



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023-2024



Munloch Primary School

Introduction: Local and National Context

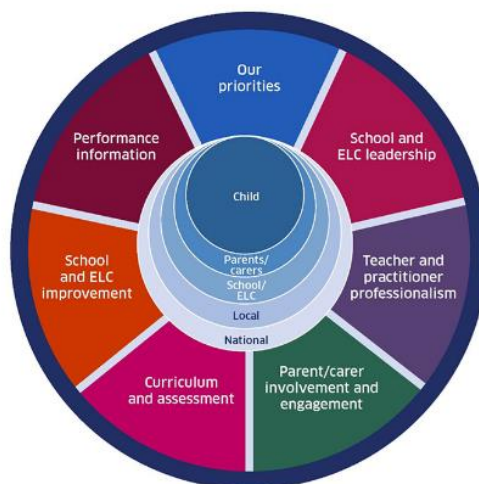
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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 daonna a' faicinn na Gàidhealtachd mar dhachaigh.

Ben Sharp
Headteacher
Tore and Munlochry 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.

Attendance 94.4%	Average Class Size 22	Meeting PE Target Target Met
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Pupil Numbers 66	Teacher Numbers 3	Pupil Teacher Ratio 22
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N3 0%	N4 0%	P1 12.1%	P2 13.5%	P3 13.5%	P4 12.1%	P5 22.6%	P6 16.6%	P7 10.6%
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SIMD Q1¹ 0%	SIMD Q2 0%	SIMD Q2 0%	SIMD Q3 0%	SIMD Q5 100%	Unknown 0%
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ASN² 24%	No ASN 76%	FSM³ 12%	No FSM 88%	EAL⁴ 0%	No EAL 100%
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2023/24 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
All	Most	Almost all	Almost all

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

Learning Together to be The Best We Can Be

Values

Honesty, Kindness, Courage

Aims

SHANARRI: Safe, Healthy & Active, Achieving, Nurtured & Welcomed,
Respected, Responsible, Included and Celebrated!

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 1: Health and Wellbeing

Purpose:

This project has been developed in response to the National Priorities of placing the human rights and needs of every child and young person at the centre, as well as providing an improvement in children's health and wellbeing. An improvement priority from the previous year's Improvement Plan has outlined through learner participation that the 'rights of the child' are not well known across the school. A parental survey also highlighted that rights and digital safety were in need of focus, with parents indicating that online bullying, privacy and security, and self-image were a top priority. School self-evaluation has indicated that although there is a positive ethos across the school where respect is demonstrated both to and from the pupils, resilience is low which is having further impact on equality and inclusion for all.

Progress:

- A 'Rights Respecting' Steering Group was set-up, to provide the school with a clear focus and understanding of children's rights as set out in the UNCRC.

Impact:

- By creating a coherent action plan, the steering group have been able to achieve the Rights Respecting Bronze Award accreditation, and progress towards a date for the Silver accreditation.
- Through assemblies, the steering group have led the school in fortnightly 'Rights'. This has led to almost all pupils having a better knowledge of their rights, and how these rights affect their daily lives.
- Surveys from the steering group have indicated further areas for study. This has led to the group modifying the action plan for the new session, and preparing new 'Rights' for delivery in the new school year.
- The creation of a Rights Charter has been started between the steering group and wider pupil group. This has led to pupils expressing their knowledge of Rights and the Rights that they feel affect them most. Completion of the Charter in the next academic session will also support the development of the refreshed Curriculum Rationale.

- The Digital Safety Group has been formed and a rolling action plan created based on information scrutinised from a digital safety audit.
 - The Audit indicated that the school, although making good progress in many digital safety areas, was severely lacking in two specific places: Community Engagement and Digital Policy. This led to the group formulating a clear action plan to address these issues, with regular meetings alongside the Headteacher.
 - In addressing what was needed from a Digital Safety Policy, they set-up a meeting with a local authority digital co-ordinator to discuss the best pathway to enact a policy that would suit the needs of the school. This led to a full school policy being created, addressing multiple areas of digital safety within the school.
 - To rectify the lack of community engagement, the Group decided that they needed to make themselves known more readily both in school and in the wider community. This led to a noticeboard being created to display their goals, and the area of digital safety that was currently a focus. Further to this they collaborated on posters that they were able to display on external noticeboards for the wider community.

