



School Context and Overview

Vision Statement: At Milne's High School our vision is to create a nurturing environment that provides opportunities for every individual young person to reach their full potential.

Values: Resilience, Respect, Responsibility

Aims - Our aims are for everyone to:

- Be ambitious for themselves and others
- Have the Milne's community at the heart of all their actions
- Take the opportunities they need to succeed
- Show full commitment in all aspects of school life

History of the building

Milne's High School was established in 1846 as a result of the generosity and benevolence of Alexander Milne who wished to see educational opportunities for young people becoming available in his home town of Fochabers. This building is now home to Milne's Primary School. The secondary school is now based in a building on an open site on the south side of Fochabers. The school is set on an attractive site with its own extensive playing fields immediately accessible from the buildings. The buildings were constructed in phases between 1981 and 1989 when the school moved to its current site. A central teaching and management block is linked to other teaching areas of the school. Other teaching areas are housed in two-storey blocks, and a fourth block contains music and physical education facilities as well as the assembly hall and the social area/dining area.

Context of the school

Milne's High School is a six year non-denominational secondary school serving the town of Fochabers and the local surrounding area. This includes the villages of Lhanbyrde, Garmouth, Urquhart, Kingston, Spey Bay and Mosstodloch. The three primary schools that feed into Milne's High School are Lhanbryde Primary School, Mosstodloch Primary School and Milne's Primary School. However, we have pupils feeding in from various primary schools out with our catchment and we welcome placing requests to accommodate pupils to join Milne's High School

The Senior Leadership Team consists of the Head Teacher, 3 Depute Head Teachers and a School Support Co-ordinator (grade 8). We currently have 15 Principal teachers of Subject, 3 Principal Teachers of Guidance and a Principal Teacher of ASN. There are currently 19 FTE teaching staff (including a teacher of targeted intervention), 2 Home School Link workers, 9 Pupil Support Assistants, 1 Senior Clerical, 2 Clerical Assistants, 1 Senior Technician, 1.2 Technicians, 2 part time Technical Assistants, 1 Senior Janitor and 2 part-time Janitors.

- The current school roll is 477 and at MHS we have a functional capacity of 625 pupils. (Correct as of 25th March 2026)

Roll	Attendance	Exclusions	CEYP	ASN pupils	FSM	EAL	Armed forces	Out of zone	V&A
477	89.2%	5	9	250	108	48	57	91	5



Milne's High School

Standards and Quality Report: Review of Session 2025-26





Milne's High School

Standards and Quality Report: Review of Session 2025-26

Priority 1

Summary of Priority: **Improving wellbeing**

Key links to Moray Education Priority Area(s):	☐	Leadership of Change	☐	Curriculum	☐	Self-evaluation for self-improvement
	☒	Wellbeing, equity and inclusion	☐	Learning, teaching and assessment		

NIF Priorities:		Corporate Plan:		Children's Services Plan:		HGIOS?4 QIs:	
☒	Placing human rights and needs of every child and young person at the centre	☒	Tackling poverty and inequality	☒	Tackling child poverty	☐ 1.1	☐ 2.1
☒	Improvement in children and young people's health and wellbeing	☐	Build a stronger greener vibrant economy	☒	Improving the mental thand emotional wellbeing of children and young people and their families	☐ 1.2	☐ 2.2
☒	Closing the attainment gap between the most and least disadvantaged children	☒	Build thriving, resilient, empowered communities	☒	Keeping children and young people safe	☐ 1.3	☒ 2.3
☒	Improvement in skills and sustained, positive school leaver destinations for all young people			☒	Strengthening family support	☒ 1.4	☐ 2.4
☒	Improvements in achievement, particularly in Literacy and Numeracy			☒	Overcoming challenges faced by C&YP and families experiencing disability/neurodiversity	☒ 1.5	☐ 2.5
						☒ 2.6	☐ 2.7
						☐ 3.1	☐ 3.2
						☐ 3.3	☐ 3.4

Progress and Impact

Throughout the session we have worked to embed policies and strategies to promote equity and inclusion. We are mindful of the cost of the school day and work with our wider wellbeing team to remove barriers to inclusion and to support individual pupils facing challenges. We have introduced an updated mobile phone policy following Moray Council's phone ban in schools and have had a focus on uniform which has helped to support a sense of belonging and identity and reduce inequity. We have also introduced a parental engagement strategy and offered a number of events for parents throughout the year to promote home-school relationships and increase parental involvement in the life of the school. Parents and carers now receive weekly updates and timely links to relevant resources for parents and carers to support wellbeing as well as termly whole school updates and newsletters from our Guidance team.

