

Milton Primary School

Standards and Quality Report 21/22



Context of the school:

Milton Primary School is located in a semi-rural area of South Lanarkshire Council within the village of Lesmahagow, Clydesdale. The local area is a mixture of social and privately owned housing and outlying farmland. Our feeder secondary – Lesmahagow High School is situated in very close proximity, allowing for excellent liaison opportunities including sharing resources and expertise from various departments and ensuring that transitions are smooth and fully supported throughout the session. Our current roll is 170 over 7 classes with no nursery provision at present. The school building was completed in June 2012 and is a bright, modern and welcoming building set over 3 floors. Access to transport and facilities is relatively limited due to the village location but the school strives to build community links with many local businesses and facilities including Tesco, library, Lesmahagow Development Trust and Lesmahagow Community Council. We are very proud of the positive ethos within our school and are committed to partnership working with all pupils, parents and carers to improve the achievement, attainment and well-being of all our pupils in order to promote a fully inclusive and supportive ethos.

Milton Primary Vision, Values and Motto Vision - To work actively in partnership to ensure every child achieves their full potential in an inclusive, supportive, safe, stimulating and motivating environment.

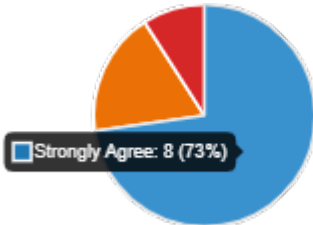
Values - At the heart of Milton is...



- Hard-work
- Enthusiasm
- Achievement
- Respect
- Team Work

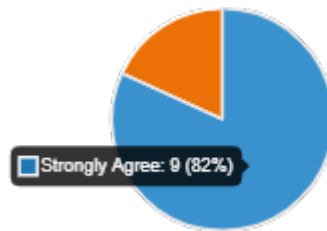
Motto - Learn from the past, plan for the future, focus on today.

Review of progress for session Aug 2021- June 2022

School priority 1: Continuity of Learning											
<p>NIF Priority Improvement in attainment, particularly in literacy and numeracy.</p> <p>NIF Driver Curriculum and assessment Performance information</p>	<p>HGIOS 4 QIs 2.2 Curriculum 2.3 Learning, teaching and assessment 1.3 3.2 Raising attainment and achievement</p>										
<p>Strategy - What did we set out to do?</p> <ul style="list-style-type: none"> Staff continue to demonstrate a strong commitment to the school and to supporting the needs of all learners through effective tracking and monitoring and staged intervention. A fully online Forward Plan was trialled from August 2021 to ensure all staff/SMT had access to plans and progression pathways. Spelling and writing were identified as areas requiring attention. It was clear, however, that the original Improvement Plan had too many areas within the overall priority of Continuity of Learning, therefore, it was decided that writing would be carried forward to the next academic session. Spelling Planners were revisited and revised and a more consistent approach across the school was identified as a requirement to ensure progression and include consolidation weeks to review phonemes taught. Our bi-annual Finance/World of Work fortnight was able to return using a hybrid model of in-person visits and online workshops aiming to provide creative and progressive learning experiences in a real-life context. In all classes, a number of opportunities for increased outdoor learning in and around the local village were planned. Various STEM activities were planned for Autumn and this was replicated in the Summer term with a final focus on comparison of seasons, wild spaces, plants, vegetation, insects and animals. Staff knowledge and training in digital technologies was greatly improved and skills quickly developed during two periods of remote learning. The use of technology has been an excellent motivator for pupils and staff have continued to develop their own learning and share their expertise with others at collegiate sessions which allowed for an earlier application to achieve our Digital School Award. 											
<p>Progress and Impact - What difference did we see? What did we achieve?</p> <ul style="list-style-type: none"> The new online Forward plan has been used very effectively as a more responsive planning tool. Universal access has helped significantly when covering the many absences due to COVID and . The new format has also ensured rigorous (and regular) tracking and monitoring of progress and achievement data and individual pupil attainment data. Groupings are more fluid and evaluations are updated regularly rather than just at the end of term before being viewed by the Head Teacher. Staff feedback has been positive with 73% who strongly agree and 18% who agree that they are in favour of the new format and continuing this in the new session. 82% of staff strongly agreed and 18% agreed that the equal access feature helped for joint planning. <p>1. We introduced new online Forward Plans in August 2021, do you like this new way of completing our Forward Plans?</p> <table border="1"> <tbody> <tr> <td>Strongly Agree</td> <td>8</td> </tr> <tr> <td>Agree</td> <td>2</td> </tr> <tr> <td>Neutral</td> <td>0</td> </tr> <tr> <td>Disagree</td> <td>1</td> </tr> <tr> <td>Strongly disagree</td> <td>0</td> </tr> </tbody> </table> 		Strongly Agree	8	Agree	2	Neutral	0	Disagree	1	Strongly disagree	0
Strongly Agree	8										
Agree	2										
Neutral	0										
Disagree	1										
Strongly disagree	0										

