



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023-2024

Merkinch Primary School



At Merkinch we promote an above and beyond attitude and inspire each other to do our best. We offer a warmth of welcome and create a culture of kindness. We are [#MarvellousMerkinchers](#)

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%

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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 does not. 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.

Jillian Kean
Head Teacher
Merkinch 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 87.4%	Average Class Size 26	Meeting PE Target Target Met
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Pupil Numbers (inc nursery) 234	Teacher Numbers 15	Pupil Teacher Ratio 15.2
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N3 XX%	N4 XX%	P1 XX%	P2 XX%	P3 XX%	P4 XX%	P5 XX%	P6 XX%	P7 XX%
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SIMD Q1¹ 90%	SIMD Q2 XX%	SIMD Q2 XX%	SIMD Q3 XX%	SIMD Q5 XX%	Unknown XX%
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ASN² 65%	No ASN 35%	FSM³ 80-90%	No FSM 10-20%	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
Less than half	Less than half	Majority	Less than half

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

Overall children are making the following progress:

Reading	Writing	Listening and talking	Numeracy
Satisfactory progress	Satisfactory progress	Satisfactory progress	Satisfactory progress

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

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

² ASN – Additional Support Needs

³ FSM – Free school meal entitlement

⁴ EAL – English as an additional language

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School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Our School Vision, Values and Aims

Our Vision - At Merkinch we promote an above and beyond attitude and inspire each other to do our best. We offer a warmth of welcome and create a culture of kindness. We are #MarvellousMerkinchers.

School Values

- At Merkinch we have 3 rights

The right to learn, the right to be safe and the right to respect.

- We are also accepted, valued and loved.

School Aims

- We aim to work effectively with all our school partners to ensure that we are a nurturing school which is focussed on achievement for all and where everyone is welcome.
- We aim to ensure that all our children fulfil their potential and continue to progress as learners.
- We aim to motivate and develop pupils who are successful learners, responsible citizens, confident individuals, and effective contributors
- Our staff aim to work collaboratively, share good practice and to remain focussed on improvement.

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:

High quality learning in Merkinch

Purpose: Increased attainment across the school as a result of teacher professional enquiry focussing on the elements of high quality teaching and learning.

In learning visits, focus groups and childrens voice opportunities most staff and children will be able to identify next steps and improved outcomes as a result of improved feedback/

Progress:

Content:

- ✓ In learning visits and focus groups almost all lessons will have high quality Learning Intentions and Success Criteria.

Impact:

- ✓ In class learning visits almost all lesson had learning intentions and success criteria.

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- ✓ Almost all children will be able to identify learning intentions and success criteria in their lessons and how they support their learning
- ✓ The Majority of children can identify the next steps in their learning
- ✓ In focus groups across the year the majority of children were able to identify what learning intentions and success criteria were
- ✓ Upper school focus group learners were most confident in identifying their next steps in learning. They were supported in this by using a steps to success scaffold. Teaching staff across the school were interested in the success and this approach will be rolled out from P 3 next session. Almost all children in p4 and P5 have begun to use this approach.
- ✓ 100% of teaching staff engaged in self directed professional enquiry to support children in their learning.
- ✓ 2 teachers participated in the National improving writing programme. This programme will be offered to all teaching staff in session 24-25
- ✓ During our recent VSE style visit it was noted that in challenging circumstances they offer inspiring practice

Next steps:

Develop our profiling and reporting systems in school and across the ASG

Build capacity and confidence for teaching staff to support learning conversations which scaffold children's next steps in learning.

Develop an improvement strategy to build capacity and confidence for ELC and Support staff in understanding and supporting our learners.

