

2022/23



**Milton Primary School**

HIGHLAND COUNCIL | MILTON, INVERGORDON, IV18 0PU

# Introduction: Local and National Context

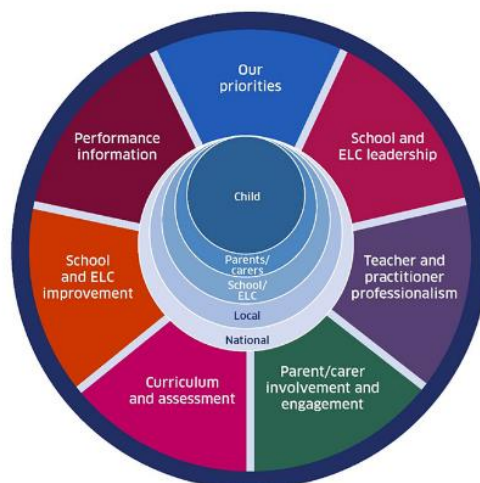
## Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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%

#Dream #Believe #Achieve

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.

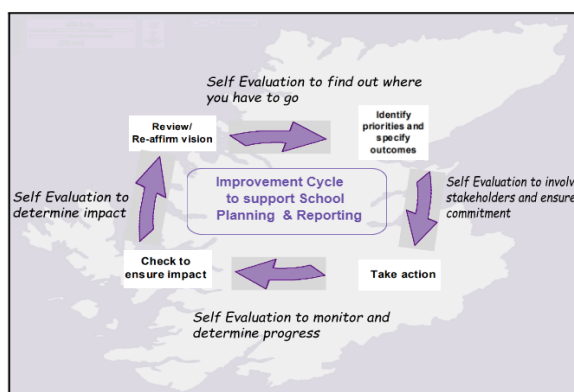
Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities to shape our improvement journey.

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.**

Gemma Dunnett  
Head Teacher  
Milton Primary School



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> 91.8%	<b>Average Class Size</b> 21.3	<b>Meeting PE Target</b> Target Met
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<b>Pupil Numbers</b> 64	<b>Teacher Numbers</b> 5	<b>Pupil Teacher Ratio</b> 12.8
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<b>N3</b> XX%	<b>N4</b> XX%	<b>P1</b> 23.4%	<b>P2</b> 10.9%	<b>P3</b> 9.4%	<b>P4</b> 15.6%	<b>P5</b> 10.9%	<b>P6</b> 14.1%	<b>P7</b> 15.6%
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<b>SIMD Q1<sup>1</sup></b> 80-90%
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<b>ASN<sup>2</sup></b> 50-60%	<b>No ASN</b> 40-50%	<b>FSM<sup>3</sup></b> 70-80%	<b>No FSM</b> 20-30%	<b>EAL<sup>4</sup></b> 0-10%	<b>No EAL</b> 90%
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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	Less than half	Majority	Less than half

We have had no exclusions this year.

Overall children are making the following progress:

<b>Reading</b>	<b>Writing</b>	<b>Listening and talking</b>	<b>Numeracy</b>
Satisfactory progress	Satisfactory progress	Good progress	Satisfactory progress

## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile

#Dream #Believe #Achieve

## Review of progress for session

### Ath-sgrùdadh air adhartas airson an t-seisein

<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

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:

## Rights Respecting Schools

**Purpose:** The aim of Rights Respecting School seeks to put the UN Convention on the Rights of the Child at the heart of a school's ethos and culture. The aim is to improve well-being and develop every child's talents and abilities to their full potential. A Rights Respecting School is a community where children's rights are learned, taught, practised, respected, protected and promoted.

**Progress:**

Content:

- ✓ Due to other priorities and school pressures, this school improvement priority was not started.
- ✓ Unsatisfactory progress was made in this area due to delaying implementation. This will be started in August 2023 where staff will invest time to ensure good progress is made.

**Impact:**

**Next steps:**

- To work through the SIP plan from 22/23 to ensure that time is dedicated for this priority and that children start to become familiar with Rights Respecting Schools.

School Priority:

## Health and Wellbeing

**Purpose:**

- *Promoting and allowing children to have an overall understanding of Health and wellbeing*
- *For children to recognise and regulate emotions*
- *A progressive HWB programme*

**Progress:**

- This improvement project did not progress and develop as much as we would have hoped for, especially with regards to the HWB programme. However this project will continue in session 22/23.
- The nursery staff have introduced SHANARRI stickers to recognise example.
- Due to pupil needs, 'zones of regulation' was introduced which continued on from the children being able to name their emotions from the 'Emotion Works Programme.'
- All classes talk about zones and staff help the children to identify which zone they are in if they are struggling,
- The children have started to use breathing exercises to help them regulate their emotions.
- Small group/individual work with our Family Link Worker to support them to self regulate.

