



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

Milton Primary School & ELC

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%



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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.

Use school overview dashboard to support completion: [School Overview Dashboard](#)

Attendance 94%			Average Class Size 18.7			Meeting PE Target Target Met		
Pupil Numbers (inc nursery) 71			Teacher Numbers 4			Pupil Teacher Ratio 13		
N3 4%	N4 11%	P1 10%	P2 4%	P3 17%	P4 21%	P5 13%	P6 8%	P7 10%
SIMD Q1 ¹ 79%		SIMD Q2 6%	SIMD Q3 15%	SIMD Q4 0%	SIMD Q5 0%	Unknown 0%		
ASN ²		FSM ³	No FSM	EAL ⁴				

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

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

Reading	Writing	Listening and talking	Numeracy
Majority	Less than half	Majority	Less than half

Overall children are making the following progress:

Reading	Writing	Listening and talking	Numeracy
Satisfactory progress	Satisfactory progress	Good progress	Satisfactory progress

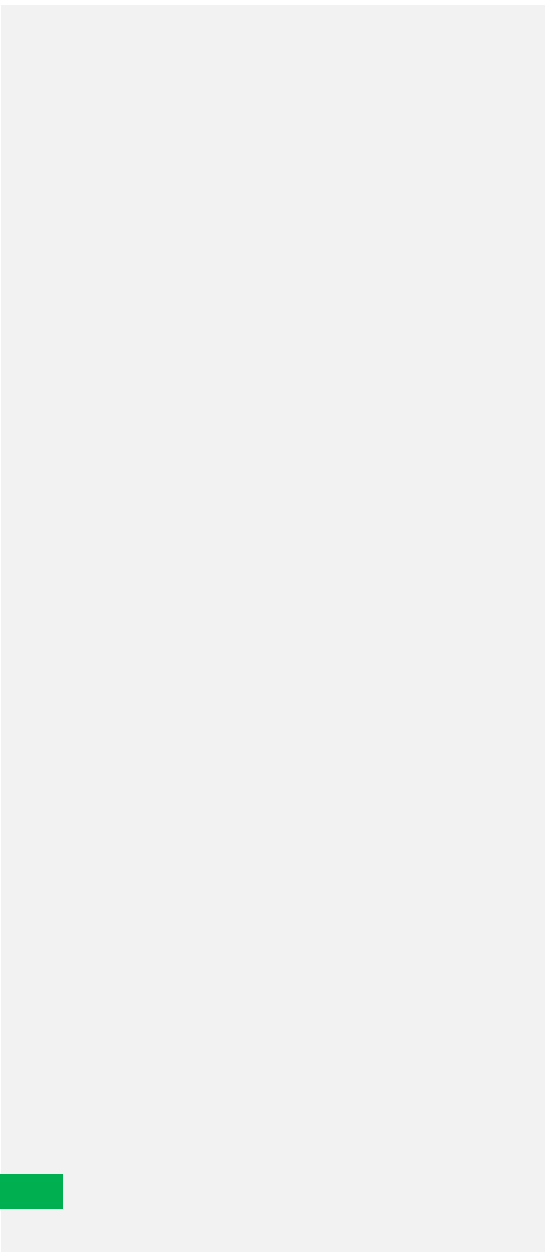
We have had no exclusions this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

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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: Improving Literacy (Writing)

School Improvement Plan Priority 2

Summary of progress

- ✓ Pupils have demonstrated increased confidence in their writing and the majority are able to identify their individual next steps, showing a growing understanding of how to improve their work.
- ✓ Jotter sampling was undertaken across most classes and evidenced a consistent approach to writing practices. Writing labels are being used effectively to support assessment and progression.
- ✓ Writing labels have been successfully embedded across the school, with pupils demonstrating a clear understanding of their purpose and how they support learning.
- ✓ The writing marking code has been introduced and implementation has begun across classes. Further work will continue to ensure consistent application and understanding.
- ✓ A progressive framework for genre coverage has been established across all levels, ensuring pupils experience an appropriate breadth and range of writing opportunities as they progress through the school.
- ✓ Contents pages have been introduced within writing jotters, providing a clear overview of genre coverage throughout the session and supporting the tracking of progression and attainment.

