

STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2022/23



**Muirtown
Primary
School**



Muirtown Primary Scotland
HIGHLAND COUNCIL | KING BRUDE ROAD, INVERNESS

Respect, Kindness, Pride, Resilience, Teamwork

Introduction: Local and National Context

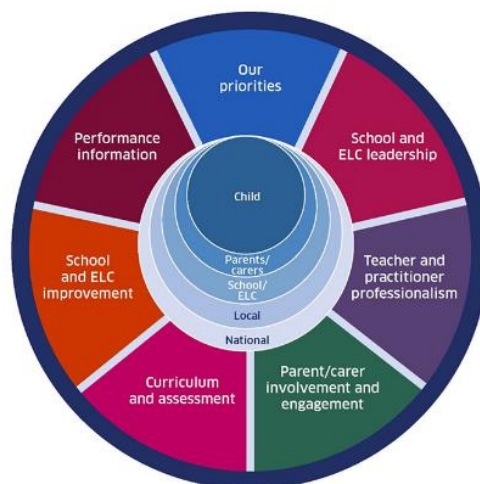
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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

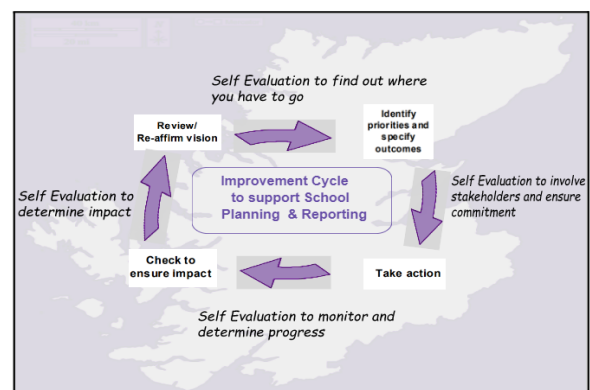
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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 daonna a' faicinn na Gàidhealtachd mar dhachaigh.

Janice MacRae
Head Teacher

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 93.15%	Average Class Size 21.5	Meeting PE Target Target Met
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Pupil Numbers 194 (Plus 37 in ELC)	Teacher Numbers 13	Pupil Teacher Ratio 14.92
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P1 13.4%	P2 13.4%	P3 9.79%	P4 11.3%	P5 16.49%	P6 18%	P7 17.5%
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SIMD Q1¹ 0-10%	SIMD Q2 0-10%	SIMD Q3 0-10%	SIMD Q4 0-10%	SIMD Q5 0%	Unknown 0%
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ASN² 60-70%	No ASN 30-40%	FSM³ 0-10%	No FSM 90-100%	EAL⁴ 10-20%	No EAL 90%-100%
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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	Almost all	Majority

We have had no exclusions this year.

Attainment in literacy and numeracy:

Reading	Writing	Listening and talking	Numeracy
Good progress	Good progress	Good progress	Good progress

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

School vision, values and aims
Lèirsinn, luachan agus amasan na sgoile

Muirtown Primary School



In partnership with all members of our school community, we will provide a supportive and positive environment which challenges our children to be the best they can be and prepares them, both mentally and academically, for the future.



Our Vision



Our Aims



Provide a safe and happy learning environment where all children can feel confident to be themselves and know that they will be supported to overcome the challenges they meet.

To build a mentally healthy school community with an ethos of respect and inclusion.



Provide an exciting, challenging and motivational curriculum which will support all children to develop the skills they need to become successful learners, confident individuals, responsible citizens and effective contributors in today's society.

To be the best we can be by setting high expectations for attainment, achievement, behaviour, attendance and punctuality.

To develop and maintain positive relationships with all members of our school community and to work as a team. #TeamMuirtown #WorkingTogetherAchievingMore

To celebrate all our successes, no matter how small.



Kindness



Respect

Our Values



Resilience

Pride

Teamwork



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:

Our School; Our Curriculum

Purpose:

To refresh our curriculum rationale to ensure that it meets the needs of our whole school community, with an emphasis on promoting opportunities for our children to develop within the four capacities and within all four contexts for learning. We hope that doing this will raise attainment and opportunities for achievement across our ELC and school.

This project will allow all stakeholders to play a part in developing our curriculum and will give them the knowledge and understanding to answer the question 'what do we want for our children and how can we work together as a team to achieve this?'

Our School; Our Curriculum

- Identify what makes our school unique/important aspects of our context
- Review and update our Vision, Values and Aims.
- Identify how we are supporting opportunities for the development of the 4 capacities - effective contributors, responsible citizens, successful learners and confident individuals.
- Update our Curriculum Map and display
- Unpick individual curriculum areas, ensuring meaningful progressions and assessment processes are in place which reflect our school community.
- Identify how we are providing opportunities within the 4 contexts of learning - life and ethos of the school, personal achievement, discrete learning and interdisciplinary learning

Progress:

- Reviewed our Vision, Values and Aims as a school community
- Time taken to review the features which make our school unique by pupils, parents and staff

Impact:

- Full agreement that our current vision, values and aims is still meaningful for our school community and plays an integral part of the life and ethos of our school. All pupils link our vision, values and aims to every aspect of school life.
- Features are recognised within our Curriculum Map display for all to see. Our Values have been added so that this visual display represents our curriculum at Muirtown. We have a shared understanding of what makes our school unique and an appreciation of our local context which is being reflected in our curriculum which

has been updated to reflect the key features which make us unique, developing a sense of pride in our local area.

- Time taken to reflect on the opportunities we offer for developing the 4 capacities and within the 4 contexts of learning.
- Metaskills have begun to be explored as a staff team. We are at early stages of sharing with children.
- Refreshed emphasis on capacities and how we develop this throughout the life and ethos of our school. Increased focus on 4 capacities through assemblies. Emphasis on wider achievements for all learners.
- Wakelet to support understanding of Metaskills created and is accessible by all staff.
<https://wakelet.com/wake/Eopq-7a8iVozQnNyPliFI>
Metaskill cards shared with parents at Parents Evening March 23.
Staff have spent time exploring metaskills and are ready to embed this next session.
Some classes have begin to refer to metaskills linked to learning focus.



- Global Goals and UNCRC articles are playing an increasingly important role within the life and ethos of our school.
- Global Goals and UNCRC articles have been added to our progression pathways. UNCRC articles are on display throughout the school in relevant and linked locations. Global Goals and RRS is the focus of two of our newly formed pupil leadership groups who will promote and share developments across the school.
- Our Health and Wellbeing curriculum has been updated to make it more meaningful and up to date for our children.
- Progressions have been updated to take account of RHSP guidance and further work relating to equality and diversity. How To Guide for Health and Wellbeing has been updated to be relevant for our current children. All teaching staff have completed LGBT Inclusion Training.
- Positive partnerships developed with our two Screen Educators in Residence. (One of 4 schools in Scotland taking part in this pilot with Screen Scotland and Education Scotland)
- All classes, including nursery, have had the opportunity to work alongside a screen educator in residence. Film and media skills developed across all stages and created an interest and enthusiasm for this field. It has also upskilled teachers in this area. Four teachers have embarked on the associated Introduction to Film and Media training at Queen Margaret's University.

Very good progress made with this improvement agenda.

Next steps:

Continue to review and refresh curriculum, thus developing our Curriculum Rationale. Create online version, using Wakelet with column for each curricular area.

Develop use of Metaskills across the school. Introduce new skills to children at assemblies to ensure a whole school focus.

