

STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2022/23



MUNLOCHY PRIMARY SCHOOL
HIGHLAND COUNCIL | 56 MILLBANK ROAD | MUNLOCHY | IV8 8NL

Introduction: Local and National Context

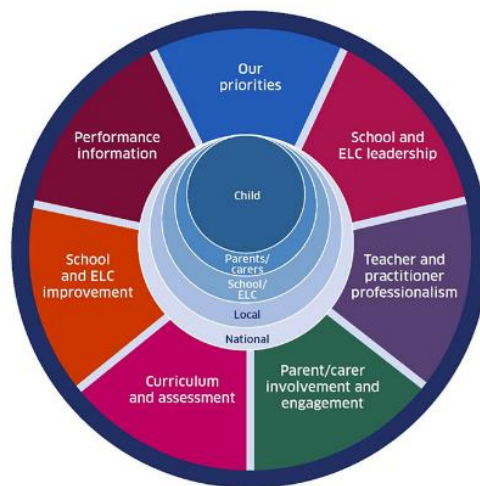
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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

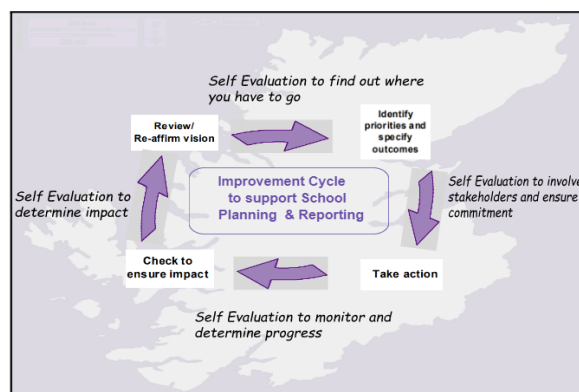
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

Ben Sharp
Headteacher
Munlochy Primary School

School Profile

Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](https://parentzone.scotland.nhs.uk/). 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 95%	Average Class Size 18	Meeting PE Target Target Met
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Pupil Numbers 72	Teacher Numbers 4	Pupil Teacher Ratio 18
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N3 0%	N4 0%	P1 12.5%	P2 12.5%	P3 11.1%	P4 20.8%	P5 15.3%	P6 9.7%	P7 18.1%
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SIMD Q1¹ 0%	SIMD Q2 0%	SIMD Q3 0%	SIMD Q4 100%	SIMD Q5 0%	Unknown 0%
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ASN² 25%	No ASN 75%	FSM³ 8%	No FSM 92%	EAL⁴ 2.8%	No EAL 97.2%
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2021/22 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Almost all	Most	Almost all	Almost all

We have had no exclusions this year.

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

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!

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:

Improving Assessment and Moderation Strategies in Learning, Teaching and Assessment

Purpose:

This project has been developed in response to dips in attainment in Literacy, across the cluster. There is a variation in confidence across schools in using the Benchmarks.

Progress:

- All teaching staff attended an ASG Writing Moderation INSET to support a cohesive and robust evaluation of the writing process across the ASG.
- All staff had Writing lessons observed over an initial and then a follow-up session.

Impact:

- Following this, all staff had a more comprehensive understanding of the moderation cycle and the purpose it plays in learning and teaching.
- This led to almost all staff showing a clear understanding of how to meaningfully utilise the CfE Es and Os to plan at their Level.
- Follow-up moderation sessions between ASG teachers led to valuable points being made about what needs to improve overall in Writing: quality over quantity, building sentence structure, use of speech, providing regular shorter writing challenges.
- The initial observations demonstrated that writing in the upper years was clear and consistent, but that there was a lack of longer-term structure in the lower years.
- This led to staff being consulted about the progression and planning available for Writing, and the school developing a new Writing progression in line with Highland Literacy policies.
- Following this, the follow-up observations demonstrated that all staff used a much more consistent structure for delivering Writing across the school.
- Further to this there has been a 5% improvement in Writing Achievement of a Curriculum for Excellence Level (ACEL), demonstrating that most pupils (90%) have achieved the Level.