4. It has been more beneficial for all members of staff to have equal access to Forward Plans i.e. for CCC purposes

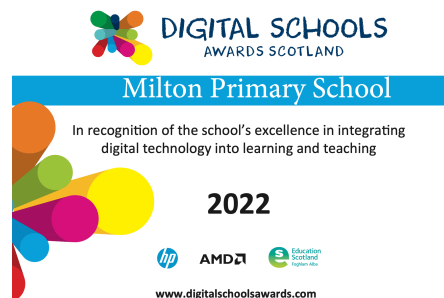
Strongly Agree	9
Agree	2
Neutral	0
Disagree	0
Strongly disagree	0



Staff Quote from end of session survey;

"I like the forward plans being online as they are accessible almost anywhere, including on my phone. This means I can always quickly check things such as spelling words/maths textbook pages when planning anywhere in the school/at home. I also like the ability to type my evaluations etc as it keeps it neat and much more readable for others to use. Any duplicate information can also be cut and pasted such as in the writing planners - the titles for my class are the same (with differing expectations) so the titles can be copied with ease".

- Spelling planners were revisited and amended to take into account the pace of the Active Literacy programme, the need for consolidation weeks in the upper primaries and consistency of pedagogy approach across the full school using CLPL opportunities. There is still work which needs to be done in this area which is underlined in the next steps section.
- The Finance/World of Work focus fortnight provided excellent opportunities for pupils to experience a number of different financial education opportunities including input from Museum on the Mound which ran virtual financial education workshops on the history of money and the Bank of Scotland's museum. Edinburgh Zoo ran virtual workshop explaining the careers and roles that are available while working at a zoo but also how the zoo is financed and how expensive it is to feed and care for animals. Skills Development Scotland ran in person Cracking Cryptography which looked at code breaking and then Classroom Crash focusing on different skills for different careers.
- In addition to the increased opportunities for outdoor learning the House and Vice Captains moved our Eco garden to a new location and each class have a designated area and vegetable patch. Potatoes, carrots and pumpkins have been planted as well as raspberries and a tree for each class too. The use of the wild space next to our playground has also allowed the school to further develop their outdoor learning skills and experiences.
- Staff continue to use technology in a variety of creative ways to enhance teaching and learning. The school had originally aimed to apply for the Digital Schools Award in Nov 2023 but the amount of innovative work around technologies in every classroom meant we were able to apply for this much earlier and were successful in our validation in May 2022, gaining our award in June 2022.



Next Step(s) to inform SIP for 2022/2023:

- Writing – we have committed to a year long case study along with two other schools in the Learning Community for PM Writing. Training has been organised along with support and moderation between all three schools. We believe the pedagogy around this will improve teacher confidence, variety of genre experiences for pupils and ultimately an increase in writing attainment across all classes using a consistent approach to writing teaching, learning and methodology.

- Continue to develop the varied opportunities for outdoor learning and start the John Muir award early in the new session. In addition, play pedagogy will be fully implemented in Primary 1 and 2 classes from August 2022 with a view of increasing outdoor learning experiences in the infant department.

School priority 2: Promote the positive health and wellbeing of children & young people, parents/carers and staff.

NIF Priority

Improvement in children and young people's health and wellbeing

NIF Driver

Teacher and practitioner professionalism
School leadership

HGIOS 4 QIs

3.1 Ensuring wellbeing, equality and inclusion
2.2 Curriculum
2.4 Personalised support

Strategy - What did we set out to do?

- Full school implementation of Emotion Works to develop emotional learning and literacy, positive health and wellbeing, resilience and regulation strategies.
- Wellbeing Wednesday was implemented for staff to reconnect all together as breaks were split for an extended period of time and not all staff were able to spend lunch breaks together.
- Adapt the current system of monitoring daily emotional check ins for pupils.
- Follow the Nurture UK model of providing early intervention Nurture support for pupils identified in Primary 1-3.

Progress and Impact - What difference did we see? What did we achieve?