Complete Highland Bullying Survey at start of term 1, prior to Equality and Diversity training on Sept Inset.

Sign up for whole school LGBT level 2 training from TIE

Look at how we can continue the good work carried out this year with our Screen Educator in Residence.

Support opportunities for moderation within and outwith school

Support opportunities for peer observations

Whole school focus on pedagogy/learning and teaching

School Priority:

Power To The People: Promoting Pupil, Parent and Partner Participation

Purpose:

To promote pupil, parent and partner participation across our ELC and school.





Covid and periods of lockdown were detrimental to opportunities for pupil groups and parent/partner participation across our ELC and school.

We are keen to make opportunities for pupil leadership a real focus within the life and ethos of our school again. With this relaunch, we will be boosting opportunities for pupil voice, leadership and achievements.

We are also keen to provide opportunities for parents and partners to be fully involved within the life and ethos of our ELC and school again.

Power To The People:
Promoting Pupil, Parent and Partner Participation

- Complete self evaluation audit identifying how we promote pupil, parent and partner participation at school.
- Work collaboratively with pupils, parents and partners to design a calendar for engagement/participation over the school year.
- Engage with Education Scotland and Local Authority training on Young Leaders of Learning
- Work with pupil focus groups to ascertain their views regarding pupil participation
- Explore resources which promote pupil participation
- Invite partners to come together to discuss how they can support in developing our vision, values and aims
- Establish new pupil leadership groups
- Promote opportunities for pupils, parents and partners to engage in self evaluation



Progress:

New Pupil Leadership Groups have been established across the school for children in P1 – P7. Groups meet on the last Friday of each month. Groups have been organised according to class stages. ELC staff have been considering how to promote pupil participation and have focussed on the children having a say in their day.

Impact:

- All teaching staff have a clear understanding of the different forms that pupil participation can take. We have identified the opportunities for pupil participation across The Four Arenas of Participation in Muirtown Primary. Every child from P1-P7 is now an active member of a pupil leadership group. Some groups are supported by members of our community, eg, JRSO, Eco and Intergenerational. The organised groupings of leadership groups has worked well to support meaningful engagement for all members of each group. ELC encourage children to have their say on stories being read, and involve them in supporting the setting up of snack, outdoor resources, etc.

- Individual groups have had impact across our school in different ways, eg:
- Intergenerational Group – re established links with local care home.
- Rights Respecting Schools – organised a Food Bank which was donated to Highland Food Bank to help those in need. They have also developed an awareness of specific articles by creating posters which have been put on display. Gained Silver RRS Award.



Our Pupil Leadership Groups

P1, P1/2 and P2



Our Pupil Leadership Groups

P3, P4 and P5



Our Pupil Leadership Groups

P5/6, P6/7 and P7



- Equality and Diversity Group – conducted a whole school survey to establish how many languages are spoken across our school – 13! A welcome message in each of these languages is now on display.
- JRSO – Promoted Walk to School Week; Organised a Dr Bike session; Organised a cycle helmet competition. All of these activities have helped to encourage active and safe travel to school.

- Kindness Crew – Developed whole school kindness challenges to promote positive interactions between all children.
- Digital Leaders – Promote online safety and give top tips for the safe use of apps across our school. They showcased our digital journey to Education Committee.
- Display boards ensure that the work of individual groups is shared more widely across our school.



- Variety of opportunities planned for to invite parents into nursery and school session.

- Very good turnout for all organised events, such as:

Stay and Play; Book Week Scotland; School Grounds Working Days; Open Afternoons; Parents Evenings; Sports Day; Parent Council; Class Shows/Film Premieres; Residential trip briefings





- Continued focus on wider achievements across school, and introduced into nursery setting.

- Weekly use of Google Form to allow children across the school to share wider achievements which are then celebrated at assemblies.



Parentzone 'Wider Achievement in a Nutshell' booklet shared with all parents to support their understanding of how we celebrate wider achievements.

Open afternoon had a focus on wider achievements, with parents supporting children to record a variety of wider achievements in a specially designed booklet, which was included within profile.

Wider Achievement Google Form now being shared with Nursery parents and a display has been created so that these can be celebrated.

Parents responded through feedback boards that we do a lot to celebrate wider achievements across the school.

- Return of our School Summer Gala Day – 24th June 2023
- Fantastic team effort to organise a large scale community event to raise much needed funds for our school.
Great support from parents and partners to make this happen.

Very good progress made with this improvement agenda.

Next steps

Jamboard completed June inset with all staff to evaluate progress made with pupil focus groups and identify next steps: https://jamboard.google.com/d/12dgHbAx6ODOq8_T3YEUQ-qHewCJLN5xtCnNWOzXadlY/edit?usp=sharing

Take time to evaluate the success of the different themes of groups. Do we continue with same groups next session or change some to be more engaging for different age groups?

Link focus of groups to meta skills and wider achievements

Consider introducing Reading Schools as a group, as well as one focussed on maintaining school grounds.

Look at staff availability for leading groups.

Look again at how regularly groups meet. Could this be organised differently, perhaps fortnightly in place of assembly.

Investigate opportunities for further parent and partner support for pupil groups.

Further develop use of pupil council and focus groups for gathering pupil voice. There has been more of a focus on 'pupil participation groups' this session.

Look at how pupil voice plays a key role within our classroom settings relating to the curriculum.

Continue to embrace opportunities for partnership working to support and enhance all aspects of school life.

Work towards Fairtrade Award and RRS Gold

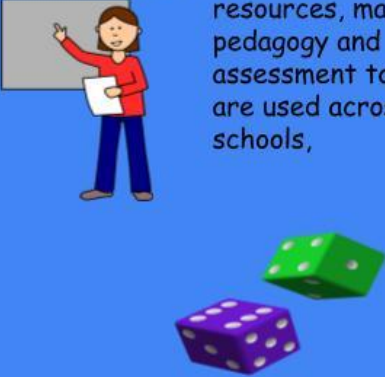

Further develop Buddy System

Take more time to develop pupil voice opportunities using HGIOURS in the classrooms.

Purpose:

Pupils across the ASG will have a consistent experience of learning and teaching within place value which is supported by an early to third level progressions.

Charleston ASG - Unpicking Place Value

- Teaching staff from across all seven primary schools in our ASG to meet in groups according to year groups taught to explore place value.
 - Time allocated to compare and contrast progression pathways from our different schools, referring to benchmarks.
 - Teachers plan for a block of learning linked to place value. Share examples of plans and work for moderation within ASG.
 - Teachers share resources, materials, pedagogy and assessment tools which are used across our schools,
 - Agree on the experiences relating to place value that our children will be provided with at the different stages of school. Create a 'How To Guide' for Place Value to support good practice across our ASG..
- 
- 

Progress:

- ASG Inset organised for September. All staff got together in CfE level groups to share progression planners and discuss opportunities offered for numeracy development in their classes.
- Some CfE level staff met in their groups to moderate planned pieces of numeracy work linked to identified e's and o's.

Impact:

- Consensus of opinion that progression planners were similar across establishments. Google Classrooms established to enable staff from across the ASG to share planners/resources in CfE level groups.
- Staff increased confidence of shared standard across the ASG.
- Due to external circumstances limited progress was made.

Next steps:

Plan for more opportunities for joint working across the ASG, including looking at progression pathways and completed pieces of pupil work.

