



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

MELVICH PRIMARY SCHOOL

PRIMARY/ELC



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%

SAFE, CHALLENGED, RESPECTED

School Profile

Pròifil na Sgoile

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

Attendance
93.9%

Average Class Size
16.5

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
33 (+10 nursery)

Teacher Numbers
2

Pupil Teacher Ratio
13.8

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

There are 33 children attending the school and 10 children in nursery, ranging from N3 - P7. P1 – 4 and P5 – P7 are taught together in two multi-stage classes and there is a separate nursery for 3- and 4-year-olds.

The headteacher has overall leadership responsibility, as Deputy Headteacher for the North Coast Campus, for Melvich Primary School and both Farr and Tongue Primary Schools. The headteacher is supported by a principal teacher.

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 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 good progress towards meeting their individual targets

Overall children are making the following progress:

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

We have had no exclusions this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Our Vision

To create a school where every child feels safe, valued and inspired to achieve their potential. We strive to nurture confident, caring and ambitious learners who are equipped with the skills, knowledge and resilience to succeed in school and beyond.

Our Values

Safe - We provide a welcoming environment where children feel physically, emotionally and socially secure. We promote positive relationships, wellbeing and responsible decision-making, ensuring that every child knows they belong and can learn with confidence.

Respected - We foster a culture of kindness, inclusion and mutual respect. We celebrate individuality, encourage children to value different perspectives and empower them to contribute positively to their school, community and wider world.

Challenged - We inspire curiosity, creativity and a love of learning. We encourage children to embrace new experiences, think critically, persevere through difficulties and strive for personal excellence in all areas of school life.

Our Aims

We aim to:

- Ensure every child feels safe, supported and ready to learn.
- Build positive relationships based on trust, kindness and respect.
- Develop confident learners who take pride in their achievements and recognise the strengths of others.
- Provide engaging and meaningful learning experiences that promote curiosity and enjoyment.
- Encourage resilience, independence and problem-solving skills.
- Support children to become responsible citizens who understand their rights and responsibilities.
- Celebrate effort, perseverance and progress alongside attainment and achievement.
- Promote health, wellbeing and positive mental health for all members of our school community.
- Offer opportunities for leadership, creativity, sport, enterprise and community involvement.
- Prepare children to become successful learners, confident individuals, responsible citizens and effective contributors.

In Practice

A child who experiences our school should be able to say:

"I feel safe to be myself. I am treated with respect and show respect to others. I am challenged to do my best, try new things and keep going when learning is difficult."

SAFE, CHALLENGED, RESPECTED

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 1: National Improving Writing Programme		
School Improvement Plan Priority 1		
Summary of progress	Next steps	Stakeholder Views
✓ Through participation in the National Improving Writing Programme, staff have engaged in high-quality professional learning focused on improving writing attainment, developing consistent approaches to teaching writing, and increasing learner engagement. The programme has strengthened staff confidence in teaching and assessing writing and has provided a shared language and methodology across the school. ✓ All teaching staff participated in professional learning opportunities, including the full-day training sessions, twilight workshops and moderation activities. Baseline assessments, including cold writing tasks and professional judgements, were used to identify learner needs and inform targeted teaching. Staff engaged with quality improvement tools and professional dialogue to explore the root causes of lower attainment and identify effective strategies to improve outcomes. ✓ Across the school, there is now a greater focus on explicit teaching of writing skills through clear learning intentions and success criteria. Learners are writing more frequently and are increasingly able to discuss their learning, identify next steps and explain the writing tools they are using.	• Continue to embed the National Improving Writing Programme approaches across all stages to ensure consistency and sustainability of practice. • Use attainment data, writing samples and moderation evidence to evaluate the long-term impact of the programme on learner outcomes and identify any remaining gaps in attainment. • Further develop learners' ability to independently apply the Tools for Writing across a wider range of curricular contexts and writing genres. • Strengthen opportunities for high-quality feedback and self-assessment, enabling learners to take greater ownership of their progress and next steps in writing.	Children in the upper class found writing smaller pieces more times a week more beneficial than a longer piece. Staff initially found the programme challenging to navigate. Parents commented favourably on children's writing in their feedback forms from the work packs being sent home.

