



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

Miller Academy Primary School, ELC and SCOPE



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%



School Profile

Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](https://parentzone.scot.nhs.uk/). 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
94.3%

Average Class Size
24.3

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
267 (+86nursery)

Teacher Numbers
17

Pupil Teacher Ratio
15.9

N3
XX%

N4
XX%

P1
11.6%

P2
18.4%

P3
18.7%

P4
15.4%

P5
9.7%

P6
14.6%

P7
11.6%

SIMD Q1¹
0-10%

SIMD Q2
20-30%

SIMD Q3
20-30%

SIMD Q4
40-50%

SIMD Q5
0-10%

Unknown
0-10%

ASN²
0-10%

No ASN
90%

FSM³
30-40%

No FSM
70-80%

EAL⁴
0-10%

No EAL
90+%

2024/25 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

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



Reading	Writing	Listening and talking	Numeracy
Most	Most	Most	Most

We have had no exclusions this year.



School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

VISION

Our vision is to be a place where learning is fun, everyone is happy, safe, and included. We are kind, respectful, and make great friendships, so everyone can grow and enjoy school together.

VALUES - The Miller Way

1. Be Ready

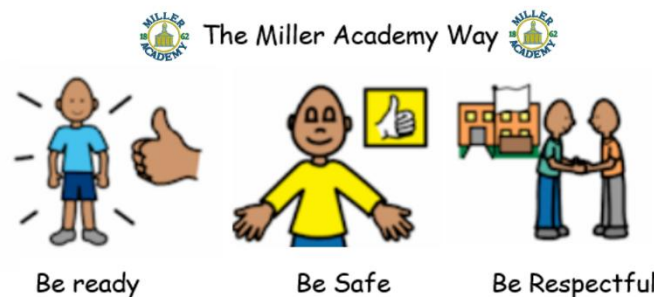
- What it means: Being prepared in mind and body for the task at hand.
- At school: This looks like having the right equipment, arriving on time, and showing "active listening" during lessons.
- Why it works: It builds independence and focus. When a child is "ready," they feel confident and less anxious about their learning. It sets them up for success not just in school, but in their future careers.

2. Be Respectful

- What it means: Valuing ourselves, others, and the world around us.
- At school: This includes using kind words, looking after school property, and—crucially—honouring the rights of others (like Article 23, ensuring everyone feels included).
- Why it works: It builds emotional intelligence. By practicing respect daily, children learn empathy and how to navigate disagreements constructively. It creates a community where everyone feels safe and feel they belong.

3. Be Safe

- What it means: Making choices that protect the physical and emotional wellbeing of everyone.
- At school: This covers everything from walking sensibly in the corridors to using the internet responsibly and looking out for friends on the playground.
- Why it works: It builds responsibility. Instead of just "obeying rules," children learn to assess risks. It ensures the school remains a "brave space" where students feel secure enough to take risks with their learning.



AIMS

1. To help every child smile, make friends, have opportunities to play and feel happy being themselves
2. To empower every child by valuing and listening to pupil voice, ensuring that their ideas, opinions, and perspectives help shape a supportive and engaging school community. To provide high quality learning experiences in a safe, healthy and nurturing environment
3. To provide high-quality learning experiences that inspire curiosity, foster creativity, and enable every child to achieve their best academically, socially, and personally in a supportive and inclusive environment
4. To provide an **inclusive, safe**, and supportive learning environment where every child is valued, respected, and given equal opportunities to develop academically, socially, and emotionally, regardless of ability, background, or individual needs
5. To nurture **confident**, curious, and resilient learners by providing a supportive and engaging environment where every child is encouraged to believe in themselves, take pride in their achievements, and develop the skills needed for lifelong learning.
6. To create a **positive** and caring learning community that **celebrates** every child's achievements, individuality, and progress, while encouraging respect, creativity, and a love of learning.
7. To foster a nurturing learning environment where children are encouraged to be **kind**, show **respect** for themselves and others, and grow into responsible, caring, and confident members of the community.
8. To inspire and support every child to achieve their full **potential** by providing a stimulating, inclusive, and caring environment that nurtures curiosity, confidence, and a lifelong love of learning.
9. To actively involve parents and carers as partners in their child's learning, building strong home–school relationships that support progress, well-being, and a shared commitment to every child's success.