**Impact:**

- ✓ The majority of children can name emotions and the feelings associated with those emotions.
- ✓ The majority of children can now use emotive language to describe how they are feeling and some are now able to recognise the zone they are in.
- ✓ Satisfactory progress was made – not as much as we would have aimed for but the foundations have started and are continuing.
- ✓ Children are more aware of their feelings and are beginning to seek support initially without having to have support.
- ✓ In the ELC, the nursery explored emotions through stories and displayed examples of SHANARRI on their wellbeing wall. The children can identify their basic emotions of when they are happy or sad and complete an emotional check-in daily.

- Sessions with our Family Link Worker to support the 'Zones of Regulation' work, reinforcing the common language. During the sessions, she is able to spot difficulties/ children struggling from the conversations they have in a safe space.
- ✓ Strategies such as the breathing exercises have taught to the children to self-regulate and manage them better.
- ✓ The SHANARRI stickers – children are becoming more familiar with the terms and are very proud to 'show off' their sticker and tell you why.

### Next steps:

- Continue for session 23/24, see action plan #2
- HWB Programme of work -development in Health, Wellbeing and P.E. will ensure breadth, depth and progression across the levels in this curricular area and be designed to meet the needs of learners.
- Continue SHANARRI Wellbeing Wheels as a learning conversation and analyse to target areas that need addressed
- Zones of Regulation - We now need to build on providing children with the tools and strategies to help them with the way they are feeling within the zone to enable them to self-regulate and manage their emotions/behaviour. Staff to undertake 90 minutes CPD session.
- Equality and diversity streamlined within curriculum
- In the nursery, continue to expose the children to SHANARRI through recognising achievements and during their observations and using the SHANARRI stickers to promote good examples

## School Priority:

WRITING and Understanding and Improving Assessment and Moderation Strategies in Learning, Teaching and Assessment

### Purpose:

This project has been developed in response to dips in attainment in both Literacy and Numeracy across Highland. There is a variation in confidence across schools in using the Benchmarks.

In Milton writing is below average and needs intervention to raise attainment.

### Progress:

- ✓ The majority of staff have been "trained" in the Stephen Graham approach to teaching writing explicitly across each year of primary education.
- ✓ The teachers who attended the training have developed and have started to embed the "description bubble" which is central to every text type.
- ✓ Our ELC staff were involved in the initial stages with mark making examples which were then used for moderation activities
- ✓ Few teachers have managed to expose their learners to each text type that was delivered by Stephen Graham.

### Impact:

- ✓ Through monitoring events across the year including direct observations which all had the Stephen Graham "influence" as a focus, all teachers were observed in their level of approach with areas highlighted as strengths and targeted areas for improvement.
- ✓ All teachers have taught and have developed the "description bubble" in their classes with majority of pupils accessing it and using it confidently to enhance their writing.
- ✓ There is a much clearer understanding amongst all staff on the confident use of



- ✓ There is a much clearer understanding amongst all staff on the confident use of benchmarks in literacy as the writing has been the ASG moderation focus for this year
  - ✓ As an ASG writing needed an in depth analysis due to all schools in ASG agreeing that the Big Write Criterion that has been used and adapted across the ASG. It was felt it has major flaws in it due to benchmarks not being included or reworded dramatically differently. Writing was then our sole focus for the year in terms of moderation.
  - ✓ Input from Education Scotland Attainment Advisor was very beneficial and provided staff with advice for using the benchmarks in relation to literacy.
  - ✓ ELC staff were involved in ASG in-service and moderation sessions.
  - ✓ Responsive planning and floor book started in the nursery.
- benchmarks in literacy and numeracy, more so for writing as that has been the ASG moderation focus for this year
  - ✓ Moderation across the ASG – shared understand and expectations for writing across the levels from Early right through to beginning of Third Level to assist teachers in the moderation of their own pupils' writing.
  - ✓ Overall in this project, we have made satisfactory progress.
  - ✓ ELC staff were able discuss early level benchmarks with P1 teachers within the ASG and are more confident in the writing progression and expectations.

#### **Next steps:**

- Teachers to expose their learners to each text type that was delivered by Stephen Graham.
- A shift away from the reliance of Big Write criterion is needed to allow for more confident analysis of teachers' own professional judgement in writing attainment.
- Use of folder of examples of writing assessed at every stage from early \* up to second \*\*\*.
- Learning and teaching of writing.
- ELC observations and progression of learning.
- Use the PM writing resource to aid the delivery of writing lessons while using the Stephen Graham approach.
- Develop feedback - Pupil voice, success criteria to ensure the children know what they need to learn to improve in their writing.
- As an ASG, Reading will be a moderation focus for the session 2023/24
- Attainment meetings to include ELC staff for session 2023/24
- We will ensure that we develop refresher training opportunities for all staff for each text type that Stephen delivered in 2022/23 to ensure that staff are confident and "fresh" in their approach to that text type in class.
- We will develop a whole school overview of when each text type is to be taught including putting together a suite of resources to support that text type for all ages.
- Staff to become more familiar and use the PM writing resource when teaching writing.

