



# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

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**2023-2024**

**Mulbuie Primary School**



*Respectful Achieving Inclusive Safe Encouraging*

# 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.

Hayley Forbes

Acting Head Teacher

Ferintosh and Mulbuie Primary Schools

## 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.

<b>Attendance</b> 94.98%		<b>Average Class Size</b> 20		<b>Meeting PE Target</b> Target Met				
<b>Pupil Numbers (inc nursery)</b> 40 (+16 nursery)		<b>Teacher Numbers</b> 3		<b>Pupil Teacher Ratio</b> 13:1				
<b>N3</b> 14%	<b>N4</b> 12%	<b>P1</b> 12%	<b>P2</b> 11%	<b>P3</b> 14%	<b>P4</b> 7%	<b>P5</b> 12%	<b>P6</b> 4%	<b>P7</b> 11%
<b>SIMD Q1<sup>1</sup></b> 0%	<b>SIMD Q2</b> 20-30%	<b>SIMD Q3</b> 50-60%	<b>SIMD Q4</b> 60-70%	<b>SIMD Q5</b> 0%	<b>Unknown</b> 0%			
<b>ASN<sup>2</sup></b> 30%	<b>No ASN</b> 70%	<b>FSM<sup>3</sup></b> 20%	<b>No FSM</b> 80%	<b>EAL<sup>4</sup></b> 0%	<b>No EAL</b> 100%			

2023/24 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

<b>Reading</b>	<b>Writing</b>	<b>Listening and talking</b>	<b>Numeracy</b>
Majority	Majority	Majority	Majority

We have had no exclusions this year.

Mulbuie Primary is located on the Black Isle serving the local community of Mulbuie and surrounding areas.

There are 40 children attending the school and 16 children in nursery, ranging from N3 - P7. P1 – 3 and P4-7 are taught composite multi-stage classes and there is a separate nursery for 3 and 4 year olds.

The headteacher has overall leadership responsibility for Mulbuie Primary School and Ferintosh Primary School. Staff and children from both schools work together regularly.

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

<sup>2</sup> ASN – Additional Support Needs

<sup>3</sup> FSM – Free school meal entitlement

<sup>4</sup> EAL – English as an additional language

## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile

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#### Vision

Working together to create a happy and nurturing learning community where everyone is valued and challenged to achieve and succeed.

*(Updated in May 2023 in collaboration with the school community and all stakeholders.)*

#### Values

We are...

**RESPECTFUL**

(Article 12)

**ACHIEVING**

(Article 28)

**INCLUSIVE**

(Article 2)

**SAFE**

(Article 19)

**ENCOURAGING**

(Article 13)

#### Aims

- **R A I S E** pupils' awareness of their rights and responsibilities as respectful citizens and active participants in the wider world around them.
- Create experiences across the curriculum that are ambitious, challenging and promote independence.
- Provide a safe, supportive and nurturing learning environment where individuals will confidently contribute to the ethos of the school as a community and are confident in the appropriate use of digital technologies.
- Develop relationships across a variety of environments which enable positive physical, emotional, and mental health and wellbeing for all.

## Review of progress for session

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

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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 notional 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

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and of high quality in order to inform next steps. Working collegiately will ensure equity across a varied ASG including pupils from disadvantaged backgrounds.

### **Progress:**

- ASG tracking CAT sessions have taken place.
- SNSA/SOFA training for all teaching staff across the ASG
- Literacy training on HLP and resources available for learning
- Literacy moderation has taken place on a fictional piece of writing and as a result of this resources were created to inform teacher judgement of a level within writing.
- Numeracy CAT training session took place to train staff on how to use the HNP numeracy assessments.
- Glasgow Health and Wellbeing Profiles were introduced and have been used throughout the year to assess learner's health and wellbeing. The use of these is differentiated across the school to support all learners to share how they are feeling.
- Throughout the year we have continued to use digital tools to raise attainment in Literacy and numeracy. PSA staff have been trained in using Read Write.
- Robust attainment meetings have taken place to track each child and ensure that their attainment is on track.
- Progress in the ELC has been made through training with EYESO on benchmarks and raising attainment.
- ELC staff have worked collegiately across the ASG for consistent approaches to attainment in Early Years.
- Regular meetings with the EYESO to monitor and evaluate areas of development.

### **Impact:**

- Staff participation in CAT sessions with all staff from the ASG, has meant that we have a consistent approach to assessment and an accurate, consistent confidence in teacher judgement.
- Collegiate approach to assessment, including SOFA and NAS training has increased staff confidence when making teacher judgements of achievement of a level.
- Literacy training has had a positive affect with the majority of pupils reaching their expected level.
- Improvement Numeracy for almost all pupils, with the majority achieving the level.
- Formative and summative assessment approaches are consistent across the school.
- Teachers are confidently using trackers to collect data and make accurate predictions for attainment.
- All teaching staff can access and interpret data to inform next steps in pupil learning.
- Staff are more confident using the resource to address all literacy needs in the classroom.
- Staff are more confident in using the resources to make judgements of a level using the resource.
- Class teachers feel they have another assessment tool for numeracy to inform attainment and areas for development.
- From using the Wellbeing wheels learners are more confident sharing how they are feeling. Staff are able to meet learners' emotional needs and put in interventions quickly to improve wellbeing.
- All learners are confident when using digital tools for learning. Skills have been developed for children who were disengaged through the use of digital technologies.
- As a staff team we feel that very good progress was made across this area of improvement.

