

# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024/25



**MILLBURN ACADEMY**  
HIGHLAND COUNCIL DIRIEBUGHT ROAD, INVERNESS, IV2 3QR

# School Profile

## Pròfil na Sgoile

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Millburn Academy is located in Inverness, the capital of the Highlands. We seek to create a nurturing environment in which all feel a sense of belonging, ensuring our school provides a foundation for a lifetime of learning, embracing the diversity within our wider community, so that everyone can excel in their own unique way.

Our school has developed a strong reputation in the local community, based on several key strengths:

- High quality learning experiences for pupils
- Conscientious pupils who work hard to achieve their goals
- Wide ranging opportunities - cultural, sporting, voluntary and community activities – in which to participate and excel
- An ethos of achievement

The school aims to provide a safe, supportive and challenging environment, based on mutual respect, where staff and pupils are encouraged to develop their skills to the highest level. The school roll is currently 1223 with a free school meal entitlement of 9%. Several year groups are at capacity due to the number of out of catchment placing requests; our incoming S1 is the smallest year group to progress through the school in some time.

42.21% of pupils go on to Higher Education; 21.11% to Further Education; 33.67% directly into employment with the remainder into the voluntary sector, training or seeking employment. In 23/24 98.49% of leavers moved into a Positive Destination, exceeding our Virtual Comparator for the second time in recent years, also exceeding figures for Highland and the National Establishment.

Staffing for 25/26 is 84FTE. The management structure is made up of thirteen curriculum leaders for subjects, six Principal Teachers (Pastoral) and two Principal Teachers (Additional Support for Learning) whose focus is on ensuring every young person can meet their full potential and move into positive destinations when they are ready to leave school. The Senior Leadership Team comprises the Head Teacher and five Depute Head Teachers (Year Heads) each with year group responsibilities, focussing on attainment, behaviour and curriculum. There has been significant change within the Senior Leadership Team over the last two years, due to staff taking up promoted positions or relocating. A new Head Teacher was appointed in May 2024, a new DHT was appointed to the school in March 2024 and another in August 2022 while a member of the team who has been in an acting DHT post became permanent in October 2024. Currently there is a vacant DHT post arising from the postholder moving into headship.

We have committed and highly skilled teaching and support staff with wide ranging experiences which contribute to Millburn Academy being a thriving learning environment. Large numbers of our pupils are involved in sports, the Duke of Edinburgh Award Scheme, the SQA Leadership Award, the Vine Trust, World Challenge and all pupils are encouraged to participate in the opportunities we offer through an extensive extracurricular offering.

There are seven primary schools in our associated school group, some of which are large urban primaries and smaller, rural primaries. We link also with several other primary schools because of placing requests. We have Inverness wide enhanced provision for young people who require significant additional support for learning with placements agreed through a Joint Admissions Group (JAG).

The school building was built for 1100 therefore we do have some capacity issues although roll projections indicate this will settle over the coming years. Despite this, we work diligently and creatively to extend our curriculum offer and to support young people in our care.

The school was inspected during session 24/25 and evaluated as Good in each of the four core Quality Indicators. We believe this position will be strengthened by the work we have planned in relation to improving pedagogy and further improvements to the ethos and culture of the school. Our overarching improvement priority is Learning and Teaching and it will continue to have prominence in 25/26 and beyond, it being fundamental to how we will continue to raise attainment and maximise opportunities for achievement.

## Data relating to our context:

Pupil Numbers	Attendance	Teacher Numbers
1223	89%	84

S1 204	S2 238	S3 239	S4 237	S5 180	S6 125
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SIMD Q1 7.83%	SIMD Q2 7.74%	SIMD Q2 14.65%	SIMD Q3 44.38%	SIMD Q5 24.73%	Unknown 0.83%
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ASN 44.14%	FSM 9%	EAL 15.5%
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### Glossary:

FTE – Full Time Equivalent

SIMD – Scottish Index of Multiple Deprivation

SIMD1 % pupils living in most deprived areas

SIMD5 – % pupils living in least deprived areas

ASN – Additional Support Needs

EAL – percentage of learners whom English is an Additional Language

## Attainment

### Literacy and Numeracy in S1-S3 – Broad General Education -

2024/2025 Proportion of pupils achieving Curriculum for Excellence Levels by the end of S3

Level 3

Reading	Writing	Listening and talking	Numeracy
Most	Most	Most	Almost all

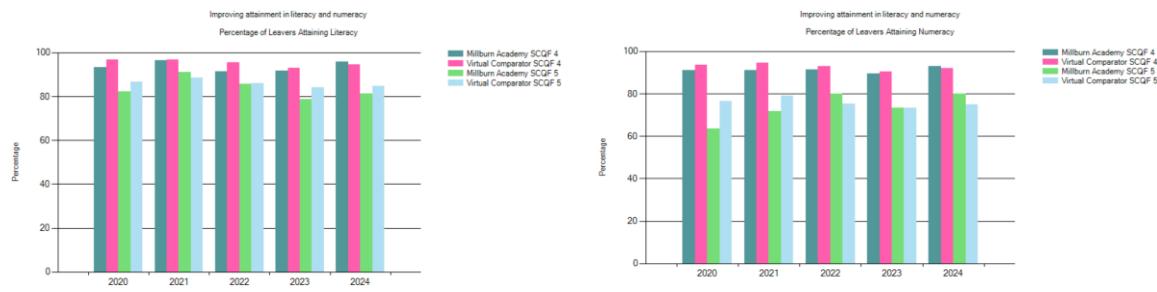
Level 4

Reading	Writing	Listening and talking	Numeracy
Most	Most	Most	Most

## Senior Phase

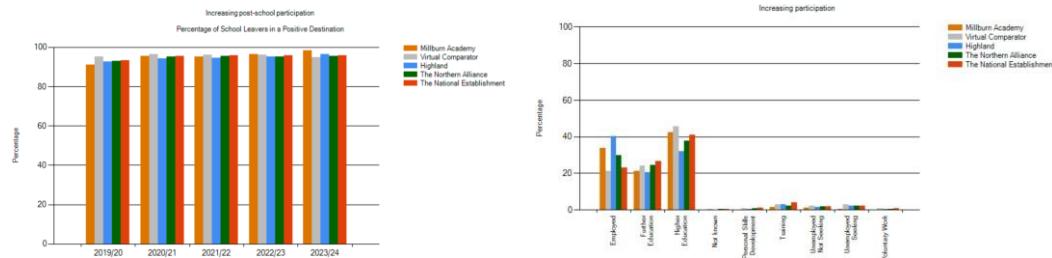
Attainment in Literacy at SCQF L4 in S4 exceeds the Virtual Comparator (VC) for the first time in 5 years. Attainment at L5 is slightly lower than VC.

Attainment in Numeracy at SCQF 4 and 5 shows a strong performance, exceeding VC in both measures.



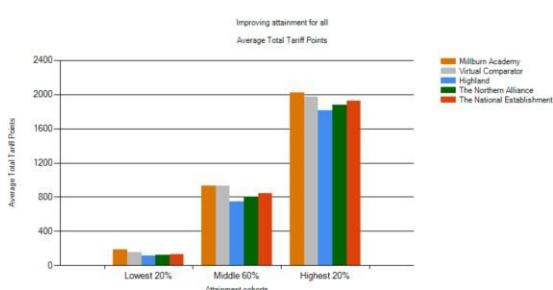
## Senior Phase Leavers

In 2024 98.48% of leavers moved to a Positive Destination, exceeding VC. This was more than a 2% increase on the previous four years. 42.21% of Leavers went to Higher Education, lower than VC and lower than in 23/24 but still exceeding the Highland figure. 21.11% went to Further Education, lower than VC but again exceeding the Highland figure. 33.67% went directly into Employment, exceeding National quite considerably but lower than the Highland figure at 40.40%.



