

"Working together to inspire learning and achievement in Highland Communities"



Standards and Quality Report

The Highland Council
Education, Culture and Sport Service

Millbank Primary School
June 2016

Our school vision, values and aims

Millbank: If you believe you can achieve!

The Millbank Way

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

The Core Areas of our Practice

This report summarises the strengths of our school, our recent improvements and what needs to improve further. We gather this information throughout the year in a variety of ways so we can make sure our report is as accurate as possible. We take time to compare what we do with national examples of best practice. We visit each others' classes to share standards in learning and teaching. We look at children and young people's work to see how they are progressing. We cross mark work. We make use of factual data and information including attainment results responding and adapting our teaching in line with children's needs. We assess using our own expertise, standardised testing, cross marking and results tracking. Children peer assess and self assess. We gather the views of children, parents, staff and members of the local community. We use all of this information to arrive at our view of the quality of education we provide.

Our Key Strengths

- An inclusive school with a caring ethos.
- Relationships between pupils and staff are strong.
- Engaged, well behaved learners.
- The Senior Management Team are approachable and supportive of pupils, staff and other stakeholders.
- Parents are very supportive of the school and feel communication with staff is good.
- The school works effectively with a range of partners to support children and enrich their learning.
- Big Maths provides a clear teaching agenda and structured lessons.
- Teachers give clear explanations, positive feedback and encouragement to pupils.
- There are a good variety of tasks used in the delivery of Big Maths.
- There is evidence of celebration of success and high levels of praise for pupils.
- Pupil Support Assistants (PSAs) make a positive contribution to the life of the school.
- Pupils appreciate the variety of after school clubs on offer.
- Additional Support Needs are identified effectively and intervention is clear and well evidenced.
- There is clear, well-planned support for children who need individual programmes for their learning.
- There is a high level of spoken Gaelic by pupils in the Gaelic medium classes.
- The Gaelic medium classes are well integrated in the school.
- The addition of more open ended resources in the outdoor area of the nursery.

Our Improvements Last Session

- Pupils are making progress from their prior levels of attainment. Assessments are analysed closely and support identified appropriately.
- A working group has reviewed teaching and learning in writing, identifying resources and making links with ASG colleagues to develop a 5 year literacy improvement plan.
- Pupils are taking increasing responsibility for assessing their own learning through development of learning logs; they are becoming increasingly confident in setting and reviewing their own goals.
- A working group has completed bundling of Second level Es and Os for IDL.
- Big Maths has been fully implemented; pupils state that they feel more confident with mental maths. A working group has developed resources and strategies to support planning. Teaching and learning in numeracy has been enhanced by our close working relationships with ASG colleagues and establishing a link with a school in Falkirk.
- The teaching of languages has been enhanced by staff participation in the 1+2 training programme. In addition to French being taught at P6 and P7, all pupils in P1 and P2 have participated in French activities. Gaelic, Scots and Makaton are all featured regularly throughout the school.
- Staff are familiar with Highland Council's 'Skills for learning, life and work' document. Pupils are beginning to understand and recognise the skills they are developing in preparation for learning, life and work.
- A rigorous audit of our behaviour policy has been undertaken to form a basis for review next session.

Our Priorities For Improvement for Next Session

- Continue to improve standards of attainment in maths by ensuring progression from prior learning.
- Develop strategies to ensure consistency of teacher judgement within planning and assessment of numeracy.
- Develop the use of learning conversations and meaningful feedback to: -
 - a) Support pupils in being able to articulate where they are in their learning, who they are in their learning and where they are going next.
 - b) Support staff in developing reflective dialogue between learner and learner and also learner and teacher.
- Continue to develop the language of skills and begin to link skills progression to IDL programmes of study.
- Use the findings of the Behaviour policy audit to review the behaviour policy, ensuring it meets the needs of all learners.

1. How well do young people learn and achieve?

1.1.Improvements in performance

- *Standards of attainment over time*
- *Overall quality of learners' achievement*
- *Impact of the school improvement plan*

2.1 Learners' experiences

- *The extent to which learners are motivated and actively involved in their own learning and development*

Strengths and recent areas of improvement

1.1.Improvements in performance

- Children are achieving well in their broad, general education. Most achieve appropriate standards in literacy and numeracy and almost all make progress on their prior learning. The school places a high priority on pupils progressing and achieving well in literacy and numeracy.
- Pupils are well-behaved and engaged in their learning.
- Almost all our pupils are successful and confident. They are given opportunities to exercise responsibility and contribute to the life of the school and the wider community.
- Our pupils are given a variety of opportunities to engage in a range of activities to help them develop as global citizens within the school and the wider community.
- Our pupils enjoy whole school themed days or joint Inter-disciplinary Learning topics which give them the opportunity to work with children from across the ages and stages.
- Target setting for numeracy and literacy is becoming embedded into daily classroom practice.
- The school improvement plan sets out the improvement actions, which the school plan to take forward over a three year period. The school places a high priority on pupils progressing and achieving well in literacy, numeracy, and health and wellbeing.

