



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025

MELVICH PRIMARY SCHOOL & ELC



Introduction: Local and National Context

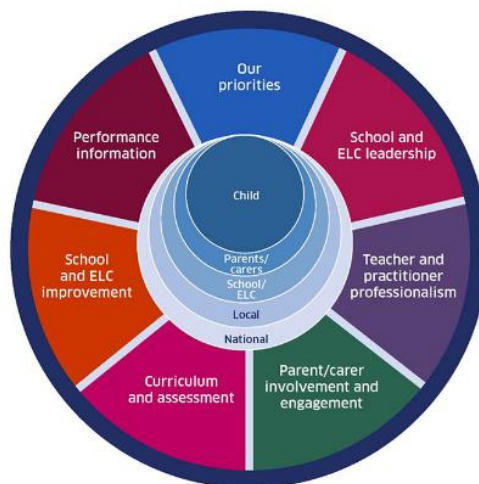
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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%	Over 91%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2024-25. This report 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 what we do. 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

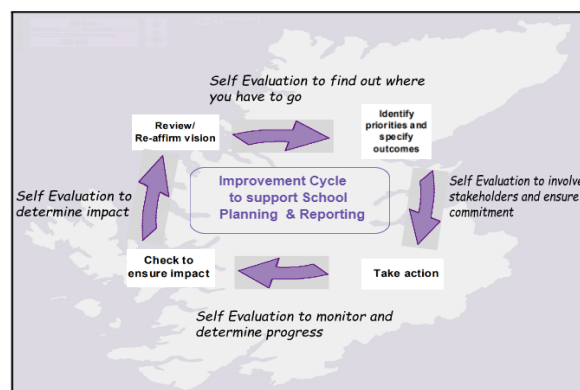
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

Katherine Van Voornveld
Head Teacher
Melvich Primary School

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
90%

Average Class Size
18

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
37 (+10 nursery)

Teacher Numbers
2

Pupil Teacher Ratio
1:18

We have had no exclusions this year.

Melvich Primary School is located in a rural, coastal setting serving the local community of Melvich, Portskerra, Strathhalladale and Strathy on the north coast.

There are 37 children attending the school and 10 children in nursery, ranging from N2 - P7. P1 - 4 and P5-7 are taught together in a two multi-stage classes and there is a separate nursery for 2-4 year olds.

The headteacher has overall leadership responsibility for Melvich, Farr and Tongue Primary Schools and ELCs. The headteacher is supported by a Depute Head teacher and Principal Teacher. Staff and children from all schools come together throughout the year.

As the school roll comprises a small number of children, attainment and progress will be expressed in 'overall' statements, rather than specific year groups or Curriculum for Excellence levels. This is to ensure the identity of individuals is not disclosed.

Overall, attainment across the school in literacy and English and numeracy and mathematics is very good. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. Almost all children who face barriers to learning are making very good progress towards meeting their individual targets.

Overall children are making the following progress:

Reading

Very good progress

Writing

Very good progress

**Listening and
talking**

Very good progress

Numeracy

Very good progress

We have had no exclusions this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile



KINDNESS • **INCLUSION** • **RESPECT**
caoimhneas in-ghabhail spèis

Our vision is to support & challenge our children to be successful learners, to help them develop as responsible citizens and to work together to build positive memories

Melvich Primary School – at the heart of our community

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:

NUMERACY ACROSS THE CURRICULUM INCLUDING MODERATION

Purpose:

This priority is Highland wide and aims to improve attainment within numeracy

Progress:

Content:

- ✓ Staff are generally confident in delivering numeracy across the curriculum
- ✓ Attainment in numeracy has remained high with 94% of children have achieved the appropriate level within numeracy.

Impact:

- ✓ Staff have had protected time to focus on the development of the teaching of numeracy and have therefore been able to develop their understanding of the numeracy framework.
- ✓ The majority of staff are using the Highland Numeracy Framework as the basis for numeracy teaching at all levels
- ✓ Staff felt they have improved knowledge of strategies and engagement with numeracy online resources.
- ✓ Staff have benefited from working collegiately developing a shared understanding, which has been supported through externally led sessions and resources led by the Numeracy Support Officer.
- ✓ We have made appropriate progress with this priority.

