

Standards and Quality Report

2021 – 2022



Munlochy Primary School

HIGHLAND COUNCIL | 56 MILLBANK ROAD, MUNLOCY IV8 8NL

This report is provided to families and partners to identify our achievements this session. The next steps in our improvement journey are also outlined.

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.

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 in order to shape our improvement journey.

When we develop our improvement projects we use key questions at planned review times throughout the session in order to know how well we progressing towards achieving these positive outcomes and changes.

Our School

Munlochry School has for over 100 years served the village of Munlochry and the surrounding rural area. Our families come from a wide variety of backgrounds, but at school we strive to create a 'family' atmosphere, where all children can feel a sense of belonging. Our school sits at the heart of the local community and our team; staff, parents and community endeavour to provide our children with a happy, vibrant education of high quality. We currently have a school roll of 72 pupils, split into four classes – P1/2, P3/4, P5/6, and P7 – led by six exceptional teachers. Teaching staff are well supported through effective use of a Pupil Support Assistant and the Additional Support for Learning Teacher, with whom we work one day a week, using intervention strategies, which are monitored by staff to ensure continued progression. Pupils within the local area normally attend Munlochry, but 5% of families live out with our catchment area, and have chosen to send their children.

Recent years have seen many changes; the Victorian building and its hutted annexe have been refurbished and modernised and there has been the installation of interactive whiteboards. A large playing field is nearby which has recently been upgraded to provide a level playing field. The canteen is across the road and the village hall which is used for PE, enterprise, school gatherings and performances, is at the end of the village.

Outdoor learning is thoroughly utilised at the school, with a new outdoor classroom being used, that was generously paid for by the Parent Council. Our Primary 1/2 play pedagogy based on 'Realising the Ambition', has continued to be developed this year, with staff making good use of the outside spaces to continue the learning across different landscapes. New play equipment to support outdoor learning has recently been purchased and we make use of the beautiful nearby woodland and cleared sections of the school playing field, to build on the outdoor learning curriculum.

