



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD 2024-2025

Milton of Leys Primary School



...where the magic of learning comes alive

Ready - Respectful - Safe

Introduction: Local and National Context

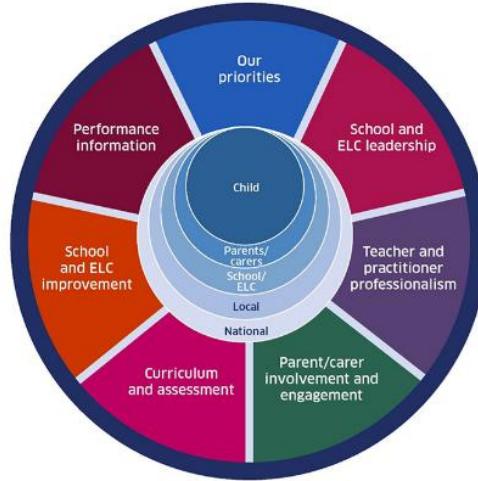
Ro-ràdh: Co-theacsa ionadail agus Nàiseanta

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

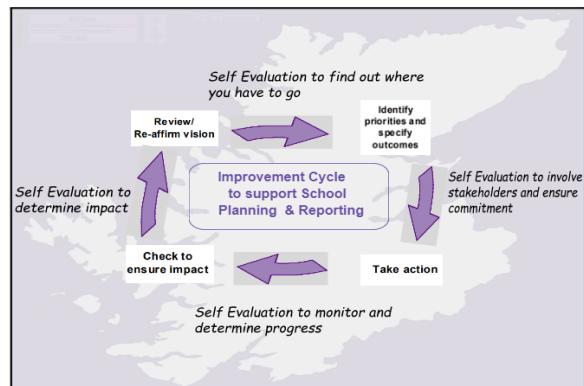
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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 daonna a' faicinn na Gàidhealtachd mar dhachaigh.

Loren Crowley
Acting Head Teacher
Milton of Leys Primary 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 91.8% | Average Class Size 25.4 | Meeting PE Target Target Met | | | | | | |
| Pupil Numbers (inc nursery) 279 (+94 nursery) | Teacher Numbers 14 | Pupil Teacher Ratio 20.7 | | | | | | |
| <hr/> | | | | | | | | |
| N3 28% | N4 72% | P1 11% | P2 14% | P3 13% | P4 14% | P5 13% | P6 19% | P7 16% |
| SIMD Q1¹ 0-10% | SIMD Q2 0-10% | SIMD Q2 0-10% | SIMD Q3 70-80% | SIMD Q5 10-20% | Unknown 0-10% | | | |
| ASN² 30-40% | No ASN 60-70% | FSM³ 70-80% | No FSM 20-30% | EAL⁴ 0-10% | No EAL 90+% | | | |

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

| Reading | Writing | Listening and talking | Numeracy |
|----------------|----------------|------------------------------|-----------------|
| Majority | Majority | Most | Majority |

The small number of exclusions that occur in schools may lead to individual pupils being identified, therefore this data is not contained in this report. If you have any questions about exclusions, you should contact us directly.

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

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
- * 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:

- * Ready
- * Respectful
- * Safe

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:

Enhance writing moderation processes leading to improved teaching and attainment in writing

Purpose:

During session 23/24 ASG teaching staff met to moderate completed pieces of writing. Feedback from staff was positive and they were keen to engage in further moderation activities within the ASG.

Progress:

- ✓ A baseline was established on current understanding and value of the moderation cycle in our practice
- ✓ Staff met in person, in their CFE levels and used a given format to plan a block of writing which included clear learning intentions and success criteria which led to a 'hot task' to be shared in the February 2025 inset
- ✓ All class teachers attended a drop in session online to discuss progress in their CFE levels
- ✓ Class teachers created Google Classrooms to share best practice across the ASG
- ✓ Teachers across the ASG moderated the completed and marked pieces of writing together within their CFE levels. They all agreed next judgments and next steps

Impact:

