

Milesmark Primary School



Standards and Quality Report *Achieving Excellence and Equity*

Context

Setting/School Roll	92					
FME	7.4%					
SIMD Profile for Establishment	7.1					
Attendance (%) 93.43	Overall	6.57	Authorised	4.74	Unauthorised	1.83
Exclusion (%)	0					
Attainment Scotland Fund Allocation (PEF and SAC)	£7350					
Cost of the school day statement	<p>At Milesmark we are consciously aware of the cost of the school day and how this can impact on our children and families. We try our very best to reduce costs for families and have successfully done this in the following ways:</p> <ul style="list-style-type: none"> • For our P7 residential Trip - we allow families to pay this over a period of time and we are able to assist families entitled to free school meals through the Andrew Carnegie Trust grant and PEF (Pupil Equity) funding • School Trips - our children fundraise through an enterprise initiative to help towards school trips and we use some of our pupil equity fund to support some families to ensure cost is not a barrier to these experiences • Our Senior Leadership team and wider staff members help to transport children to and from sporting events to save on buses • We have created uniform and clothing banks in school, that allow families to access pre-loved uniform/clothing • We provide families with an annual calendar detailing costing for the school year to help families budget. 					

Context

Vision Statement

Aiming MILES High To Make Our MARK

School Values

Successful, Happy, Included, Nurtured, Engaged (SHINE)

School Aims

As a school:

We will be friendly, honest, fair and respectful to each other and behave responsibly.

We will try our best in our learning and be proud of our achievements in and out of school.

We will work together to look after our environment and everyone and everything in it.

We will work together to make our school even better involving our parents and others in our community.

Our aims will be realised through the development of excellent relationships and partnership working, quality learning and teaching for all and a curriculum that meets the needs of all our pupils.

Rationale for Change and Improvement.

All staff in Milesmark understand our responsibility in improvement through self-evaluation and we engage families and the community in continuous improvement. Parents and pupils know that their views inform change and improvement. We have made improvements to teaching and learning through working collaboratively with stage partners to evaluate our approaches and identify what is working well and where we can make improvements. Next session we will continue our focus on planning and development of the curriculum to include any changes we need to make to our teaching and learning. This will allow us to continue to make improvements that meet the needs of our learners and take account of their views. Our school data shows that children are making very good progress in their learning and across all curriculum areas we have maintained consistently high standards of attainment for all our learners. We will continue to focus on having a clear understanding of achievement of a level. We will engage in meaningful moderation processes with other practitioners from cluster and comparable schools and early learning centres.

Improvement Priority Session 2023 - 2024

Priority 1 – Develop deeper knowledge and understanding of CfE so that all staff, pupils and parents are clear about what, how and why we teach at Milesmark. This deeper understanding will in turn improve planning, ensuring an improvement in our overall attainment in literacy and numeracy.

- Ensure all staff are using Fife Progression Pathways and Records of Understanding across literacy and Numeracy.
- Revise our Curriculum Rational

Directorate Improvement Plan

Achievement
Positive Destinations

HGIOS 4 Quality Indicators

1.2 Leadership of learning
2.2 Curriculum
2.3 Learning, teaching and assessment
3.2 Raising attainment and achievement

HGIOELC Quality Indicators

1.2 Leadership of learning
2.2 Curriculum
2.3 Learning, teaching and assessment
3.2 Securing Children's progress

Has this priority been: (please highlight)	Fully Achieved	X	Partially achieved		Continued into next session	
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Progress and Impact:

Through planned collegiate time (linked to working time agreement), all school staff looked at Fife planning documents and became familiar with the literacy and numeracy progression pathways and records of understanding (RUs). Professional dialogue and staff training have resulted in all school staff now using these documents to support their planning (evidence gathered through staff focus group) for Literacy and Numeracy. A minority of staff are using Expressive arts and ICT progression pathways and more. Other curricular areas will be further developed next session.

Through a staff focus group it was ascertained that All staff feel confident using the Numeracy progression pathways and most are confident using the Rus for numeracy.

A Minority of staff are confident using the progression pathways for literacy and RUs.