Pupil Equity Funding was used to employ a second Home School Link Worker, based solely in Milne's High School. Since taking up post in January 2026, he has been working with individuals and small groups of pupils identified as requiring additional support and targeted interventions. He has built strong, positive relationships with these young people, delivering a range of supports including outdoor learning experiences, wellbeing walks, and themed group activities. He works very effectively



Milne's High School

Standards and Quality Report: Review of Session 2025-26

with our existing Home School Link Worker, with their combined efforts complementing one another and providing enhanced support for pupils. As a result of this targeted work we have seen improved attendance and increased engagement among these pupils, as evidenced through case studies from our Guidance team.

Our school continues to work towards achieving the Gold Rights Respecting Schools Award, building on our success in attaining Silver. This work is led by members of our Wellbeing School Improvement Group. Dedicated time during a staff meeting was used to review current strengths and identify clear next steps. Staff are supported through the Global Days calendar and Sustainable Development Goals to help embed rights-based learning within their curriculum. In addition, staff have contributed ideas to further develop teaching and learning about, through and for rights, ensuring this remains a key focus moving forward.

Our kindness ambassadors worked in partnership with external agencies to secure funding to support families in need over the Christmas period, while also contributing to MFR's Cash for kids appeal. Their role is to be built on for next session.

Next Steps

For session 2026/27:

1. Introduce staff tracking of pupil wellbeing at key points throughout the session as part of our BGE tracking processes.
2. Utilise PEF spend effectively and promote the role of HSLW as crucial to raising whole school attendance and achievement.
Our Home School Link workers will add value to curriculum through supporting pathways and opportunities for achievement (e.g. Saltire, Dynamic Youth Awards)
Our Home School Link Workers will support targeted pupils through the delivery of Seasons for Growth.
3. Build on our RRSA Silver Award and aim for the Gold Award this session with the Equalities group acting as the key consultative group.
Staff will refer to the wellbeing indicators where appropriate in their day to day practice with a wellbeing wheel clearly displayed in all classrooms.
4. Use our pupil leadership team, mental health ambassadors and Mentors in Violence Prevention (MVP) to support learners across the school and promote aspects of wellbeing.



Priority 2

Summary of Priority: **Increasing Attainment and Achievement**

Key links to Moray Education	☐	Leadership of Change	☒	Curriculum	☒	Self-evaluation for self-improvement	
	☒	Wellbeing, equity and inclusion	☒	Learning, teaching and assessment			
NIF Priorities:		Corporate Plan:		Children's Services Plan:		HGIOS?4 QIs:	
☐	Placing human rights and needs of every child and young person at the centre	☐	Tackling poverty and inequality	☒	Tackling child poverty	☐ 1.1	☐ 2.1
☒	Improvement in children and young people's health and wellbeing	☐	Build a stronger greener vibrant economy	☒	Improving the mental and emotional wellbeing of children and young people and their families	☐ 1.2	☒ 2.2
☒	Closing the attainment gap between the most and least disadvantaged children	☒	Build thriving, resilient, empowered communities	☐	Keeping children and young people safe	☐ 1.3	☒ 2.3
☒	Improvement in skills and sustained, positive school leaver destinations for all young people			☐	Strengthening family support	☐ 1.4	☒ 2.4
☒	Improvements in achievement, particularly in Literacy and Numeracy			☐	Overcoming challenges faced by C&YP and families experiencing disability/neurodiversity	☒ 1.5	☐ 2.5
						☐ 2.6	☐ 2.7
						☐ 3.1	☒ 3.2
						☐ 3.3	

Progress and Impact

The School Improvement Group have been working to gather useful resources to support our raising attainment agenda. These have been developed into an interactive resource, which will form part of our Milne's High School Raising Attainment Toolkit moving forward. In addition, departments have provided pupils with access to key materials to aid revision and information about study support available throughout the session, helping to further reinforce learning and drive improvement in attainment.

