

## **MILNE'S HIGH SCHOOL**

### **1. Quality Educational Experience**

#### **1.1 Attainment**

In the Broad General Education (BGE), notable work has been undertaken on moderation in support of Teacher Professional Judgement (TPJ) as a school and Associated School Group (ASG), with particular focus on literacy and numeracy. Further work is planned this session extending to 3<sup>rd</sup> and 4<sup>th</sup> levels of Curriculum for Excellence (CfE). A clear ASG Moderation Event plan is in place with moderation activities reflective of Education Scotland's Moderation Cycle and National Benchmarks. An in-school lead for Moderation also promotes embedding of the moderation across the curriculum in school in order to drive higher consistency for Teacher Professional Judgments (TPJs). The Achievement of Curriculum for Excellence Levels (ACEL) data has now been collected for four years by Scottish Government, with practitioners continuing to grow in confidence in determining CfE ACEL. In session 2018/2019 an improving trend continues with Literacy (Reading, Writing, Listening and Talking) and Numeracy all exceeding Moray, National and National Improvement Framework (NIF) Stretch Aims at 3<sup>rd</sup> level. At 4<sup>th</sup> level, Literacy and Numeracy overall exceed Moray, National and NIF Stretch Aims for Moray.

The school have clear whole-school level systems for Tracking and Monitoring BGE learner attainment and progress, with data sharing of ACEL and standardised assessment information provided by feeder Primary Schools within the ASG. An intervention matrix is used along with whole-school systems for tracking and monitoring further supported by the Wellbeing Team's 'Risk Matrix'. Working together, young people are identified for further support and challenge as appropriate in order to maximise attainment and outcomes. Principal Teachers of Guidance maintain the Risk Matrix and Principal Teachers (Subject) use this in order to identify pupils who are not on track to achieve identified milestones, with further quality assurance and interrogation of data at a termly SLT meeting. Pupil level of need and support of the lowest 20% of achievers, maximising learning for the middle 60% and challenge for the top performing 20% are at the forefront of discussions across the school and further supported through learning conversations during Wellbeing and Attainment periods. Refresh of department tracking approaches underway this session coupled with development of a common language for Tracking and Monitoring in the BGE in line with the Moray Strategy will strengthen consistency and quality of intervention mapping and attainment across the school.

In Senior Phase, comment is made on attainment with cognisance of cohort sizes in section 2.1 below, where one or two students represent a notable percentage of individual cohort sizes. Attainment data for session 2018/2019 (all candidates) highlights a declining trend overall for the past 3 years for S4

Literacy and Numeracy at Scottish Credit and Qualifications Framework (SCQF) level 4 and 5. In S5, Literacy at SCQF level 5 is in line with Virtual Comparator, with slight drop in attainment at Literacy SCQF level 6. In S5, while Numeracy at SCQF level 5 remains below the Virtual Comparator, this has improved from session 2017/2018 with SCQF level 6 attainment in line with the Virtual Comparator. In S6, attainment at SCQF level 5 is on an improving trend albeit marginally below the Virtual Comparator. Literacy and Numeracy at SCQF level 6 are on an improving trend, exceeding Virtual Comparator. The school recognise the importance of raising attainment in literacy and numeracy, with the latter in particular highlighted for focused interventions. Robust tracking and monitoring of all pupils in S4-S6 in literacy and numeracy is now underway in order to maximise the literacy and numeracy qualification level gained by point of exit from school for learners. The school should continue to build on the opportunities presented by the restructured secondary school week to raise attainment, including through wider achievement options and natural opportunities for accreditation through ongoing timetabled courses.

In S4, attainment of the highest performing 20% of learners has notably improved in session 2018/2019, far exceeding Virtual Comparator (VC), Moray and National measures. Improvement is further reflected in S6 with the middle 60% of learners exceeding same. Through intervention matrix planning the school recognise the need to raise attainment beyond Virtual Comparator in S4 and S5 of the lowest 20% and middle 60% of learners. While most attainment figures exceed Moray averages and are overall in line with National averages, they remain below the Virtual Comparator measure. In S5, pupils exceed Virtual Comparator for 5 or more awards at SCQF level 6, in addition to 3 and 5 or more awards at SCQF level 6 in S6. The school recognise the need to raise attainment within S4 (now S5), where developed approaches to whole school tracking and monitoring supported by planned developments at department level have further scope to support early intervention. S6 pupil performance at SCQF level 7 (Advanced Higher) is in line with the Virtual Comparator for 1 or more awards at this level.

The school should continue to build upon and share good practice from departments with strong performance across year groups, working collaboratively for improvements in attainment. This includes continued use of whole school approaches to Senior Phase Tracking and Monitoring of learner attainment and interrogation of data, with monthly tracking and reporting enabling young people and staff to focus on interventions for raising attainment. Supported by senior leaders and the wellbeing team, Principal Teachers and departments analyse data, discussing next steps at department and senior leadership team meetings. In 2017/18, almost all young people progressed, post-school onto positive onward destinations, exceeding virtual, local and national comparators.

Led by members of the Senior Leadership Team (SLT), detailed analysis of data linked to wider tariff points and extended measures is supporting early identification of young people in need of further support and challenge in learning. Senior Phase Universal Pupil Support periods (Wellbeing and

Attainment) are offering opportunities for pupils to participate in wider learning conversations supported by Principal Teachers of Guidance, attainment data-led in their approach to focused discussions. In this way, wider factors impacting on attainment including rurality and deprivation may be taken into account when supporting young people as they progress through the Senior Phase by an adult who knows each young child in Senior Phase well.

## 1.2 Wider school activities

A wide range of clubs are organised for lunchtimes and after school. Activities are organised by departments or by individual members of staff and importance is placed on maintaining the interest and engagement of all. A wide range of interests is covered, such as Football, Fitness, Orchestra and The Fiddle Group, the 'Science, Technology Engineering and Maths' (STEM) Challenge Group, Dance, Netball, Archery, Basketball, Choir, Badminton, the Jazz Band, Duke of Edinburgh Award, World Challenge, Book Group and Guitar Group. Activities are advertised at the beginning of each session although new members are welcome throughout the year. Performances and specific events run in concentrated practice sessions to support student success, such as plays, competitions and participating in the annual folk-music festival, Speyfest.

During morning break, in "The Comfy Room", "Brunch Club" is available to give students opportunity to spend time in a relaxed and safe place, and breakfast is provided without charge. Support staff run this initiative in order to provide personal support to those students who needs it. This has enabled pupils to have a place where they can be relaxed which helps them cope better with lessons. Residential off-site visits are offered to destinations including as London, Paris and India, and local day visits, workshops and events are held during school days, and some holidays and weekends.

The Student Voice Forum engages in developing policy and practices such as the homework policy revision, defining bullying, changing the uniform and revamping the toilet blocks. Senior students are given some leadership to organise events, support learning in classes and coordinate various committees. The prefects act as ambassadors in promoting the school. Supporting the community reflects the values of the school and students choose to be involved in a number of fundraising activities as well as offering services to people in their community and beyond. This sense of generosity gives a positive sense of well-being, with partnership working building social capital, for instance with the residents of Milnescroft sheltered housing.

Business partnerships are based on educational experiences with a focus on developing skills for careers. Each year the Baxter's "Soup Challenge" is to create and advertise a new soup, and the winning group makes and sells their soup in the Baxter's Café. Learners are articulate about the skills they are developing linked to the Career Education Standard and the Moray Skills Pathway. They are clear about the transferable learning that links to the world of work and their future adult life.

### 1.3 ASN provision

There are currently 127 pupils registered with an Additional Support Need (ASN) equating to 32% of the school roll of 392. This is below the Moray secondary school average of 34.9% (2018/2019). Eight pupils attract Exceptional Support Allocation (ESF) funding.

Collaborative approaches within school and with other agencies are effective and fully embedded within school systems and practice. This is evident in staff development initiatives, creating and delivering appropriate curriculum and in planning for individual pupils. Additional Support Needs staff are an integral part of the school and are part of the school "Wellbeing Team" which creates strong collaborative pathways. The Additional Support Needs team is supported by Allied Health, Integrated Children's Services, Skills Development teams and Dyslexia Scotland. This has led to improved outcomes and attainment for pupils evidenced by child planning meetings, pupil tracking data and positive destination records. Quality assurance data around this has also been collected from partners, parents and pupils through questionnaires and focus groups to provide insight and capacity for future planning and improvement.

Pupil needs are identified using a holistic approach where all staff are responsible for contributing to and monitoring assessment and planning for individual needs. This is evidenced by systemic approaches to assessment and recording including the following: initial needs assessment, a "Be aware" folder, Learner Profiles and Strategies, which were clearly understood and used in practice by sampled staff, Individualised Education Plans (IEPs), individual pathway planning, SQA assessment arrangements and pupil case conferences. Pupil Support Assistants (PSAs) have also led whole staff training where PSA support planning and teacher liaison was improved, thus emphasising the shared responsibility throughout the school to ensure wellbeing, equality and inclusion. Although pupils were less familiar with their own Learner Profiles as highlighted through pupil focus group discussions, they knew about learning conversations with teachers.

Raising attainment whilst providing appropriate support and challenge is evident in how the school meets the needs of learners. This is achieved by having a shared understanding of each individual's needs and by providing and delivering broad curricular experiences, which are tailored to suit individual learners. There is a wealth of knowledge relating to support strategies and ample of space to deliver these effectively throughout the school as Universal support. Extended targeted support and interventions are offered by the Wellbeing team. This is evidenced in classroom observation and departmental planning documentation and enabled by a variety of collaborative processes within the school. These include Principal Teacher of Guidance (PTG) conversations, sampling Learner profiles, joint pathway planning and multi-agency planning. In addition, a constant professional

dialogue between support staff and curricular teams is evident and identifiable as good practice.

Pupils reported feeling safe and cared for, there were no concerns raised about prejudice or bullying and if there was a concern they knew that they would be listened to and that it would not be tolerated. Parents also agreed that this was the case. Leadership of learning and change is evident at all levels, particularly noted in the professional autonomy felt by the PSAs and ASN teachers. This is modelled for the pupils to promote a culture of equality and a shared voice in their school. Making this more implicit in learning conversations will provide pupils with more ownership of their strengths, needs and resilience as learners.

In collaboration with Milne's High School and the other primaries, a strong ASG transition programme has been established to ensure a smooth transition from Primary to Secondary school for all children. All children participate in the "Happiness Project" which starts in Primary and is continued when they move up to secondary school. For those requiring extra support, pupils are identified early to participate in an enhanced programme and the PT ASN at Milne's High is invited to child plan meetings at an early stage of P7 or before if appropriate.

Inclusion is embedded into the school and achieved using thorough systemic approaches to self-evaluation and self-improvement, strong leadership to meet the needs of all learners and very good management of resources for this. The desire to promote equity and ensure wellbeing, equality and Inclusion is embedded across the school community.

#### 1.4 Curriculum

During session 2018/2019, the school Curriculum Rationale was reviewed in order to maximise the opportunities presented by pan-Moray move to a 33-period week in order to extend learner experiences. In line with school vision – to provide a creative and ambitious learning environment where everyone is the best they can be – increased subject choice has resulted including additional qualifications now on offer. The school is committed to extending opportunities for pupils relevant to their learning pathways and linking relevance of learning experiences in school to life and work. This includes links with wider partners, extending Developing the Young Workforce (DYW) opportunities and embracing the Career Education Standards (CES).

