

# Milnathort Primary School

## Standards and Quality Report 2022/23

Learning, Respecting, Believing, Kindness



The National Improvement Framework (NIF) for Scottish Education sets out the Scottish Government's vision to continually improve Scottish Education and to close the attainment gap, delivering both excellence and equity. Our school, working in partnership with Perth & Kinross Council, Education and Children's Services is fully committed to delivering these ambitious aims. Key drivers of improvement:

1. School and ELC leadership.
2. Teacher and practitioner professionalism.
3. Parent/ Carer involvement and engagement.
4. Curriculum and assessment.
5. School improvement and ELC improvement.
6. Performance information.



Our school is committed to taking these priorities forward and developing each driver through our annual School Improvement Plan.

In reporting on the progress made by our school during last session, our evaluations have been informed by information gathered in both teacher and support staff meetings, by continued dialogue and varied consultation methods with learners, parents and carers and our Parent Council.

### ATTAINMENT

Learners continue to make progress in all areas of learning and overall, we are making good progress in raising attainment and achievement over time. Practitioners demonstrate increased confidence in assessing achievement of a level and there is a varied and robust evidence base.

	In line with National Expectations				Exceeding National Expectations		
	P1	P4	P7		P1	P4	P7
Writing	most	almost all	almost all		32%	29%	21%
Listening & Talking	almost all	almost all	most		33%	57%	29%
Reading	most	almost all	almost all		46%	64%	33%

	In line with National Expectations				Exceeding National Expectations		
	P1	P4	P7		P1	P4	P7
Numeracy	most	almost all	almost all		32%	29%	21%

### ATTENDANCE

There has been a marginal increase in attendance this Session, with the overall rate of attendance being recorded at 94.2%. The target for attendance in PKC is 96%.

	June 2021	June 2022	June 2023
Attendance	97.3%	93.9%	94.2%

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## ACHIEVEMENT

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- Learner's successes, achievements and demonstration of school values are recognised by nominations to our 'MPS Hall of Fame', being awarded a 'Milnathort Merits' and House Points and skills-based learner success is shared via Twitter.
- Learners at all stages have opportunity to attend a wide range of lunchtime, after-school clubs and to take part in House competitions. Most children take part in at least one club throughout the Session.
- All P6 and P7 children successfully completed their Bikeability Training.
- P6 Euro Quiz team represented MPS at the authority Euro Quiz.
- P5-7 Glee Choir took part in The Frisson Foundation National Glee Choir Competition.
- P7s Rotary Quiz team competed against their Cluster peers,
- P7s represented the school at a PKC Enterprising Maths Event.
- MPS have had a wide range of sporting success, our P3-7 Netball team have competed at cluster festivals, the P6s took part in the Cluster Cricket Festival and all P6 and P7 took part in the Cluster Cross-Country running event with some learners being selected to compete at the County Sports event and our Ski team took second place at the Cluster downhill racing competition.
- The newly re-established pupil led Sports Committee have worked together to select a new school PE kit and will be building on all our sporting successes as they recruit the next generation of sports leaders to the committee.
- All P7s engaged in outdoor learning activities and team pursuits during the Cluster Activity days and took the lead in researching and organising their Fun Week Activities.
- The whole school has taken part in PKC wide initiatives such as the 'what inclusion means to me' and the 'art of friendship'.
- P1 - P3 participated in football sessions led by the Scottish Football Association development Officer and basketball training led by our P6s.

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## WHOLE SCHOOL AND COMMUNITY ENGAGEMENT

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- Monthly School and Nursery Newsletters provide information about initiatives, events and learning opportunities.
- Class Teacher posts at least two Tweets per week per class. The posts share: learning experiences, successes and achievements, whilst promoting and or acknowledging local providers, partners or businesses.
- MS Form surveys and questionnaires facilitate parent/carer views and feedback. 'Question of the Month' has been introduced into the Nursery setting, seeking parent/ carer feedback which has then informed improvement planning.
- Established family learning opportunities include Let's Learn Together and Share the Learning Events, class assemblies performances including the Nativity, music recitals, the P7 Show, Nursery stay and play sessions, Cuppa Chats and Early Years Family Learning sessions support our children and families from Nursery to P7.
- Established links with the Milnathort and Orwell Community Council have facilitated school involvement in community events. A MPS Head Teacher update is now a standing item during the Community Council's monthly meetings.
- Established links with the Community Police team have improved the school's safeguarding curriculum.
- P7s took part in the Loch Leven Nature Reserve project 'Trout in the Classroom'. This has led to ongoing collaboration and learning opportunities with representatives from Loch Leven Nature Reserve.
- Our Grounds and Gardening Group will support our outdoor learning curriculum and promote parent/carer engagement.
- Established links with the local anti-poverty charity Broke not Broken has helped several families in the school.
- Continued positive collaborations with the Parent Council, facilitating successful fundraising events, information sessions and community events.