Our School Vision, Values and Aims

Learning Together To Be The Best We Can Be

Values

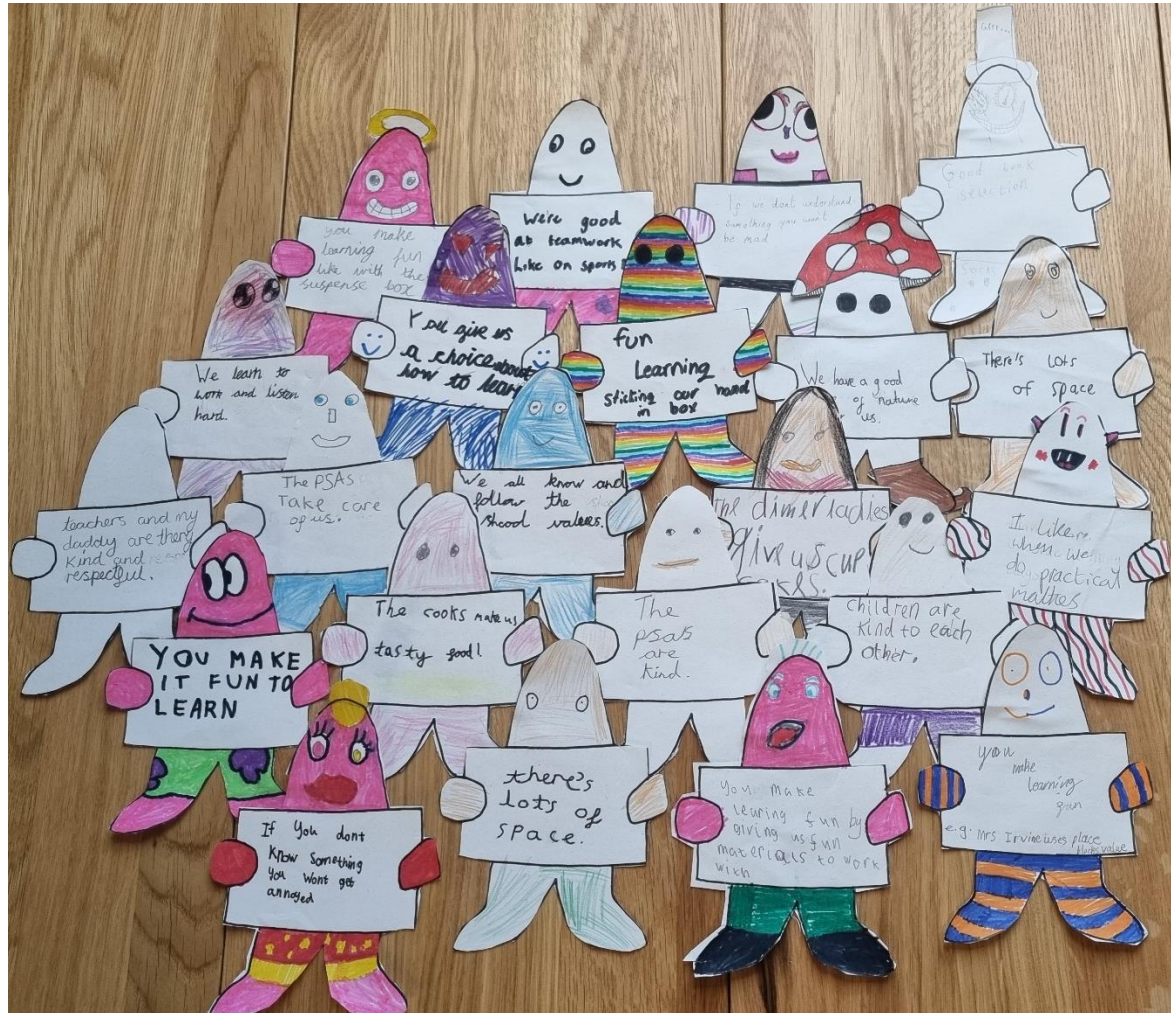
Honesty, Kindness, Courage

Aims

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

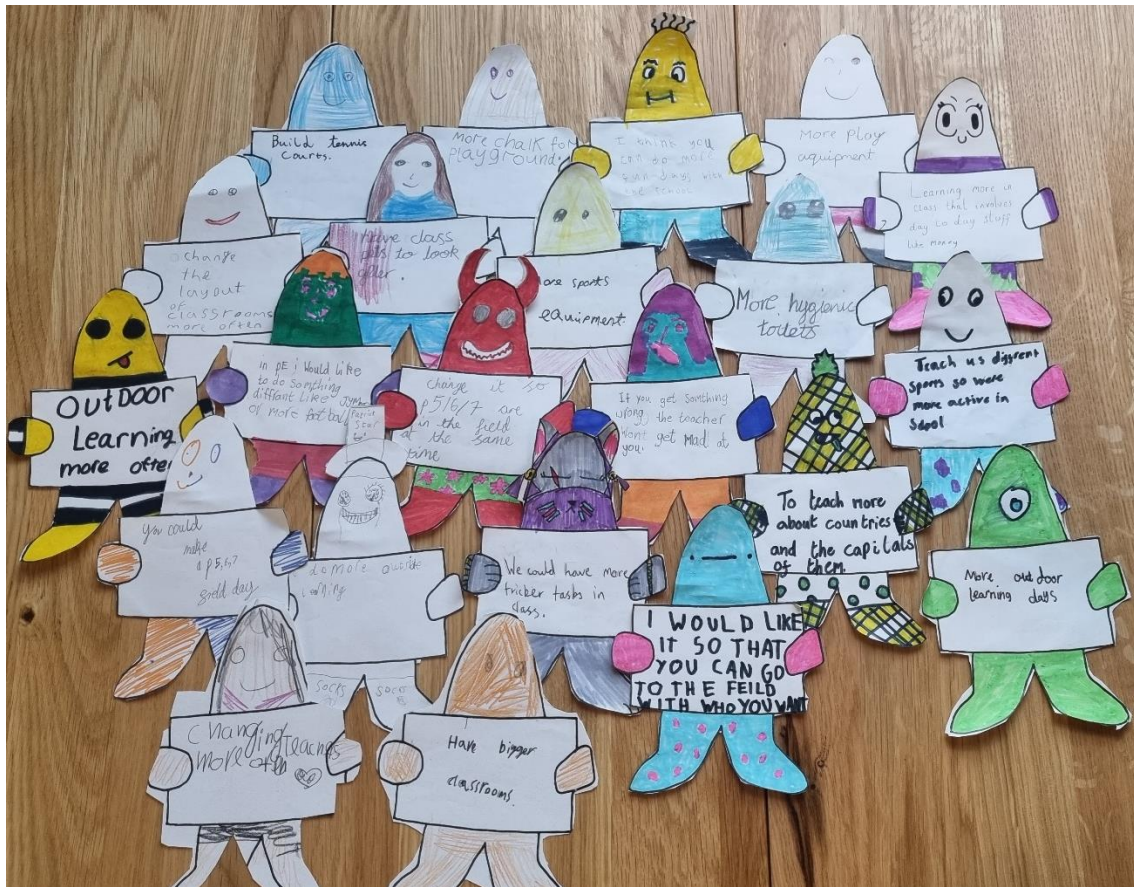
Pupil Voice: what is working well in our school?

