

# Standards and Quality Report

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2021/22



**Mount Pleasant Primary**

HIGHLAND COUNCIL | CASTLETOWN ROAD, THURSO, KW14 8HL

This report is provided to families and partners to identify our achievements this session. The next steps in our improvement journey are also outlined.

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our school community and what needs further improvement.

Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities in order to shape our improvement journey.

When we develop our improvement projects we use key questions at planned review times throughout the session in order to know how well we are progressing towards achieving these positive outcomes and changes.

## Our School

Mount Pleasant serves the areas of Mount Pleasant, Springpark and some outlying areas towards Castletown. The majority of our children come from this area. We are a single stream school encompassing ELC, Gaelic Medium, and the Enhanced Provision. We have a committed staff team who display a strong sense of collegiality, which creates a warm and caring family ethos. Children at all stages are confident, curious and keen to learn. We have a significant number of pupils who require additional support needs and they are well supported through effective use of strategies and careful monitoring of their progress. We are a feeder school for Thurso High School and participate in regular ASG meetings to discuss school priorities, developments and any local issues that arise to ensure smooth transitions for pupils.

This session we experienced a range of external pressures that has hampered our capacity to fully implement our School Improvement Plan; however, these did allow us to demonstrate pupil and staff resilience.

On our return in August 2021, there was no requirement for the pupils to maintain physical distancing rules but as a school body we decided to continue to follow what had been in place prior to the summer holidays to provide continuity and consistency for all while we awaited the Government's review later that term.

We continued to have two morning breaks and lunch breaks to minimise numbers and to allow for access to handwashing and toileting facilities, however, the zoning of the playground was removed to allow pupils to mix more freely outdoors. Staff and Support Meetings were held online only to reduce contacts.

Over the course of the year, we began moving back to what the school day had been before Covid restrictions, moving in a managed way taking into account the feelings of those in school so that the changes were not implemented too fast and without consideration of impact they may have.

The impact of managing Covid-19 staff absences this session has affected our ability to provide the learning and experiences we would normally, as well as hampered our ability to gather full evidence and data for our Improvement Plan and the ability to implement our planned actions. We have also seen a higher rate of pupils' absences particularly in the Upper Stages due to Covid.

Miss Lewis was appointed to our mainstream ASN teacher vacancy, which had been filled last session on a supply basis by Miss Ramage. This is our fourth ASN teacher in three years, which means there has been a lack of continuity or consistency for staff, parents and pupils.

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We also had additional support provided by two Covid Recovery teachers who worked one day a week. This work linked in with the planned activities we put in place with our Pupil Equity Fund monies.

In PEF we continued with a main focus on Basic Numeracy Facts. We were able to purchase a range of numeracy resources to allow the pupils to have more access to concrete materials to gain a greater understanding of number processes.

We also employed two teachers a day a week, along with additional PSA hours to target Literacy and Numeracy, however the ability to implement this was hampered by staff absences which meant that some of this time had to be used for class cover.

## Our School Vision, Values and Aims

Our vision, values and aims are at the heart of everything we do at Mount Pleasant. They underpin our teaching and learning, and provide a safe environment which prepares our pupils to be confident, happy and responsible citizens.

### SCHOOL VISION

Mount Pleasant Primary School and Nursery's Vision Statement is quite simply:  
"We care..."

### VALUES

We nurture each member of our learning community ensuring they feel welcomed, cared for and valued.

We demonstrate a "can do" attitude and value collaborative work to achieve success.

We value inclusion for our children and young people ensuring opportunities for all.

### AIMS

Our school and wider community aim to provide an inspiring environment with high quality learning experiences for our children and young people.

We aim to support our children and young people to be all that they can be, both in the classroom and the community.

Through close working relationships between the school, our pupils, their families and partners, we aim to ensure the best possible start in education and life-long learning for our children and young people.

We will do this through working in genuine partnership with all stakeholders and will learn from looking inwards, outwards and forwards.

The Vision, Values and Aims incorporate all aspects of Mount Pleasant School, including our English and Gaelic Medium Early Learning and Childcare, our Gaelic Medium classes and our Enhanced Provision.

## Pupil Voice: what is working well in our school?

Our children and young people identified the following strengths for our school this session:

### LEARNING

Pupils like a variety of subjects because they find them fun, eg, PE, Art, Maths, Writing.

They have enjoyed learning virtually and through using the chromebooks.

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### ENVIRONMENT

Pupils appreciate having a large outdoor space to play and learn in. They like the chromebooks and Clevertouch screens in class. They appreciate having the Nature Garden, trees, football goals and playground toys.

### LUNCHESES

Pupils like that we have changed back to one lunch sitting for everyone and that the older pupils get to have 10minutes outside before they come in to eat. Pupils also like that they can sit with children from other classes.

## **Pupil Voice: what changes would you like to see made?**

Our children and young people identified the following changes they would like to see and the difference these changes could make.

### LEARNING

Pupils would like to see more staff to help support them in their learning and dealing with conflict in the playground.

Pupils would like to see more movement breaks/less sitting down when learning.

More mixing of classes to do Maths games from the Maths Packs.

New resources: textbooks, comfy seats, learning games.

### ENVIRONMENT

Pupils would like to have the bathrooms updated to make them nicer to use.

They would like more outdoor toys, an obstacle course, bean bags and cushions, more plants in class.