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 1: Raising attainment in writing

School Improvement Plan Priority 1 ~ Raising attainment in writing

Summary of progress	Next steps	Steak Holder views
All staff attended training session in person as well as online. A baseline assessment was completed by staff, and this was used to decide which aspect of writing they would focus on. Staff worked collegiately to gain an understanding of how to assess children and how to improve attainment using a new approach for Miller called a Plato. All classes have their pareto on display and this is regularly checked on and celebrated by staff and children. After taking part in this programme 100% of teachers agreed they understand the root cause to low attainment. 100% of teachers rated themselves as feeling confident in teaching writing 100% of teachers rated themselves as feeling confident in assessing writing 100% of teachers rated themselves agreed they enjoyed teaching writing	Teachers had a mixed review about the ease of implementing this in class. Teachers in P1 – 3 found this to be more of a challenge. Some teacher felt the children weren't given enough time to write and it stifled creativity. Moving forward we are going to create a writing programme for each stage - infant, middle and upper to ensure a consistent and progressive approach is used when teaching writing that meets the needs of all learners. As a staff team we will begin to familiarise ourselves with the new curriculum improvement framework for writing programme.	<u>Pupils</u> When I talked to pupils about the writing they all reported they enjoyed taking part in the writing. "I get marks on my sheet (success criteria placed at the top of the children's writing) and then I know how to improve, simple!" P6 "I find the writing calming." P5 "We try to get a 100% so that we can get a party, we do good we get a prize!" P4 <u>Teachers</u> "I like how following the NWIP approach as it gives me permission to really concentrate on a limited success criteria for a longer period of time. I feel that this repetition very much benefits the children and they enjoy knowing exactly what is expected of them for a number of writing lessons in a row. Having the run chart visible and tracking their progress on this is something my class have been very engaged with this year." Mrs Cameron – P2/3 "I have found the NWIP beneficial for the following reasons -small targets are reviewed regularly



80% of teachers will continue to use or partially use the NWIP approach when teaching writing. The staff team worked hard to put this approach into action resulting in raising attainment in writing across the school		-using data to inform targets so could easily justify approach towards writing -lots of teacher modelling and explicit instruction -easy to differentiate by outcome so made planning easier -planning easier in general as class could have same target for some weeks -pupils all working towards same target to enhance sense of belonging and community in class -followed same structure so took cognitive load of pupils allowing them to focus on work -excellent opportunities to practise self and peer assessing -class motivated by run chart -pupils able to confidently talk about learning intentions and success criteria and could co-create these" Mrs Davenport P3 "When we were first introduced to NWIP I found it a bit overwhelming. So, I went away and thought about how I could make it manageable for me and my class. I did tweak it a little doing 3 writing sessions a week instead of 5 and allowing a little longer for my keen writers. I found sticking to one benchmark and making that an overall target worked very well for my class. I feel they gained a real understanding of how to use each benchmark in their writing. I feel this did help my more reluctant writers gain confidence as they had a clear and achievable goal." Miss Taylor P5/6 "The NWIP has helped me develop my skills on using data to inform my teaching. I am now more equipped to ensure my teaching is covering the benchmarks that my learners need the most support with and plan targeted interventions for those who need." Miss McLaughlin P4/5 teacher
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Impact

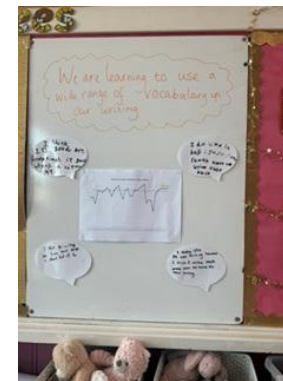
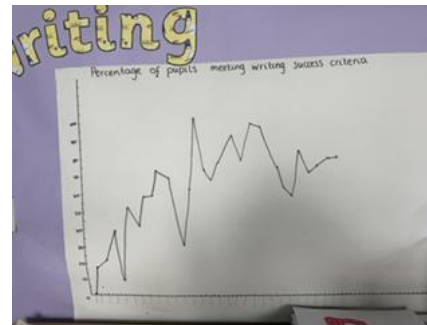
Raised attainment in writing in P1, 3, 5 and 7.