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## LEARNING

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- CIRCLE and PKC Nurturing approaches have promoted a calm, positive and welcoming ethos.
- Our values are embedded in practice, children can confidently name, discuss and demonstrate them.
- Planning and Learning Conversations and Tracking and Monitoring meetings allow Class Teachers to plan the required interventions to ensure that all children are making the best possible progress.
- Teachers track engagement in literacy, numeracy and general wellbeing using the Leuven Scales.
- The Closing the Gap Tool, ASN tracker and individual Pupil Intervention Records track impact of interventions.
- Our Wider Achievements Tracker records learner's engagement in out of school activities identifying children who would benefit from school led experiences.
- Ways of Working (WOW) Boxes provide learners with resources that remove/ reduce barriers to learning.
- Fun Day Friday activities promote the skills for learning, life and work.
- Collaborative work with Cluster colleagues and comparator schools, in connection with conceptual approaches to numeracy, explicitly teaching writing and Rights Respecting Schools, have facilitated opportunity for professional dialogue and moderation:
  - Teaching staff report increased confidence in conceptual numeracy approaches.
  - Teachers are engaging with the explicitly teaching writing approaches and noting impact on learning engagement and achievement.
  - Achievement of Rights Respecting Schools Award 'Bronze'
- All classes take regular trips to the Community Campus library to encourage engagement in reading.
- As part of our Outdoor Learning curriculum, all classes make use of our local woodland, Tiliwhally Woods.
- Our Nursery visit the woodland on a weekly basis as part of Forest Kindergarten.
- All classes including our Nursery take part in the Daily Mile and all children took part in the Mini Marathon event.
- Almost all classes have had Science inputs from members of the Kinross High School Science department.
- Building on our Digital School's Scotland Award status, digital literacy and computing science is fully embedded across all stages of the school. Our Digital Leaders regularly lead class inputs and run lunchtime workshops for the staff.
- To support the 1+2 approach to language learning, MPS promote the use of French by way of day-to-day greetings. Our French Club organised a French Breakfast so that we could practice our skills.
- P5-7 classes have weekly Mandarin lessons which they have opportunity to continue if attending KHS.
- Learners are encouraged to share languages they speak at home, currently we have learner led Ukrainian lessons for the P3s and P5s.
- MPS took part in the European Language Celebration event where each class learned and performed a European song.
- All practitioners took part in CLPL to develop their understanding of the music resource Charanga.
- P1-7 learners attended Perth Theatre to watch the panto and watched a live performance from the BBC Scottish Symphony Orchestra and the Royal Scottish National Orchestra.
- Children in our Nursery are making very good progress in their learning; almost all are achieving their pre-school developmental milestones. They have opportunities to play, explore and lead their own learning. Children are empowered by staff who recognise their abilities and support their development. Our most recent Care Inspectorate report noted that this is supporting Nursery children to develop confidence and to regulate their emotions.
- Nursery children independently access outdoor learning spaces throughout the Nursery session. This supports them in developing decision making and co-operative skills.
- Staff skilfully plan transitions throughout the day to maximise play experiences.
- Children are highly engaged in their play at Nursery and have access to toys and resources to extend their play. This supports them to be creative and to develop their problem-solving skills.

Our Pupil Equity Funding (PEF) has been used for universal and targeted supports. Children have benefitted from PEF with a focus on literacy / numeracy in targeted small group interventions. The Social Skills group has resulted in children learning through an experience that supports life skills and the application of literacy / numeracy skills in a meaningful context. Children participating in the group successfully engaged in the activities, reported enjoyment and were able to discuss their learning.

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## LEADERSHIP

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- We have ambitious intentions for all learners and this is reflected in our curriculum rationale.
- Using 'How good OUR School?' to capture learner participation and pupil voice has supported the engagement of children in evaluating learning and teaching.
- House Captains took the lead in introducing a learner friendly School Improvement Plan and gathered feedback from their peers against the priorities.
- Our Digital Leaders now include children from P6 and P7, promoting continuity of pupil led learning.
- To facilitate opportunity for further challenge in literacy, specifically targeting learners working withing Third Level, the MPS Reporting Team was established. To date they have drafted an article for the local Parish magazine, Stramash and created a second volume in our school mascot book series, Melody's Adventures.
- The P6s take the lead in running the playtime Friendship Boxes, promoting inclusion and kindness.
- All class teachers take the lead in running lunchtime or after school clubs. Clubs include Netball, French, Glee, Makaton Choir, Reading, craft and Euro Quiz.
- Learners in P6 and 7, on application to the Head Teacher, can run a club. Clubs have included: Coding, Basketball, Art, Football and Orchestra.
- Our P5 Junior Road Safety Officers work in collaboration with the Community Police team and Community and take responsibility for the schools', Living Streets Travel Tracker.
- Our Rights Respecting Schools Group now have Parent/Carer members. Group members took part in the Big Talk in which they met with planning officers from PKC.
- Each class takes on the running of an 'awareness day', linked to a national fundraising initiatives.
- All teaching staff are part of a school improvement priority working group.
- Teaching staff have developed a detailed understanding of the social, economic and cultural context of their class. This informs how they assess the needs of children and evaluate progress in learning.
- All staff have undertaken professional learning to promote emotional health and wellbeing in children and families: PKC Circle Initiative, PKC Whole School Nurturing Pilot and Trauma Informed Training from Connections Specialist Intensive Support.
- All staff members enjoy leadership roles that impact on school improvement priorities and outcomes for learners.
- Two members of staff achieved their Level 2 Makaton and two members their Level 1.
- Our PSA run their own collegiate meeting, providing ring fenced time to discuss learner supports and interventions.
- Nursery staff take on leadership roles to develop their professional knowledge. Staff have high aspirations and confidence in their ability to support children and families to reach their potential.

Quality Indicator 1.3 Leadership of change - Good

Quality Indicator 2.3 Learning, teaching and assessment - Satisfactory

Quality Indicator 3.1 Ensuring wellbeing, equality and inclusion - Good

Quality Indicator 3.2 Raising attainment and achievement- Good

### **Improvement Priorities for session 2022-23**

- To improve pupil enjoyment, engagement and raised attainment in writing.
- To improve pupil enjoyment, engagement and raised attainment in maths and numeracy.
- Develop a shared vision, values and aims relevant to Milnathort Primary School and local community.