



'Our Learning Family'

MILLER ACADEMY PRIMARY SCHOOL + ELC



Our Standards and Quality Report, June 2023.

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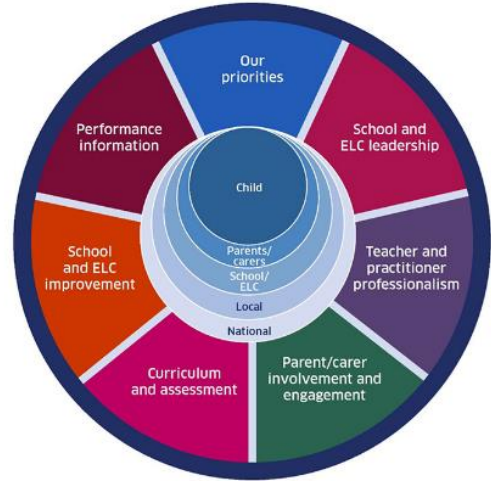
Introduction: Local and National Context

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%

Our school values and aims are on our SIP 23/24 due to needing to be updated.

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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

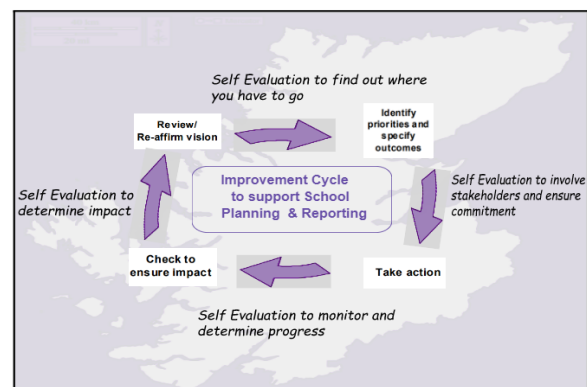
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

Mrs J Budge
Head Teacher

School Profile

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

Attendance 95.1%	Average Class Size 23.1	Meeting PE Target Target Met
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Pupil Numbers 231	Teacher Numbers 13	Pupil Teacher Ratio 1:18
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N3 47%	N4 53%	P1 13%	P2 10%	P3 16.5%	P4 12.1%	P5 16.5%	P6 19.5%	P7 12.6%
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SIMD Q1¹ 0-10%	SIMD Q2 20-30%	SIMD Q3 20-30%	SIMD Q4 50-60%	SIMD Q5 0-10%	SIMD Un 0-10%
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ASN 10-20%	No ASN 80-90%	FSM² 70-80%	No FSM 20-30%	EAL³ 0-10%	No EAL 90+%
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2022/23 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Most	Most	Most	Most

We have had no exclusions this year.



¹ SIMD – The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation.

² FSM – Free school meal entitlement

³ EAL – English as an additional language

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Review of progress for session

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:

ECO SCHOOLS

Purpose:

We aimed to improve our children's understanding of and participation in being ECO friendly at school and at home and as part of this learning, earn our second ECO Schools Green Flag award.

Progress:

1. New ECO committee was established, met regularly, planned and led ECO related activities for the whole school (including families) across the year.
2. We hosted outside agencies and groups to lead activities that support the ECO schools agenda.
3. Parent/Carer understanding of our work was gathered through 'Holiday Homework'.
4. Submitted all our evidence to ECO Schools.

Impact:

1. ECO schools was high on our school agenda and high profile in our school community.
2. Our school ECO profile was raised in the local community, especially with interested groups.
3. We were able to evidence family engagement and the impact of our work in school on the home environment.
4. We achieved our second ECO flag.

Next steps:

- ☺ To continue this good practice through our next ECO Schools Learning Committee.

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Purpose:

We aimed to improve our childrens attainment in areas of literacy.