Our children and young people identified the following strengths for our school this session:



Pupil Voice: what changes would you like to see made?

Our children and young people identified the following changes they would like to see and the difference these changes could make.



Our Improvement Journey Headlines Session 2021/22

These projects are linked to the vision and priorities for Scottish Education based on delivering excellence and equity. Parent/Carer information is available [here](#).

Improvement Project: Recovery from Covid-19 Impact

Primary focus: Curriculum and assessment

Year of Project: 2

Purpose:

To support the school, pupils and staff in Health and Wellbeing, recovery of learning and teaching and the raising of attainment as we come out of the Covid-19 pandemic.

Progress and impact:

We have made good progress towards improvement in attainment especially in numeracy, as well as the gap caused by poverty. School leadership is now clearly visible with a new permanent Head Teacher, who has ensured teacher professionalism is of the highest standard. Parental engagement and the building of partnerships has also been thoroughly considered as Covid-19 restrictions eased.

Health and Wellbeing

- Pupils have engaged well with the SHANARRI wellbeing indicators, both in class and for those in the dedicated Pupil Equity Fund Wellbeing Group. Emotional and Social goals were of the utmost importance and it was demonstrated that, on average, a 20% increase across the indicators, in wellbeing was recorded from pupils.
- 'Seasons for Growth' was brought into the school as part of the Pupil Equity Fund and the programme rolled out its first group, with two members of staff trained in this high-level support scheme. Not only did this prove to create a very positive ethos, but it allowed equity for certain pupils that were struggling with aspects of their lives, to engage more with school life.
- A 'Skills Academy' was set up to provide a range of extra curricular activities, based around the 'Super 6 Skills' used within the ASG and Fortrose Academy. These allowed pupils to engage in academic subjects, in new and exciting contexts, supported by members of the community, who ran a variety of the sessions on a weekly basis.

Recovery of Learning, Teaching and Assessment

- A focussed assessment calendar has underpinned continued progression for all pupils, with a dedicated focus on Numeracy, especially worded problems. This has resulted in an average of 92% for ACEL and 90% for the school as a whole, for Numeracy.
- Consolidation of work has been supported at home by the use of home numeracy packs, provided to all pupils, at all levels to create equity in the subject for all. Parents were invited to Numeracy Workshops to support the roll out of these, as well as supporting their understanding.
- Staff were specially trained in the use of high level resources (Numicon, Leckie Maths) so as to continuously close gaps as identified by assessment data.
- Digital methods of learning and teaching were refined and improved to ensure pupils were not only able to work efficiently, but also to maintain high ability with ICT and other technological changes.

