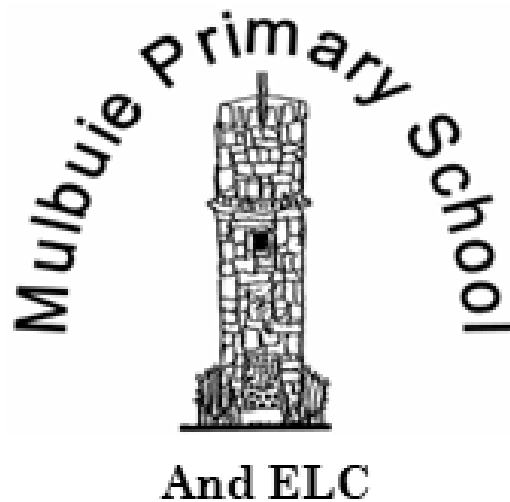


# STANDARDS AND QUALITY REPORT

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2022/23



**Mulbuie Primary School**  
HIGHLAND COUNCIL, BY MUIR OF ORD, IV6 7RB

# Introduction: Local and National Context

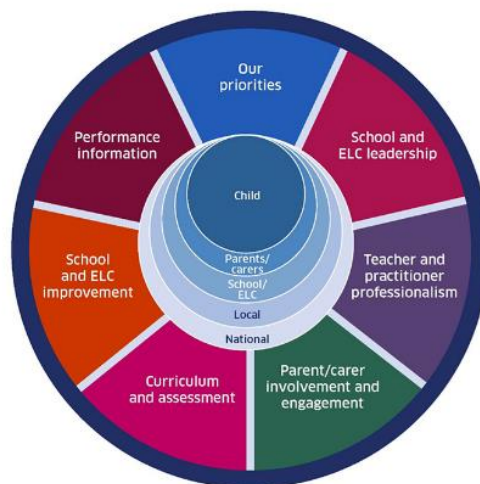
## Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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?* 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.

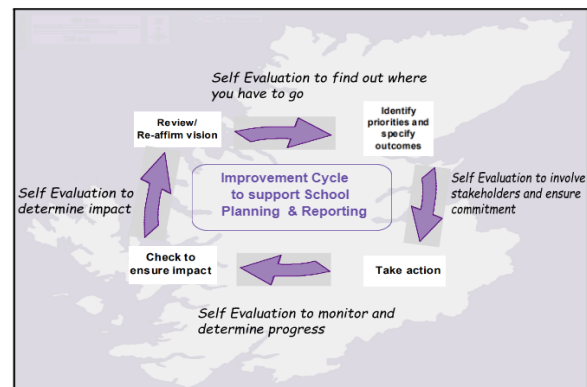
When we develop our improvement plan, we use key questions at scheduled review times throughout the session to know how well we are progressing towards achieving these positive outcomes and changes.

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.**

*Antony McCallum-McKay  
Head Teacher  
Ferintosh and Mulbuie Primary Schools*



## School Profile

### Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](#). It is important to remember that statistical data alone is not a measure of how well we are doing. All schools are unique. To understand how well we are doing it is important for us to look at a range of different data sources.

<b>Pupil Numbers (Inc ELC)</b>	<b>Attendance</b>	<b>Teacher Numbers</b>	<b>Pupil Teacher Ratio</b>	<b>Meeting PE Target</b>
42	98.1%	3	16.2	Target Met

<b>SIMD Q1</b> 0-10%	<b>SIMD Q2</b> 20-30%	<b>SIMD Q3</b> 40-50%	<b>SIMD Q4</b> 30-40%	<b>SIMD Q5</b> 0-10%	<b>Unknown</b> 0-10%
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<b>ASN</b> 40-50%	<b>No ASN</b> 50-60%	<b>FSM</b> 70-80%	<b>No FSM</b> 20-30%	<b>EAL</b> 0-10%	<b>No EAL</b> 90+%
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#### Attainment in literacy and numeracy:

##### Broad General Education

2022/23 Proportions of pupils achieving expected Curriculum for Excellence Levels- (P1, P4 AND P7)

As the numbers of pupils across the school is small, the percentages can be misleading in highlighting pupil progress. On the year in question, 21 pupils in P1, P4 and P7 from Mulbuie presented for the SNSAs.

<b>Reading</b>	<b>Writing</b>	<b>Listening and talking</b>	<b>Numeracy</b>
Most	Most	Most	Most

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.