Last session, the school introduced a "Wellbeing and Attainment" period for S1-S3 in order to support all young people, engaging in general and focused learning conversations with an adult who knows them well. As a dedicated period of personal support for all students, extension this year includes creation of a Wellbeing and Achievement curriculum group and provision of wider education on careers, further and higher education by practitioners across stages. In line with schools aims, the school wish to further develop relationships, knowledge and skills of all learners to ensure all are safe, happy, healthy and confident. Key priorities identified by the school include

the need to develop alternative pathways appropriate to all learners with further consideration of National Progress Awards (NPAs), alternative courses and wider accreditation to complement existing offer. This will further strengthen learning pathways for all learners, including those learners identified as part of the Supporting Learners Pupil Equity Fund (PEF) strategy. The school should continue to review this offer to ensure that the needs of cohorts of young people are supported as fully as possible.

Across a range of subject departments, BGE courses have been reviewed in support of heightened pace and challenge for learners in preparation for Senior Phase. Departments continue to link with a range of partners including Baxter's through the Home Economics Soup Challenge, SSPCA with Support for Learning and links with artists and various Schools of Art by the Art Department. Creation of a Senior Phase curriculum development group this session will further extend pupil choice, breadth and depth of learning and review further natural opportunities for wider accreditation. Teaching colleagues across the school are keen to lead initiatives and change within the curriculum in order to maximise learner attainment and achievement.

The school continue to focus on raising attainment in literacy and numeracy with plans underway to support curricular transition from primary to secondary. Extending beyond planned moderation activities across the ASG, work on consistency of pedagogical approaches along with progressions development and literacy driver identification will further support learner attainment and achievement. Identified staff along with School Improvement Groups responsible for literacy and numeracy developments planned will progress the Responsibility of All (ROA) agenda particularly with regards to literacy and numeracy as a relevant part of pupil learning across learning. Further redevelopment of the Personal and Social Education (PSE) curriculum underway with pupil input will strengthen Health and Wellbeing (HWB) for all. Numeracy should remain a key area for development in order to raise attainment as well as supporting young people to attain in subjects in the senior phase where numeracy is a vital skill for success.

The school have clear plans in place for further developments and improvements to be undertaken in order to further enhance the curriculum in terms of design and learning pathways in support of all learners. Practitioners across the school are committed to looking inwards within Moray and outwards beyond the local area in order to strengthen learners' experiences, with notable empowerment of staff to lead forward improvements in learning and teaching, curriculum and through leadership of change. Student Voice forum has time dedicated within meeting schedule to review learning at Milne's High School, led by Student Voice Ambassadors. Working together, departments continue to develop appropriate pathways and links to the world of work, widening awareness and opportunities for all learners. Further creative approaches to learning in order to wider the curriculum offer may be considered including partner-school and consortia arrangements, extending the range of non-graded courses at appropriate SCQF levels matched to individual learners and cohorts.

## 1.5 Learning & Teaching

Learning observations were undertaken across the school with most practitioners receiving an average of two classroom visits from members of the reviewing team. A number of these visits also involved joint observation by two members of the reviewing team for moderation and further discussion on learning and teaching experiences observed. During scheduled learning walks, members of the reviewing team also dropped in to classes to experience learning and teaching activities underway and discuss planned learning with practitioners where the opportunity presented.

Across almost all classes, most learners were highly engaged and participated fully in learning activities underway. Very positive and mutually respectful relationships were commonplace across all classes with learners exhibiting rights respecting behaviours and attitudes. Learners were keen to engage with the reviewing team in most lessons, explaining learning activities underway and in Senior Phase, their future aspirations. Across the school, very positive behaviour was exhibited by almost all young people, demonstrative of key school values of service, honesty and respect.

In most lessons visited, prior learning was used to guide learning activities with clear learning intentions and success criteria observed in most lessons visited. Success Criteria were linked to knowledge and skills in the majority of lessons, with practitioners further modelling what high quality outcomes looked like in the majority of lessons, raising learner ambition for achievement. In a number of lessons, practitioners also co-constructed Success Criteria with learners increasing ownership and responsibility for their own learning. Exploring further natural opportunities for co-creation of Success Criteria will strengthen pupil leadership of learning further. In the majority of lessons, links to skills under development and the world of work were made, strengthening learning within a real-life context. In almost all lessons visited, there were clear explanations and instructions given with most children spoken with clear on what they were learning and why they were learning key knowledge and developing key skills. This was strongest in Senior Phase classes visited where learners were encouraged to aim high with teacher-pupil dialogue supporting next steps in learning to raise attainment and achievement. In a number of lessons, practitioners modelled answering techniques as a scaffold in support of raised future attainment.

Strong relationships were reinforced by use of warranted praise and encouragement across classes, adopting a 'can do' approach in most classes visited. A range of learning and contexts, learning approaches and teaching methodologies were adopted across the school. These included direct teacher instruction, paired and group based activities, ICT based learning, active learning approaches, flipped learning, physical activity, experiment-based learning, games-based learning, independent learning and peer-supported learning. A variety of engaging learning experiences were observed across the school with almost all pupils in most classes motivated and interested in learning underway. Across classes, the environment and ethos for learning is very positive, where most staff know their children well

and are inclusive in their approach to planning and delivery of learning and teaching experiences.

In most lessons, teachers used formative assessment well as a means of check-in for pupil understanding, providing 'in the moment' feedback in order to guide next steps in learning. In most lessons, timely interventions – teacher and pupil led – supported learning, strengthened further through ongoing teacher dialogue and learning conversations. Self and peer assessment was ongoing in the majority of lessons visited, with further scope to extend beyond teacher assessment in a number of lessons visited. In the BGE, most pupils had awareness of their progress and learning targets. In Senior Phase, almost all pupils were aware of their next steps in learning, how to improve and get help, supported by teacher modelling and scaffolding – particularly with regards to exam technique in stronger lessons – with pupils welcoming smaller class sizes for increased dedicated time with their teachers.

Practitioners used questioning well across most classes in order to check on pupil progress, understanding and learning underway. In the majority of lessons, this extended to more open questioning for higher order thinking. In the majority of lessons visited, sufficient pace and challenge in learning was provided for most learners. Extending approaches to differentiation in the majority of lessons supported by the school differentiation strategy – including further development of Success Criteria and learning activities beyond differentiation by end outcome in the BGE - would extend support and challenge. In most lessons, teachers used starter activities and plenaries well to check-in on progress in learning. In a few lessons, practitioners also sought feedback from learners on learning experiences, extending teacher self-evaluation for self-improvement.

Guiding future instruction, pupils spoken with feel their views were valued and acted upon when asked regarding learning and teaching activities experienced. On speaking with pupils, most were clear on future pathways beyond school and how they would progress to positive destinations including further and higher education, employment and training. In Senior Phase, pupils spoken with were clear regarding how courses of study would support them in their future education and employment.

The school have a number of groups and activities linked to learning and teaching. This includes a 'Teaching and Learning School Improvement Group', focus on moderation and growth mind-set. The school follow a Learning and Teaching policy developed for wider ASG use, reinforcing key aspects of pedagogy and practice. As an Associated School Group, moderation activities are also underway where last session's focus included moderation of numeracy and literacy linked to Education Scotland's Moderation Cycle, strengthening cross-sector professional dialogue and teacher professional judgement on CfE levels across the ASG. Promising work on diagnostic assessment undertaken by the ASG numeracy intervention teacher will further support closing knowledge and skills gaps in numeracy across the ASG.



1.6 School buildings  
Condition: standard C (2017)  
Suitability: standard B (2017)

The school buildings were constructed in phases between 1981 and 1989, with a central teaching and management block linking to other teaching areas of the school. Further extension to the school houses a community library, fitness gym, IT suite and multi-agency base. The school is well-equipped and well-maintained, providing for a bright learning environment. Classrooms are well-equipped with Promethean boards and access to ICT suites for whole class use. The Head Teacher uses devolved funds well in order to maintain the school as part of wider tenant responsibilities. This session's School Improvement Plan includes priorities identified through student focus audit with support staff, reviewing internal areas further for redecoration, internal door replacement to meet fire regulations and continued ground clearance to maximise outdoor learning space. This will further help ensure best possible learning environment in terms of building and grounds surrounding.

1.7 Pastoral Care

There is a positive, caring and respectful ethos in Milne's High School which is underpinned by the school's vision and values. It is clear across the school that it is regarded that everyone's job is to get it right for every young person. Staff understand the wellbeing indicators and Moray's staged intervention process, which ensures the school is taking a holistic view to supporting young people. Almost all class teachers embrace health and wellbeing as the responsibility of all and pupils clearly articulated that they felt they could speak to any member of staff not only about their learning, but their physical and emotional needs.

The Wellbeing Team is an important aspect of the school's approach to supporting young people. There was evidence of good collaborative working between Guidance staff, the PT ASN, the Home School Link Worker, School Nurse, Skills Development Scotland Officer and Inclusion Coordinator. The level of collaboration now evident was identified as being facilitated by the change in leadership within the Wellbeing Team. The team spoke positively of the changes made in a short time and the positive impact on the supportive measures being put in place to meet children's needs. "Team Time," a weekly multi-agency meeting, has been re-structured in order to operate more effectively with a solution-oriented approach that encourages a 'team around the child approach' to ensure positive outcomes for the young people. It is evident from all partners that there is real desire to drive change forwards collectively.

Although a relatively new role, the Inclusion Coordinator is effecting change in the service provided to some of the most vulnerable pupils in Milne's High School. Brunch club and the provision of a safe place at lunchtimes has witnessed the number of children accessing this support grow at pace. A range of awards are being used as a vehicle to engage pupils attending nurture groups and 1:1 sessions; this allows the young people to build

resilience and supports their overall mental health and wellbeing whilst giving the pupils a sense of achievement.

The Wellbeing team have also been central in promoting key messages that affect pupils on a daily basis. Planned themed weeks around bullying and the equalities agenda, have enhanced and supported the school community's understanding in these areas. These events are complemented by the Personal and Social Education (PSE) programme from S1 to S6 which has recently been refreshed in line with the benchmarks to ensure progression and that a more structured programme is in place. The guidance team should continue to review the personal support programme with young people and partners to ensure relevance and progression in learning and where possible continue to identify opportunities for co-production with children and young people.

Being responsive to the needs of their children and young people, the school identified the need to promote positive mental health within their school community. After looking outwards to another school with practice in this area, pupils were identified to lead this work. A series of lessons were developed by the senior pupils (Mental Health Champions) and delivered to all pupils across the school with a clear message of 'everyone has mental health'. A number of pupils, parents and staff have attended Mental Health First Aid Training with a plan in place to upskill more members of the school community. Aligned closely with the School Library Project, the S4 Mental Health Ambassadors will become the S5/6 Mental Health Champions next year to ensure the programme can continue to be sustained and further developed.

## 1.8 Attendance, exclusions & pupil behaviour

2018/19 Attendance rate: 92.85% (Moray 91.9%).

Violence/Aggression against staff: 5 incidents recorded involving 5 different individuals during 2018/19.

There were 12 exclusion incidents involving 5 different pupils in session 2018/19. This has reduced from 15 incidents involving 11 pupils in session 2017/18.

Almost all pupils spoke positively about the introduction of the revised behaviour system which was developed in partnership with pupils. During the focus group, children explicitly articulated the positive impact it has had on the behaviour of pupils at all stages and that there is now a consistency across the school about how behaviour is managed by all. Further review of the relational policy so that it is embedded in the language of children's rights and captures the learning from Moray's Building Better Relationships Training will support the ongoing work in this area.