- All staff have had training on how to use data from Scottish Online Formative Assessments (SOFA) and National Standardised Assessments (NSA) so that Level progression can be scrutinised comprehensively.
 - This has led to all staff using a shared planning structure within all subjects, allowing for effective scrutiny by the senior leadership team.
 - All staff are using the assessment data to update and maintain their judgments using school tracking documents, and can thoroughly explain the progress and next steps for all pupils in their classes.
 - An improved record from attainment meetings allows for evaluation in subsequent meetings to continually monitor pupil progress.
 - Almost all staff are using the Benchmarks to thoroughly scrutinise how each child is progressing, allowing for improved planned outcomes for learners.
 - This has led to almost all end of level learners achieving the Level in Reading (93%) and Numeracy (93%), and most learners achieving it in Writing (90%).

- Improvement in use of High Quality Assessments (HQA) for feedback to pupils in P3-P7.
- Infant teacher utilising and developing the use of the Focus Child sheet for evidencing child progression and development in P1 and P2
 - Almost all staff received training on the effective use of Learning Intentions and Success Criteria. These are now being used to effectively support differentiation of HQAs.
 - Evaluation of HQAs throughout the session has shown that feedback to pupils has improved, by providing clear next steps and less 'woolly' statements.
 - All pupils have been trained by teachers to be more self-reflective and can now demonstrate what they believe their next steps in learning within most subjects should be.
 - Engagement with parents has indicated that they would also like to discuss and put pupil comments on the sheet, not just from school.
 - Focus Child Sheets have been developed through their use this year to include links to benchmarks and learning intentions/success criteria. They also include an area for parents to feedback about their child's learning and development. Initial parental feedback has been extremely positive, with comments made about how clear it has been in providing evidence of progression. This will lead to continued discussion with parents about further improvements for impacting evidence of attainment.

We have made good progress in this area.

Next steps:

- Continue to monitor and embed the updated writing progression.
- Monitor Writing levels, structure, content, and pace.
- Ensure target setting through LI/SC in writing and across the curriculum is robust and effectively supports all learners' needs.
- Develop tracking along with local authority guidance, to become a more usable and robust system.
- More robust learning conversation system between teachers and pupils, on a more regular basis.
- Begin to explore the possibility of using digital profiling to share HQAs and continue to monitor robust use of HQAs/Focus Child Sheets.
- Update School Curriculum Rationale.

School Priority: Improving Learner Participation

Purpose:

This project has been developed in response to research that was commissioned by the Children and Young People's Commissioner Scotland and carried out by the University of Stirling. This demonstrated that schools who were performing higher than expected in attainment had a strong focus on learner participation.

As a school, learner participation has not had a large focus, especially during the Covid pandemic and immediately afterwards. Pupils have indicated that they would like a bigger role in whole school decisions and want to see the impact of these decisions, so that they can take responsibility for their school.

Progress:

- Jointly all cluster staff were surveyed about current classroom experience of learners and their readiness and capacity for building in a wider level of learner participation.

- All pupils surveyed their views on the level of learner participation within the school.

Impact:

- Staff initially showed that 15% felt that pupils' views and ideas do not have an impact on school improvement. This led to a further survey later in the year demonstrating that 100% of staff felt that pupil views now have an impact on the school based on the work done as part of the School Improvement Plan.
- Initially 15% of staff indicated that they were unsure if time was ever allocated to implementing structures or discussions to embed learner participation. This led to not only 100% of staff knowing that time was allocated to this purpose, but 67% of staff agreeing that it was done to a large degree.
- 30% of staff expressed that there was no consideration for how pupils are included in monitoring and evaluating participation. However, on reflection from the work carried out, 100% of staff agree that there is now consideration for this.
- This led to pupils expressing that although a majority (57%) of them agree that staff are interested in how they feel about learning, less than half (37%) felt involved in the planning of learning.
- Following on from this, the Young Leaders of Learning group prepared to discuss this later in the year with pupils, however, capacity within the school didn't allow for it. Comments below do indicate that pupils feel they have been able to make an impact and have been listened to, in regards to learner participation.

