

STANDARDS AND QUALITY REPORT

2022/23



Milton of Leys Primary School and ELC
HIGHLAND COUNCIL | LEYS SQUARE, INVERNESS, IV2 6HF

Introduction: Local and National Context

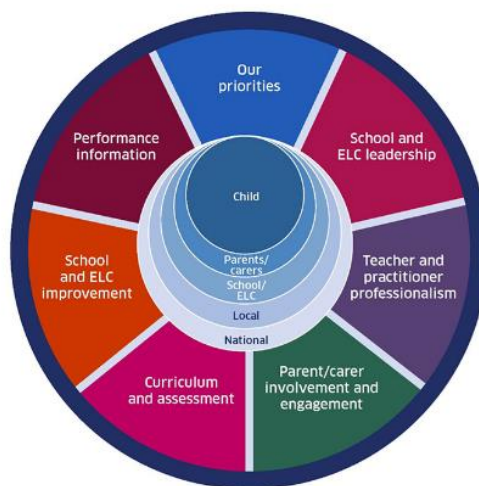
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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

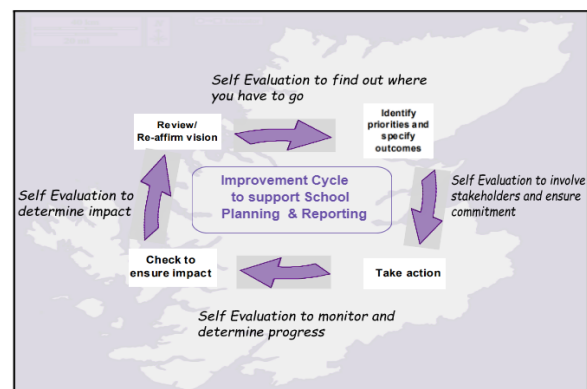
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

Jennifer Mateer and Mari-Louise MacAuley
Acting Head Teachers
Milton of Leys Primary 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.

Attendance 96%	Average Class Size 26.8	Meeting PE Target Target Met
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Pupil Numbers 322	Teacher Numbers 15	Pupil Teacher Ratio 21.5
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N3 20	N4 61	P1 12.4%	P2 11.5%	P3 11.5%	P4 17.4%	P5 15.8%	P6 17.1%	P7 14.3%
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SIMD Q1¹ 0-10%	SIMD Q2 0-10%	SIMD Q3 0-10%	SIMD Q4 70-80%	SIMD Q5 20-30%	Unknown 0-10%
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ASN² 30-40%	No ASN 60-70%	FSM³ 70-80%	No FSM 20-30%	EAL⁴ 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
Majority	Less than half	Majority	Majority

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

At Milton of Leys Primary School our 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*

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

² ASN – Additional Support Needs

³ FSM – Free school meal entitlement

⁴ EAL – English as an additional language

- * *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*
- * *Team Work*
- * *Creativity*
- * *Determination*
- * *Commitment*

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:

Collaborative Learning across the ELC, School and Wider Community

Purpose:

This project was developed in response to research into what approaches support deeper learning.

Progress:

1. All staff were involved in discussions about expectations for what a good setting 'looks like, feels like, sounds like.
2. A wider achievements display board was established.
3. Staff took part in a CPD session focussed on more expansive and collaborative teaching and learning.
4. Parents/Carers were given opportunity to contribute their 'hopes and dreams' for both the school and their child.
5. P7 pupil leadership group established through interview process.
6. Regular celebration assemblies focussing on the MoL Way and the Way of Leys in school.

Impact:

1. Most staff developed their understanding of what direction of travel the school was going to take with regard to ethos.
2. Pupil's achievements are publicly recognised and celebrated – impacting on their self-esteem.
3. Some staff implemented some ideas into their own practice and influence how we develop the attitude to learning.
4. Some parents and carers were able to contribute their ideas and views (especially in ELC).
5. Pupils are active in leading assemblies and school events/clubs etc.
6. Regular assemblies keep this agenda forefront in people's minds.

Next steps:

- Review and develop core pedagogy and approach to learning at MoL
- Reinvigorate collaboration across the staff team and wider school community

School Priority:

Creating New and Creative Learning Environments

Purpose:

Project based on growing evidence that a play based approach impacts positively on learning.

Progress:

1. Re-modelled existing library to create a multi-purpose learning space.
2. Highland Council Early Years Education Support Officer has met regularly with DHT to offer advice and support.
3. ELC staff engaged in regular CPD and professional discussions which included a focus on the learning environment.
4. Open evening for the community to see the new ELC space.
5. HGIOS4 and HGIOELC have been used to help staff evaluate and assess the quality of learning environments.

Impact:

1. Provided a break out space for groups and individuals when they find the classroom or playground challenging.
2. Professional influence and input into developing environments and practice in ELC.
3. Consistency in staff understanding and direction of travel.
4. All stakeholders were able to share their views, opinions and ideas.
5. Staff were able to identify areas of good practice and areas for development.

