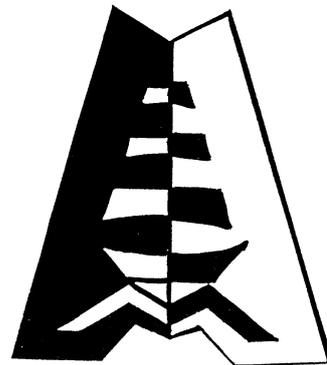




STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023-2024

**Muirtown
Primary
School**



Kindness, Respect, Teamwork, Pride, Resilience

Introduction: Local and National Context

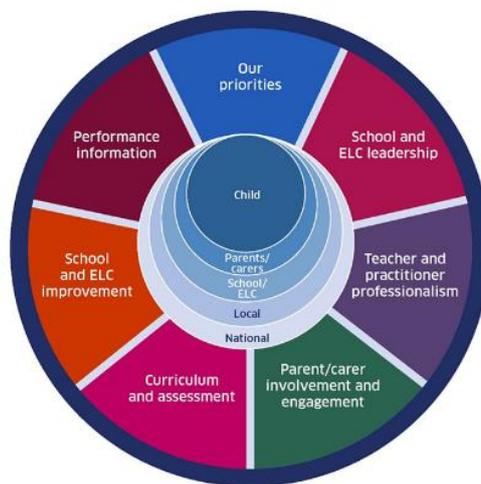
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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

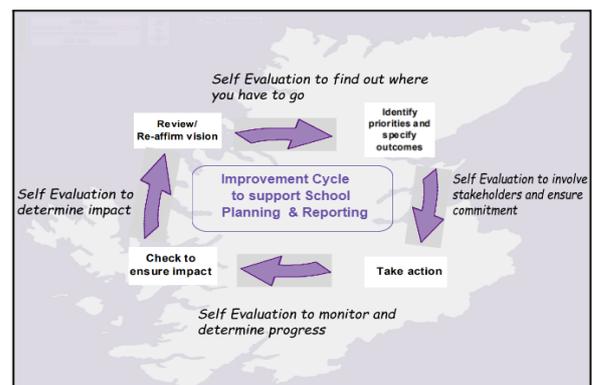
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

Janice MacRae
Head Teacher
Muirtown 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 93.2%	Average Class Size 22.4	Meeting PE Target Target Met
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Pupil Numbers (inc nursery) 179 (+46 nursery)	Teacher Numbers 10	Pupil Teacher Ratio 17.5
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N3 XX%	N4 XX%	P1 10.6%	P2 14.5%	P3 14.5%	P4 11.2%	P5 12.3%	P6 17.3%	P7 19.6%
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SIMD Q1¹ 10-20%	SIMD Q2 0-10%	SIMD Q3 10-20%	SIMD Q4 40-50%	SIMD Q5 10-20%	Unknown 0-10%
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ASN² 50-60%	No ASN 40-50%	FSM³ 60-70%	No FSM 30-40%	EAL⁴ 0-10%	No EAL 90+%
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2023/24 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Most	Most	Almost all	Most

We have had no exclusions this year.

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

Muirtown Primary School



In partnership with all members of our school community, we will provide a supportive and positive environment which challenges our children to be the best they can be and prepares them, both mentally and academically, for the future.



Our Vision

Kindness



Respect

Our Values



Resilience

Pride

Teamwork





Our Aims



Provide a safe and happy learning environment where all children can feel confident to be themselves and know that they will be supported to overcome the challenges they meet.

To build a mentally healthy school community with an ethos of respect and inclusion.



Provide an exciting, challenging and motivational curriculum which will support all children to develop the skills they need to become successful learners, confident individuals, responsible citizens and effective contributors in today's society.

To be the best we can be by setting high expectations for attainment, achievement, behaviour, attendance and punctuality.

To develop and maintain positive relationships with all members of our school community and to work as a team. #TeamMuirtown #WorkingTogetherAchievingMore

To celebrate all our successes, no matter how small.



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:

Our School; Our Curriculum

Purpose:

To refresh our curriculum rationale to ensure that it meets the needs of our whole school community, with an emphasis on promoting opportunities for our children to develop within the four capacities and within all four contexts for learning. We hope that doing this will raise attainment and opportunities for achievement across our ELC and school.

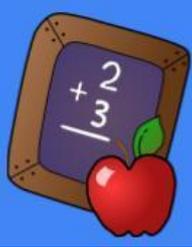
There will be a whole school emphasis on 'Metaskills' to support our children to be aware of, and to be able to reflect on the skills they are developing through learning activities and wider opportunities.

This project will allow all stakeholders to play a part in developing our curriculum and will give them the knowledge and understanding to answer the question 'what do we want for our children and how can we work together as a team to achieve this?'

To ensure that our teachers are equipped with the skills, progression pathways and resources to deliver our curriculum to a very high standard.

Our School : Our Curriculum

-  Further develop our use of profiling, including digital profiling throughout our school.
-  Explore pedagogy through professional reading.
-  Work to develop a digital, interactive version of our Curriculum Rationale
-  Working with Education Scotland to develop writing across the middle stages of our school.
-  Unpick individual curriculum areas, ensuring meaningful progressions and assessment processes are in place which reflect our school community.
-  Explicitly plan, support and celebrate opportunities for the development of the 4 capacities - effective contributors, responsible citizens, successful learners and confident individuals.
-  Develop use of Metaskills throughout our school to support learning and be a focus for learning conversations..



Kindness, Respect, Teamwork, Pride, Resilience

Progress:

Metaskills

- All teachers have an increased knowledge of Metaskills and have access to related support resources.
- The Metaskills of Focus, Integrity, Communicating, Feeling, Collaborating, Leading and Creativity have been introduced to the whole school through assemblies and follow up challenges and are on display in classrooms.
- Head Teacher has been involved in National Metaskills working group.
- Metaskill resources have been shared with parents at our parents evening display.
- Wider achievement google form has been adapted to encourage children to reflect on the Metaskills they have been developing.

Pedagogy

- All teaching staff have been involved in a pedagogy book group.

Curricular Developments

- All children in P5/6, P6/7 and P7 have been introduced to the concept of digital profiling

Impact:

Metaskills

- Staff feel upskilled in relation to Metaskills and have begun to integrate links to the learning and teaching in their classes.
- All children have gained an introductory understanding of Metaskills and have had the opportunity to explore how they link to ongoing work in school and wider achievements.
- We have been able to access freshly developed resources to support in school developments.
- Parents have gained knowledge into Metaskills and have seen some of the resources we are using, so they understand what children are working on in school.
- Children are able to make links between Metaskills and their wider achievements.