All schools to use RISE to monitor and support pupil wellbeing

PE progression pathways to be developed and shared

Health and Wellbeing working group to be established, with members from all ASG schools, to finalise progression pathway

ASG training on The Promise and Inclusion
 Moderation of NSA and SOFA data within schools and across the ASG
 Writing rubric to be used to support moderation of writing at all stages across the ASG.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Table 1 – 22/23 PEF Review

Intervention	Data summary against targets	Impact / progress summary (max 100 words per intervention)	Intervention Resource allocation used (breakdown)																																								
Boost Bunch – targeted literacy and numeracy support	<p>P5/6 Reading – 6/6 have made positive progress in their reading by 6 months or over.</p> <p>P5 Reading – ¾ have made progress of 6 months or over</p> <p>P5 Spelling – 6/6 increased spelling age by 6 months or over</p> <p>P2 literacy – emerging literacy score increased in all areas. Both spelling and reading ages increased by 6 months or more.</p> <p>P1 and P1/2 literacy group – emerging literacy scores increased in all areas.</p>	<p>Good progress made in all areas following interventions. The impact of this has been shown in positive SNSA results and ACEL data.</p> <p>We will continue to support target groups and individuals.</p>	PSA 17 hours per week																																								
Mentally Healthy Muirtown	<p style="text-align: center;">RISE Results 22-23 Cohort Summary of Scores</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>October 2022</th> <th>May 2023</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>Competence</td> <td>7.4</td> <td>6.8</td> <td>> 0.6</td> </tr> <tr> <td>Contribution</td> <td>8.6</td> <td>7.7</td> <td>> 1.1</td> </tr> <tr> <td>Confidence</td> <td>7.6</td> <td>7.0</td> <td>> 0.7</td> </tr> <tr> <td>Connectedness</td> <td>8.7</td> <td>8.5</td> <td>> 0.2</td> </tr> <tr> <td>Character</td> <td>8.5</td> <td>8.3</td> <td>> 0.2</td> </tr> <tr> <td>Coping</td> <td>6.7</td> <td>6.3</td> <td>> 0.4</td> </tr> <tr> <td>Control</td> <td>8.2</td> <td>7.6</td> <td>> 0.6</td> </tr> <tr> <td>Enjoyment</td> <td>8.3</td> <td>7.8</td> <td>> 0.5</td> </tr> <tr> <td>Overall</td> <td>8.1</td> <td>7.4</td> <td>> 0.7</td> </tr> </tbody> </table>		October 2022	May 2023	Difference	Competence	7.4	6.8	> 0.6	Contribution	8.6	7.7	> 1.1	Confidence	7.6	7.0	> 0.7	Connectedness	8.7	8.5	> 0.2	Character	8.5	8.3	> 0.2	Coping	6.7	6.3	> 0.4	Control	8.2	7.6	> 0.6	Enjoyment	8.3	7.8	> 0.5	Overall	8.1	7.4	> 0.7	<p>Children completed the RISE assessment rather than the Glasgow Wellbeing Tool. Results in September 22 showed that coping, although still showing as a strength, was our area in need of development based on children’s scores. In May 23 coping scores were reduced further from 6.7 out of 10 to 6.3 putting this into the ‘emerging’ category. This will be an area for development in session 23 – 24. All other aspects have slightly decreased too (see below). However, we have checked the children’s SHANARRI wheels and all scores are high on that. The RISE assessments were completed by a different member of staff in May and we wonder whether perhaps this change might</p>	CSW 10 hours per week
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		have had an impact on the results. Going forward we will ensure the assessments are conducted by a consistent member of staff.	
Learning To Love Learning	All targeted children have shown an increase in attendance. Zero children appear in the 50-70% bracket. 31 children appear within the 70-90% bracket on seemis, but almost all of these are above 85%. Those with lower attainment had experienced breavements or been on extended holidays.	Very good progress made here, following previous years and the impact of covid. We will continue to monitor attendance and lateness, having supportive conversations with families as and when needed.	

Wider achievements

Coileanaidhean nas fharsainghe

- Our team attended the UK Pearson’s Education Awards in London and were awarded a Silver Pearson’s Award for Digital Innovation – Nov 22
- Delighted to be crowned ‘School of the Year’ at the Highland Hero Awards – March 23
- Our teacher, Beth Fuller, was awarded the title of ‘Teacher of the Year’ at the Highland Hero Awards – March 23



- Staff and Pupils were invited to present our ‘Digital Journey’ to the Education Committee at Highland Council HQ



- Head Teacher and PT were invited to present our 'Digital Journey' to head teachers throughout Scotland as part of an Excellence in Headship seminar.
- We have supported schools within our local authority, as well as throughout Scotland to develop digital learning in our capacity as a Mentor School for Digital Schools Scotland.
- Selected as one of four pilot Primary Schools across Scotland to work alongside Screen Scotland with a Screen Educator in Residence.
- Sporting successes at McRobert Cup, Baillie Cup, Inter School Sports and Football.



- Gained our Silver Rights Respecting Schools Award (Sept 23)
- Organised and participated in Highland Wide Daily Mile Marathon.
- Showcased our Digital Journey to members of the Scottish Government who came to visit.
- Very positive visit from Screen Scotland and Education Scotland re Screen Writer in Residence Pilot study (June 23)
- Very positive QIV by two Highland Council Collaborative Leads and an Education Scotland Attainment Advisor. (May 23)
- All teaching staff have completed level 1 LGBT training (June 23)
- Successfully organised a number of charity fundraising days throughout the session; Red Cross, Highland Hospice, Comic Relief
- Represented Scotland on the Safer Internet Day map <https://youtu.be/ZCsSLWB5jGU>
- Filmed for XMA publicity film regarding our digital journey: <https://youtu.be/jmnpDOP0y0k>
- Gained a FairAware Award from the Fairtrade Foundation.

Comments from learners, families, stakeholders and staff

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

We invited parents to take part in an online questionnaire in June 23 to gather their views about our school. Here are some of the comments made:

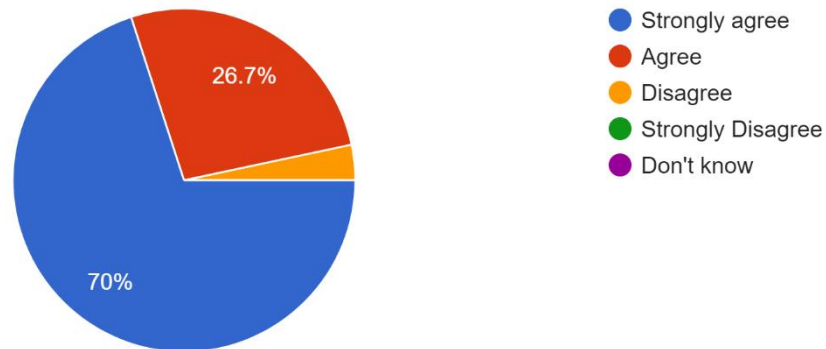
Respect, Kindness, Pride, Resilience, Teamwork

- Absolutely delighted with the support given to my children. An outstanding school with the best teachers and head.
- Muirtown primary is excellent and I feel very lucky to have my children educated here.
- I have had experience of 2 other primary schools within the last 6 years and I can honestly say that I feel that Muirtown is an exceptionally well staffed and ran school. The communications channels are inclusive and informative and provide meaningful information in a timely manner. This cannot be underestimated how valuable this is to a caring parent. The effort that everyone seems to put in to caring for the children is visible and this extends to the afterschool club which is critical to a working parent. The energy and enthusiasm displayed by all staff from the head teacher to the after school carers to engage the children makes me so happy as a parent that my children attend this school. In fact when I hear of issues affecting other local schools I actually struggle not to look smug. Keep up the amazing work.
- Fantastic School with fantastic teaching, office and pupil support staff.

