



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

MILLBANK PRIMARY & 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%

School Profile

Pròifil na Sgoile

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

Attendance 93%			Average Class Size 19.7			Meeting PE Target Target Met		
Pupil Numbers (inc nursery) 236 (+24 nursery)			Teacher Numbers 16			Pupil Teacher Ratio 14.6		
N3	N4	P1 7.6%	P2 15.3%	P3 15.7%	P4 12.7%	P5 14.4%	P6 17.8%	P7 16.5%
SIMD Q1 ¹ 0-10% ³	SIMD Q2 30-40%	SIMD Q3 30-40%	SIMD Q3 20-30%	SIMD Q5 0-10%	Unknown 0-10%			
ASN ² 20-30%	No ASN 70-80%	FSM ³ 40-50%	No FSM 50-60%	EAL ⁴ 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
Most	Majority	Most	Majority

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

Friendship, Kindness, Resilience, Respect, Teamwork

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

Gaelic reading

Most

Gaelic writing

Most

**Gaelic listening
and talking**

Most

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.

Friendship, Kindness, Resilience, Respect, Teamwork

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: Vocabulary		
School Improvement Plan Priority 1		
Summary of progress	Stakeholder Views	New Steps
Vocabulary training session with S&LT (Kim Cockburn & Rebecca Castello) -all staff completed this on the 18th August. 1-1 session with S&LT to tier maths vocabulary -all staff completed this in term 1. Group work to support children developing vocabulary Tier vocabulary for whole school IDL topic with stage partners -this was completed based on the wordless book Journey Identifying tier 2 vocab term 3 IDL Evaluating progress with vocab plan Identifying tier 2 vocab term 4 IDL Trial PSA led vocab groups – to be carried out session 26-27. Drop in sessions provided throughout the school session by Kim Cockburn (S&LT)	What went well Staff noted that being highly intentional with vocabulary significantly helped lower-ability learners, learners with speech/language limitations, and those with Developmental Language Disorder (DLD). It built teacher awareness around assumptions of what language children already know. More work required Many teachers noted that using the formal tiered-word planning sheets created an unsustainable workload. Additionally, managing the vocabulary needs of composite classes (e.g., P1–P3 or P4–P7) or classes with extreme gaps (Early Level learners in a Second Level class) proved highly difficult.	-Develop a more consistent approach to revisiting and reinforcing new vocabulary, to provide increased opportunities for pupils to apply ambitious vocabulary independently in speaking and writing tasks. -Look at how planning for the specific teaching of vocab can be streamlined. -Build up banks of topic vocabulary for year groups. -Train PSAs to support children with vocab development. -Identify and target children for focused vocabulary intervention.
Impact	-Children were targeted with new vocabulary at the appropriate level. -A deeper understanding of the appropriate words to be taught at different levels and stages developed, -Learning new vocabulary became more fun and engaging. Children began wanting to learn new words. -A more structured approach to teaching vocabulary is starting to embed.	

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School Priority 2: Whole School Approach to Literacy		
School Improvement Plan Priority 2		
Summary of progress	Stakeholder Views	Next Steps
Reading Comprehension -Continued use of the Gradual Release Responsibility Model to deliver whole class comprehension lessons. -A comprehension planning sheet has been implemented and now needs time to embed. -The Comprehension Strategy Overview is being utilised. It will be revisited at the start of each -Introduction & implementation of the reading skills planning & tracking sheets. These related to each book band. These are to be used for groups. -Writing & vocab work to be tied into comprehension work – IDL Journey. Writing -implementation of writing planners/tracking based on Stephen's pedagogy/training. -incorporation of the NWIP into Millbank's approach to writing. -Session to feedback to teachers about NWIP -Vocab work to be tied into writing	What went well There was overwhelming praise for using non-written stimuli (videos, photos, and wordless books like Journey). Removing the barrier of decoding words allowed lower-ability and ASN learners to demonstrate high-level comprehension, re-telling, and prediction skills. The "Super Six" strategies and explicit weekly timetabling worked effectively. More work required Learners universally struggled with abstract inferencing ("reading between the lines"). Furthermore, staff reported that sourcing appropriate short videos and a sufficient variety of picture books was incredibly time-consuming. What went well The structure provided by <i>PM Writing</i> online was praised for breaking text types down into manageable steps. Digital tools (Chromebooks, text-to-speech, Read & Write software) were highly effective in engaging normally	Next Steps -Continue using whole class comprehension lessons utilising the Gradual Release Responsibility Model and a range of genres/medias. -Revisit the Comprehension Strategy Overview and Planning sheets at the beginning of each term. -Build up a shared bank of multi-modal resources broken down by levels (Early, First, Second) -Begin focusing on transferring these comprehension skills out of standalone lessons across the curriculum. Next Steps -Work is already underway to streamline the planning/tracking documents writing to writing. This is begun in term 4 and is being led by 2 teachers. -The adapted sheets will be shared with staff on the in-service days in August.

