |
|-------------------------------------|----------------------------|-------------------------------------|----------------------------|------------------------------------|-----------------------|
| <b>ASN<sup>2</sup></b><br>30% - 40% | <b>No ASN</b><br>60% - 70% | <b>FSM<sup>3</sup></b><br>70% - 80% | <b>No FSM</b><br>20% - 30% | <b>EAL<sup>4</sup></b><br>0% - 10% | <b>No EAL</b><br>90%+ |
|-------------------------------------|----------------------------|-------------------------------------|----------------------------|------------------------------------|-----------------------|

2022/23 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> |
| Majority       | Majority       | Most                         | Majority        |

**Gaelic Medium** 2022/23 Proportions of pupils achieving Curriculum for Excellence Levels (C1, P4, P7 combined):

|                       |                       |                                     |
|-----------------------|-----------------------|-------------------------------------|
| <b>Gaelic reading</b> | <b>Gaelic writing</b> | <b>Gaelic listening and talking</b> |
| Most                  | Most                  | Most                                |

The small number of exclusions that occur in schools may lead to individual pupils being identified, therefore this data is not contained in this report. If you have any questions about exclusions, you should contact us directly.

<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

## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile

This year as part of our School Improvement Plan we have been reviewing our vision, values and aims.

**Vision** – *If you believe, you can achieve*

**Values** – *Friendship, Kindness, Resilience, Respect, Teamwork*

**Aims** – *At Millbank we follow The Millbank Way*

- ❖ *I smile and say hello.*
- ❖ *I focus to learn.*
- ❖ *I care for everyone and everything.*
- ❖ *I keep healthy and have a positive attitude.*
- ❖ *I work hard and challenge myself.*

## 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:

### The Moderation Cycle; Planning for Learning, Teaching and Assessment

#### Purpose:

There is not currently a coherent approach to planning, for learning, teaching and assessment, or in the understanding of 'achievement of a level' across the primary schools in the Nairn Associated Schools Group.

#### Progress:

Content:

- ✓ Significant steps towards a coherent approach to planning and tracking have been made.
- ✓ All teachers and EYP's took part in Collegiate sessions as part of our ASG working this year.
- ✓ Teacher and practitioner professionalism. Through professional dialogue the majority of teachers and practitioners are more confident in identifying progression within and achievement of a level.
- ✓ The majority of staff are now more confident in using data to identify interventions to support and challenge learners.
- ✓ Staff's knowledge of the moderation cycle has improved.

#### Impact:

- ✓ Most teachers now have this approach fully embedded as part of their pedagogy
- ✓ Staff confidence in using benchmarks to measure achievement of a level is developing well.
- ✓ Most staff are now using the benchmarks with increasing confidence and this is leading to more robust ACEL judgements.
- ✓ Improvement in attainment, particularly in literacy and numeracy. We have increased 7% in Literacy and 8% in Numeracy from 2022 session.
- ✓ Very good progress was made in this area and we will review and continue to develop next session.

**Next steps:**

- To build on the partnerships already established within the ASG with a further ASG action which will be around Numeracy and Feedback using the moderation cycle.

School Priority:

**Planning and Assessment****Purpose:**

To refine and develop our planning and assessment procedures to provide a consistent framework to support teachers.

**Progress:**

Content:

- ✓ Significant steps towards a coherent approach to planning and tracking has been made.
- ✓ All teachers have engaged with the new planning and assessment procedures.
- ✓ Improvement in attainment, particularly in literacy and numeracy.
- ✓ Through professional dialogue the majority of teachers are more confident planning and tracking learning.
- ✓ Staff's knowledge of the moderation cycle has improved.

**Impact:**

- ✓ Significant steps have been made towards a coherent whole school approach to planning, tracking and assessment.
- ✓ Senior leaders have made strong progress in creating a robust planning and tracking cycle which includes assessing and tracking children over time.
- ✓ Staff have made significant steps towards tracking progress for each child and this also includes wider achievements.
- ✓ Very good progress was made in this area as there is now a shared understanding of planning and assessment expectations across the school.
- ✓ Improvement in attainment, particularly in literacy and numeracy. We have increased 7% in Literacy and 8% in Numeracy from 2022 session.

**Next steps:**

- Develop a more robust quality assurance calendar to include moderation and observations of practice.
- Exploring ways to include ELC and ASN data in our whole school excel assessment document.
- Explore ways to track skills for learning, life and work.
- Using the data to extract particular trends such as boys/girls, PEF etc to ensure equity for all.

School Priority:

**Vision, Value and Aims and Rights Respecting Schools****Purpose:**

To review our Vision, values and aims in conjunction with working towards accreditation for Rights Respecting Schools.