## Cohorts – Attainment for All

Average total tariff points exceeded VC for the Lowest 20%, Middle 60% and Highest 20% attainment cohorts in 24/25 for the first time.



# School vision, values and aims

## Lèirsinn, luachan agus amasan na sgoile

### VISION

Our vision is for every member of our school community to feel safe, happy, valued and respected, and to feel well supported with opportunities to experience academic and personal success. This is accompanied by high expectations of all our pupils, expecting them to be positive, responsible and to become increasingly active role models for others.

### VALUES

- Ambition
- Respect
- Community
- Kindness

### AIMS

- We will set high goals and strive for personal and academic excellence through perseverance and curiosity in the world around us.
- We will encourage respectful behaviour towards others, ourselves, our environment and our community.
- We will promote teamwork, shared responsibility and a sense of belonging among all members of the school.
- We will treat others with care and understanding, even when it is not easy by being thoughtful in how we speak and act.

## Review of progress of improvement plan projects for session 2024/25

### Ath-sgrùdadh air adhartas airson an t-seisein

These projects are linked to the priorities for Scottish Education based on the National Improvement Framework aimed to deliver excellence and equity. Parent/Carer information is available [here](#).

School Improvement Plan Priority 1: Improving Pedagogy	
Summary of impact	Next steps
<ul style="list-style-type: none"><li>• All staff report a sustained focus on pedagogy across the school.</li><li>• Through peer, self and formal observations most lessons evaluated as being Good or Very Good.</li><li>• All staff agree that the Millburn Academy Learning Standard has had a positive impact on their own practice, providing a clear and consistent structure to how they plan and deliver learning experiences.</li><li>• Almost all staff can clearly identify, through their self-evaluation activities, area of strength and areas for improvement in learning and teaching.</li><li>• Almost all departments can clearly set out next steps for their identified areas for improvement to achieve our aim of consistently high-quality teaching and learning in most lessons across the curriculum.</li><li>• There is a range of quality assurance activities in place to carefully monitor the impact of developments in Learning, Teaching and Assessment.</li><li>• Pupils' views are sought routinely as part of our ongoing self-evaluation of learning and teaching.</li><li>• An extensive programme of targeted career long professional learning, in planned collegiate time, supports staff to share good practice.</li></ul>	<ul style="list-style-type: none"><li>• Improving pedagogy will remain our core priority in the 25/26 School Improvement Plan.</li><li>• We will further embed the features of highly effective practice outlined in the Millburn Lesson Standard.</li><li>• Planned collegiate time will continue to focus on improving pedagogy.</li><li>• We will endeavour to ensure CLPL remains high quality and impactful for practitioners.</li></ul>

<b>School Improvement Plan Priority 1: Ethos and Culture</b>	
<b>Summary of impact</b>	<b>Next steps</b>
<ul style="list-style-type: none"> <li>Strong, trusting relationships between staff and young people underpin a calm, purposeful ethos across the school.</li> <li>Young people are polite, confident and respectful.</li> <li>Most young people feel they are treated fairly and with respect and that school helps them to understand and respect others.</li> <li>Most young people feel safe, well supported and cared for in school.</li> <li>Professional learning on nurture, trauma and wellbeing is supporting the continuing development of a caring school culture.</li> <li>Vision, values and aims refreshed and known by all staff and most pupils.</li> <li>Our vision and values increasingly underpin the work of the school and are increasingly visible in how we go about our business.</li> <li>The revised Promoting Positive Relationships Policy is helping to ensure that all young people understand the expectations of them as learners.</li> <li>The policy, including the merit system, promotes positive recognition and this is leading to pupils feeling valued and motivated.</li> <li>Young people with additional support needs feel included and well supported.</li> <li>School attendance has improved slightly.</li> <li>Number of exclusions remains consistent with 23/24, which signalled a significant improvement on previous years.</li> <li>Pupils report that the anti-bullying policy is clear and helping to reduce incidents of bullying; recorded instances of bullying are low.</li> <li>Young people who come to the school from other countries feel welcomed and included.</li> <li>By the time they leave school, pupils for whom English is an additional language achieve well in their literacy and numeracy at both level 4 and 5.</li> </ul>	<ul style="list-style-type: none"> <li>We will review and update the PSE programme for S1 to S4 to ensure that it is more relevant for pupils and progressive so that pupils build more effectively on their prior learning.</li> <li>We will develop a more strategic approach to wellbeing through more impactful use of the wellbeing indicators.</li> <li>We will continue to develop our approaches to planning, including how the voice of all young people who require support can be captured more regularly and robustly.</li> <li>Improving attendance will be a significant focus for the 25/26 School Improvement Plan.</li> </ul>

<b>School Improvement Plan Priority 3: Raising Attainment and Achievement</b>	
<b>Summary of impact</b>	<b>Next steps</b>
<ul style="list-style-type: none"> <li>In 2024/25, almost all young people achieved CfE third level or better in literacy by the end of S3.</li> <li>Most young people achieved CfE fourth level.</li> <li>In 2024/25, almost all young people achieved CfE third level or better in numeracy by the end of S3. Most achieved fourth level.</li> <li>Young people who require additional support are very well supported by a range of targeted interventions.</li> <li>Pupils who have additional support needs are making good progress in literacy over time.</li> <li>Increased time in English and Maths is impacting positively on attainment in literacy and numeracy.</li> <li>Attainment in Literacy at SCQF L4 in S4 exceeded the Virtual Comparator (VC) for the first time in 5 years.</li> <li>Attainment in Numeracy at SCQF 4 and 5 shows a strong performance, exceeding VC in both measures.</li> <li>Our online platform for recording and tracking skills development is well embedded in the BGE and our planned rollout in the Senior Phase continues.</li> </ul>	<ul style="list-style-type: none"> <li>Our aim is to exceed VC across all literacy and numeracy measures in 25/26.</li> <li>We aim to improve presentation rates in mathematics in S5.</li> <li>We will develop the curricular offer in S6 to maximise the learning experiences, attainment and achievement of pupils.</li> <li>We will use our online platform to identify where there are skills gaps that require a sharper focus.</li> </ul>

# Progress and impact of Pupil Equity Fund

## Adhartas agus buaidh Maoin Cothromas Sgoilearan

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Pupil Equity Funding (PEF) is used appropriately to support the wellbeing and learning of those young people most affected by poverty and those facing additional challenges. Interventions are carefully tracked to ensure they impact on young people's progress. Specific interventions support young people to re-engage with school, improve attendance and achieve successful outcomes.

Attendance and engagement have improved for our S1 and S2 cohorts but S3 attendance and engagement continues to require attention, particularly for those who are persistently absent.

Qualifications have been secured for several pupils eligible for Pupil Equity Funding through specific interventions overseen by our PEF Coordinator:

In S1 5 pupils have secured Hi5 Youth Scot awards at SCQF level 2, 10 in S2 and 2 in S3.

