



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025

Mount Pleasant Primary School & ELC



"We care..."

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.

Suzanne Urquhart

Head Teacher

Mount Pleasant Primary School

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
90%

Average Class Size
18.6

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
167 (+26 nursery)

Teacher Numbers
11

Pupil Teacher Ratio
15.4

N3
4.2%

N4
9.3%

P1
5.2%

P2
9.8%

P3
14.7%

P4
13.7%

P5
10.6%

P6
16.8%

P7
15.7%

SIMD Q1¹
0-10%

SIMD Q2
30-40%

SIMD Q3
40-50%

SIMD Q4
10-20%

SIMD Q5
0-10%

Unknown
0-10%

ASN²
20-30%

No ASN
70-80%

FSM³
10-20%

No FSM
80-90%

EAL⁴
0-10%

No EAL
90+%

2024/25 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading

Majority

Writing

Majority

Listening and talking

Most

Numeracy

Most

Gaelic Medium 2024/25 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Gaelic reading

Majority

Gaelic writing

Majority

Gaelic listening and talking

Majority

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

Our vision, values and aims are at the heart of everything we do at Mount Pleasant. They underpin our teaching and learning, and provide a safe environment which prepares our pupils to be confident, happy and responsible citizens.

SCHOOL VISION

Mount Pleasant Primary School and Nursery's Vision Statement is quite simply:

"We care..."

VALUES

We nurture each member of our learning community ensuring they feel welcomed, cared for and valued.

We demonstrate a "can do" attitude and value collaborative work to achieve success.

We value inclusion for our children and young people ensuring opportunities for all.

AIMS

Our school and wider community aim to provide an inspiring environment with high quality learning experiences for our children and young people.

We aim to support our children and young people to be all that they can be, both in the classroom and the community.

Through close working relationships between the school, our pupils, their families and partners, we aim to ensure the best possible start in education and life-long learning for our children and young people.

We will do this through working in genuine partnership with all stakeholders and will learn from looking inwards, outwards and forwards.

The Vision, Values and Aims incorporate all aspects of Mount Pleasant School, including our English and Gaelic Medium Early Learning and Childcare, our Gaelic Medium classes and our Enhanced Provision.

"We care..."

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: National Writing Improvement Programme

Purpose:

This project had been developed in response to internal and external school data that indicated that we needed to accelerate the progress of learners so that more of them achieve age related expectations at each stage in Literacy with a focus on Writing.

Progress:

- ✓ P3-P5 teachers completed the National Writing Improvement Programme training whilst the remaining teachers focused on Literacy for All training
- ✓ All teaching staff now use Jenny Wilson's rubrics to assess the pupils' key pieces of writing
- ✓ All staff are working towards consistency in how we implement expectations in writing

Impact:

- ✓ There has been a marked increase in writing attainment in P3 and P4 classes.
- ✓ Teachers have a clear and consistent understanding of how we assess writing
- ✓ We have made good progress with this project creating a good foundation on which we can build.

Next steps:

- to continue to implement the National Writing Improvement Programme
- to agree and implement expectations around writing to ensure consistency across the school
- to ensure we continue to develop our use of Literacy for All to track and record literacy difficulties from P1 to P7

School Priority:

Moderation and Assessment

Purpose:

This project has been developed in response to dips in attainment in both Literacy and Numeracy across Highland. There is variation in confidence across schools in using the Bench marks. Self evaluation activities have also identified this as a priority for our school staff.

