

STANDARDS AND QUALITY REPORT

2022/23



Mount Pleasant Primary School and ELC
HIGHLAND COUNCIL | CASTLETOWN ROAD, THURSO, KW14 8HL

Introduction: Local and National Context

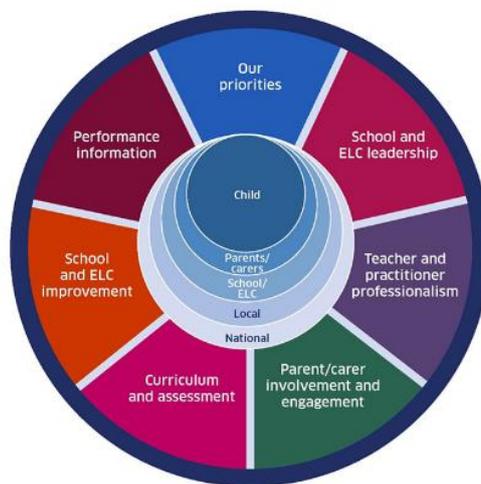
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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%	91% - 99%	76% - 90%	51% - 75%	16% - 50%	Up to 15%



We are pleased to present our Standards and Quality Report for Session 2022-23. 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

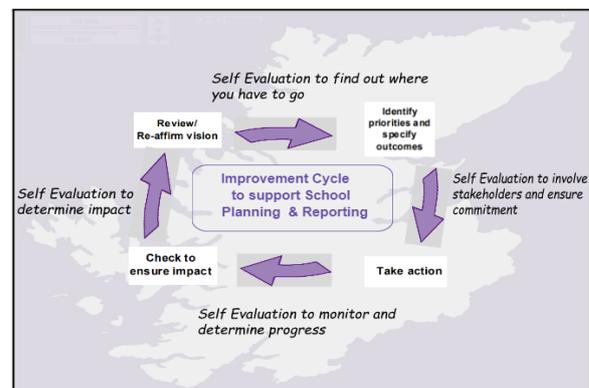
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

Suzanne Urquhart

Head Teacher

Mount Pleasant 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 92.4%	Average Class Size 20.9	Meeting PE Target Target Met
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Pupil Numbers 188	Teacher Numbers 12	Pupil Teacher Ratio 15.5
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N3 16	N4 23	P1 14.9%	P2 14.9%	P3 11.2%	P4 17.6%	P5 14.4%	P6 13.3%	P7 13.8%
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SIMD Q1¹ 0-10%	SIMD Q2 30-40%	SIMD Q3 40-50%	SIMD Q4 10-20%	SIMD Q5 0-10%	Unknown 0-10%
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ASN² 10-20%	No ASN 80-90%	FSM³ 70-80%	No FSM 20-30%	EAL⁴ 0-10%	No EAL 90+%
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2022/23 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Majority	Majority	Most	Majority

We have had no exclusions this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Our vision, values and aims are at the heart of everything we do at Mount Pleasant. They underpin our teaching and learning, and provide a safe environment which prepares our pupils to be confident, happy and responsible citizens.

SCHOOL VISION

Mount Pleasant Primary School and Nursery's Vision Statement is quite simply:

"We care..."

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

VALUES

We nurture each member of our learning community ensuring they feel welcomed, cared for and valued.

We demonstrate a "can do" attitude and value collaborative work to achieve success.

We value inclusion for our children and young people ensuring opportunities for all.

AIMS

Our school and wider community aim to provide an inspiring environment with high quality learning experiences for our children and young people.

We aim to support our children and young people to be all that they can be, both in the classroom and the community.

Through close working relationships between the school, our pupils, their families and partners, we aim to ensure the best possible start in education and life-long learning for our children and young people.

We will do this through working in genuine partnership with all stakeholders and will learn from looking inwards, outwards and forwards.

The Vision, Values and Aims incorporate all aspects of Mount Pleasant School, including our English and Gaelic Medium Early Learning and Childcare, our Gaelic Medium classes and our Enhanced Provision.

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:

Understanding and Improving Assessment and Moderation Strategies in Learning, Teaching and Assessment

Purpose:

This project had been developed in response to dips in attainment in both Literacy and Numeracy across Highland. There is a variation in confidence across schools in using the Benchmarks.