Data collected from this parental questionnaire is illustrated in the following graphs:

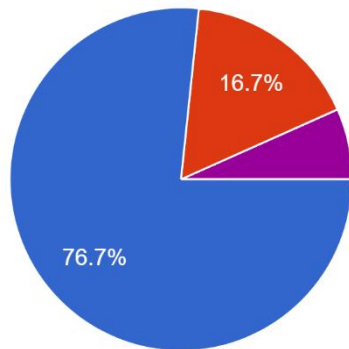
My child likes being at this school

30 responses



The school helps my child to feel confident

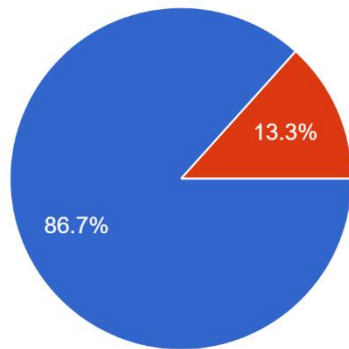
30 responses



- Strongly agree
- Agree
- Disagree
- Strongly Disagree
- Don't know

Staff treat my child fairly and with respect

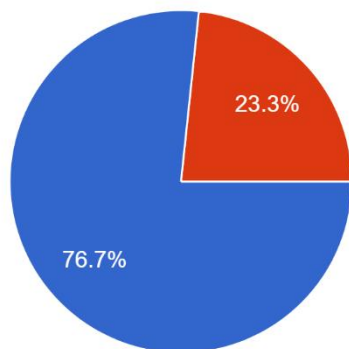
30 responses



- Strongly agree
- Agree
- Disagree
- Strongly Disagree
- Don't know

I feel that my child is safe at the school

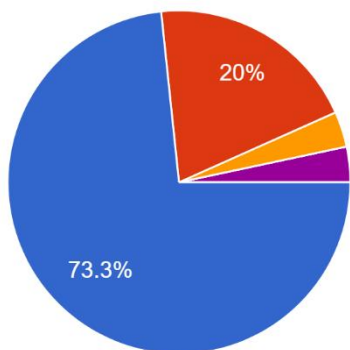
30 responses



- Strongly agree
- Agree
- Disagree
- Strongly Disagree
- Don't know

I feel staff really know my child as an individual

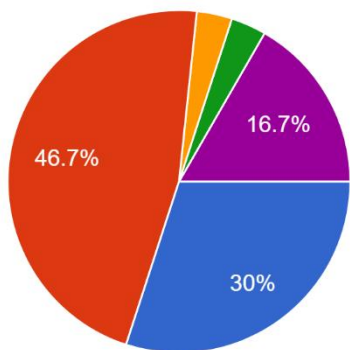
30 responses



- Strongly agree
- Agree
- Disagree
- Strongly Disagree
- Don't know

My child finds their learning activities hard enough

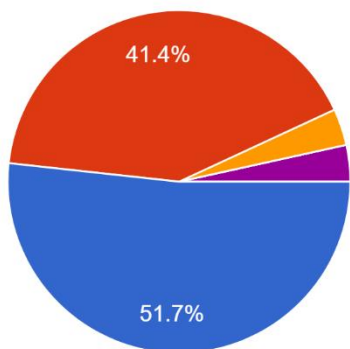
30 responses



- Strongly agree
- Agree
- Disagree
- Strongly Disagree
- Don't know

My child receives the help he/she needs to do well

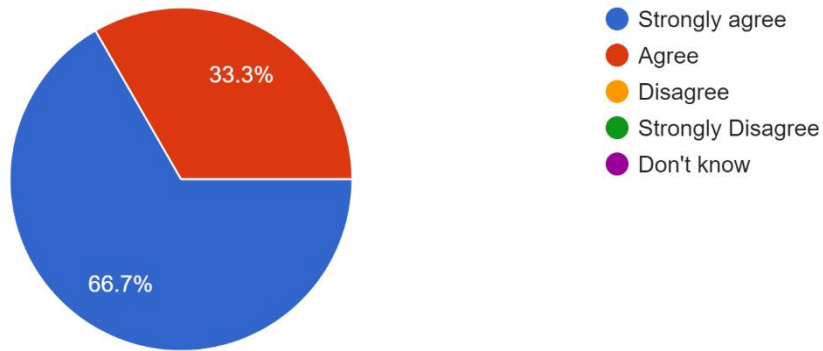
29 responses



- Strongly agree
- Agree
- Disagree
- Strongly Disagree
- Don't know

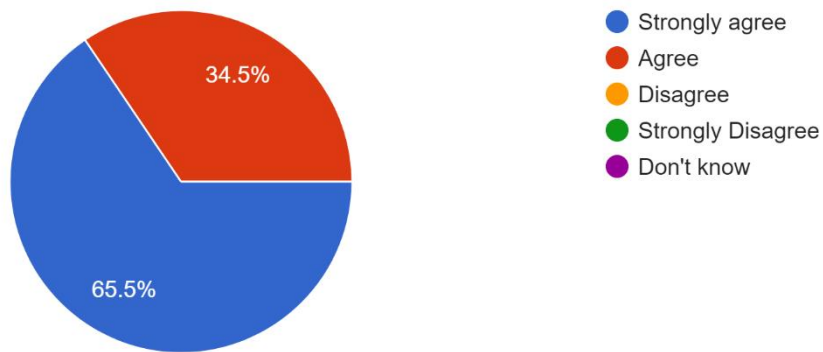
My child is encouraged by the school to be healthy and take regular exercise

30 responses



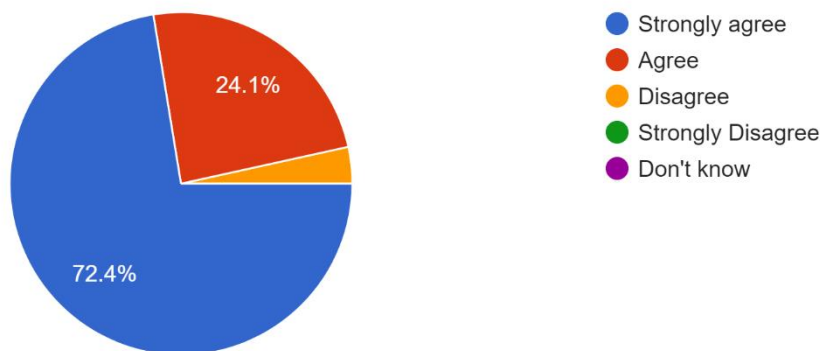
The school supports my child's emotional wellbeing

29 responses



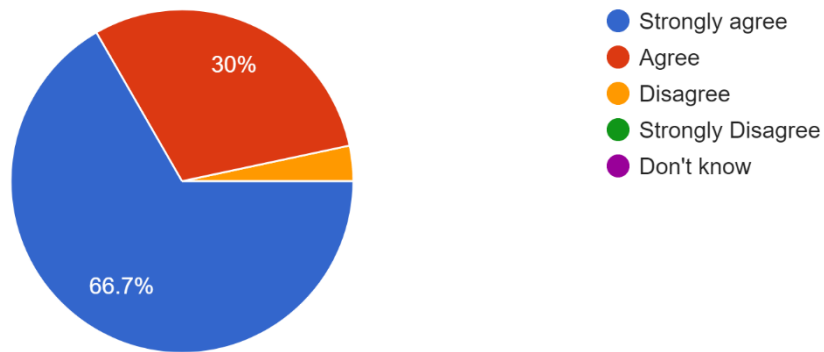
My child is making good progress at the school