Consistent approaches to planning, teaching and assessment have supported improved progression and continuity in writing experiences. ✓ Writing portfolios demonstrate increased application of writing skills across the curriculum, with learners showing greater confidence in using rich vocabulary, varied sentence structures and appropriate text features for different purposes. Moderation activities have improved staff understanding of standards and expectations, resulting in more consistent assessment practices. ✓ The programme has had a positive impact on learner engagement, with pupils increasingly viewing themselves as writers and demonstrating greater confidence when sharing and discussing their work. Staff report increased confidence and enjoyment in teaching writing, and collaborative working has strengthened professional practice across the school. ✓ Overall, the work undertaken through the National Improving Writing Programme has established strong foundations for continued improvement in writing attainment and achievement, supporting both excellence and equity for all learners.	• Continue regular moderation activities within school and across the cluster to maintain shared expectations and improve the reliability of professional judgement. • Provide targeted support and challenge for identified groups of learners to further raise attainment and continue narrowing any remaining attainment gaps. • Build on pupil voice by involving learners more fully in evaluating their writing progress and identifying strategies that support them to improve. • Continue professional dialogue and collaborative planning to share effective practice and sustain staff confidence in teaching and assessing writing. • Monitor the frequency, quality and impact of writing experiences across the curriculum to ensure learners have regular opportunities to apply and transfer their skills in meaningful contexts. Key Improvement Focus for 2026-27: To move from developing consistent writing approaches towards increasing learner independence, ensuring pupils can confidently select and apply writing tools, vocabulary and text structures independently across all areas of learning.	
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Impact	
The National Improving Writing Programme has contributed to very good attainment in writing across the school. Assessment evidence, professional judgement and learners' writing portfolios demonstrate improvements in the quality of written work, including the use of richer vocabulary, more complex sentence structures and a greater ability to write for a range of purposes and audiences. All pupils in P4 and P7 achieved their expected Curriculum for Excellence writing levels. This reflects the positive impact of consistent teaching approaches, explicit instruction in writing skills and increased opportunities for learners to practise and apply their learning across the curriculum. Learners are demonstrating a stronger understanding of success criteria and are increasingly able to use feedback to improve their work. Regular moderation and collaborative professional learning have also increased confidence in assessment judgements, ensuring attainment data is robust and reliable. The programme has enabled staff to identify and respond to learners' needs more effectively, contributing to improved outcomes for all pupils and supporting the school's commitment to excellence and equity. The National Improving Writing Programme has successfully strengthened teaching practice, improved consistency across the school and enhanced learners' confidence and engagement as writers. Learners have a clearer understanding of how to improve their writing, staff have increased confidence in teaching and assessing writing, and attainment outcomes have improved. The achievement of expected levels by all P4 and P7 pupils, alongside learners exceeding expectations, demonstrates the positive impact of this work and provides a strong foundation for continued improvement.	

School Priority 2: Furthering our understanding of human rights through HWB.		
School Improvement Plan Priority 2		
Summary of progress	Next steps	Stakeholder Views
A RRS focus group has been set up and children regularly met with DHT to discuss and ensure all children in the school are aware of their rights. We had aimed to achieve silver status but did not attain that this year. The children are becoming increasingly aware of their rights and an area	To continue to work towards silver status. This will be taken forward by the PT.	I have enjoyed being part of RRS this year – P7 pupil.

of the school has been designated as an RRS area. All classrooms have their own class charter.		
Impact		
Children are increasingly aware of their rights and the rights of other across the world.		