### **Next steps:**

Continue to develop use of the trackers, further developing confidence at making teacher judgement on attainment levels.

Continue use of the wellbeing wheel, apply for Digital Schools Wellbeing Award.

Work collegiately with the ASG to ensure that assessment and moderation practice in writing is collegiate, transparent and of high quality to inform next steps and raise attainment. Working collegiately will ensure equity across a varied ASG including pupils from a disadvantaged background.

ELC to visit other settings to support development of floor books.

ELC to improve use of floor books to track pupil voice and attainment.

School Priority:

## Rights Respecting Schools (Gold)

### 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 human rights and needs of every child and young person at the centre of education would be a key driver for school improvement. We are working together to maximise health and wellbeing by enabling children to interact both in their own community and in the wider context of the ASG.

### Progress:

- Silver award achieved in June 2024
- Staff were introduced to the convention and Rights Respecting Schools in September and targets for the year ahead were shared.
- Ferintosh and Mulbuie worked in partnership with the ASG to share good practice and resources.
- Agreed that the focus would be on Article of the Fortnight to ensure depth and breadth of understanding
- Assemblies focussed on article of the fortnight and these shared with families.
- Steering group created and pupils actively involved in decisions around targets for silver.
- Right of the month chosen and focused on and planned for through ELC-P7
- Pupils actively involved in the creation of classroom and playground charters.
- Pupils groups continued with all pupils participating in a group including Reading Champions, Digital Leaders, House captains etc.
- Assemblies linked to the new school values and wellbeing indicators.
- School values are taught explicitly in each class and nursery. Value of the week discussed, shared and valued at weekly assembly.
- Zones of Regulation introduced to support pupil wellbeing

### Impact:

- Staff are confident when teaching about rights and the articles of the UNCRC.
- Articles and rights are visible in class and frequently referred to by children and staff.
- Rights are incorporated into teacher and ELC planning.
- The creation of the charters has meant that the learners buy into them and value them to ensure they uphold the school values.
- Introduction of the RRS pupil steering group who helped collate, gather and present the evidence to the assessor for our silver award.
- With the confirmation that we have received our Silver Award we confirm that very good progress was made in this area.
- Pupil voice questionnaire shared that 100% of children know their rights.
- 88% of families believe that we have a Safe, Health, Achieving, Nurturing, responsible, respectful and inclusive school.
- ASG work has ensured that best practice is shared and ideas can be gathered.
- Pupils confidently discuss the articles and their rights and what they mean to them.
- The introduction of health and wellbeing webs ensures that children feel listened to and supported.
- Pupils can share precisely what it means to have a healthy mind.

- World Children's Day was celebrated in 2023 across the cluster.
- Emotional check in used frequently across the cluster.
- Learner conversations and pupil voice questionnaires used frequently to discuss healthy lifestyle and feelings.
- Parent and Pupil voice questionnaire issued to evaluate progress.
- Pupils can identify current affairs and vocalise how these negatively impact people's rights.
- 100% of pupils feel safe at school.
- Use of survey results has allowed us to plan next steps to ensure impact on children.
- Having achieved Silver in June 2024 we feel very good progress was made in this area.

### Next steps:

Continue to embed the UNCRC throughout our whole school with a focus on develop children's health and wellbeing particularly resilience.

Continue to gather all stakeholders views to ensure that we are fully committed to the UNCRC and take steps when areas of development are identified.

Continue to link with schools in the ASG to develop Rights Respecting Schools

Re-refresh of positive relationships policy to include the new VVAs

Engage with play pedagogical research to develop learning experiences across the school.

## Progress and impact of Pupil Equity Fund

### Adhartas agus buaidh Maoin Cothromas Sgoilearan

#### Early Level

Small group intervention of daily sounds and practice of individual sounds has improved attainment at early level with 50% of children achieving early level across Writing, Reading, Listening and Talking and Numeracy.

Support for children at early level to confidently write own name, early level children gaining confidence and first level children now able to write own name on most occasions.

Majority of learners at early level gaining confidence with support at writing CVC words during dictation.

#### First Level

At first level children have received support for phonics on a 1:1 basis and for reading in small groups. This has impacted their self confidence with one children identifying as a reader for the first time since starting school.

100% of target children have shown an improvement in attainment and continue to make progress.

Target group at receiving support through HOP ON phonics progress with 100% of children making progress.

100% of children using Plus 1 maths intervention have made progress and express they feel more confident in maths.