29 responses



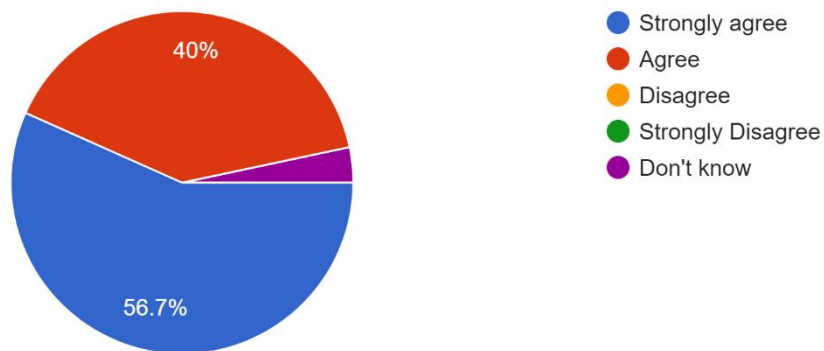
I receive helpful, regular feedback about how my child is learning and developing, eg, profiles, reports

30 responses



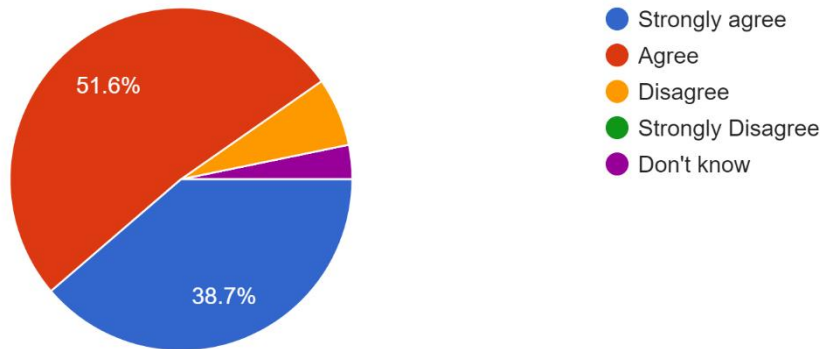
The information I receive about how my child is doing reaches me at the right time

29 responses



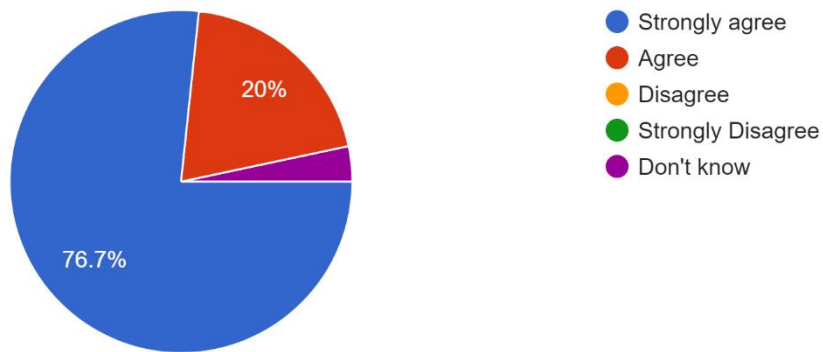
The school gives me advice on how to support my child's learning at home

30 responses



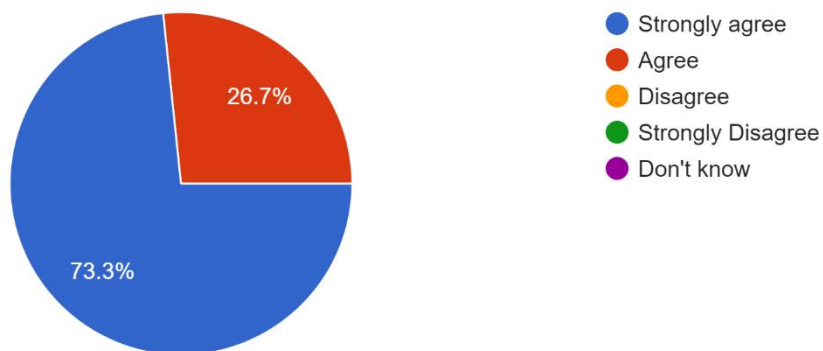
I am satisfied with the quality of teaching in the school

30 responses



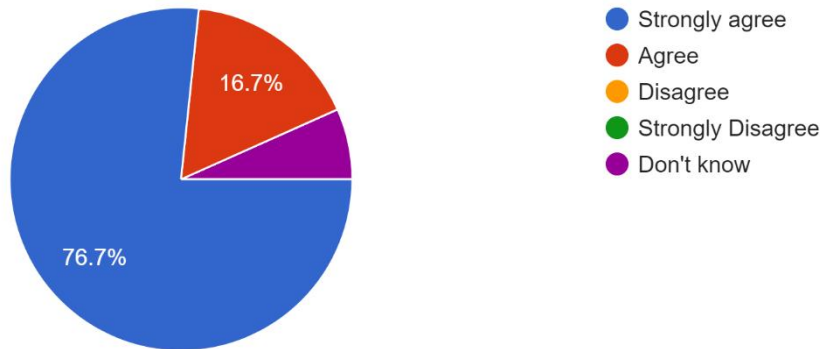
The school is well led and managed

30 responses



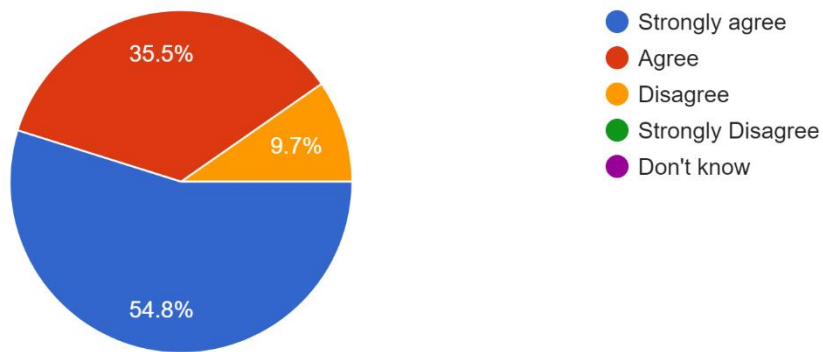
The school encourages children to treat others with respect

30 responses



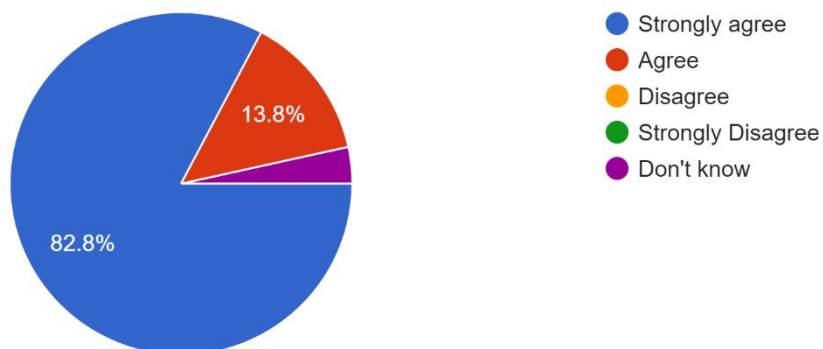
I understand how my child's progress is assessed