- Ideas raised in the book have been adopted into teaching practice, eg, questioning techniques. Teachers have adopted different techniques, evaluating impact.

Curricular Developments

- All children in P5/6, P6/7 and P7 have been developing their digital skills and have created their own digital profile using Google Sites.

- The format for our digital Curriculum Rationale has been developed and is beginning to be added to.
- Google Site has been developed to house all of our curriculum pathways, guides and planners, ensuring a coherent approach and ease of access for all staff.
- Staff in P3/4, P4/5 and P4/5 have all fully engaged with CYPIC on the National Writing Programme. HT adopted role of Local Lead for National Writing Programme.
- Improved attainment in writing for almost all children involved in the programme. Increased confidence in teaching writing and greater clarity of first level benchmark expectations for all staff who engaged in the programme.

4 Capacities

- The 4 Capacities are shared and discussed weekly at assemblies.

4 Capacities

- Increased pupil understanding regarding how everything we do helps us develop as Successful Learners, Effective Contributors, Responsible Citizens and Confident Individuals. The four capacities are linked to teaching and learning opportunities.

Good progress is being made in this area and we will continue to build on this next session.

Next steps:

- Further development of Curriculum Rationale - ensure structure and support is in place to promote/develop areas for development within literacy and numeracy from snsa/sofa analysis - update once complete - and build on work which has been done on other curricular areas 'how to guides'
- Develop what we have learnt from National Writing Programme across stages
- Decimals, Fractions and Percentages to be developed
- Inference skills developed
- Further work on pedagogy - what makes a good lesson in different areas - peer observations linked to moderation of SNSA/SOFA and next steps
- Literacy for all - look at training to ensure all staff are equipped to support literacy issues - 4 twilights

School Priority:

Power To The People: Promoting Pupil, Parent and Partner Participation

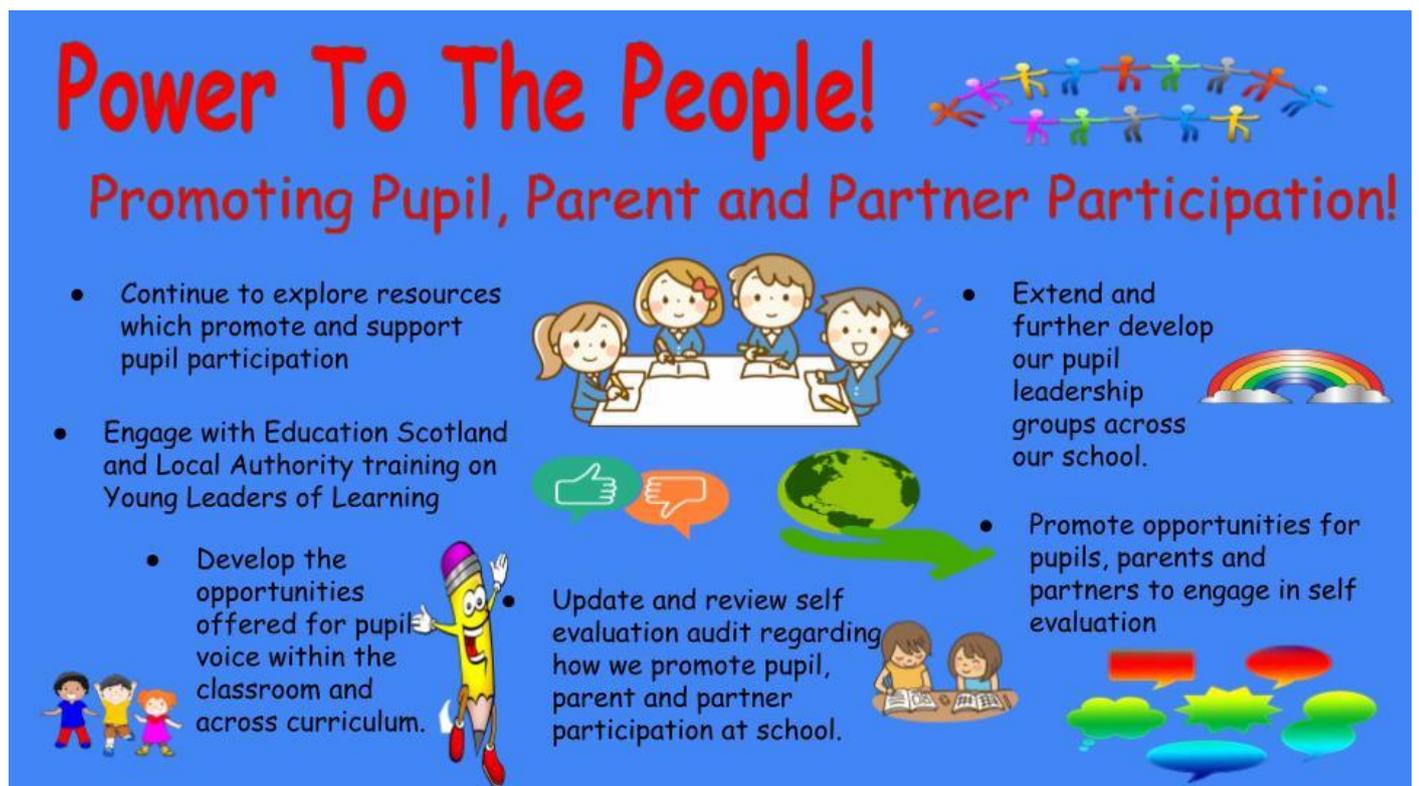
Purpose:

Covid and periods of lockdown were detrimental to opportunities for pupil groups and parent/partner participation across our ELC and school. We are keen to make opportunities for pupil leadership a real focus within the life and ethos of our school again. We hope that with this relaunch, we will be boosting opportunities for pupil voice, leadership and achievements. We are also keen to provide opportunities for parents and partners to be fully involved within the life and ethos of our ELC and school again.

Power To The People!

Promoting Pupil, Parent and Partner Participation!

- Continue to explore resources which promote and support pupil participation
- Engage with Education Scotland and Local Authority training on Young Leaders of Learning
- Develop the opportunities offered for pupil voice within the classroom and across curriculum.
- Update and review self evaluation audit regarding how we promote pupil, parent and partner participation at school.
- Extend and further develop our pupil leadership groups across our school.
- Promote opportunities for pupils, parents and partners to engage in self evaluation



Progress:

Pupil Participation

- Pupil leadership groups refreshed and now meeting fortnightly.

Impact:

Pupil Participation

- Refreshed groups have worked extremely well.