- Full school implementation of Emotion Works has been very effective in all classes. The uniform approach and same monthly cog (where applicable) for all classes has ensured the coverage is delivered consistently. Negative pupil interactions in the playground have decreased and conflict resolution discussions focus on emotional literacy and regulation strategies including body sensations and feelings. Growth mindset and resilience continue to be a focus of whole school assemblies. Overall, both pupils and staff have responded very well to the implementation of emotion works. 70% of our pupils now find it easier to talk about their emotions. Feedback from our staff survey has shown that 100% of staff found Emotion Works beneficial as a platform for pupils to explore, share and regulate their emotions through sensitive and supportive lessons.

Staff Quotes from end of session survey;

"I have thoroughly enjoyed teaching the programme this year. I feel the lessons are engaging and purposeful but you can create your own discussions and lessons through books, real life scenarios and films. The children are more confident in explaining their emotions, the triggers and how they can deal with these. Also that everyone can feel these emotions at some time in their life".

"The pupils have a better awareness of how to verbalise their own emotions. They now know a wider range of vocabulary and they have shown a better understanding of body language and how those around them might be feeling".

"Children are able to understand their emotions and are able to appreciate and understand that anger, fear, anxiety etc are all normal emotions and not to be viewed as negatives. The children are more empathetic to others who struggle within the school environment and children are confident talking about feelings and emotions".

Pupil Quotes from end of session survey;

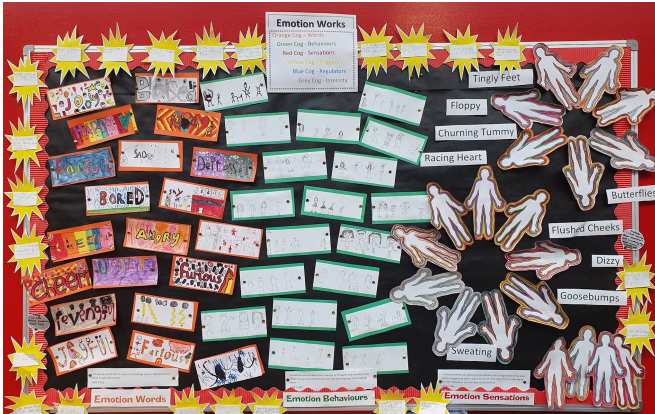
"You can know how people are feeling and can help them." (Primary 2 Pupil)

"When I feel angry at someone I now breathe slowly and let the anger out". (Primary 5 Pupil)

"I know better how to understand myself and others who are finding things difficult". (Primary 6 Pupil)

- Wellbeing Wednesday was an effective and relaxed way of staff being able to get back together as a single unit. There were very few opportunities to do this as there were high absences throughout the session. After mitigations and restrictions were relaxed, staff were once again able to reconnect at breaks and lunches and the need for a Wellbeing Wednesday was not quite as much of a priority although will be continued once a term rather than monthly.
- Daily emotional check ins continue to be quite basic. The use of Picker has been trialled in one class and has shown that data can be scanned by a phone or iPad quickly and anonymously and can easily be checked by the class teacher to see at a glance any pupils who have recorded a red or amber emotion and explore any support that may be needed.

- The nurture support is working very well from two trained staff members using the Nurture UK model and Boxall profiling. An additional calm corner area which replicates many of the soft furnishing within the Nurture Nook has been created on the top floor for our senior phase classes. This has allowed break out time for older pupils who may view the Nurture Nook as a younger area due to the younger resources therein. Individual Emotion Work sessions can be carried out in this area too and the children have used this as a calm area for reading and reflecting if they have displayed any distressed behaviour and require adult support.



Next Step(s) to inform SIP for 2022/2023:

- Emotion Check in using Plicker to allow quick and easy collection of daily check in emotions from pupils.
- Moving forward our RSHP programme needs updated in line with the new RSHP Scotland resource. A working party will be created with staff, NHS colleagues and parents/carers as well as an opportunity for a parent evening information and showcase session.