Target group in reading at first level on track to achieve by October 2024 through continued interventions.

Across early and first level through targeted intervention and 1:1 support all children have made progress.

100% of children feel more confident in their learning than at the start of the year.



## Wider achievements

### Coileanaidhean nas fharsainghe

#### Rights Respecting Schools Award- Silver



Throughout this academic year we continued our journey to become a Silver Rights Respecting School. This has been a whole school community effort and we were proud to receive our Silver Award in June. We are committed to including the Rights within our schools VVAs and also began to embed them in some of our policies and throughout our planning.



#### Cluster Learning – working in partnership

Pupils from across both schools have taken part in a variety of cluster learning events including an Easter Celebration, Sports Day, outdoor learning activities and Sports Activities etc. Children have had the opportunity to develop positive relationships with their peers and interact with one another in new settings.



#### Working towards Reading Schools Silver Award

Over this academic year we have started our journey to become a Silver Reading School. We have developed the library, chosen our Reading Champions and developed reading spaces throughout the playground. We have identified actions to be taken to achieve our Silver Award and will continue to build on these throughout next year.

#### Spring Spruce Up Gardening Day

Children and families came together in May to spruce up the playground. Children wrote to local businesses asking for donations of plants, compost and other gardening equipment. A successful day of planting flowers, fruit and vegetables, cleaning equipment and learning about plant care was had by families and children.



#### Extra-curricular activities

Our pupils have taken part in a number of extra curricular activities including mixed football competitions, cross country running, the Rotary Quiz, STEM Workshops and music and music concerts. At all of these events the children of Mulbuie showed excellent sportsman ship and were all positive ambassadors for the school.

#### Parent Council

Parent Council have continue to support us throughout the year; together we have held a Christmas Fair and raised money for important causes for the school. Funds raised from the parent council events have been used to purchase resources for the school and to help fun trips and outings, including the P6/7 residential.

## Comments from learners, families, stakeholders and staff

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

Learners report that everyone is respectful at school and most of the time everyone gets along, when asked in a survey 100% of children said that they feel safe at school. The children enjoy the range of activities across the curriculum particularly art and PE. Children at Mulbuie feel listened to and supported;

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they feel that their views are taken account of when teachers are planning the learning. Learners at Mulbuie enjoy regular opportunities to work together with others and enjoy working with children of all ages. They enjoy using digital technology in their learning. Learners know where they are in their learning and feel that their needs are being met.

Most parents feel that the school upholds the principles of SHANARRI and that their child is safe and supported in school. When asked, all parents reported that they had a positive relationship with the school. Parents and carers feel that their children mostly feel motivated to learn at school and they appreciate the variety of experiences and different ways of learning Mulbuie offers. Most children are willing to share what they have been learning and parents report their children want to come to school.

Staff feel that the new values, created last session, have made a big difference and that we are now living the values in school. The focus on the values continue to improve the ethos of the school. Staff feel that the robust attainment meetings ensure that they have a strong understanding of where their learners are and they are confident at making judgements using knowledge of the children and data from assessments.

Across the school there are several opportunities for everyone to take a leadership role and everyone feels a sense of achievement by leading an improvement priority for the school. We have capacity for change because everyone takes a lead and works collegiately across the whole school.

Stakeholders feel that the school has a warmth of welcome and that all staff in school are helpful.

### **Comments**

“My son is very happy and content. He has good opportunities to mix with children of all ages.”

“My children are happy and look forward to going to school. The communication is good and so is the P6/7 residential.”

“There is not much I would change about the school. My child feels heard and listened to.”

“Everyone is treated with respect at our school.”

“Very caring and nurturing environment.”

“Very good communication, staff are always helpful.”

“I cannot rate Mulbuie more highly, as a positive, nurturing and friendly environment where my child is happy and excited to learn. The staff go above and beyond to ensure one children’s needs are met.”

“Mulbuie is a lovely establishment and all the staff have been so welcoming. [My child] and I will very much miss everyone at Mulbuie. I am very grateful for everything everyone has done to encourage and support my child during his time at Mulbuie Primary Nursery.”

## **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**

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

### Improvement Priority 1 Action Plan

#### Assessment, Moderation and Attainment in Writing

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

### Improvement Priority 2 Action Plan

#### Rights Respecting School Gold

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. We are working together to maximise health and wellbeing by enabling children to interact both in their own community and in the wider context of the ASG. Having achieved Silver this year, we plan to go for gold as part of a two year rolling programme.

Through discussion with class teachers and identified next steps from planning, tracking and continuous evaluation we have agreed to look at play pedagogy within the multi composite classes as part of the rights and for wellbeing. This will support the attainment of all our young people, develop resilience and maximise health and wellbeing. Through this improvement priority children will be to explore, collaborate and develop resilience and we will promote independence and motivation for achievement.

## 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 [www.ferintoshandmulbuie.com](http://www.ferintoshandmulbuie.com) or by contacting the school office.