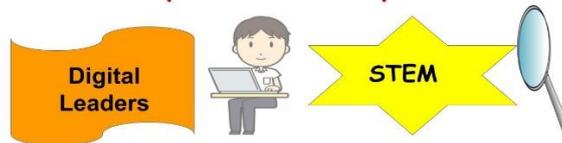




Primary 3, Primary 4 and Primary 5



Primary 6 and Primary 7



- More regular meetings has meant that pupils have become more active in their activities and learning has become more meaningful.
 - The contexts of the different groups have been engaging for the children.
 - Children were involved in selecting which group they would be part of which was motivating.
 - Targeted groups for children at lower, middle and upper primary has worked extremely well, ensuring learning activities are age appropriate and suitable for all members.
 - The organisation of groups has meant that children get to know and work with staff and other children that they may not normally work with, thus building positive relationships right across the school.
- Groups feedback on their work at assemblies.
 - Children are excited to share their groups work with the rest of the school at assemblies.
 - An improved sound system would support this, ensuring that they can all be heard clearly.
 - Great opportunity for groups to launch whole school challenges or awareness days.

- Action plans created for each group and shared on wakelet.
- <https://wakelet.com/wake/Ubhj9Zd34LPHKVbvoE3dw>
 - Helps to ensure that children have a voice in the planning of their groups activities and that there is a clear purpose to their work.
- The work of groups is linked to RRS/UNCRC
- Explicit links to our pupil leadership groups and UNCRC/RRS has helped the children to understand this real life link.



Using our voices to make a difference!



One voice can make a difference!
 One voice can change a village!
 One voice can change a country!
 One voice can change a nation!
 One voice can change the world!



Article 12

The right to be heard

Article 12 says that every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.



- A section on our website has been created to share the work of groups.
- Parents and members of our community are able to see the work of our pupil groups and join us to celebrate successes/offer support

Twitter/X is also used to share work more widely.

- Book Creator used to showcase the work of groups this session to parents.
- How To Guide for Pupil Participation created by staff.
- Each group has created a page within our Pupil Participation book creator book to showcase our work with parents and more widely.
<https://read.bookcreator.com/hYXIdCQjWTbIJ7pvoNKGHyfdn1u2/gJ99LqSHRYWss6kby30B5A>
- This will ensure a consistent approach and clarity across our school regarding pupil participation.

Pupil Voice Within The Classroom Setting

- Completed audit to illustrate the various opportunities offered within our classroom settings, as well as across the life and ethos of our school.
- This has highlighted the good practice already going on across our school, eg, pupils forming key questions at start of IDL, involvement in success criteria, etc and has prompted consideration to be given to areas where this has not been so strong which are to be developed.

Self Evaluation Opportunities

- Children have been supported to engage in a variety of self evaluation activities, both within our school and our community.
- All children have embraced opportunities to engage in focus group discussions and to complete surveys relating to the life and ethos of our school (HMI Pupil survey questions issued), Reading Schools, our new house groups, writing at middle stages, RRS, leadership groups, etc.
They have also been well involved in focus group discussions linked to the community development of Whin Park. Feedback is generally very positive.
- Parents have been encouraged to share their views throughout the session through feedback boards at Parents Evenings, online surveys and through the Parent Council.
- Information relating to school developments/SIP actions is shared at stalls during parents evening sessions and children have the opportunity to give feedback. Increase in parent engagement in surveys.



Very good progress is being made in this area and we will continue to build on this next session.

Next steps:

- **Reorganise pupil leadership groups in recognition of changes in class structure and staffing.**
- **HT to apply to take part in Reading For Pleasure CLPL to support our Reading Champs on their journey to Silver and onwards to Gold.**
- **QMU Disability Literacy toolkit to be explored to support equality and diversity work**
- **Apply for Gold RRS Accreditation**
- **Work to explicitly link the work of pupil groups to Metaskills**
- **Invest in better 'sound system' to support group feedback to the rest of the school**
- **Be open to new partnership opportunities which would support the work of our pupil groups**
- **Develop use of new polycrubb across the school to support eco work**
- **Work collaboratively to create termly newsletter to update parents/community members about the work of our leadership groups.**
- **Continue to embrace opportunities to promote pupil voice across all aspects of the life and ethos of our school, eg, within the curriculum, self evaluation using HGIOURS, etc**
- **Tracking and monitoring achievements linked to skills**

School Priority:

Raising Attainment and Ensuring Consistency Across Our ASG

Purpose:

Pupils across the ASG will have a consistent experience of learning and teaching within HWB which is supported by an early to third level progression.

To increase teacher confidence in teaching the HWB curriculum incorporating LGBT inclusive education.

To strengthen consistency of teacher judgement of CfE levels through moderating using the writing Benchmark Rubric.

Raising Attainment And Ensuring Consistency

- Development of ASG PE progression pathway.
- ASG Training on Inclusion and The Promise.
- Active Schools to support development of playground games across ASG.
- All schools to use RISE with pupils to assess, monitor and support HWB
- Analysis of NSA and SOFA data both in school and across our ASG.
- Establish an ASG Health and Wellbeing working group to develop shared progression pathway and planners.
- ASG and in school moderation using writing Benchmark Rubric.

Across Our ASG

Progress:

- Positive feedback from staff getting together and looking at levels. Staff felt confident in the use of Rubrics to assess achievement of a level.
- Rubric broken down into stages across First and Second Level.
- All teaching staff completed Level 1 and 2 of the TIE LGBT Inclusive Education training.
- Most upper classes completed the RISE assessment to assess, monitor and support mental health.

Impact:

- All schools now familiar and making use of rubrics but this varies across schools. It P1 would use rubric in Term 3.
- Moderation activities within own schools to ensure a consistent approach to achievement of a level.
- Teachers more confident in delivering HWB lessons and including LGBT education across curricular areas.
- Information gathered to inform discussions between pupils and staff and target some interventions.

- PSAs trained by Active Schools in Playground Games.
- Difficult to measure impact as PSAs are primarily with 1:1 pupils so been unable to facilitate.

Good progress has been made in this area; however, it will be something we continue to develop and embed across stages next session.

