



# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

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**2023-2024**

**Melvich Primary School**



Kindness • Inclusion • Respect

# Introduction: Local and National Context

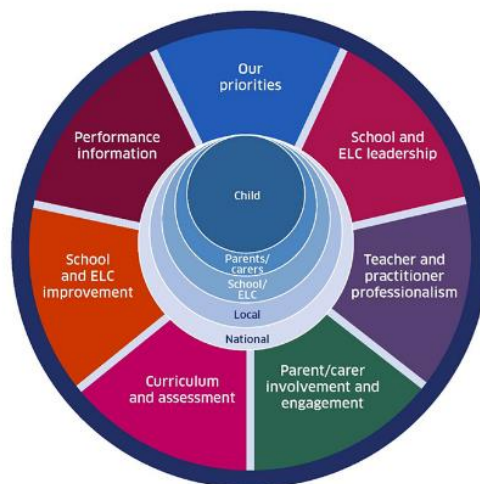
## Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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

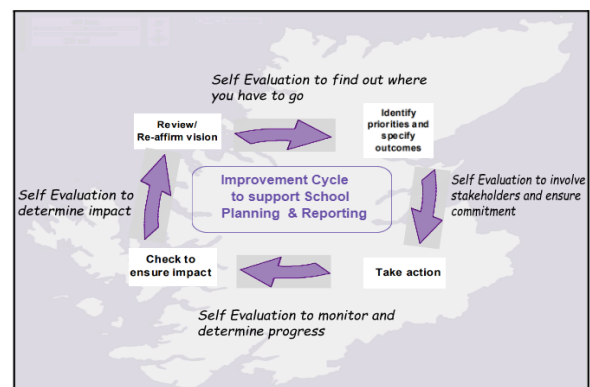
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

#### 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.

*Katherine Van voornveld*  
Head Teacher  
Melvich Primary School

## School Profile

### Pròifil na Sgoile

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**  
**90%**

**Average Class Size**  
**18**

**Meeting PE Target**  
**Target Met**

**Pupil Numbers (inc nursery)**  
**37**

**Teacher Numbers**  
**2**

**Pupil Teacher Ratio**  
**18:1**

We have had no exclusions this year.

Melvich Primary School is located in a rural setting serving the local community of Melvich, Strathy and Strath Halladale on the North Coast of the Scottish Highlands.

There are 37 children attending the school ranging from P1- P7. There are two multi-composite classes in the primary: P1-4 and P5-7.

The headteacher has overall leadership responsibility for Farr, Tongue and Melvich ELCs and primary schools and for Farr High School, which form the North Coast Campus. The headteacher is supported by a deputy head teacher and a principal teacher. Staff and children from the three primary schools work together on a planned basis.

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 is good and numeracy and mathematics is good with most children achieving appropriate CfE levels in literacy and numeracy. Across the school, a few children are exceeding nationally expected levels. Almost all children who face barriers to learning are making very good progress towards meeting their individual targets.

Overall children are making the following progress:

**Reading**

Very good progress

**Writing**

Good progress

**Listening and talking**

Very good progress

**Numeracy**

Good progress

We have had no exclusions this year.

## School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile



**KINDNESS** • **INCLUSION** • **RESPECT**  
caoimhneas      in-ghabhail      spèis

**Our vision is to support & challenge our children to be successful learners, to help them develop as responsible citizens and to work together to build positive memories**

**Melvich Primary School – at the heart of our community**

## Review of progress for session

Ath-sgrùdadh air adhartas airson an t-seisein





## Learning and Teaching



### School Environment

- ◇ Our school is a nice place to be. It is:
  - ✓ Welcoming and calm, happy and exciting.
  - ✓ A place where everybody works together & behaves nicely.
- ◇ Our classrooms and outdoor areas are good places to learn. They are:
  - ✓ Safe places where everyone is listened to and respected.
  - ✓ Fun places where everyone is encouraged to try hard and do their best.
- ◇ Everyone's wellbeing is promoted and supported.
- ◇ Success is celebrated & encouraged



- ⇒ Our lessons are planned well and we have good resources to help us learn.
- ⇒ We have Learning Intentions and Success Criteria to help us know how to be successful.
- ⇒ We learn in lots of different ways: interdisciplinary, active and trips. We love to learn in our beautiful local area
- ⇒ We all learn in our own ways and our needs are all met.
- ⇒ We learn with our own class groups, as a whole school and with our ELC
- ⇒ Feedback is always given and we are encouraged to act on the feedback to help us do our best.
- ⇒ Our teachers make our learning fun by: learning through play, active learning and encouraging us to plan

### Staff

- \*Our teachers are fun, interesting and enthusiastic when they teach us new things.
- \* Everyone in our school community have positive relationships with each other.
- \* Communication is clear – everyone knows what is expected of them.
- \* Staff are flexible and willing to adapt and change as needed
- \* Every staff member knows every pupil very well.
- \* Teachers work hard to develop their skills and find new ways of teaching.
- \* Our PSA is supportive and helpful.