Impact

- ✓ Writing jotters across the classes have same expectation: writing labels, content page and marking code are evident.
- ✓ Children are more confident in discussing writing and knowing what they need to work on.
- ✓ Last year 28% achieved First Level Writing, 12% increase this year with 40% achieving however last year cohort was of 7 and this year the cohort is 15.
- ✓ Current P5s – writing improved, 33% achieved compared to only 28% last year.
- ✓ Current P7s: last year 33% achieved writing level, this year 57% have achieved the level.
- ✓ RWI has built in good daily writing routines into P1-4. Proofread has also been good for developing early editing skills in the P123 class.
- ✓ P123 are now more willing to say what has/has not been included within their writing.

Next Steps:

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- ✓ Continue to develop pupils' understanding of the 'Tools for Writing' success criteria, ensuring they are clear about expectations and the next steps in their writing development.
- ✓ Further embed the consistent use of marking codes across the school, enabling pupils to confidently identify, reflect upon, and edit their work in response to feedback.
- ✓ Maintain regular moderation of writing across the school to ensure a shared understanding of standards and expectations, with judgements accurately aligned to agreed benchmarks and agreed writing assessment.
- ✓ Continue to strengthen peer and self-assessment practices so that pupils can confidently evaluate their own writing, identify areas for improvement, and take ownership of their progress.
- ✓ Allow more writing opportunities throughout the week for the children to write, even 'free' writing.
- ✓ Set up writing moderation within Invergordon Academy ASG to promote consistency across achieving standards at all stages.
- ✓ Build children's confidence in using punctuation that is not just full stops and capital letters - speech marks, speech marks need to feature for the children working at F*** but who have not yet achieved the level.

Stakeholder views:

- Yes, my writing has improved because I can see my targets at the front of my jotter and I can use more vocabulary. Ms Brewer's speech mark lesson really helped me because I can use them more frequently and it makes my writing more fun.
- My writing has improved as I am now able to write using speech and 'show not tell' and I am able to write for longer periods of time. It has improved as my targets are in the front of my jotter and the conjunction sheet at the back of my book.
- My writing has improved over the year because having my targets in the front of my book reminds me of what I need to focus on. I feel my writing has improved because I am able to hit all of my targets in most of my work and use good connectives.
- The stuff that has helped my writing is having some of the labels and targets to remind me what I need to concentrate on. Having the connectives sheet at the back of our book helps a lot.
- Yes, my writing has improved because I am a lot better at writing now and I use more mature vocabulary. What has helped is having targets and being able to know what I need to improve on.

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School Priority 2: Rights Respecting Schools		
School Improvement Plan Priority 1		
Summary of progress	Next steps	Stakeholder Views
Progress: ✓ Silver level accreditation was awarded in March 2026. ✓ The CRC articles continue to be explored at Assembly and have changed to monthly as a result of feedback from Assessors at our Silver accreditation visit. Class Teachers continue to be 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. ✓ Global goals have started to be explored. ✓ Questionnaires were repeated which has allowed us to identify areas which need addressed as we continue on our Rights journey toward Gold. ✓ 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. ✓ The Rights breakfast took place on 10.10.26 which was well attended by parents, carers and the wider community including the School Ministers, the School Nurses and residents at the local Care Home – Mull Hall. Our AQIM and ESO also met with the Rights Steering Group following the event to hear feedback. ✓ All classes now have established Class Charters which have been co-created with staff and pupils in the classroom. The roles for right holders and duty bearers are outlined on the charters too. ✓ A playground charter was created with all staff and pupils.	✓ Staff to make explicit reference to rights in their planning. ✓ Support staff (including new colleagues) to have the knowledge and confidence to effectively teach about the CRC and model rights respecting language. ✓ Introduce and reference CRC and relevant articles into school policies so they explain how you ensure children's access to specific rights. ✓ Continue to support and involve parents, carers and the wider community in the school's rights respecting journey. Consider introducing a rights mascot. ✓ Co-create a relationships policy with pupils that explicitly references rights and incorporates restorative practice. ✓ Strengthen the school's ethos of inclusion and non-discrimination, providing opportunities to explore and celebrate diversity in all its forms including race, gender, ability, beliefs, sexuality and different kinds of families. ✓ Strengthen pupil participation by creating a 'You said...we did' ✓ Start to expose the Nursery Children to their rights through the use of Nursery Rhymes.	<i>The assessor was confident that the school is making good progress towards outcome 1 in strand A, meaning the UNCRC is becoming known to children, young people and adults who are starting to use this shared understanding to work for improved child wellbeing, school improvement, global justice and sustainable living.</i> <i>The assessor was confident that the school is making good progress towards Outcomes 2-7 in Strand B, meaning actions and decisions affecting children are starting to be rooted in, reviewed and resolved through rights.</i> <i>The assessor was confident that the school is making good progress towards Outcomes 8-9 in Strand C, meaning that children are beginning to be empowered to enjoy and exercise their rights and to promote the rights of others locally and globally.</i> The rights questionnaire findings are as follows: 79% of children felt like they belonged 77% valued for who they are

