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| **Milemark Primary School**    **Context of the School** | | | | |
| **Demographic** | School roll – 96  FME - 3.8%  SIMD Profile – average SIMD is 7.2  ASN – 11.5%  EAL – 2.1% | | | |
| **Vision, values and aims** | **Vision Statement**  Aiming MILES high to make our MARK  **School Values**  **S**uccessful **H**appy **I**ncluded **N**urtured **E**ngaged (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. | | | |
| **Attendance** | **Authorised** | **3.54%** | **Unauthorised** | **1.23%** |
| **Exclusions** | 0 | | | |
| **Summary of consultation with stakeholders** | Our School Improvement Plan (SIP) and Standards and Quality Report (SQR) are shared with all parents/carers through newsletters, at parent council meetings and on our website. | | | |
| **Attainment Scotland Fund Allocation (PEF)** | £7350 | | | |
| **Cost of the School Day statement** | 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 or give time to plan for outgoings and have successfully done this in the following ways:   * P7 residential Trip - we allow families to pay this over a period of time and we can 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 costings for the school year to help families budget. * We provide a breakfast club to targeted children 3 days a week which is funded by Stephens the Baker. | | | |

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| **Summary of Progress and Impact from last session’s Improvement Plan and Next Steps** | | | | | | |
| School Improvement Priority 1: **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. | | | | | | |
| HGIOS 4 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 | | | | | | |
| Has this priority been:  (please highlight) | Fully achieved |  | Partially achieved | X | Continued into next session |  |
| **Progress**   * All staff have used a new online format for planning which incorporates Fife Planning documents and Records of Understanding. This new planning format has ensured a more coherent and succinct way of planning which has enabled children to access appropriate experiences and outcomes in the broad general education (BGE). * All staff have used Fife’s Records of Understanding (RUs) and benchmarks for literacy, numeracy and health and wellbeing to effectively assess pupil progress and create next steps. They have used the new assessment tracking system, “Progress” to make accurate CfE level judgements for all 8 curricular areas. * All staff have used the new “Progress” system to complete pupil report cards. * All staff have tracked across literacy, Numeracy, Health and Wellbeing and Expressive Arts using Fife’s Records of Understandings and Curriculum for Excellence Benchmarks. | | | | | | |
| **Impact**   * Online planning has ensured a more robust form of tracking progress through levels which has tried to ensure that all children have experienced the appropriate experiences and outcomes throughout the year. * Most children have experienced planned, progressive learning experiences across the broad general education. Most children (77%) have fed back through a pupil survey that they feel they have accessed learning across all 8 curricular areas and almost all parents/carers who responded to our survey (93%) have reported that they feel that their child has had access to learning across all 8 curricular areas. * Almost all staff have enhanced their assessment skills through planned assessment, this has ensured most children are making progress across all areas of the curriculum. All parents/Carers (100%) who responded to our survey have agreed that their child has made good progress in their learning this year and Almost all (94%) of children who responded feel that they had made progress in their learning. * By using the Records of Understanding, we have ensured children’s progress is tracked robustly and CfE declarations are accurate and inline with other assessment lenses used such as NSA data, base data and other summative forms of assessment used. We have exceeded our stretch targets in Literacy and Numeracy in P1, P4 and P7 this year. * Using online planning has allowed for a more efficient hand over process for children moving onto new classes. This has ensured children will start a new stage with accurate and up to date assessment information which in turn will decrease any lost teaching time at the beginning of term. | | | | | | |
| **Next Steps**:   * All staff to start tracking across all 8 curricular areas using Records of Understandings and benchmarks. * Increase opportunities for planned moderation between Milesmark and McLean to ensure more robust and rigorous tracking of attainment and all staff feeling confident in their CfE level judgements. * Create agreements around jotter standards, universal support and differentiation methods to ensure all needs are being appropriately met in class. * Develop the use of digital technology through “Transforming Learning” to enhance differentiation in all classrooms ensuring effective support and challenge for all. | | | | | | |