- Almost all staff within the school took part in a collegiate session to explore the use of creating Citizenship Groups based around the '*How Good is OUR School*' document, and how this can link with learner participation.
 - All staff have an awareness and good knowledge of how HGIOUS and HGIOURS underpins learning and teaching.
 - This led to three of the HGIOURS themes being thoroughly explored by pupils to support the building of **relationships**, upholding the **school and community** and improving **health and wellbeing**.
 - Further to this, a few pupils were selected by their peers in individual Citizenship Groups, to discuss with the headteacher, matters arising from surveys, discussions and research that they had carried out. Pupils and the headteacher were able to action certain points of improvement, which led in one case to pupils attending a staff collegiate meeting to deliver a presentation on behaviour policy improvements. Staff were highly impressed with the initiative and all staff agreed to the changes, saying 'these are positive and influential changes that will have a real impact on the way behaviour is managed within the school.'
 - All pupils from P3-P7 were able to partake in meaningful change initiatives within the school – all derived from pupil voice.

- Jointly, almost all staff within the cluster took part in collegiate training using research informed practice to study the benefits of learner participation within the school.
 - This led to the principal teacher supporting staff with an evidence informed presentation about the benefit and direction Learner Participation can take.
 - The presentation was then adjusted and delivered to the wider community at an open afternoon.

- Cluster staff reviewed planning structures to ensure that there is opportunity for learner participation to be built into the daily running of the classroom.
 - Almost all staff engaged at a collegiate session to review IDL and Core subject planning.
 - This led to staff collectively deciding to incorporate a choice in the planned learning, asking pupils for their preference of topic order, within certain subjects. This will be incorporated into planning next session.

- Primary 6 and Primary 7 pupils were given the opportunity to take part in Young Leaders of Learning (YLL).
 - This led to a group of dedicated and forward thinking pupils leading learning conversations from a pupil voice.
 - The group was trained by Education Scotland and Local Authority Officers.
 - They linked with two other local schools, visiting and sharing good practice (and discussing pitfalls).

- They have created a school vision for learner participation, which has been shared and is on display for all to see.
 - YLL engaged the whole school in the '7 *Golden Rules of Learner Participation*'
 - This led to YLL producing a floor book for the whole school to engage pupils in what learner participation is and looks like in the school since starting Citizenship Groups and in class.
 - They led an assembly to discuss comments that were made, almost all of which were positive, but that they wanted more choice in the classroom.
 - Group has begun to investigate the Bronze Rights Respecting School, and will support the formation of a RRSA group next session.
- We have made good progress in this area.**

Next steps:

- Young Leaders of Learning group to
- Young Leaders of Learning group to identify barriers in classroom learner participation and how to overcome challenges by undertaking an attitudes survey.
- Incorporate choice of topic order into planning.
- Rights Respecting School group to be formed and bronze award action plan to be detailed.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Intervention	Data summary against targets	Impact / progress summary (max 100 words per intervention)
Scottish Online Formative Assessments	Early use of Scottish Online Formative Assessments will support provision to address gaps within all areas of literacy, with the aim of 80% FSM achieving level by end of year, reducing those not achieving to 20% at the very least.	<p>Due to the very specific feedback data of the assessments, we were able to quickly see where gaps in attainment were in the beginning stages of the year and throughout. Targeted support based on Highland Dashboard predicted data showed an increase of attainment from 71% within the target group, to 94%, within literacy.</p> <p>Staff used the initial data to focus teaching and intervention specifically to raise attainment in areas of phonics knowledge and reading strategy/understanding/comprehension. This has led to the data showing that effective teaching intervention has taken place, but has also indicated where further development in the area should continue in subsequent years.</p>
Sumdog	PSA Literacy Support Groups will provide additional support to those identified through FSM and ASN, to support the raising of attainment through the use of addressing gaps. These will be planned for by class teachers and in action plan/attainment meetings with the HT.	<p>Along with data from SOFA feedback, staff have been able to tailor activities for pupils to support identified gaps in learning. This had specific impact during periods where pupils were away from school such as with Homework. Diagnostics within the software have shown children making progress within targeted areas, and this has been corroborated by both SOFA and SNSA data.</p>
PM Benchmarks		<ul style="list-style-type: none"> • Almost all pupils have demonstrated the level the represents them using PM Benchmarks. • A few of the more senior pupils struggled to engage and really had a difficult time with age and stage level of understanding. • PSA intervention with Literacy and especially comprehension commenced to help counteract this. • This led to an increase in literacy attainment of over 20%.
Phonics Bug		<p>Only recently purchased due to reorganisation of finances, it has supported class teachers in the delivery of phonics sounds, and digital reading in class and at home.</p>
Read, Write, Inc.	End of year diagnostics, teacher judgements and classroom evidence, will demonstrate that all FSM pupils will have made progress toward the next SPP banding in Reading/Writing, causing all to be working at age and stage. Other pupils will reduce not achieved to 33% from 44%. Although not a huge difference, those involved have global learning difficulties and so will benefit greatly from the support in the plan,	<p>This has been a new spend with excess finances and has yet to have an impact. However, with the continuation into Session 23/24 of the intervention of Literacy, these will be of specific benefit to a wide range of identified needs within the PEF cohort.</p>

