



2024-2025

Milton Primary School



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Introduction: Local and National Context

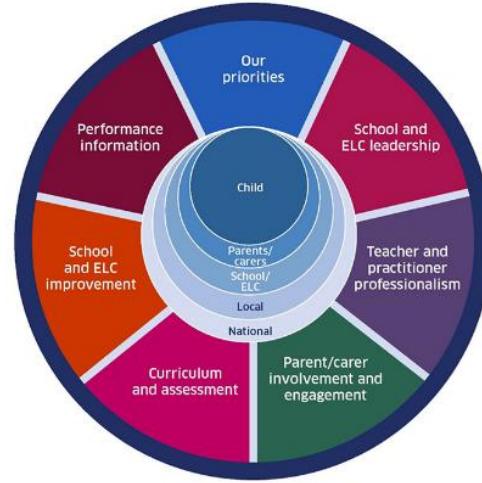
Ro-ràdh: Co-theacsá lonadail agus Nàiseanta

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.

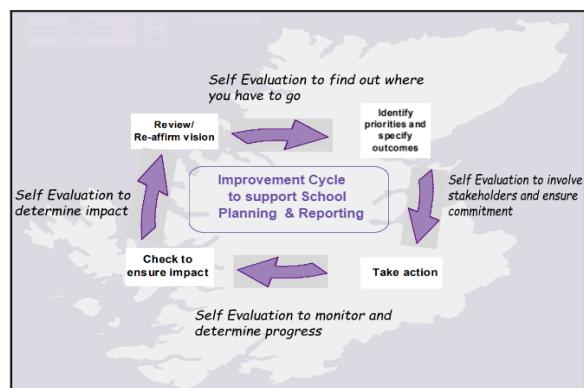
Looking forwards - creating a vision and planning for implementation

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.



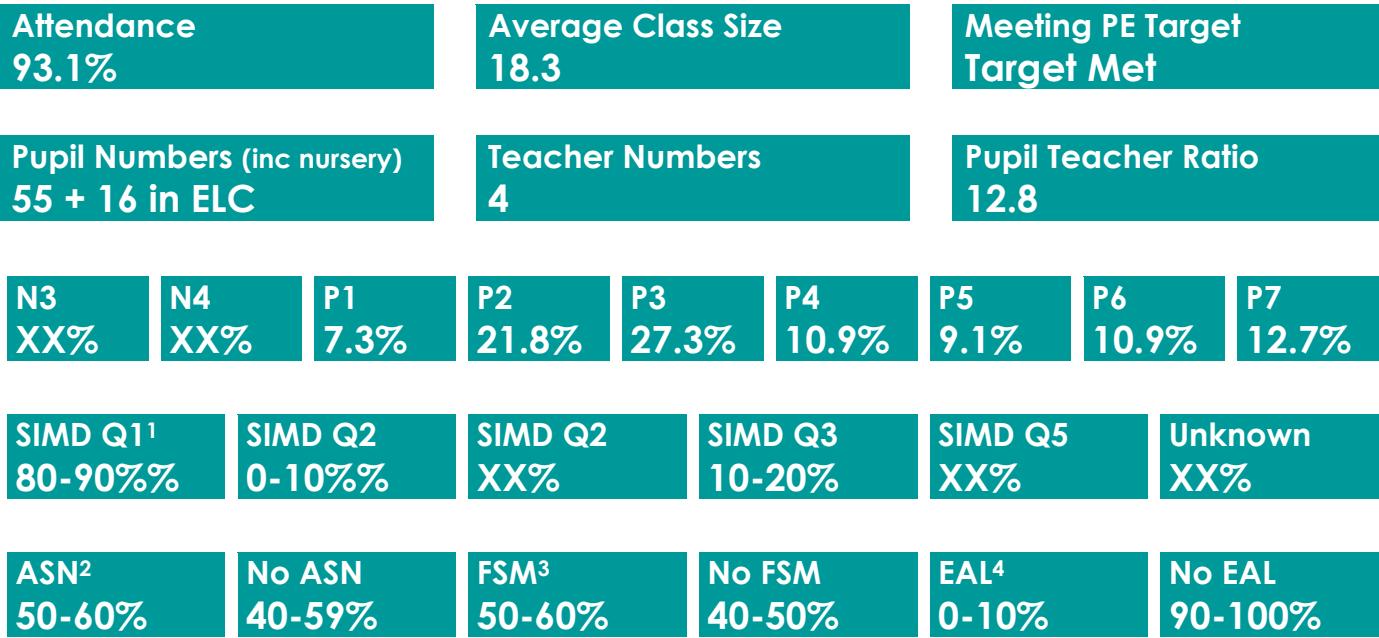
With positive experiences, our children and young people will always see the Highlands as home.
Le eòlasan deimhinneach, bidh ar cloinn is ar n-òigridh daonna a' faicinn na Gàidhealtachd mar dhachaigh.