30 responses



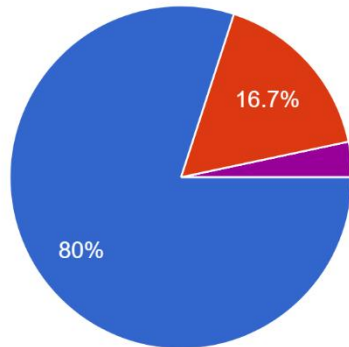
I would recommend the school to other parents

29 responses



Overall, I am satisfied with the school

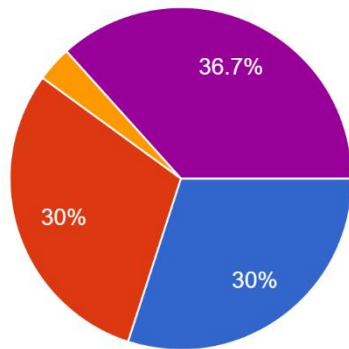
30 responses



- Strongly agree
- Agree
- Disagree
- Strongly Disagree
- Don't know

The school deals well with any bullying

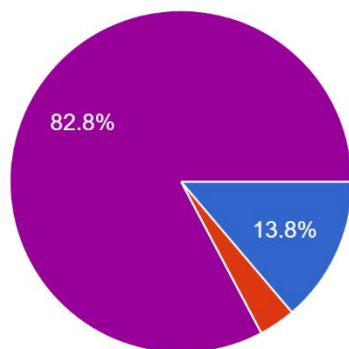
30 responses



- Strongly agree
- Agree
- Disagree
- Strongly Disagree
- Never experienced

My child was well supported if they moved to a new school within the last year

29 responses

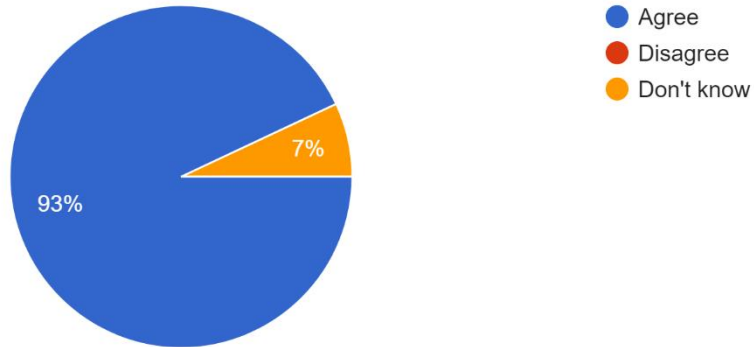


- Strongly agree
- Agree
- Disagree
- Strongly Disagree
- Hasn't moved

We also asked our P5-P7 children to complete a questionnaire to gather their views about our school. The results are illustrated by the graphs below:

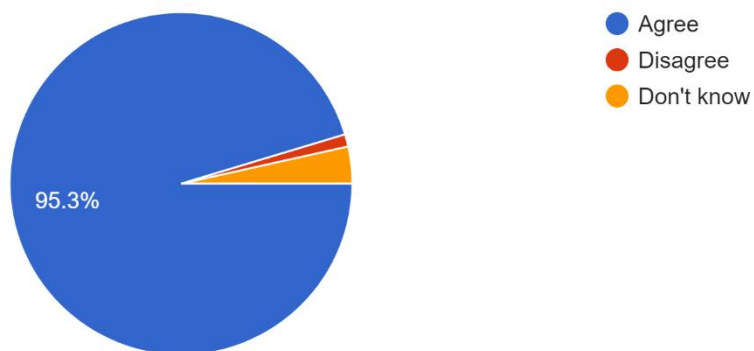
I feel safe when I am at school?

86 responses



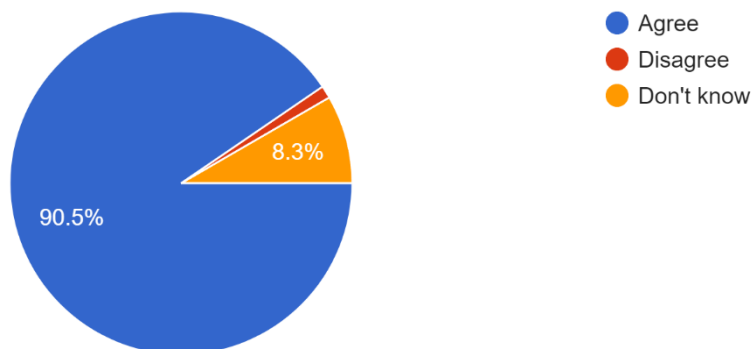
My school helps me to keep safe

86 responses



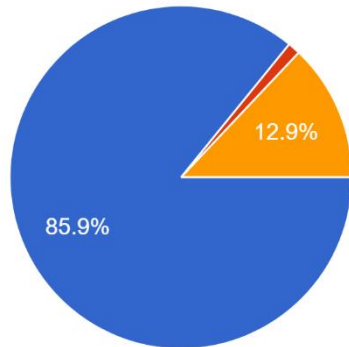
I have someone in my school I can speak to if i am upset or worried about something

84 responses



Staff treat me fairly and with respect

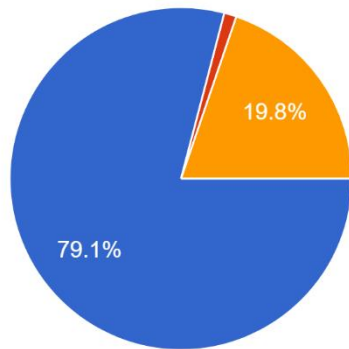
85 responses



- Agree
- Disagree
- Don't know

Other children treat me fairly and with respect

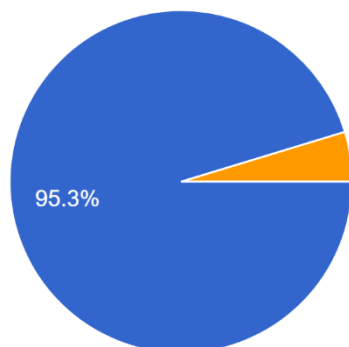
86 responses



- Agree
- Disagree
- Don't know

My school helps me to understand and respect other people

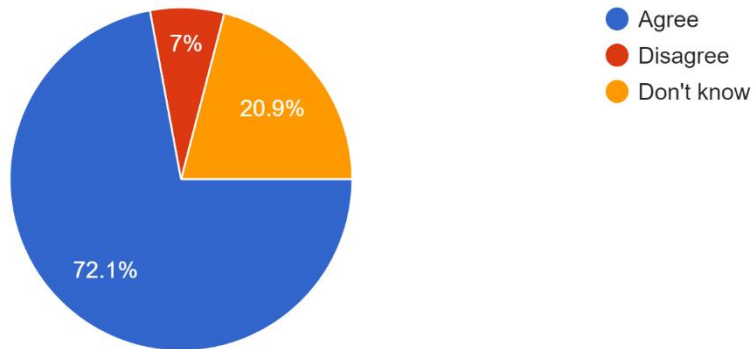
85 responses



- Agree
- Disagree
- Don't know

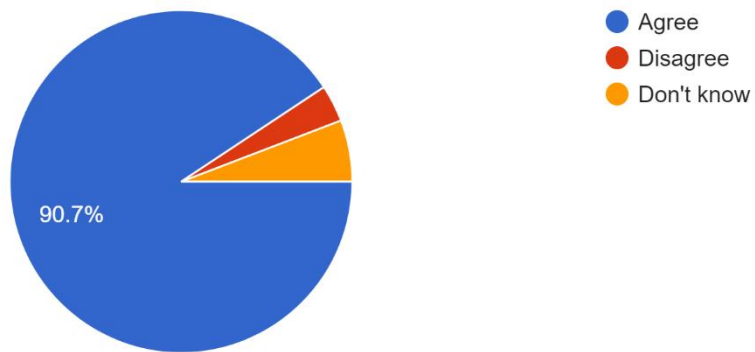
My school is helping me to become confident