- The Decider skills have been deployed in all classes to build on pupil resilience, equality and inclusion.
 - Each class has had a different focus on The Decider, through Health and Wellbeing Lessons. This has led to a wider appreciation of others' needs, what triggers emotional responses, and how we all can respond and support.
 - Most pupils have responded positively to their skills, demonstrating their use when discussed with members of the school. This has led to almost all pupils have improved behaviour in the playground and resilience when difficulties arise.

Next steps:

- Rights Respecting Steering Group (RRSG) to finalise their Charter to support the development of the school Curriculum Rationale.
- RRSG to review and implement any changes to the Action Plan towards Silver.
- Rights Respecting Schools lead, to implement group with cluster school.

- Digital Safety Group to extract policy information and simplify for pupils, before sharing with wider community.
- Digital Safety Group to evaluate progress and address further gaps in school safety need for an updated action plan.
- All classes to prepare assemblies based around The Decider to share knowledge with peers.

School Priority 2: Learning, Teaching and Assessment

Purpose:

This project has been developed in response to the National Priorities of closing the attainment gap between the most and least disadvantaged children and young people and improvement in attainment, particularly in literacy and numeracy. Further to this it has been identified through school data and the organisation of the PEF, that attainment in literacy especially could be increased and support provided to those with gaps in attainment. Local Authority Priorities and initiatives have also encouraged all primary settings to engage with new Literacy and Numeracy Frameworks so as to create a consistent delivery of learning across the region. Parental feedback has identified that input into building a culture of reading in the school is essential, with emphasis on reading for pleasure and the pedagogy of reading being high on the list of priorities.

Progress:

- Almost all teaching staff attended literacy training events throughout the school year.
- All staff have had training on how to use data from Scottish Online Formative Assessments (SOFA) and National Standardised Assessments (NSA) so that Level progression can be scrutinised comprehensively.

Impact:

- Literacy for All training has provided staff with the confidence to assess, identify, and facilitate support for those with persistent literacy difficulties. This has led to staff having a more thorough knowledge of the pupils in the class, where they can help close attainment gaps, and where they will find resources to support this work.
- Training sessions on reading and spelling in multi-composite classes has further developed staff competencies with local authority literacy frameworks and progressions. From this teachers are able to deliver high quality and effective lessons, as verified by agreed classroom observations.
- As a result of the above, almost all pupils are achieving at Reading and most pupils are achieving at Writing.
- This has led to all staff using a shared planning structure within all subjects, allowing for effective scrutiny by the senior leadership team.
- All staff are using the assessment data to update and maintain their judgments using school tracking documents, and can thoroughly explain the progress and next steps for all pupils in their classes.

- An improved record from attainment meetings allows for evaluation in subsequent meetings to continually monitor pupil progress.
 - Almost all staff are using the Benchmarks to thoroughly scrutinise how each child is progressing, allowing for improved planned outcomes for learners.
 - This has led to all end of level learners achieving the Level in Reading (100%), almost all achieving the Level in Numeracy (95%), and most learners achieving it in Writing (82%).

- Young Leaders of Learning Group was reformed from the previous academic session to continue to develop pupil leadership within the school.
 - Initial work carried out by the group assessed the views of pupils and their engagement with learning, showing that 60% of pupils felt they weren't really engaged with learning.
 - From this the group had intended to visit classes to observe and evaluate learning across the school, from pupil perspective. Due to external factors this was unable to happen.
 - Engagement with the Reading Schools initiative, took a large focus of the group, as they planned to promote reading for pleasure across the school. It was agreed that this overloaded the group's capacity to make effective change, and would need to be readdressed next session.