1 pupil in S2 has achieved a Dynamic Youth Award at SCQF level 3

1 pupil in S2 has achieved National 3 units in English and Maths

1 pupil in S3 has achieved National 3 units in Maths

## Wider achievements

### Coileanaidhean nas fharsainge

- Our Senior Girls Cross Country Team won their age category at the 2025 North of Scotland Cross Country Championships.
- Our S1 boys basketball team won the 2025 Scottish Schools Cup defeating the team from Larbert High School 42-38 in a tightly contested final.
- Members of our Pupil Council have been part of the consultation process with The Highland Council, planning for the re-design of Whin Park, a social space for young people, in the city.
- A group of S6 pupils produced and directed the school show, 'School of Rock' to wide acclaim.
- Millburn teams picked up five of the six trophies at the 2025 North of Scotland Athletics Championships.
- S6 pupils participated in the Mock COP event, hosted by The Highland Council, learning about how to act on climate issues. Schools were assigned various players to represent and these included several countries including the UK, China and USA as well as organisations such as Greenpeace and the (UNHCR) United Nations High Commission on Refugees. Millburn Academy had been selected to represent the (AOSIS) Alliance of Small Island States throughout the negotiations. Pupils representing the school were first rate at adopting the role and managed to win over some of the other teams in agreeing to modifications to proposed resolutions. The experience reflected real-life high-level negotiations with several scenarios being played out including media style reporting from within the Mock COP. Three pupils from the Millburn Academy were involved with the media team and worked alongside established journalists in carrying out interviews and reporting.
- The Millburn team came third in the 2025 Scottish Association of Geography Teachers (SAGT) National Geography Challenge Quiz with only two points separating first and third place. The team was just pipped by James Gillespie's High School and Stewart's Melville College.
- Individually, significant numbers of pupils and former pupils achieve highly in their chosen fields, and in the arts, sports, and music and their achievements are celebrated within the school and through newsletters and various social media platforms.

## Comments from learners, families, stakeholders and staff

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

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"I know both XXXX and XXXX are extremely proud to have attended Millburn and as a parent I couldn't recommend a better school. Thank you for your support and kindness."

"We wanted to message to express our huge thanks for taking XXXX on the ski trip to Les Deux Alpes. We so appreciate the time you gave up to allow her this experience and she had the most incredible time. She has come back not only with great memories but hugely improved skiing skills which she is so delighted about. The experiences and fun XXXX had beyond the skiing lessons was 100% down to you as a staff and we are very grateful she had this opportunity."

"Unfortunately I am unable to attend the drop-ins you are offering today. However, I wanted to take the opportunity to thank you and your colleagues for the work you do supporting young people as they learn and develop. I have a huge debt of gratitude to staff from every quarter at Millburn Academy."

"I am writing to commend one of your teaching staff, XXXX, who has taught both our daughter and our son. XXXX has had an immeasurable impact on both children. XXXX, who once dreaded maths and believed she couldn't do it, now genuinely enjoys the subject and feels confident in her ability to succeed—this transformation is entirely due to XXXX's teaching and support. I'm not sure XXXX realises the extent of the positive influence she has as a teacher, but I wanted to let you know that she really makes a difference."

## Capacity for continuous improvement

### Comas airson leasachadh leantainneach

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Using indicators from 'How Good is our School 4' together with learner, parent, carer, partner and community feedback we believe we have made progress as follows:

	2024-2025
QI 1.3 Leadership of change	Good
QI 2.3 Learning, Teaching and Assessment	Good
QI 3.1 Ensuring Wellbeing, Equality and Inclusion	Good
QI 3.2 Raising attainment and Achievement	Good
Other QIs reviewed	2.2 and 2.7

**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

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Improvement Priority Title
1. Improving Pedagogy
2. Ethos and Culture
3. Raising Attainment and Achievement

## Planning ahead

### A' planadh air adhart

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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: <https://www.millburnacademy.co.uk/> or by contacting the school office.

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%	91% - 99%	76% - 90%	51% - 75%	16% - 50%	Up to 15%

**Self-evaluation summary for schools:  
Millburn Academy, Highland Council**

<b>How well are you doing? What's working well for your learners?</b>	<b>How do you know? What evidence do you have of positive Impact on learners?</b>	<b>What are you going to do now? What are your improvement priorities in this area?</b>	<b>How would you evaluate this QI using the HGIOS?4/HGIOELC? six-point scale?</b>
<p><b>QI 1.3 Leadership of change</b> (Developing a shared vision, values and aims relevant to the school and its community; Strategic planning for continuous improvement; Implementing improvement and change)</p>			
<p><b>Theme : Develop a shared vision, values and aims</b></p> <ul style="list-style-type: none"> <li><u>A refresh of our vision, values and aims</u> is taking place this session <u>with initial consultation with staff</u> (INSET discussion) and pupils (<u>survey</u>) having taken place.</li> <li>Focus group discussion and survey returns indicate one of the existing values 'Respect' remains pivotal.</li> <li>Our <u>revised vision</u> which as for every member of our school community to feel safe, happy, valued and respected, and to feel well supported with opportunities to experience academic and personal success. This is accompanied by high expectations of all our pupils, expecting them to be positive, responsible and to</li> </ul>	<p><b>Theme 1: Develop a shared vision, values and aims</b></p> <ul style="list-style-type: none"> <li>This piece of work, involving all staff and pupils, is ongoing 24/25. Impact to date has been pupils reflecting on current values with a view to identifying which should be taken forward as we refresh.</li> <li>The value of respect is modelled by staff at all levels and in almost all exchanges between staff and pupils, evidenced during observations and SLT Learning visits.</li> </ul>	<p><b>Theme 1: Develop a shared vision, values and aims</b></p> <ul style="list-style-type: none"> <li>We plan for our revised values and aims to be reflected in daily practice, underpinning the life of the school, and for staff and pupils to feel collective ownership of them.</li> <li>Learning for Sustainability will be embedded in our aims and we will work with pupils and the wider stakeholder group to bring about values and aims which supplement 'Respect' which remains prominent in the minds of those consulted to date.</li> <li>We will ensure our VVA strengthens the impact of the Promoting Positive Relationships Policy and that our work in embedding the rights of pupils in the life and work of the school is complemented by our VVA work as these are interdependent areas of policy.</li> <li><b>We will</b> implement and embed our renewed WA across our school community and in our daily routines in school.</li> <li>Senior leaders will involve all stakeholders in establishing our aims and refreshed school values.</li> </ul>	<p><b>Good</b></p>