School Priority 3: Realising the Ambition – Learning Journeys in the ELC for 2 year olds.		
School Improvement Plan Priority 2		
Summary of progress and impact	Next steps	Stakeholder Views
Staff have engaged with professional learning linked to Realising the Ambition, including familiarisation with the Birth to Three sections of the guidance and professional reading to develop their understanding of early years pedagogy and the needs of younger learners. While further training opportunities have been identified and will continue to be accessed, initial work has been undertaken to support staff preparedness for welcoming two-year-olds into the setting. Communication and partnership with parents and carers have continued throughout the year.	There has been alot of work completed on this priority but due to staff changes there will be a need to ensure knowledge, skills and approaches are embedded across the team and are not reliant on individual members of staff. Continuing this priority will support consistency of practice and ensure that high-quality provision for two-year-olds remains sustainable. The focus next session will be embedding and enhancing practice. Staff should continue to engage with professional learning linked to Realising the Ambition, particularly the Birth to Three guidance, and develop a shared understanding of effective pedagogy for younger learners. Opportunities for professional dialogue, collaborative planning and visits to other settings should be maintained to support staff confidence and ensure best practice is shared	Staff feel more work needs to be done next year to embed the 2 year old Learning Journey/Curriculum taking into account any split placements. Parents commented favourably and were amazed at the amount of evidence within the learning journey.

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Seesaw remains available to all parents and family members involved in children's care, providing regular opportunities to share learning, celebrate achievements and maintain strong home-school partnerships as to strengthen inclusion for our two-year-olds.	amongst both existing and new team members. This aligns with QI 1.3 (Leadership of Change) and the Care Inspectorate Quality Indicators relating to Leadership and Management of Staff and Resources. Further work should also focus on refining approaches to observation, assessment and tracking to ensure the progress and development of two-year-olds can be effectively monitored and supported. As children become an increasingly established part of the setting, staff should evaluate the effectiveness of current systems and adapt them where necessary to meet the needs of younger learners. Ongoing self-evaluation and reflection, informed by observations, parental feedback and children's experiences, will support continuous improvement in line with QI 1.1 (Self-Evaluation for Self-Improvement). Next session's priority should focus on sustaining high-quality environments, developing staff expertise and demonstrating positive outcomes for children's wellbeing, engagement and progress. This will ensure Melvich ELC continues to build on the strong foundations already established and remains well positioned to deliver high-quality early learning and childcare for all children.	
Impact The actions undertaken this session have ensured that Melvich ELC is better prepared to safely and effectively welcome two-year-olds into the setting. Adaptations to the physical environment, the review of loose parts resources, have increased staff confidence that the setting can meet the care and safety needs of younger children. This demonstrates effective progress in QI 1.5 (Management of Resources), ensuring resources and facilities are aligned to the needs of all learners. Professional learning activities, engagement with Realising the Ambition and opportunities to observe practice in other settings have increased staff knowledge and understanding of the developmental needs of two-year-olds		

SAFE, CHALLENGED, RESPECTED

and the pedagogy of early learning. As a result, staff are better equipped to plan experiences and interactions which are appropriate for younger children and support their wellbeing, learning and development. This reflects positive progress within QI 1.3 (Leadership of Change) and the Care Inspectorate Quality Indicator relating to Play and Learning.

The development of approaches to tracking and monitoring progress, alongside ongoing engagement with families through Seesaw, has strengthened the setting's readiness to support children's individual learning journeys from an earlier age. Parents and carers continue to be well informed and involved in their children's experiences, supporting strong partnerships between home and the ELC. Collectively, these developments have established solid foundations for the successful integration of two-year-olds into Farr ELC and position the setting well to continue developing practice through ongoing self-evaluation and improvement (QI 1.1).

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Pupil Equity Funding (PEF) was used strategically to enhance staffing capacity and provide targeted support where it would have the greatest impact on learner outcomes. Funding enabled the effective deployment of Pupil Support Assistants across all stages of the school, allowing early intervention approaches to be strengthened and ensuring children requiring additional support were identified and supported promptly. This additional capacity helped accelerate progress for the learner entering P1, resulting in all learners achieving Early Level by the end of the session and establishing strong foundations for future learning.