2.1 Learners' experiences

- There is evidence of celebration of success and high levels of praise for pupils.
- The children enjoy approaches to learning and teaching which are both challenging and enjoyable. Children are provided with opportunities to work together collaboratively within their class and across stages.
- Children have a clear understanding of what makes good teaching and learning and are able to express their views about this with confidence.
- The children are happy in school and enjoy their learning. They are proud of their school and what they do there.
- Almost all learners are very well behaved in class. They are motivated and eager participants in their learning. The very good ethos for learning in all classes is underpinned by positive relationships.

Areas for further development

- To continue to raise attainment in Literacy and Numeracy.
- Ensure that skills for learning, life and work permeate all areas of the curriculum and further develop pupils' understanding of the skills they are developing.
- Continue to promote and encourage opportunities for wider achievement.

2. How well does the school support young people to develop and learn?

5.1 The Curriculum

- *The rationale and design of the curriculum*
- *The development of the curriculum*
- *Programmes and courses*
- *Transitions*

5.3 Meeting learning needs

- *Tasks, activities and resources*
- *Identification of learning needs*
- *The roles of teachers and specialist staff*
- *Meeting and implementing the requirements of legislation*

Strengths and recent areas of improvement

5.1 The Curriculum

- A Working group has developed a clear IDL programme for second level, ensuring progression and coverage of Es and Os across all curricular areas and giving increased opportunities for personalisation and choice.
- A numeracy Working group has developed a clear structure for teaching and learning in numeracy through the use of the Big maths programme.
- The children experience approaches to learning which are both challenging and enjoyable.
- The children are provided with a range of opportunities to work together collaboratively.
- The school makes very good use of the local environment to provide learning opportunities.
- 1+2 has increased pupil engagement in other languages throughout the school.
- Staff are committed to continuous development of the curriculum, taking in to account Highland Council frameworks to ensure depth and progression. We are developing national partnerships in the area of numeracy.
- There are close partnerships at ASG level ensuring effective curricular transitions at key stages of a child's education. Also, good working relationships have been established with partner centres for pre-school education.
- Transition planning from Nursery to P1 has been reviewed with all Early level practitioners in Millbank and our partner centres. This led to improved transition experiences for pupils with clear planning across Early level Es and Os.
- The 'Resilient Kids to school' programme has been implemented to further develop pupil confidence at transition from Nursery to P1.
- Staff provide a variety of strategies to cater effectively for the needs and learning styles of pupils.
- A greater emphasis is placed on active learning without an over-reliance on textbooks and worksheets.

5.3 Meeting learning needs

- Parents feel that staff at all levels know the children and their families well and are sensitive to and supportive of their needs.
- Staff are committed to early identification and intervention to meet learning needs.
- Teachers give clear explanations, positive feedback and encouragement to pupils.
- Support staff and teachers work closely together to provide effective support for children and to meet a range of needs.
- Additional support needs are identified effectively and intervention is clear and well-evidenced. There is clear, well-planned support for pupils requiring IEPs.

Areas for further development

- Develop our Inter disciplinary learning programme at early and first levels ensuring progression and coverage of Es and Os across all curricular areas and giving increased opportunities for personalisation and choice.
- Further develop systems for tracking pupil progress to identify strengths and next steps in learning.
- Further develop differentiation in lessons by using a range of approaches that meet the needs of all learners, ensuring appropriate pace and challenge for all.
- Extend learning and teaching in French to P3 and P4 and continue to develop opportunities for French, Gaelic, Makaton and Scots throughout the school.
- Continue review of behaviour policy, including bullying, in consultation with all stakeholders.

3. How well does the school improve the quality of its work?

5.9 Improvements through self-evaluation

- *Commitment to self-evaluation*
- *Management of self-evaluation*
- *School improvement*

Strengths and recent areas of improvement

5.9 Improvements through self-evaluation

- Individually and collaboratively, staff evaluate their practice as reflective practitioners.
- We work closely with colleagues in social work and health to ensure continuity and effectiveness of support for pupils.
- Self-evaluation is managed well and gives a high priority to the quality of learning and teaching approaches.
- All members of the school community are provided with opportunities to share their views, in a variety of ways, thus influencing school improvements and actions.
- Staff, pupils, parents and partners have a wide range of opportunities to take on lead roles and to participate in the school's improvement agenda.
- We are committed to using the results of self-evaluation to enhance our provision.

Areas for further development

- Develop opportunities for EYPs to take on leadership roles
- Develop more pupil opportunities to lead learning and collaborate with each other.
- Nursery staff should be aware of and contribute to the developments contained in the SIP.