## 2. School roll

## 2.1 Roll and roll forecast

The School Roll in 2018/2019 was 392 pupils. Since 2014, the roll has decreased by 74 (from 466 to 392)

Forecasted roll: 2026 – 438 pupils

Estimated increase by 46 pupils over next 7 years

2018/2019: S1 – 77, S2 – 69, S3 – 77, S4 – 75, S5 – 65, S6 – 29

## 2.2 Inward placing requests

Net placings (inwards) over last 5 years: 2014/15: 6, 2015/16: 17, 2016/17: 10, 2017/18: 8, 2018/19: 12 inward placing requests

## 2.3 Outward placing requests

Net placings (outwards) over last 5 years: 2014/15: 12, 2015/16: 9, 2016/17: 8, 2017/18: 13, 2018/19: 18 outward placing requests

## 2.4 Roll as percentage of capacity

2018/19 School Roll: 392, Capacity: 625 = 63% of physical capacity

## 2.5 Class composition

Mixed ability classes, multi-level in Senior Phase

## 2.6 Number of teachers

FTE – 37.8 (43 staff)

Includes 15.8 fte teachers, 18.0 fte Principal teachers, 3.0 fte Depute Headteachers and 1.0 fte Headteacher

## 2.7 School roll

2018/19 School Roll: 392

## 2.8 Maximum Capacity

2018/19: School Roll = 392, Maximum Capacity = 625 (63%)

## 3. Financial position

### 3.1 Budgeted running cost

The cost per pupil in 2018/19 was £5,854.

### 3.2 Financial trends

School devolved budget (including carry forward) for 2018/19 had a 0.07% underspend

### 3.3 Financial plans

The school has an allocated budget commensurate to roll and context, used well in order to progress school improvement agenda. As identified through the strategic School Improvement Plan, funds are allocated in support of curriculum delivery, learning and teaching activities and in order to maintain the learning environment in a climate of best value. PEF funding is used well

based on structured and well planned, timely interventions in support of learners who require support based on pre-determined criteria for PEF.

## **Conclusions**

On the basis of the evaluations of criteria 1-3, Milne's High School is a sustainable school. The roll and enrolment forecasts indicate increase in school roll over the next 7 years as outlined in section 2.1 above. As such, the school will near the minimum (not optimal) roll for existing secondary schools set at 450 pupils per current Schools for the Future policy Guidance (Annex A, section 2.8, p32). Criteria 4-6 are not evaluated at this time. Existing roll versus physical capacity highlight sufficient capacity for the foreseeable future.

## **Recommendations**

School roll is predicted to increase by 46 pupils over the next 7 years as identified in section 2.1 above. With housing development underway in Fochabers, officers should continue to monitor roll predictions annually in order to ensure that school physical capacity continues to meet roll needs as a school for the future.

- Consider Campus Leadership model across Milne's ASG
- Retain Milne's High School as per existing arrangement

## **Areas of Strength**

- The leadership of the Headteacher in driving forward change, promoting an ethos of aspiration and equity for all
- A growing culture of empowerment through rigorous self-evaluation, led by the Senior Leadership Team, resulting in school improvement
- A clear focus on learning and teaching has resulted in improved outcomes for young people, supported by effective questioning, feedback and positive learning environment
- Mutually positive and nurturing relationships across the school
- Emerging approaches to whole-school tracking, monitoring and interventions for raising attainment are supporting positive learner journeys
- An ethos of inclusion and equity for all, where young people with a range of learning needs are supported to participate and achieve

## **Areas for Improvement**

- Continue to raise attainment, with particular focus on identified area of 'Responsibility of All'

- Continue to develop approaches to learning and teaching by building on good practice in the school, with ongoing focus on pace, challenge and differentiation to meet the needs of all
- Continue to review and develop wellbeing and attainment focus
- Continue to extend opportunities for pupil leadership across stages, supporting development of wider knowledge and skills
- Continue to review the curriculum offer to include further opportunities to meet a variety of individual learner pathways

# **LHANBRYDE PRIMARY SCHOOL**

## **1. Quality Educational Experience**

### **1.1 Attainment**

Attainment data is collected annually at the end of each academic year through the Achievement of Curriculum for Excellence Levels (ACEL). Attainment levels trends are on an upward trend in half of the indicators and in a downward trend in the other half. Attainment levels are below the Moray averages across all areas apart from P7 Listening and talking, and Reading. Also, in P1, P4 and P7 the attainment levels are well below the National Improvement framework (NIF) Stretch Aims.

Across P1 attainment levels are stable or in a slightly upward trend apart from in Numeracy which shows a slight decline. P4 attainment levels are decreasing markedly over time whilst in P7 these levels are on the increase across all indicators. It is hoped that with more confident Professional Teacher Judgment (TPJ) and improved Learning, teaching and assessment that the figures will become more secure and begin to rise across P1, P4 and P7 over time. Staff are engaged with moderation activities within the school and across the Milne's ASG to improve the measurement and levels of attainment. They will benefit from continued engagement with Benchmarks and these ASG and any Moray wide moderation activities.

Attainment is identified as an issue across the school and the school under the leadership of the head teacher is working to effect positive change here. The school has abandoned Accelerated Reader and introduced a Higher Order Reading programme as part of a new strategy focusing on improving reading. To help re-inforce this reading focus Everyone Reading In Class (ERIC) happens across the school every morning. The school is in the third year of its involvement in the Northern Alliance's Emerging Literacy programme and uses its initial assessments to identify gaps in learning and the appropriate interventions to help to raise attainment and close the poverty related attainment gap. There is joint work with St. Sylvester's School to help raise levels of Literacy which is being enhanced by the use of an Emerging Literacy Whole School Approach. After P1 and P4 Support for Learning (SfL) support is deployed to help learners catch up who have missed attaining the Curriculum for Excellence (CfE) Level appropriate to their stage. The ASN department is also up-skilling Pupil Support Assistants (PSAs) to help target gaps in pupils' learning so that Pupil Equity Funding (PEF) can be used appropriately with eligible pupils. In particular TalkBoost is being used to tie in with Emerging Literacy to help 'close the gap'.

A small test of change is being introduced in P3 with Social and Emotional Aspects of Learning (SEAL) Training being used to fill in gaps in pupils' learning. The school uses the Moray Tracker to monitor pupils' progress including the identification of gaps in learning three times per year. Teachers also use the new Scottish National Standardised Assessments (SNSA) data along with Reading, Writing, Listening and talking and Numeracy ACEL data

to track pupil progress and plan interventions to help close any pupil gaps in learning. This is an area which could be developed to realise more impact on learners' attainment with more pupil input.

There has been a specific focus on Health and Wellbeing which has been rolled out with a focus on learners who are eligible for PEF. PEF is being used to enable pupils with gaps in their learning to have targets in Literacy and Numeracy. Relevant pupils are being identified through tracking and interventions are then being implemented to try to close the poverty related attainment gap and ensure improvement in health and wellbeing.

Parents interviewed were happy with the progress of their children, how this is reported to them and with the structure of parent interviews. With raising attainment as a SIP priority the school has worked with parents in various ways to encourage them to engage with their children's learning, for example, with the P1 Library sessions to encourage reading. This is welcome and should continue to be a focus of the school's efforts to help raise attainment.

## 1.2 Wider school activities

The Headteacher and staff provide many opportunities for children to achieve through a variety of opportunities such as Councils and Committees, House Captains and after school and lunch clubs. The Councils, Committees and other activities give pupils the opportunity to take part in activities which suit their interests or offer new challenges. The committees include the Global Citizenship/Tanzania Group which co-ordinates the link with Mayega Primary School, the Junior Road Safety Officers (JRSO), the Eco-schools Group, the Pupil Parliament, the Library Group, Events group, STEM and Playtimes. Pupils help out at Open Evenings and with displays. Parents run a school football club and the Active Sports Co-ordinator supports with a number of physical activities. There is a working group focusing on increasing distributed leadership across the school. At present there are Eco, Rights Respecting School Award (RRSA) and Parental Engagement Working Groups in school as well as ASG Working Groups which give staff the opportunity to take up leadership roles and lead on areas of school improvement.

Children feel they are able to influence improvement throughout the school through their participation in committee groups which are ongoing throughout the year. Parents and pupils were pleased with the development of pupil leadership, particularly with P7 as they are given the opportunity to initiate and lead clubs if they so desire. House Captains are given leadership opportunities such as helping to organise and run the annual Sports Day.

## 1.3 ASN provision

32% of pupils are recorded as having an additional support need (ASN). There are 13 pupils receiving Exceptional Support Funding (ESF) allocation in addition to the Additional Support Funding (ASF) allocation. There was a 10% reduction in the formula this year for ESF pupils, although an additional 12 hours were granted until Christmas to support transition for pupils into P1.

There has been an increase in the number of pupils with social and emotional needs who present with non-compliance and challenging outbursts. Half of the pupils with ESF funding are in class supported with PSA input as identified in their plans. The teaching allocation for ASN is deployed mainly for targeted groups and meeting the needs of individual pupils.

In The Nest there are pupils with profound and complex needs with appropriate processes in place to inform the progression and delivery of needs. All staff contribute to the learning, assessment and recording of progress. Communication needs are high and input from the Speech and Language Therapy (SALT) Service supports these needs. Most of the pupils are under 7 years of age and development needs are met through play experiences. Training has been delivered to staff on the following: Picture Exchange Communication System (PECS), Talk Boost & Signalong to better met learners' needs. First Aid & Epilepsy Child Protection Policy and Practice are appropriate and in place. Staff received targeted input from the Positive Behaviour Strategies Team with training to use fit for purpose behaviour support strategies. The accommodation is excellent and enables a range of needs to be met flexibly and effectively. It includes a range of teaching spaces which include a sensory area, a soft play area and a life-skills/kitchen area suitable for feeding protocols.

Class teachers use the Moray tracking and monitoring tools along with teacher led discussions to identify learning needs. Numeracy and Literacy SMART targets are agreed and staff allocated to provide intervention. The use of learner profiles which identify strengths and needs and strategies are being introduced to support learners this year. It was agreed that differentiation to support learning needs was in need of development. There is a reliance on ASN staff to meet differentiated needs in the classroom and withdrawal to provide direct intervention in both learning and responding to escalated distressed behaviour.

SFL teachers have been trained in Staged Intervention and presently have ownership of this process. 'Meet and Greet' sessions have been offered for many years where class teachers run workshops for parents to promote and support positive relationships and parental engagement. It is planned to roll out the use of Staged Intervention to the whole school staff next year so that learners' needs will be better met within the classroom rather than by the current method of learner extraction. The Principal Teacher of ASN has introduced meetings for parents with children who have profound needs for professional advice and mutual support.

The focus on wellbeing is evident throughout the school and articulated by all within the community. The implementation of Zones of Regulation to support self-regulation, and the creation of nurture spaces in each classroom, are two recent developments. A life-skills and nurture space has been created for work with pupils where targeted intervention to support emotional health and wellbeing can be delivered. There are a range of strategies to support inclusion within class and for participation in the life of the school and decisions made therein. There are many groups to be part of and activities which promote engagement in their environment. Systems to recognise



participation and achievements are in place where examples of good deeds and in achieving goals are recognised and rewarded.