Next steps:

- Writing Rubric to be used twice a year from P2 to P7. Term 1 and Term 4. P1 will complete one in Term 4 to support achievement of a level for ACEL data.
- PSAs and EYPs will complete the TIE LGBT Level 1 online training.
- Continue to embed the use of RISE for P4 to P7 pupils and use the information more effectively to inform next steps in supporting mental health and resilience.
- Train pupils in playground games in Term 1 to deliver a series of lessons for infant pupils.
- Continue to embrace opportunities for ASG moderation.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Intervention	Data summary against targets	Impact / progress summary (max 100 words per intervention)																																								
<p>Boost Bunch Targeted literacy and numeracy groups across all stages.</p>	<p>Schonell Reading/Spelling- All pupils from the P6-7 Literacy Boost Groups have now scored as being above the expected standard for their chronological age for reading.</p> <p>100% of pupils in Primary 6 Boost Group improved their spelling age by at least 6 months. 4/5 improved their spelling age by over 1year and 6 months within the Schonell spelling assessment.</p> <p>75% percent of pupils within the Primary ¾ literacy boost group achieved between a band 6-8 in their SNSA.</p> <p>80% of the Primary ¾ numeracy boot group achieved a Band 7 or above in their SNSA.</p> <p>Phonological awareness SNSA /SOFA results</p>	<p>Good progress made in all areas following interventions. The impact of this has been shown in positive SNSA results and ACEL data.</p> <p>We will continue to support target groups and individuals.</p> <p>Schonell reading and spelling assessment conducted against January and May have demonstrated the positive impact of PEF intervention in literacy support.</p> <p>Numeracy boot groups have also proved to be impactful with 84% of pupils in Primary 1, 4 and 7 achieving their expected end of levels.</p>																																								
<p>Mentally Healthy Muirtown</p>	<p style="text-align: center;">Rise Questionnaire Results 2023-2024 Cohort Summary of Scores</p> <table border="1" data-bbox="344 1234 770 1559"> <thead> <tr> <th></th> <th>October 2023</th> <th>May 2024</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>Competence</td> <td>7.8</td> <td>8.5</td> <td><0.7</td> </tr> <tr> <td>Contribution</td> <td>8.0</td> <td>9.0</td> <td><1.0</td> </tr> <tr> <td>Confidence</td> <td>8.0</td> <td>8.9</td> <td><0.9</td> </tr> <tr> <td>Connectedness</td> <td>8.9</td> <td>9.4</td> <td><0.5</td> </tr> <tr> <td>Character</td> <td>7.9</td> <td>8.9</td> <td><1.0</td> </tr> <tr> <td>Coping</td> <td>6.8</td> <td>7.9</td> <td><1.1</td> </tr> <tr> <td>Control</td> <td>7.4</td> <td>8.5</td> <td><1.1</td> </tr> <tr> <td>Enjoyment</td> <td>8.0</td> <td>8.6</td> <td><0.6</td> </tr> <tr> <td>Overall</td> <td>7.8</td> <td>8.7</td> <td><0.9</td> </tr> </tbody> </table>		October 2023	May 2024	Difference	Competence	7.8	8.5	<0.7	Contribution	8.0	9.0	<1.0	Confidence	8.0	8.9	<0.9	Connectedness	8.9	9.4	<0.5	Character	7.9	8.9	<1.0	Coping	6.8	7.9	<1.1	Control	7.4	8.5	<1.1	Enjoyment	8.0	8.6	<0.6	Overall	7.8	8.7	<0.9	<p>Children completed the RISE assessment questionnaire. Scores have increased in all areas with an overall increase of 0.9. Connectedness has been identified as a key strength and our biggest increases have been in the categories of coping and control which were highlighted as emerging areas in the previous session. Whilst coping is now identified as an area of strength within the RISE results, it remains our lowest score and as such this will remain an area which we will continue to target.</p>
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<p>Engagement</p>	<p>P6/7 pupil SNSA results: Reading Band 11 Writing Band 9 Numeracy Band 11</p>	<p>P6/7 has fully engaged with improved attendance with his attendance remaining above 85% for the entirety of this academic year. He has coped well with an increase in class participation. Instances of violence and aggression have decreased significantly. P6/7 has had positive transitions to new secondary. This pupil also participated on the Primary 7 activity week and gained a lot of enjoyment from this experience.</p>																																								

Learning to Love Learning

Session	2023/24				
National Average % Attendance		92%			
Month	Average Attendance %	Highland Average %	No of Pupils <80%	Number of Exclusions	Part Time Timetables
August					
September	96	92	9	0	0
October	96	92	10	0	0
November	95	91	9	0	0
December	94	90	5	0	0
January	94	90	6	0	0
February	94	90	5	0	0
March	94	90	5	0	0
April	94	90	5	0	0
May					
June					
Total/Average					

CSW has made links with children and families who demonstrate issues with lateness/attendance or family issues.

Time available each morning to support any child struggling to come into school/make contact with families.

Pupils who attendance had previously dwindled has increased significantly. We have had a new start to the school with a history of low attendance whom we will monitor closely. We also have a pupil whose attendance has decreased owing to ill health.

Wider achievements Coileanaidhean nas fharsainghe

- Fabulous Christmas show, 'Lights, Camel, Action', with two performances for our school community.
- We achieved 'Reading School' status in February 2024.



- Participation in various athletic events, including Charleston Cross Country, McRobert Cup, Interschool Sports and Baillie Cup.



- Success for our Strings Group at Inverness Music Festival, where they won the Eastgate Cup.



- P7 children trained as playground buddies.
- Successful whole school celebration for the Month of the Military Child,
- Secured funding for a brand new polycrubb which is being well used by children.



- A substantial amount of money raised for a variety of charities including Red Nose Day, Children In Need, British Red Cross
- Hugely supported collection for Highland Foodbank



- P6/7 and P7 took part in the 'Get Creative For Climate Change' campaign, with some work being selected to go on display in Westminster.
- Local MP, Drew Hendry, put our school forward for an Early Day Motion at Westminster in recognition of our many achievements.

- Secured visit from Poppy Scotland's Bud Bus.



- Developed new positive partnership with Young Carers, who have formed a group for pupils.
- Well supported fundraising activities such as discos, Christmas Fair, P7 Sale, book fair and sponsored readathon/danceathon.



- Staff invited to present our learning journey re the National Writing Programme at both Highland Council and wider Scottish Local Authority event.
- Grants secured to enable huge investment in our library, ensuring a diverse, quality range of texts are available for our children, including books in different home languages and books which positively represent different races and disabilities.
- Introduction of our playground Book Bus, bringing opportunities for Reading For Pleasure into our playground



- Participation in Gaelic Live Lessons for P4/5 - P7.
- Positive links with local care home.
- Development of our school grounds.
- Well attended sports day
- Achieved our 4th Green Flag from Eco Schools Scotland



- Whole school participation in a variety of national celebration events such as World Book Day, Odd Sock Day, Month of the Military Child, Purple Up Day, Deaf Awareness Week, Global Action Days, World Gaelic, Chinese New Year, Book Week Scotland, Walk To School Week
- P4/5 show comparing Scotland in 1700 to today
- Class visits to local Newton Room
- Muirtown's Got Talent show
- School adopted a penguin from World Wildlife Fund
- Strings group participated in Fiddlers Rally in Tain
- HT completed Education Scotland 'Building Racial Literacy' training
- All staff completed level 1 TIE training
- All teaching staff completed level 2 TIE training
- Whole school pumpkin and egg challenges

Comments from learners, families, stakeholders and staff

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

Feedback From Families

Teaching quality is very high and my son is very happy at his school, so thank you for that.

