



# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

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**2023-2024**

**MARYBANK PRIMARY**



# Introduction: Local and National Context

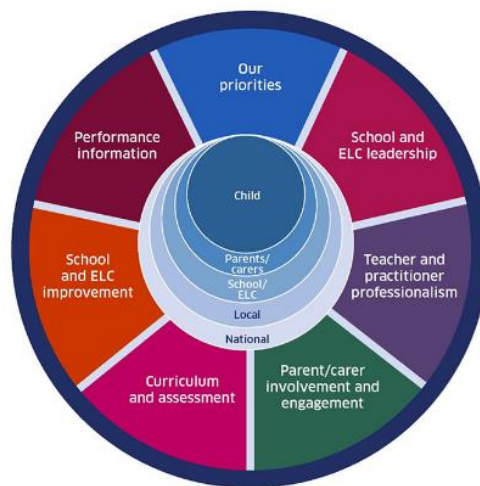
## Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

This Standards and Quality Report is influenced by both Highland and national priorities. These can be summarised as follows:

### Highland Priorities



### National Improvement Framework Priorities



#### Entitlement, Excellence & Equity:

We will raise attainment and achievement for all, especially for children and young people from disadvantaged circumstances, including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system.

#### Empowerment & Leadership:

We will develop leadership skills at all levels of the system, for now and the future, building a culture of empowerment and professional capital.

#### Relationships:

We will maximise health and wellbeing for all children and young people, to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in.

#### Opportunity:

We will maximise opportunities for our children and young people, and for the wider Highland community and its visitors, through the provision of high-quality services.

The key priorities outlined in the National Improvement Framework are:

- Placing the **human rights and needs of every child** and young person at the centre of education
- Improvement in children and young people's **health and wellbeing**
- **Closing the attainment gap** between the most and least disadvantaged children and young people
- Improvement in skills and **sustained, positive school-leaver destinations** for all young people
- **Improvement in attainment**, particularly in literacy and numeracy.

#### Self-evaluation

To support self-evaluation, quality indicators from the national evaluative framework How Good Is Our School?4 are referenced.

Links to these sources (and others referenced) can be found here:

- [National Improvement Framework Improvement Plan](#)
- [HGIOS? 4](#) and [HGIOELC](#)
- [Health and Social Care Standards](#)
- [National Gaelic Language Plan](#)

In this report the following words are used to describe the numbers and proportions used:

All	Almost all	Most	Majority	Less than half	Few
100%	Over 90%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2023-24. This report forms part of our quality improvement framework and provides important information regarding our school's progress to date and our next steps in school improvement.

**Self-Evaluation for Self-Improvement** is at the heart of our practice. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners. All staff understand that self-evaluation is an integral aspect of our approach to continuous improvement through addressing the 3 key questions:

- How well are we doing?
- How do we know?
- What are we going to do now?

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. We inform decision making and actions through a continuous process of looking inwards, outwards and forwards.

#### Looking inwards - starts with those working with our children and young people

We focus on the impact on outcomes for learners. Our self-evaluation processes triangulate information, data, people's views and observation of practice to measure impact and inform planning for improvement.

#### Looking outwards - learning from others

Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

#### Looking forwards - creating a vision and planning for implementation

Through leadership at all levels, we anticipate challenges and explore creative solutions. This helps us to create an aspirational vision for our school which shapes our actions and provides a focus for 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 to shape our improvement journey.

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



Together we are working hard to ensure the Highlands is the best place for children and young people to grow up safely, learn, develop and achieve.

With positive experiences, our children and young people will always see the Highlands as home.

Le eòlasan deimhinneach, bidh ar cloinn is ar n-òigridh daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

Heather Rosie

Headteacher

Strathgarve, Marybank and Strathconon tri-cluster

## School Profile

### Pròifil na Sgoile

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The following information can be found on [Parentzone Scotland](#). It is important to remember that statistical data alone is not a measure of how well we are doing. All schools are unique. To understand how well we are doing it is important for us to look at a range of different data sources.

**Attendance**  
92.6%

**Average Class Size**  
19

**Meeting PE Target**  
Target Met

**Pupil Numbers (inc nursery)**  
19

**Teacher Numbers**  
2

**Pupil Teacher Ratio**  
9

Marybank Primary School is located in a rural setting serving the local community of Marybank, Urray and the surrounding areas.

There are 19 children attending the school, ranging from P1 - P7, and 9 children in the Nursery. P1 - 7 are taught together in a single multi-stage class for 0.4 of the week, and as a P1 to 3 and a P5 to 7 for 0.6 of the week.

The headteacher has overall leadership responsibility for Marybank, Strathgarve and Strathconon Primary Schools as part of a tri-cluster arrangement. Staff and children from all three schools work together regularly.

