



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025

Millbank Primary School



Friendship, Kindness, Resilience, Respect, Teamwork

Introduction: Local and National Context

Ro-ràdh: Co-theacsa ionadail agus Nàiseanta

This Standards and Quality Report is influenced by both Highland and national priorities. These can be summarised as follows:

Highland Priorities



National Improvement Framework Priorities



Entitlement, Excellence & Equity:

We will raise attainment and achievement for all, especially for children and young people from disadvantaged circumstances, including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system.

Empowerment & Leadership:

We will develop leadership skills at all levels of the system, for now and the future, building a culture of empowerment and professional capital.

Relationships:

We will maximise health and wellbeing for all children and young people, to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in.

Opportunity:

We will maximise opportunities for our children and young people, and for the wider Highland community and its visitors, through the provision of high-quality services.

The key priorities outlined in the National Improvement Framework are:

- Placing the **human rights and needs of every child** and young person at the centre of education
- Improvement in children and young people's **health and wellbeing**
- **Closing the attainment gap** between the most and least disadvantaged children and young people
- Improvement in skills and **sustained, positive school-leaver destinations** for all young people
- **Improvement in attainment**, particularly in literacy and numeracy.

Self-evaluation

To support self-evaluation, quality indicators from the national evaluative framework *How Good Is Our School?*⁴ are referenced.

Links to these sources (and others referenced) can be found here:

[National Improvement Framework Improvement Plan](#)
[HGIOS? 4](#) and [HGIOELC](#)
[Health and Social Care Standards](#)
[National Gaelic Language Plan](#)

In this report the following words are used to describe the numbers and proportions used:

All	Almost all	Most	Majority	Less than half	Few
100%	Over 91%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2024-25. This report provides important information regarding our school's progress to date and our next steps in school improvement.

Self-evaluation for self-improvement is at the heart of what we do. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners. All staff understand that self-evaluation is an integral aspect of our approach to continuous improvement through addressing the 3 key questions:

- How well are we doing?
- How do we know?
- What are we going to do now?

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our school community and what needs further improvement. We inform decision making and actions through a continuous process of looking inwards, outwards and forwards.

Looking inwards - starts with those working with our children and young people

We focus on the impact on outcomes for learners. Our self-evaluation processes triangulate information, data, people's views and observation of practice to measure impact and inform planning for improvement.

Looking outwards - learning from others

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

Looking forwards - creating a vision and planning for implementation

Through leadership at all levels, we anticipate challenges and explore creative solutions. This helps us to create an aspirational vision for our school which shapes our actions and provides a focus for improvement.

Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities to shape our improvement journey.

When we develop our improvement plan, we use key questions at scheduled review times throughout the session to know how well we are progressing towards achieving these positive outcomes and changes.



Together we are working hard to ensure the Highlands is the best place for children and young people to grow up safely, learn, develop and achieve.

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

Louise Kinnear
Head Teacher
Millbank Primary School

School Profile

Pròfil na Sgoile

The following information can be found on [Parentzone Scotland](#). It is important to remember that statistical data alone is not a measure of how well we are doing. All schools are unique. To understand how well we are doing it is important for us to look at a range of different data sources.

Attendance 91.2%	Average Class Size 21	Meeting PE Target Target Met
Pupil Numbers (inc nursery) 252 +	Teacher Numbers 15	Pupil Teacher Ratio 16.7

N3 XX%	N4 XX%	P1 14.7%	P2 14.3%	P3 13.1%	P4 13.9%	P5 16.7%	P6 15.9%	P7 11.5%
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SIMD Q1¹ 0-10%	SIMD Q2 30-40%	SIMD Q2 XX%	SIMD Q3 30-40%	SIMD Q5 0-10%	Unknown 0-10%
ASN² 20-30%	No ASN 70-80%	FSM³ 10-20%	No FSM 80-90%	EAL⁴ 0-10%	No EAL 90+%

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

Reading	Writing	Listening and talking	Numeracy
Majority	Majority	Most	Majority

Gaelic Medium: 2024/25 Proportions of pupils achieving Curriculum for Excellence Levels (C1, P4, P7 combined):

Gaelic reading	Gaelic writing	Gaelic listening and talking
Most	Most	Most

We have had no exclusions this year.

¹ SIMD – The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation.