Amazing support emotionally and academically. Great communication throughout.

A fantastic school with fantastic staff, be it teachers, PSA, office, canteen etc they are all great and run a great school overall

I would definitely recommend Muirtown Primary and both my children have loved attending there.

We are extremely happy that our children attend Muirtown. Our children are happy and I feel they are supported in whichever way is needed. The staff work so hard and encourage the children to be the best they can be. There is a real sense of it feeling like a 'family.'

My 3 children have all gone through the majority of their informative years at Muirtown primary school. The majority of this time Mrs Mcrae has been head teacher. There has been on occasions where I've needed to speak with Mrs Mcrae for differing reasons for my different children and the level support and understanding shown towards whatever issues has been unfolding at the time has been nothing but professional and supportive. The teachers involved in each of my child's education have been highly professional with good communication and understanding of the various abilities and difficulties they arrive with each day. It's very obvious that every teacher is striving for the best educational experience for every child. You can tell that it's a happy environment for both children and staff to work. Very grateful for the lovely primary school staff my kids have attended. Thank you

Good school , well respected

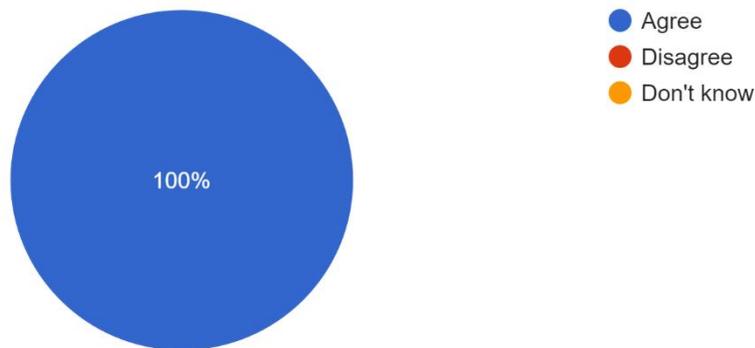
I am delighted to have this opportunity to share feedback about my daughters school and her education. Since starting school at Muirtown she has thrived and her learning and progression has been evident. I was very impressed with how quickly she learnt to read and write and I can see the progress she makes weekly when doing reading and homework tasks. She regularly talks about what's she learnt and teaches me new things about her current learning topic. Her class teacher is doing a wonderful job and I feel she's know my daughter very well and has a lovely relationship with her. I recently attended my child's parents evening and I was extremely impressed by the detailed feedback I recieved from

her teacher. A new literacy initiative had been introduced and she took the time to talk me through it in detail, I had no idea that the children were given the opportunity to mark their own and each others work and I loved how they were given clear goals with each task. It was so lovely to hear the teacher talk so passionately about the work she had been doing with her class and how she felt it was having such a positive impact on them, she was genuinely excited and inspired by the work she was doing and it made me feel really lucky that she is the person who has taught my child for the last two years. I think the communication from the school is excellent, we are kept very well informed with everything that's going on with the school, dates for any upcoming events are shared well in advance, I am aware that this is not the case in all schools . The parents WhatsApp group that the head teacher regularly messages in outwith school hours is very much appreciated and shows real dedication to the role of head teacher. I myself work in Early Years education so I'm very aware of the pressures schools and teaching staff face so I'm hugely grateful that my daughter is having such a positive experience at school. Thank you.

Feedback From Our Children

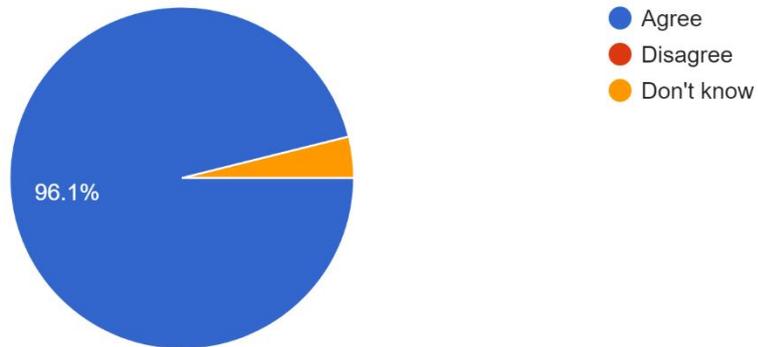
I feel safe when I am at school?

76 responses



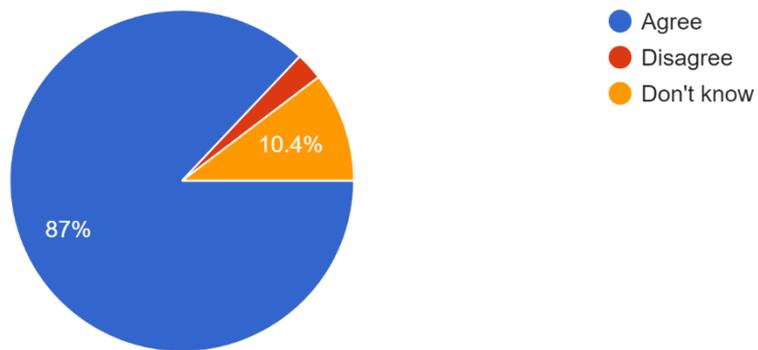
My school helps me to keep safe

77 responses



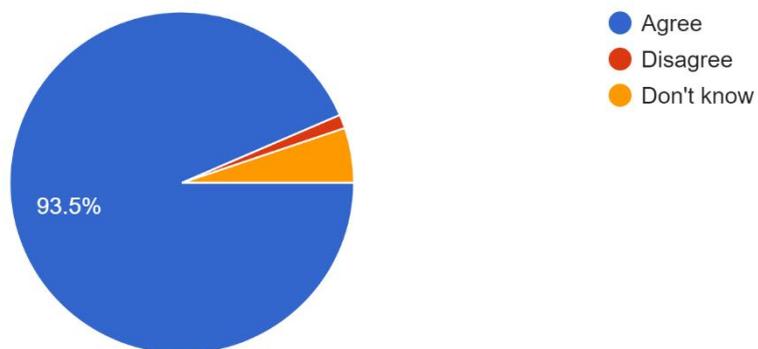
I have someone in my school I can speak to if i am upset or worried about something