Stage	24/25	25/26
P1	87	93
P3	78	88
P5	58	82
P7	81	84

Increased confidence in teachers' feelings about teaching

Increased pupil enjoyment and engagement

Teachers having opportunities to discuss writing with other authorities within Highland.



School Priority 2: Add title

School Improvement Plan Priority 2 - Begin the journey to becoming a Rights respecting school – Bronze
Placing the human rights and needs of every child and young person at the centre of education

Summary of progress	Next steps	Stakeholder views
As a school we met each fortnight to learn about a UNCR article The children were then asked to embed this article into their week with children being recognised the following week for the efforts as Right Respecting Pupil of the Fortnight Each Right was displayed as they were explored. All children contributed to the display. The schools vision, values and aims were refreshed to underpin the UNCR and reflect the voices of all learners, parent staff. House Teams were formed to give children a sense of belonging. Very good progress was made in this priority Most children are able to talk about their rights and can recall the school values – The Miller Way	Work towards 'silver award' for the Rights Respecting Schools Utilise House Teams more Ensure the RRS group meet on a regular basis	"I have really enjoyed leading the RRS assemblies this year with the children. Each fortnight we learn about an article together. We do this through videos, songs and stories. All the children get involved and are happy to participate in interactive activities. The children are learning to see themselves as right holders. Each fortnight we look for children we are displaying qualities within the right of the fortnight and the become the 'Rights Respecting Champion'. They receive a certificate and their name goes on our RRS wall. The right of the fortnight is then shared with the parents and carers. I am excited to continue our journey to becoming a Rights Respecting School." Mrs Ross, acting head teacher "Our schools RRS education has benefitted my learners as they now more able to recognise how their actions impact other people's rights around them. They understand that every child has these rights and it's all our responsibility to protect them. This has created a more welcoming environment and feel of community in our classroom and school." Miss McLaughlin P4/5 teacher and RRS ambassador Children's voice

		☺ “It’s good because now I know how some people are treated. It gives you respect for others” P6 ☺ “The assemblies update us about the different rights. I like to just sit and listen.” P5 ☺ “I felt really proud when I was chosen to be a House Captain, it made me feel good.” P7 ☺ It’s important, it helps everyone get the care they deserve” P5 ☺ “I didn’t know I had so many rights!” P4 ☺ “I really like the assemblies with Mrs Ross. I like signing the Miller way song. I got to be the leader once, I did great. When I got a certificate, I felt over the moon.” Primary 1 ☺ “Learning about the rights is important because they are my rights. The assemblies have helped us to learn about them. I liked the song about the countries (linked to article 7 and 8).”
Impact		

- Children’s knowledge of their rights has increased through fortnightly assemblies
- Parents and carers knowledge about the UNCR increased through fortnightly updates on the article of the fortnight and participating in an RRS open afternoon.
- Vision, Values and Aims were refreshed with pupil, parents and staff input
- House Teams were trialled to give children a sense of group work taking into account UNCR article 15



We are creating a Miller Rights Team to help lead our work towards the Bronze Rights Respecting Schools Award and we want you to be involved!

If you think you would be a good addition, make a short video (30-60 seconds long) answering a few questions about why you'd be great for our team.

Our Questions for You:

- ✓ 1. Why you want to be in the Miller Rights Team?
- ✓ 2. What being "Rights Respecting" means to you
- ✓ 3. How you would help other pupils learn about their rights?
- ✓ 4. What skills you would bring to our team?
- ✓ 5. What is one idea you have to help make our school more Rights Respecting?



Top Tips!

- Keep it short and clear.
- Speak confidently.
- Show your enthusiasm.
- Be yourself!