### LUNCHESES

Pupils would like to have music playing during lunchtime, to be able to eat outside when the weather is nice and a more organised plan for hanging up their coats.

## **Our Improvement Journey Headlines Session 2021/22**

These projects are linked to the vision and priorities for Scottish Education based on delivering excellence and equity. Parent/Carer information is available [here](#).

### **Improvement Project 1: Health and Wellbeing**

**Primary focus:** School and ELC improvement

**Year of Project:** 2

**Purpose:** *To promote recovery from Covid-19 by focusing on promoting pupil and staff Health and Wellbeing*

#### **Progress and impact:**

- ✓ *Pupils have a good knowledge and understanding of the wellbeing indicators and how they have a personal responsibility for promoting these for themselves and others.*
- ✓ *P6 and P7 pupils have received referrals for counselling where appropriate.*
- ✓ *Staff have felt supported through Covid lockdown and the return to school which has enabled them to provide support to the pupils.*
- ✓ *Some progress was made in this area but was hampered by pressures around managing Covid impact, eg covering absences.*

**Next steps:**

To continue to promote Health and Wellbeing next session with a focus on increasing movement and engagement across the school day.

Introduce wellbeing indicators to parents.

Promote positive relationships and restorative practice through exploring Paul Dix book "When the Adults Change, Everything Changes"

### Improvement Project 2: Recovery of learning, teaching and assessment

**Primary focus:** Curriculum and assessment

**Year of Project:** 2

**Purpose:** Staff will integrate digital technology in lessons where appropriate. Staff will feel confident knowing how and where to find digital resources to enhance learning and teaching.

**Progress and impact:**

- ✓ All teaching staff have developed their skills in using digital technology in their lessons. This varies between classes with some teachers using a Google classroom for sharing tasks and others ensuring that pupils have bookmarks in place to have easy access to set activities on websites.
- ✓ Our Digital Leader supported colleagues in many aspects of incorporating digital learning into the class. This was hampered at times due to demands elsewhere in the school.
- ✓ Some staff used Google Sites to create Pupil Profiles.
- ✓ We made good progress in this area.

**Next steps:**

Review access to class set of chromebooks.

Support staff to use Gsuite for activities and as a point of reference for school information.

### Improvement Project 3: Attainment in Session 21/22(focusing on identifying new or widened gaps caused by the Covid-19 situation)

**Primary focus:** Curriculum and assessment

**Year of Project:** 2

**Purpose:** There will be a marked improvement in attainment and confidence in Numeracy and Literacy across all stages, which will be evidenced by diagnostic assessments, SNSA scores, SPP tracker and Pupil Voice.

**Progress and impact:**

- ✓ Tracking system was updated and shared. Requirements for data collection was also shared.
- ✓ Numeracy assessments were undertaken with pupils to highlight what they can do and what their next steps should be.
- ✓ Not all classes showed the expected improvement as consistency in teaching was impacted by absences for both staff and pupils. Also staffing had to be re-shuffled frequently to ensure appropriate staffing was in place to ensure health and safety for all.
- ✓ We made some progress in this area, particularly around data gathering.

**Next steps:**

Share a data calendar to show expected times for data collection.

Implement PEF meetings to discuss and share expectations of teachers and PSAs with regards to the planned strategies.

**Numeracy Packs are used well in the Infant classes, re-prioritise these throughout the school.**

**GME Project: Not a standalone in last year's SIP but incorporated into Project 2**

**Primary focus: Curriculum and assessment**

**Year of Project: 1**

**Purpose:** To raise the profile of Gaelic Medium Education within the school and to create a Gaelic Medium Virtual Community

**Progress and impact:**

- ✓ *Contact made with Gaelic Medium staff in Millbank Primary.*
- ✓ *Pupils from both schools met virtually*
- ✓ *GM teacher created a Google Classroom to support the GM ELC in developing their use of Gaelic.*
- ✓ *Strategies which have been successful in engaging children and young people, staff, parents and the wider community are highlighted*
- ✓ *We have made good progress in this area which needs to be sustained.*

**Next steps:**

**Build on connections made with Millbank Primary School in Nairn to create a learning community.**

**To implement Phrase of the Fortnight to improve everyone's use of Gaelic in school.**

**To employ a permanent Gaelic Medium teacher to increase our capacity to provide Gaelic Medium education.**

### Evaluation of Progress

We believe we have made the following progress this session:

Quality Indicator	School self-evaluation
<b>Leadership of Change</b>	1.3 Good
<b>Learning, teaching and assessment</b>	2.3 Satisfactory
<b>Ensuring wellbeing, equality and inclusion</b>	3.1 Very good
<b>Raising attainment and achievement</b>	3.2 Satisfactory

Our children and young people believe we have made the following progress this session:

<b>Theme 1</b>	Very good
<b>Our relationships</b>	
<b>Theme 2</b>	Good
<b>Our learning and teaching</b>	

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**Theme 3** Satisfactory  
**Our school and community**

**Theme 4** Satisfactory  
**Our health and wellbeing**

**Theme 5** Satisfactory  
**Our successes and achievements**

Our overall evaluation of our school's capacity for continuous improvement is:

**We are confident in our capacity for continuous improvement.**

### Planning Ahead

Full details of the school's 2022/23 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website [ADD LINK](#) or by contacting the school office.