<p>become increasingly active role models for others.</p> <p><b>Theme 2: Strategic planning for continuous improvement</b></p> <ul style="list-style-type: none"> <li>• We have moved from a three-year plan to a single year plan prioritising pedagogy and the key features of high-quality learning and teaching and careful, proportionate use of data to bring about improved outcomes for all. All departments have reflected this work in their own priorities.</li> <li>• We believe the SIP has clearly defined priorities with associated tasks which will impact on learners.</li> <li>• Within SLT we regularly discuss appropriate pace for the changes we wish to make, informed by DHTs linking with all departments and dialogue with PTs.</li> <li>• <u>Remit</u> rotations within SLT are helping to build capacity.</li> <li>• <u>Validated self-evaluation with Highland Council colleagues</u> in Jan 24 moved us forward considerably in our collective understanding of HGIOS standards.</li> <li>• The ethos and culture of the school is being further strengthened by important</li> </ul>	<p><b>Theme 2: Strategic planning For continuous improvement</b></p> <ul style="list-style-type: none"> <li>• Our <u>School Improvement Plan</u> (SIP) has been summarised and shared with all pupils and all parents/carers in order that they can become more involved in evaluating the <b>work</b> of the school through a clear understanding of our priorities.</li> <li>• Priorities have been reduced in number in line with the reduced number in the NIF but not in ambition.</li> <li>• <u>Collegiate Time to focus on pedagogy has been scheduled throughout the year, supplementing the work of INSET.</u></li> <li>• Analysis of data and other evidence by the Extended Leadership Team (ELT) shows almost all staff are clear about the school's strengths and areas for improvement. This is impacting on improved outcomes for most pupils and on attainment across all measures.</li> <li>• <u>Subject attainment meetings with all PTs have been synthesised in a report by the HT</u> with the key messages being used to inform</li> </ul>	<p><b>Theme 2: Strategic planning for continuous improvement</b></p> <ul style="list-style-type: none"> <li>• We will further develop our collegiate work to ensure consistency of practice in relation to the key features of high-quality learning and teaching.</li> <li>• Evidence and data will be used proportionately to identify progress made in relation to our current SIP and department priorities and used judiciously to manage the pace of change across the school.</li> <li>• We have reached agreement with all PTs about tracking interventions and finding ways of measuring the impact of these. This work has started.</li> <li>• <u>The Promoting Positive Relationships Policy</u> (PPR) will be further updated to reflect revised WA and <u>our rights respecting work</u>.</li> <li>• Teachers talking about teaching will continue to be a focus for our work on pedagogy as new practices are embedded with time committed to high quality professional learning from within our own staff and from partners.</li> <li>• Professional learning, including leadership development, <b>will</b> be strengthened through the drafting of policies which define them in our context.</li> <li>• Professional learning opportunities will be further strengthened by the provision of relevant professional reading and through facilitating engagement with national networks and involvement with the Curriculum Improvement Cycle.</li> <li>• All staff will be encouraged and supported to undertake accredited professional learning.</li> </ul>	
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<p>work implementing our revised Promoting Positive Relationships Policy (PPR).</p> <ul style="list-style-type: none"> <li>• <u>Collegiate Time</u> is focused and purposeful with time committed to professional dialogue.</li> <li>• Staff are empowered to take forward key aspects of our SIP Priority 1 through the strategic learning and teaching group (comprising PTs), which works with the DHT with responsibility for LTA to influence and determine the pace of change, and through a peer led learning and teaching group which leads on the identification of best practice and supports Collegiate Time activity.</li> </ul>	<ul style="list-style-type: none"> <li>• department alignment plans where required_ <ul style="list-style-type: none"> <li>• <u>Our tracking, monitoring and reporting system has been developed in-house by our PT Maths.</u> We are developing it further using dashboards; we have reduced the number of tracking periods and reports to parents in the Senior Phase. This is to facilitate a move from a data driven culture to one which is data informed_ <ul style="list-style-type: none"> <li>• We have moved to a <u>self-evaluation calendar</u>, from a data plan, as this better supports our work in relation to SIP priorities. <b>HGIOS4</b> challenge questions underpin this work. PTs evaluate the work of departments continuously, and through formal <u>mid and end of year reviews</u>. This work is detailed, evaluative and evidence based.</li> <li>• The Pupil Council was consulted in the drafting of the revised <b>PPR</b> policy_ <ul style="list-style-type: none"> <li>• All pupils have been consulted on the drafting of the <u>anti-bullying policy</u></li> <li>• The HT holds regular <u>Pupils Aloud</u> meetings to explore and discuss aspects of school life.</li> </ul> </li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Across all measures we aim to exceed VC. Our focus on pedagogy has resulted in improved attainment across almost all measures in 2024 attainment. We aim to maintain and exceed this.</li> <li>• In a minority of subjects, presentation levels are below VC and we aim to bring these broadly in line or exceeding VC through careful culling of pupils during options processes.</li> <li>• We will continue to supplement our Senior Phase curricular offer by exploring level 5 and level 6 courses which are sustainable and of general appeal with a view to further extending pathway. <b>L16</b> Communications and Literature is likely to be added to our suite of qualifications this session for a small number of pupils.</li> <li>• We will continue to look outwards, for partnership opportunities and to identify practice which can be introduced into our context in an impactful and sustainable way_</li> <li>• We have trialled having a junior Pupil Council; this will be revisited with formal whole school leadership opportunities developed across year groups to supplement the work which takes place in departments in this regard.</li> <li>• For the second year, most of our Prefects and all our Sports Leaders are working towards the achievement of the LS6 Leadership Award.</li> </ul>	