- ⇒ We have lots of opportunities to be creative in our learning, both indoor and out.
- ⇒ We have a say in our learning.
- ⇒ Our teachers always listen and we know who we can speak to if we are sad or upset.
- ⇒ Our homework is manageable and we are encouraged to do this with a parent. Our teachers understand that we sometimes can't do our homework.



- Our students are **kind**, they look out for each other & do their best to be all they can be.
- Members of our school community **respect** each other and celebrate difference.
- Everyone is **included** and helped and encouraged to take part in all that we do.

## 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:

### UNDERSTANDING & IMPROVING ASSESSMENT AND MODERATION STRATEGIES WITHIN THE BGE - PRIMARY

#### Purpose:

To develop a more consistent approach towards the application of the Benchmarks and develop a shared understanding of what is required for achievement of a level.

#### Progress:

#### Content:

- ✓ Staff have had training and opportunities for professional dialogue around the moderation cycle.

#### Impact:

- ✓ Staff practice has been informed by the work we have done on moderation, with aspects of this incorporated into lessons.

Kindness ● Inclusion ● Respect

- ✓ Moderation of numeracy & writing has taken place across the Campus at Early, First and Second levels.
- ✓ Opportunities for engagement between secondary and P7 teachers have facilitated improved information sharing.
- ✓ Judgements of writing are secure and we are making progress with our moderation of numeracy.
- ✓ Information about P7 pupils has been shared with secondary teachers allowing them to prepare lessons which are differentiated accordingly.
- ✓ Jotters are now following P7 pupils as they progress to S1, allowing continuity of expectation.
- ✓ We have made good progress in our understanding of moderating of writing and have identified how we would like to progress our moderation of numeracy.

#### Next steps:

- Ensure moderation pieces are generated from normal day to day classwork and include consideration of the pupils' next steps to inform the next stage in teaching.
- Identify an opportunity for moderation with secondary & for P7 & secondary teachers to visit each other.
- Continue moderation through CCMs with a particular focus on numeracy.

School Priority:

## EXCELLENCE & EQUITY FOR ALL

#### Purpose:

Address potential gaps in learning linked to poverty and ensure all children are encouraged and supported to achieve their full potential.

#### Progress:

##### Content:

- ✓ Teachers have been facilitated to attend Child Plan meetings.
- ✓ All children have clear targets which have been co-constructed with their teacher
- ✓ Through consultation meetings, parents have given feedback on which aspects of learning they feel least confident in supporting their children with

#### Impact:

- ✓ Pupils benefit from professionals working together to meet their needs and we are able to take a more joined up approach working alongside parents and partners.
- ✓ Pupils know how to make progress and develop in their learning
- ✓ We are better informed as to how to target parental support for learning

- ✓ We are very successful in overcoming barriers which affect learning and impact on the wellbeing of our children.

#### Next steps:

- Continue to identify issues, including those linked to poverty, which may impact on learning & identify ways to address these. Develop a programme to facilitate parental support with their child's learning.

## Progress and impact of Pupil Equity Fund

### Adhartas agus buaidh Maoin Cothromas Sgoilearan

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Literacy and numeracy activities supported learning progress and H&WB. Our data shows improvement within literacy and numeracy for all of the children included

## Wider achievements

### Coileanaidhean nas fharsainghe

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- ✓ Successful fundraising activities organised by our pupils.
- ✓ Some children have been involved in volunteering within the community.
- ✓ Our whole school is regularly involved in local litter picking to give a little back to the community.
- ✓ A number of our pupils participate in swimming lessons and/or teen gym in the local leisure centre.
- ✓ All P4-7 pupils have taken up the opportunity to participate in swimming lessons within school times.
- ✓ A number of children were successful in a recent campus sports event.
- ✓ We were delighted to gain our Eco flag this year and are increasingly environmentally aware, as a school.
- ✓ We have many leadership opportunities available for our children including our ECO group, the Pupil Council, JRSOs, House Captains and the P7 Fundraising Committee.
- ✓ All pupils are very active in their house teams, meeting weekly to make further improvements to our school, ensuring pupil voice is always heard.
- ✓ Our Parent Council is very active and hugely supportive, for example the Christmas Café was incredibly well attended from across our community and raised significant funds for our school.

## Comments from learners, families, stakeholders and staff

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

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#### Parent & Partner Voice

- I always feel welcomed to Melvich and part of the school, I am always very well informed about what is going on
- Staff are all very professional
- The children in Melvich are afforded excellent opportunities

#### Pupil Voice

- I enjoy having really good friends at school
- I feel safe at school because I am with people I know
- School trips are really good and well supported by our Parent Council



- Everybody at school is nice and supported
- I feel confident about going up to high school next session

## 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	Choose an item.	Very good
<b>QI 2.3</b> Learning, teaching and assessment	Choose an item.	Very good
<b>QI 3.1</b> Wellbeing, equality and inclusion	Choose an item.	Very good
<b>QI 3.2</b> Raising attainment and achievement/Securing children's progress	Choose an item.	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

- Numeracy across the curriculum including moderation.
- Developing our understanding of our rights through our H&WB curriculum.
- Re-establishing our ELC including the proposed provision for 2 year old children.

## 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 by contacting the school office.