² ASN – Additional Support Needs

³ FSM – Free school meal entitlement

⁴ EAL – English as an additional language

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Vision – If you believe, you can achieve

Values – Friendship, Kindness, Resilience, Respect, Teamwork

Aims – At Millbank we follow The Millbank Way

- I smile and say hello.
- I focus to learn.
- I care for everyone and everything.
- I keep healthy and have a positive attitude.
- I work hard and challenge myself.

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:

National Improving Writing Programme P4

Purpose:

To increase the attainment in P4 writing.

Progress:

Content:

- ✓ Our P4 & P5 teachers undertook the NIWP training sessions.
- ✓ The NIWP was implemented successfully in P3/4 & P4/5.
- ✓ The learners were active participants in this approach to writing.
- ✓ The teachers developed an in depth understanding of this writing pedagogy.

Impact:

- Demonstrable improvement gains for P4 learners achieving success criteria aligned to explicit teaching aims (focused on Tools for Writing)
- Learners were empowered to see themselves as writers and engage in writing activities.
- Learners confidently talked about their learning intentions and success criteria and next steps.
- Learners have a firm grasp of the Tools for Writing and can create a variety of texts for different purposes.
- Learners could use complex sentences and rich vocabulary to convey their ideas and relevant information.
- There was an increase in P4 Writing attainment.
- 73% of P4 learners achieved first level at the end of P4.

Next steps:

-Continue to embed The National Improvement Writing Programme.

School Priority:**Whole School Approach to Literacy****Purpose:**

To embed a consistent approach across all areas of literacy to raise attainment.

Progress:**Content:**

- ✓ Significant steps towards a coherent approach, to planning and tracking have been made.
- ✓ All teachers have undertaken the Stephen Graham training.
- ✓ All teachers have completed 4 of the comprehension strategy training.
- ✓ Class visits have been conducted to monitor comprehension lessons.
- ✓ Teacher working group set up to support the work on Reading Schools.
- ✓ Reading Leaders meet monthly to work on the Reading Schools project.
- ✓ Reading for Enjoyment incentives have been implemented across the school.
- ✓ Children asked if they could visit the local library.
- ✓ Lots of parents came into school to share books with the child. In addition, many shared how reading was necessary for their jobs. Some of the professionals that came into school were a doctor, plumber, librarian, scientist ...
- ✓ Children have asked for an outdoor reading area to use at break and lunch times.
- ✓ Through professional dialogue the majority of teachers and practitioners are more confident in identifying progression within and achievement of a level.
- ✓ The majority of staff are now more confident in using data to identify interventions, to support and challenge learners.
- ✓ Staff's knowledge of the moderation cycle has improved.

Next steps:

- Continue to embed writing and comprehension across the school.
- Continue to develop a culture of reading for enjoyment across the school.
- Continue to invite the community into to school to support with this.
- Begin to look at Listening and Talking across the school with the support of S<.
- Moderation of writing to continue across the school. The moderation of spelling, reading & Listening and Talking to be undertaken too.
- A literacy policy will be drawn up to provide guidance on what literacy looks like at all the stages.

Impact:

- ✓ Teachers have clearer understanding of the different text types.
- ✓ Most teachers now have this approach fully embedded as part of their pedagogy.
- ✓ The range of writing genres taught has widened. Children are enjoying the PM pedagogy. P1, have written excellent Information Reports and have been asking to write more.
- ✓ All classes continue to take part in the school reading challenge.
- ✓ All class are visiting the local library termly and some are bi-weekly.
- ✓ Children were talking about books shared and discussing how important reading is.
- ✓ The Parent Council are helping to fund/source an outdoor reading area.
- ✓ We continue to extend the range of novels available for P4-7. Miss Amos and Mrs Tulloch selected 2 for each class.
- ✓ Staff confidence in using benchmarks to measure achievement of a level is developing well.
- ✓ Most staff are now using the benchmarks with increasing confidence, and this is leading to more robust ACEL judgements.
- ✓ Very good progress was made in this area and we will review and continue to develop next session

School Priority:**Moderation/Assessment ASG****Purpose:**

Teachers will engage in practitioner enquiry in Numeracy and Mathematics based on a chosen theme.

Progress:**Content:**

- ✓ Staff from across the 4 schools worked together to investigate one of the following areas: number fluency; interventions and challenge & problem solving.
- ✓ Each teacher investigated their area within their contexts.
- ✓ The results of this investigation were compiled into a presentation which was shared with colleagues across the ASG.