**Progress:**

Content:

**Impact:**

- ✓ Achieving bronze accreditation for Rights Respecting Schools has improved excellence

- ✓ All stakeholders views were sought and results collated as part of our refresh of our vision, values and aims.
  - ✓ We achieved our Bronze accreditation this session.
  - ✓ We established a Rights Respecting Leadership group and children are beginning to show an awareness of their rights.
  - ✓ A number of staff have begun engaging with training using the UNICEF Rights Respecting Schools online training resources.
  - ✓ Through activities and pupil voice all children are beginning to show a knowledge of their rights in relation to improving their well-being.
- and equity and achieved positive outcomes for all children and young people.
- ✓ Through engaging with self-evaluation and consulting with children, staff, parents and the wider community we have successfully refreshed and updated our vision, values and aims.
  - ✓ Considerable progress has been made in developing a shared understanding of children's rights within the UNCRC.
  - ✓ Through establishing a Rights Respecting leadership group children have confidently led an assembly sharing their action plan to the rest of the school.
  - ✓ Staff confidence is developing well through online training.

#### Next steps:

- Continue to develop leadership opportunities for all across the school.
- Promote pupil voice through the use of HGIOURS.
- Whole school focus on achieving silver accreditation. Staff to engage with training and working groups.

## Progress and impact of Pupil Equity Fund

### Adhartas agus buaidh Maoin Cothromas Sgoilearan

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This session we used our Pupil Equity Fund for a number of projects. Our DHT successfully ran Breakfast Club three mornings a week which offered identified children breakfast and a time to check in. Nurture sessions were delivered once a week to targeted groups of children to develop their resilience and emotional literacy. Evidence of success with this is we a reduction in exclusions and less behaviour incidents. We also funded two children in primary 7 to go on their residential trip which allowed for equity and positive outcomes for both of them. PEF children who were assessed in reading and spelling have made some progress and attainment is beginning to rise.

## Wider achievements

### Coileanaidhean nas fharsainghe

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Opportunities for pupils to engage in wider achievements have included:

- Visits out of school including a residential trip to Fairburn for senior pupils
- A range of after school and lunchtime clubs and activities led by school staff
- Out of school clubs and activities led by Highlife Highland
- Workshops delivered by partners including Feis Ros, Gaelic drama
- Swimming lessons
- Inter-School Sports
- Nairn ASG Inter-School Sports
- Rotary Quiz
- Generation Science workshops
- Author visits
- Horse riding
- Swimming

- Local and National Mod

We have received funding from:

- Nairn Free Church

Opportunities are planned for pupils to receive awards in all four capacities. These include:

- Certificates at Assemblies
- Class rewards systems
- House Points

Children's wider achievements are tracked and recorded.

Almost all our senior pupils have been awarded with the Playground Leaders Award, in association with Highlife Highland.

All children participate in either a citizenship group or a skills group every fortnight.

The majority of our P6 children are buddies to our P1 children.

Some of our senior children have taken on the role as librarians.

We have achieved our Bronze accreditation for Rights Respecting Schools and are currently working towards our Rights Respecting Schools Silver accreditation.

## Comments from learners, families, stakeholders and staff

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

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#### Pupil Voice

*I love being a buddy and I love being on the buddy box. I play with the children if they ask me. I like being helpful in the school. I also help bring out the balls and things at breaktimes at the janitor's shed.*

Zach F P6

*Millbank is good school. It is an amazing place to learn. The teachers are nice and they encourage you. It is fun playing outside and you get to learn outside too.*

AB P7

*I go to the Hive and I have a lot of fun working as a group. We talk about our feelings and what zones we are in for our different emotions. We also have good PSAs. They are good because they help us when we are hurt or upset.*

CP P4

*I am in the Rights Respecting Schools Group and it is fun. We are learning about rights of children. We share what we do with the class. We also collect feedback from all the classes.*

HR P5

*Millbank is an amazing place. The playground is good fun because out there you can meet other people from different classes and make friends. There are lots of things to do in the playground.*

CB P3

*Millbank is good because I like learning loads of things and learning about how things grow. I feel safe because I have loads of teachers in school and they keep me safe.*