School Priority:

Equality and Diversity

Purpose:

This project has been developed in response to environment and curriculum audits, which highlighted the need to improve whole school culture and ethos to promote inclusion, participation and learning. (YEAR 2)

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Progress:

Content:

- ✓ Surveys provided for parents and children
- ✓ Weekly assembly input supports whole school approach to enable pupil to understand our rights and our values.
- ✓ Wellbeing indicators visuals used throughout whole school, monthly focus on one indicator
- ✓ Continued access to interpreters to support parent engagement opportunities

Impact:

- ✓ Low return rate of parent survey
- ✓ Most parents told us that Merkinch school is accepting of and values our pupils.
- ✓ Most parent who responded recognised that the school works hard to communicate with parents and a further survey at Parents evening told us

Communication about ... <ul style="list-style-type: none">• Parents Evening• Open days/Events• Special Assemblies	7 votes 6%
Communication about ... <ul style="list-style-type: none">• After School Clubs• Outings• Trips	7 Votes 6%
Communication about... <ul style="list-style-type: none">• My child's learning.• My child's progress	18 votes 15%
4. Communication about... <ul style="list-style-type: none">• My child's behaviour• Incidents involving my child	19 votes 16%
I am happy with communication from school	69 votes 57%

- ✓ Majority of parents told us that they would like to be informed when we are teaching RSH in order that they can continue conversations with their child,
- ✓ Low pupil survey return rate~ this will be redone in August 24
- ✓ Most children told us that they think all children are treated fairly in school.
- ✓ Almost all children feel our school is a welcoming and safe place
- ✓ Almost all children felt accepted, valued and loved
- ✓ Most children do not feel they have been treated unkindly in school because of the colour of their skin, country they are from or religious beliefs.
- ✓ Majority of children feel they have never been treated unfairly in school.
- ✓ 100% of respondent believe they have rights in our school

Next steps:

Move to year 3 of SIP

School Priority:

ASG Moderation

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Purpose: This project develops our ASG wide approach to moderation with a focus on ensuring a robust and rigorous approach to moderation and assessment across Inverness High School ASG (Primary Schools)

Progress:

- ✓ Most primary schools have staff trained as Quamso's who attended 6 Quamso training sessions and 4 additional training and planning meetings with CLO
- ✓ Staff training was tailored to build staff capacity in their own identified areas for development.
- ✓ Most ASG teaching staff attended all or the majority of collegiate sessions
- ✓ Staff and children completed at least 4 HQAT and P1 staff continued to use spotlights.
- ✓ A planned approach to profiling and reporting on all 8 curricular areas through HQAT/ Spotlights or parental engagement sessions developed for session 24-25

Impact:

- ✓ Across the ASG each school aimed to produce one HQAT per term. High-quality assessments provide reliable and valid data to inform all users and stakeholders, including teachers and parents, about how well children have learned and support learning conversations about next steps in learning.
- ✓ Shared understanding of effective assessment and moderation has led to a consistency of expectations supporting professional judgement across our ASG to support this most staff use a quality body of evidence to support assessment judgements and decisions about next steps.
- ✓ We have identified and planned for the need to have a consistent approach to involving learners to plan their next steps in learning.
- ✓ Signs of improvement in the analysis of data by teaching staff using robust tracking and monitoring means that staff can plan next step in learning, closing identified gaps in children's learning. This was supported by a data analysis session which led to increased knowledge of NSAs and SOFA assessments
- ✓ Introduced PSA impact document to support PSA staff in their role with our learners. XX% of our support staff have told us this was helpful.
- ✓ Continued to support increased confidence for teachers in their own professional judgement, using data and moderation of children's work.
- ✓ In year two of this project, we have made good progress resulting in improving staff confidence and consistency.
- ✓ 2 Quamso's across our ASG have secured fixed term promoted posts.
- ✓ Each EYP has had specific and individualised feedback which has provided them with clear next steps to improve their practice and outcomes for learners.
- ✓ EYP staff across the ASG have collaborated to moderate children's floor books. Looking for and sharing good practice.

Next steps:

ASG project to develop and moderate approaches to profiling in session 24-25 this will consist of 4 ASG collegiate sessions.

QUAMSOs will be further supported by the CLO~ developing their leadership skills and supporting professional dialogue of ASG teachers.

Progress and impact of Pupil Equity Fund Adhartas agus buaidh Maoin Cothromas Sgoilearan

[2023-24 Merkinch PEF Plan Template.docx](#)

Wider achievements Coileanaidhean nas fharsainghe

At Merkinch we offer a range of wider achievement opportunities. These opportunities are mainly funded by PEF and as we have a targeted approach to these offers. We take account of wider achievement in the community, and we celebrate wider achievements at weekly and termly assemblies.