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		85% felt like adults treated them with respect 75% said their individual needs were supported 73% felt like adults listened to their views
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Impact

- ✓ We are committed to becoming a Rights Respecting School.
- ✓ There is a clear, strategic approach to embedding children's rights in school life that has been guided by the results of questionnaires ensuring the journey is sustainable and meaningful for all.
- ✓ The pupils who spoke with the assessor explained why rights are important and relevant to their lives. They demonstrated that they understood the key concepts underpinning children's rights.
- ✓ Natural links are being made across the curriculum in a way that enriches the learning of rights for pupils.
- ✓ Charters are used across the school, co-created with children and adults. These are regularly revisited to support respect for children's rights, including actions for staff as duty bearers.
- ✓ There has been a positive impact about children's rights on child protection with all most all pupil's stating that they feel safe at school. (9.43 out of 10 rating average overall.)
- ✓ Children's voice is becoming more prominent in the school which was agreed by staff and pupils at the assessor meeting.
- ✓ All staff accessed training on the inset day about the CRC and were given the opportunity to reflect on what each of the silver accreditation strands and outcomes means to us at Milton.
- ✓ Visitors to the school can see our journey in reception. It also allows a point of reflection for the children to see how far we've come on our journey and the link between the CRC and what we do in School.
- ✓ The Rights Steering Group has been formed, and they have a say in how children's rights are upheld in our school strengthening pupil voice.

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School Priority 3: Lesson Study

School Improvement Plan Priority 3

Summary of progress	Impact
- Head Teacher and 3 class teachers were part of lesson study project with a focus on teaching fractions. This was done in collaboration with teachers from 2 other schools. - Academic materials in relation to teaching and learning of fractions were explored to inform the 'research lesson'. - 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	- Improvement in teacher subject and pedagogical content knowledge for maths, in particular the teaching of fractions. - Improved teacher knowledge, skill levels and beliefs in the teaching of fractions. - Focused observations leading to improvements in critical reflection and planning for next steps. - P3/4 Improvement in pupil outcomes for chosen research topic – Children were confident in the importance of each fractional 'part' being an 'equal' piece of a 'whole'. I.e. for something to be split into quarters it has to be split into 4 equal pieces and not just 4 parts. - Improved enthusiasm and motivation for learning in maths. - Professional learning from knowledgeable other has given informed next steps on how to progress with the topic in future blocks of work. - P1/2/3's learning was given context and purpose as they hosted their parents and carers at the 'Haf Caf'. All pupils had a representative attend, and they were encouraged to show case their learning by taking 'fraction orders'. - Application beyond the unit – P1 SNSA data results:

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(Professor Ruth and Professor Tad) to evaluate the learning and objectives of the lesson.

- Next steps for future lessons were discussed and will be implemented during the next block of work on fractions.

Content Area	Item Description	Difficulty Band	Times Administered	Percentage correct in this group
□ Fractions, decimal fractions and percentages	Identifies a shape that is split into halves	4	6	17%
	Identifies half of a pictured quantity within 10	6	1	100%
	Identifies half of a pictured quantity within 20	5	3	67%
	Identify a shape that is cut into halves	3	2	100%
	Identify a shape that is split into halves	5	4	25%
	Identify a shape where more than one half is shaded	3	4	100%
	Identify a shape where more than one half is shaded	4	2	100%
	Identify a shape where one half is shaded	5	1	0%
	Identify equal sharing of objects, within 20	4	1	100%
	Identify the number of pieces created when an object is cut in half	4	3	33%
	Identify the pictorial representation of half of a given quantity within 20	6	1	100%

- Teachers more confident now about the progression of skills/mathematical concepts in relation to fractions.