Next steps:

- Identify a way to generate assessment data that is meaningful, robust and manageable and which supports progression.
- Explore how the numeracy champions initiative can be used to support raising attainment

School Priority:

DEVELOPING OUR CHILDRENS' UNDERSTANDING OF THEIR RIGHTS THROUGH OUR HEALTH & WELLBEING CURRICULUM

Purpose:

To further develop a positive ethos across the school and thereby support improved attainment and pupil and staff wellbeing.

Progress:

- ✓ We have met with other schools to learn from good practice and have started to integrate RRS within our curriculum.
- ✓ Our children show through their actions that they have a strong understanding of and respect for the rights of others and practice this in their daily behaviours.

Impact:

- ✓ Our children are much more able to discuss rights using appropriate language.
- ✓ Our staff who are leading this are more confident in implementing this initiative and have a good understanding of the principles that sit beneath RRS.
- ✓ We feel we have made some progress in this area.

Next steps:

- Conduct surveys to establish pupil and staff understanding of RRS.
- Embed within planning.
- Work towards RRS vocabulary being a normal part of our classroom conversations.

School Priority:**RE-ESTABLISH OUR ELC PROVISION, INCLUDING THE PROPOSED PROVISION FOR 2 YEAR OLDS****Purpose:**

All children will be supported to access high quality provision, with parent voice represented throughout the process and over the course of the session. All staff will be confident and secure in re-opening our service, with high quality provision in place.

Progress:**Content:**

- ✓ Our ELC is now open full-time and fully resourced. It is set up appropriately and very well used within the community. Parents have taken an active role within this process and staff have received appropriate training and support.

Impact:

- ✓ We have made very good progress with this priority.
- ✓ We have a robust QA calendar which ensures there is ongoing self-evaluation and quality assurance. This supports our expectation of a high quality provision.
- ✓ Policies and procedures have been set up and implemented in collaboration with all stakeholders, ensuring health and wellbeing is prioritised at all times.
- ✓ Our ELC environment is warm and welcoming and continues to develop according to needs.
- ✓ Provision is in place for children aged 2-5 and is very well used.

Next steps:

Work with HC to ensure the ELC environment continues to meet the requirements of the service.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Literacy and numeracy activities have supported learning progress and H&WB. Our data shows improvement within literacy and numeracy for all of the children included.

Wider achievements

Coileanaidhean nas fharsainge

- ✓ The Pupil Council have successfully engaged with all pupils and taken forward ideas and suggestions for playground activities.
- ✓ Our whole school is regularly involved in local litter picking to give a little back to the community.
- ✓ All P5/6 pupils have taken up the opportunity to participate in swimming lessons within school times.

- ✓ A number of children were successful in a recent campus sports event.
- ✓ Our Eco Committee has worked hard towards achieving their next Green Flag. The committee has been involved in numerous events throughout the year including The Big Plastic Count, Fairtrade Assembly, local litter picks, planting an orchard and designing and landscaping our pond area.
- ✓ We have many leadership opportunities available for our children including our ECO group, the Pupil Council, JRSOs, House Captains and the P7 Fundraising Committee.
- ✓ All pupils are very active in their house teams, meeting weekly to make further improvements to our school, ensuring pupil voice is always heard.
- ✓ Our Parent Council is very active and hugely supportive, for example they have funded our whole school trip to Eden Court.
- ✓ A number of our children achieve at a very high level in local clubs such as motocross, surfing, swimming, gymnastics and music. The children compete at regional and some at national competitions.
- ✓ Attending our local Mod and achieved great success with our choirs and whistle groups. Some individuals also did extremely well and now move onto the national Mod.

Comments from learners, families, stakeholders and staff

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

Parent & Partner Voice

- We are so lucky to have such a great school our children attend.
- The children are given lots of opportunities and our rurality never seems to be a barrier.
- Staff are welcoming and approachable.

Pupil Voice

- I love Melvich Primary the playground is fun.
- The timber tunnel helps us learn about growing our own food.
- Our trips are good fun and help us with our topics in class.
- My teacher and PSAs are good at helping me understand my work.

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	Very good	Very good
QI 2.3 Learning, teaching and assessment	Very good	Very 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

- *Highland priority linked to raising attainment*
- *Review our Curriculum Rationale & Vision, Values and Aims*
- *Literacy – improving writing*

Planning ahead

A' planadh air adhart

Full details of the school's 2025/26 improvement priorities and actions are detailed on the school improvement plan, which can be accessed by contacting the school office.