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| **Summary of Progress and Impact from last session’s Improvement Plan and Next Steps** | | | | | | |
| School Improvement Priority 1: **Health and Wellbeing**  **Focused Priority:** To create a supportive school environment that fosters mental and emotional wellbeing, enabling pupils to thrive academically and personally. | | | | | | |
| HGIOS 4/ 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 | | | | | | |
| Has this priority been:  (please highlight) | Fully achieved |  | Partially achieved | X | Continued into next session |  |
| **Progress**   * All staff have been trained in the use of kitbag and we have bought in kitbags to be used across the school as well as subscribing to the online kitbag resource. * We have used kitbag as part of a whole class input as well as targeted support for individual or groups of children. * Our school has completed the de-escalation audit and we have started to implement our action plan with an input from our link Educational Psychologist and McLean’s support for learning teacher during the November Inset day. * All staff have attended training run by McLean’s support for learning teacher on “The Circle Framework” This document guides staff around looking at universal supports, learning environments and ensuring appropriate support is in place for al children. * We have been working towards our Silver award for Right Respecting Schools and are delighted to report that we achieved this in March 2025. We are now a Silver Rights Respecting School. We are hoping to achieve our Gold status next session. * We achieved our 5th eco Green flag this year. | | | | | | |
| **Impact**   * Increased use of kitbag within school has boosted confidence and supported emotional wellbeing. Most pupils who completed a survey (77%) reported that they felt safe in school with all parents/carers also agreeing with this statement (100%). * For baseline assessment and follow up assessment we have started to use the Glasgow Motivation Scale which is a questionnaire of 20 questions asking children to rate how they feel about themselves within the school. * Training around The Circle Framework and de-escalation has started to have an impact on meeting the needs in classrooms with most children (79%) saying that they feel the school is inclusive and all parents/carers (100%) feeling that our school is inclusive. | | | | | | |
| **Next Steps**:   * All upper school pupils to complete the Glasgow Motivation scale so that we can create kitbag groups to focus on those statements and measure impact more effectively. * Start to roll out lending library for family kitbags in school. * Continue to implement de-escalation action plan across school. * Continue to work with The Circle document, looking at universal supports and learning environments to ensure all needs are being met. | | | | | | |

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| **Improving Outcomes** |
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| **Achievements**  There have been a wide variety of wider achievement opportunities across this school session.  All opportunities have developed a range of skills linked to the Four Capacities and the Four Contexts for Learning:  The Four Capacities (our school aim)   * Effective Contributors * Successful Learners * Responsible Citizens * Confident Individuals   The Four Contexts for Learning (how we plan our curriculum)   * Ethos and life of the school as a community * Curriculum areas and subjects * Interdisciplinary learning * Opportunities for personal achievement   These have been shared throughout the session through newsletters and Seesaw, and celebrated through Feel Good Friday achievement assemblies and CLAN value celebrations.  Below is an overview of these opportunities:   |  |  |  | | --- | --- | --- | | Early Learning Setting (Nursery | Primary 1 | Primary 2 | | n/a | * Nativity * Gardening and planting in outdoor area * Fire Safety visit | * Nativity * Gardening and planting in outdoor area * Fire Safety visit * Morning football club * Mini zoo visit | | Primary 3 | Primary 4 | Primary 5 | | * Harvest Assembly * Morning football club * Mini zoo visit * Be active group | * Harvest Assembly * Morning football club * Mini zoo visit * Sports festivals inc badminton, tennis, gymnastics. * YMI * Be active group | * Spring Assembly * Sports festivals inc badminton, tennis, gymnastics. * YMI * Be active group | | Primary 6 | Primary 7 | Whole School | | * Spring Assembly * Sports festivals inc hockey, netball, rugny, football, bowling, athletics. * Vice house captains | * Dalguise residential trip * MVP visit (mentors in violence prevention) * Sports festivals inc hockey, netball, rugny, football, bowling, athletics. * House Captains | * Christmas Fayre * Sports Day * Judo taster sessions * Gala Art Competition * Dance taster sessions * Robert Burns Competition * Membership throughout school in eco group, RRS group, pupil council * Class fundraising events | |

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| **Evaluations (School)** | | | | |
|  | **2022-23** | **2023-24** | **2024-25** | **Inspection Evaluations**  (since August 2024) |
| 1.3 Leadership of Change | Good | Good | Good |  |
| 2.3 Learning, teaching and assessment | Very Good | Very Good | Good |  |
| 3.1 Ensuring wellbeing, equity and inclusion | Very Good | Very Good | Very Good |  |
| 3.2 Raising attainment and achievement | Good | Good | Good |  |