Gemma Dunnett
Head Teacher
Milton 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.



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



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.

Overall children are making the following progress:



We have had no exclusions this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

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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

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: 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:

- ✓ Bronze level accreditation received in October 2024.
- ✓ Silver level accreditation is partially completed and will be a priority from Term 1 next session.
- ✓ The 'Right of the fortnight' continues to be explored at Assembly. Class Teachers are informed of the right via e-mail and encouraged to follow up the work in class. The 'suggested resources' in the Powerpoint for each article. Some of this work is then linked to our 'On the road to becoming a Rights Respecting School' wall in the front entrance. This means that any parents or visitors to our school can see our journey.
- ✓ The Questionnaire results have driven work this year. It would be helpful to now repeat these so we can set new targets to work toward our silver accreditation.
- ✓ Feedback from our professional advisor has allowed us to create an action plan for moving forward with the award. The PT and the Rights steering group have used these points to address our development needs.

Impact:

- ✓ All staff feel informed about how the children's rights agenda came about and what impact becoming a Rights Respecting School can have on the school ethos and therefore children's wellbeing if it is fully adopted and endorsed by all stakeholders.
- ✓ Children and staff are developing their knowledge of children's rights through the articles as written in the UNCRC. Staff are making links between children's rights and their lives at school. This enables children to understand that they should see their rights being upheld by duty bearers daily.
- ✓ Visitors to the school can see our journey. It also allows a point of reflection for the children to see how far we've come on our journey.
- ✓ The feedback from the professional advisor has allowed for the action plan to be created to achieve our silver accreditation.
- ✓ The Rights Steering Group will have a say in how children's rights are upheld in our school strengthening pupil voice.
- ✓ We hope to be able to inform the wider community about our plans for improvement.

Next steps:

- Make a plan to inform the wider community about our journey with the Rights Steering Group.
- Repeat the questionnaire to find out from the children:
 1. Why they feel their rights are not always being respected
 2. What the children suggest should be the top priorities for the school in making them more involved in decision making in the school.
- Work towards and achieve silver accreditation.

Purpose:

Improving outcomes in numeracy.

A 3-year professional development which started in August 2023 with a focus on improving teaching and learning in numeracy through the use of a form of professional development known as lesson study.

This involves a whole school approach and collaboration with other small schools. Lesson study can be used to support teaching and learning in other subjects too so at the end of the 3-year project, schools will be in a position to continue to use lesson study independently (and/or in collaboration with other schools) and may choose to use the approach to focus on other subject areas.

Progress:

- Head Teacher and 3 class teachers were part of lesson study project with a focus on teaching measurement. This was done in collaboration with teachers from 3 other schools.
- A research proposal was written and an observed lesson was planned and taught for an upper stage lesson and a lower stage lesson.
- The observed lessons were then analysed and discussed with a knowledgeable other to evaluate the learning and objectives of the lesson.