## **Progress and impact of Pupil Equity Fund**

## Adhartas agus buaidh Maoin Cothromas Sgoilearan

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The funding allows us to employ a 'Family Link Worker' to work with pupils and families. She forms positive relationships and increase children's confidence and self esteem to improve their social, emotional and behavioural needs. Without this role there would be a huge gap in support and mean that the children would suffer.

### Wider achievements

#### Coileanaidhean nas fharsainghe

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Opportunities are offered as much as possible – staff track wider achievement using a wider achievement tracker.

- Weekly 'hall of Fame' to recognise children who are standing out
- 'SHANARRI Superstar' to share examples of the wellbeing indicators
- Assessments/achievements celebrated throughout the day/week/term when necessary
- Proud wall for children to recognise work they are proud of
- Junior Sports Leader Award delivered
- Bikeability
- Attendance at after school clubs
- SHANARRI stickers in Nursery
- Opportunities to compete in RPSSA Sports Events throughout the year
- 10 Swimming lessons for P6/7
- Visitors to the school

### Comments from learners, families, stakeholders and staff

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

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##### The school Improvement plan was shared with parents, feedback:

- "Love that there is a focus on SHANARRI and children's wellbeing. This is something that will make the children into the individuals they are."

##### Children asked to answer questions from HGIOUR Theme 5:

##### Does our school provide a wide enough range of opportunities for achievement through learning across the curriculum and through out-of-class activities?

Yes, we do Hall of Fame so when we achieve this we are rewarded.

The school has made areas out of the classroom (space station) where we can learn and achieve.

The teacher helps us in class.

SHANARRI Superstars, proud wall, swimming, bikeability.

##### What do you like about the opportunities for achievement offered by our staff and school partners?

##### What else would you like to see included?

*'I would like a technology/coding club. (has been offered in the past)*

*I like swimming because it gives me a chance to achieve.*

*I like our class bingo chat because if we do well then we get a bingo piece and can earn freetime.*

*I like the SHANARRI Superstar because it is a random pick so everyone has the chance.*

*I would like student of the week that is earned for kindness.*

*I like our life cycle of a frog tuff tray as it gives me a different way to learn.*



**Are the achievements of all children/young people equally recognised and celebrated in our school?**

**How do we know?**

*Yes, all the teachers support us but some people need challenged more so the teachers push them more.*

*Sometimes not everyone gets the same praise when showing work.*

*Everyone gets a chance for hall of fame.*

*Proud wall – shows everyone's proud work and we can look at others work too.*

*Wider achievement tracker.*

**What does our school do well to enable us to record our achievements and have conversations which help us decide what to aim for next? How might this be improved?**

*Hall of Fame – teachers write what you have achieved.*

*Proud wall.*

*We could have more talks about where to go next in our learning.*

*Learners statement for end of term report helps us to record achievement from throughout the year.*

**Can everyone lead activities and share their skills and talents with others if they want to? Can you provide some examples of how you are able to do so?**

*Yes, we got to do Junior Sports Leaders and do things with Owen (HLH Instructor).*

*We get to lead activities at lunchtime.*

*Yes, we get to share things like football.*

*We get to show the PSAs dances too.*

**Is everyone developing skills for learning, life and work through taking part in out-of-class learning?**

**How do we know?**

*Yes, we got to go out with Gregor (Highland Owl) and learnt how to make tents/ We learn team building activities in P.E and outdoors.*

*We go on woods visits.*

*Get to go swimming and to summer clubs.*

**How well do you think your parents understand the importance of the achievements we gain from activities in the wider community? Do they support and encourage you to get involved?**

*If I want to go to a club, my parents will always say yes.*

*My parents will tell me to go out If I stay inside too long*

*Sometimes I think they understand the skills we learning and other times they don't.*

## 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> Leadership of change	Good	Satisfactory
<b>QI 2.3</b> Learning, teaching and assessment	Satisfactory	Satisfactory
<b>QI 3.1</b> Wellbeing, equality and inclusion	Good	Good

**QI 3.2**

Raising attainment and achievement/Securing children's progress

Satisfactory

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

- *Writing - In Milton writing is below average and needs intervention to raise attainment.*
- *Rights, Respecting Schools - The aim of Rights Respecting School seeks to put the UN Convention on the Rights of the Child at the heart of a school's ethos and culture. The aim is to improve well-being and develop every child's talents and abilities to their full potential. A Rights Respecting School is a community where children's rights are learned, taught, practised, respected, protected and promoted.*
- *Health and Wellbeing – Promoting and allowing children to have an overall understanding of Health and wellbeing .For children to recognise and regulate emotions. Planning and implementing a progressive HWB programme.*
- *Lesson Study Project*
- *Continuing to evaluate using HIGOUS and recognising where improvements are needed.*

### 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 [www.miltonprimary.com](http://www.miltonprimary.com) or by contacting the school office on 01862 842537.