



# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

**2024-2025**

## Miller Academy Primary School



# 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%	Over 91%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2024-25. This report 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 what we do. 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.

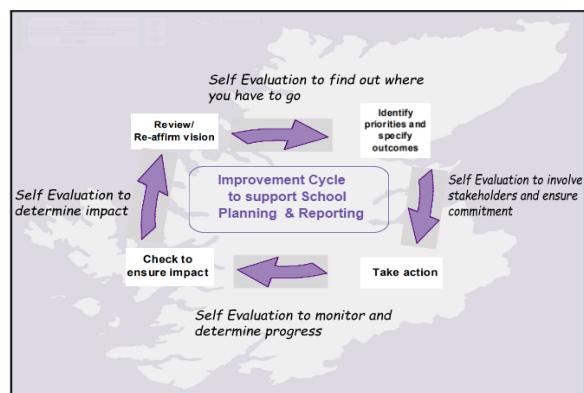
When we develop our improvement plan, we use key questions at scheduled review times throughout the session to know how well we are progressing towards achieving these positive outcomes and changes.

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.**

*Name  
Head Teacher  
School*



# School Profile

## Pròfil 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**  
**93.7%**

**Average Class Size**  
**21.5**

**Meeting PE Target**  
**Target Met**

**Pupil Numbers (inc nursery)**  
**280+82 nursery =362**

**Teacher Numbers**  
**16**

**Pupil Teacher Ratio**  
**17.4**

<b>N3</b> <b>9%</b>	<b>N4</b> <b>13%</b>	<b>P1</b> <b>18.2%</b>	<b>P2</b> <b>18.2%</b>	<b>P3</b> <b>13.9%</b>	<b>P4</b> <b>10%</b>	<b>P5</b> <b>13.9%</b>	<b>P6</b> <b>10.7%</b>	<b>P7</b> <b>15%</b>
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<b>ASN<sup>1</sup></b> <b>10-20%</b>	<b>No ASN</b> <b>80-90%</b>	<b>FSM<sup>2</sup></b> <b>10-20%</b>	<b>No FSM</b> <b>80-90%</b>	<b>EAL<sup>3</sup></b> <b>0-10%</b>	<b>No EAL</b> <b>90-100%</b>
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2024/25 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	Almost all	Majority

We have had no exclusions this year.

## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile

Miller Academy

<sup>1</sup> ASN – Additional Support Needs

<sup>2</sup> FSM – Free school meal entitlement

<sup>3</sup> EAL – English as an additional language

## Vision, Values and Aims

Our Vision –

- **Happy Hive – Busy Bees'**

Our Values

- Our school is a safe place to be
- We have good manners
- Children are at the heart of our school
- We know what we are learning
- We are proud of our learning



Our Aims

- It's okay to make mistakes
- We play and learn inside and out
- We are a happy school
- Our teachers encourage us to do our best
- We have lots of fun at school

## **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:

### **Developing the Young Workforce**

#### **Purpose:**

The need to ensure that all our children within our school and ELC –

- understand that they come to Miller to learn, so that they can then have a choice of what they would like to do when they are older.
- know the many options that are available to them such as university, apprenticeships, training, college and to encourage that they have the highest expectations of what they would like and be able to do.
- are aware of the vast world of work that exists so that they understand the huge variety of jobs available.
- have some understanding of the skills and knowledge needed for some jobs.

#### **Progress:**

NIF Drivers ~

- Improvement in skills and sustained, positive school-leaver destinations for all
- Parent/carer involvement and engagement
- We will raise attainment and achievement for all

#### **Impact:**

- ✓ Ideas on how to develop this area were shared at SIP meetings giving staff idea on who to invite into school and topics that could be introduced to help hook children into learning about DYW.
- ✓ Parents were invited into the school to discuss the job they worked in and the skills they needed for these jobs. This was very successful with both mums and dads coming into the school with exciting props and information to share with the children

- ✓ Visits within the community were arranged from including visits to the police station, fire station, local college, local high school etc.
- ✓ Meta skills were introduced to the children during together times assemblies by the head teacher. These were displayed in the corridor for all children to refer to.
- ✓ A meta skills self evaluation booklet was trialled by the primary 3 teachers.
- ✓ P4-7 engaged in the Raising Aspirations resource which helps children to discover their potential, explore the world of work and develop skills for the future.
- ✓ Our ELC children learned about the different jobs through role play, stories and visitors into the setting.
- ✓ The success of the DYW SIP priority was evaluated with staff using where are we now, how to we know and where do we go next. It was felt that we had made very good progress in this area.

