



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2025-26

Milton of Leys Primary School



Ready – Respectful – Safe

Introduction: Local and National Context

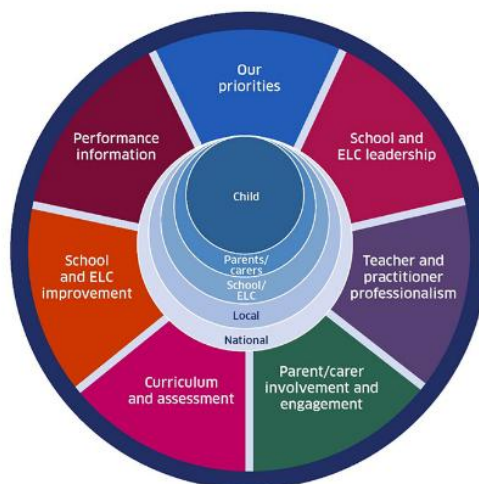
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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

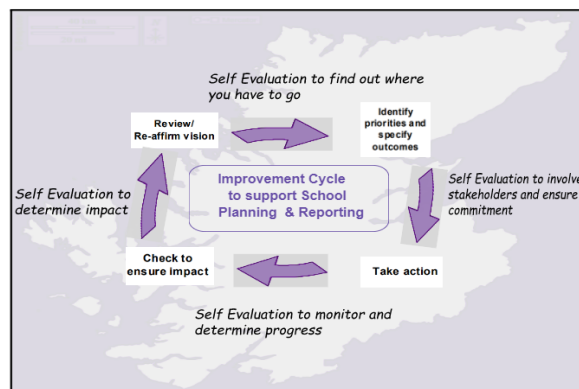
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

*Caroline Macdonald
Acting Head Teacher
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
93% March 2026

Average Class Size
22.4

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
269 (+72 nursery)

Teacher Numbers
14

Pupil Teacher Ratio
20.7

N3 28%	N4 72%	P1 17%	P2 11%	P3 14%	P4 13%	P5 13%	P6 14%	P7 19.7%
-------------------------	-------------------------	-------------------------	-------------------------	-------------------------	-------------------------	-------------------------	-------------------------	---------------------------

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+%
---	--------------------------------	---	--------------------------------	--	------------------------------

2025/26 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading

Majority

Writing

Majority

Listening and talking

Most

Numeracy

Most

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.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

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

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:**The Motivated School****Purpose:**

After a period of multiple leadership changes as a school, it is important to refresh the vision, values and aims which will provide the children and staff with the tools they need for consistency of expectations across the school. This plan will ensure that teachers understand themselves and their pupils better which will support pupils to achieve and attain by re-evaluating their approach support all pupils with a focus on supporting dysregulation.

By allowing teachers the opportunity to become more reflective they will examine the learning environments in the classroom to ensure that the vision Ready, Respect and Safe is a lived experience for all children. Through self-reflection teachers will work with pupils to create motivating climates which encourage learning and at Milton of Leys allow the learning to come alive as reflected in our school motto.

Progress:

- ✓ Evaluation of school motto and vision was undertaken.
- ✓ Staff met in person, to share their views – what to stop, keep and start doing.
- ✓ Use assemblies, newsletters, and digital portfolios to showcase motivational successes from pupils and teachers
- ✓ Introduced a new profiling jotter which will follow the child throughout their time at MOL
- ✓ Finalise schools mobile phone policy to ensure that it supports the health and wellbeing of children within the policy.

Impact:

- ✓ Staff have had opportunities throughout the year to share their voice and thus we moved away from the motivated school.
- ✓ A culture of moderation self-evaluation began at MOL with collegiate time focusing on this.
- ✓ Reduction in low-level disruption; improved consistency in behaviour expectations across the school and children who are dysregulated experience targeted support

Next steps:

- To have our vision, values and aims as a priority in next sessions School Improvement Plan

School Priority: Numeracy Development

Purpose:

A consistent approach to numeracy is required at Milton of Leys to support children and staff to understand what the Numeracy Curriculum looks like at Milton of Leys.

Progress:

- ✓ We met as an ASG to Get One, Give One during an inset day.
- ✓ A Google Classroom was created for Early, First and Second Level.
- ✓ Improve quality of numeracy homework tasks across the school.