Progress:

- ✓ All staff have participated in moderation across a variety of curriculum areas, both in our own school as well as across the Thurso ASG
- ✓ All staff have completed assessments and imputed their data in line with the Assessment calendar

Impact:

- ✓ Learning networks have been created through cross working within the ASG
- ✓ Collation of data was effective and allowed staff to use a variety of evidence to make judgements on attainment

- ✓ Tracking meetings have been held and discussions had about individual pupils' progress
- ✓ All teaching staff inputted their attainment data on the Progress and Achievement module on Seemis
- ✓ HT participated in a central moderation activity around Literacy and cascaded this information back to teaching staff
- ✓ Staff are more engaged in analysing the range of data available to them including NSAs and SOFAs
- ✓ Good progress was made with this project allowing staff to grow in confidence in both moderation activities and ACEL judgements

Next steps:

- to review the Assessment calendar to ensure it is effective and streamlined
- to continue to embed the moderation process in school and across the ASG
- to embed the Highland Tracking, Monitoring and Reporting Policy

School Priority:

Robust Provision for Health and Wellbeing

Purpose:

This project was developed to allow us to gather robust data about Health and Wellbeing in our school and to promote the Rights of the Child.

Progress:

- ✓ Class teachers gathered pupil data using the Highland Wellbeing Profile
- ✓ Staff participated in activities to review the current Vision, Values and Aims of the school.
- ✓ ELC staff are now confident in recording relevant information in their children's Care Plans

Impact:

- ✓ Staff understand the need for us to provide clear and explicit teaching around our shared values to improve relationships and conduct in school
- ✓ All children in the ELC have Care Plans in place that are relevant, effective and positively contribute to their daily experiences.
- ✓ Progress in this area was limited due to the need to prioritise the first two projects in the Improvement Plan

Next steps:

- Continue to gather pupil data using the Highland Wellbeing profile
- To set up and implement a steering group to achieve the Rights Respecting Schools Bronze Award
- To continue the review process for the Vision, Values and Aims of the school
- To implement explicit learning activities based on the school's shared values

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

PEF was mainly used to fund an additional teacher, PSA time and a Children's Services Worker. These colleagues focused on supporting individuals and groups of children in Numeracy and Literacy. This year we have seen a rise in attainment in our ACEL data in P1, P4 and P7. Although the introduction of a CSW to the school team was only for a short period of time, all staff could see the potential benefits of this. We would like to see this continue into next session.

"We care..."

Wider achievements

Coileanaidhean nas fharsainghe

Individual entries into the Caithness Music Festival, the P6/7 Football Festival, P6/7 Netball Tournament, P6/7 Rugby Festival, our whole school Christmas Show, P7 Rotary Quiz, P1-P7 and EP Sports Day. End of Year trips including P7 Residential Trip to Glenmore, P6 surfing, P1/P2 and GM to Forse of Nature. Fundraising events – Children in Need, Red Nose Day, monthly non-uniform days. Pupils have had regular opportunities to make music with the belleplates and touch bells both in whole school assemblies and in class activities. P3 had regular Kodaly sessions. We were awarded the “We are Music” Bronze Award. P6 and P7 classes attended the Newton Room to participate in STEM learning. The Science Festival visited the school. All classes had the opportunity to participate in a range of events.

Comments from learners, families, stakeholders and staff

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

Information Received from School Survey:

PARENT COMMENTS

“I have always been pleased with how approachable and helpful staff are.”

“We have had a few family problems this year and they have been fantastic in supporting my child and we can't praise ALL staff enough.

“The school staff are so kind and helpful - nothing is a bother”

“The school has a good community spirit.”

“I know if I have any concerns it will be dealt with immediately.”

“I cannot commend all staff within the school enough - they are 100% dedicated approachable and in touch with all areas of a child's development”

PUPIL COMMENTS

“I love my friends and school.”

“I like the school because the staff encourage us to do well in our work.”

“Everyone keeps me safe and are so nice to me.”

“They put us in seats where we will not be silly and talk”

“My school is the best school ever.”

“All the teachers are nice”

“We care...”

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	Good	Satisfactory
QI 2.3 Learning, teaching and assessment	Good	Satisfactory
QI 3.1 Wellbeing, equality and inclusion	Good	Good
QI 3.2 Raising attainment and achievement/Securing children's progress	Good	Satisfactory

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

Raising Attainment
Robust Provision of Health and Wellbeing

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 on our website: <https://mountpleasantprimary.wordpress.com> or by contacting the school office.