	and will close gaps, with an aim for reaching age and stage targets for some before the end of Second Level.	
Seasons for Growth	Data from the Wellbeing indicators, teacher judgements, Parental meetings and knowledge of social circumstances indicated a number of pupils that would have benefitted from support due to change and loss.	<ul style="list-style-type: none"> • Children have found this to be a very supportive environment and have opened up about subjects that were previously not accessible to them. • When asked the most important things they learned in Seasons for Growth they said <p>“I don’t have to hide my emotions”</p> <p>“How to cope with my emotions”</p> <p>“Focus on the changes in my life”</p> <ul style="list-style-type: none"> • They also said that if talking to a friend about Seasons for Growth they would say <p>“It’s very calming”</p> <p>“They listen to what you got to say”</p> <p>“It really does help a lot”</p> <p>“You can find better ways to deal with your emotions”</p>
PSAs	PSAs will be employed to support the continued delivery of ‘Seasons for Growth’ and the implementation and delivery of literacy intervention groups based on the data collected from various sources.	<ul style="list-style-type: none"> • Pupils that struggled to engage at the beginning of the process, are fully engaged in the comprehension now. • P7 SNSA results demonstrate pupils taking part in the group have improved by two levels within the SNSA bandings. Confidence has also been noted by the class teacher as improved with the pupils demonstrating a much higher ability to engage with literacy based tasks. • Some P4 pupils struggled with engaging due to confidence when with others, however, during solo sessions there is an improvement with the pupil demonstrating skills that were discussed. • Group 1 – P6-7 – 4/5 on track • Group 2 – P5-6 – 3/4 on track • Group 3 – P2-4 – 3/4 on track • Group 4 – P2-4 – 5/7 on track

Wider achievements

Coileanaidhean nas fharsainghe

Hockey Teams

Our parent led hockey training and hockey teams have had huge amounts of success this year. Within the three age categories we have taken part in a number of hockey tournaments both locally and with teams from all over Highland. The coaches have been inspired to see that so many children have enjoyed taking part and demonstrated increasingly more ability since the beginning of 2021-22 session. Recently the P1-3 team won the player award for the Inverness Junior Hockey Club, and medals are regularly won by many of the pupils, due to the teamwork and sportsman like behaviour.

Football and Athletics

We also have parent run football and athletics clubs that allow pupils to take part in other extra curricular sporting events. The athletics club has supported the training of pupils to perform at the Ross-shire County Sports, where the school team came an overall third place. Multiple first place medals were also won by many of the children, and the teamwork and practice paid off for an excellent relay run.

Cross Country

Our two cross country teams again showed exceptional standards of behaviour and teamwork, with the boy's team coming in third place for our category, and the girl's team winning!

Young Engineers

The Young Engineers Competition allowed pupils to take part in an engineering challenge that saw them engaging with really engineers and having work displayed in Aberdeen Robert Gordon University. The hard work and dedication to the job meant that many of the pupils not only received certificates of merits, but some were also shortlisted for the winning place.