Progress:

1. Included Moderation into our working time agreement.
2. Teachers have taken part in CPD sessions focussed on the purpose and cycle of moderation.
3. Created and implement an assessment calendar for our school.

Impact:

1. Time was set aside to make sure moderation happened.
2. Teachers more committed to moderation as they understood the purpose.
3. Ensure clear, consistent approach to assessment.

4. Attainment meetings between class teachers and senior managers have taken place at key points in the year.

4. Senior managers and class teachers were able to identify pupils who were at risk of not making appropriate progress. Teachers were then able to plan interventions to accelerate progress.

Next steps:

- Need to develop High Quality Assessments.
- Need to build up collegiality across the ASG focussed on Moderation.

School Priority:
Improving Numeracy at Second Level and across the school.

Purpose:

This project had been developed in response to dips in attainment in Numeracy at the end of Second Level across Highland.

Progress:

1. P6 and P7 teachers took part in a project led by LA colleagues focussed on improving numeracy at second level.
2. Dedicated collegiate time to focus on developing numeracy.
3. Teachers and PSA were involved in collaborative session focussed on using numicon.
4. Teaching staff took part in evaluation sessions of numicon activities.

Impact:

1. Teacher involved had a variety of new strategies to deliver which resulted in significant progress for some individual pupils.
2. Numeracy CPD was fixed and took place.
3. All staff confident in using numicon resource to secure learning.
4. Teachers were able to share good practice and refine their own approaches using numicon. This was particularly helpful in understanding how numicon can be used to reinforce the depth of learning in numeracy.

Next steps:

- Embed numicon into learning more consistently.

School Priority:
Health and Wellbeing

Purpose:

- 1) This project has been developed in response to the impact that Covid has had on staff and pupils mental health.
- 2) Pupils will demonstrate improved confidence and motivation, which will have a positive impact on school life and their attainment and achievement.

Progress:

1. All staff engaged with 'When the Adults change..' (Paul Dix) and took in professional discussions.

Impact:

1. Colleagues were able to have common understanding of the importance of promoting positive relationships and strategies to use.

2. P7 pupils engaged with HGIOURS to evaluate HWB provision.

3. CPD discussion and reflection around making teaching and learning more inclusive (Rae Pica).

2. We had clear information from our learners that informed how we were going to take HWB forwards in our school.

3. Staff have tried different strategies (such as standing desks) and these have been successful for some pupils.

Next steps:

- Continue to explore classroom provision and approaches to be more inclusive.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

PEF was mainly used to fund additional teacher and PSA time. These colleagues focussed on supporting individuals and groups of children in numeracy and literacy. The most significant impact for these pupils was on their confidence in learning.

Wider achievements

Coileanaidhean nas fharsainghe

Individual entries into Caithness Music Festival, Football Festival, Netball Festival, Whole school Christmas Show, Rotary Quiz, Coronation event – P3/4 recreated the Coronation. End of term visits including P7 residential to Glenmore. Fundraising events such as Children in Need and Red Nose Day. Gardening Club planted bulbs with a community group.

Comments from learners, families, stakeholders and staff

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

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

LEARNING

Pupils like a variety of subjects because they find them fun, eg, PE, Art, Maths, Writing.

They have enjoyed learning virtually and through using the chromebooks.

ENVIRONMENT

Pupils appreciate having a large outdoor space to play and learn in.

They like the chromebooks and Clevertouch screens in class.

They appreciate having the Nature Garden, trees, football goals and playground toys.

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	SECONDARY
QI 1.3 Leadership of change	Satisfactory	Very good	Choose an item.
QI 2.3 Learning, teaching and assessment	Satisfactory	Good	Choose an item.
QI 3.1 Wellbeing, equality and inclusion	Satisfactory	Good	Choose an item.
QI 3.2 Raising attainment and achievement/Securing children's progress	Satisfactory	Satisfactory	Choose an item.

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 in writing and literacy more widely
- Provision for Health and Well being
- Nursery Provision

Planning ahead

A' planadh air adhart

Full details of the school's 2023/24 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website [ADD LINK](#) or by contacting the school office