77 responses



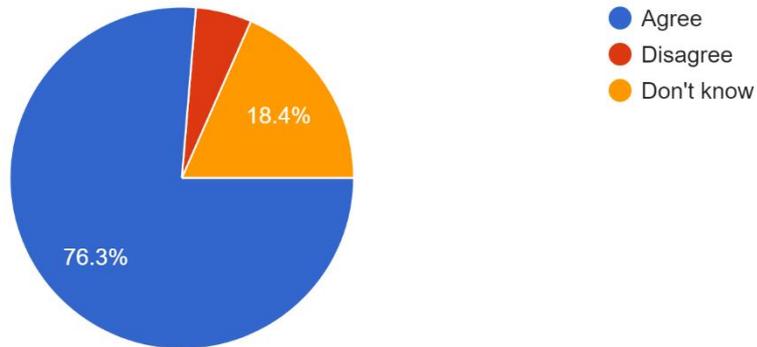
Staff treat me fairly and with respect

77 responses



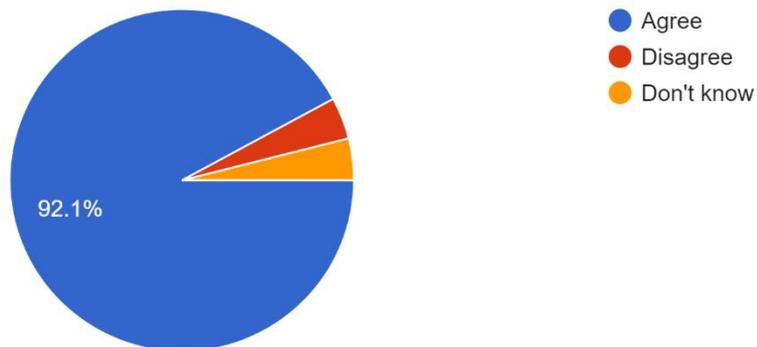
Other children treat me fairly and with respect

76 responses



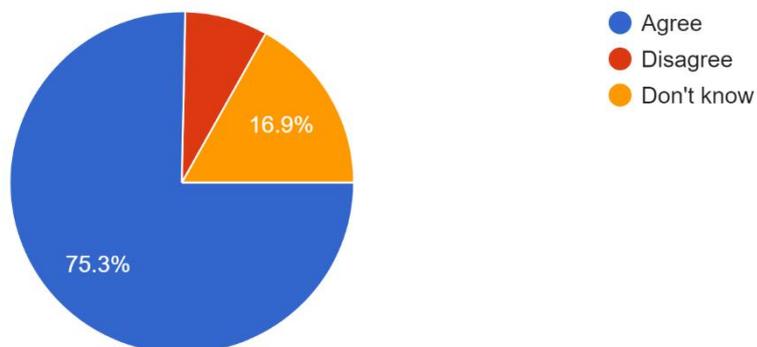
My school helps me to understand and respect other people

76 responses



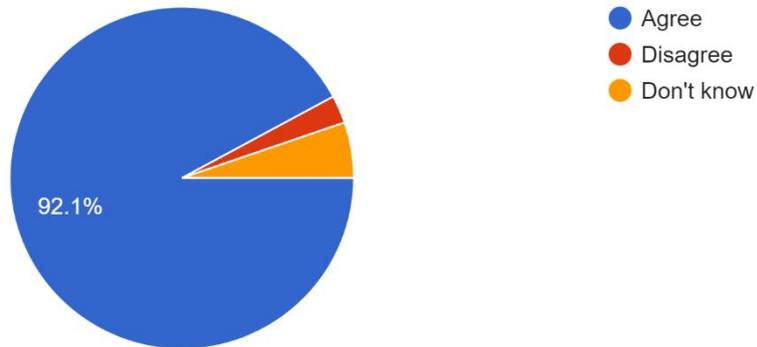
My school is helping me to become confident

77 responses



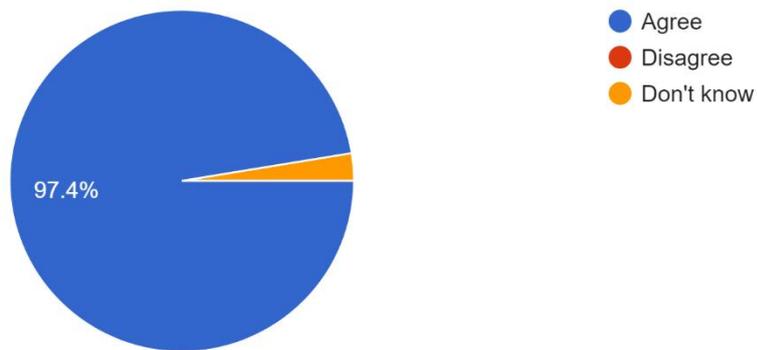
My school teaches me to lead a healthy lifestyle

76 responses



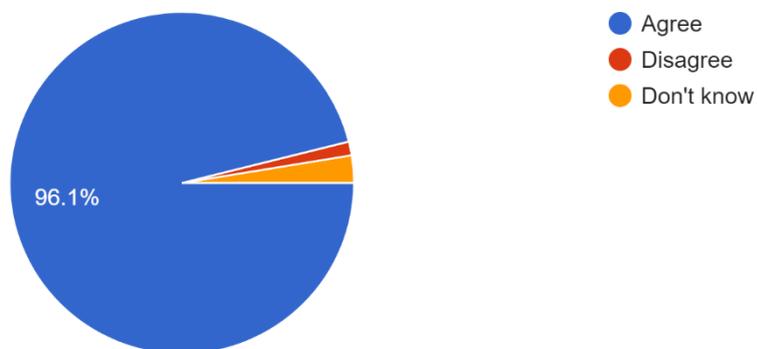
There are lots of chances at my school for me to get regular exercise

77 responses



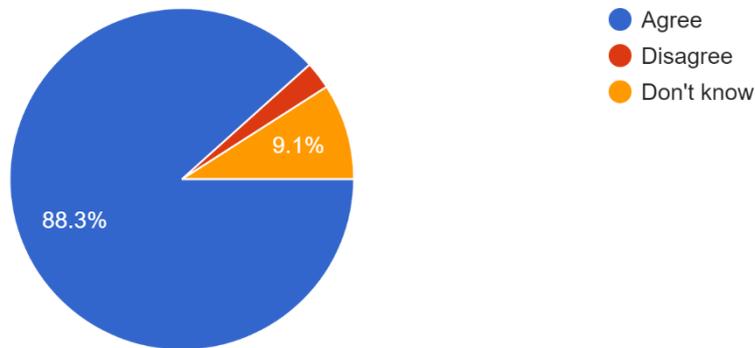
My school offers me the opportunity to take part in activities in school beyond the classroom and timetabled day

