



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023-2024

MOUNT PLEASANT PRIMARY SCHOOL & ELC



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

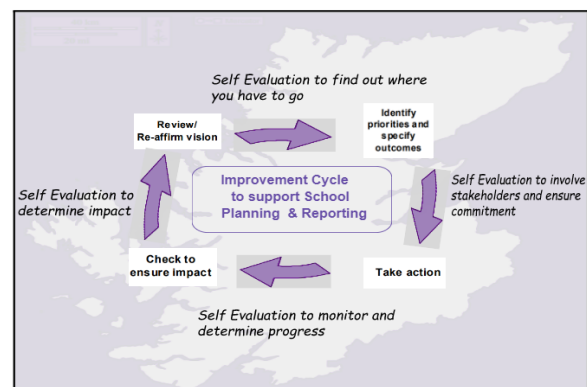
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

Suzanne Urquhart
Head Teacher
Mount Pleasant Primary School

School Profile

Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](https://www.parentzone.scot.nhs.uk/). 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 90.1%	Average Class Size 20.6	Meeting PE Target Target Met
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Pupil Numbers (inc nursery) 183 (+32 nursery)	Teacher Numbers 12	Pupil Teacher Ratio 15.9
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N3 6.1%	N4 8.8%	P1 9.3%	P2 13.5%	P3 12.6%	P4 9.3%	P5 15.3%	P6 13.5%	P7 11.6%
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SIMD Q1¹ 0-10%	SIMD Q2 30-40%	SIMD Q3 40-50%	SIMD Q4 10-20%	SIMD Q5 0-10%	Unknown 0-10%
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ASN² 21.9%	No ASN 78.1%	FSM³ 20.5%	No FSM 79.5%	EAL⁴ 0.9%	No EAL 99.1%
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2023/24 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Majority	Majority	Majority	Majority

Gaelic Medium 2023/24 Proportions of pupils achieving Curriculum for Excellence Levels (C1, C4, C7 combined):

Gaelic reading	Gaelic writing	Gaelic listening and talking
Most	Most	Most

The small number of exclusions that occur in schools may lead to individual pupils being identified, therefore this data is not contained in this report. If you have any questions about exclusions, you should contact us directly.

¹ SIMD – The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation.

² ASN – Additional Support Needs

³ FSM – Free school meal entitlement

⁴ EAL – English as an additional language

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

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.

"We care..."

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:

Raising Attainment in Literacy

Purpose:

This project had been developed in response to internal and external school data that indicated that we needed to accelerate the progress of learners so that more of them achieve age related expectations at each stage in Literacy.

Progress:

- ✓ Annual calendar for assessment deadlines is in place.
- ✓ Class teachers have an online assessment folder to record pupils' data.
- ✓ Planned, regular and effective tracking meetings were held.
- ✓ All staff completed Words Up training.

Impact:

- ✓ Ensured a clear and consistent approach to assessment with a focus on meeting deadlines.
- ✓ Data was recorded in a central place creating ease of access for CT and SMT.
- ✓ SMT used "protected time" to ensure meetings were held in a timely manner and that they were effective and focused, identifying children for targeted intervention and then discussing progress.
- ✓ Staff have a greater understanding of how to promote and support communication for all.

Next steps:

- Implement Jenny Wilson rubrics for assessing writing.
- Participate in National Writing Improvement Programme.
- Participate in "A Whole School Approach to Literacy for All".
- Audit use of Words Up Key messages.

School Priority:

Robust Provision for Health and Wellbeing

Purpose:

This project had been developed to ensure that we gather and collate robust evidence to ensure our HWB provision is focused and effective for our pupils.

Progress:

- ✓ All P1-7 pupils completed the Highland Wellbeing Profile online questionnaire.

Impact:

- ✓ We had clear information from our learners that informed us of our next steps in HWB.

"We care..."

- ✓ Staff used this information to address the pupils' areas of concerns, in particular "safe" and "affiliation".
- ✓ All ELC pupils have robust Personal Care Plans in place.
- ✓ Teaching staff have completed the first two Rights Respecting Schools Award training modules.
- ✓ CT held conversations with pupils to gather more information about their safety concerns and these were acted upon and recorded on Pastoral Notes. To improve the "affiliation" aspects, we introduced "We care..." certificates to appreciate pupils' efforts around demonstrating our values. We also reinstated monthly Reward Intervals for the House Team with the most points.
- ✓ Children receive well-planned care and support to meet their individual needs.
- ✓ Teaching staff have a common understanding of the RRSA and the importance of this approach in school and learning activities.

Next steps:

- Continue to use the Highland Wellbeing Profile to gather evidence and to plan next steps.
- To continue to develop the use of the ELC's Personal Care Plans to meet the children's needs.
- Teaching staff to complete the remaining RRSA modules.
- SMT to ensure all staff have completed the RRSA modules.
- Achieve Bronze Level of the RRSA.
- Review our Vision, Values and Aims.