Impact:

- ✓ Improvement in teacher subject and pedagogical content knowledge for maths, in particular the teaching of measurement.
- ✓ Improved teacher knowledge, skill levels and beliefs in the teaching of measurement.
- ✓ Focused observations leading to improvements in critical reflection and planning for next steps.
- ✓ Improvement in pupil outcomes for chosen research topic – P1/2 class's language in measurement terms were improved. They are now using this in their playing and seeking out the measuring tools. They have increased confidence and understanding in how to discuss and use measure.
- ✓ Improved enthusiasm and motivation for learning in maths.
- ✓ Professional learning from knowledgeable other, bringing in further expanded ways in which would teach measure
- ✓ Application beyond the unit – P1 SNSA data, with children able to correctly answer measurement questions.
- ✓ Very good progress was made in this area in both the way the children understood the learning and the teacher's strategy for teaching measurement.
- ✓ Teachers more confident now about the progression of skills/mathematical concepts that the children need to move through to fully understand how to use the formula for area. Greater understanding of the prerequisites to do this better.

Next steps:

- The lesson study cycle will take place again in session 25/26 with a focus on teaching fractions.
- Parent sessions on how to support maths at home

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 Primary, writing at all stages needs intervention to raise attainment further.

Progress:

- ✓ Headteacher, and the two P3/4 class teachers attended full day introduction to the National Improving Writing Program as well as a further 5 twilight sessions between January and May.
- ✓ All Primary 4 children (for the purpose of the program) and Primary 3 children were assessed against the benchmarks for achieving First Level writing. This was then used to create a Pareto to identify where the weaknesses were.
- ✓ As part of the project, we identified what percentage of the children were on track to achieve First Level by June 2025 and then created a stretch aim outlining what percentage we hoped would achieve First Level by June.
- ✓ This gave us a clear focus on where to start and allowed us to look at one aspect at a time.
- ✓ Writing sessions introduced 3-4 times a week with the children getting a 'big' teacher input once a week and the continuing with the theme in independent writing sessions throughout the week. These took the form of 15 minutes writing and 5 minutes checking / self assessing.

Next steps:

- National Improving Writing Project to continue next year. Continuing with the 15 minute writing and 5 minutes checking / self-assessing 3-4 times a week.
- Further work with the children on how to accurately self-assess and how to proofread their work.
- The children will become familiar with the 'tools for writing' criteria and know what they are working towards within their writing.
- Possibly look into introducing this approach across the school for Early, First and Second level.

Impact:

- ✓ Between February and March the focus was on children confidently listing different connectives and using them in their writing. This outcome was achieved. At the end of March the focus changed to using capital letters and full stops correctly. When stimulus for this was instructions, the children were very successful but when we moved to 4-part stories the children became less confident as their sentences had a less rigid structure and they had to really think about where one sentence ended and another started.
- ✓ The aim was to have 57% of P4 pupils achieving First level in writing. The actual outcome was 43%.
- ✓ In the P3 cohort 60% of the children are on track to achieve First level writing by the end of their Primary 4 year, with 40% of them having already achieved F** and 20% already working at F***.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

The Pupil Equity Fund provides us to employ additional PSA hours to support the children within the school which enables them to progress their development and attainment and promote their emotional wellbeing. The Head Teacher's teaching time allocated is greater than her management time. However we used PEF money to enable to pay for a teacher to release the Head Teacher to focus on management and improvement activity. This allows the Head Teacher more time to strategically run the school and provide more support throughout the day.

Wider achievements

Coileanaidhean nas fharsainge

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

We want to help children develop their skills for learning, life and work and understand how they are getting these skills out of their wider achievement. Our Lesson Study project will also link to skills.

- Ongoing 'Milton Magic Moments,' to recognise children who are standing out
- House points
- Assessments/achievements celebrated throughout the day/week/term when necessary
- Junior Sports Leader Award delivered
- Attendance at after school clubs
- SHANARRI stickers in Nursery/P1/2
- Opportunities to compete in RPSSA Sports Events throughout the year
- 10 Swimming lessons for P5/6/7
- Visitors to the school
- Calendar wall also updated to recognise what is done throughout the year with pupil comments added.

Comments from learners, families, stakeholders and staff

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

Available in a separate document.

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	Good	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:

We are confident in our capacity for continuous improvement.

Time is the biggest barrier and constraint which will continue next year to the Head Teacher continuing to have teaching commitment.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

1. Lesson Study Project
2. Rights Respecting Schools/HWB
3. Literacy -Writing/Library (Reading for Schools)

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 www.miltonprimary.com or by contacting the school office.