# School vision, values and aims

## Lèirsinn, luachan agus amasan na sgoile

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### Vision

Working together to create a happy and nurturing learning community where everyone is valued and challenged to achieve and succeed.

*(Updated in May 2023 in collaboration with the school community and all stakeholders)*

### Values

We are...

#### **RESPECTFUL**

(Article 12)

#### **ACHIEVING**

(Article 28)

#### **INCLUSIVE**

(Article 2)

#### **SAFE**

(Article 19)

#### **ENCOURAGING**

(Article 13)

### Aims

- **RAISE** pupils' awareness of their rights and responsibilities as respectful citizens and active participants in the wider world around them.
- Create experiences across the curriculum that are ambitious, challenging and promote independence.
- Provide a safe, supportive, and nurturing learning environment where individuals will confidently contribute to the ethos of the school as a community and are confident in the appropriate use of digital technologies.
- Develop relationships across a variety of environments which enable positive physical, emotional, and mental health and wellbeing for all.

## 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:

#### Raising Attainment in Literacy Using Digital Tools

##### Purpose:

This improvement project was developed in response to decreased engagement and attainment in literacy.

##### Progress:

Content:

- **Application of Digital Schools Award achieved in May 2023 with 100% across all areas.**
- **Almost all staff have received training in using Google in the classroom.**
- **All staff have received training at CAT sessions and in-set days on the use of Read and Write and other digital tools to support learners.**
- **Pupil Leadership team - Digital Leaders**
- **Parent/carers Digital questionnaires**
- **Parent engagement sessions led by pupils – online safety, safer schools App and Digital Profiles, Padlet (online homework)**
- **Digital Profiles introduced for pupils to share the learning, including wider achievements and progress reports from ELC – P7**
- **Clevertouch boards and Google tablets purchased with training provided for staff all nearly all staff.**
- **Attainment meetings with discussion of impact using digital technologies.**
- **Pupil confidence questionnaires**
- **Pupil led school assemblies re: online safety and digital technologies.**
- **Online Google training for staff Digital Leaders**
- **Increased use of Digital tools in the classroom across all curricular areas.**
- **Digital Citizenship and safety policy created.**
- **Pupil/parent/carers friendly SIP developed by pupil leadership team and shared with all stakeholders on the school website and “pupils in the know” notice board.**

##### Impact:

- Very good progress was made in this area. Pupils have become increasingly more engaged in their learning by using digital tools, not just in literacy but in other curricular areas. The pupil confidence survey identified that pupils were not as confident in the tools available to them but have now demonstrated increased confidence in the classroom and using digital tools at home to support their learning.
- Pupils across all stages are becoming increasingly more confident in the use of technologies to profile their work and achievements. They are using learnt skills to become more independent in their learning, for example, using Read and Write talk to text function.
- Parent/carers surveys identified that they were lacking knowledge of how best to support their children at home and also understanding the tools available. The parent engagement sessions were positive with parents providing feedback that they felt more equipped to support their children in their learning.
- Increased staff confidence has led to better engagement in the use of digital tools for literacy. Staff feel more confident supporting pupils with additional needs to use the tools available. This has also led to leadership opportunities for Pupil Support Assistant (Digital Leader).
- Staff have asked for more training to help support children and are becoming more independent in resolving issues relating to ICT, for example, supporting pupils to

complete their digital profiles or use Google Classroom.

- Better understanding of the key priorities and what this means for all pupils/parents/carers.

### Next steps:

Applying for the digital health and wellbeing award.

All staff to receive further training on the use of digital tools to develop confidence- scheduled within calendar of events for 2023-24.

Training and appointment of new Digital Leaders to help support with digital skills.

Use of Digital technologies to continue across the school with development of pupil profiles to share the learning and wider achievements.

Pupils to have increased confidence using digital tools to support their own learning as independent learners.

Class teachers and PSAs to build on opportunities to use digital tools in the classroom to enhance and support the learning.

Digital tools to be used in other curricular areas to support pupils, for example, Health and Wellbeing and the Glasgow Wellbeing Profile.

Termly planning and attainment conversations to include discussions of additional digital tools required.

Continue to develop technologies as a communication tool.

Embed Digital Safety in planning and curriculum.

Training on use of new digital trackers for implementation in session 2023-24

School Priority:

## Rights Respecting Schools (Bronze)

### Purpose:

This project was developed in line with The Highland Council Education Priorities and to ensure that pupils become aware of their Rights as part of the UNCRC.