Progress:

1. Teachers attend 'Accelerated Reading' training

2. We promoted reading through high profile display and reading activities.

3. All our pupils visited the local library every week.

4. Some of our staff have created story sacks.

5. Colleagues attended moderation session led by our CLO.

6. Reviewed our planning formats for reading.

7. Teachers attended Talk for Reading CPD sessions.

8. We have used tracking data to follow progress more closely (termly).

Impact:

1. All teachers (P3-7) had a secure understanding of the accelerated reading approach and were able to implement this in their classes.

2. Pupils were more engaged with books and talk about books and reading more positively. After school book clubs well over subscribed.

3. We now have really good connections with our local public library who have adapted their provision to cater for the needs and interests of our learners (including pupils with complex ASN). A summer programme led by the library staff is planned as result of our work with them.

4. Pupils have resources that they can take home to us with their families.

5. Teachers were more positive about security around moderation and making judgements (ACEL).

6. We need to refine our planning formats as a next step.

7. Teachers have introduced some of the strategies for teaching reading.

8. Our final ACEL data indicates that we have continued our improving trend for attainment in reading.

Next steps:

☺ To carry forward the good start that we made in this area.

Purpose:

We aimed to improve our learners understanding, confidence and use of ICT to promote and enhance their learning and attainment.

Progress:

1. We supported our children on using their chrome books to access parts of 'Accelerated Reading' and also for other areas of learning.
2. We took part in the chrome book refresh and received 109 new ones.
3. We migrated data over to 'Share Point' as directed by the LA.
4. We bought new tablets for our ELC Team to use.
5. All teachers and PSAs took part in online safety training.

Impact:

1. Our children are confident at using their chrome books for a wide variety of learning.
2. Our provision is better resourced.
3. Our schools data is now more secure and we are fully compliant with LA guidance.
4. Our ELC team are able to share learning with parents and carers in a much more timely fashion.
5. We have consistency amongst our staff in our approach to online safety.

Next steps:

- ☺ To attend training so that our teachers can use 'Dojo/Google' so that we can share snapshots of learning regularly with our parents / carers.
- ☺ To attend training so that our teachers (including new staff) know how to teach our children to be safe when online.
- ☺ To arrange training that our parents / carers can attend so that they also know how to keep children safe when online.

Progress and impact of Pupil Equity Fund

- ✂ Our learner's attainment in reading has increased and this is in part due to our introduction of 'Accelerated Reading' which our PEF paid for, in addition to some Pupil Support Assistant hours which helped identified children to have more support and focused time on learning areas in literacy every day.

Wider achievements

- ☺ Tree planting as part of SS learning.
- ☺ ELC outdoor development using Tesco funding that we applied for.
- ☺ Outdoor playground environment improved by resources bought from our successful Tesco funding application.
- ☺ P5/6 built 4 large buddy benches with support from their class teacher and volunteer.

- ☺ Our football A team won the Thurso ASG league and our B team won it jointly with Halkirk Primary.
- ☺ We held a Coronation concert and the £1000 raised from the ticket sales was donated to the DEC for the Turkey/Syria earthquake tragedy.
- ☺ We continue to have our daily Miller Mile which our children walk / jog / run and our half mile for our younger children.

Capacity for continuous improvement

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
QI 1.3 Leadership of change	Very good	Very good
QI 2.3 Learning, teaching and assessment	Very good	Very good
QI 3.1 Wellbeing, equality and inclusion	Very good	Very good
QI 3.2 Raising attainment and achievement/Securing children's progress	Very good	Very good

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning

In our school -

- ☺ SCHOOL + ELC IMPROVEMENT -
 - Curriculum + Assessment
 - Parent, carer engagement + involvement
 - Teacher and practitioner professionalism

In our ELC -

- * SCHOOL + ELC IMPROVEMENT
 - Parent, carer engagement + involvement
 - Teacher and practitioner professionalism
 - Transitions

Planning ahead

Full details of our school's 2023/24 improvement priorities and actions are detailed in our school improvement plan, which can be accessed by contacting our school office

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on 01847 892815. All families are given a summary of our SIP for their information. The full plan is also available on our school website.

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