There is targeted support for Family Learning in the Family Hub supported by partner agencies such as Children First and Moray Foodbank. This includes drop-in sessions and specific appointments where plans are agreed which includes input from the ASN Department and the Senior Leadership Team (SLT). Parents interviewed were appreciative of the support and advice given through this facility.

#### 1.4 Curriculum

The school's Vision, Values and Aims (VVA) have been developed collaboratively and are reviewed regularly to reflect the changing context of the school. There is a clear school vision based on the school initials LPS; Learning for Life, Positive Partnerships and Success is celebrated. The vision is to have all members of the school community learn the skills that prepare them for life with an emphasis on developing relational skills and building self-efficacy by celebrating success of all types. This vision is foundational to the aims of Respect, Teamwork, Fairness, Keep Trying and Honesty. The school aims are linked to the four capacities of Curriculum for Excellence (CfE) and learners are encouraged to develop these capacities by having a positive outlook, attitude and matching actions. These aims tie in with the Moray Council Education Vision and Aims which means that there is cohesion in strategic and operational planning. The VVA are embedded in the life of the school in the learning experiences of the children and there is room to develop leadership opportunities to enhance them.

The curriculum is based on Responsibility of All with its key curricular areas of Literacy, Numeracy and Health and well-being across learning. These have been reinforced with a review of the weekly timetable with respect to Literacy and Numeracy. The curriculum is based on the 7 principles and 8 curricular areas of CfE. These curriculum areas include Science, Expressive Arts, RME and Health and Well-being to offer a wide curricular experience to broaden pupils' minds and capture their interest as well as enable them to be reflective in their learning. The school has a curriculum rationale with the learner at the centre with Getting it Right for Every Child (GIRFEC) principles which is currently under review. A positive from this rationale is that it is overtly linked to learning and teaching which means that this is good foundation on which to build on improving classroom practice. Bloom's taxonomy is explicitly displayed in the curriculum rationale diagram which could be further developed in classroom practice. The school is currently in the third year of a three year plan to build the Lhanbryde curriculum so that it better meets the needs of learners. There is an emphasis on cross stage working across the school and the community is involved where appropriate with parents helping out in some lessons. Plans are being considered to have the school achieve the Right's Respecting School Award (RRSA) to enhance the school ethos with a focus on equity. The school offers innovative curricular activities such as the Roots of Empathy programme which offers empathy based lessons for children with the support of a parent and baby.

## 1.5 Learning & Teaching

The Schools for the Future reviewing team undertook a full programme of classroom visits, with most classes visited on a number of occasions in order to observe learning and teaching activities underway. In addition to direct observation of learning and teaching activities, learners engaged in dialogue with individual members of the reviewing team where natural opportunities arose in order to explain the 'what?', 'why?' and 'how?' of their learning. Where possible, classwork, folders and jotter-work was looked at and dialogue with class teachers was undertaken where natural opportunities arose.

A range of learning and teaching activities were observed during our visit, including Numeracy, Physical Education, Music and Literacy with particular focus on Writing (process and instructional) across a number of stages. Supported targeted learning groups were offered class extraction for activities including Reading and Numeracy support. Across all classes and groups, positive and respectful relationships were observed between staff and pupils. All were encouraged to participate in learning, and to achieve based on high expectations set by teaching and non-teaching staff. Most instances of low-level misbehaviour and off-task behaviour were identified and handled efficiently and sensitively by staff concerned, in line with the school's positive, solutions-orientated approaches. Most staff used praise well in order to motivate and encourage children to participate and learn.

Teachers across classes plan together a range of learning activities, taking account of prior learning as observed through start of lesson reviews from previous learning. Further support on moderation and strengthening Teacher Professional Judgment (TPJ) for learner level achievement is also gained through collegiate times and through Associated Schools Group (ASG) moderation activities. Across classes visited, learners are empowered through carousel and station based approaches to learning, with opportunity to lead their own learning with personalisation and choice observed in some lessons. Direct instruction was offered by class teachers principally through group instruction with strong direct input provided to differentiated groups across stages. In the majority of lessons observed where group instruction was underway, independent carousel and station-based approaches provided sufficient challenge and enjoyment for the majority of learners while making assessment of children's progress more challenging.

Learning Intentions and Success Criteria were evident across almost all classes and learning activities underway, shared in a variety of ways including use of interactive boards and whiteboards, table-top boards and through verbal sharing and review during lessons. Co-creation of Success Criteria was evident in a few of the lessons visited. Linking learning further to the world of work, relevance to real-life contexts and combining knowledge linked Success Criteria with skills for learning, life and work through planned experiences may add further dimension to learning and deepen learner understanding. This may further support co-creation of Success Criteria and extend learner leadership of learning for reflection and identification of next

steps in their learning. Further differentiation of Success Criteria may have supported individuals and groups further, ensuring learning was at an appropriate pace for all.

Most learners understood the purpose of their learning with the majority also understanding why they were learning certain topics and content. In less than half of lessons visited, learners were given choice in how to approach learning activities underway. A range of learning activities were observed including direct class and group instruction, individual tasks, group based activities, carousel/station-based approaches, paired activities, worksheet, textbook/reading book based and active learning approaches to Numeracy. The school's focus on growth mind-set and alien powers will continue to build learner confidence and resilience in learning, using setbacks as positive learning opportunities.

Questioning for understanding of a closed nature was experienced across classes, with ongoing formative assessment and in the moment feedback on learning provided across most stages. In the majority of lessons, further extension to more open-ended questioning and tasks may have extended learner creativity and promoted higher-order thinking. This would support lesson pace and challenge for all, with further reflection on individual and group based (carousel/station-based) activities now required to ensure sufficient challenge, differentiating class learning and activities further based on pupil need.

Planned revisit of the school's learning and teaching strategy as a staff in line with authority approaches will strengthen learner leadership and ownership of learning. Developing a shared language of learning across the school will further support learner reflection and feedback, informed by key assessment information. Extending opportunities for learner self and peer assessment and revisiting assessment is for learning based approaches will support learner understanding for embracing greater challenge and application in learning. Supported by ongoing school approaches to ensuring wellbeing and equity for all, the school should continue in line with school self-evaluation findings and identified improvement priorities to strengthen approaches to learning, teaching and assessment.

## 1.6 School buildings

Condition – standard B (2017)

Suitability – standard B (2017)

The school is situated in the village of Lhanbryde which is about 4 miles east of Elgin along the A96. It has a single site with the modern building which includes a large hall which is used for serving lunch and PE. The school is spacious with a largely open plan format and which has the classrooms running off a central atrium. The school is well decorated and areas are utilised well to provide learning and teaching along with areas for staff to work in. There is building work going on with the refurbishment of the current Nursery.

## 1.7 Pastoral Care

Lhanbryde is a school which provides a welcoming and inclusive environment where the almost all children work well together in a constructive and purposeful manner. The shared values that underpin this school vision are evident within the school community and demonstrated in a variety of ways through classroom practice, and the positive behaviour and attitude of almost all pupils. Learners genuinely like their school and members of their school community, although they did express irritation with some disruption in classes.

The school's VVA are largely embedded within the life of the school as evident from discussions in the focus groups, and inclusion may need to be re-thought in terms of the five roles of the SFL teacher and to optimise the impact of ASN upon learners with needs. Children generally feel safe and fully supported and know who to go to if they have any concerns.

Staff are working to ensure all children feel safe, nurtured and included with an appreciation of their right to a full education. Through this rights-respecting approach and the school gaining the Rights Respecting School Award (RRSA) at Silver Level the children will continue to have access to pastoral care and support which should become more explicit in the context in which they learn and live together each school day. Pupil Voice is evident in the school and there is room to develop this as pupils are keen to offer ideas for improving the school from their perspective. This could be harnessed to increase the pace of change leading to improved outcomes for the learners.

## 1.8 Attendance, exclusions & pupil behaviour

2018/19 Attendance rate: 94.8% (Moray – 94.9%)

Violence / Aggression against staff: 85 incidents recorded; 11 individual pupils (2018/19)

Exclusions: 9 exclusions recorded; 3 individual pupils (2018/19)

Generally learners are well-behaved and the school community is working collaboratively on 'Building Better Relationships' as part of their improvement journey in the current school improvement plan.

## 2. School roll

### 2.1 Roll and roll forecast

School Roll: 2019 – 179 pupils

Roll has increased by 6 since 2014 (+4%)

School Roll Forecast 2025 – 186 (to increase by 7 = +16%)

### 2.2 Inward placing requests

Net placings over last 5 years: 2014/15: 1, 2015/16: 0,

2016/17: 3, 2017/2018: 3, 2018/19: 2 inward placing requests

- 2.3 Outward placing requests  
Net placings over past 5 years: 2014/15: 3, 2015/16: 7, 2016/17: 6, 2017/2018: 7, 2018/19: 3 outward placing requests
- 2.4 Roll as percentage of capacity  
2019 School Roll - 179 / Functional Capacity 290 = 62%
- 2.5 Class composition  
2019 – 7 classes: 2 composite classes  
(Classes: Composite – 1 x P1-2, 1 X P5-6)
- 2.6 Number of teachers  
2019 - Teachers FTE – 7.0 (8 staff) as well as 1.0 X PT ASN, 2.0 X SFL teachers and 2 X 0.2 for DHT Relief and McCrone
- 2.7 School roll  
2019 School Roll – 179
- 2.8 Maximum Capacity  
2019 School Roll – 179 / Physical Capacity 330 = 54%

### **3. Financial position**

- 3.1 Budgeted running cost  
The cost per pupil in 2019/20 is £4,044
- 3.2 Financial trends  
School devolved budget (including carry forward) for 2018/19 had a 1.09% overspend which equates to £5,356.
- 3.3 Financial plans  
The Headteacher is working to ensure a balanced budget for this financial year.

### **Conclusions**

On the basis of the evaluations of criteria 1-3, Lhanbryde Primary School is currently a sustainable school. With the roll and enrolment forecasts there will remain a need for this school to be classed as a non-denominational school serving an accessible rural area, (“Schools for the Future: A Policy for Sustainable Schools”, 2016; Annex B – Rural Schools list).

Roll prediction indicates an increase of 7 pupils over the next 7 years. With current functional capacity (62%) and maximum capacity (54%) and despite a future increase in school roll anticipated, Lhanbryde Primary School has future capacity to receive additional pupils from within or out-with the existing catchment area.

### **Recommendations**

A non-denominational school, Lhanbryde Primary School covers the village of Lhanbryde and rural areas to the northern end of the Moray Council area up to the Moray Firth, classed as a Moray Accessible Rural School. Although projections would suggest sufficient capacity in future years to meet the needs of the school catchment, the following options could be considered and appraised:

- Consider Campus Leadership model across Milne's ASG
- Retain Lhanbryde Primary School as per existing arrangement

### **Areas of Strength**

- The school is an integral part of the local community, with core school values known and embraced across the school under the caring and compassionate leadership of the Headteacher.
- Positive ethos where children are polite and friendly, feeling safe and cared for, with opportunities to contribute to the wider life and work of the school.
- A staff team who are fully committed to supporting learners, their wellbeing and achievement.
- Supported by staff across the school, a range of pupil leadership opportunities are available, supporting school improvement and pupil participation.
- Developing whole-school approaches to wellbeing and nurture are supporting positive relational approaches for all across the school.
- Well-resourced ASN provision ("The Nest") for profound and complex needs, with staff supporting children to reach their individual milestones.