77 responses



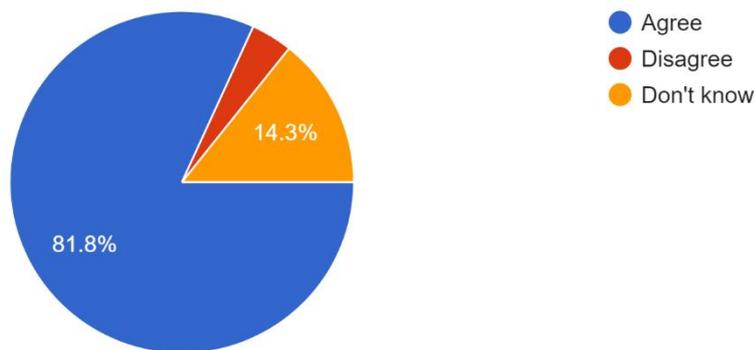
I have the opportunity to discuss my achievements out with school with an adult in school who knows me well

77 responses



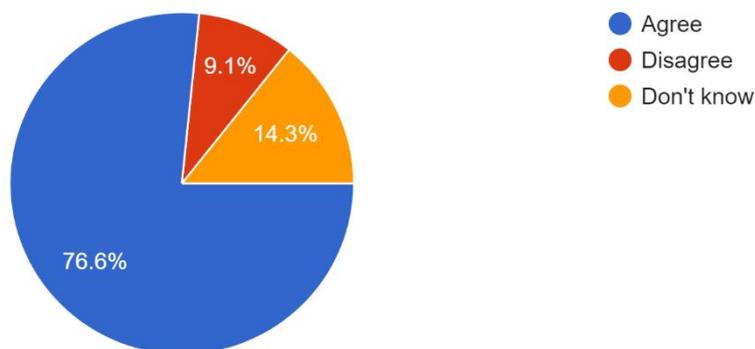
My school listens to my views

77 responses



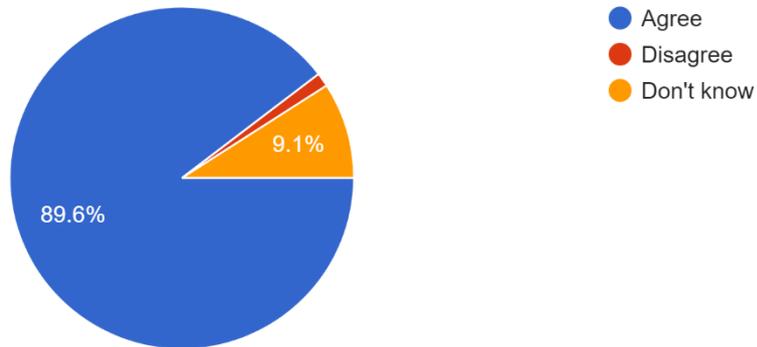
I feel comfortable approaching staff with questions or suggestions

77 responses



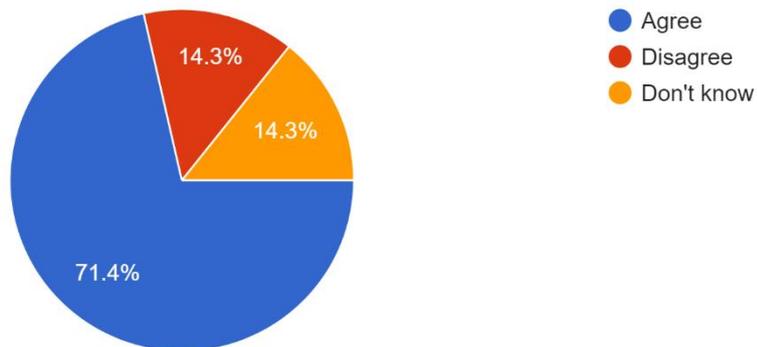
Staff help me to understand how I am progressing with my school work

77 responses



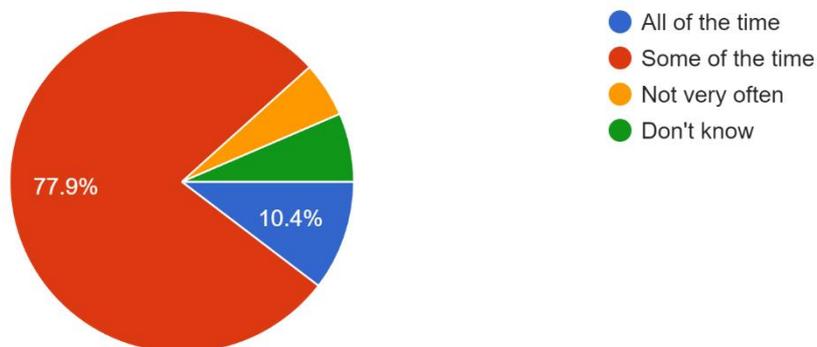
My homework helps me to understand and improve my work in school

77 responses



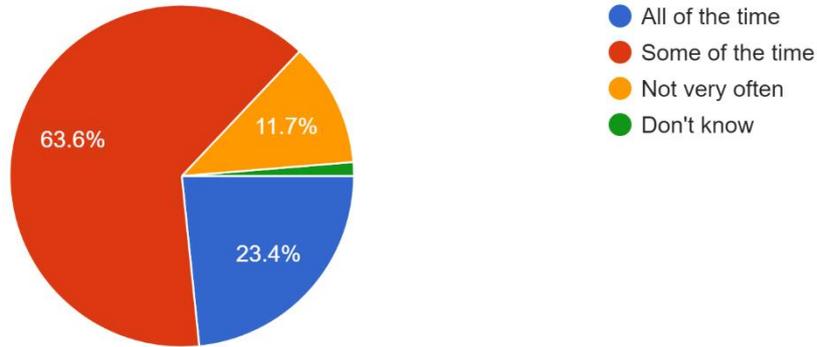
Other children behave well

77 responses



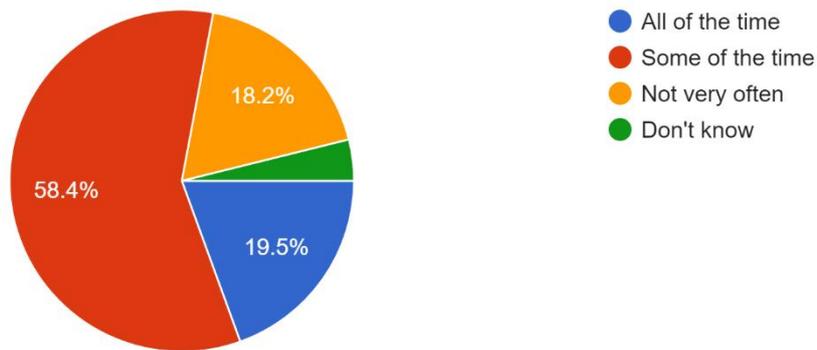
My teachers ask me about what things I want to learn about in school