As the school roll comprises a small number of children, attainment and progress will be expressed in 'overall' statements, rather than specific year groups or Curriculum for Excellence levels. This is to ensure the identity of individuals is not disclosed.

Overall, attainment across the school in literacy and English and numeracy and mathematics is very good. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. Most children who face barriers to learning are making satisfactory progress towards meeting their individual targets.

Overall children are making the following progress:

**Reading**

Very good progress

**Writing**

Very good progress

**Listening and talking**

Very good progress

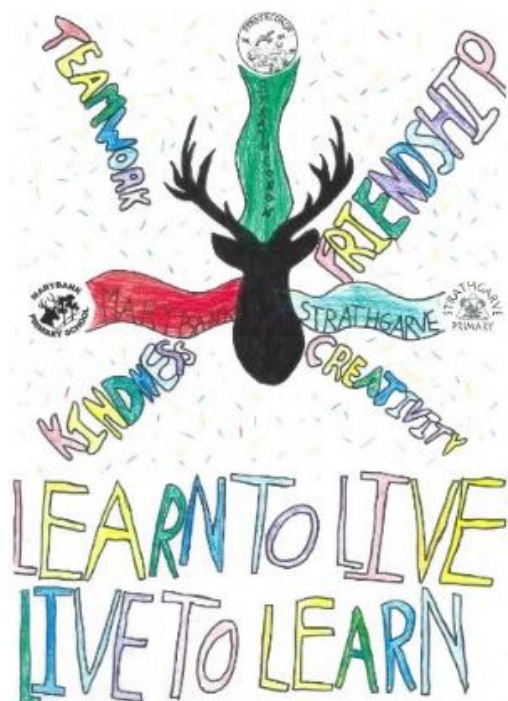
**Numeracy**

Very good progress

We have had no exclusions this year.

## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile



#### **Cluster Motto**

'Learn to live, live to learn'

#### **Vision**

Three small communities working together to create a vibrant and inclusive Cluster where everyone is valued and supported to achieve their very best.

#### **Values**

Friendship, Teamwork, Kindness, Creativity

#### **Aims**

We aim to bring our school communities together to:

- ✓ Provide an inclusive, nurturing and positive learning environment.
- ✓ Deliver an engaging, challenging, and creative curriculum.
  - ✓ Promote good health and well-being for all.
- ✓ Encourage our learners to be environmental champions!

## Review of progress for session

### Ath-sgrùdadh air adhartas airson an t-seisein

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

School Priority:

### Assessment, Moderation and Attainment

#### **Purpose:**

As this is a national priority and The Highland Council education priority we are working as an ASG (Associated Primary Group) to ensure that assessment and moderation practice is collegiate, transparent and of high quality to inform next steps. Working collegiately will ensure equity across a varied ASG including pupils from disadvantaged backgrounds.

**Overall, good progress was made in this area this year.**

#### **Progress:**

- ✓ Staff have engaged in writing moderation activities, as a Cluster and ASG, to ensure consistency in teachers' judgements when assessing writing.
- ✓ Staff have engaged in Stephen Graham's 'Explicitly Teaching Writing' approach to raise attainment in writing.

#### **Impact:**

- ✓ Through the writing moderation process, staff have demonstrated that they are accurate in their judgement and assessment of writing.
- ✓ By engaging in professional development activities, staff are more knowledgeable and confident in the structure to teach and support writing.
- ✓ Almost all learners have progressed through the writing criterion scales successfully and are able to discuss their achievements and next steps in writing.

- ✓ A Cluster Curriculum Rationale has been completed which reflects the school's unique context, and has been informed by national and local priorities, the guiding principles of A Curriculum for Excellence, self-evaluation, school improvement priorities and the views of all stakeholders.
- ✓ The Curriculum Rationale will be shared with the wider school community in August 2024 to ensure everyone has a clear, concise and shared understanding of what we want for our learners at Marybank and how we will work together to achieve this.
- ✓ As part of the moderation cycle, staff are using Highland's updated progression frameworks for Literacy, Numeracy and Health & Wellbeing to inform next steps in planning and teaching.
- ✓ Staff have developed confidence in approaches to assessment for Literacy and Numeracy. Alongside SOFA and NSA data this is supporting teacher's judgements of achievement within a level.
- ✓ Staff are consistently tracking progress in Literacy and Numeracy to inform next steps in planning and teaching.
- ✓ Pupil confidence in identifying their next steps in learning is improving.
- ✓ Staff engaged in Do-BeMindful training in preparation for leading programmes of work with pupils next year.
- ✓ Staff are preparing to track progress in all 8 curricular areas from August 2024.
- ✓ Do-BeMindful reflects our Cluster Vision, Values and Aims; empowering staff to care for their own mental and emotional wellbeing.
- ✓ In 2024/25, staff will engage in Year 2 of the programme to support pupils to recognise emotions, respond skilfully and use simple tools and habits to help them take ownership of their wellbeing.