Impact:

- ✓ Each teacher produced a report on their investigation which was shared.
- ✓ Teachers had the opportunity to learn from each other.
- ✓ A clearer perspective around maths at each level was gained through moderation.

Next steps:

- Incorporate the learning acquired from the teacher investigations into classroom practise.
- Learning from teacher investigations to be shared with stage partners and the other teachers within the school.
- Relationships to be maintained across the ASG to aid with moderation.
- Moderation of writing, reading and spelling will be undertaken across the school year. Teachers will do this in a variety of ways. For example, they will share lessons taught during collegiates, and these will be discussed, considering strengths and next steps.
- Children's work produced will also be evaluated by stage partners and other colleagues.
- Provide learners with scaffolds to enable them to moderate their work and the work of their peers.

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

This session we used our Pupil Equity Fund, for a number of projects. Our DHT Nurture sessions were delivered once a week to targeted groups of children to develop their resilience and emotional literacy. Evidence of success with this is that we saw a reduction in exclusions and less behaviour incidents. Two PEF PSAs targeted spelling and reading across the school. The impact of this intervention was affected by staff absences throughout the year but almost all children increased in their abilities with reading and spelling.

Wider achievements Coileanaidhean nas fharsainge

Opportunities for pupils to engage in wider achievements have included:

- Visits out of school including a residential trip to Fairburn for senior pupils
- A range of after school and lunchtime clubs and activities led by school staff – Athletics, football, chess club and bowling.
- Out of school clubs and activities led by Highlife Highland
- Workshops delivered by partners including Feis Ros, Gaelic drama
- Swimming lessons
- Inter-School Sports
- Nairn ASG Inter-School Sports
- Shinty Competitions
- Rotary Quiz
- Generation Science workshops
- Author visits – Stuart Reid, Creeping Toad, Barbara Henderson
- Horse riding
- Swimming
- Local and National Mod
- P6 Dance Leaders
- Visits to library and library staff visiting the school
- Bikeability
- Resilience in Nature sessions

We have received funding from:

- Nairn Free Church
- The Rotary Club

Opportunities are planned for pupils to receive awards in all four capacities. These include:

- Certificates at Assemblies
- Class rewards systems
- House Points

Almost all our senior pupils have been awarded with the Playground Leaders Award, in association with Highlife Highland.

The majority of our P6 children are buddies to our P1 children.

Some of our senior children have taken on the role as librarians, digital leaders and reading leaders

We have achieved our Bronze accreditation for Rights Respecting Schools and are currently working towards our Rights Respecting Schools Silver accreditation.

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

Our learners:

- identified areas around the school that need attention or improvement. They recorded their thoughts by taking pictures.
- designed their own certificates for assemblies.
- shared different things they wanted included into their learning.
- The children selected books that they wanted for the school.
- Each class decided what they wanted to spend the money they raised at the Christmas Fayre on.
- Happiness Day – the children decided who they wanted to come into school for this event. These included Mellow Yellow, Nairn Golf Club, The Nairn Football Club, The Nairn Rugby Club, Cheryl to teach dance from Highlife Highland.

- Balfour Beatty are supporting the school with erecting our Poly-Tunnel. They are also delivering team building sessions with P6 & P7
- Breedons Aggregates supported us in transforming our nursery garden.
- Ross Garage & RG56 Aggregates supported our gardening club by providing us with gravel and top soil.
- Greens Nurseries donated a Christmas tree and lots of plants for our gardens.
- The Nairn Flower Shop came into school to teach our children how to arrange flowers.

Capacity for continuous improvement Comas airson leasachadh leantainneach

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

	ELC	PRIMARY
QI 1.3 Leadership of change	Good	Good
QI 2.3 Learning, teaching and assessment	Good	Good
QI 3.1 Wellbeing, equality and inclusion	Good	Good
QI 3.2 Raising attainment and achievement/Securing children's progress	Good	Good

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

- Focus on developing and extending our children's vocabulary to improve attainment as it will unlock understanding, supports their thinking, enables expression, and gives students access to their full curriculum
- Continue to implement a whole-school approach to literacy to improve attainment, as it will give learners access to the full curriculum; create consistency and clarity and improve reading, writing and vocabulary in every subject.
- Utilise the Gradual Release of Responsibility model to increase attainment, by making learning clear; reducing cognitive load; employing scaffolds and building independence.

Planning ahead A' planadh air adhart

Full details of the school's 2025/26 improvement priorities and actions are detailed on the school improvement plan, which can be accessed by contacting the school office.