

# 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

Happy

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**



**Successful Learners**  
I can do it!

**Confident Individuals**  
I believe in me!

**Responsible Citizens**  
I think of others!

**Effective Contributors**  
I play my part!

E C O

## 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).

### **Session 2024 -2025 Improvement Plan**

Improvement Priority 1 – Achievement







	identified curricular areas	Curriculum Development Working Group		September 2024 May 2025
<b>Ongoing Evaluation</b>				

## Improvement Priority 2 – Health and Wellbeing

Education Directorate Improvement Plan: Equality & Equity, Health & Wellbeing, Attendance & Engagement				
<b>Focused Priority:</b> <ul style="list-style-type: none"> <li>To create a supportive school environment that fosters mental and emotional wellbeing, enabling pupils to thrive academically and personally.</li> </ul>				
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
<p>All staff will be confident in using de-escalation strategies.</p> <p>All staff will record bullying incidents accurately</p> <p>All stakeholders will have seen and understand the Positive Relationships and Anti-bullying Policy</p> <p>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.</p> <p>Staff, pupils and families will show respect and acceptance towards all 9 protected characteristics (Equality Act</p>	<p><b>Professional Learning:</b></p> <ul style="list-style-type: none"> <li>All staff trained in the use of kitbag</li> <li>Kitbags available across all stages (bags and online)</li> <li>Mini kitbags will be trialled as a family lending library resource</li> <li>De-escalation audit to be completed with school staff</li> <li>Strategic plan to be agreed and started for implementation of de-escalation being used throughout school.</li> <li>Staff to attend Circle framework training for early</li> </ul>	<p>All staff</p> <p>PT and PSA Early years teacher and 1 PSA</p>	<p><b>Data</b></p> <ul style="list-style-type: none"> <li>Analysis of H&amp;S violence and aggression reports</li> <li>Analysis of seemis reports on bullying incidents</li> <li>Analysis of power BI data around SIMD, gender and other protected characteristics</li> </ul> <p><b>People's Views</b></p> <ul style="list-style-type: none"> <li>Parent/carer views on behaviour policy and bullying incidents ad how they are managed.</li> <li>Family views on workshops and strategies used.</li> <li>Children's views</li> </ul>	<p>December 24</p>

2010).	<p>years.</p> <p><b>Curriculum:</b></p> <ul style="list-style-type: none"> <li>• Develop an understanding of our community through data relating to the 9 protected characteristics</li> <li>• Ensure our curriculum rationale reflects this data.</li> <li>• Continue to work towards our silver award for Rights Respecting Schools.</li> <li>• Continue to work towards our eco goals with continuation of our Green Flag status</li> <li>• Deliver assemblies and class lessons which encourage acceptance of diversity and build on our inclusion and equality work.</li> </ul>	<p>RRS group Eco group SLT Pupils Families</p>	<p>gathered through class groups and pupil focus groups on their experiences of bullying, inclusion and equality throughout the school.</p> <ul style="list-style-type: none"> <li>• Staff views on success of de-escalation and other strategies and impact on classroom ethos.</li> </ul> <p><b>Observations</b></p> <ul style="list-style-type: none"> <li>• LP visit feedback around classroom ethos and use of policy.</li> <li>• SLT observations</li> <li>• Feedback from other agencies visiting school on ethos</li> </ul>	<p>Feb 25</p> <p>May 25</p>
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**Ongoing Evaluation**

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