MILESMARK PRIMARY SCHOOL School Improvement Plan 2024 - 2025 Aiming MILES high to make our MARK



Context of the School

Milesmark Primary School is a small school in the local community. It consists of 4 classes in a listed Victorian building, and hutted accommodation which houses an infant classroom. The new extension to our building opened at the beginning of 2018 and we now have an extra classroom, new entrance, toilets and office space.

There is a gym/dining/assembly hall and a fairly large resources room, which has been revamped to incorporate a library. The Learning Support Teacher and PSAs use this room.

There is a very mature garden with picnic tables to create a quiet area for pupils which is also used by our gardening club, Eco Committee and for outdoor learning activities. There is a trim trail and fixed playground equipment that are well used by all children.

During our Education Scotland Inspection (2018), the team reported that the staff at Milesmark Primary School work as a team to provide the children with high quality learning experiences tailored to their individual needs and that all staff in school know the children and families very well. There are strong positive relationships between the school and the community. We engage families and the community in continuous improvement and parents and pupils know that their views inform change and improvement.

This session the school roll has increased to to 97 pupils. We will have 4 classes in session 2023-2024 organised as P1/2, P2/P3/4, P4/5/6 and P6/7. Our management team comprises of Mrs Gillian Souter (Joint Headteacher with McLean) and Mrs Stephanie Owsnett (Temp PT). We will be allocated a probationary teacher again and Mrs Owsnett will mentor her.

The children attend a number of local nurseries before joining us in Primary 1.

The catchment high school is Queen Anne High School which is generally where all of our pupils go.

The school offers brass instrumental instruction.

One full time and two part time Pupil Support Assistants support our children at Milesmark.

School Vision, Values & Aims

School Motto: Aiming MILES high to make our MARK

Vision statement

At Milesmark Primary School we aspire to create a learning community where all are challenged and supported to aim high, and where the needs of children are at the heart of all that we do.

School values

In carrying out all aspects of our work, the following values will underpin our actions:

Milesmark Primary School – where children SHINE and feel;

Successful

Нарру

Included

Nurtured

Engaged

School aims

At Milesmark Primary School we aim high to:

• Make sure our school is happy and safe and everyone enjoys being here. We want parents, people from our area and new families to feel welcome.

- Learn lots of new skills to help us be responsible citizens in our local and global environment.
- Be confident individuals, successful learners and effective contributors.
- Do the best we can in everything we do.
- Be an eco friendly school through our work with the Eco Council, children, staff and parents and aim to be responsible citizens.

CURRICULUM RATIONALE

The key drivers that currently shape our curriculum are improvement in attainment particularly in literacy and numeracy and improvement in children's health and wellbeing.

Our curriculum identifies key values for learning and is set within the four contexts in which learning takes place. Our planning is organised in line with the 7 principles for curriculum design and is covered within the eight curricular areas.

Overall we are delivering very good learning and teaching within a range of experiences which enhance the curriculum offered. Our approach to school improvements planning and self-evaluation underpins our ambition in working towards consistently very good learning and teaching. Our curriculum focuses on the child as a learner, and allows for breadth and depth of learning offering challenge and participation and opportunities for personalisation and choice.

Most of our learners are achieving national levels in literacy and numeracy. Progression through levels has been achieved through rigorous analysis of data and teachers tracking pupil progress.

Across the school there is an ethos of high aspiration and ambition for all our learners. Almost all children self-regulate their behaviour and can use restorative scripts to independently resolve conflict.

Attainment, achievement and participation are recognised, celebrated and shared with children and parents through regular 'sharing learning' sessions throughout the year, parents evenings, Seesaw app, end of session reports, wider achievement assemblies, and sharing learning assemblies. At Milesmark we are responsive to our wide demographic. We have a number of links with the local community including Stephens the bakers and local garages. We engage all children in meaningful learning to develop skills enabling them to become effective contributors and responsible members of the community by engaging in campaigns to keep our community litter free and free of dog fouling. Our curriculum is responsive to our community and reflects the need to support personal development and empowerment so that each child is able to develop as a healthy, balanced, self-contained individual who fulfils their full potential.

Closing the attainment gap

We identified the individuals who face barriers in their learning by gathering evidence and analysing data. A range of activities were then put in place to support children in their learning.

We will continually evaluate the impact of initiatives and review and plan our next steps.

There is a focus to continually support the professional learning of all our staff including the developing of conceptual understanding of numeracy and developing health and wellbeing. Next session we will focus on moderation of teaching and learning which links with our cluster focus.

AIMING MILES HIGH TO MAKE OUR MARK

MILESMARK SCHOOL



Rationale for Change and Improvement

In developing our School Improvement Priorities and Planning for session 2024-25 we have taken account of what our self-evaluation has told us we need to improve. Staff would like more moderation opportunities and so we will have collegiate time with McLean Primary School regularly.

Through feedback in questionnaires and discussions we know that almost all children and parents feel safe, nurtured and respected in our school. Pupils and parents know that any concerns that they have will be listened to and treated in a fair and just manner.

Our policies for pastoral care are clear, appropriate and well implemented and our focus on the wellbeing indicators has given us a framework for ensuring we are meeting the health and wellbeing needs of all children. We also have well-embedded systems in place to promote wellbeing across all aspects of the life of the school including our nurturing approaches and development of 'growth mindsets'. We use learning and teaching approaches and the curriculum to promote resilience and responsible citizenship.

It is a priority for us to ensure that there is parental confidence in our approach and we are committed to involving parents more. As the impact of change and improvement is increasingly evident, there is also a greater understanding of, and an ever increasing confidence, in the progress made by the children and the engagement of our parents in improving the work we do.