Our newly launched "Strive for Five" agenda encourages pupils in the senior phase to achieve a minimum of five course awards at an appropriate level. Whole school tracking spreadsheets are used to monitor progress and to identify pupils who are not on track to meet this target. This enables timely, targeted interventions to be implemented, ensuring appropriate support is in place to improve attainment outcomes for these young people.



Last session, we launched our wider achievement programme for pupils in S5 and S6. A range of options are now on offer, all of which lead to additional accreditation. These include opportunities for development of leadership and creativity skills, experience in customer service, events management and participation in Mentors in Violence Prevention (MVP) and Duke of Edinburgh. All of these support pupils in preparing for their next steps in life, learning or work.

All departments have created an assessment framework to support the evaluation of pupil progress across the session. This framework is mapped out from August to June and outlines, for each year group, what is being assessed and how. It incorporates a balance of both formative and summative assessment approaches, ensuring evidence is gathered at key tracking points in the session.

Next Steps

For session 2026/27:

1. Launch and work to embed the MHS raising attainment toolkit across all departments to strengthen targeted interventions and improve learner outcomes.
Support staff to use the raising attainment toolkit to enhance their own practice.
2. Use our recently created whole school assessment framework to support teacher planning and tracking of pupil progress.
Build moderation and verification into plans for assessment across the year.
Teaching staff provide feedback on assessments with pupils to inform next steps in their learning.
3. Promote our “strive for 5” agenda with all stakeholders.
4. Use profiling to track the development of skills and record pupil achievements.
Create a whole school overview which tracks pupil achievement and skills developed across the year.



Milne's High School

Standards and Quality Report: Review of Session 2025-26

Priority 3

Summary of Priority: **Inspiring Leadership**

Key links to Moray Education	☒	Leadership of Change	☐	Curriculum	☒	Self-evaluation for self-improvement		
	☒	Wellbeing, equity and inclusion	☐	Learning, teaching and assessment				
NIF Priorities:			Corporate Plan:		Children's Services Plan:		HG105?4 QIs:	
☒	Placing human rights and needs of every child and young person at the centre	☐	Tackling poverty and inequality	☐	Tackling child poverty	☒	☐ 2.1	
☐	Improvement in children and young people's health and wellbeing	☐	Build a stronger greener vibrant economy	☒	Improving the mental and emotional wellbeing of children and young people and their families	☒ 1.1	☐ 2.2	
☐	Closing the attainment gap between the most and least disadvantaged children	☒	Build thriving, resilient, empowered communities	☐	Keeping children and young people safe	☐ 1.2	☐ 2.3	☐ 3.1
☐	Improvement in skills and sustained, positive school leaver destinations for all young people			☒	Strengthening family support	☒ 1.3	☐ 2.4	☐ 3.2
☐	Improvements in achievement, particularly in Literacy and Numeracy			☐	Overcoming challenges faced by C&YP and families experiencing disability/neurodiversity	☒ 1.4	☒ 2.5	☐ 3.3
						☐ 1.5	☐ 2.6	
							☒ 2.7	

Progress and Impact

Our school's vision, values and aims are consistently promoted across the school community through assemblies, visible branding throughout the building, parent events, our merit system, school website, and regular parental communications. They are also embedded in everyday classroom practice. This has resulted in our school values being known and lived across the school as recognised in our local authority visit report.

All teaching staff contributed to leading change across the school through their involvement in our School Improvement Groups. At the end of the session, each sub-group presented to the rest of the teaching staff, sharing the work undertaken throughout the year and the impact of this on learners and the wider school community.

There are a range of leadership opportunities on offer to our pupils across the school, including roles such as BGE Ambassadors, Prefects, House and Vice Captains, School Captains and Kindness Ambassadors. Our Moray Quality Improvement visit recognised that pupils at Milne's High School are responsible and are keen to embrace leadership roles. In addition to these positions, pupils can engage in wider leadership opportunities such as Sports Leaders, MVP and Events Management. Each class in the school also elects a representative to sit on our Pupil Parliament, which meets once or twice a term to share pupil voice and contribute to consultation on school improvement priorities.



Next Steps

For session 2026/27:

1. All teaching staff will be involved in driving the improvement plans laid out in the SIP through their involvement in school improvement groups.
2. Time will be given during staff meetings, ELT meetings and in-service days next session to focus on improving learning and teaching with all teaching staff being actively involved in leading the work to improve the consistency and quality of lessons.
3. An overview of pupil leadership opportunities will be created with clear roles and responsibilities identified.
4. Our pupil parliament will continue to give pupils a platform to express their views and to influence decisions relating to school improvement.