Impact:

- ✓ Staff have used the strategies shared to enhance their practice in Numeracy.
- ✓ Networking between the ASG staff increased.
- ✓ Staff continued to share good practice within Numeracy.
- ✓ From the school homework survey in November 2025, 91% of parents who completed the survey have stated their child completes their homework tasks.
- ✓ 64% of parents who completed the survey stated that they found the Maths Practice Journal has been useful in supporting my child with their maths learning.
- ✓ 90% of parents who completed the survey stated that they find the Maths Practise Journal easy to understand.

Next steps:

- We did not meet this priority fully due to the changes within the leadership team - continue to focus on this priority.
- Continue to provide opportunities to work across stages to develop consistency and improve attainment.

School Priority: National Improvement Writing Framework

Purpose:

We have been below National in our P4 Writing attainment over several years. The schools in **Cohort 5** will be schools who have identified that writing is an area requiring improvement. Increased attainment in Literacy across all levels using a consistent approach to learning and teaching with a focus on writing. **Our aim:** By **June 2026** the schools participating in the National Improving Writing Programme **Wave 2 Cohort 5** will achieve more than more than **77%** in Early Level at P1; more than **70%** in First Level CfE Writing at P4; more that **75%** in Second Level CfE at P7.

Progress:

- ✓ Full day inset in September focused on quality improvement tools, measurable aims, collecting data and the change bundle

Impact:

- ✓ The ACEL data shows that for writing, the percentages of pupils predicted to achieve the

- ✓ Staff took part in five twilight sessions which focused on:
 1. Teaching aims, measurement and run charts.
 2. Run chart rules and the change bundle.
 3. Openers, punctuation and sharing successes.
 4. Low attaining pupils and a Quality Improvement tool – Fishbone.
 5. Change ideas and resources to support programme.
 - ✓ Staff shared strengths and areas for development related to NIWF.
 - ✓ During peer observations, staff observed each other delivering a writing lesson using NWIP approach.
 - ✓ 5 staff completed Drawing Club training to develop writing in the Early Years.
- level are as follows: P1 – 59.6%, P4 – 69.4% and P7 – 58.4%.
- ✓ Most class teachers attended training sessions.
 - ✓ Increase in % of teachers that are very confident to teach writing.
 - ✓ Increase % of teachers very confident to assess writing.
 - ✓ Increase % of teachers that enjoy teaching writing.
 - ✓ Number of times learners are writing per week.
 - ✓ Duration of writing activity (minutes).
 - ✓ Number of writing activities with visible LI and explicit SC.
 - ✓ Staff and pupil voice (qualitative feedback).
 - ✓ % of learners that have achieved CfE Early Level, First Level, Second Level Writing (including baseline).
 - ✓ % attainment gap between least and most deprived of participating classes.

Next steps:

- Continue to embed the NIWF to enable an increase in achievement of a level.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

- Seasons for Growth was completed in terms 1-2 for two groups. There was an upper group run by Dianne MacQueen, Hayley Forbes and Sarah Stewart. In the upper group 3 children completed the programme, we had one child move schools and two children withdrew.
- The three children who remained have shown increased engagement in class.
- The infant group was completed by Selina Laing and Catherine Kyle. All children remained in the group and completed it.
- Relax Kids took place in term 1, 12 children participated in the programme. One child withdrew, the rest completed – 91%. Engagement and attainment for all children was tracked in term 1 and all children showed an increase in attainment in line with expectations.
- One child's attendance did not improve despite intervention and a meeting was held. This will continue to be monitored.
- Music therapy continues to take place weekly. 3 children participate- all (100%) three children report enjoying music therapy and children engage well and are keen to participate.
- Writing across the school has shown an increase of attainment overall. Some children still require interventions and are supported for this using IDL programme. This can be accessed at home, during class time and in soft starts. Children have become confident logging on. Arents have reported engagement with the programme.