- Concept and application of homework was assessed and addressed via staff, pupil and parental engagement.
 - Through discussion with parents, it was apparent that although 77% of parents felt that homework was important, 84% didn't think it was always worthwhile completing it. It was apparent that the high volume of digital provision was not received positively and that more paper based exercises would be preferred.
 - Further to this, over 70% of pupils did not enjoy homework regularly and 52% did not always find it worthwhile. Interestingly, 76% of pupils wanted more challenging homework, indicating that by increasing the challenge, enjoyment may increase.

- This then led to homework format and policy changing across the school. The Principal Teacher led the change with each pupil receiving a dedicated homework jotter, that included information for parents, expectations for pupils, and clear guidance on a week-by-week basis. Homework activities vary from week to week, and there is now clear differentiation, regular marking, and effective feedback.
- From this further surveys will be used to address any small changes going forward, however, teachers are already reporting that almost all pupils are now engaging at some level with the work, and discuss it happily in class.

Next steps:

- Continue to develop literacy discussions and thoroughly embed cluster writing progression ahead of national writing improvement development.
- Teachers to continue to scrutinise Benchmarks with increasing effectiveness, while evaluating pupil progression. Attainment meetings to address this and support development.
- Young Leaders of Learning to take a more active role in reviewing learning and teaching, providing feedback, and supporting teachers with next steps.
- Homework policy to be reviewed along with parents at the beginning of session 24/25. Views to be acted on and implemented as soon as possible.

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)
PSA/Teacher Supply	PSA implementation and delivery of literacy intervention groups based on the data collected from various sources as well as those identified through FSM and ASN. Assessed against PM Benchmarks.	<p>Child 1's level of reading and confidence has grown dramatically as well as his ability to answer applied knowledge questions.</p> <p>Child 2 has moved from level 18 to 21. Her reading level has improved and she is a confident self-corrector.</p> <p>Child 3 is still making mistakes when reading, however her ability to self-correct has improved and her understanding has also developed positively.</p> <p>Child 4 has moved from level 18 to 20. Her reading ability and fluency has greatly improved and she is applying a lot more self-correction and support strategies than she previously.</p> <p>Child 5 has moved from level 13 to level 16.</p> <p>Child 6's reading has become much more fluent and confident and he is now able to answer the inferential questions.</p> <p>Child 7 absolutely flew through level three. His previous level three had numerous reading mistakes and his retelling was poor but he is now able to confidently and fluently read the story and retell it in detail.</p> <p>Child 8 has moved from level two to seven. His ability to retain and retell the story has gotten much stronger.</p> <p>Child 9 moved from level one to three. Her reading is more accurate, and her understanding is much stronger.</p> <p>Child 10 has moved from level one to level four. She previously used the pictures to guess words she was unsure of but is now confidently sight reading and blending. Her understanding is very strong.</p> <p>Child 11 has progressed from being unable to decode to confidently reading with some fluency. She lacked confidence in retelling but was capable.</p> <p>Child 12 progressed from getting 2 short vowel sight words and 1 long vowel sight word correct to correctly reading all of level 1. He was able to blend confidently and recognised there was a pattern in the sentences on each page. After support on page 1 he was able to read up to level 3 once he spotted the 'pattern'.</p>
Active Learn Phonics Bug	To support infant enjoyment and choice, decoding and encoding, with independent activities and group reading.	We will continue to use this next year. As we only recently received the resources we are yet to embed their use during literacy support groups.
Trugs Reading Cards	To support phonics decoding at a range of stages in the PEF groups.	We will continue to use this next year. As we only recently received the resources we are yet to embed their use during literacy support groups.

Wider achievements

Coileanaidhean nas fharsainghe

Hockey Teams

Our parent led hockey training and hockey teams have had huge amounts of success this year. Within the three age categories we have taken part in a number of hockey tournaments both locally and with teams from all over Highland. Most recently our senior team came second to the local area reigning champions, as did our infant team. Our middle age ranged team however, won the cup, which they have been working towards for two years!

Football

We have been fortunate enough to have several sessions of football training from Ross County FC training this year, with funding supported by our parent council. Coaches have reported a noted increase in fitness levels, stamina and engagement.