### **Areas for Improvement**

- Further develop the Curriculum Rationale in line with the national refresh of the narrative around Curriculum for Excellence, fully embracing key design principles across the four contexts for learning, reflective of the local context.
- Empower practitioners across the school to further develop learning, teaching and assessment in line with the Moray Learning and Teaching Strategy ensuring sufficient pace, challenge and differentiation.
- Develop consistency through a shared language for learning across the school in support of learner reflection and feedback, supporting learner identification of strengths and next steps in learning.

- Through extended partnership working across the school community, develop opportunities for children to extend knowledge and develop skills further linking to the world of work, raising aspirations for all.
- Continue to extend opportunities for staff and pupil leadership, including opportunities for learner leadership of learning.

## **MILNE'S PRIMARY SCHOOL**

### **1. Quality Educational Experience**

#### **1.1 Attainment**

As a result of staff instability outcomes for pupils have not been positive in recent years and the Senior Leadership Team (SLT) this last year have provided a consistent and focused drive to raise the standards of teaching and learning, of learner participation and motivation, and in establishing a safe and secure environment for learning. Attainment is beginning to improve and the SLT predict that the present ethos across the learning community will impact positively on student outcomes.

Scottish National Standardised Assessment (SNSA) data is being used to assist teachers with their judgments. Through discussion with staff, confidence in Teacher Professional Judgment (TPJ) of learner level achievement as per the Scottish Government's data return requirement for key stages (P1, P4, and P7) is growing. Teachers are engaging with National Benchmarks and participating in cross-ASG moderation activities. This has included unpicking how best to approach moderation and reviewing evidence of children working at particular Curriculum for Excellence levels. A positive collegiality and efforts towards partnership working will promote consistency in lesson planning and curriculum coverage. Conversion rates from P1 to P4 to P7 will become more reliable as the TPJs become more robust.

Staff know children well as individuals, and use assessment information available to them (class based assessments and SNSA). Most teachers apply their personal knowledge to identify and group pupils in whole class delivery. Further tracking of cohorts and individual pupils over time, using all available data, will support practitioners moving forwards.

In 2018-19 P1 Curriculum for Excellence Achievement of a Level (ACEL) data showed pupils achieving 57% for Literacy and 66% for Numeracy, both below the Moray averages (70% and 78% respectively). In P4, ACEL data showed Literacy and Numeracy at 48%, and in P7 56% and 53% all below the Moray averages. A drive to improve Literacy in the early stages of Nursery and P1 is seeing results at the end of P1 Writing at 89% as a component of the Literacy. A strategy for reading and continued improvements across the school now need to build on this success. Tracking back to 2016 shows the P7 learners increased in Writing and slightly in Numeracy, while P4 increased slightly in Numeracy but fell in both Reading and Writing, and effort now needs to focus on the quality of learning and teaching, particularly in literacy, from the end of P1 through first level.

Working closely with the Head and Depute, practitioners have identified children in need of targeted interventions, with monitoring of staged interventions and wellbeing undertaken. Staff engage in regular dialogue and discussion on children's progress and ways to further support them. Pupil Equity Fund (PEF) monies have also been used for recovery work in closing those gaps identified in the Literacy and Numeracy data.



## 1.2 Wider School Activities

At Milne's Primary School, the head teacher, staff and parent volunteers provide many opportunities for children to achieve. These include a Book Club which seeks to encourage a love of reading to help pupils widen their literary horizons. Outdoor learning is encouraged through the Gardening Club and Eco Group which ensure that the outdoor areas are developed and help encourage the pupils to think about and act on environmental issues by, for example, planting raised beds in which pollinator plants grow. The Homework Club supports pupils who need the opportunity to get a little help with their homework to help encourage good working habits outside the classroom. The Lego and Art Clubs enable the children to show their creative side as well as being beneficial for health and well-being. The Friendship Club exists to help children build positive relationships with each other and in their future whilst the Glee Club brings out the children's creative side with much loved singing and dancing which encourages team-work and well-being. Trained Peer Mediators take turns to provide break time support in resolving disputes and building friendships. The Active Schools Co-ordinator provides opportunities for a variety of sports at lunch-time and after school which cater for a range of interests and abilities and include Boccia, rugby and badminton to help develop physical fitness, hand to eye co-ordination and resilience. The Co-ordinator has also trained P7 Play Leaders to run outdoor lunchtime activities. In Term 2 of 2016, 9.6% of Milne's Primary children took part in extra-curricular sports; in Term 2 of 2018, this figure had risen to 78%. Music plays a large part in the life of the school with classical music being played in the school main corridor and lessons are offered in fiddle, flute, recorder, saxophone and trumpet as well as singing in class time. The musical life of the school is show-cased in events, such as the Christmas Show. Links with other schools and the high profile "Speyfest" annual festival help to promote the musical culture of the Fochabers community.

An annual P7 residential trip to Alltnacriche Outdoor Centre is enjoyed by pupils where they engage in various team-building and leadership opportunities. The school also promotes Fairtrade activities and has Fairtrade cotton in its uniforms which helps develop the school community's sense of social responsibility. This emphasis in the life of the school is also developed through activities like involvement in the MFR Cash for Kids programme, the Scottish Poppy Appeal and a cake sale for CLAN who support cancer patients and their families.

The Milne's Primary School children believe that they are able to improve their school community by taking new ideas to the head teacher and then presenting them at assemblies. They are able to influence improvement throughout the school through their participation in committees, such as The Rights Respecting Schools, Health and Eco groups. This gives the pupils the opportunity to voice their opinions and influence school life and improvement and when this is coupled with year group Pupil Council representation gives the children real agency in these matters. Pupil responsibilities include House Captains who are given leadership opportunities, for example, by giving school tours to visitors.

A next step would be to explore how pupil leadership could be more strategic enabling pupils to have ownership of their own identified areas of school improvement.

### 1.3 Additional Support Needs (ASN) Provision

There are 77 of the 193 pupils on the 2019 census with ASN, representing 39.9% of the school roll. This is above the Moray average of 33.2%. These needs are met in the classroom, by curriculum adaptation and by a whole school inclusive ethos. In the Nursery, needs are identified as early as possible and agencies engaged as appropriate.

Inclusion and promoting equality is evident and embedded throughout the school. Much time is invested in knowing and understanding each person as an individual and as part of the school community. This includes pupils who have Additional Support Needs for a variety of reasons. Whole school inclusive initiatives, such as the positive behaviour strategy have also had a significant impact on meeting the needs of pupils. Pupil needs are met by tailored differentiation, appropriate curriculum adaptations, environmental adjustments and interventions for closing attainment gaps and the adaptation of teaching approaches to accommodate such tailoring is variable. Sharing good practice and regular tracking meetings involving all practitioners across stages, will improve timely intervention for raising attainment. Pockets of excellent practice in the school, in particular in personalisation and behaviour strategies, need to be shared in order to promote a more consistent ethos for learning, boosting the pace and challenge of those lessons where disturbances are impacting on the learning time of all.

In the absence of an ASN teacher the Depute Head Teacher (DHT) has taken on this role and has developed a wealth of understanding in this field. The Pupil Support Assistants (PSAs) add great value to this.

Robust procedures for planning to meet the needs of all pupils are in place. Learning conversations are planned so that every child is discussed termly with one of the Senior Leadership team. At stage 0/1 - Universal Support; children co-create bi-annual learner updates with personalised literacy and numeracy targets. At stage 2/3 identified pupils have Learner Profiles and Strategies, IEPs and Moray Child Planning meetings where a Solution Orientated approach is embraced. Gifted pupils who have been identified have a curriculum which provides appropriate challenge and pace. Learner profiles and individual plans are co-created to a high standard.

Partnership with parents, pupils and professionals is evident in the robust child planning documentation. These plans evidence the collaborative working relationships established between, for example; the home-school link worker, the school nurse, the Moray SEBN service, the Moray Autism Service, the promoted Support for Learning teacher for the Milne's ASG, CAMHS, and Central Officers. Parents also fed back that they are valued as part of this multi-agency approach. There are strong relationships within the ASG which involve transition links with Milne's High School and links with other primary schools.

Most additional needs are addressed within the classroom; there is considerable confidence and experience amongst the support staff who work with pupils to meet individual needs. Differentiation and individualised planning would have greater impact if the Learner Profiles and Strategies were actively used to scaffold learning conversations between teacher, pupils and the Support for Learning

team. Collaborative discussion between teachers and classroom support staff are currently informal but PSAs do have scheduled fortnightly meetings with the DHT. More dialogue between teachers and support staff regarding deployment of support assistants within teaching and learning, and their role in the classroom would cultivate more effective practice.

Environmental adaptation has been considered, for instance the use of visual timetables, autism friendly TEACCH approaches and quiet corners made available. There was also evidence of curricular adaptation for identified pupils who have opportunities to develop independence, life skills, communication, numeracy and cognition using cooking as a medium. This initiative is led by a PSA who is encouraged and supported by senior leaders to carry this out.

The school environment is fit for purpose with facilities to meet the range of Additional Support Needs. More space has been created within the school with the extension and there is a lift to access the top floor.

#### 1.4 Curriculum

The school's Vision, Values and Aims have recently been refreshed collaboratively with staff, pupils and parents being involved. The school vision is grounded in its values which are compassion, innovation, resilience and teamwork with the main school aim being to create a positive and encouraging environment. The school vision is *'to try our best and be kind to each other'* and this should be harnessed to raise aspiration and ambition across the school. Interestingly the school Curriculum Rationale document states what the school community would like its learners to achieve by the end of P7 which includes having ownership of their learning and behaviour, a strong work ethic and being resilient. The new house names also link to local businesses. In its totality these aspirations would well prepare the children for the next stage in their educational journey and beyond.

The Curriculum Rationale sits within the school's unique context and includes the River Spey and Baxter's as close partners and the Royal Air Force and Science, Technology, Engineering and Mathematics (STEM) professions as wider Moray partnerships. The rich learning experiences are based on the four capacities, the eight Curricular Areas and the design principles of Curriculum for Excellence and exemplified by the enthusiasm of pupils in their learning and the positive way in which they relate to each other and the staff. The rationale is enhanced by offering learners an entitlement in terms of nurture, out-of-hours clubs, community groups and a fully inclusive school day. The curriculum is enhanced by parental involvement which includes the opportunity to contribute in school shows, parent helpers in clubs and on trips, the school website, termly curriculum focused open sessions and fundraising. Outdoor learning plays a large part in the curriculum due to the school's physical setting and spacious grounds which facilitate such and enable the children to appreciate the environment in which they live.

A wide range of curricular opportunities are on offer and are currently being reviewed to ensure that the curriculum meets the needs of learners.

## 1.5 Learning & Teaching

During our time at Milne's Primary School, a full programme of classroom and Nursery visits was undertaken. Learning and teaching activities were observed, class and jotter work were reviewed and learners engaged in conversations about their learning. This included dialogue in class and through focus group discussions.

Milne's Primary School has a positive environment and ethos for learning, with all children exhibiting rights respecting behaviours. At key transition periods between lessons, playtimes and lunchtimes, and also within most classes, most pupils demonstrated a very high level of self-control, social skills and rich interactions both with adults and their peers. Almost all pupils demonstrated care and support for one another and a high level of respect for the school environment, the staff, and for one another.