**Next steps:**

- ✓ Continue to further develop our knowledge of Meta Skills and integrate these skills into our daily teaching and learning
- ✓ Continue to use the Raising Aspirations programme with the children.

**School Priority:**

## **Health and Well Being Planning and Implementation**

**Purpose:**

We will maximise health and wellbeing learning experiences for our children by ensuring that we have continuity in our planning, teaching and assessment of HWB across our levels, school and settings.

**Progress:**

**NIF Priority**

- ✓ Improvement in children and young people's health and wellbeing
- ✓ Curriculum and assessment
- ✓ We will maximise health and wellbeing for all children and young people

**Impact:**

- ✓ All teachers are now using the Highland Council's health and well being planning tool. This ensures there is progression, continuity and breadth between stages.
- ✓ In the past the CCR teacher delivered the HWB curriculum however this is now being delivered by the class teacher due to the importance of the subject area.
- ✓ Our jigsaw programme is being used to ensure E's and O's are being covered using a progressive and engaging resources
- ✓ RSHP is also being used to deliver sexual health.
- ✓ P5 used the health and well being Google form with the class teacher using the data

- ✓ to deliver the lessons most needed identified by the children
- ✓ Our ELC staff have worked incredibly hard this year to further develop their knowledge and understanding of the additional supports needs of learners in the setting to ensure that all their needs are being met
- ✓ Very good progress has been made this year.

**Next steps:**

- ✓ Seek further guidance on using the RSHP with all learners ensuring this is delivered effectively to all learners
- ✓ Ensure the Health and well being profile is used with all P4 – 7 children. The data gathered will then allow teachers to deliver focused lessons in areas most needed

School Priority:

## Digital Learning and Profiling

**Purpose:**

We will have a digital way of communicating with our parents and importantly educate our learners and families on how to ensure that they stay safe when online.

**Progress:**

NIF Priorities

- ✓ Improvement in children and young people's health and wellbeing
- ✓ Parent/carer involvement and engagement
- ✓ We will maximise opportunities for our children and young people

**Impact:**

- ✓ Almost all class teachers are using DOJO to share learning snapshots with parents
- ✓ A digital profiling policy was shared with parents
- ✓ Teachers completed a profiling questionnaire to staff understand where we were and where we needed to be on our profiling journey
- ✓ Chromebooks were evenly distributed to all children in P1-7
- ✓ SIP meetings were used to learn about different tools for digital profiling.
- ✓ Some senior class trialled using Google sites with children for profiling
- ✓ Our ELC staff use DOJO effectively to share learning with parents and carers.
- ✓ Good progress has been made in this area with room for further development.

**Next steps:**

- ❖ In term 1 25/26 teachers will be supported to set up a Google site page for each pupil to start the digital profiling journey
- ❖ Parents will be invited into school to learn more about this.

# Progress and impact of Pupil Equity Fund

## Adhartas agus buaidh Maoin Cothromas Sgoilearan

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Teacher completed cold pieces of writing with the target children and set specific targets for the children to achieve on a termly basis.

Children were involved in making their targets in writing with these displayed so they could regularly be self evaluated by the children.

A moderation team came in to help moderate writing to support teachers in this process.

Teachers were well supported by PSAs to help children achieve their potential in writing.

Termly tracking meeting were had with teachers to ensure children were making progress.

\*We have identified there is still work to be done in this area to raise attainment and therefore raising attainment in writing will be a priority in our SIP next year.