Cross Country

Our two cross country teams again showed exceptional standards of behaviour and teamwork, in the local area cross country tournament. All children pushed on through horrendous conditions to the finish line, demonstrating high levels of resilience and determination.

Dingwall Rotary Club Primary School Quiz

Several Primary 7 pupils took place in the Rotary Quiz Primary Competition this year and came in sixth place overall. The standard of question was very high, and they demonstrated not only exceptional teamwork but the ability to put into place their learning and problem solving abilities.

Maths Quiz

A further competitive maths day allowed some pupils in P7 to engage with a variety of pupils from across Highland on a series of maths challenges. Deciding to base their studies on a video they had seen from an online engineer, they built models and designed posters to showcase their understanding of an ellipse.

Baillie Cup / County Sports

We were fortunate to include a P1-4 team in the Baillie Cup Athletics Tournament this year. We had huge success with several first place winners and lots of enjoyment from all.

Our senior pupils took part in the annual County Sports, again with several first place finishes, and an overall second place .

Comments from learners, families, stakeholders and staff

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

Learners:

- 'I feel I get to take part in everything. I can do games and writing, and we get to use the kitchen.'
- 'We can get on with lots on our own and the teachers checks with us.'
- 'I can sometimes be a bit noisy in the class when everyone is working on activities.'
- 'Our citizenship group allows us to have change that we think of.'
- 'We are given choices in what topics we learn and what we want to learn about in the topic.'
- 'We are becoming more independent in our learning.'
- 'I enjoy handwriting so I can present my work neatly.'
- 'We have a really good setup in the class, but more room would be good.'
- 'We get to choose different maths topics if they are available.'
- 'We find it quite straightforward to follow direction in the class.'
- 'We have spoken about Rights a lot. It would be good to do more with that.'

Staff:

- 'The support team of PSAs, clerical and canteen staff, help us by knowing all pupils and their backgrounds really well. They are often a point on contact for families when class teachers are not available.'
- 'The inspection process has left us all with a clear way forward, and is help the Senior Leadership Team with direct focus for raising attainment.'
- 'Pupils are really keen to lead, especially within their groups, such as digital safety and Rights. Having them take more of a lead would be great.'
- 'The work done by the PSAs who work with the PEF groups is outstanding. We can see clear progression and it is having a very positive impact on classroom activities.'

Families:

- 'My son has really enjoyed the intervention work to support his learning. He is finding technology empowering to his learning and helping him to move forwards.'
- 'Our daughter loves going to school. She is becoming more confident and speaking out. She is enthusiastic about all learning and homework.'
- 'Having a variety of challenges has really brought on my daughter's personality and confidence.'
- 'Our daughter always enjoys talking to us about what she has learned, especially with class topics. We are very grateful with the support she has received from her teacher.'
- 'She is really enjoying Munloch Primary and has settled in really well. She always comes home with a smile on her face.'

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:

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

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

Learning and Teaching

This project has been developed in response to the National Priorities of closing the attainment gap between the most and least disadvantaged children and young people and improvement in attainment, particularly in numeracy. Further to this it has been identified through school data, organisation of the PEF, and feedback from a recent HMIe Inspection, that attainment in numeracy could be improved, especially in mental agility and their understanding of mathematical concepts. Local Authority Priorities and initiatives have also encouraged all primary settings to engage with Numeracy Frameworks so as to create a consistent delivery of learning across the region. Parental feedback has identified that further input into mental agility and times tables, problem solving, and number knowledge would be key.

Pupil Leadership and Engagement

This project has been developed in response to the National Priorities of placing the human rights and needs of every child and young person at the centre of education. Further to this, the improvement of skills in leadership as a national priority will need to be addressed. Our recent inspection indicated that pupils are not always clear on how their views shape the work of the school and lead to improvements. Staff should support children to evaluate the impact of their work and recognise the leadership skills they are developing. An important part of this will be reviewing and developing a more robust and thorough method of profiling for pupils, who can take the lead on their self-evaluation and next steps themselves.

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 ([Click Here](#)) or by contacting the school office.