Dingwall Rotary Club Primary School Quiz

Several Primary 7 pupils took place in the Rotary Quiz Primary Competition this year and came in fifth place overall. The standard of question was very high, and they demonstrated not only exceptional teamwork but the ability to put into place their learning and problem solving ability.

Maths Quiz

A further competitive maths day allowed some pupils in P7 to engage with a variety of pupils from across Highland on a series of maths challenges. The whole class worked on some of the problems in class and were then represented by specific members on the day. A much more hands on creative experience than they anticipated, but incredibly enjoyable, nonetheless.

Comments from learners, families, stakeholders and staff

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

Learners:

- 'We get to choose themes for our IDL topic work. And we get to share what we already know about topics, as well as what we want to learn.'
- 'For most of our learning, we participate without the teacher having to talk at us, which can be hard at time as we have to do the thinking.'
- 'We would like to be asked more about our learning and have a bit more choice in it.'
- 'Sometimes we don't know it's learning because it is so much fun.'
- 'The teacher does some talking, but then we work on our own to do activities.'
- 'We sometimes do activities that are the same, but different people use different sounds.'
- 'We get to work on our own or with friends quite a lot.'

- 'I really enjoy reading books from the library for ERIC time.'
- 'Sometimes I need more time to complete tasks.'
- 'We can do tasks in the order we want.'

Staff:

- 'Our support staff are brilliant, know the children and their backgrounds really well, and anticipate needs. We would find it difficult without them.'
- 'The embedding of the High Quality Assessments has gone really well, and they are quickly becoming part of the Munlochry ethos. Pupils are really clear with their reflective comments and are getting better at understanding their own next steps. The link with parents is great for sharing the learning.'
- 'Learner participation has allowed pupils to really engage with their school and make it theirs. They are continuing to grow into the idea that they can make important changes. We are ensuring a focus within classroom learning.'
- 'PEF interventions have made a big impact on raising attainment in those that struggle with reading.'

Families:

- 'There is continuous progression in literacy and numeracy (in the infant classes).'
- 'My child continuously wants to absorb new information.'
- 'Really proud that the children have the opportunity to experience a wide range of activities.'
- 'My child is a real support to other children and the ethos is continued through the school.'
- 'Really impressed with the different opportunities available.'
- 'Love seeing the work the my child completes.'
- 'Great to see more complex challenges when they need them.'

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:

	2021-22	2022-23
QI 1.3 Leadership of change	Satisfactory	Good
QI 2.3 Learning, teaching and assessment	Satisfactory	Good
QI 3.1 Wellbeing, equality and inclusion	Good	Good
QI 3.2 Raising attainment and achievement/Securing children's progress	Good	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

Health and Wellbeing

This project has been developed in response to the National Priorities of placing the human rights and needs of every child and young person at the centre, as well as providing an improvement in children's health and wellbeing. An improvement priority from the previous year's Improvement Plan has outlined through learner participation that the '**rights of the child**' are not well known across the school. A parental survey also highlighted that rights and **digital safety** were in need of focus, with parents indicating that online bullying, privacy and security, and self-image were a top priority. School self-evaluation has indicated that although there is a positive ethos across the cluster where respect is demonstrated both to and from the pupils, resilience is low which is having further impact on **equality and inclusion** for all.

Learning and Teaching

This project has been developed in response to the National Priorities of closing the attainment gap between the most and least disadvantaged children and young people and improvement in attainment, particularly in literacy and numeracy. Further to this it has been identified through school data and the organisation of the PEF, **that attainment in literacy** especially could be increased and support provided to those with gaps in attainment. Local Authority Priorities and initiatives have also encouraged all primary settings to engage with new **Literacy and Numeracy Frameworks** so as to create a consistent delivery of learning across the region. Parental feedback has identified that input into building a **culture of reading** in the school is essential, with emphasis on reading for pleasure and the pedagogy of reading being high on the list of priorities.

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 [here](#) or by contacting the school office