- ✓ Staff have a clearer and more confident understanding of the moderation process
- ✓ A culture of moderation practices was built across the ASG
- ✓ A shared understanding of levels including the 'degree' of success within a level was created across the ASG
- ✓ Identified increase in confidence in teacher's assessment of writing
- ✓ There has been a positive impact on achievement within writing
- ✓ A moderated bank of writing pieces now exists to increase robust assessment decisions in Writing
- ✓ Staff have stated they are more confident with moderating and have appreciated the time

reflecting on current practise within levelled, moderation meetings

- ✓ One staff member stated that they found it extremely useful moderating across the ASG and they heavily reflected on their own assessment criteria
- ✓ Staff were more confident when assessing writing from their class and provided appropriate judgements

Next steps:

- ASG to focus on moderation in another curricular area in the next academic year. The focus next year will be Numeracy
- Continue networking between the ASG. This year positive collaboration between the schools within the ASG through levelled Google Classrooms has had a positive impact where staff share their practice within writing
- Continue with writing moderation within our own setting in the next academic year
- ELC to collaboratively work with other settings to moderate observations and Literacy Progressions
- Staff noted that working in person for moderating rather than online was more beneficial and had a greater impact

School Priority:

Improve attainment in writing across all stages (with particular focus on P4)

Purpose:

Highland Council has agreed to a roll out of Literacy for All training that Milton of Leys is now in a position to take part in. This will tie together work completed in this past year. The Making Sense Report 2020 recommends the use of a wave approach to supporting young people experiencing difficulties with literacy development where interventions are informed by individual assessment results and often delivered within the regular classroom. Young people with dyslexia benefit from early identification, appropriate intervention, and targeted, effective support at the right time. Assessment for dyslexia should be a process rather than an end product. This is the model of support used in Literacy for All.

Additionally, we have recognised the impact of the Pandemic has affected the middle stages nationally most and this is reflected in attainment at Milton of Leys. We have therefore opted to take part in the National Improving Writing Programme that focuses on support for P4 level.

Progress:

Literacy for All

- ✓ Head Teachers came together to explore the rationale for change and processes in line with current guidance and recommendations
- ✓ All class teachers had a whole day training session on Literacy for All in the September inset day
- ✓ Additional training was offered to all class teachers
- ✓ In November we had a Literacy review and next steps as a team

Impact:

Literacy for All

- ✓ A whole school approach has been embedded to track and record literacy difficulties from Primary Four to Primary Seven
- ✓ Class teachers are able to identify the underlying issues that are preventing a learner from mastering aspects of literacy
- ✓ ASN and class teachers can confidently make an identification of Dyslexia where appropriate
- ✓ ASN and class teachers are supporting parents of learners with persistent literacy difficulties

- ✓ Class teachers worked alongside ASN teachers to complete identifications for pupils with literacy difficulties
- ✓ Interventions from teachers and PSAs were implemented in Term 4 to support learners
- ✓ We reviewed the Form 1s and interventions to distinguish impact

National Improvement Writing Programme

- ✓ Both Principal Teachers completed the whole day training course on quality improvement tools, measurable aims, collecting data and the change bundle
- ✓ Twilight sessions were offered to class teachers who were implementing the National Improvement Writing Programme
- ✓ Class teachers shared progress within CAT sessions
- ✓ Class teachers regularly reflected and moderated throughout the year
- ✓ Class teachers were observed using the new approach to writing
- ✓ Pupils shared their thoughts and opinions in the new approach to writing

- ✓ The school has established set guidelines on our approach to persistent literacy difficulties

National Improvement Writing Programme

- ✓ Class teachers who are following the programme can demonstrate the improvement gains for P4 learners achieving success criteria aligned to explicit teaching aims (focused on Tools for Writing)
- ✓ Through discussions with pupils, they have stated that they feel empowered to see themselves as writers and engage in writing activities
- ✓ In lesson observations and peer observations, learners confidently talk about their learning intentions and success criteria and next steps
- ✓ Learners have a firm grasp of the Tools for Writing and can create a variety of texts for different purposes
- ✓ Learners have progressed throughout this year in their writing and can use complex sentences and rich vocabulary to convey their ideas and relevant information
- ✓ Increase in P4 Writing attainment with 74% achieving First Level
- ✓ We now have 74% confidently achieving First Level with 20% borderline who have made significant progress in writing. In September this was predicted to be 62% so an increase of 12%
- ✓ Pupils fed back that they liked the short time that they had to write. They also stated that they felt they knew how to achieve within their writing lesson
- ✓ During lesson observations, teachers were confident delivering the National Improvement Writing Programme

Next steps:

- To continue to embed Literacy for All within our school
- To develop interventions for pupils with Literacy difficulties
- To develop knowledge and understanding of Literacy for All for support staff who are delivering interventions
- Staff have noted that Literacy for All is an area they are not fully confident with however the training has deepened their understanding
- To create a whole school focus on the National Improvement Writing Programme in 2025-2026 session
- To achieve more than **77%** in Early Level at P1; more than **70%** in First Level CfE Writing at P4; more than **75%** in Second Level CfE at P7

School Priority:

Establish agreed consistencies in planning, teaching and learning (including the creation of a Curriculum Rationale)

Purpose:

To create a coherent Curriculum Rationale. This will offer stability and consistency in progression pathways, planning, teaching and learning. This will support teacher/practitioner professional judgement and provide opportunities to moderate effectively across all stages (ELC-P7) and across the ASG.

Next steps:

This priority has been moved to the next academic year as our focus was within writing and moderation.

Progress and impact of Pupil Equity Fund Adhartas agus buaidh Maoin Cothromas Sgoilearan

This year we have supported pupils through increased levels of class teachers and pupil support assistants to take forward interventions to support progress and attainment.

The pupils have had the opportunity to take part in a number of interventions including Seasons for Growth, Relax Kids and Music Therapy which focuses on emotional wellbeing.

Wider achievements Coileanaidhean nas fharsainge

- Runners up Rotary Quiz for South area (May '25)
- 1st place overall at Interschool sports (June '25)
- 3rd place overall at the Baillie Cup (June '25)
- 2nd place in the Basketball Tournament (June 2025)

Comments from learners, families, stakeholders and staff Beachdan bho luchd-ionnsachaidh, teaghlaichean, luchd-ùidhe is luchd-obrach

Children's comments (Pupil Leadership Team) from feedback in June 2025:

“I think the school is well organised and well run.”

“The school is good at helping children develop their education and a focus on Rights Respecting School.”

“I like all the trips we get to do, like UHI and the residential.”

“The teachers in the school are really understanding and have good techniques.”

“The teachers and PSAs are well rounded individuals and patient.”

“The school has lots of things to do inside and outside.”

“The school is generous and is able to repair or replace equipment that's needed.”

Staff comments from feedback in May 2025:

“I really enjoyed the NIWP training and the impact that this has made on the writing within the classroom. I feel it gave a real sense of purpose and enjoyment to my teaching and being able to share this with other practitioners online and seek their advice and ideas for next steps. It allowed me to also evaluate the ways in which I use S.C across the curriculum.”

“A highlight has been engaging with the NIWP and becoming more confident teaching writing.”

"I am really proud of the work put in to support the learners in my class this year. I firmly believe that we have made positive change in the lives of the children in my class."

"I am proud of the writing improvements in my class, helped by the NIWP. I have stepped out of my comfort zone in sharing examples of teaching in my class during the Twilight sessions and borrowed examples of good practice from others. I believe the attainment in writing is down to the success of the NIWP."

"At the beginning of the year there were some very reluctant writers who would get very upset when writing. Now in Term 4 the children are much more resilient. They enjoy writing on the whole and regularly the majority of children meet their success criteria. They are very motivated by the run chart and enjoy ticking their success criteria when they have met the targets."

Parent Comments from Parental Survey in November 2024:

"Teachers are amazing."

97.6% of parents agreed or strongly agreed that their child liked being in school.

97.6% of parents agreed or strongly agreed that their child is treated fairly and with respect by staff.

Parent Comments from ELC Parental Survey in March 2025:

"I have found the Focus Child Meetings helpful and informative about my child's progress and learning."

"We are very happy with everything all staff are brilliant and have made a safe and enjoyable environment for my child who loves nursery and has come on so much since starting."

"Everyone has been so lovely and welcoming to my child as well as supportive with helping him to settle in."

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 | Satisfactory | Satisfactory |
| QI 2.3 Learning, teaching and assessment | Satisfactory | Good |
| QI 3.1 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:

Ready - Respectful - Safe

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning **Prìomhachasan airson planadh airson leasachadh**

1. Improving writing attainment across the school
2. To establish a consistent numeracy programme that encourages transition and progression for all
3. To establish self motivated and autonomous learners capable of achieving their potential

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 on our website [Milton of Leys Blog](#) or by contacting the school office.