This has resulted in a more coherent and consistent planning format across all classes in school which in turn has ensured more effective progression in a level with most children (86% in literacy and numeracy) achieving the expected level in P1, P4 and P7. We have exceeded our stretch targets by 8.7% in literacy and 3.7% in numeracy. Most staff have said that using the RUs have helped to make them feel more confident in their CfE level declarations.

At the beginning of the academic year, all stakeholders completed a questionnaire to ascertain what they thought made our school unique, what was important to them in the setting and what our current strengths and development needs were. The data gathered from these questionnaires was used to revise our Curriculum Rationale to ensure it was relevant and reflected our current school community.

All school staff engaged with the refreshed narrative to deepen their own understanding of the curriculum for excellence. This in turn fed into the work we did around planning which further ensured a progressive and coherent planning structure to ensure a better level of classroom practice to support our raising attainment priority. Our Learning partnership visit confirmed our own self-evaluation of "Very Good" in QI 2.3 Learning, Teaching and Assessment (HGIOS 4). This visit helped us to identify next steps to try to ensure this evaluation remains at "Very Good" over the next 2 years.

Our P1/2 and P2/3/4 staff have engaged in auditing our play pedagogy and building on their understanding around this. In doing so, we have begun to see an improvement in play opportunities within our early years classrooms which has attributed to our P1/2 teacher working alongside the professional learning team to develop play across Fife. Almost all pupils can identify skills within their play and this is reflected in wall displays. Our early year children have developed increased independence and their play has become creative and focused. Transitions to more formal learning are smoother and children are calmer and showing an increased readiness to learn. Reluctant writers have enjoyed role play and are writing during free play which has allowed the teacher to assess them more confidently.

Our revised curriculum rationale has been shared with all stakeholders. Most parents (through questionnaire) have said that they think the Curriculum Rationale is clear and helps them to understand what is taught at Milesmark and why.

All staff and stakeholders have also been involved in revising our vision, values and aims across school. Through questionnaires, we can see that almost all now know all or some of our values. These are celebrated weekly through assemblies. This has improved our school ethos ensuring all who attend or visit feel welcome, safe and nurtured. This positive ethos ensures children are ready to learn which in turn helps towards our raising attainment priority.

Next Steps:

- While we have achieved our initial improvement priority in using the Fife progression pathways and RUs in literacy and numeracy, we now need to extend this further to other curricular areas.
- In order to have almost all staff (compared to the current minority) confident in using the literacy progression pathways and RUs, we will engage with the videos and training support documents from the professional learning team. This will take place at the start of next session.
- Ensure the curriculum rationale is reviewed and updated regularly to keep it current and relevant.

Priority 2 – Health and Wellbeing**Children’s mental and emotional wellbeing will be improved through school resources, staff training and family engagement, resulting in pupils who thrive academically and personally.**

Directorate Improvement Plan (delete as necessary)

Equality & Equity
 Achievement
 Health & Wellbeing
 Positive Destinations
 Attendance & Engagement

QHGIOS 4

3.1 Improving wellbeing, equality and inclusion
 2.2 Curriculum
 2.7 Partnerships

QHGIOELC

3.1 Improving wellbeing, equality and inclusion
 2.2 Curriculum
 2.7 Partnerships

Has this priority been: (please highlight)	Fully Achieved	X	Partially achieved		Continued into next session	
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Progress and Impact:

After revising our Positive Relationships and Anti-bullying Policy last session, we have taken time this session to embed this across all classrooms and have shared this with parents and carers both in person and online. All staff have the shortened, symbolised A4 version displayed in their room and have referred to this when creating their class charter. This has resulted in a more consistent approach to behaviour management ensuring fairness throughout the school. Children questioned in a pupil voice group stated that they are clear about the expectations within the policy and think that it is a fair policy. This has resulted in an ethos that is praised by all visitors. Our reward systems encourage good manners and respect throughout school by almost all pupils. A readiness to learn by almost all pupils has resulted in very good attainment across the school (stated in priority 1).

All staff use emotion works along with other health and wellbeing school resources to explicitly teach the health and wellbeing curriculum. Our children are becoming more emotionally literate and staff see this demonstrated in class and throughout the school.