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<p><b>Theme 3: Implementing improvement and change</b></p> <ul style="list-style-type: none"> <li>Staff throughout the school are working to bring about improvements to promote equity and social justice across all their work. Encouragingly, this is resulting in improved attainment and achievement</li> <li>New courses introduced in recent years have slightly broadened the curriculum offer and have increased pathways in some subject areas.</li> <li>Increased time in English and Maths has impacted positively on attainment.</li> <li>Wide ranging evidence including a system which allows for comprehensive tracking and monitoring of</li> </ul>	<ul style="list-style-type: none"> <li>The HT hosts <u>monthly drop-in sessions</u> for parents/carers to ensure opportunities for dialogue are plentiful.</li> <li>Assemblies for all year groups have been used as platforms for sharing our work on SIP Priority 1.</li> <li>Most departments seek the views of pupils on various aspects of topics/units/courses at key points of the year.</li> </ul> <p><b>Theme 3: Implementing improvement and change</b></p> <ul style="list-style-type: none"> <li>Almost all staff are clear about the school's strengths and improvement priorities. Self-evaluation permeates all relevant aspects of school life and supports the rationale for further improvements.</li> <li>We work hard to identify interesting practice from around the country, using it to reflect on our own practice with a view to spotting opportunities for growth.</li> <li>All of ELT are encouraged to make contact or to visit schools with strong attainment profiles with a view to understanding some of their approaches; a few have done so and others <b>will</b>, in time.</li> </ul>	<p><b>Theme 3: Implementing improvement and change</b></p> <ul style="list-style-type: none"> <li><b>We will review</b> our self-evaluation calendar to ensure it captures all key features of best evaluative practice.</li> <li>New courses will be considered vis a vis sustainability and staff specialist knowledge.</li> <li>Improving outcomes for our PEF cohort and for our pupils in receipt of FSM continues as a priority.</li> <li>Leaving school with literacy and numeracy qualifications is a target for all pupils, at a level which is appropriate.</li> <li><b>We will</b> continue to work collegiately as an Extended Leadership Team, challenging one another in our thinking to initiate and lead change across the school.</li> <li>The use of the Wellbeing Wheel will continue to provide regular opportunities for pupils to engage with the concepts of SHANARRI and for them to be supported and signposted to supports if their self-evaluation suggests need; there is scope for</li> </ul>	
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<p>progress, coupled with the tracking of support interventions, is central to our approach.</p> <ul style="list-style-type: none"> <li>• We are focusing on improvements for our FSM pupils at all stages, with staff aware of this priority.</li> <li>• All pupils are known well, as learners and as individuals, and using an online platform we can track their opportunities for wider achievement.</li> <li>• Pupil voice is a growing feature of our school with formalised structures in place for Pupil Council with the views of the wider pupil body sought through surveys, assemblies and focus group discussion about learning and teaching, the life of the school and the drafting of policy.</li> <li>• A culture of high expectations continues with a focus on pupils' achievements which are recognised in various ways, in accordance with pupils' wishes.</li> </ul>	<ul style="list-style-type: none"> <li>• Department Improvement Plans (DIPS) evidence change being led within subjects.</li> <li>• Department meeting minutes (<a href="#">Science examfile</a>) also evidence progress with improvement work.</li> <li>• Impact can be evidenced through ACEL data, Insig111 data, attendance data, pupil feedback, SLT Learning Walks and PT observations.</li> <li>• An online platform (Unifrog) contributes to our profiling of wider achievements in the BGE.</li> <li>• <a href="#">Pupil Council meeting notes</a> show areas of involvement.</li> <li>• Feedback from pupils is embedded in the <a href="#">Quality Assurance/Self Evaluation Calendar</a> allowing PTs to access the views of pupils and for pupils to have a say in how they are learning in each of their subjects.</li> <li>• Improved Literacy and Numeracy AGEL data.</li> <li>• Improved Insight data.</li> <li>• Attendance data broadly in line with national.</li> <li>• Exclusions significantly lower in 23/24 than in previous years.</li> <li>• Significant number of incoming Placing Requests.</li> </ul>	<p>an iteration of the Wellbeing Wheel to be used with staff.</p> <ul style="list-style-type: none"> <li>• We will continue to monitor the pace of change, knowing this is vital for staff wellbeing.</li> </ul>	
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	<ul style="list-style-type: none"> <li>• LS Literacy has exceeded VC for the first time in 24.</li> <li>• Attainment in Numeracy shows a strong three-year positive trend at all levels.</li> <li>• Complaints and Positives are logged by the HT and used to inform SLT discussion and wider actions which are required to address issues and/or to inform improvements.</li> <li>• Improvements and changes are also shared with the Millburn community through our strong social media presence and termly newsletters.</li> </ul>		
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**QI 2.3 Learning, teaching and assessment** (Learning and engagement; Quality of teaching; Effective use of assessment; Planning, tracking and monitoring)