Reading Schools (RS) Silver Level We are well on the way to achieving our Silver Reading Schools Award. Below are the aspects that are now embedded at Millbank. -A Reading leadership group which inputs into the RS action plan. -Learner role models who support their peers in a variety of ways. -Staff being seen as readers themselves by sharing their love of books. -Ongoing staff development -A school environment that prompts the importance of reading and books. -National events and celebrations which generate excitement around reading. -Interdisciplinary book projects -Ongoing modelling of reading behaviours by school staff and community members. -Creating learner social networks. -Opportunities for learners to respond to what they're reading. -Raising the profile of reading with families.	reluctant writers and supporting dyslexic pupils. More Work Required Teachers expressed frustration with conflicting or overly busy assessment rubrics (e.g., Stephen Graham vs. Highland Council rubrics vs. Millbank benchmarks). There is also a major trend of children arriving with very poor fine motor skills, meaning writing was slow to take off, and learners consistently struggled with basic grammar, punctuation, and rushing without self-editing. What went well "ERIC time" (Everybody Reading In Class), library slots, paired reading projects (older pupils mentoring younger ones), and cozy classroom reading corners with cushions have significantly boosted learner enthusiasm and engagement. More work required Upper-level reading groups lack diverse novel choices, and there is a distinct shortage of dyslexia-friendly books or multiple copies of the same text for group reading. Teachers also found it hard to squeeze in the administrative requirements of the program (like compiling evidence, floorbooks, and displays).	Next Steps Making staff aware of contemporary children's literature through signposting to new book lists and other appropriate resources. We will do this by: -Professional Development (CPD) & Reading Cultures - Dynamic, High-Quality Signposting Recommended Resources & Book Lists to Signpost Having regular reading at registration / transition times / other times as appropriate. -Reimagining Registration -Capitalising on Transition Times -Creating "Other Appropriate Times" Modelling discussion by chatting with individual learners during whole class reading time / other times in ways which are enjoyable and engaging.
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		- Low-Pressure Opening Lines - "Reading Role Model" Strategies to Use in the Moment - Creating Specific Formats for Informal Chats Presenting certificates to celebrate individual learners' reading development and motivations (e.g. reading more, extending reading interests, recommending to others) - Move Beyond "Ability" (The 5 Modern Reading Categories) - High-Impact Presentation Ideas - Designing the Physical Certificate Staff are eager to keep the momentum going by modelling behaviour (the teacher visibly reading a book during ERIC time). There is a collective request to invest in audiobook technology (e.g., Yoto players), buy more dyslexia-friendly books, and organize local library trips.
Impact		
P1 L&T – 85% Reading – 77% Writing – 77% Numeracy – 69%	P4 L&T – 86% Reading – 71% Writing – 58% Numeracy – 67%	P7 L&T – 89% Reading – 86% Writing – 79% Numeracy – 86%

Friendship, Kindness, Resilience, Respect, Teamwork

(not including EP)	(not including EP)	(not including EP)
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Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

- P1 – 75% of the targeted children will achieve early for L&T, writing & reading
P2 – 67% of targeted children are on track for all aspects of literacy.
P3 – 83% are on track for L&T, 50% for reading & 33% for writing.
P4 – 50% of targeted children will achieve first leave for L&T, reading & writing.
P5 – 67% are on track for L&T, 83% for reading & 33% for writing.
P6 – 81% are on track for L&T, 73% of targeted children are on track for reading and 50% for writing.
P7 – 81% of targeted children will achieve 2nd for L&T, 75% will achieve reading and 69% for writing.