### Next steps:

#### NURSERY specific

- Attainment in Literacy, Numeracy and health and wellbeing will be consistently tracked and interventions in place to support children.
- Next steps/targets will be set in line with the new Highland Council ELC guidance on identifying next steps/targets for individual children.
- Responsive and intentional planning will be explicitly recorded.

#### SCHOOL

- Headteacher to complete Moderation Leader training to improve moderation across the Cluster.
- Sharpen focus on raising attainment (PEF, PSA hours, Digital learning, CT strengths, interventions).
- Formalise planning processes for long, medium and short planning.
- Develop processes to track pupil progress in **all** curricular areas (Individualised on frameworks).

#### School Priority:

### Rights Respecting Schools – Bronze and Silver Award

#### Purpose:

As this is a national priority and is part of the NIF and HSCS (Health and Social Care Standards), we have agreed as an ASG that placing the human rights and needs of every child and young person at the centre of education would be a key driver for school improvement.

**Overall, good progress was made in this area this year.**

#### Progress:

#### Impact:

- ✓ The Headteacher, Class Teachers and EYPs have engaged in professional learning through Unicef to strengthen their understanding of the UNCRC, children's rights and global citizenship.
- ✓ As rights holders, the pupils have established Class Charters which underpin our school Vision, Values and Aims.
- ✓ As leaders of UNCRC in their school, the Class Teachers have participated in professional dialogue with Cluster colleagues to share good practise and agree next steps to drive RRS forward in her setting.
- ✓ EYPs have engaged in children's rights training with teaching staff from our Cluster schools.
- ✓ The Cluster achieved the Rights Respecting School Award in February 2024.
- ✓ Pupil School Improvement data shows that 73.3% of pupils believe they have a good understanding of children's rights – what they are, why we have them and what they mean.
- ✓ Observations of learners indicate that they are developing their understanding of what it means to be a global citizen.
- ✓ Parent Survey data indicates that they feel the school has informed them about the UNCRC and they have developed a deeper understanding of children's rights.
- ✓ As Duty Bearers and Leaders of UNCRC, the Headteacher, Class Teachers and EYPs are equipped with the knowledge and understanding to further support the development of global citizenship.
- ✓ In collaboration with pupils and parents, we have updated our Vision, Values and Aims. These are visible throughout the school and prioritise children's rights, pupil wellbeing and positive relationships.
- ✓ The Headteacher, teaching staff and EYPs have undertaken Equality and Diversity Training with Derek Sawyer as part of the planned ASG Inservice training programme.
- ✓ School and nursery staff are developing a diverse range of resources in their settings
- ✓ Our school and nursery settings are welcoming, nurturing and inclusive.
- ✓ The children are proud of their school and have positive peer relationships.
- ✓ Our Vision, Values and Aims underpins the work of the school and children have a good understanding of our values.

### **Next steps:**

#### **NURSERY specific**

- Increased opportunities for learners to engage in play outdoors
- EYPs engagement in relevant global citizenship in the Early Years training through 2024/25
- Diverse resources increasingly evident in the nursery setting

#### **SCHOOL**

- Work towards achieving the RRS Silver Award.
- Strengthen pupil understanding of the Health and Wellbeing Indicators (look like, sound like, feel like).
- Highland Health & Wellbeing Profiles (Agency, Affiliation, Autonomy, Feeling Healthy & Safe).
- Implement 'Achievement and Skills Tracker' to ensure progress is tracked consistently.

## Progress and impact of Pupil Equity Fund

### Adhartas agus buaidh Maoin Cothromas Sgoilearan

In the 2023/24 session, our Pupil Equity Funding (PEF) was used to target areas of development through interventions delivered by Pupil Support Assistants (PSA). Through these targeted interventions, the attainment gap between our children who are most disadvantaged, and their peers is closing.

#### PSA 1:1 support

Overall, pupils are making progress towards individual targets in Literacy and Numeracy.

