

STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2022/23



Merkinch Primary School
HIGHLAND COUNCIL

welcome and create a culture of kindness. We are [#MarvellousMerkinchers](#)

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%

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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

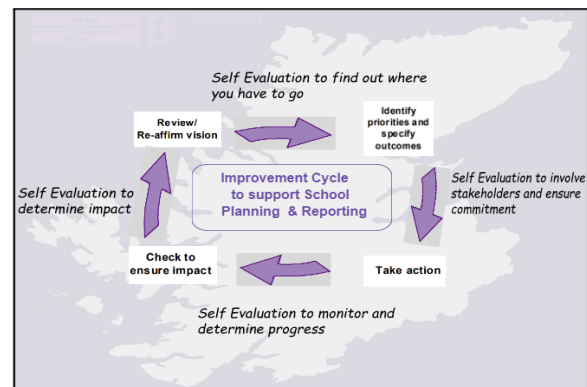
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

Jillian Kean

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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
89.5%

Average Class Size
24.1

Meeting PE Target
Target Met

Pupil Numbers
241

Teacher Numbers
17

Pupil Teacher Ratio
14.3

For schools with a roll exceeding 50

N3
49

N4
35

P1
40

P2
25

P3
34

P4
29

P5
35

P6
31

P7
30

SIMD Q1¹
90%+

SIMD Q2
0-19%

SIMD Q2

SIMD Q3

SIMD Q5

Unknown

ASN²
70%

No ASN
30%

FSM³
80-90%

No FSM
10-20%

EAL⁴
10-20%

No EAL
80-90%

2022/23 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading

Majority

Writing

Less than half

Listening and
talking

Majority

Numeracy

Majority

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.

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

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School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Our School Vision, Values and Aims

Our Vision - At Merkinch we promote an above and beyond attitude and inspire each other to do our best. We offer a warmth of welcome and create a culture of kindness. We are #MarvellousMerkinchers.

School Values

- **At Merkinch we have 3 rights**

The right to learn, the right to be safe and the right to respect.

School Aims

- **We aim to work effectively with all our school partners to ensure that we are a nurturing school which is focussed on achievement for all and where everyone is welcome.**
- **We aim to ensure that all our children fulfil their potential and continue to progress as learners.**
- **We aim to motivate and develop pupils who are successful learners, responsible citizens, confident individuals, and effective contributors**
- **Our staff aim to work collaboratively, share good practice and to remain focussed on improvement.**

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:

Equality and Diversity

Purpose:

This project has been developed in response to environment & curriculum audits, which highlighted the need to improve whole school culture and ethos to promote inclusion, participation and learning. (Year 1 of 3 year plan)

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Progress:**NIF (National Improvement Framework) priority**

- ✓ Baseline audits have been carried out and views shared with pupils, staff and parent groups.
- ✓ Weekly assembly input support whole school approach to enable pupils to understand that at Merkinch they are accepted valued and loved.
- ✓ Wellbeing indicators introduced to all children and staff throughout school with a monthly focus on one indicator
- ✓ Talking tables introduced to allow children opportunities to talk in their home language. This takes place weekly. All children for whom English is a second language are invited to participate.
- ✓ Ensure access to interpreters for all parent engagement opportunities, including parents' evenings.
- ✓ Annual review of seemis notes relating to E&D
- ✓

Impact:

- ✓ Year 1 evaluation tells us that in year one we have made some improvement in 3/ 7 identified measure of excellence.
- ✓ All 8 indicators shared with children and most children can identify the visual representation of the indicator and what that means to them.
- ✓ Children enjoy the opportunity to talk in home language.
- ✓ Whole staff input on 3/5 inset days. ~ Supporting our small test of change approach.
- ✓ Interpreters support engagement from parents where English is an additional language. Interpreters support parents accessing and sharing information during child plan meetings.

Satisfactory progress made in year 1 of 3-year plan

Next steps:

Move to year 2 of SIP (School Improvement Plan) plan

School Priority:

Understanding and improving Assessment and Moderation strategies in Learning, Teaching and Assessment.

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

Progress:

- ✓ Most ASG teaching staff attended all or the majority of collegiate sessions
- ✓ Almost all staff report that they have a shared understanding of effective assessment and moderation.
- ✓ Almost all staff report that the tracking and monitoring process leads to improved outcomes for learners.
- ✓ Few staff reported that the process has made assessment and reporting less manageable
- ✓ **A robust moderation calendar has been in place for ELC, where there have been termly opportunities for peer and SLT moderation of**

Impact:

- ✓ Across the ASG each school aimed to produce one HQAT per term. High-quality assessments provide reliable and valid data to inform all users and stakeholders, including teachers and parents, about how well children have learned and support learning conversations about next steps in learning.
- ✓ Shared understanding of effective assessment and moderation has led to a consistency of expectations supporting professional judgement across our ASG, to support this most staff use a quality body of evidence to support

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profiles, developmental overviews, observations and 'Floorbooks'.

assessment judgements and decisions about next steps.

- ✓ Signs of improvement in the analysis of data by teaching staff using robust tracking and monitoring means that staff can plan next step in learning, closing identified gaps in children's learning.
- ✓ Through effective self-evaluation, ASG teaching staff recognised there was a lack of confidence and consistency in teacher professional judgement, this led to a shared improvement plan supported by our CLO (Collaborative Lead Officer).
- ✓ In year one of this project, we have made good progress resulting in improving staff confidence and consistency.
- ✓ Each EYP has had specific and individualised feedback which has provided them with clear next steps to improve their practice and outcomes for learners.