Please send completed entries (by 27.03.26) to: jennifer.mclaughlin@thursoshigh.org.uk with the subject line "RRS Team *your name*"

After learning about Article 24, we donated to the local food bank.

School Priority 3: Raising attainment

School Improvement Plan Priority 2 - Raising attainment in numeracy - Improvement in attainment, particularly in literacy and numeracy

Summary of progress and impact	Next steps		
Children in P4 – 7 all completed the Highland Numeracy assessment. This allowed teachers to tracking where children were doing well and where improvements could be made. Target groups were set up to support children to improve in identified areas. P1, 4 and 7 undertook a national Scottish National Standardised Assessments with P2,3,5 and 6 completing Scottish Formative Online Assessments. These assessments are designed to assess children's knowledge in Numeracy, Reading and Writing (reading and writing are combined to literacy for P1 and P2 learners). These results were then populated into the tracking system that helps to build a coherent picture of where children are on their learning journey. Class teachers have termly tracking and monitoring meeting with the head teacher to discuss where children are and what we can do to continue to move learners forward.	Implement HNP in term 1 and 3 in 2026/2027 sessions to track improvement Continue to enhance teachers knowledge on using data to inform learning		
Impact			
The Highland Numeracy Assessments meant targeted interventions were put in place to support learners in identified areas The data collected through HNP and SOFA/SNSAs meant teachers were able to use the data to inform their planning ensuring targeted teaching and learning were taking place. Teachers were able to use the data when talking with parents on how to support their children.			
% of children in all stages on track for subject area	<table> <tr> <td>24/25</td> <td>25/26</td> </tr> </table>	24/25	25/26
24/25	25/26		



Listening and talking	87	87
Reading	82	87
Writing	79	80
Numeracy	80	82

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

The children were all assessed with targeted interventions then put in place. Teachers were also able to use the data to inform their forward planning ensuring areas where children weren't achieving were thoroughly taught.

Most children have daily check in where they are able to identify which emotion they are feeling. Children are developing a better understanding of their emotions and how to manage these in a positive and respectful manner. We are seeing some children are now able to regulate their emotions independently.

Wider achievements

Coileanaidhean nas fharsainghe

Term 1

- The children welcomed parents and Carer to our annual Macmillan Coffee morning. P7 children ran various stalls to help raise money including glitter tattoos, face painting, bric a brac, etc

Term 2

- Halloween Party was held in school time supported by our Parent Council who provided snacks and novelty gifts for each child.
- In November Primary 7 ran their 'Money Making Monday' to help raise money toward their school trip to Loch Insh
- In December we help our wonderful Christmas show which sold out on all their showings!
- The ELC help their annual 'Festive Fun' morning for parents and carers
- Santa pops into visit the children in the ELC and P1 -3 and Christmas Parties are held.
- Our PSA's held a sponsored walk to raise money for playground equipment



Term 3

- ELC held their parental outdoor engagement session
- Parents and carers are invited in to the school to learn about our rights respecting school journey.
- ELC ran a bingo night to raise funds for the ELC
- The science festival comes to Miller which is thoroughly enjoyed by all our children.

Term 4

- P7s go on a wonderful school trip to Loch Insh
- Edinburgh Science Company come to teach P2 and 3 about Climate change and sustainability.
- Thurso East football academy ran football sessions through out the day as well as an after school club
- Football and netball tournaments for primary 6 and 7
- Nick Morgan visits School for 'No Scotland, No Party' celebration
- P2/3, P3 and P6 participate in the music festival

What else?

- Our SCOPE learners enjoy weekly swimming sessions as well as Wednesday's Wellness Walk where they go and about to visit as many swing parks as possible!
- Vision, Values and aims are refreshed
- House Teams are up and running



Comments from learners, families, stakeholders and staff

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

Parents

- 92% of parents agreed or strongly agreed their child likes being in school.
- 92 % of parents agreed or strongly agreed that staff treat their child fairly and with respect
- 91% of parents agreed or strongly agreed that the school helps their child feel confident
- 96% of parents agree or strongly agree that their child finds learning activities hard enough

"I just wanted to express our thanks and admiration to what is a superb week of incredible positivity around Miller. Sports Day was fabulous and I wanted to say thank you to you all for all the support coordination of a superb ran event. To see Scope children immersed in the day made us all so very proud of them and you all. You have some real talented runners in there. The nurturing environment of everyone and support of your team was evident throughout the whole day. What a lucky bunch we are."