Overall, PEF has been used effectively to increase capacity, strengthen early intervention and provide targeted support across the school. Through careful deployment of staff and resources, the school has accelerated progress for younger learners, closed identified gaps in attainment and ensured support is directed where it can have the greatest impact on improving outcomes and promoting equity for all learners

Wider achievements

Coileanaidhean nas fharsainghe

Pupils have continued to achieve success across a wide range of experiences both within and beyond the classroom, reflecting the school's commitment to providing rich and varied learning opportunities. A particular highlight was the school's achievement of 1st place in Keep Scotland Beautiful Nature Week, demonstrating pupils' breadth of knowledge, teamwork and ability to apply learning in new contexts. Learners also benefited from a range of educational visits at both local and regional levels, including visits to the Thurso Newton Room, which enhanced learning through real-life experiences and supported the development of skills across the curriculum.

Opportunities for leadership and responsibility have continued to grow throughout the session. Pupils have taken on active roles as Junior Road Safety Officers (JRSOs), Young Sports Leaders and Digital Leaders, contributing positively to school improvement and supporting their peers.

A new Rights Council was established to strengthen pupil voice and promote children's rights across the school, while participation in Cross Campus Sports activities, including the North Coast Unity Games, provided opportunities to develop teamwork, resilience and positive relationships with peers from across the area. Pupils have also continued to contribute to the school's Eco Schools journey, taking increasing responsibility for sustainability initiatives and environmental awareness.

The school has continued to strengthen links between learning, leadership and the school values. Residential experiences at Fairburn for our P7s further supported the development of confidence, independence and resilience, providing memorable opportunities for personal growth and wider achievement.

Parental engagement has also increased throughout the session, particularly through strong attendance and participation at Christmas performances and continued engagement with Seesaw.

P7 pupils completed Bikeability successfully and were commended for their effort and behaviour. Children from across the classes entered into the local Mod and Caithness Music Festival and participated very well.

Comments from learners, families, stakeholders and staff

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

I love being in school and enjoy it everyday. P6 pupil

Melvich Primary ensures all children has the best opportunities and as parents we are grateful for this. Parent

The school is full of happy children and staff. Staff member

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	Good
QI 2.3 Learning, teaching and assessment	Very good	Good
QI 3.1 Wellbeing, equality and inclusion	Very good	Very good
QI 3.2 Raising attainment and achievement/Securing children's progress	Very good	Very good
Other QIs reviewed	1.1, 1,5	

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

SAFE, CHALLENGED, RESPECTED

The evidence gathered throughout the session demonstrates that the school and ELC continue to have a strong capacity for continuous improvement. Despite changes in staffing and leadership responsibilities during the year, the school has maintained a clear focus on improvement priorities, ensuring that progress has continued through effective teamwork, distributed leadership and a shared commitment to improving outcomes for children and young people. Self-evaluation activities, professional dialogue and engagement with stakeholders have enabled the school to identify strengths, respond to emerging needs and adapt approaches where necessary.

The positive evaluations across the key quality indicators reflect the commitment of staff to delivering high-quality learning experiences, promoting wellbeing and inclusion and ensuring all learners are supported to achieve success. There is clear evidence that improvements are becoming embedded in practice, particularly through the development of the Learning and Teaching Framework, the strategic use of Pupil Equity Funding, enhanced opportunities for pupil leadership and the continued development of ELC provision. Strong relationships with parents, partners and the wider community further strengthen the school's ability to sustain improvement and respond effectively to future challenges.

Looking ahead, the school is well placed to build upon the strong foundations established this session. Staff demonstrate a willingness to engage in professional learning, embrace change and work collaboratively to improve outcomes for learners. Through continued self-evaluation, careful use of data and ongoing engagement with children, families and partners, the school remains confident in its ability to secure further improvements and deliver positive outcomes for all members of the school community.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

Raising Attainment in Writing

- ✓ Improvement in attainment, particularly in literacy
- ✓ Closing the attainment gap between the most and least disadvantaged children and young people

Gaelic

- ✓ Curriculum and assessment

Planning ahead

A' planadh air adhart

Full details of the school's 2026/27 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website [Melvich Primary School](#) or by contacting the school office.