- Due to staffing pressure precision monitoring has not taken place in terms 1-3, staffing may remain a pressure throughout term 4 so planned intervention will take place through conversation with ASN team and interventions planned for targeted support.
- All staff (100%) are now trained in NIWP and will continue to develop their practice in line with staff development. This will no longer remain a SIP priority for next year and a focus should be on consistency of learning, teaching and assessment.
- Lower school staff have used
- The use of the Maths homework journals has increased engagement for homework for almost all pupils (data taken from termly attainment meetings). Parent Council report that they like and are pleased with the quality of the homework journals and that they would like them to continue to be used.
- Children have shared with HT and CTs that they like the homework journals.
- Differentiation of the homework journals has ensured that all children can access a journal at their level and class teachers managed this effectively to avoid creating differences in homework by wrapping covers. This was an effective strategy.
- A White Rose Maths CPD took place on adapting White Rose Resources in term 4, this was an additional opportunity and 50% of teachers attending then cascading information to staff.
- Precision Monitoring hasn't taken place due to staffing pressures.
- TT Rockstars is used in the upper school and children report to their teachers that they enjoy it.
- The school has participated in TT Rockstars competitions and during these times we have seen engagement increase.
- Num bots were not engaged with, and we have not renewed the subscription for this.
- IDL is our main intervention, and this is tracked by class teachers and ASN staff to evaluate attainment. The use of IDL triangulates with our dyslexia assessments and assessment of persistent literacy difficulties. This intervention will continue to be used in term 4.
- All most all children engage with IDL

Wider achievements

Coileanaidhean nas fharsainghe

- First place overall at Interschool sports (May '26)
- Second place overall at the Baillie Cup (June '26)
-

Comments from learners, families, stakeholders and staff

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

Children's comments (Pupil Leadership Team) from feedback in June 2026

"The amazing PSAs and teachers that pull this school together and help us learn."

"All the resources to help us learn indoors and the outdoors resources to help us have fun and learn."

"The staff help us follow the rules of being ready, respectful and safe."

"We like the trips especially like our residential."

"We enjoyed the bike ability because it helped us all get better at riding our bikes."

"Our school is very good because they give us chromebooks in P6 which unlocks amazing learning opportunities online."

"We enjoy the discos and the summer fayre that the school provides."

"We like it when we get to work with partners to explore our learning."

Staff comments from feedback in February 2026

The children seem happy at the moment. There are really positive relationships between staff and pupils.

Ready - Respectful - Safe

Children and staff want to improve in all areas and departments.

Supply Teacher Comments

I love working at Milton of Leys, I feel inspired by the quality of teaching that goes on.

Parent Comments from Parental Survey in June 2026

- Both my children have had great years and have really loved p1 and p3. The learning has been really engaging and they have often shared that at home.
- My child has loved their class and teachers who have clearly planned lessons very well and made them very engaging.
They have supported my child well and encouraged them to join in etc.
I felt all the staff I've spoken to know my child well. She has had a great year and really enjoy herself.
- Another great teaching year! We have seen such an improvement. Thank you!
- Both children have had a wonderful year, lots of learning and lots of fun.

Parent Comments from ELC from Parental Survey in May 2026

- All staff are very approachable and able to give me time when I have a question. They're brilliant.
- Always a chance to have a quick conversation at the start/end of the session. Staff always listen if we need to pass info on/feedback on what our child has been up to that day. There's always someone at both doors when we arrive/leave which provides that opportunity to exchange info.
- Staff are fabulous.
- I feel I can reach out if I need to, speak openly about anything I need to discuss. The staff are always kind and friendly.
- The staff are approachable and supportive, and the environment stimulating, adaptive and open. I absolutely love the opportunities we have to come in and share learning/experiences together with my son. My son's keyworker is absolutely amazing and we feel so lucky to have had her support this last year.
- I feel some of the staff really care for my daughter.
- We have really enjoyed the open afternoons, the Spring Picnic, Winter Wonderland and the progress meetings with her keyworker. Staff are very approachable and welcoming every day. We feel we have a good relationship with the staff. Our child thoroughly enjoys going to ELC and the opportunities that are provided for her.
- The staff - always going above and beyond.
- The staff are always open to suggestions and take feedback on board.

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	Good	Satisfactory
QI 2.3 Learning, teaching and assessment	Good	Satisfactory
QI 3.1 Wellbeing, equality and inclusion	Good	Satisfactory

Ready - Respectful - Safe

QI 3.2

Raising attainment and achievement/Securing children's progress

Good

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

1. Develop a curriculum rationale to support consistency across the school.
2. ASG priority – Curriculum Improvement Cycle.
3. ELC priority focused on next steps and evaluations.

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