Next steps:

Further developing staff capacity in providing secure professional judgement in using benchmarks by working across our ASG ~ 3 x CAT sessions

Enhance leadership at all levels by working with our CLO to support our ASG QUAMSO

ASG Moderation has been planned for next session, where we will moderate developmental overviews, profiles and 'Floorbooks' across the ELCs in the ASG.

School Priority:

Refreshing our Curriculum Rationale

Purpose:

To create a clear rationale so that everyone involved with Merkinch Primary School can answer the question 'What do we want for our children and how will we work together to achieve this?'

Progress:

- ✓ Teachers have engaged in self-evaluation and CLPL regarding curriculum rationale
- ✓ Parents (school and ELC) were consulted regarding the curriculum
- ✓ Using HGIOURS, young people's views have been gathered by the 'Learning Leader' group
- ✓ This SIP took a change of direction as the Learning Leaders became well-established. Since the young people are the main service

Impact:

- ✓ Teaching staff identified attainment as a key driver
- ✓ Meaningful consultation has taken place with parents resulting in the top 4 priorities being identified as; Respect, Literacy, Numeracy and Health & Wellbeing
- ✓ Enhanced skills of communication and competence of Learners in group but also

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users the focus became more about their input. The views of P2-7 were sought regarding the 5 themes.

- ✓ Learning Leaders are planning to share their findings with the school community.
- ✓ Learning Leaders are beginning to formulate a plan to improve relationships across the school

enhanced opportunities for wider school community to share opinions.

- ✓ Learning Leaders feel valued and engaged in the life of the school
- ✓ The impact is they've identified relationships as an area to target; Learning & Teaching came out fairly positive.
- ✓ Too early to evidence the impact of these changes – these will be evident in next year's SQR

Next steps:

- Learning leaders to share info with wider school community
- Up-dated focus for Learning Leaders to formulate and implement plan to improve relationships, using a model of participation so all children across the school have the opportunity to share their ideas
- Learning Leaders to create a plan to measure impact of improvements

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

80% of young people have taken part in wider achievement opportunities provided by the school. 87% care experienced young people have accessed opportunities for wider achievement provided by the school.

Impact of early years intervention:

	Achieved all 12 Phonological Awareness		Not Yet Achieved Phonological Awareness	
	August 2020	April 2021	August 2020	April 2021
P1 39 Children	0%	5%	100%	95%
P2 35 Children	2.9%	41.7%	97.1%	58.3%
P3 42 Children	21.4%	44.2%	78.6%	55.8%

	Achieved all 12 Phonological Awareness		Not Yet Achieved Phonological Awareness	
	August 2021	April 2022	August 2021	April 2022
P1 26 Children	0%	12%	100%	88%
P2 38 Children	5.26%	16%	94.7%	84%
P3 36 Children	69.4%	72%	27.7%	28%

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	Achieved all 12 Phonological Awareness		Not Yet Achieved Phonological Awareness	
	August 2022	April 2023	August 2022	April 2023
P1 37 Children	5%	16%	95%	84%

Wider achievements Coileanaidhean nas fharsainghe

At Merkinch we offer a range of wider achievement opportunities. These opportunities are mainly funded by PEF and we have a targeted approach to these offers. We take account of wider achievement in the community, and we celebrate wider achievements at weekly and termly assemblies. Wider achievement opportunities included basketball, cycling, cooking, music, football and arts and craft clubs.

80% of young people have taken part in wider achievement opportunities provided by the school. 87% care experienced young people have accessed opportunities for wider achievement provided by the school.

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

Parents tell us

- My child likes being at school ~94%
- Staff treat my child fairly and with respect~ 99%
- I feel that my child is safe at school ~ 94%
- The school helps my child to feel confident~ 95%
- I feel staff really know my children as an individual ~ 94%
- My child finds their learning hard enough ~ 67%
- My child receives the help they need to do well ~ 63%
- My child is encouraged by the school to be healthy and take regular exercise~ 93%
- The school supports my child's emotional well being~ 88%
- My child is making good progress at the school~ 85%
- I receive helpful, regular feedback about how my child is learning and developing e.g. informal feedback, reports and learning profiles.~ 76%
- The information I receive about how my child is learning and developing is shared with me when I request it~ 85%
- I understand how my child's progress is assessed ~ 82%
- The school gives me ideas on how to support my child's learning at home~ 71%
- The school organises activities where my child and I can learn together~ 50%
- The school takes my views into account when making changes ~ 77%
- I feel comfortable approaching the school with questions, suggestions and or a problem~ 92%
- I feel encouraged to be involved in the work of the parent council~ 55%
- I am kept informed about the work of the Parent Council~ 55%

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I am satisfied with the quality of teaching in the school~ 91%
 The school is well led and managed~ 92%
 The school encourages children to treat others with respect~ 93%
 I would recommend the school to other parents~ 81%
 Overall, I am satisfied with the school~ 94%
 The school deal well with any bullying~ 62%
 My child was well supported if they moved to a new school within the last year~ 77%

Capacity for continuous improvement Comas airson leasachadh leantainneach

Using indicators from 'How Good is our School 4' together with learner, parent, carer, partner and community feedback we believe we have made the following progress this session:

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

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

The need for consistent staffing is paramount at Merkinch Primary to ensure we can continue on our improvement path.

Key priorities for improvement planning Prìomhachasan airson planadh airson leasachadh

High quality learning in Merkinch
Equality and diversity
ASG Moderation

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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 by contacting the school office

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