Next steps:

- We need to review our learning environment in more depth to understand and agree how we can support learner engagement and progress in a clearer way.
- We need to focus on developing the outdoor environment (especially in the ELC).

School Priority:

Analysis of tracking data to inform assessment and achievement

Purpose:

We want to work with settings across our Associated School Group (ASG) in order to align data and tracking systems.

Progress:

1. All teachers were trained in use of the Tracking Monitoring Record (TMR) for the Millburn ASG.
2. Working Time Agreement was fixed to include dedicated time for TMR.
3. Teachers engaged in CPD focussed on using data to identify gaps and next steps.

Impact:

1. Teachers clear in how to use TMR and how it reduces duplication and workload.
2. Times fixed meant that this priority was developed and most teachers have kept up with this.
3. Teachers now confident in purpose and use of data to inform planning.

4. Teachers engaged in a collegiate discussion with colleagues across the ASG to analyse and reflect on data for individual schools.

4. School to school support was identified and some collaborative improvement work took place.

Next steps:

- We need to go back to basics, making sure our own collegiate calendar is followed consistently.
- We need to implement a robust programme of moderation to ensure our assessments are secure.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

PEF was used to provide additional teacher and PSA time to facilitate interventions in nurture and literacy.

Intervention	Data summary against targets	Impact / progress summary (max 100 words per intervention)
<p>Whole School Approach to Writing (Talk for Writing) (Upskill learning and teaching for all) - Yr 2</p>	<p>Improvement in ACEL data across P1 and P7 in writing: Primary 1 (53.8%) Primary 7 (68.9%)</p> <p><i>Primary 4 (44.6%) needs to be supported in ensuring meeting age and stage.</i></p> <p>Targeted: 10% improvement in attainment across:</p> <p>P2 – 50% of pupils were one year or more below average (stayed the same)</p> <p>P3 – 38% of pupils were one year or more below average - this year group needs continue focus into 23/24</p> <p>P7 – 54% of pupils were one year or more below average - only 34.8% of pupils are now one or more year below average (20% increase)</p>	<p>There has been some improvements with writing in particular in the ACEL data for Primary 1 (53.8%) and Primary 7 (68.9%) in comparison to last year. There is still an identification of need to support the pupils within Primary 4 (who will enter P5) whose attainment data is 44.6%. Pupils who are entering into Primary 4 will also require to continue to develop their understanding as it appears First Level within writing is more challenging. More moderation between levels and classes can be improved to help all levels. Use of SOFA assessments will highlight gaps.</p>
<p>Focused intervention for writing for identified pupils (PEF and identified year groups) not meeting age and stage targets</p>	<p>Target: 19 pupils (54%) becoming age and stage or 1 year below.</p> <p>Current data: 10 pupils increasing by 1 or more years (28.5%)</p>	<p>Improved scores of 10 targeted pupils (5 are now age and stage 5 one year below). A further 3 targeted pupils made 1 years progress which still made them below 2 years. It would be a benefit to continue an area of writing in small groups focusing on grammar and punctuation. Rising Stars was not purchased this year and will be purchased next year to continue support.</p>

<p>Focused intervention (PEF and identified year groups) to raise spelling attainment</p>	<p>Target: 16 pupils increasing spelling by 10 months = 40% of PEF pupils Current data: 12 pupils increasing spelling by 10 months = 34% of PEF pupils</p>	<p>Improved scores from 2021/22 with identified pupils making progress but 34% making progress of 10 months. Within this, 17% made progress of a 1 year or over and 8.5% progress of 2 years or over. This was achieved through targeted precision monitoring or within class small group activities.</p>
<p>Focused intervention (PEF and identified groups) to raise early reading attainment (phonological awareness, phonics, decoding)</p>	<p>Target: 9 pupils increasing word reading processing skills by 10+ months Phonological Awareness by 4 points Current data: 6 pupils increasing by 10+ months or 4 points</p>	<p>Improvement in phonological awareness and/blending and decoding by 6 of the 9 pupils targeted.</p>
<p>Health and Wellbeing Target intervention groups (PEF and identified year groups) to raise Social and Emotional Wellbeing such as Music Therapy and Nurture Groups.</p>	<p>Target: 13 pupils (37%) Increasing individual progress Current data: 7 pupils (20%) Increased attendance</p>	<p>Improved attendance from 7 pupils (13 targeted) through different nurturing or life skills intervention groups. Boxall profiles were undertaken for some pupils but these have not yet been completed to view progress. Staff have advised that the involvement of Health and Wellbeing groups have build confidence in all pupils attending.</p>

Wider achievements

Coileanaidhean nas fharsainghe

Pupils across the year groups achieved success in various Highland areas sporting events including the Inter-School Sports, MacRobert Cup and Bailie Cup events held this year. Pupils have also achieved success in the Scottish Cross Country Championships and various football competitions with Milton of Leys Football Teams. Milton of Leys Basketball Team have also been playing in the Highland League and achieved a place in the semi finals. We have also had great enjoyment and uptake in Rugby run by a Millburn P.E. Teacher.