Wider achievements

Coileanaidhean nas fharsainghe

Pupil Enrichment & Wider Achievements

We are committed to providing a vibrant range of experiences that extend learning far beyond the traditional classroom.

Pupil Leadership & Peer Support

Our learners actively take on responsibilities that build character, confidence, and community spirit across the school.

- Playground Leaders: Almost all of our senior pupils have successfully earned their Playground Leaders Award, in association with *Highlife Highland*.
- P1 Buddies: The majority of our P6 children act as buddies to welcome and support our newest P1 pupils.
- Learner Roles: Senior children have stepped into vital leadership roles across the school, including Librarians, Digital Leaders, and Reading Leaders.
- Clubs: We have a drama club, basketball club, arts & craft club, games club, Eco-club & chess club, all of which are led by our children.

Sports & Outdoor Adventures

- Residential Learning: A dedicated outdoor residential trip to Fairburn for our senior pupils.
- Competitions & Tournaments: Active participation in Inter-School Sports, Nairn ASG Inter-School Sports, and traditional Shinty Competitions.
- Skills & Recreation: Weekly swimming lessons, horse riding sessions, and practical Bikeability road safety training.

Friendship, Kindness, Resilience, Respect, Teamwork

- Wellbeing: Nature-focused *Resilience in Nature* sessions.
- Mindfulness Sessions by Jan Grigg

Arts, Culture & Science

- Literacy & Creative Arts: Engaging author visits from Stuart Reid, Creeping Toad, and Barbara Henderson.
- Cultural Heritage: Creative workshops delivered by *Feis Ros*, Gaelic drama sessions, and participation in both the Local and National Mòd.
- STEM Enrichment: Hands-on science learning through *Generation Science* workshops.
- Academic Excellence: Celebrating our team reaching the Rotary Quiz Final in Aberdeen.
- Jacobs STEM Engagement Programme

Clubs & Community Connections

- Staff-Led Clubs: A diverse mix of lunchtime and after-school clubs including Athletics, Football, Chess, and Bowling.
- Community Partners: Extended activities provided by *Highlife Highland*, alongside regular collaborative visits with our local library staff.

Celebrating Success & Recognition

We intentionally plan opportunities to recognize and reward pupil growth across all four capacities of the curriculum.

Our Whole-School Milestones

Rights Respecting Schools Accreditation

- Achieved: Bronze Accreditation 
- Current Focus: Actively working towards our Silver Accreditation 

Everyday Recognition

- Certificates at Assemblies to celebrate notable milestones.
- Class Reward Systems tailored to daily achievements.
- House Points to foster team spirit and healthy competition.

Community Backing & Funding

We are incredibly grateful for the ongoing financial generosity of our local community partners, which helps make these rich opportunities possible:

- Nairn Free Church
- The Rotary Club
- The Liam Finnerty Charitable trust
- Donations from individuals that already volunteer in the school.

Comments from learners, families, stakeholders and staff

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

Learner Comments

1. How do other people make you feel in Millbank?

-The vast majority of responses are highly positive. Keywords like "**happy**," "**safe**," and "**included**" appear frequently. Many learners explicitly noted that both adults and other children make them feel welcome.

2. What could we do together next to ensure everyone feels included? Pupil Suggestions for Kindness and Teamwork.

- **Playground & Structured Games:** Many suggested organized playground games (like a giant game of "tig" or running competitions) so no one is left standing alone.

- **Active Inclusion:** Phrases like "letting people play," "making sure more people have friends so they aren't lonely," and "sharing" were highly common.

- **Classroom Seating:** Several learners suggested that letting them sit next to different people or ensuring they can sit near friends would help them feel more included and happier.

3. What makes learning in Millbank great?

- **The Teachers:** The staff get a massive shout-out. Learners frequently mention that the "teachers are very nice" and appreciate that "teachers ensure you have help if needed."