With staff changes we have identified skilled and experienced practitioners who are supporting across both schools in our joint headship. They have a particular focus on raising attainment and supporting staff to identify interventions which have most impact in closing the poverty related attainment gap. (PEF Plan).

Education Directorate Improvement Plan: Achievement

Focused Priority:

Plan a progressive curriculum for all children across 8 curriculum areas ensuring that all children receive their entitlement to a broad general education. Use benchmarks for all curriculum areas to measure children's progress and achievement of a level across the broad general education using a range of assessment evidence to inform professional judgements.

HGIOS4 Quality Indicators	
1.2 – Leadership of Learning	
1.3 – Leadership of Change	
2.2 – Curriculum	
2.3 – Learning, Teaching and Assessment	
3.1 – Ensuring wellbeing, equality and inclusion	
3.2 – Raising attainment and achievement	

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
All children will experience planned, progressive learning experiences across the broad general education. All staff will enhance their assessment skills through planned assessment and moderation activity, this will ensure all children are making	 Professional Learning Activity As part of collegiate sessions staff will engage in professional dialogue on assessment of identified areas of the curriculum e.g. drama, sciences and social studies. All staff will use CfE benchmarks for identified curriculum areas to engage 	Led by SLT All staff	Data Analysis of attainment data in Literacy, Numeracy along with all/identified areas of the curriculum Analysis of CFE and BASE/NSA data Analysis of data for identified cohorts eg SIMD ASN, EAL, LAC, AF etc	October 2024 December 2024
Progress across all areas of the curriculum All staff will track children's progress across the broad general education and use assessment evidence to support professional judgements to ensure children experience their entitlement to a broad general education.	 curriculum areas to engage in moderation activity linked to these areas. Forward Planning All staff will use the progression pathways for all curriculum areas to ensure planned learning experiences are progressive for all children. Attainment and Forward Planning dialogues will 	Led by SLT All staff	People's Views Teacher views on new system Teacher professional dialogue with SLT at FP & Attainment Meetings Feeback from moderation activity Parent/carer views on children's experiences of BGE Children's views gathered	October 2024

Through planned opportunities with parents/carers, knowledge of the broad general education will be developed and this will ensure they can support children in their learning across the curriculum	 support assessment within identified curriculum areas linked to assessment evidence which informs professional judgements. Staff will develop confidence in planning for assessment. 		through class groups and pupil focus groups on the learning experiences across the curriculum Observations	November 2024 January 2025 April 2025
	 All staff in liaison with SLT will develop their understanding of the Progress Framework. This 	Led by SLT All staff	Forward planning documentation monitoring Jotter sampling – literacy/numeracy and other curriculum areas	February 2025
	will be used to track progress in learning across the curriculum and record targeted interventions for individual or cohorts of children.		Classroom observations linked to identified areas of the curriculum (QA calendar) Focus for LP – analysis of	April 2025
	All staff will be familiar with		data, Learning experiences	
	 All stall will be familiar with the reporting framework built into Progress and this will support reporting to parents/carers at key points throughout the session. 	Led by DHT All staff	across the curriculum/identified area of curriculum, parent/pupil views of the delivery of the curriculum	
	 All staff will use the reporting aspect of the framework to complete end of session written reports to ensure all parents/carers 			May/June 2025
	have access to an annual written report which is informed by professional judgements.			June 2025
	Learning, teaching and assessment			
	 Focus for parent/carer workshops/shared starts 			
	and finishes to share progression across	All class teachers		

	identified curricular areas	Curriculum Development Working Group		September 2024 May 2025
Ongoing Evaluation				

Improvement Priority 2 – Health and Wellbeing

Focused Priority: • To create a supportive school environment that fosters mental and emotional wellbeing, enabling pupils to thrive academically and personally.				
HGIOS4 Quality Indicators				
 1.2 – Leadership of Learning 1.3 – Leadership of Change 3.1 – Ensuring wellbeing, equality 	and inclusion			
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
All staff will be confident in using de-escalation strategies. All staff will record bullying incidents accurately All stakeholders will have seen and understand the Positive Relationships and Anti-bullying Policy Through workshops, families will understand resources (such as kitbag) used to support health and wellbeing in school and will feel confident in adopting these strategies at home. Staff, pupils and families will show respect and acceptance towards all 9 protected characteristics (Equality Act	 Professional Learning: All staff trained in the use of kitbag Kitbags available across all stages (bags and online) Mini kitbags will be trialled as a family lending library resource De-escalation audit to be completed with school staff Strategic plan to be agreed and started for implementation of de-escalation being used throughout school. Staff to attend Circle framework training for early 	All staff PT and PSA Early years teacher and 1 PSA	 Analysis of H&S violence and aggression reports Analysis of seemis reports on bullying incidents Analysis of power BI data around SIMD, gender and other protected characteristics People's Views Parent/carer views on behaviour policy and bullying incidents ad how they are managed. Family views on workshops and strategies used. 	December 24

2010).	 years. Curriculum: Develop an understanding of our community through data relating to the 9 protected characteristics Ensure our curriculum rationale reflects this data. Continue to work towards our silver award for Rights Respecting Schools. Continue to work towards our eco goals with continuation of our Green Flag status Deliver assemblies and class lessons which encourage acceptance of diversity and build on our inclusion and equality work. 	RRS group Eco group SLT Pupils Families	 gathered through class groups and pupil focus groups on their experiences of bullying, inclusion and equality throughout the school. Staff views on success of de- escalation and other strategies and impact on classroom ethos. Observations LP visit feedback around classroom ethos and use of policy. SLT observations Feedback from other agencies visiting school on ethos 	Feb 25 May 25
Ongoing Evaluation				