77 responses



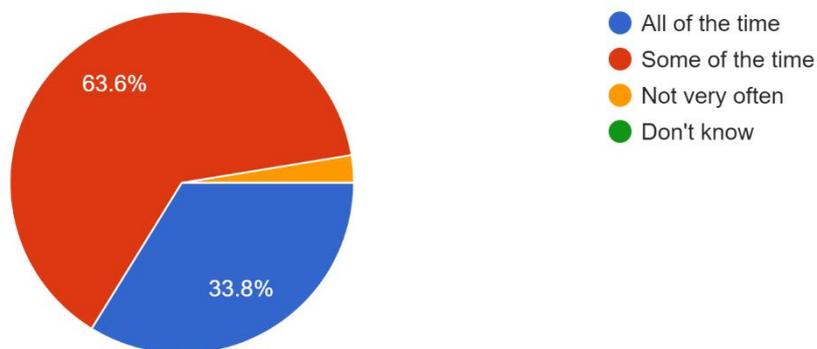
I enjoy learning at school

77 responses



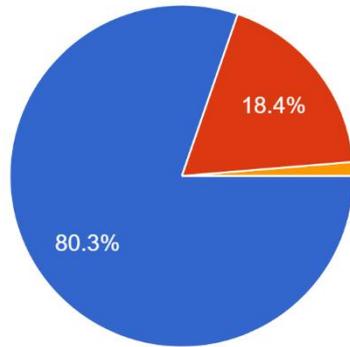
I feel that my work at school is hard enough

77 responses



I know who to ask to get help if I find my work too hard

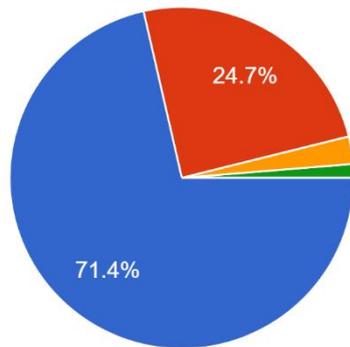
76 responses



- All of the time
- Some of the time
- Not very often
- Don't know

I am encouraged by staff to do the best I can

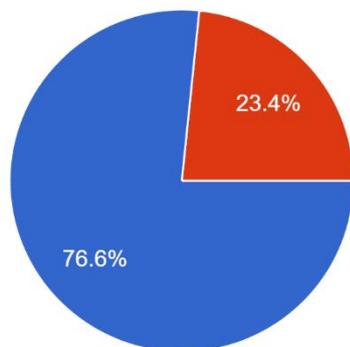
77 responses



- All of the time
- Some of the time
- Not very often
- Don't know

I am happy with the quality of teaching in my school

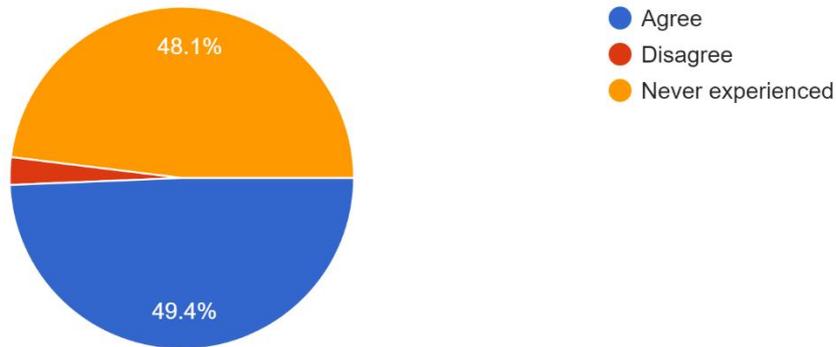
77 responses



- All of the time
- Some of the time
- Not very often
- Don't know

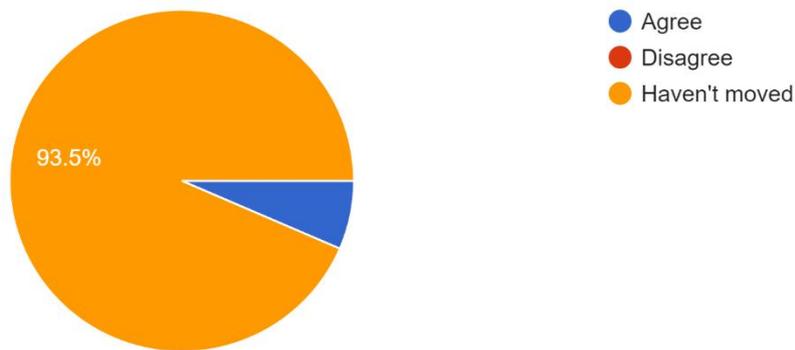
My school deals well with any bullying

77 responses



I was well supported if I moved to a new school within the last year

77 responses



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	Very good
QI 2.3 Learning, teaching and assessment	Good	Good
QI 3.1 Wellbeing, equality and inclusion	Very good	Very good

Kindness, Respect, Teamwork, Pride, Resilience

QI 3.2

Raising attainment and achievement/Securing children's progress

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

- Further development of Curriculum Rationale – ensure structure and support is in place to promote/develop areas for development within literacy and numeracy from snsas/sofa analysis – update once complete – and build on work which has been done on other curricular areas ‘how to guides’
- Develop what we have learnt from National Writing Programme across stages
- Decimals, Fractions and Percentages to be developed
- Inference skills developed
- Further work on pedagogy – what makes a good lesson in different areas – peer observations linked to moderation of SNSA/SOFA and next steps
- Literacy for all – look at training to ensure all staff are equipped to support literacy issues – 4 twilights
- Revisit approaches to profiling, building on digital profiles and learning conversations
- Build on our very good approaches to pupil leadership.
- Use HGIOURS more explicitly to support pupil voice.
- Develop use of Metaskills across the school, linking to profiles. Add to rationale
- Gold RRS
- Silver Reading Schools
- Eco – develop use of new polycrub to support outdoor learning
- Equality work – working with families to ensure our curriculum/ethos reflects all cultures/languages. Anti racist action plan.

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://sites.google.com/charlestonacademy.org.uk/muirtown-primary-school/?usp=sharing>

or by contacting the school office.