<b>Theme 1: Learning and Engagement</b> <ul style="list-style-type: none"> <li>• There is a calm, welcoming and supportive ethos across the school. The climate for learning in almost all classrooms is characterised by safe, warm welcoming environments with established routines.</li> <li>• Creating a nurturing environment has been a key feature of our work over several years and we have positive relationships between staff and pupils, and between</li> </ul>	<b>Theme 1: learning and Engagement</b> <ul style="list-style-type: none"> <li>• We know this from SLT Learning Walks, feedback from visitors to the school and from the findings of the <a href="#">validated self-evaluation visit in Jan 24</a>.</li> <li>• Staff and pupil consultation on refreshed values has placed priority on maintaining respect as a key value; our PPR policy hinges on respect.</li> <li>• Respect as a value is modelled and enacted by staff throughout the building and by most pupils.</li> </ul>	<b>Theme 1: Learning and Engagement</b> <ul style="list-style-type: none"> <li>• We will continue to work hard to maintain our positive ethos and environment through our refreshed values, our rights respecting work and our <a href="#">PPR Policy</a>.</li> <li>• We will liaise closely with colleagues in primary through the transition process to ensure we have a secure knowledge of the digital skills pupils have leaving primary to ensure we build on these in S1.</li> </ul>	<b>Good</b>
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<p>almost all young people themselves.</p> <ul style="list-style-type: none"> <li>his culture of mutual respect enables almost all learners to demonstrate the shared value of respect which pupils and staff have indicated they wish to see continue in our refreshed values.</li> <li>In some departments prefects support the leading of learning with younger classes and in supported study sessions.</li> <li>Pupils' views are increasingly sought, increasingly valued and acted upon within departments and by SLT to improve outcomes.</li> </ul> <p><b>Theme 2: Quality of teaching</b></p> <ul style="list-style-type: none"> <li>Our work in embedding the <a href="#">Millbum Lesson Standard</a> is helping us to achieve consistency of practice across the school. Almost all staff have demonstrated commitment to the shared</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Surveyed in May 24</a> most pupils indicated they enjoyed learning at school and almost all said they felt work in school is hard enough.</li> <li>Digital technology is used to good effect in the majority of classrooms.</li> <li>We make very good use of social media/newsletters and in school displays to record and recognise pupils' achievements. For some, a quiet word of praise and recognition is more appropriate, and we ensure this happens too.</li> <li>Most pupils report the feedback they receive on their work helps them to improve their learning <a href="#">with the majority of parents</a> feeling they receive helpful, regular feedback about how their child is learning and developing. <a href="#">You Said. We Did.</a></li> </ul> <p><b>Theme 2: Quality of Teaching</b></p> <ul style="list-style-type: none"> <li>SLT Learning Visits and teaching sprints provide evidence of this as will PTs observations later in the session.</li> <li><a href="#">Pupil focus groups</a> on the key features of the lesson</li> </ul>	<p><b>Theme 2: Quality of Teaching</b></p> <ul style="list-style-type: none"> <li>We will formalise our threefold approach to classroom observation (SLT Learning Walks, peer observation and PT/SLT observation) by scheduling it in our self-evaluation calendar.</li> <li><b>We will</b> continue to have collegiate time and professional learning focused on the key features of high-quality learning and teaching for some time, until we feel they are firmly embedded in</li> </ul>
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<p>vision for every classroom articulated in the Standard.</p> <ul style="list-style-type: none"> <li>In most classrooms our practice regularly a variety of questioning techniques and activities designed to promote depth of thinking can be seen.</li> <li>The purpose of learning is apparent in most classrooms.</li> <li>Most teachers make effective use of starter activities with learning intentions and success criteria embedded in their work.</li> <li>Checking for understanding is a key feature of most classes with a range of questioning techniques used.</li> <li>Pupil engagement is good in almost all classes.</li> <li>Digital technology enriches learning in many subjects, particularly as pupils progress through school.</li> <li>Collegiate Time this session has been committed to Learning Intentions and Success Criteria and now we are concentrating on our profession learning activity on differentiation, adaptive teaching and formative assessment techniques.</li> <li>Our peer led 'teaching sprints' are focusing, this term, on the three areas above.</li> </ul>	<p>Standard have contributed to our evaluative work.</p> <ul style="list-style-type: none"> <li><b>Feedback</b> from collegiate sessions has also been gathered with most staff reporting they are finding these sessions useful and helpful.</li> <li><b>Further feedback.</b></li> <li>Resources which support learning are shared and interesting practice highlighted through collegiate discussion and department meetings.</li> <li>We have analytics which provide data on the use being made of this resource.</li> <li>Department meeting minutes, reports to parents, learning conversations and conversations with PTs provide evidence of the impact of interventions.</li> <li>In almost all classes needs are taken into consideration and, in the majority, they are met.</li> <li>Surveyed in May 24 most pupils reported knowing who to ask for help if they find their work too hard and that they feel staff help them to understand how they are progressing in their work.</li> <li>Most of those who completed the survey also reported feeling encouraged by staff to do the best they can and that</li> </ul>	<p>practice. Sharing, supporting, challenging and reviewing practice will be a continuous cycle of improvement.</p> <ul style="list-style-type: none"> <li>We plan to populate the website with examples of very good and excellent practice from within our own setting, with a view to the resources having greater impact on staff. These resources will supplement those sourced externally.</li> <li>These interventions are about to be commonly agreed across departments and then tracked in our <b>MR</b> system and reported on to parents. The impact of these interventions will be seen in various attainment measures.</li> </ul>	
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<ul style="list-style-type: none"> <li>Our in-house LTA website is a repository for resources and practice from a wide range of sources. created to support the <a href="#">Millburn Lesson Standard</a></li> <li>Interventions to support learning are in place across almost all subjects.</li> <li>Almost all subjects are embedding links with Developing the Young Workforce and skills to relate classroom learning to life and work beyond school.</li> </ul> <p><b>Theme 3: Effective use of assessment.</b></p> <ul style="list-style-type: none"> <li>Assessment strategies which support learning are a focus of our collegiate activity just now.</li> <li>We have made a start on our Assessment and Progression policy, building on <a href="#">existing good practice in deBarth Tents</a>. It will give all departments clear guidance on approaches to assessment based on national advice.</li> <li>Almost all Senior Phase verification processes are robust and acknowledged as such by SQA.</li> <li>Checking for understanding is a key feature of our Lesson Standard; a range of</li> </ul>	<ul style="list-style-type: none"> <li>they are happy with the quality of teaching in school.</li> <li><a href="#">High quality analysis</a> provides attainment evidence of the impact of improvement work</li> </ul> <p><b>Theme 3: Effective use of assessment</b></p> <ul style="list-style-type: none"> <li>Staff shared practice in AfL type strategies at our most recent collegiate session.</li> <li><a href="#">A discussion paper</a> has been shared with ELT about the purposes of assessment, what we assess, when we assess and the quality of assessment as a prelude to the policy.</li> <li>We have audited existing approaches to assessment with a view to outlining the Millburn standard with respect to this.</li> <li><a href="#">Qualification assurance and moderation procedures</a>.</li> <li><a href="#">Tracking reports</a> provide information about strengths</li> </ul>	<p><b>Theme 3: Effective use of assessment</b></p> <ul style="list-style-type: none"> <li>A review of assessment approaches will feature prominently in the SIP for 2016. It will also feature in all departmental plans.</li> <li>Our Senior Phase approaches to verification will be implemented in BGE next session.</li> <li>Our work on pedagogy will have a focus on feedback in its many forms, and its impact on learning.</li> </ul>	
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<p>techniques for immediate checking and reacting to evidence of pupil learning <b>will</b> be found in most classrooms</p>	<p>and next steps in learning which the majority of parents find helpful.</p> <ul style="list-style-type: none"> <li>Most pupils (Pupil Survey) feel staff help them to understand how they are progressing in their work and that the feedback they receive on their work helps them to improve their learning.</li> </ul>		
<p><b>Theme 4: Planning, Tracking and Monitoring, 91</b></p> <ul style="list-style-type: none"> <li>Our bespoke TMR system provides clear information on attainment across all curriculum areas, monitoring and tracking progress which supports learning conversations and next steps for pupils.</li> <li>We use Looker Studio dashboards to further enhance the functionality of our system. This allows for detailed analysis of progress resulting in timely interventions to secure improved outcomes for most pupils.</li> </ul>	<p><b>Theme 4: Planning, Tracking and Monitoring</b></p> <ul style="list-style-type: none"> <li>All staff can access TMR data across all curricular areas with FSM pupils flagged in the system, a priority cohort for us. The iMR system also displays SIMD data, LAC data and P7 and S3 NSA data.</li> <li>Department tracking is also a feature of the system with the majority of departments making effective use of it. Effective use of AfL practice in most departments evidenced through observation and departmental dialogue.</li> </ul>	<p><b>Theme 4: Planning, Tracking and Monitoring</b></p> <ul style="list-style-type: none"> <li>We will continue to refine our TMR system, ensuring its outputs are helpful to all pupils and parents in bringing about improved outcomes.</li> <li>We will consult with parents to ascertain what would be recommended improvements/elements from their perspective.</li> <li>TMR will increasingly be used to log and report on interventions in place to support those at risk.</li> <li>Our TMR system plus high-quality information as part of the primary/secondary transition process ensures early identification of those at risk of not achieving so that supports can be identified early.</li> </ul>	