-Interestingly, **Maths** is second the most celebrated subject in this data. Learners love it when it is delivered via games, challenges, and digital platforms like Sumdog.

- **Social Learning:** Working on Chromebooks, doing science experiments, and working in pairs or groups with friends are major highlights.

4. What would make your learning even better?

- **More Tech & Art:** Learners want even more time on Chromebooks/I.T. and more hands-on creative time like Art.

- Even though they love maths, they want it to be *even more* game-based ("playing more maths").

Outdoor Learning. (This is in our School Improvement Plan for 26-27)

Our data shows that the practical, hands-on outdoor activities were a massive success. The top three favourite elements mentioned by the learners were:

- **Den Building:** By far the most popular activity. Learners loved building bases, finding sticks, and working together.

- **Fire & Marshmallows:** Roasting marshmallows, having fires, and eating warm soup were frequently cited as the best parts of the experience.

- **Beach & Exploring:** Visiting the beach, gathering seashells, creating a "colour circle," and rolling down hills with friends brought a lot of joy.

Staff Comments

- Comprehension planning sheet - explicitly planning, teaching and assessing comprehension strategies. Making them visual before modeling how to use them with texts. Making time in the week for an explicit comprehension lesson 'super six' helped the children remember them and what we are meant to do for each of them.
- Using what I learnt in NIWP to help focus on VCOP to see evidence of this in writing for the benchmarks. Using the Stephen Graham moderation sheets to plan to teach different genre blocks. Chromebooks to support dyslexic and poor fine motor skills.
- Weekly paired reading, reading outside, library visits, ERIC time, Millbank Reading Challenge to celebrate readers, Reading Journals to further engage with their ERIC books, author events online, paired reading project, paired reading project display - on Journey, making use of our new cushions and book corner, class novels at the end of the day to promote enjoyment of listening to a story, read, write, count bags for P3 and activities related to the stories in the bag.
- I see a difference in the understanding in class and the children are much better at re-telling and predicting.
- The children are able to enjoy reading more because they are able to look further into text and can see what isn't being said through looking at illustrations etc. Increased enjoyment of books because they know it isn't just about the words (picture books).
- Having a focus and ensured it is part of the weekly timetable. Also having the extra training to explain the different aspects was really useful. Children are always really engaged when watching short videos and looking at picture books. Doing it as a whole class allows the children to listen to others and pick up new concepts and language.
- The structure of pupil writing and pupil interest in writing creative stories has gone up. We have done a variety of different writing lessons, from visual, stop and start, wordless videos where they do the narrative of the story. During persuasive writing we did some debating and other active learning to help with their writing ideas.

Parent/Carer Comments

-Three things that we should be thinking about for next session.

Most parents that replied did not have areas that they wanted us to think about for next session.

- I can't think of anything, as the school is already exceeding at everything.
- Learning more about history, geography or science in the older classes. Continue to improve the amount of outdoor learning. More trips out of school, even locally to the beach or library, but better use of educational resources such as the Newton rooms would be good. Again appreciate this can be hard as extra staff may be required
- 1. The wider curriculum being expanded, for example, music 2. PE lessons being prioritised and developed 3. Class trips out of school to widen pupil's experiences

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	Satisfactory	Good
QI 3.1 Wellbeing, equality and inclusion	Satisfactory	Good
QI 3.2 Raising attainment and achievement/Securing children's progress	Satisfactory	Good
Other QIs reviewed		

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

Outdoor Learning - To enhance and embed high-quality, progressive outdoor learning experiences across all stages, raising attainment in core curricular areas and improving outcomes for health and wellbeing

Circle Framework - To improve learner engagement and inclusion through the whole-school implementation of the CIRCLE framework.

Friendship, Kindness, Resilience, Respect, Teamwork

Pedagogy for Listening and Talking – To implement a robust, intentional pedagogy around speaking and listening. This will unlock cognitive development, emotional intelligence, and equity in the classroom.

Planning ahead

A' planadh air adhart

Full details of the school's 2025/26 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website [School Information](#) or by contacting the school office.