School priority 3: Planning for Equity	
<p><u>NIF Priority</u> Closing the attainment gap between the most and least disadvantaged children and young people</p> <p><u>NIF Driver</u> School and ELC leadership Parental engagement</p>	<p><u>HGIOS 4 QIs</u> 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement 2.4 Personalised support</p>
<p>Strategy - What did we set out to do?</p> <ul style="list-style-type: none"> • Additional recovery staffing (1FTE Support Assistant and 0.8FTE Class teacher) was intended to deliver targeted individual/small group intervention to support gaps from low or no engagement during remote learning and reduce the poverty related attainment gap. • An additional 0.6FTE Support Assistant funded from the Scottish Equity Fund was to be trained in Catch up Numeracy and deliver this as a targeted intervention for Numeracy attainment. • Implementation of Nessy as a targeted support for learners (especially those with barriers to Literacy including dyslexia) was purchased with a view of improving attainment in the Single Word Reading Test (SWRT). • A participatory budget group of all stakeholders was set up and after consultation and voting from pupils, a cookery club was decided for the allocation of 5% of equity funding for the session ahead. <p>Progress and Impact - What difference did we see? What did we achieve?</p> <ul style="list-style-type: none"> • The additional staffing as part of recovery was an excellent addition, however, very quickly the high levels of absences across the school meant that the 0.8FTE recovery teacher was required to support and cover classes when teaching staff were absent. Support sessions from Support assistants were planned with class teachers and overseen by our Principal Teacher of Equity. Data around our equity funded pupils was rigorously tracked and learner journeys are clear to follow. • The final term has been what can only be described as the most 'normal' for a very long time! Recovery staff have been able to work much more intensively with targeted pupils and results from staff forward plans show that 100% of targeted pupils have covered all work delivered during remote learning. Forward plan evaluations also demonstrate that confidence is growing for these individuals. • We were unable to access Catch up Numeracy training, therefore followed the recovery strategy for Numeracy and Mathematics within SLC, with a member of SMT being trained in Maths Recovery (Age 4-8 and 8-12). A programme of targeted support is in place and professional dialogues during tracking and monitoring discussions with class teachers has shown pupil motivation and confidence has noticeably improved in classes as a result of this intervention. • The Nessy resource was delayed in reaching the school and was not in place until January 2022. Individuals for the programme were identified using SWRT results, staged interventions currently in place and ACEL data. We have 32 children who are using Nessy to improve their spelling scores. Of these 32 children - 6 are in our targeted group for equity funding. Of these children 100 % have made improvements in their reading scores ranging from 1 month to 9 months. In spelling, 83% of our 6 targeted children have made improvements in their spelling ranging from 2 months to 1 year and 9 months. Whilst this can't be solely attributed to using the Nessy programme, we are positive about the resource and are keen to continue this resource in the new session. • The Participatory Budget committee worked with the Equity Principal Teacher to source various cookery equipment including three new oven and various utensils and equipment. There was a delay in receiving the items and cookers did not arrive until April 2022. All children have had the opportunity to use the new cooking materials but not as an after-school club, this is planned to launch as an after-school club in September. 	



It was amazing learning new skills and trying new foods. (Primary 3)



Next Step(s) to inform SIP for 2022/2023:

- Teacher professional judgements remain overly cautious and there needs to be more collegiate work as a staff and learning community around ACEL data. There are four terms where ACEL data is collected from staff but the majority of data is unchanged until term 4 - this needs to be reviewed and amended moving forward.
- Nesy has helped within reading but there is still work required in order for our Single Word Spelling Test (SWST) to reach the level of achievement we have seen in our reading results. This will be explored further as part of ongoing development but will be a maintenance item on the improvement plan as writing will be the main focus in the new session.

National priority: How we are ensuring Excellence and Equity?

Strategy - Brief commentary on context and identified barriers to learning which affect progress and attainment, key interventions undertaken

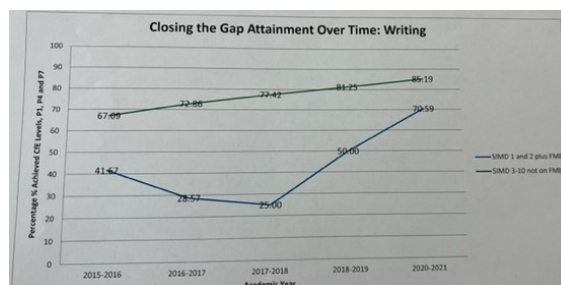
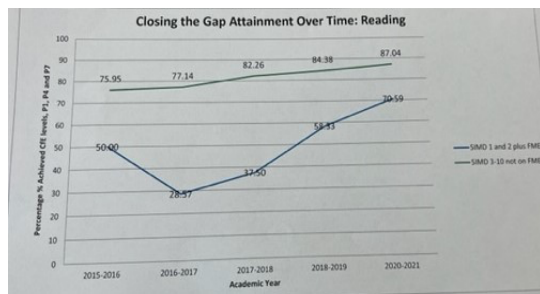
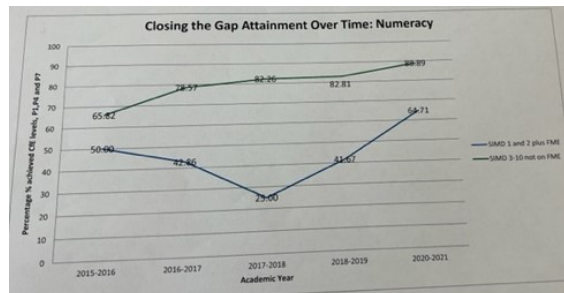
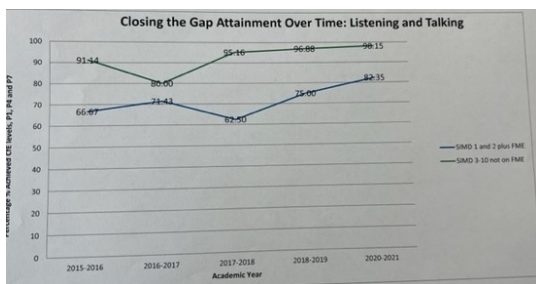
In Milton Primary, we aim to provide responsive support and challenge through high quality learning and teaching, care, welfare and support in order to achieve maximum potential for our pupils. Every member of our school community demonstrates personal responsibility, compassion, tolerance and actively promote fairness and justice in their dealings with others.