Stakeholder views: - Fractions is so complex and there are so many stages to children's thinking when fragmenting within fractions that I didn't understand before. The importance of using the correct vocabulary and introducing the notation is something I feel much more comfortable with as well. - I feel so much more confident about what is expected and the progression of teaching. - Discussion of $\frac{1}{2}$ or $\frac{1}{4}$, rather than saying 'a'. Importance of language and linking to what that means mathematically. - Given confidence in fractions. - The Maths Recovery Levels of Fragmenting was new to me and has given me a much more acute understanding of children's development in conceptualising fractions. I think I've got a better understanding of common misconceptions and can better identify what the child is missing and how to help them. - I've got a better understanding of the difference between fractions as a ratio and fractions as a number. - I understand the levels of fragmenting better. - I feel I can see what a child struggles within class at this level and understand better what concepts/experiences are missing for them. - I have a gained a much better understanding of the misconceptions involved and why these exist (e.g. differences in how it fractions are expressed verbally can contribute to this) - Process really made me think about how I talk about fractions. - Difference in how I approach teaching fractions (the shapes that children are asked to find fractions of) - huge progression in application of fraction vocabulary and levels of fragmenting. - I feel context is key - my children were highly motivated and engaged in the topic as they saw real value in it. Next Steps:

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- Parent sessions on how to support maths at home
- Using the skills and knowledge in this project and apply across other areas of mathematics.
- This project has now come to an end after a 3-year commitment but teaching staff are keen to continue with the project in their own time as part of professional learning activity.

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Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

The Pupil Equity Fund has enabled the school to increase Pupil Support Assistant (PSA) staffing, providing targeted support for children across the school. This additional support has contributed to improved progress in learning and attainment, while also promoting children's emotional wellbeing and engagement in school life.

PEF funding has been used to provide teacher cover, enabling the Head Teacher to be released from class teaching responsibilities beyond her allocated management time. This additional capacity has strengthened the school's ability to identify and respond to barriers to learning experienced by children and young people affected by poverty. It has enabled greater focus on monitoring attainment and progress, evaluating targeted interventions, allocating resources effectively and ensuring that support is responsive to identified needs. This has supported the implementation and monitoring of targeted approaches designed to improve engagement, attainment and wider outcomes, contributing to the school's aim of closing the poverty-related attainment gap.

Wider achievements

Coileanaidhean nas fharsainge

- Ongoing 'Milton Magic Moments,' to recognise children who are achieving 'in the moment.' Praise and recognition there and then.
- House points
- Assessments/achievements celebrated throughout the day/week/term when necessary
- Junior Sports Leader Award delivered
- Full attendance at after school clubs – 17 of the attendees do not go to clubs outside of school therefore are having increased opportunities

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- 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.
- Wider achievements shared on Seesaw to celebrate success
- Rights Respecting Schools Silver award – pictures evident on calendar wall.

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Comments from learners, families, stakeholders and staff

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

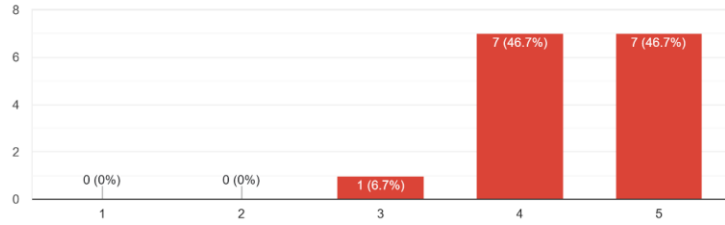
Parent Survey was carried out in May 2026. 14 parents completed the survey out of 61 children who attend Milton.

- *My child could not have been better supported this year as a new pupil in the school, I am delighted! Her needs were assessed by her teacher, and she received individual support on that basis. She was actively encouraged to take responsibilities in the day to day running of the school, helping younger children and practising leadership skills, which I think is great for P7 pupils."*
- *My child loves each day at school. She often speaks highly of her experiences there. She is encouraged to be involved in many aspects throughout the school which in turn has built her confidence. She has built positive relationships with pupils and staff. I feel informed on her learning development through parent contact and was informed at the school gate when she was finding her maths work tricky and given ideas to support her at home. I appreciated this and it was something I had asked for previously rather than let gaps in learning widen. Thank you to the staff working with her for providing an environment that makes her feel well supported in her overall wellbeing."*
- *My child has never experienced bullying in school which I'm very grateful for so therefore feel if there was any in school it must be well managed. The headteacher has always spoke with me straight away and arranged meetings with the class teacher when I've had concerns on his learning & development and emotional wellbeing. I will look forward to the numeracy workshop.*
- *I think that the school is extremely well run and that my child is very well-supported, both in her learning and in her general well-being. The staff is fantastic. Thank you for your professionalism and commitment!*
- *The school on a whole is very good and the class teachers are very approachable to get extra work home when your child is struggling in class.*
- *I don't think ASN children and Teachers/Staff teaching and caring for ASN children in mainstream school get enough help or guidance. Improvements need to be made nationwide. Milton primary has been the best they can be given the circumstances.*