86 responses



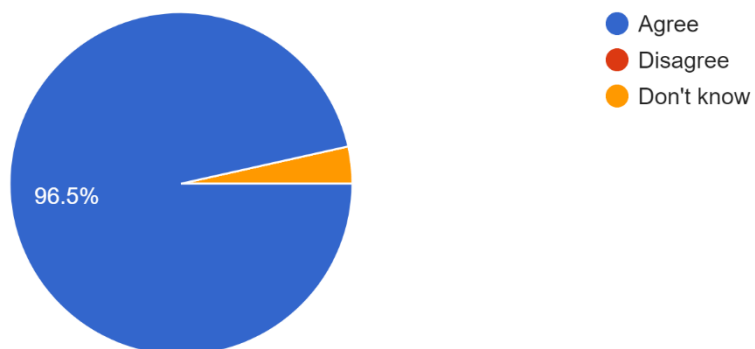
My school teaches me to lead a healthy lifestyle

86 responses



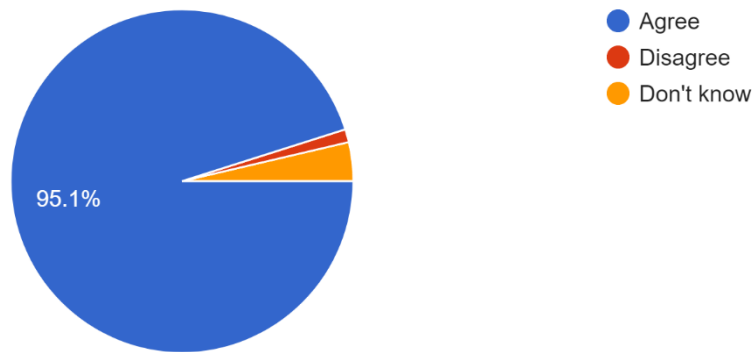
There are lots of chances at my school for me to get regular exercise

86 responses



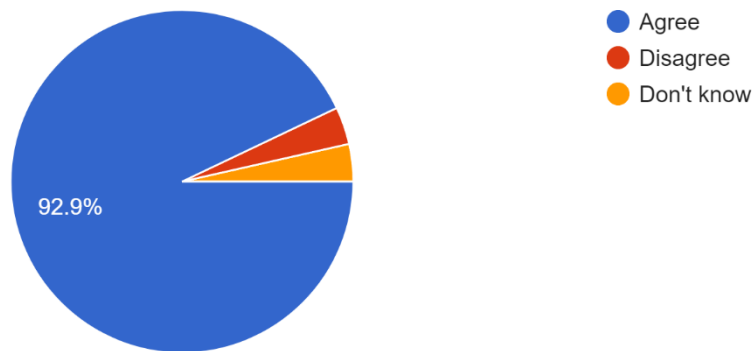
My school offers me the opportunity to take part in activities in school beyond the classroom and timetabled day

82 responses



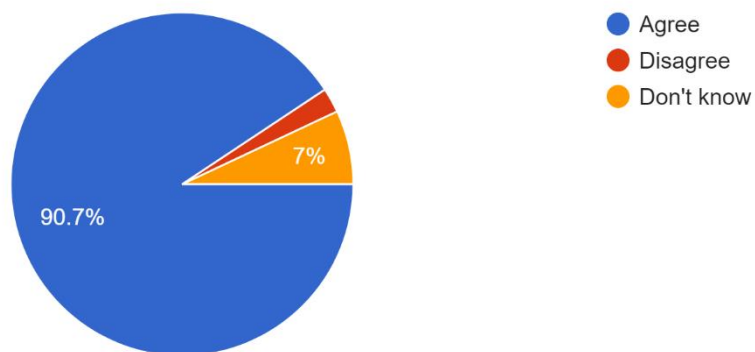
I have the opportunity to discuss my achievements out with school with an adult in school who knows me well

85 responses



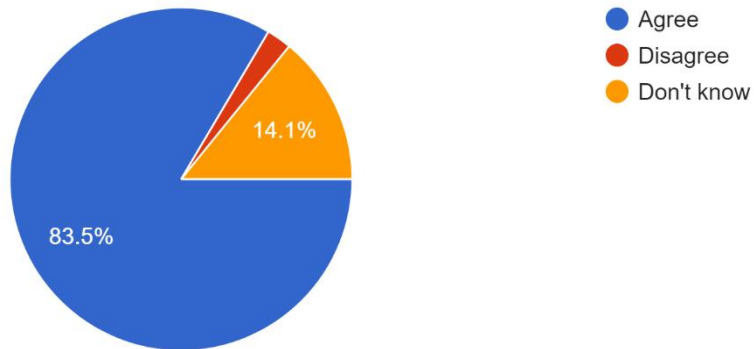
My school listens to my views

86 responses



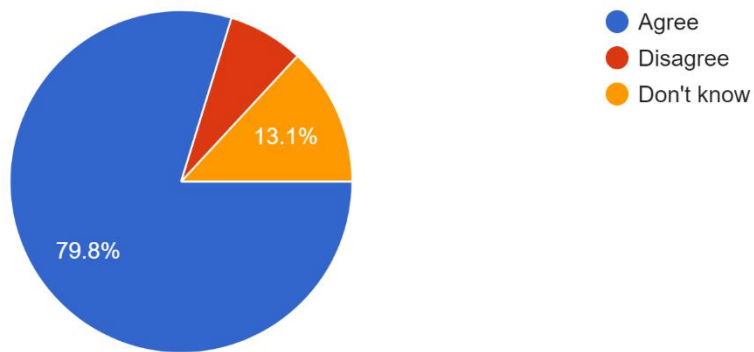
My school takes my views into account

85 responses



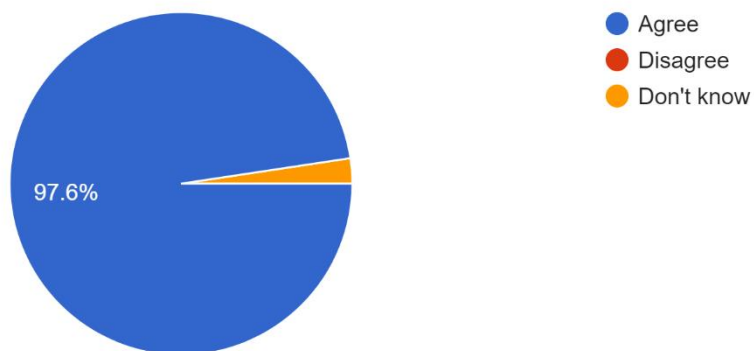
I feel comfortable approaching staff with questions or suggestions