School Priority:

ELC Provision

Purpose:

This project had been developed in response to the requirements and recommendations made in the Care Inspectorate's report in May 2023.

Progress:

- ✓ New medication procedures that are in line with Highland Council guidelines and Care Inspectorate's "Management of Medication" guidance are in place within the ELC.
- ✓ Quality Assurance processes are implemented and embedded.
- ✓ Regular staff supervision and monitoring is in place.

Impact:

- ✓ Staff are clear in their role in administering medication. Children receive quality care and support.
- ✓ Areas of improvement are identified, shared and actions taken to make positive changes to children's experiences.
- ✓ Staff are clear on their responsibilities and accountable for their role. This also provides time for them to reflect and improve their practice.

- ✓ Staff have attended training about planning approaches and schemas.
- ✓ Staff are trialling planning approaches that suit our setting and are reviewing this regularly. Children's needs are being met through planning experiences around the schemas they are using.
- ✓ Self evaluation processes are in place.
- ✓ There is a clear cycle of reflection and improvement which is improving the service for children and parents.

Next steps:

- Embed self evaluation processes within the setting.
- Complete quality observations to enhance children's learning.
- Develop effective monitoring and tracking processes.
- Embed the setting and evidencing of personal targets.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

PEF was mainly used to fund additional teacher and PSA time. These colleagues focused on supporting individuals and groups of children in Numeracy and Literacy. The most significant impact for these pupils was their confidence in learning and "having a go!"

Wider achievements

Coileanaidhean nas fharsainghe

Individual entries and P6/P7 Class entry into the Caithness Music Festival, the P6/7 Football Festival, P6/7 Rugby Festival, our whole school Christmas Show, P7 Rotary Quiz, P1-P7 and EP Sports Day.

In the Caithness Music Festival, P6/P7 won the Dramatised Song Category and gained the highest score overall for Group Song entries.

End of Year trips including P7 Residential Trip to Glenmore, P6 surfing, P2 to the Heritage Centre in Wick. Fundraising events – Children in Need, Red Nose Day, monthly non-uniform days.

All classes participated in the We Make Music Schools Primary Music Kitemark with support from caithnessmusic.com. Pupils have had regular opportunities to make music with the belleplates and touch bells both in class and as part of whole school assemblies. P3 had regular Kodaly sessions.

P6 and P7 attended the Newton Room to participate in STEM learning.

The Science Festival visited the school. All classes had the opportunity to participate in a range of events. P6 pupils had the opportunity to complete Level 1 Bikeability sessions.

Comments from learners, families, stakeholders and staff

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

Information Received from School Survey:

PARENT COMMENTS

“Over all I am really happy with the school. I love how involved in the care of the school the children are. The school asks for and listens to the feedback from the children.”

“My child enjoys school and I also feel that mount pleasant takes great care in getting to know and looking after all the children. Mp has always had a family feel, no child is just a number.”

“Overall, the school is doing a great work with all involved and it’s hard working.”

“We are so lucky that our child goes to Mount Pleasant School, we are happy and our child is happy at the school.”

“It’s amazing how the school is so friendly and accommodating.”

“All staff are helpful and approachable. My child comes home happy.”

I feel that the communication through Dojo is very helpful and thorough and it is good to see pictures of whole school events on there too. My child enjoys her class environment and has a brilliant relationship with her teacher. She feels supported and will talk to someone at school if she feels upset. I like that homework is optional as it relieves pressure at home and I feel that contact made from school to home is supportive and positive.

PUPIL COMMENTS

“Sometimes I struggle with my work and I really struggled with understanding what I am ment to be doing. I don’t like speaking up tho unless I am in a group. I love doing maths and helping out staff with jobs I like school most of the time and enjoy all my friends.”

“Sometimes i find going to school hard as i have fallen out with friends. But i know i can speak to my teacher”

“I enjoy spending time with my friends at school and I like the playground. I like doing path in the morning and it’s good to have scooter boards and sledges to play with. I really like the school dinners and the dinner ladies are so nice. I would like to have lunchtime clubs to join and I think it would be good to have an extra shelter shed. I think a buddy bench or something similar to that would be good in the playground so that people can find friends to play with.”

Care Inspectorate Questionnaire Responses

“The staff are all lovely and my child is fond of them all.”

“The staff are nice and my child loves them.”

“I feel all the staff are absolutely amazing with my wee boy.”

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
QI 1.3 Leadership of change	Good	Satisfactory
QI 2.3 Learning, teaching and assessment	Good	Satisfactory
QI 3.1 Wellbeing, equality and inclusion	Good	Good
QI 3.2 Raising attainment and achievement/Securing children's progress	Good	Satisfactory

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Our learners are always at the centre of our improvement plans – we continuously focus on improving outcomes for all.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

- Raising Attainment in Literacy
- Moderation and Assessment
- Robust Provision of Health and Wellbeing

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://mountpleasantprimary.wordpress.com> or by contacting the school office.