### Progress:

Content:

- **Bronze (Rights Committed) status achieved May 2023**
- **Pupil steering group created which included pupil representatives from all P1-7.**
- **Assemblies held linking the UNCRC to the wellbeing indicators**
- **Creation of new school Vision, Values and Aims linked to the Rights of the child and assemblies/class lessons to discuss these particular rights.**
- **Completed action plan for silver with pupil and teacher steering group.**
- **RAG each strand and identified areas for improvement.**
- **Created a RRS leaflet with progress updates and linked this to the school website.**
- **Online digital profiles set up**
- **Planning incorporated from nursery to P7.**

### Impact:

- Very good progress was made in this area as the school achieved the Bronze Rights Committed status in May 2023 and have now submitted the silver action plan.
- Pupils have been engaged in the Rights and this has been developed by including all pupil voice from P1-7, in class lessons, during assemblies and at a pupil leadership discussion.
- Nursery pupils have been learning about their rights through play and circle time and the language of the UNCRC is being used consistently by staff members as these are now linked to the schools Values.
- Pupils are now beginning to talk about the Rights at home and in school. Parents/carers have commented on the dialogue taking place and that pupils are explaining the Rights to them.
- Digital communication has increased engagement with parents/carers through surveys, emails etc. to gather views and

*Respectful Achieving Inclusive Safe Encouraging*

- **Language of the Rights accessible to all pupils including those with ASN and EAL – Child friendly rights displayed.**
  - **UNCRC training for HT and RRS lead.**
  - **School community informed about commitment to RRS.**
  - **Rights of the child are now displayed in each classroom and the ELC with child friendly language being used.**
- opinions, for example HGIOURS, school value survey etc.
  - Pupils are invested in our commitment to RRS and have shown pride in achieving the RRS status.
  - Staff questionnaires show an increased awareness of the Rights and that nearly all staff feel that both themselves and pupils can influence the learning.
  - From pupil questionnaires, all children feel that they are listened to by their teachers and that either sometimes or always, their ideas are listened to on how to make things better.
  - Feedback from pupils/staff and parents has been used to help set out our school priorities for next year
  -

### Next steps:

- Introduce convention and RRS including our targets for the year ahead.
  - Discussion at cluster level with all primary schools in the ASG- all primary schools now working collaboratively to achieve the RRS Status including sharing good practice and resources.
  - Class lessons on CRC with the article of the fortnight- covered from nursery to P7.
  - Assemblies to raise awareness of articles and the article of the fortnight shared with parents/carers to help engage discussion at home.
  - Steering Group - pupils to lead assemblies and create posters about RRS- Display these around the schools and ELC. Also, to display in the school noticeboards. Weekly meeting. Pupils to liaise with the Digital leaders to create digital updates on RRS.
  - Pupil steering group to learn about what is meant by social health and emotional wellbeing and present these at assemblies /to individual classes.
  - Celebrate World Children's Day 2023
  - Right of the month to be chosen and incorporated into planning and lessons from ELC to P7
- In class and playground charters to incorporate the languages of RRS. (Class Teachers to agree with pupils)
  - Circle Time/staff meetings/parent council meetings – discuss the principal articles of the CRC 12, 28, 29
  - Review positive relationships policy to align with UNCRC and the appropriate wording
  - Programme of work on a rolling cycle (3 years)
  - Include in IDL Planners
  - Learner conversations termly shared using a variety of media.
  - Pupil voice questionnaire August '23 and May '224
  - Link with schools in the ASG to develop Rights Respecting Schools

School Priority:

## Ferintosh and Mulbuie Vision, Values and Aims

### Purpose:

This project was developed to align two cluster schools with one vision statement along with new values and aims post Covid that relate to our current school community context.