75% of young people have taken part in wider achievement opportunities provided by the school.

Comments from learners, families, stakeholders and staff Beachdan bho luchd-ionnsachaidh, teaghlaichean, luchd-ùidhe is luchd-obrach

In 2022-2023 we used the HMIE questionnaire to gather views, this year we asked the Pupil Council for their views.

Teaching and Learning-

Do you feel supported/encouraged to learn?

- If you are stuck teachers help by giving you clues.
- You keep on trying.
- Sometimes things are hard and then you get it.
- I like learning sounds I am on ck. Our teacher uses the screen and Geraldine the Giraffe to teach us.

Do you feel you get a variety of experiences and different ways of learning?

- Sometimes we do things outdoors.
- When we are doing enterprises and fundraising.
- We use Chromebooks.
- I like maths sometimes we get to count different things.

Do you feel that we support you to be independent learners?

- We can use Speech to Text on Chromebooks to help us write.
- The teachers support you by giving you attention.
- If you get things wrong teachers will help you in another way.

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- Learning Intentions tell us what we are going to learn.
- Success Criteria tell us how we can be successful.

What could we do to make learning better for you?

- More creative coloured worksheets.
- Puzzle worksheets like codebreakers.
- Quiet work spaces.

Our Relationships

Do you feel supported and cared for?

- Our rights Learn Respect and Safe help us to set a good example.
- At assembly we talk about being Accepted, Valued and Loved.
- When some-one is hurt if you tell grown-ups they help look after them

Do you feel that we treat you as individuals? (equality, fairness)

- It's good when we have one person we can talk to.
- Most grown-ups know us and know what we like.
- Sometimes new adults don't know us.
- Sometimes some people seem to get more support and help.

Do you feel that we support you and give you the opportunity to influence things?

- In class some of us have had the chance to choose what we do first thing in the morning.
- Some of us have chosen our social snack activity each day.
- We do directed learning on a Friday where we choose an area of learning to focus on.
- In P7 we decided what we could do for fundraising and our end of year assembly.

What could we do to support you more?

- More teachers to help us feel Accepted, Valued and Loved.
- More cameras.

School and community

What do you feel about our facilities and environment?

- We have 2 big playgrounds with lots of good play areas.
- We have some playground equipment but could do with more.
- Our classroom spaces are nice. The library is a quiet place.
- The courtyard space is nice it would be nice to use during lunchtimes but there are not enough adults.

What connections does the school have with the community?

- Classes have had trips to the UHI, library and Pizza Express.
- Our school is also involved with Day 1, The Ledge and have lunch clubs with Scripture Union volunteers and the librarian from the High School.
- Ross County come to do football with us.
- ICT have an afterschool club.

How can we improve our connections with community?

- Litter picking in the community.

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Health and Well-being

Do you feel that we have a safe, healthy, achieving, nurturing, active, responsible and inclusive school?

- At assembly we talk about our rights.
- Miss Kean makes sure everyone is safe at all times.
- We are active at PE, Ross County, ICT clubs after school clubs.
- Pupil leaders are responsible and share ideas with rest of school.
- Wednesday club P7s enjoy the time together.
- Teachers help you if you are sad.
- Teachers make good choices for the other children who are being bad and will stop them hitting you.
- All the grown-ups help keep us safe in the playground.
- We always feel safe.
- Teachers keep you safe always if there is something happening.
- Gates get shut and PSAs are on them to stop people leaving.
- We know about emotions.

Do you feel that there are positive friendships and relationships in our school?

- We have good relationships with friends and adults.
- Older children help smaller ones.
- People try to help others when they are upset.
- Everyone is treated the same.

What could we do better?

- Quiet spaces.

Next steps-

We will identify more specific questions to focus on in 2024-2025.

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

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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**

Raising Attainment (including ASG moderation)
Equality and Diversity year 3
Support staff/EYP improvement 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 Face book or by contacting the school office.

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