Within expressive arts, our pupils enjoyed success in performing as Milton of Leys Primary School Choir at the Inverness Music Festival at the Inverness Cathedral.

Our second level pupils have organised community events such as the second level performance of Peter Pan which was performed over two different evenings together with Primary 6 organising a Summer Fayre for the whole community. Community links with Inshes Church have been maintained and pupils across Primary 4 attended the Church and received great praise for their ability to be Ready, Respectful and Safe.

All classes have attended different trips and represented the school such as P2 attending Highland Wildlife Park, P6 to Culloden Battlefield and visit to the UHI Stem Hub. Our Primary 7 pupils attended Crieff Scottish Adventure School during May 2023.

We have also had a Benedetti Foundation visit and run workshops for pupils across the school. We have also had visitors to classes and groups from Feis Rois, Therapy Dog and Safe Strong and Free.

Some pupils have also experienced success at the Highland Disability Sports, working with Inverness Caledonian Thistle for Para Football both at the stadium and at the school itself.

There are also many individual achievements across the school where our pupils have:

- raised money for charities,
- achieved a new belt in Karate,
- received dancing trophies,
- performed as a gymnastics team,
- taken part in cheerleading,
- attended boys brigade, scouts and brownies,
- received medals in skiing, shinty and swimming
- taken part in OJ Sports.
- any many others.

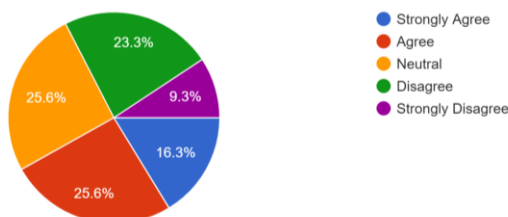
We celebrate wider achievements in assembly each week together with achievements as a whole school.

Comments from learners, families, stakeholders and staff

Beachdan bho luchd-ionnsachaidh, teaghlachan, luchd-ùidhe is luchd-obrach

Parents were surveyed on the Child's Learning and Progress. When asked about the question of whether children are able to confidently discuss how they are doing in their learning, 41.9% of parents/carers felt that they strongly agreed or agreed with this statement with 25.6% of parents/carers feeling that they neither agreed or disagreed with this statement. 23/3% of parents and carers, disagreed with this statement and 9.3% strongly disagreed with this statement.

**Responses to the question,
"My Child can confidently discuss how they are doing in their learning"**



Challenges

From the responses received within the survey, it is clear that parents and carers feel that children find Maths and Numeracy including Basic Facts the most challenging with 18 responses showing this. Literacy was reported as a further challenge with 9 responses and Spelling with 6 responses.

In response to the information provided with the survey from parents we have created an action plan of ways in which we can support and enhance the learning and interactions within Milton of Leys Primary School. This has been shared with parents.

Parents reported that teachers are very supportive and understanding. There was a concern around staffing shortages and the impact of this on Additional Support Needs.

Early Learning and Childcare

Within the ELC, Families all agreed or strongly agreed with the statement that *“ELC staff are open and supportive to us as a family”* with only 2 families feeling that this could be better. 55% of families felt that they are developing or have developed a strong or good relationship with their child’s key worker and 11.1% responded neutrally to this. There were no families who responded as disagree or strongly disagree.

When asked, *“What do you feel is really positive about your family's experience at Milton of Leys ELC?”*, the most common answer with 72.2% of responses mentioned that our ELC staff are welcoming, nurturing and kind. In particular, responses shared that staff show care, patience and kindness towards pupils, take time to get to know the children and take the time to learn about them such as their younger siblings. There was also mention of staff being approachable and creating a “home from home environment”. We are glad to see that this continues to be one of the biggest strengths within our ELC and has improved from 55% in the previous survey earlier in the academic year.

Other positive experiences mentioned were:

- That their child enjoys attending nursery
- An openness to feedback and a culture of working on improvements, welcoming questions and queries and listening to parent opinion.
- Good resources and learning environment
- That children are growing in confidence and independence
- That children are developing their numeracy and literacy skills

ELC Pupil Feedback:

When pupils were asked what could be better at nursery, we were delighted to read that some pupils responded with nothing, with one child responding that they would like to stay forever. Some areas children felt could be better were:

- The most common theme was to be able to play outside more often.
- More baby items and more items to dress up in.
- To have less difficulties with friendships or other children.
- To go on more trips or outings on walks

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	SECONDARY
QI 1.3 Leadership of change	Good	Satisfactory	

QI 2.3 Learning, teaching and assessment	Good	Satisfactory	Choose an item.
QI 3.1 Wellbeing, equality and inclusion	Good	Good	Choose an item.
QI 3.2 Raising attainment and achievement/Securing children's progress	Satisfactory	Satisfactory	Choose an item.

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

- Developing pedagogy and consistent approaches to teaching and learning
- Building our staff team
- Robust moderation to make sure our assessments are secure

Planning ahead

A' planadh air adhart

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://miltonofleysblog.wordpress.com> or by contacting the school office