### Progress:

### Impact:

### Content:

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- **Completion of new Vision, Values and Aims.**
- **Display created and visible in school.**
- **Reading Champions, Digital Leaders, House captains etc. increasing pupil voice throughout the school. Including the introduction of the RRS pupil steering group.**
- **Families have received a copy of the VVAs.**
- **Members of the wider school community have received copies of the VVA**
- **School value certificates have been created for pupil achievements – Respectful, Achieving, Inclusive, Safe, Encouraging.**
- **Survey issued to parents/carers and members of the wider community including partners to the school re: school Values.**
- **All staff consulted throughout the process.**
- **HGIOURS and HGIOS used to gain views on pupil voice and their ideas of school aims.**
- **Pupil and parent/carer competition to design a school display for the values and new school mascot.**
- **Assemblies linked to the new school values and wellbeing indicators.**
- **School values linked to other school improvement priority of Rights Respecting Schools and discussed with stakeholders.**
- Pupils actively involved in the creation of the VVAs and therefore more buy in from all.
- Excellent progress has been made within this area. We would like to continue to embed this in the school and to use the language of the VVAs to adapt, for example, policy and language used by all staff.
- Most pupils are becoming increasing more confident talking about the school values with the acronym RAISE being used.
- Pupils have expressed that they feel they have more of a voice within the school.
- Almost all pupils aware that they have a voice in the school.
- Digital leaders have been used to ascertain the views of younger pupils and this has helped to develop positive relationships and gather the views of all.
- Competition has raised an awareness of the schools VVAs within the community and provided opportunities for families to discuss this at home.
- All children participate in assemblies linked to the Values and share ideas about what each value means. This opportunity allows for discussion about the UNCRC also.
- The pupils and staff are now taking pride in our new Values and these are being discussed daily.
- Displays are visible and engaging to children and visitors to the school and pupils have expressed excitement at seeing these within the school.
- The school community are fully aware of the new VVAs through the school website, emails, wall displays and the school competition.
- More than 75% of parents/carers responded to the VVA digital questionnaire and other contributed at parents/carers evening.
- Other stakeholders have expressed that they feel more involved in the life of the school.
- Staff have shared that they feel valued and involved in the decision-making processes which impact the school and community. They are now bringing new ideas to any discussions being had.

- Parents/carers have expressed that the values chosen to represent the school.
- Parents/carers have shared dialogue taking place at home relating to the school values.
- Pupil profiles are beginning to include the school values.
- Achievement assemblies have provided the opportunity for pupils to receive certificates linked to the school values.
- Teacher planning has begun to include the school values.

### **Next steps:**

Ensure that the Vision, Values and Aims are embedded throughout the school and nursery,  
 Re-refresh of positive relationships policy to include the new VVAs  
 School values to be taught explicitly in each class and the nursery.  
 Competition to name the school mascot.  
 Creation of class/playground/school carters and the school values to be linked to these.

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

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### **P1**

100% of target group can spell first name but doesn't recognise second name.  
 100% of target group can identify initial sounds, on most occasions  
 100% of target group can identify most sounds with picture prompts  
 Target group cannot spell CVC or CVVC words.

### **P2**

100% of target group can identify and write some CVC words.  
 100% of target group can write a 5 word sentence with support.  
 100% of target group is undertaking Hop on Programme  
 100% of target group has not achieved bronze words (HLP)

### **P3**

(50% of target group left and therefore only 50 % assessed).  
 100% of remaining target group has shown increased speed and fluency of writing.  
 Target group has achieved 100% of silver words and 75% of Gold words.  
 100% of remaining target group can read and dictate HLP Silver words  
 100% of remaining target group can read and dictate 75% of Gold words.

### **P5**

100% of target group completed handwriting scheme of work.  
 100% of target group can write an 8 word sentence.

### **P7**

100% of target group completed Speed Up handwriting program. Increased fluency and accuracy of letter formation.  
 100% of target group can order numbers and identify place value.  
 100% of target group have increased confidence and accuracy in mental maths calculations using concrete materials for support.

100% target group can identify 2,3,4,5,10, times tables but cannot relate these to division. Increased confidence in taking on new multiplication and division calculations.

100% of target pupils have achieved this target and are age and stage appropriate using HLP.

100% of target group has shown an increase in confidence when writing sentences.

100% of target group has increased length and use of vocabulary, either in written work or using digital technologies to support.

## Wider achievements

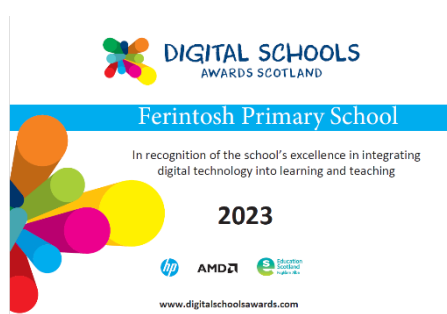
### Coileanaidhean nas fharsainghe

#### Vision Values and Aims (VVAs)

We are delighted to showcase our new VVAs which have been created in consultation with all members of the school community. We enjoy sharing our achievements through our Digital Profiles, our WOW walls, Values certificates, and HT achievement letters. Our new wall display and school mascot are proudly displayed in both cluster schools.