PM P1



## Parent Voice – Collated from our recent HMI inspection

| No. | Question   | Response Count | Strongly agree % | Agree % | Disagree % | Strongly disagree % | Don't know % | Didn't answer % |
|-----|--|----------------|------------------|---------|------------|---------------------|--------------|-----------------|
| 4   | My child likes being at this school.   | 65             | 69.23            | 26.15   | 4.62       | 0.00                | 0.00         | 0.00            |
| 5   | Staff treat my child fairly and with respect.  | 65             | 73.85            | 24.62   | 0.00       | 0.00                | 1.54         | 0.00            |
| 6   | I feel that my child is safe at the school.  | 65             | 83.08            | 13.85   | 3.08       | 0.00                | 0.00         | 0.00            |
| 7   | The school helps my child to feel confident.   | 65             | 64.62            | 32.31   | 1.54       | 0.00                | 1.54         | 0.00            |
| 8   | I feel staff really know my child as an individual.  | 65             | 63.08            | 33.85   | 1.54       | 0.00                | 1.54         | 0.00            |
| 9   | My child finds their learning activities hard enough.  | 65             | 41.54            | 47.69   | 6.15       | 0.00                | 4.62         | 0.00            |
| 10  | My child receives the help he/she needs to do well.  | 65             | 49.23            | 41.54   | 4.62       | 1.54                | 3.08         | 0.00            |
| 11  | My child is encouraged by the school to be healthy and take regular exercise.  | 65             | 69.23            | 24.62   | 1.54       | 1.54                | 3.08         | 0.00            |
| 12  | The school supports my child's emotional wellbeing.  | 65             | 63.08            | 30.77   | 1.54       | 0.00                | 3.08         | 1.54            |
| 13  | My child is making good progress at the school.  | 65             | 50.77            | 38.46   | 4.62       | 1.54                | 3.08         | 1.54            |
| 14  | I receive helpful, regular feedback about how my child is learning and developing e.g. informal feedback, reports and learning profiles. | 65             | 49.23            | 33.85   | 12.31      | 1.54                | 0.00         | 3.08            |
| 15  | The information I receive about how my child is doing reaches me at the right time.  | 65             | 47.69            | 33.85   | 12.31      | 1.54                | 3.08         | 1.54            |
| 16  | I understand how my child's progress is assessed.  | 65             | 35.38            | 44.62   | 10.77      | 3.08                | 3.08         | 3.08            |
| 17  | The school gives me advice on how to support my child's learning at home.  | 65             | 46.15            | 36.92   | 10.77      | 1.54                | 3.08         | 1.54            |
| 18  | The school organises activities where my child and I can learn together.   | 65             | 33.85            | 29.23   | 15.38      | 1.54                | 18.46        | 1.54            |
| 19  | The school takes my views into account when making changes.  | 65             | 38.46            | 38.46   | 6.15       | 0.00                | 13.85        | 3.08            |
| 20  | I feel comfortable approaching the school with questions, suggestions and/or a problem.  | 65             | 58.46            | 36.92   | 3.08       | 0.00                | 0.00         | 1.54            |
| 21  | I feel encouraged to be involved in the work of the Parent Council and/or parent association.  | 65             | 47.69            | 40      | 6.15       | 1.54                | 3.08         | 1.54            |
| 22  | I am kept informed about the work of the Parent Council and/or parent association.   | 65             | 49.23            | 44.62   | 1.54       | 0.00                | 3.08         | 1.54            |

## Partner Voice

Millbank is a well engaged and strong partner within children services in the Nairn ASG that has strong and effective relationships with its colleagues and agencies across the community. The school is well led and supported and clearly values the need for well-being, inclusion and equality. The school operates with well-established and developed practices that are responsive and proportionate in place that serve to ensure that needs of young people and their carers / families are identified quickly and responded to appropriately.

Allied Health Professional

Working with Millbank is a pleasure. The meetings are well organised and with a clear focus. All are done within a reasonable time limit for example transition meetings in the first term with option of a follow up with parents later on in the year. The result of this planning means that parents feel supported and more prepared for their child moving on to Nairn Academy and I feel that I have the relevant information that I need yet with plenty of time for amendments or follow ups to be done.

Secondary Colleague, Nairn Academy

We often work closely with Millbank Primary due to our partnership working and making a difference to children's lives. Millbank are always very supportive to ourselves as professionals and to the families we work with. We strive to have good transitions in place between home and nursery for our vulnerable families or those children with additional needs.

Allied Health Professional

Over the years I have worked in partnership with Millbank I have consistently felt welcome, respected and valued. Referrals to our service are made appropriately and in a timely manner. It is clear that staff have taken the time to understand how our service works making the collaboration successful. While it can be difficult across settings to support children's individual speech and language needs, Millbank consistently try to help problem solve and manage this in creative ways. Warmth and nurture towards the children is highly evident in this setting, which is an utter pleasure to witness.

Allied Health Professional

## 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      |
|--|------|--------------|
| <b>QI 1.3</b><br>Leadership of change  | Good | Good         |
| <b>QI 2.3</b><br>Learning, teaching and assessment                               | Good | Good         |
| <b>QI 3.1</b><br>Wellbeing, equality and inclusion                               | Good | Good         |
| <b>QI 3.2</b><br>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

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- *Raising attainment in literacy*
- *Working towards our silver accreditation for Rights Respecting Schools and facilitating pupil voice*
- *Raising attainment in numeracy and feedback*

## Planning ahead

### A' planadh air adhart

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Full details of the school's 2023/24 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website <https://sites.google.com/nairnacademy.net/millbank/> or by contacting the school office