Priority 4

Summary of Priority: **Innovative Pedagogy**

Key links to Moray Education	☒	Leadership of Change	☒	Curriculum	☒	Self-evaluation for self-improvement		
	☐	Wellbeing, equity and inclusion	☒	Learning, teaching and assessment				
NIF Priorities:			Corporate Plan:		Children's Services Plan:		HG105?4 QIs:	
☐	Placing human rights and needs of every child and young person at the centre	☒	Tackling poverty and inequality	☐	Tackling child poverty	☒	☐	☐
☐	Improvement in children and young people's health and wellbeing	☒	Build a stronger greener vibrant economy	☒	Improving the mental and emotional wellbeing of children and young people and their families	☒	☒	☒
☒	Closing the attainment gap between the most and least disadvantaged children	☒	Build thriving, resilient, empowered communities	☐	Keeping children and young people safe	☐	☐	☐
☒	Improvement in skills and sustained, positive school leaver destinations for all young people			☐	Strengthening family support	☒	☒	☐
☒	Improvements in achievement, particularly in Literacy and Numeracy			☒	Overcoming challenges faced by C&YP and families experiencing disability/neurodiversity		☒	

Progress and Impact

An audit of meta skills across the curricular areas was undertaken to identify naturally occurring opportunities for skills development. Each subject area identified four key skills most relevant to their own curriculum, which enabled departments to track pupil progress in these. To support this, all classrooms have visual displays highlighting the key meta skills, helping to raise pupil awareness and to promote the importance of skills development.

Within Milne's High School, we have established a professional learning hub for staff. This was created following a consultation with staff on the preferred areas for professional learning. The hub was launched with each department by members of the School Improvement Group and is available as a bookable resource. It provides a quiet space, access to professional reading materials and teaching resources, and opportunities to share ideas and effective practice. In May, we further supported professional learning through a 'Staff Learning Week', during which staff and guest presenters delivered a range of session including data analysis, ASN support, active learning and curriculum improvement.

This session we have actively promoted reading across the school in line with our aim to achieve the Silver Reading Schools accreditation. We have Invested in reading libraries for staff and pupils. Staff have further supported this initiative by promoting their own reading through conversations, posters and email signatures, helping to foster a positive reading culture across the school.



Departments worked collaboratively in pairs and trios this session, to share good practice and to drive forward key aspects of school improvement. Each staff member completed a Professional Learning Plan to support and enhance their teaching practice with a focus on 'Presenting Content' from *Power Up Your Pedagogy*.

Early in the session, all ASG teaching staff came together to engage in moderation activities with stage partners, focusing on literacy and numeracy. This work was built on within Milne's High School through collaborative work in key driver departments during in-service days and staff meetings, supporting the delivery of these key skills. Dedicated literacy and numeracy periods within the BGE provide a clear focus on skills development, alongside tracking of pupil progress in these areas.

Following an extensive consultation with staff within the school, colleagues across the ASG, parents, and pupils, we developed an agreed learning and teaching framework, "*The Milne's Way*." This was launched in February and is supported by a series of "*Six Ways to...*" guides for each aspect of the framework, providing suggested practical activities to support the delivery of high quality learning and teaching across the school.

Next Steps

For session 2026/27:

1. Embed the Milne's way framework to strengthen consistency and quality of learning and teaching.
2. Allocate time in the WTA and staff meeting calendar for professional learning to support high quality learning and teaching and the embedding of the framework.
Plan for FSBS 2026-27 to be created and shared with staff for the year ahead.
Staff utilise the newly set up MHS professional learning hub.
3. Staff work effectively together to support and challenge practice through their work in departmental pairs/trios.
4. Middle leaders use HGIOS 4 health checks (Theme 2 Quality of Learning and Teaching) to support improvement planning.
5. Embed a skills audit tool following last session's work on meta-skills.
Establish a common skills framework and share with all staff.
Teaching staff regularly use and refer to identified meta-skills relevant to their own subjects.
6. Working with colleagues within our ASG, we will have focus on literacy this session and will promote and utilise the appointed literacy and numeracy champions.