<p><b>Q15.1 Ensuring wellbeing, equality and inclusion (wellbeing, fulfilment of statutory duties, inclusion and equality)</b></p>			
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<p><b>Theme 1: Wellbeing</b></p> <ul style="list-style-type: none"> <li>Pupil wellbeing is foundational to our approach at Millburn. Strong, positive relationships underpinned by a calm and</li> </ul>	<p><b>Theme 1: Wellbeing</b></p> <ul style="list-style-type: none"> <li><a href="#">The Wellbeing Snapshot Survey</a> (Aug 23), provides rich data from that time.</li> </ul>	<p><b>Theme 1: Wellbeing</b></p> <ul style="list-style-type: none"> <li>This session we are taking forward our rights respecting work. Achievement of Silver and Gold awards will be an important product of our work on becoming meaningfully rights respecting and</li> </ul>	<p><b>Good</b></p>
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<p>purposeful ethos results in an environment in which pupils are known well as individuals and as learners. Principles of nurture are embedded in our approaches at all levels.</p> <ul style="list-style-type: none"> <li>Pupils are consulted on Wellbeing Indicators termly with supports and interventions made available if required.</li> <li>We work hard to foster a sense of community across the school with many opportunities for pupils to mix across classes and year groups, instilling a sense of pride in being a valued member of the school community.</li> <li><u><a href="#">Our assembly programme</a></u> enables pupils to come together regularly in ways which support wellbeing with a range of content, led by pupils, staff and visiting speakers.</li> <li>Our <u><a href="#">PPR Policy</a></u>'s expectations are regularly made explicit through assemblies, conversations and in daily classroom routines, providing clarity for staff and pupils.</li> <li>Behaviour referrals are tracked by SLT and Guidance with proportionate interventions.</li> </ul>	<ul style="list-style-type: none"> <li><u>Surveyed</u> during 2021-22 most pupils felt they feel safe at school and that they have someone with whom they can talk. They feel they are treated fairly and with respect and that school helps them to understand and respect others. <u>Similarly</u>, most parents believed their child likes being at school. Pupil and parent feedback plays a key role in informing our improvement work.</li> <li><u>Feedback</u> from pupils about pastoral staff/support has been sought with staff taking account of key messages and refining practice accordingly.</li> <li>Staff generally and pastoral staff and SLT in particular, are data rich about pupil wellbeing with staff readily raising concerns should changes be noted.</li> <li>Year Heads monitor interventions allowing us to monitor the number of pupils being supported in a variety of ways. This information is shared, confidentially with staff to provide a greater understanding of the barriers some pupils experience and the support in place for them.</li> </ul>	<p>we anticipate a coming together of our thinking about the IHi's vision for the school and its collective values with a further strengthening of our PPR policy.</p> <ul style="list-style-type: none"> <li>Continue to keep wellbeing at the heart of everything we do, formalising self-evaluation activity to gather the views of pupils and their parents/carers.</li> <li>Work towards a position where almost all pupils and their families routinely evaluate wellbeing support as very good or excellent, showing measurable improvements each time we check.</li> </ul>	
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<ul style="list-style-type: none"> <li>• Daily Notices inform all pupils of extracurricular activity</li> <li>• Monthly Solution Focused Meetings, consultations with Primary Mental Health, Ed Psych and Social Work as well as regular liaison between YHs and pastoral staff ensures <b>SHANARRI</b> is continuously reviewed.</li> <li>• Counselling delivery services contribute quite significantly to the wellbeing of some pupils, and we have established a very valuable relationship with local charity Mikeysline which provides additional ,counselling services.</li> <li>• Staff training records maintained.</li> <li>• Thorough documentation maintained to meet our statutory duties and reviewed regularly by H and DHT pastoral.</li> <li>• Safeguarding checklist maintained.</li> <li>• Pastoral Notes provide details of Latest Significant Events affecting the wellbeing of pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Year Heads (YHs), provide weekly updates about pupils in their years groups. Pastoral staff share helpful pupil updates. These communications are valued by staff and provide a sense of ,collelative endeavour in supporting young people.</li> <li>• Our PEF funded Nurture and Inclusion postholder provides valuable and valued support to individuals and their families and carries out impactful individual and group work. Valuable and valued professional learning is also offered to staff, in tandem with the DHrT Pastoral.</li> <li>• We have a rich and diverse ,<u>extracurricular programme</u> of opportunities for pupils to learn beyond the classroom and school day whici, not only develop skills and promote ,enjoyment but also contribute to an enhanced sense of belonging to deparlrrlents/the school.</li> <li>• In focus group discussion pupils who are new to the school report feeling quickly welcome and supported in adjusting to their new scl7ool.</li> </ul>		
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<p><b>Theme 2: Fulfilment of Statutory Duties</b></p> <ul style="list-style-type: none"> <li>Staff have a very good understanding of statutory duties and responsibilities and complete all mandatory training.</li> <li>SLT and pastoral staff have a sound understanding of the legislative framework relating to wellbeing, equality and inclusion and are up-to-date in their knowledge of local and national legislation.</li> <li>Almost all members of SLT and pastoral staff are fully trained in child protection procedures.</li> </ul>	<ul style="list-style-type: none"> <li><u>Plans have contributed to the drafting of the revised PPR policy.</u></li> <li><u>Our tracking of attendance has been case studied by Education Scotland; it is in line with national.</u></li> <li>The work of our Nurture and Inclusion postholder supplements the work of pastoral staff in this area.</li> <li><u>14+ and 16+ meetings include a wide range of partners to ensure a joined-up approach to supporting the achievement of those at risk.</u></li> </ul> <p><b>Theme 2: Fulfilment of Statutory Duties</b></p> <ul style="list-style-type: none"> <li><u>Staff training is tracked and time is built into the calendar to ensure all mandatory units are completed.</u></li> <li>Information relating to Child Protection procedures has been shared with pupils and parents/carers to better support understanding.</li> <li>Local and national guidance is shared, synthesised and acted upon.</li> <li>The 23/24 exclusion rate was considerably lower than it has been in previous years and is currently 8 for 24125.</li> </ul>	<p><b>Theme 2: Fulfilment of Statutory Duties</b></p> <ul style="list-style-type: none"> <li>We will continue to identify and engage fully with statutory duties and training which helps in the delivery of this.</li> </ul>	
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<ul style="list-style-type: none"> <li>Our Support teams closely track and monitor outcomes (attendance, attainment, achievement, participation, exclusion) for all pupils.</li> <li>To continue building capacity within SLT, <b>remits rotate</b> in order that, over time, all DHTs have the opportunity to become knowledgeable and proficient in pastoral responsibilities.</li> <li>Exclusions are monitored carefully, with a range of support mechanisms used to help pupils at risk of exclusion with regulating their behaviours.</li> </ul> <p><b>Theme 3: Inclusion and Equality</b></p> <ul style="list-style-type: none"> <li>Our PSE programme, our assembly schedule and our core RME programme contribute to our work on diversity and multi-faith issues.</li> <li>Our PEF budget funds a non-teaching post dedicated to supporting engagement and raising attainment and achievement</li> <li>LAC and PEF are standing items at pastoral meetings.</li> <li>An <u>anti-bullying policy</u> has been drafted and consulted on with staff and pupils. The</li> </ul>	<ul style="list-style-type: none"> <li>Partnership working with Skills Development Scotland (SDS) ensures almost all secure a positive destination on leaving school.</li> <li>Where flexible pathways are required through adjusted timetables, there is a review mechanism to ensure each young person works towards the legal entitlement to 27.5 hours of education.</li> </ul> <p><b>Theme 3: Inclusion and Equality</b></p> <ul style="list-style-type: none"> <li><u>Most pupils report feeling safe at school and that school helps them to feel safe</u></li> <li><u>Most reported they have someone in school they can speak to if they are upset or worried and that they feel treated fairly and with respect</u></li> <li>Our PEF postholder supports pupils at risk of being marginalised by personal and external pressures and acts as a champion for them, supporting small steps in engaging with school, the</li> </ul>	<p><b>Theme 3: Inclusion and Equality</b></p> <ul style="list-style-type: none"> <li>We can do more to recognise and celebrate the diversity of our school roll and the multi-faith nature of it. There are 42 languages other than English as the main home language of Millburn pupils, a significant increase on previous years. This will be a feature of the 2016-17 SIP and beyond.</li> <li>We will continue to work with pupils to strengthen pupil voice within the school and in evaluating its work.</li> <li>Our rights respecting work will help the school to move forward in a positive and inclusive direction.</li> <li>Our PEF work will continue to build on existing good practice while we refine our approach to further improve engagement, attendance,</li> </ul>	
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<p>consultation with the Parent Council will take place in Jan and with the wider parent body thereafter.</p> <ul style="list-style-type: none"> <li>Dialogue between pupils and staff seeks to include all pupils - options conversations, key adult conversations, Child's Plan reviews, Pupil Council, Pupils Aloud, pupil surveys and learning and teaching pupil focus groups.</li> <li>All staff receive quality communication from pastoral staff and DHTs, ensuring they are well equipped to offer appropriate support to pupils.</li> <li>When gaps in staff knowledge are identified we consult with experienced professionals for their expertise.</li> </ul>	<p>essential first step for achievement and attainment.</p> <ul style="list-style-type: none"> <li>The UNCRC agreement is impacting on our practice in policy drafting and in the content of the PSE programme.</li> <li>Our RME programme provides BGE pupils with planned and progressive opportunities to explore diversity and multi-faith issues, and to challenge racism and religious intolerance.</li> <li>An active LGBTQ+ group exists, supported by a staff member.</li> <li>Most pupils feel school teaches them how to lead a healthy lifestyle and to take part in activities in school beyond the classroom and timetabled day.</li> <li>The majority of pupils surveyed feel school listens to their views and we shall continue our work on strengthening pupil voice throughout all aspects of school life.</li> </ul>	<p>achievement and attainment, involving a range of stakeholders.</p>	
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### **Q 3.2 Raising attainment and achievement (Attainment in literacy and numeracy; Attainment over time: Overall quality of learners' achievement; Equity for all learners)**