We have ensured that our Cost of the School Day position statement underpins all that is taken forward in Milton. We are mindful of costs incurred to families and heavily subsidise trips, resources and also provide snacks and clothing when needed for individuals.

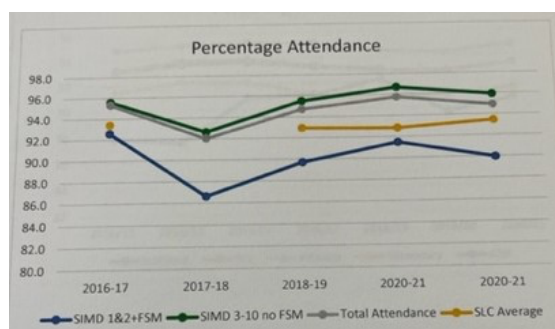
The school is firmly focused on improvement, the development of CfE benchmarks and ensuring a robust and rigorous tracking and monitoring programme is in place. Staff are positive about changes being made and clear about how data will be scrutinized to improve the pace, progression, support and challenge for all learners. We have significantly improved our data capture across all stages and can track learner progress across their whole school career.

Our SIMD data shows that there are only 7 pupils who fall within SIMD 1-2 and only 20 pupils in receipt of FME. The introduction of free school meals for P1-5 has impacted on the number of FME applications being received. Our own intelligence suggests that there are a number of families who would have applied for FME provision had this not been free in these classes.

Our detailed breakdown of academic data shows us that our attainment gap between SIMD 1+2 and FME compared to SIMD 3-10 and non FME is narrowing in Reading, Writing, Talking and Listening and Numeracy.



Although attendance and absence figures within SIMD 3-10 are above the SLC and national average, our figures show that our pupils within SIMD 1-2 +FME continue to sit below these figures. There has been a steep rise (post pandemic) in parents opting to remove their children for family holidays during term time.



Barriers to learning have included limited engagement from home from the SIMD 1-2 +FME families. There have been many opportunities where school has provided additional supports including; physical resources, outside agency input and personal 1:1 support. This has continued to ensure positive check ins and relationships between home and school, however, limited progress has been made with improving attendance and engagement.

Progress and Impact – What difference did we see? What did we achieve?

- Our end of year ACEL data shows positive progress and attainment across all stages. Gaps from remote learning have revisited and pupil confidence has increased as a result.
- Rigorous and robust tracking and monitoring of all staged interventions have ensured evaluations and next steps are relevant and reflective of the level of need for each individual. This good practice will continue to be built upon in all classes.
- Confirmatory and diagnostic assessments as well as professional judgements provide evidence that interventions are appropriately matched to the individual level of need. Careful and regular analysis of the impact of interventions has also ensured that changes to in-house support or requests for outside agency support are organised and implemented at the earliest opportunity.

- Attendance Monitoring has been shared with the parent body and this will be fully implemented in August 2022. Parents will be provided with attendance information. Attendance will be tracked by SMT and monthly follow ups will be in place where required.
- Our newly implemented Emotion Works programme has positively developed the emotional literacy of all pupils. Pupil mental health and wellbeing has been recognised as needing support due to the pandemic, the increased timetabling awarded to this area of the curriculum has helped pupils in their readjustment to school life after two periods of remote learning.
- Our knowledge, understanding and use of digital technologies to enhance lessons and engage learners has been clear to see across all classes. This good practice has been recognised by Education Scotland for our successful Digital School Award.

Next Step(s) to inform SIP for 2022/2023:

- Continue with the quality qualitative and quantitative data being recorded throughout the session.
- Ensure CoSD and supports for families are signposted regularly via our usual social media channels, website and twitter.
- Revised attendance policy (following consultation with all stakeholders) will be implemented from August 2022.