- Parental engagement was sought through the use of 'Seesaw' a digital platform for the display of learning, creation of activities, and recording of evidence. It was very well received, as noted from the parental engagement and comments accompanying the learning. It also provided staff with a forum that allowed them to capture incidental, high level and difficult to evidence learning.
- High Quality Assessments became an important part of the reporting process to parents, and staff are continuing to develop these in line with Local and National Policies.
- Parental workshops were delivered to support ongoing issues, concerns and developments. These were attended by most parents and feedback was positive and encouraging.

Attainment in Session 21/22

- Scottish Online Formative Assessments were used throughout the year to provide baseline and progressive data that teachers could work from to effectively close gaps in learning, brought on by the Covid-19 pandemic, as well as the poverty related attainment gap. Along with SNSA end of year data, we were able to see that most pupils were working at appropriate age and stage level. This allowed staff to focus on specific needs that were not necessarily obvious, from a range of curricular areas.
- As writing appeared to have taken a significant drop in attainment, development was given to a new and progressive Writing Plan, to support pupils from P1 to P7. This was discussed, developed and planned by all staff with input from pupils at various stages.
- During the course of the year, evidence displayed an increase in attainment in Writing, from 69% to 88%.
- Further and continued use of Wraparound Spelling, Phonics Screening and Realising the Ambition, provided clear evidence that pupils are engaged and committed to their education at Munlochry Primary School, with most achieving age and stage levels, and that staff understand how to challenge pupils with a breadth of accessible learning activities.

We are confident that good progress has been made in this area.

Next steps:

- Build on the success of 'Seasons for Growth' with two scheduled groups throughout Session 22/23
- Continue 'Skills Academy' to engage with the wider community and develop a range of curricular activities based around the ASG suite of Skills – Resilience, Communication, Collaboration, ICT, Creativity and Organisational.
- Develop this further by creating and embedding pupil agency into the school.
- Continued focus on Writing, embedding practice, moderation and assessment, both in school and as a wider ASG.
- Embedded use of standardised, formative and summative assessment methods to ensure consistent progression and raising of attainment.
- High Quality Assessments will become further embedded and refined, to ensure holistic assessment approaches demonstrate the continued progress of all pupils.
- Engagement with the parental body will continue using 'Seesaw', however, this will now be developed to support the collection of high-quality evidence for Pupil Learning and Progression Portfolios (PLPs).
- Workshops for a variety of curricular and contextual applications will be delivered to the wider community, in person.

Evaluation of Progress

We believe we have made the following progress this session:

Quality Indicator	School self-evaluation
Leadership of Change	1.3 Satisfactory
Learning, teaching and assessment	2.3 Satisfactory
Ensuring wellbeing, equality and inclusion	3.1 Good
Raising attainment and achievement	3.2 Good

Our children and young people believe we have made the following progress this session:

Theme 1 Our relationships	Satisfactory
Theme 2 Our learning and teaching	Satisfactory
Theme 3 Our school and community	Satisfactory
Theme 4 Our health and wellbeing	Good
Theme 5 Our successes and achievements	Good

Our overall evaluation of our school's capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Due to unstable staffing, lack of a full Senior Leadership Team, and the problems left in the wake of Covid-19, we did not run at our normal efficient capacity. Through evaluation with staff and pupils, we can identify the steps we need to take to ensure we continue to raise attainment and provide pupils with an exciting and engaging education.

Planning Ahead

Full details of the school's 2022/23 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website <https://sites.google.com/fortroseacademy.org.uk/munlochy-primary-school> or by contacting the school office.