84 responses



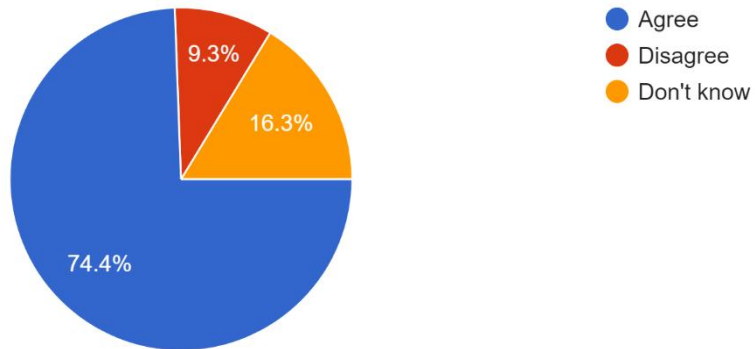
Staff help me to understand how I am progressing with my school work

84 responses



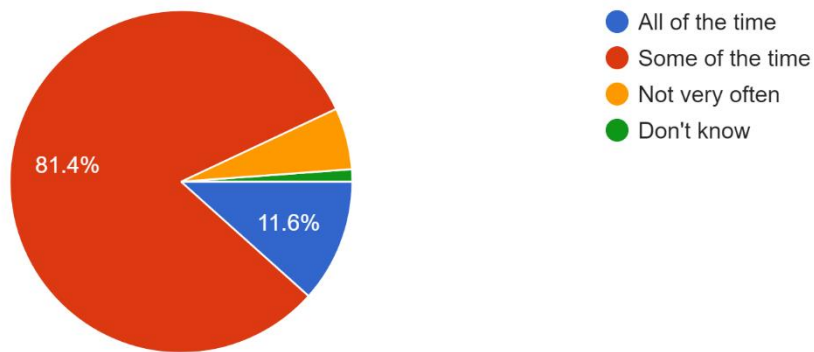
My homework helps me to understand and improve my work in school

86 responses



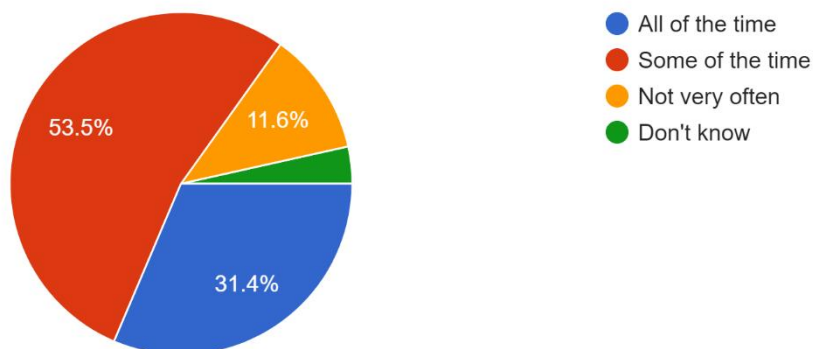
Other children behave well

86 responses



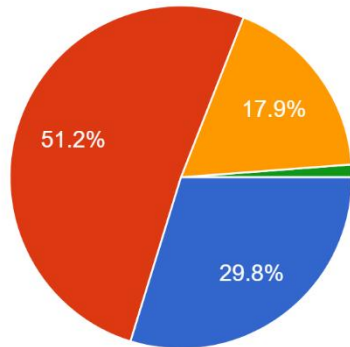
My teachers ask me about what things I want to learn about in school

86 responses



I enjoy learning at school

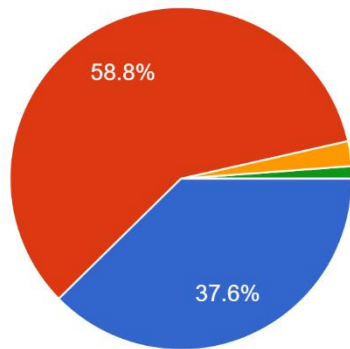
84 responses



- All of the time
- Some of the time
- Not very often
- Don't know

I feel that my work at school is hard enough

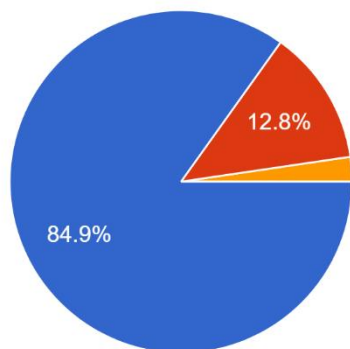
85 responses



- All of the time
- Some of the time
- Not very often
- Don't know

I know who to ask to get help if I find my work too hard

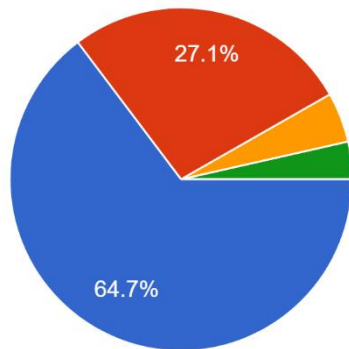
86 responses



- All of the time
- Some of the time
- Not very often
- Don't know

I am encouraged by staff to do the best I can

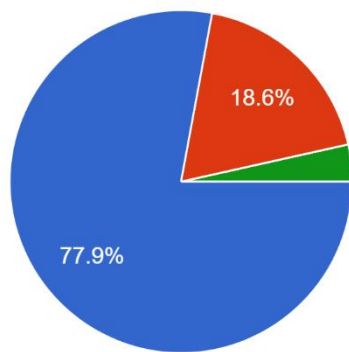
85 responses



- All of the time
- Some of the time
- Not very often
- Don't know

I am happy with the quality of teaching in my school

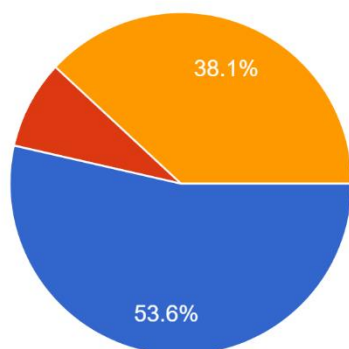
86 responses



- All of the time
- Some of the time
- Not very often
- Don't know

My school deals well with any bullying

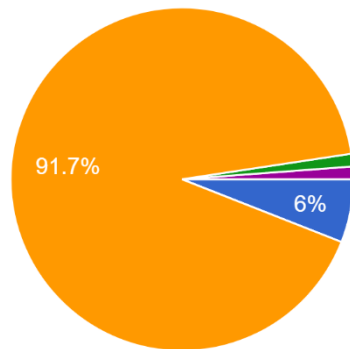
84 responses



- Agree
- Disagree
- Never experienced

I was well supported if I moved to a new school within the last year

84 responses



- Agree
- Disagree
- Haven't moved
- I Moved in p3 which is ages ago but I still got supported really well my knowledge improved so so much so huge thank you to Muirtown Primary
- i dont know really because my first day was very confusing

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

Action Plan 1 – Our School: Our Curriculum

Action Plan 2 – Promoting Pupil, Parent and Partner Participation

Action Plan 3 – ASG: Raising Attainment and Ensuring Consistency Across Our ASG

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

https://sites.google.com/d/1C5HcHnosa4FPQ7niNaY5gE2AhzXspUfe/p/1AVbyBKLgREhGfrNZ4_iE-NJng67iTm4G/edit

or by contacting the school office