I have heard nothing but great things about the "No Scotland  No  Party" tour and want to thank you for hosting for us and the local school community. It looks like an utter success."

Thank you and your team, Jo McEwen, MAPC chairperson"

During a recent survey parents were asked what their child enjoyed about school:

"The staff and children are friendly and understanding of needs, she feels seen and heard. Always comes home talking about exciting things."

"The inclusive nature of Miller, the team spirit and community links, and nurturing leadership."

When asked what we could improve upon some parents suggested

"Greater opportunities to speak to teachers - maybe a formal settling in update early in P1? The open eve, parents eve and Dojo are very helpful so maybe an opportunity to build on these?"

"The playground becomes super small when unable to play football or anything on the green. I'm not sure how you can get round this though. I know my child is disappointed when they can't go on. Which is understandable. I'm sure Astro turf would be a dream 🤔 as I believe it can get waterlogged."



Children

Children in primary 4 – 7 strongly agree or agree;

- My school helps me feel safe = 96%
- I have someone in my school I can speak to if I am upset or worried about something = 96%
- I enjoy learning at school all of the time or some of the time = 85%
- I am happy with the quality of teaching in my school = 90%

Pupils in P1-3 shared their thoughts about school with Mrs Ross

- “I love school because I have my best friends. I love my best friends. My teacher lets me play every day!” primary 1
- “I like learning maths, its easy. My teachers helps me with my letters, I know them but sometimes I don’t know how to make (form) them.” Primary 1
- “I feel safe in school. The teachers are always there for me. If someone falls, they get a cuddle or an ice pack.” Primary 2
- “Maths is my favourite thing in school; I can count to 100!” Primary 2
- “I LOVE maths and I love to learn more about. The teachers make sure its tricky so its not too easy for me!” Primary 3
- “The teachers outside keep me safe, they are always watching and helping people be safe” Primary 3

Staff

- 100% of teachers agree they find it rewarding to be a member of staff at this school
- 100% of teaching staff agree they feel a valued part of the school’s community
- 90% agree the school is being well managed and well led
- 90% agree that children and young people are well behaved

Our support staff were asked what they enjoy most about their job,

“I absolutely love having the opportunity to use my own ability to problem solve, in order to help children to learn and develop. I also really enjoy being a trusted adult, who is considered a safe person, who a child will happily approach for support when they need it. Knowing that the children I support enjoy their school time more because I provide a nurturing and fun environment makes my job hugely worthwhile.

“Seeing the pupils progress and grow in various areas of life.”

“It’s rewarding to help the children learn and grow. Enjoy helping with all aspects of learning.”



In a survey to our ELC team we asked what was going well for them and their team

- *“We work well together as a happy team, kind and considerate of each other in helping and balancing everything.”*
- *“The children are safe and nurtured in our care. There is evident progression in the children's learning from our plans and the children's learning journeys, from Term 1 to now. The team have been flexible and adaptable to many changes that have happened with staffing, management and children.”*

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
QI 1.3 Leadership of change	Very good	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
Other QIs reviewed	Add comment	

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

- To increase staff confidence to use data to raise attainment in literacy and numeracy
- To embed the CIRCLE Inclusion Framework across all classrooms and the ELC to ensure there are inclusive learning environments that reduce barriers to learning, and ensure equitable support for all learners, particularly those with Additional Support Needs.
- All staff (teachers and EYPs) to have a clear understanding of the evolving Curriculum Improvement Cycle framework

Planning ahead

A' planadh air adhart

Full details of the school's 2026/27 improvement priorities and actions are detailed on the school improvement plan, which can be accessed by contacting the school office.