The quality of Learning and Teaching observed was variable. Overall there were pockets of excellent practice within all age ranges. There were also incidents of lost learning time in some classes due to low level disruption and in a few classes, pupil support was overly reliant on support staff with little or no motivational strategies observed. A wider range of behaviour management strategies, adapted environments and tailored curriculum should address some off-task behaviours which distracted other learners.

In most classes, mutually positive relationships amongst pupils and between pupils and staff, address instances of low level misbehaviour swiftly and sensitively, in a solutions orientated and restorative manner. Group and paired work was highly successful in some classes, however in a few classes the teaching was not sufficiently challenging and some children became disengaged or unmotivated.

Teachers across classes work well to plan a range of learning activities, involving support staff and volunteers as appropriate in lessons. Across most classes, children understand the purpose of their learning, the majority of children accessing learning at a level appropriate to them. Some lessons were further linked to the community and the world of work. Learning Intentions and Success Criteria were evident in the majority of lessons observed, shared in a variety of ways. Co-creation of Success Criteria was evident in some lessons visited. In some classes, Success Criteria and the clarity of Learning Intentions may have supported individuals and groups to ensure learning was sufficiently challenging and at an appropriate pace for all. A few teachers generated a powerful dialogue with learners to reflect their achievements, next steps and awareness of themselves as learners. In some classes children were very conversant in the language of learning.

On questioning learners across all lessons visited, the older learners understood the purpose of their learning (the "what") with many also understanding "why" they were learning certain topics and content and relating the learning to future

skills needs from the world of work. Younger children demonstrated an awareness of the Learning Intention and what the teacher required of them in the lesson. Teacher creativity was evident in the delivery of a range of lessons. In the best lessons, children were seen to be confident, engaged and curious during their interactions with teachers. Milne's Primary School should now build on this by reflecting on the level of accessibility, engagement and challenge of *all* lessons and consistency year on year of best practice.

In most classes, teachers circulated well in support of individuals and groups, checking for understanding and progress in learning, and returning them to task, if distracted. In some lessons extended questioning, open questioning and integration of assessment for learning approaches produced a good pace of learning and increased the level of challenge. In a few classes there was evidence of an over-reliance on worksheets, workbooks and textbooks to supplement learning, and in some lessons the pace of work was, at times, slower, mainly arising from low level disruption, and disengaged learners.

Links to the Career Education Standard formed our discussion in some lessons, with learners keen to speak about the World of Work and the many pathways open to them in the future.

Differentiation was variable across the school. In some classes the organisation of carousel type activities had the potential to support differentiation, however there was some evidence that some carousel activities may not be extending higher ability learners sufficiently. Teachers now need to ensure that the independent work sufficiently challenges all abilities including the most able, and engages all learners according to their personal needs.

Revisiting learning and teaching approaches as a staff will strengthen consistency in teaching across the school. Developing a shared language of learning will support learner reflection and feedback, ensuring a consistency in approach for raising attainment. There is scope to build on excellent practice in some classes, and through the obvious collaborative work and collegiality of staff there is evidence that the expertise to improve lies within the staff team.

## 1.6 School Buildings

Condition: C\*

Suitability: B\*

\*Surveys were completed prior to the building of the extension in 2018 at the time when the Early Years classes were housed in huts in the grounds.

Milne's Primary School is located in the centre of Fochabers High Street, some 10 miles east of the city of Elgin. The school catchment area is in the village of Fochabers and some outlying rural farming areas, with 80% of school roll living in the catchment area and the other 20% out-with the zoned catchment.

Current school accommodation is a listed building, floodlit at night and on two levels with an opulent Scots Baronial façade, dating from 1846. On the first floor there are spaces in the front bays attractively developed for smaller group work and quiet activities. In 1995 an additional classroom extension was added with a

full refurbishment of the interior of the original building, and in 2018 a further extension was added for the Early Years and a refurbishment of the canteen. Learning spaces are organised into year groups with composite classes formed some years to accommodate fluctuations in year-group size intakes of between 17 and 36 pupils.

The school has extensive outdoor areas including structures and spaces created for various multi-functional uses as playgrounds, outdoor learning spaces, assemblies access to a playing field, the latter open to public access and used for games and sports as appropriate. Alongside the classrooms are three administration offices, the Staff Room, The ICT Suite, the school Library, the Music Room, the ASN/“Rainbow” Room, “Glitter” room and the “Unicorn” room (classrooms for multiple uses), various storage areas and facilities. The school has a multi-purpose Hall used for Physical Education, Assemblies and Expressive Arts activities.

Externally, the school also has staff parking and a significant grassed frontage with turning spaces for vehicles of all sizes. An externally constructed canteen and kitchen provide modern efficient canteen facilities and the entrance is overhung with a protective canopy to avoid over exposure to adverse weather during the lunchtime.

## 1.7 Pastoral Care

There is a strong desire at Milne’s Primary to ensure that the whole school community are getting it right for every child and as a result inclusion, wellbeing and promoting equality for all is evident throughout the school. There is a very positive, welcoming and calm ethos in the school. The head teacher has been very creative and resourceful by trying to think outside the box to effect change in the culture, ethos and practices of the school community. Classical music is continually played at the entrance which the pupils reported helped them to feel more chilled and the daily affirmation by the head teacher is enjoyed by pupils who felt it motivated them to try their best. Growth Mind-set was also reported by pupils as having a positive impact as all pupils spoke about mistakes being learning opportunities. The “*Wall of Joy*” highlighted pupils’ successes and achievements and was a source of pride for pupils. Pupils, parents and staff all commented on the challenges faced by having so many changes to management in recent years, but all reported that the school was now in a happy place.

Since the appointment of the new head teacher and depute head teacher in August 2018, there has been a relentless focus on building relationships at all levels in the school. Although relatively new in post, the Senior Leadership Team have established a nurturing environment that is highly responsive to the needs of pupils, parents and staff. Staff reported feeling increasingly valued which is impacting positively on their relationships with children. It is clear that staff know every child in their care well and are committed to meeting their individual needs. During pupil focus groups, the children stated they could talk to any member of staff, including the head teacher. Children feel safe in school and highlighted the various systems in place in order to keep them safe. Nurture Starts in the morning and nurture lunches are providing more targeted support for those who require it, as it gives identified children the opportunity to build a relationship with

a key adult whilst developing their social and emotional skills. Other relational approaches include restorative and solution-oriented practice which are increasingly being adopted across the school.

Children's Rights and the Health and Wellbeing agenda are used as a vehicle to further promote positive relationships. Most children reported feeling very valued and that their views mattered. They are given the opportunity to share their ideas at assemblies, various groups, in class and in regular 1:1 learning conversations with their teachers.

The use of *Participation and Wellbeing Logs* on a termly basis is helping the children to build the language of wellbeing. Most children could talk confidently about the wellbeing indicators, which form part of the new school-wide positive behaviour policy. These measures ensure children's needs are identified at an early stage so appropriate supports can be put in place.

Parents and carers are very much identified as partners in their child's educational journey and are now involved at a very early stage in agreeing suitable supports to meet their child's needs and ensuring positive outcomes.

Child protection arrangements in the school are sufficiently robust and routine training is provided for all staff. Safeguarding is a priority for all staff and multi-agency working is becoming increasingly effective in supporting children and families requiring additional support. The use of SEEMiS to record pastoral notes is being used appropriately.

## 1.8 Attendance, Exclusions and Pupil Behaviour

2018/19 Attendance rate 2018-19: 94.4% (Moray) – 94.9%

Violence/Aggression against staff: No incidents recorded (2018/2019)

Exclusions: No exclusion recorded (2018/2019)

The school values of compassion, innovation, teamwork and resilience are evident in all areas of the school community. Pupils clearly stated there is no bullying at Milne's Primary and that the mantra, "we are buddies not bullies" is upheld by all.

Pupils, parents, staff and partners reported a significant improvement in the behaviour of pupils in the last year. The school have adopted a new behaviour system which was created with the pupils. Class members start each day with their pegs (in their house colour) on 'In on time and ready to learn'. The school endeavours to move children up for displaying behaviours in line with the Wellbeing indicators (SHANARRI). The terminology used on the peg chart links to the workplace and children are reminded on a daily basis that coming to school is their practise for going to work in the future. Photos of *Employees of the Week* appear on the 'Wall of Joy' page on the school's website. At the end of each day house points are awarded for each 'bonus', two for each 'pay rise' and three for each 'job promotion'. At the end of each term, the winning house is awarded some money to spend on a charity or cause of their choosing. Pupils are very positive about the revised behaviour system as it motivates them to try their best, just as it would in the workplace.

In collaboration with Milne's High School and the other primaries, a strong ASG transition programme has been established to ensure a smooth transition from Primary to Secondary school for all children. All children participate in the "Happiness Project" which starts in Primary and is continued when they move up to secondary school. For those requiring extra support, pupils are identified early to participate in an enhanced programme and the promoted teacher in Support for Learning at Milne's High is invited to child planning meetings at an early stage of P7 or before if appropriate.

## **2. School roll**

### **2.1 Roll and roll forecast**

School Roll: 2019 – 179 pupils

Roll has decreased by 15 since 2013 (-7%)

School Roll Forecast 2025 – 170 (to decrease by 7 = -5%)

### **2.2 Inward placing requests**

Net placings over last 5 years: 2014/15: 3, 2015/16: 0,

2016/17: 4, 2017/2018: 6, 2018/19: 3 inward placing requests

### **2.3 Outward placing requests**

Net placings over past 5 years: 2014/15: 1, 2015/16: 4,

2016/17: 0, 2017/2018: 5, 2018/19: 1 outward placing requests

### **2.4 Roll as percentage of capacity**

2019 School Roll - 179 / Functional Capacity 229 = 88%

### **2.5 Class composition**

2019/20 – 8 classes: straight classes in every stage apart from P2 with 2 classes.

### **2.6 Number of teachers**

2019 - Teachers FTE – 8.0 as well as 1.0 X HT, 1.0 X DHT, 1.0 X SFL teacher; and 0.4 Music, 0.4 PE and 0.2 X Supply for McCrone cover.

### **2.7 School roll**

2019/20 School Roll – 179

### **2.8 Maximum Capacity**

2019 School Roll – 179 / Physical Capacity 285 = 63%

## **3. Financial position**

### **3.1 Budgeted running cost**

The cost per pupil in 2019/20 is £3,961.

### **3.2 Financial trends**



School devolved budget (including carry forward) for 2018/19 had an agreed underspend of 2.5% which was £1,730.

### 3.3 Financial plans

The Headteacher is working to ensure a balanced budget for this financial year.

## **Conclusion**

On the basis of the evaluations of criteria 1-3, Milne's Primary School is currently a sustainable school. With the roll and enrolment forecasts there will remain a need for this school to be classed as a non-denominational school serving an accessible rural area, ("Schools for the Future: A Policy for Sustainable Schools", 2016; Annex B – Rural Schools list). Roll prediction indicates a decrease of 7 pupils over the next 6 years. With current functional capacity (88%) and maximum capacity (63%), Milne's Primary School has future capacity to receive additional pupils from within or out-with the existing catchment area.