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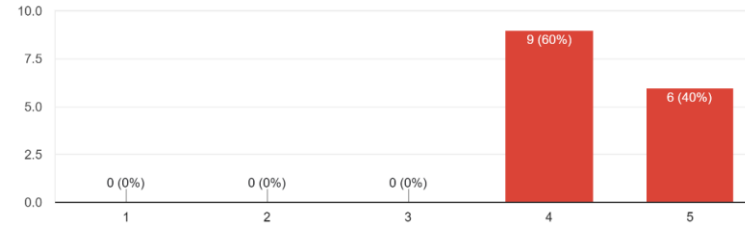
The school takes my views into account when making changes

15 responses



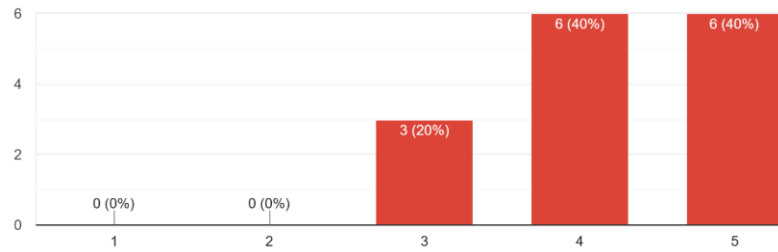
My child is making good progress in literacy at the school

15 responses



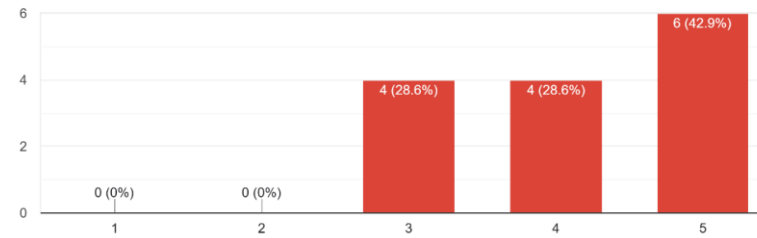
My child is making good progress in numeracy and mathematics at the school

15 responses



As a parent, I have developed my knowledge about children's rights this year.

14 responses



Can you tell us about some of the opportunities available to your child at this school to support their wellbeing.

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- *PSA, sensory room. Secure doors. Understanding staff and helpful and supportive staff within and without school hours.*
- *Love that you are able to provide fresh fruit and the teachers are so easy to approach if there is any issues with the children*
- *Morning meetings, group discussions, open and honest environment.*
- *Extra curricular activities to build on physical wellbeing such as after school club, cross country, football, PE, county sports. Opportunities to express your feelings at morning meetings to support emotional wellbeing. Meeting held to discuss how to support emotional wellbeing as this is something he has been struggling with in his class. Contact was made by headteacher with mental health worker to provide support materials. I feel my child is in an environment that teaches safety and self risk assessment.*
- *Cross-country, swimming gala, football and outdoor play supports their physical wellbeing. The school culture is encouraging and supportive which supports their mental wellbeing. They know they will be listened to and helped when they have a concern.*
- *She has opportunities to build on her physical skills such as afterschool club, PE, walking bus, county sports, cross country, swimming. She is encouraged to build on her leadership skills through organising her own dance group with a friend. She has opportunities to speak about emotions during morning meetings. Lois is allowed to build on her safety skills I preparing the morning fruit for the school as well as taking part in cycling proficiency. She has opportunities to build her on her confidence through library group and house captain roles.*
- *She is able to talk to the teachers about anything from her emotions to why someone may not understand her.*

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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	Satisfactory
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.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

1. Literacy – improving writing
2. Rights Respecting Schools – Going for Gold
3. Curriculum Development

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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 by contacting the school office. School website is under construction.

Commented [AJ1]: 26/27?

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