Weekly assemblies celebrate achievements and focus on our school values. They allow time to discuss children’s rights (linked to our Rights Respecting Silver award), learn about a range of religious beliefs and festivals and discuss events such as Black History month, Autism awareness month etc to ensure we are instilling acceptance, understanding and tolerance across all protected characteristics as outlined in the Equality Act 2010. This supports an inclusive and nurturing ethos within our school where Most children feel safe (data from pupilwise survey).

After achieving our Rights Respecting School (RRS) bronze award last session, we have been working towards achieving our silver award. We have weekly assemblies which link to the UNCRC article of the week. This work has resulted in feedback from our pupilwise survey stating that most children feel that our school ensures that they know about their rights. Our own pupil survey told us that almost all pupils in P4-5 can recognise and discuss their rights. In doing this work, our children understand that they have rights. This helps promote equality and reduce discrimination. They learn that everyone, regardless of their background, is entitled to the same basic rights and freedoms. Again, this adds to an inclusive and fair ethos which we have developed throughout our school.

We have offered a range of activities and opportunities this session to encourage family engagement in our school. Some opportunities have included shared starts and finishes, class led assemblies, Christmas Fayre, Summer Fayre and parent info sessions on internet safety, class organisation and our behaviour policy. We have worked hard to develop our family engagement in order to improve our attendance, attainment, cultural awareness and inclusion

and strengthened community ties. A recent parent questionnaire told us that 93% of parents who responded felt that there were enough family engagement opportunities offered throughout the year.

Finally, our Principal Teacher (PT) and pupil support assistant (PSA) have engaged with training in one of Fife's core approaches, de-escalation. Having attended the training offered throughout this session, both members of staff are now equipped to evaluate where we are as a school and work with staff to develop training opportunities and engage in activities to increase knowledge and understanding and confidence in the approaches moving forward. This approach will ensure all staff are using consistent strategies to manage occasions where children may be dysregulated.

Next Steps:

- PT and PSA to support further staff training of de-escalation strategies.
- Develop the use of kitbag throughout school
- Continue with family engagement activities
- Achieve RRS silver award.
- Continue to ensure inclusion and equality are threaded through all school improvement priorities.

Attainment of Children and Young People (Primary and Secondary)

Stage	Reading	Writing	Listening and Talking	Numeracy
P1	84%	84%	84%	84%
P4	100%	92.8%	100%	92.8%
P7	100%	83%	100%	83%
S3				
Overall Attainment for 2023 - 2024				
	Literacy		Numeracy	
P1	84%		84%	
P4	92%		92%	
P7	83%		83%	
	Literacy		Numeracy	
Stretch Target	Actual		Stretch Target	Actual
77.6%	86.3%		82.6%	86.3%

Evaluative statement of attainment over time

We continue to achieve above our attainment stretch targets and this has been a consistent achievement for many years. Our overall attainment shows as less than the previous year but this is due to different cohorts of children. Our stretch targets are set with current cohorts in mind and needs within stages. We are pleased to have surpassed these stretch targets.

Evidence of significant wider achievements

There has been a wide variety of wider achievement opportunities across our school and nursery this session. All opportunities have developed a range of skills linked to the 4 capacities:

- Effective Contributor
- Successful Learner
- Responsible Citizens
- Confident Individuals

They have also been linked to our school values and UNCRC.

Our achievements have been shared throughout the session through newsletters, social media, Seesaw and celebrated through weekly awards, assemblies and our P7 Leavers ceremony.