## **Recommendations**

A non-denominational school, Milne's Primary School covers the village of Fochabers and surrounding rural areas, classed as a Moray Accessible Rural School. Although projections would suggest sufficient capacity in future years to meet the needs of the school catchment, the following options could be considered and appraised:

- Consider Campus Leadership model across Milne's ASG
- Retain Milne's Primary School as per existing arrangement

## **Areas of Strength**

- The vision and leadership of the Headteacher
- The strategic approach of the Senior Leadership Team including the pace of improvement
- A collegiate staff team focused on Professional Learning and increased wellbeing
- The ethos and behaviour of the children reflecting the school's embedded values and inclusion

## **Areas for Improvement**

- A consistent approach to implementing the learning and teaching strategy
- Leadership at all levels including pupil empowerment within their opportunities for leadership

- Pupil attainment in Reading, Writing and Numeracy
- Learner engagement and the adaptation of environments and the curriculum to meet all learners' needs

# **MOSSTODLOCH PRIMARY SCHOOL**

## **1. Quality Educational Experience**

### **1.1 Attainment**

In P1, Curriculum for Excellence (CfE) Achievement of a Level (ACEL) data for 2018/2019 indicates that pupils perform above Moray averages for Reading and Writing, Listening and Talking, Literacy and Numeracy. In P4, ACEL data for 2018/2019 highlights that pupils perform significantly below Moray averages for Reading, Writing, Listening and Talking, Literacy and Numeracy. In P7, ACEL data for 2018/2019 indicates that children perform significantly below the Moray averages for Reading, Writing, Listening and Talking, Literacy and Numeracy. In terms of attainment, P1 has been consistently strong with P4 and P7 presenting a variable picture across the three years of data. Although P4 and P7 pupils perform consistently below the Moray average in both literacy and numeracy, the gap is less significant for Numeracy. The gap between the school's achievement of a level and Moray's average has closed in 2018/19, but is still significant enough to remain a focus for the school in their improvement journey, with a particular lens on Literacy.

The school has its own tracking and monitoring system in place to monitor pupils' progress, which along with the Scottish National Standardised Assessments (SNSA) data and benchmarks, is being used to assist teachers with their judgements and identify support and interventions for some pupils. Through discussion with the headteacher and staff, confidence in Teacher Professional Judgement (TPJ) of learner level achievement has increased in the last year. Staff expectations are rising, and the majority of staff have used collegiate time well, participating in Associated Schools Group (ASG) and school moderation activities focusing on Numeracy and Literacy. During the staff focus group they identified the formal opportunity for rich professional dialogue has given them the confidence to progress in this area. Regular attainment meetings with the headteacher have also encouraged a focus on raising attainment across the school, although these must happen more regularly and rigorously to ensure impact.

To support raising attainment, a range of targeted and universal interventions have been identified and implemented. Weekly meetings between teachers and the SfL teachers are aiding early identification of pupils who require additional support with their learning. With a relentless focus on improving Reading, Writing, Listening and Talking and Numeracy, a number of measures have been put in place. "Emerging Literacy" was highlighted as having an impact on P1 last year, and is an approach being further developed this year to encompass other year groups. The Pupil Equity Fund (PEF) has been used to employ a Classroom Assistant whose focus is to use diagnostic evidence in partnership with teachers to identify learners and their individual needs. Her role is to ensure full engagement with the Emerging Literacy project continues to improve attainment in reading and writing in P1-P4. Resources like "Big Writing" and "Cliker 7" are also having a positive impact. The Library improvement project is helping to develop a culture for reading for

pleasure; whilst also providing opportunities for family learning for children transitioning from the nursery to P1. In numeracy, the introduction of the “Big Maths’ programme has notably increased pupil engagement. The use of curriculum progressions is beginning to ensure consistency across the school, now extending to all staff to ensure pupils are appropriately challenged at every level.

Attainment may be further supported by including regular inputs by pupils to gather views on their progress and feedback on learning experiences. The school should consider reintroducing Learning Logs or reflective journals to ensure children are using the language of learning; are given the opportunity to reflect on their learning, and are empowered to consider their progress and next steps. Learning Logs would also provide parents with invaluable information about their child’s attainment, achievement and their next steps; thereby supporting them to raise attainment overall in the school.

## 1.2 Wider School Activities

Success is celebrated at assemblies, through newsletters, social media and the school “App”. Every Friday morning the whole school meet at assembly and parents and friends of the school are also welcomed in. During assemblies all pupils have the opportunity to share their achievements. The in school achievements that are shared include the announcement of the week’s house points and the pupils who have achieved an ‘OWL certificate’. The OWL points are collected as an individual and at certain levels the pupils achieve a certificate which is presented by their house captain. Pupils who have had an achievement outwith school also have the opportunity to share this at assembly. Formally tracking and monitoring pupils’ wider achievements should be considered as a next step for the school moving forward, ensuring all children participate and embrace wider achievement for knowledge and skills development.

Every Friday afternoon the school meets in their ‘BGE Activity’ groups. These sessions focus on skills and give pupils the opportunity to choose an activity they have a particular interest in whilst developing their skills for learning, life and work. All pupils spoke of how much they enjoy these activity groups as they appreciate the variety of skills sessions on offer and the opportunity to work with a range of age groups across the school. A particular strength was that many of the groups are facilitated by members of the wider school community. The headteacher has been highly resourceful in tapping into the resources available within the local community.

Pupils also are able to attend a Glee club facilitated by some of the teaching staff. This group has been successful in attending competitions. The pupils spoke of how much they enjoy the club as it has developed their confidence and fostered creativity. In collaboration with Active Schools, there are also variety of sports groups and activities like cross-country and family orienteering.

There are some opportunities for pupils to lead and participate in groups throughout the school. The House Captains are one such example and during

our visit were very attentive and clearly demonstrated their knowledge of the school. They were a credit to the school and themselves. The Rights Respecting Champions (Pupil Council) meet regularly and the members of this group the visiting team met were all very confident, highly active, and engaging children. They were able to discuss the work they have led and how they support the Rights Respecting Schools agenda in the school. One member articulated how they are the first port of call when conflict arises in the playground and how they attempt to support pupils in sorting out their disagreements themselves. Pupils in the focus groups confirmed that the Rights Respecting Champions played a key role in supporting pupils in the school with behaviour and friendship issues. Other groups included the Junior Road Safety Officers, P7 Play Makers, and Reading Buddies. Further extending the opportunities for leadership and participation for children in Mosstodloch would continue to support the school in their improvement journey.

An active Parent Council is in place that run events to support the school. Recently they have supported the school in raising money for their new library space and also their sensory space. All of the members of the Parent Council spoke very highly of the school and in particular the headteacher.

### 1.3 ASN Provision

Within the 2018 census, there are 66 pupils registered with Additional Support Needs, this equates to 41% of the school roll (161) – this is above the Moray primary school average of 33.2% during session 18/19.

The headteacher has overall responsibility for ASN. The school has two SfL Teachers (1.0 FTE) who work with pupils mainly within a room dedicated to SfL called 'the Burrow.' Pupil Support Assistants and the PEF Classroom assistants use the spaces around the school well when working with small groups. The development of a sensory room is a welcome addition to ASN provision, so they can meet the needs of learners better.

Although there have been staffing issues in ASN provision, this has stabilised and the SfL teachers are increasingly having a positive impact on learners across the school. Pupils work in the SfL room for targeted support in reading and numeracy. Groups of children are identified using data and extracted from mainstream classes. Group sessions did not appear to always have clear outcomes or align with learning in class. The school should consider reviewing practice in this area to better meet the needs of learners.

Staff have a clear understanding of the staged intervention process and use this to identify learners' needs within their classrooms. Increased use of Learning Profiles and Strategies (LPS) and SMART Individualised Education Plans (IEP) is supporting staff in this area. Teaching staff have the opportunity to meet with the SfL teacher every Friday to identify pupils and discuss and agree possible interventions. All teachers use the school tracking system to record Health and Wellbeing, Literacy and Numeracy. Adaptions have been made to include more detail around aspects of literacy and numeracy. Child Plans support positive outcomes for children in Mosstodloch Primary. The Headteacher has been proactive in contacting outside agencies

and is flexible in her approach to try to secure the best outcomes for learners with complex needs.

Interventions such as soft start, Golden groups (nurture), Life Skills group (shopping, cooking, problem solving, money, time road safety and risk assessment) have been developed through partnership working and have been very successful in meeting positive outcomes for the children. Visual timetables are also used in every class to promote inclusion and equality.

The Support Staff team are clear about their role in supporting learners. They feel valued by the school community as a whole and contribute to the strong, positive relationships within the school. They have accessed First Aid, Child Protection, Relational Approaches and Behaviour Management training. They would benefit from the opportunity to continue to access further appropriate training suitable to the school's context of needs. Much of the communication between support staff and class teachers is informal and there are opportunities for this to be developed as part of a formal structure of information sharing linked to planning outcomes for learners to support differentiation and inclusion.

Parents spoke highly of the individualised programmes for children which ensured bespoke support was in place that met their children's needs. Most parents appreciated the level of communication provided by the school about their child and all spoke highly of the "open door" policy and the accessibility of the headteacher.

#### 1.4 Curriculum

The school refreshed "Our Mosstodloch" Curriculum Rationale during session 2016/2017, viewed as a living document with ongoing reflection, continually seeking to further embrace the local context across learning. This includes further links to agriculture, sport, STEM (Science, Technology, Engineering and Maths) experiences and music, exploring natural links to developing knowledge and skills for learning life and work, making use of parent and wider school community expertise. This is already embraced through school community volunteer support including knitting and crochet activities as well as wider contributions supporting whole-school Christmas Market participation. A volunteer Professional Librarian also supports the school following library refurbishment with furniture funded through pupil success in gaining funds through Participatory Budgeting, supporting the school to develop a culture of reading for pleasure with a view towards extending family learning opportunities. Broad General Education (BGE) activities sessions are held on Friday afternoons where a number of parents and friends of the school offer skills-based sessions to pupils as wider experiences, supported by class teachers and support staff. Further extension is planned for raising awareness of Career Education Standards and transferable skills will link wider learning to life, supporting inclusion and wellbeing of all in the school community to learn and achieve.

Working collaboratively, staff have reviewed and adopted a range of curricular progressions, now in place for key curriculum areas supported by co-ordinators and working groups for key areas or aspects of Numeracy, Literacy

extending to Outdoor Learning and Languages 1+2. Staff embrace wider leadership roles across the school for curriculum area development and beyond. Work has been undertaken in order to align progressions to National Benchmarks, supporting assessment of children's progress for informing Teacher Professional Judgment (TPJ). Further review of curriculum progressions across remaining curriculum areas - as identified by the school - will strengthen practitioner clarity for planning, delivery and assessment of learners' experiences.

Focus on a range of literacy, numeracy and HWB activities and approaches incorporating resources including 'Big Maths', 'Big Writing', 'Clicker 7' (online tool for writing support), Northern Alliance Emerging Literacy and further authority-linked structured approaches to writing, is supporting consistency in approach to curriculum delivery. Planned development in relation to higher order thinking and reading will extend learner literacy and writing consistency and quality across the school. School moderation for Literacy and Numeracy is already underway with practitioners further engaging in cross-ASG working building confidence in TPJ for learner Curriculum for Excellence level achievement. Further extending moderation focusing in on all aspects of the Moderation Cycle will support strengthening this further as planned moderation activities extend to broader curriculum areas.