#### Digital Schools Award Scotland



This session we have worked extremely hard to increase our use of digital technologies across the cluster schools and nursery. All pupils have been learning new skills and we have successfully achieved the Digital Schools Award. Every child and staff member has received a Digital Learner certificate in recognition of their achievement.

#### Rights Respecting Schools Award- Bronze



At the start of the academic session, we started on our journey to becoming a Rights Respecting School. This has been a whole school community effort and we were proud to receive our Bronze, Rights Committed award in May 2023. We have included the Rights within our schools VVAs and also begun to include them in some of our policies.

### **School Show**



Children from across the schools took part in our school show Hoodwinked. This was a huge success and we sold tickets to a packed-out audience. The children sang songs, danced and performed to parents/carers and the wider community with confidence and pride.

This event raised money for school funds and brought our school community together.

### **Cluster Learning – working in partnership**



Pupils from across both schools have taken part in a variety of cluster learning events including Sports Day, outdoor learning activities, King's Coronation activities and the joint school trip etc. Children have had the opportunity to develop positive relationships with their peers and interact with one another in new settings.

We have had a variety of open afternoons to share the learning and parents/carers have been invited along to take part. The STEM event was highly successful with parents/carers working in partnership with their child/ren.

The Parent Councils have worked together on a variety of projects such as the highly successful cross cluster school fair, creating Coronation tea towels and a winter woodland walk. Funds raised from the parent council events have been used to purchase resources for the school and to help fund fun trips and outings.

Parents/carers and members of the community have visited the school to share their work experience and skills linked to topics across the cluster, including Police, Fire and Geologists.

Members of the school community have taken part in digital engagement and online safety sessions to gain a better understanding of their child's learning and how this is used to support pupils. This was well attended and positive feedback has been received.

### **Extra Curricular**

Our pupils took part in a variety of activities including the Rotary Quiz, STEM workshops, the Ross-shire football tournament, and other county sporting events. They showed excellent sportsmanship and courage when faced with new challenges.

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

Pupils using HGIORs have expressed that the school helps them to understand and treat others with respect. They would like to play a more active role in making decisions about their learning.

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98% of pupils agree that the school helps them to feel safe and they have someone they can talk to when they feel upset or worried about something.

Staff have expressed that they are feeling more confident in the use of digital technologies to support pupils in their learning.

They are feeling more empowered to take on leadership roles, for example, JRSO, Reading, and ECO leads. The PEF PSA has had a positive impact, and this has also helped to develop positive relationships with the pupils. All staff are committed to developing a Rights Respecting approach and were proud when we achieved the Digital Schools Awards and Bronze Rights Respecting Schools.

### Comments

“Couldn’t be happier with the school and the work everyone does for the children. Thank you.”

“Great school my child has been very happy and will miss this school when she leaves, and will miss all the staff as everybody is so lovely”

“I can’t believe the difference in confidence and self-belief my child has developed since starting school at Mulbuie. She absolutely adores school, and the place has a warm, welcoming, family feel about it. All the staff regularly go the extra mile, and we feel the school is exceptionally well led. We would struggle to find a single thing we think the school could do better. Thank you for all you do.”

“Amazing school with amazing staff. Never once have either of my boys said they don’t want to go to school. They run out the door in the morning happy as can be and as a parent I don’t think we can ask for anymore.”

“I love being part of the school community.”

“Great idea re: values to have descriptors and highlight all the good work you do”

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

*Respectful Achieving Inclusive Safe Encouraging*

# Prìomhachasan airson planadh airson leasachadh

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## **Improvement Priority 1 Action Plan:**

Assessment, Moderation and Attainment

As this is a national priority and The Highland Council education priority we are working as an ASG (Associated Primary Group) to ensure that assessment and moderation practice is collegiate, transparent and of high quality in order to inform next steps. Working collegiately will ensure equity across a varied ASG including pupils from disadvantaged backgrounds.

## **Improvement Priority 2 Action Plan:**

Rights Respecting Schools - Silver

As this is a national priority and is part of the NIF and HSCS (Health and Social Care Standards), we have agreed as an ASG that placing the human rights and needs of every child and young person at the centre of education would be a key driver for school improvement. We are working together to maximise health and wellbeing by enabling children to interact both in their own community and in the wider context of the ASG.

## **Planning ahead**

### **A' planadh air adhart**

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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 [www.ferintoshandmulbuie.co.uk](http://www.ferintoshandmulbuie.co.uk) or by contacting the school office.