Early Learning Setting (Nursery)	Primary 1	Primary 2
n/a	<ul style="list-style-type: none"> • Nativity • Gardening and planting in outdoor area • Visit from Knockhill • Fire Safety visit 	<ul style="list-style-type: none"> • Nativity • Gardening and planting in outdoor area • Visit from Knockhill • Fire Safety visit • Morning football club • Mini zoo visit • STEM visitors
Primary 3	Primary 4	Primary 5
<ul style="list-style-type: none"> • Harvest Assembly • Garden centre enterprise • Morning football club • Mini zoo visit • Stem Visitors • Be active group 	<ul style="list-style-type: none"> • Glee • Harvest Assembly • Morning football club • Mini zoo visit • STEM visitors • Sports festivals inc badminton, tennis, gymnastics. • YMI • Be active group 	<ul style="list-style-type: none"> • Glee • Spring Assembly • Sports festivals inc badminton, tennis, gymnastics. • YMI • Be active group
Primary 6	Primary 7	Whole School
<ul style="list-style-type: none"> • Glee • Spring Assembly • Sports festivals inc hockey, netball, rugny, football, bowling, athletics. • Vice house captains 	<ul style="list-style-type: none"> • Dalguise residential trip • MVP visit (mentors in violence prevention) • Sports festivals inc hockey, netball, rugny, football, bowling, athletics. • House Captains • Speedway cycling at QAHS 	<ul style="list-style-type: none"> • Christmas Fayre • Summer Fayre • Sports Day • Judo taster sessions • Fife Flyers Visit • Gala Art Competition • Dance taster sessions • Robert Burns Competition • Membership throughout school in eco group, RRS group, pupil council

Feedback from External Scrutiny
Learning Partnership
<p>Strengths Identified</p> <ul style="list-style-type: none"> • Most learners were observed as being engaged in lessons. • All children spoken to in the focus groups enjoyed school. They spoke confidently about their learning and demonstrated very good language of learning. They were able to discuss the supports and challenge in place for them and spoke confidently about aspects of the 4 part lesson model. • LI and SC shared across all lessons observed. • Almost all learners observed knew what they were learning. • All staff were nurturing and all children were valued as individuals. • Rich learning environments in all classrooms. • Learning was well linked to prior learning and other curricular areas in all classes. <p>Areas for Development</p> <ul style="list-style-type: none"> • Develop discussion of skills built into 4 part lesson model. • Continue to consider how to appropriately challenge the children who are on track and above. • Consider how to ensure children know where they are in the learning, what level they are working on. • Develop digital literacy further
Consultation with Stakeholders
<ul style="list-style-type: none"> • All parents/carers had the opportunity to feedback on improvement priority work through questionnaires. • Parent/Carer focus group helped to create vision statement. • Pupils on-going feedback gathered through regular pupil focus groups (termly) and questionnaire. • Pupil wise and parent wise survey data. • Parent council discussions.
How is SQR, IP and PEF Plan shared with stakeholders?
<p>Our School Improvement Plan (SIP) and Standards and Quality Report (SQR) are shared with all parents/carers through newsletters, at parent council meetings and it is posted on our website.</p> <p>Our Improvement Plan is displayed within our school office for all visitors to see</p> <p>Termly newsletters share with parents/carers progress throughout the session</p> <p>Parent council meeting are given a progress update at each meeting. This is then available for all parents/carers through PC minutes.</p>
PEF Evaluation/Impact
<p>Targeted Interventions <i>(all planned targeted interventions should be reported on)</i></p> <ul style="list-style-type: none"> • 7 hours of additional PSA hours to support class teachers in developing play and being able to observe and gather evidence and data of achievement. Also, to support kitbag delivery for targeted groups of children entitled to free school meals.
Progress and Impact:
<p>The additional PSA hours allowed us to target children who required additional nurture time. Most of these children live in lower SIMD groups or are entitled to free school meals. Kitbag groups were set up to support children. Two children who were identified have feedback that they love this time with the PSA. Their attainment has remained on track despite recent trauma and we believe that this additional time has helped them to form secure attachments and feel safe and ready to learn.</p>

Having some PSA time in our P1/2 classroom has allowed the teacher to further develop her play observations to ensure she can assess children both formally and informally through play. This has led to confident and accurate CfE level reporting.

School/Setting Name Milesmark Primary School

NIF Quality Indicators (HGIOS 4) School Self- Evaluation				
Quality Indicator	2021- 2022	2022 - 2023	2023- 2024	Inspection Evaluation <i>(within last 3 years)</i>
1.3 Leadership of change	Good	Good	Good	
2.3 Learning, teaching and assessment	Good	Very Good	Very Good	
3.1 Ensuring wellbeing, equity and inclusion	Very Good	Very Good	Very Good	
3.2 Raising attainment and achievement	Good	Good	Good	