<p><b>Theme 1: Achievement in Numeracy and Literacy</b></p> <ul style="list-style-type: none"> <li>By the end of S3 almost all pupils achieve 3rd level and</li> </ul>	<p><b>Theme 1: Achievement in Numeracy and Literacy</b></p> <ul style="list-style-type: none"> <li>BGE data has come from Highland NSA Dashboard.</li> </ul>	<p><b>Theme 1: Achievement in Numeracy and Literacy</b></p> <ul style="list-style-type: none"> <li>We will continue to track progress of individuals and cohorts, embedding the tracking of interventions this session to bring about further improvement.</li> </ul>	<p><b>Very good</b></p>
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<ul style="list-style-type: none"> <li>most achieve 4<sup>th</sup> level in Literacy and Numeracy_</li> <li>Almost all pupils achieve a Literacy and Numeracy qualification by the time they leave school_</li> <li>This year 90_76% of pupils in S4 achieved L4 Literacy, a slight decrease from 9(L95% in 2023 and critically still below VG_ Positively though is the significant increase in L5 Literacy in 2024 to 79_41%, an increase of 11% from 68_10% in 2023 and 75_23% in 2022_ Additionally, L5 Literacy has exceeded VG for the first time having been considerably behind VC in recent years_</li> <li>This year the number of pupils presented for N5 English exceeded VG, contributing strongly to the literacy profile_</li> <li>Attainment in Numeracy in the Senior Phase maintains a strongly positive trend, exceeding VC with our PT Numeracy having a successful plan for Numeracy attainment</li> <li>Apps of Maths at L5 and L6 is helping to boost already strong Numeracy attainment_</li> <li>Over the past three years we introduced L6 Numeracy with 12_61% of our S4 pupils</li> </ul>	<ul style="list-style-type: none"> <li>TMR data as pupils progress through BGE allows for progress to be tracked rigorously with targeted support provided_</li> <li>ACEL data for Highland and National shows the strong Numeracy profile for the school_</li> <li>Increased time in English and Maths has resulted in raised attainment</li> <li>Improved ACEL data for Literacy and Numeracy is tracking through into Senior Phase attainment</li> </ul>	<ul style="list-style-type: none"> <li>We will review the use made of extra time in English and Maths in S3 and S4 to ensure it is used to further improve literacy and numeracy_</li> </ul>	
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<p>achieving it, exceeding 1VC over a three-year period.</p> <p><b>Theme 2: Attainment over time</b></p> <ul style="list-style-type: none"> <li>Across almost all curriculum areas we have raised attainment over time and at all levels.</li> <li>Attainment has been on a positive trajectory with a marked increase in 2024.</li> <li>Looking at Attainment for All data, it is extremely pleasing to see a strong three-year positive trend emerging with regard to our S4 pupils which the lowest 20%, the middle 60% and the top 20% exceeding VG with the exception of the lowest 20% who were slightly behind VC in 23.</li> <li>The same is broadly true for complementary tariff points with strongly positive trends emerging with the highest 20% marginally lower than VC in 2024.</li> <li>S4 pupils with ASN performed well in 2024.</li> <li>S4 FSM data remains concerningly behind VG.</li> <li>S4 EAL data shows a strong positive three-year trend; S5 EAL data is also strong.</li> </ul>	<p><b>Theme 2: Attainment over time</b></p> <ul style="list-style-type: none"> <li>A more <u>aspirational presentation policy</u> has contributed to this as well as scrutiny of the progress and attainment of individuals within cohorts through our TMR system, and learning conversations with pupils.</li> <li><u>Insight data</u> and <u>overview</u></li> <li>Our TMR system is robust and enables timely interventions to support all our young people to maximise their attainment.</li> <li>Additional time in English and Maths in S4 is clearly benefitting supporting our young people to maximise their attainment in Literacy and Numeracy at levels 4, 5 &amp; 6.</li> <li>Changing our course structure from six subjects to seven in S4 has played its part in this.</li> <li>A more focused approach to file work of SL is impacting this data.</li> <li>We aim to provide opportunities for our more able pupils to achieve highly and each year L6 Literacy is achieved for a few pupils because of early presentation for Higher English.</li> </ul>	<p><b>Theme 2: Attainment over time</b></p> <ul style="list-style-type: none"> <li>The attainment of FSM pupils is a cause for concern; with this in mind we have introduced an enhanced level of tracking and monitoring for pupils in this cohort with their engagement and progress monitored by Year Heads, Guidance and the HT.</li> <li>These pupils are flagged on our TMR system and dashboards have been created to improve tracking and monitoring.</li> <li>Liaison with offsite provisions has intensified to ensure a focus on literacy and numeracy as well as wider achievements.</li> <li>All FSM pupils are discussed at 14+ meetings with a range of partners in attendance to ensure there is every chance for them to attend, achieve and attain.</li> <li>In the Senior Phase, across all departments, there is a commitment to an aspirational presentation policy, supported by practical support strategies to boost motivation, confidence and attainment when assessment evidence indicates this is required.</li> <li>We are committed to impacting positively and significantly on the number of pupils who, in recent years, have left school without qualifications, an action in our current SIP.</li> </ul>	
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<ul style="list-style-type: none"> <li>S5 pupils are above VC in all three groups although the lowest were behind VC in S4.</li> <li>S6 data is similarly strong across all three groups.</li> </ul> <p><b>Theme 3: Overall quality of learners' achievement</b></p> <ul style="list-style-type: none"> <li>Most pupils contribute to the life of the school and to the wider community, demonstrating the development of the four capacities which underpin the curriculum. The breadth and quality of many of these achievements - individual and collective - is awe inspiring.</li> <li>Attendance for 23/24 was 89%, marginally below national. This figure looks set to be maintained this session.</li> <li>Exclusion figures for 23/24 were significantly lower than in previous years.</li> <li>In 22/23 pupils in positive destinations exceeded VC and national for the first time.</li> </ul>	<p>2.6% achieved L6 in 2023 and 0.84% in 2024, equating to 4 pupils from the S4 cohort.</p> <ul style="list-style-type: none"> <li>Breadth and depth data this session is a significant improvement across three-year groups based on collective effort of staff and pupils to maximise attainment with qualifications other than NQs playing a small but encouraging part in this.</li> </ul> <p><b>Theme 3: Overall quality of learners' achievement</b></p> <ul style="list-style-type: none"> <li>The online platform, Unifrog, is used to capture this data, in the BGE in the first instance with a planned rollout to the Senior Phase.</li> <li>This platform also allows pupils to reflect and record their current skills progress tailored to our <a href="#">Com Skills Framework</a></li> <li>The data from this platform is extracted and reviewed by SLT to help identify pupils who may need support/encouragement to access opportunities.</li> <li>Parents and pupils are becoming increasingly keen to share news of wider achievements with us.</li> <li>We have a strong social media presence - whole school and</li> </ul>	<p><b>Theme 3: Overall quality of learners' achievement</b></p> <p>We will continue to develop our broad curricular offer and respond to pupil requests to deliver new experiences</p>	
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<ul style="list-style-type: none"> <li>• We used an email address and now an online form for all parents to be able to share wider achievements with us.</li> </ul> <p><b>Theme 4: Equity for all learners</b></p> <ul style="list-style-type: none"> <li>• We have revised our approach to supporting <del>1</del> FSM pupils with more frequent monitoring and mustering of resource in support of these pupils.</li> <li>• Securing attainment is now as important a feature of the work of those involved with FSM pupils as is their attendance and engagement.</li> <li>• Barriers to engagement are minimised whenever possible.</li> <li>• LAC pupils are behind VC.</li> <li>• In 2024 our positive destinations are above VC for the first time in four years.</li> <li>• From local benchmarking data for 2024 we can see attainment for S5 SIMD 1, 2, 3, 4, 5 and 6 is above national.</li> </ul>	<p>departmentally which recognises and celebrates the achievements of our pupils. This is supplemented by departmental display boards and our termly newsletter, WHAM (What's Happening at Millburn).</p> <p><b>Theme 4: Equity for all learners</b></p> <ul style="list-style-type: none"> <li>• Revised PEF Plan.</li> <li>• Close monitoring of <b>FSM</b> pupils by SL and pastoral staff.</li> <li>• Resource needed by pupils to engage with school life, and learning specifically, are provided.</li> <li>• LAC pupils too are undergoing enhanced scrutiny and closer engagement with offsite provisions supporting with engagement and attainment</li> <li>• Insight Local Benchmarking Data 2024</li> </ul>	<p><b>Theme 4: Equity for all learners</b></p> <ul style="list-style-type: none"> <li>• Continue to maintain a focus on the support needs of pupils at risk of underachieving through <b>TMR</b>, Year Head information and 14+ and 16+ meetings.</li> </ul>	
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