## Wider achievements

### Coileanaidhean nas fharsainge

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- ☺ This year 7 new teachers started at Miller Academy. As a team everyone worked hard to welcome the new members of staff and make them feel part of the team.
- ☺ We welcomed families to school for our annual Macmillan coffee morning. The primary 7 children held stall including baking, glitter tattoos, face painting and bric-a-brac.
- ☺ The school supported dyslexia awareness week where they learned more about dyslexia and wore ribbons to show their growing awareness.
- ☺ Our wonderful parent council held their annual Halloween disco which was well attended by children and staff.
- ☺ The children had some super activities arranged through Active school including running workshops, dancing classes, rugby sessions, a netball and football tournament, playground leader sessions as well as a visit from John Robertson.
- ☺ The school achieved a silver sport Scotland School Sport Award!
- ☺ Grame Paterson delivered some RME lessons to all learners with a focus on the Christmas Story
- ☺ Our ELC held an amazing Christmas family afternoon where they sang some songs, had a visit from Santa and enjoyed a snack with their family members. This was a truly wonderful event.
- ☺ To help raise funds for their school trip the primary 7 children took part in a project called 'Grow A Pound' which led to a sale afternoon where families were invited to buy what the children had made through their project.
- ☺ The primary 1 – 7 children put on a Christmas show for families to enjoy.
- ☺ The whole school took part in our first ever Santa Run which was great fun. We were cheered on by family members who came to watch.
- ☺ Each class went to visit the local church to find out more about the building and what the church can do for the local community.
- ☺ A Primary 7 team took part in the annual Rotary quiz and went on to win!
- ☺ Our children in SCOPE have had RDA sessions as well as weekly sessions to the swimming pool.
- ☺ The ELC held a fantastic engagement evening to celebrate and promote outdoor learning.

## Comments from learners, families, stakeholders and staff

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

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#### Pupils

- ☺ My school is loving and caring
- ☺ I quite enjoy school, it doesn't make me feel pressured to do perfectly every time and my teachers let me have room to make mistakes and improve from them. it also gives me a chance to talk to my friends.
- ☺ School helps me improve my learning and keeps me happy.
- ☺ I really like writing as a subject and in school i feel safe.
- ☺ Even if sometime the work can be tricky everyone in miller is so supportive and kind to everyone!

#### Parents – Feedback following ELC engagement evening

- ♥ A huge thank you to all the staff, who gave up their free time tonight, to let us enjoy such a fab stay and play session with our kids. We're very lucky that you organise these lovely events for us. It was brilliant!
- ♥ We had a lovely time for the outdoor stay and play, the weather made it even better. The kids all were playing together so well which was great to see. Thank you to all the staff who attended last night, it was good to be able to speak to you all.
- ♥ We had a great time, T was very excited all day about the stay and play and had a great time. It was great to see where he plays everyday, the weather also helped make the time even more fun, probably more so the parents as I don't think the kids mind playing out in all weather 🌦. Thanks again to all the great staff for organising it and it was great to get to speak to you all.
- ♥ Thank you to all the teachers for giving up their time last night. We had a lovely time seeing the garden setting on such a lovely night too very lucky to have such an amazing nursery and teachers

#### Teachers – feedback from SIP meetings and HGIOS discussions

- All children are at the centre of all learning and teaching
- We have been looking into improving health and wellbeing in things such as Pets at therapy, nurture groups, restorative practice, teaching online safety and discussing behaviour
- Parental engagement been a lot better this year and other agencies more involved
- Through the DYW SIP priority the children have a better understanding of roles in the society and are developing questioning skills, life skill and Social & Communication Skills

## Capacity for continuous improvement

### Comas airson leasachadh leantainneach

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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	Very good	Good
<b>QI 2.3</b> Learning, teaching and assessment	Very good	Very good
<b>QI 3.1</b> Wellbeing, equality and inclusion	Very good	Very good
<b>QI 3.2</b> Raising attainment and achievement/Securing children's progress	Very good	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 Prìomhachasan airson planadh airson leasachadh

The school will have a change of head teacher for the 25/26 session.

3 manageable priorities for the SIP 25/26 are

- ✓ Our wonderful school will work towards becoming a Rights Respecting School
- ✓ The school will be involved with the National Improving Writing Programme (NIWP) to improve attainment in writing.
- ✓

## Planning ahead A' planadh air adhart

Full details of the school's 2025/26 improvement priorities and actions are detailed on the school improvement plan, which can be accessed by contacting the school office.