## Wider achievements

### Coileanaidhean nas fharsainghe



We are proud of the wider achievement opportunities we have offered our pupils including:

- Developing swimming skills with Highlife Highland at Dingwall Leisure Centre
- Participation in competitions including the annual Rotary Quiz, Mathematical Challenge & Euroquiz
- Improving physical and mental wellbeing through Ross County Football sessions, OJ Sports sessions, CALA Outdoor Play sessions and participation in local Cross-country events, annual swimming gala and local County Sports competitions
- Extending STEM learning through visits to the Dingwall Newton Room
- Developing P7 Playground Leadership skills with our Highlife Highland Active School Co-ordinator
- Working in partnership with EDF Renewables to fund the P6/7 Residential Trip and Gardening group resources
- Supporting children's music development through Feis Rois workshops
- Participation in World Book Day events, Macmillan Coffee morning fundraiser and National Voicebox Joke Competition



Our varied and structured Cluster events including KAPLA workshops, Seawilding Oyster Project in Ullapool, Outdoor Learning Easter event and Christmas party, provide opportunities for pupils to socialise with a wider peer group, and further develop key skills including:

- Self-awareness
- Self-belief
- Teamworking and collaboration
- Relationship building
- Motivating others
- Openness
- Resilience

*Friendship, Teamwork, Kindness, Creativity*



# Comments from learners, families, stakeholders and staff

## Beachdan bho luchd-ionnsachaidh, teaghaichean, luchd-ùidhe is luchd-obrach

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### PUPILS – SIP Pupil survey 2023/24 data

- **What do you think we do really well in our school?**  
*Learning, working independently, maths, going to events like cross country and county sports, we're good at our learning, having lots of outdoor space to play, writing, providing play*
- **What do you think we could improve?**  
*PE, options for tuckshop, longer gardening club, more swings, opportunities for technology swimming, visit a castle*
- **Highlights of 2023/24**  
*School trip to Ullapool, swimming, playing with lots of friends, Easter extravaganza, climbing trees, getting new outdoor equipment*
- **If you could sum up the school in one word, what would it be?**  
*Amazing, fine, good, interesting, super amazing*

### STAFF – SIP survey 2023/24 data

- *I've been given opportunities to develop my skills*
- *Regularly see how well the children are learning and watching their knowledge base and maturity grow*
- *Staff listen to the children and meet their needs*
- *Children's awareness of their rights and writing skills have improved*
- *Teamwork and providing a variety of experiences for pupils is what we do well*
- *Children's awareness and knowledge of UNCRC and approach/enthusiasm to writing has improved this year*

### PARENTS SCHOOL – SIP Survey 2023/24 data

- *I am unsure what could be better, it seems very, very good to me*
- *Nurturing and caring environment where the children are able to be themselves*
- *Supportive of child's needs*
- *My children are coming on very well with their education*
- *I think the communication from the school has greatly improved recently*
- *Our family are very happy in Marybank Primary school and the community*
- *My children are doing well*
- *The Class Teachers are brilliant, inspiring and nurturing. My child loves being part of the schools and I am very happy with the school community. I feel the teaching and learning environment is excellent and I am delighted with the opportunities given to the children*
- *My child's writing has come on leaps and bounds over the last few months*
- *Staff are so friendly and supportive. Our child is happy and confident at the school, their learning is coming on really well*
- *Staff are excellent and provide warm, supportive and stimulating environment*
- *Communication has been fantastic*
- *Great use of Seesaw and lots of informative emails*
- *Teachers are out in the playground at pick up time and have been happy to answer or discuss things*

### PARENTS ELC – SIP Survey 2023/24 data

- *Excellent at responding to the individual needs of each child/EYPs know each child very well as individuals*
- *My child has recently taken an interest in learning to write and has come home from nursery writing the first letter of their name*

- *Excellent regular communication between staff and parents. Wonderfully welcoming and nurturing environment. Cannot express how happy I am with the setting in words! My child is very happy there.*
- *Can't think of anything to make it better. Love the environment and staff just as they are.*
- *Very supportive, friendly flexible and nurturing environment. Loads of great feedback on how my child is doing with accompanying pictures which are lovely to see.*
- *You guys do an amazing job!*
- *My child wakes up everyday loving the school – the staff are amazing – I couldn't fault anything -the staff are patient and support my child*

## Capacity for continuous improvement

### Comas airson leasachadh leantainneach

Using indicators from 'How Good is our School 4' together with learner, parent, carer, partner and community feedback we believe we have made the following progress this session:

	ELC	PRIMARY
<b>QI 1.3</b> Leadership of change	Very good	Good
<b>QI 2.3</b> Learning, teaching and assessment	Very good	Very good
<b>QI 3.1</b> Wellbeing, equality and inclusion	Very good	Good
<b>QI 3.2</b> Raising attainment and achievement/Securing children's progress	Very good	Very good

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

## Key priorities for improvement planning

### Prìomhachasan airson planadh airson leasachadh

- Sharpen focus on raising attainment, strategies in place, and measuring impact for learners.
- Strengthen pupil understanding of health and wellbeing indicators and the impact of these for learners.

## Planning ahead

### A' planadh air adhart

Full details of the school's 2024/25 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website

<https://strathgarvmarybankstrathcononcluster.wordpress.com/> or by contacting the school office.