Staff planning overviews and formats have been reviewed over time, with curriculum planning and assessment folders supporting planning across all curriculum areas in addition to Inter Disciplinary Learning (IDL) within six planning and assessment phases. Planning ensures depth and coverage across the four contexts for learning and curriculum areas, with continued focus on literacy, numeracy and HWB for supporting wellbeing, raising attainment and achievement. Learners find challenge and enjoyment from their learning activities at Mosstodloch Primary School enjoying wider curriculum experiences including BGE activity sessions, and programmes for Literacy and Numeracy adopted across the school. Moderation of planning has been further built in to the school Quality Assurance calendar with school and Associated School Group moderation sessions planned to further support collaboration and sharing. Development of holistic assessments will support identification of learner progression in familiar and unfamiliar contexts. Year 3 of working together as an Associated Schools Group, staff have grown in confidence across CfE levels, enacting interventions in support of next steps in pupil achievement.

## 1.5 Learning & Teaching

Mosstodloch Primary School has a range of well-resourced learning and teaching spaces which offer a wealth of opportunity to fulfil the Curriculum for Excellence BGE entitlements. Displays were used effectively to showcase pupil's work, learning and leadership opportunities. During our visit, all classes were visited at least once by members of the Schools for The Future reviewing team in order to observe learning and teaching activities, speak with learners and review class work. In all classes pupils exhibited a readiness to learn displaying rights-respecting and positive behaviours. Mutually respectful

relationships were identifiable across the school in line with Mosstodloch Primary School's "OWL (Our World of Learning) Respectful Relationships Policy".

Through use of an overarching Curriculum Planner, teachers plan across curriculum areas and the four contexts for learning across six key planning and assessment phases in line with national guidance. This ensures curriculum coverage and breadth of learner's experiences in delivery of a Curriculum for Excellence (CfE). Moderation of planning is part of the schools quality assurance processes with further moves to align planning to national benchmarks this session, further ensuring assessment is embedded as part of the planning process for learning and teaching activities.

In classes visited, most pupils were engaged in planned learning and teaching activities with clear explanations given which ensured pupils had clarity on *what* they were learning. When the team questioned pupils on *why* they were learning different concepts or aspects of learning, the majority of learners were less clear about the purpose of learning. In focus group discussion, this included reference to schemes in use including "Big Maths" as opposed to learning underway. Learning intentions were shared in all classes with success criteria identifiable in almost all. In a few classes children were involved in the co-construction of success criteria, strengthening learner engagement and participation for later reflection on strengths and next steps. Further differentiation of Success Criteria would support learners to reflect on progress, adopt the language of learning, identify next steps and take overall ownership of their learning. In a few classes the reviewing team observed links being made to skills development and the world of work. Increased focus on skills and career education standards through natural links made in the course of learning and teaching activities underway would bring further relevance and increase transferability of learning.

Differentiation varied across the school. In the lower stages of the school differentiation was not always evident and the team observed whole class activities which went alongside whole class teaching. In the upper stages, teachers modelled learning well during direct instruction and group carousel and station-based tasks. Further differentiation of activities would support, and where appropriate, challenge learners further in their learning. Providing opportunities for colleagues to support and challenge each other from the different stages would ensure consistency in this area, as planned by the school for this session through reciprocal learning visits. In the majority of lessons, appropriate planned learning and teaching activities ensured the majority of learners progressed at an appropriate pace, with wider support and challenge as appropriate. Extended approaches to differentiation will support pace and challenge for all.

Most pupils observed and spoken to in classes relayed to us that were encouraged to do their best by staff through positive praise and encouragement which provides motivation to the pupils. The team saw a range of teacher-led direct teaching, active learning, small group, learning using the outdoors as well as carousel activities as approaches to learning and teaching. In the majority of lessons, time spent on teacher-led direct teaching input was extended, limiting opportunities for pupil leadership of



learning and independence in learning. In a few classes, learners reflected on learning activities through ongoing dialogue and learning conversations with class teachers, with in the moment feedback provided in support of learning. Teachers used questioning well in order to check for pupil understanding with examples of open ended questioning to extending learning and thinking observed in some classes, with opportunities for self and peer assessment. A variable approach means there is a need for increased rigour in learner self-reflection against Success Criteria. Re-introducing learning logs would support children, staff and parents in this area as it would allow them to identify strengths, areas for development and next steps in learning using a shared and universal language of learning which would impact positively on attainment at all levels.

#### 1.6 School buildings

Condition: standard C (2017)

Suitability: standard B (2017)

Mosstodloch School is situated on Garmouth Road, close to its junction with the A96, in the village of Mosstodloch. The school, built in 1968 and extended in 1978, is a single storey building with comfortable classrooms and accommodation. It has 9 traditional classrooms, a small computer suite, a general purpose room and a multi-purpose hall. The development of a sensory room is being progressed and will be a welcome addition to the school's facilities. Mosstodloch Early Learning and Childcare, in partnership with The Moray Council, also has permanent accommodation within the school. The school has ample tarred playgrounds and generous playing fields to the rear.

#### 1.7 Pastoral Care

Mosstodloch Primary is a very nurturing, caring and responsive school that places the wellbeing of children at the very heart of everything they do. Staff know each child, and their families, well and this helps to inform their daily interactions and meet individual pupil's needs. The headteacher has invested significant time in getting to know every child in the school and is always visible. Parents speak highly of how she is open and approachable and they know when discussing issues affecting their child with her that she will listen and take appropriate action. Staff replicate this approach across the school and most have committed to the principles of relational approaches.

In using UNICEF's Rights Respecting Schools Award as a vehicle for promoting children's rights, the school community, ably led by the Rights Respecting Champions, has created a whole school and playground charter that embeds the wellbeing indicators and reflects the pupils' journey as they progress through the school. The Strategic Lead for this project has a clear plan for progressing this work and has been instrumental in effecting change in this area and making the explicit links between children's rights, wellbeing and relational approaches. Wellbeing indicators are a strong feature of health and wellbeing lessons and the whole school assembly programme. As a result, children spoke confidently about the wellbeing indicators and

demonstrated a sound understanding. Linking these more explicitly to the school's vision and values will provide children with a deeper understanding of what staff's aspirations are for them.

In collaboration with Milnes High School, a strong ASG transition programme has been established to ensure a smooth transition from Primary to Secondary school for all children. All children participate in the "Happiness Project" which starts in Primary and is continued when they move up to secondary school. For those requiring extra support, pupils are identified early to participate in an enhanced programme and the PT ASN at Milnes High is invited to child plan meetings at an early stage of P7 or before if appropriate.

The headteacher is using SEEMiS and Moray's Revised Child Planning process well to ensure robust planning is in place to support positive outcomes for the children who attend Mosstodloch Primary. Termly GIRFEC meetings are also held with the school nurse and the Home School Link Worker to identify children who may require support from either service. There was clear evidence that the headteacher is receptive to ideas from other agencies and actively encourages creative ways of supporting the children at Mosstodloch Primary. The headteacher should now consider how all teaching staff could use SEEMiS more effectively to ensure robust recording and monitoring of children's needs at all stages of the planning process.

#### 1.8 Attendance, exclusions & pupil behaviour

Attendance rate: 95.59% (Moray Primary School average: 94.9%)

Violence/Aggression against staff: 6 incidents were recorded (2017/2018) involving 3 different pupils

Exclusions: 0 exclusions (2018/19).

A new whole school behaviour policy known as 'OWL Respectful Relationships Policy' has recently been developed in collaboration with the pupils, which has as its foundation children's rights whilst also promoting a range of relational approaches like restorative and solution-oriented practice. Participation in the 'Building Relationship Programme' has increased staff confidence in this area and in-service training has also been provided to canteen staff and Pupil Support Assistants so all are on board with the relational approach. Most children spoke positively about behaviour at Mosstodloch Primary and there was a clear understanding of the expectations of behaviour for pupils and staff. As a result, the school community reports that children feel more empowered, children are more settled in their learning and behaviour has improved. The reduction in exclusions and reported incidents of violence and aggression supports this.

## **2. School roll**

### 2.1 Roll and roll forecast

The School Roll in 2018 (Pupil Census) is 160 pupils. Since 2013 the roll has increased from 155 to 160 (current roll, 2018; 160 pupils)

Forecasted roll: 2025 – 103

Estimated decrease by 57 pupils over next 6 years

### 2.2 Inward placing requests

Net placings over last 5 years: 2014/15: 3, 2015/16: 3, 2016/17: 0, 2017/18: 2, 2018/2019: 0.

### 2.3 Outward placing requests

Net placings over last 5 years: 2014/15: 0, 2015/16: 0, 2016/17: 3, 2017/18: 3, 2018/2019: 3

### 2.4 Roll as percentage of capacity

2018 School Roll: 160; Functional Capacity: 258 = 62%

2019 School Roll: 161; Maximum Capacity: 329 = 49%

### 2.5 Class composition

2019-20: 7 classes: 4 single stage, 3 composites  
(Classes: Composite: P4/5, P5/6, And P6/7)

### 2.6 Number of teachers

2019 – 8 fte Teachers – 1.0 ASN Teachers (1 x 0.6fte and 1 x 0.4fte)  
1.0 fte Headteacher

There are a number of PSAs (8 Part-time) who support in the school in a variety of roles within and out with the classroom.

### 2.7 School roll

2018 School Roll: 160; Current 2019 School roll: 161

## **3. Financial position**

### 3.1 Budgeted running cost

The cost per pupil in 2018/2019 (based on the current roll of 160) is £3651.

### 3.2 Financial trends

School devolved budget (including carry forward) for 2017-18 had a 3.24% underspend which equates to £13,833. This underspend was removed as agreed at Moray Council budget setting.

### 3.3 Financial plans

There are no major financial plans other than purchase of resources to support and enhance learning and teaching and the general upkeep of the building.

## Conclusions

On the basis of the evaluations of criteria 1-3, Mosstodloch Primary School is currently a sustainable school. With the roll and enrolment forecasts there will remain a need for this school to be classed as a non-denominational school serving an accessible rural area, ("Schools for the Future: A Policy for Sustainable Schools", 2016; Annex B – Rural Schools list).

Roll prediction indicates a decrease of 57 pupils over the next 6 years, with current functional capacity (62%) and maximum capacity (49%). Mosstodloch Primary School has future capacity to receive additional pupils from within or out-with the existing catchment area.

## Recommendations

A non-denominational school, Mosstodloch Primary School covers the village of Mosstodloch and rural areas to the northern end of the Moray Council area up to the Moray Firth, classed as a Moray Accessible Rural School. Although projections would suggest sufficient capacity in future years to meet the needs of the school catchment, the following options could be considered and appraised:

- Consider Campus Leadership model across Milne's ASG
- Retain Mosstodloch Primary School as per existing arrangement

## Areas of Strength

- The leadership and hard work of the Headteacher and staff is recognised by the school community and a culture is being built where all members of staff have adopted leadership roles to move forward improvement priorities in a collegiate way
- Positive, caring and inclusive school ethos and culture that ensures all children feel safe and have a strong sense of belonging to their community

- Children's rights, the wellbeing indicators and relational approaches are embedded to provide a secure environment where children are motivated and display a readiness to learn
- The school community offers a range of opportunities for wider achievements which are celebrated across the school

### **Areas for Improvement**

- Plan to revisit and refresh the school's vision, values and aims to reflect where the school is in their improvement journey
- Continue to further develop the school's curriculum rationale with a particular focus on the school's unique context and the development of the four capacities in all learners
- Develop and embed quality learning, teaching and assessment approaches to ensure consistency in learning experiences and a shared understanding of the language of learning at all stages, with a continued focus on differentiation, pace and challenge for progress in learning
- Continue to develop self-evaluation using a broad range of evidence, including robust tracking and monitoring approaches, to improve attainment in Literacy and Numeracy