



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

MOUNT PLEASANT PRIMARY AND 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%

Including, Caring, Achieving, Respecting, Enquiring

School Profile

Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](https://parentzone.scot.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
91.5%

Average Class Size
19.2

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
150 (+28 nursery)

Teacher Numbers
10

Pupil Teacher Ratio
15.1

N3 8.4%	N4 7.3%	P1 9.6%	P2 5.6%	P3 10.1%	P4 15.7%	P5 13.5%	P6 11.8%	P7 18%
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SIMD Q1¹ 0%	SIMD Q2 32%	SIMD Q3 49.5%	SIMD Q4 18.5%	SIMD Q5 0%	Unknown 0%
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ASN² 22.5%	No ASN 77.5%	FSM³ 23%	No FSM 77%	EAL⁴ 1.1%	No EAL 98.9%
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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

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

Reading	Writing	Listening and talking	Numeracy
Majority	Majority	Most	Majority

Gaelic Medium 2024/25 Proportions of pupils achieving Curriculum for Excellence Levels (C1, P4, P7 combined):

Gaelic reading	Gaelic writing	Gaelic listening and talking
Most	Most	Most

We have had no exclusions this year.

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

Including

Caring

Achieving

Respecting

Enquiring

AIMS

We aim to provide an inspiring environment with high quality learning experiences.

We aim to support our children and young people to be all that they can be.

We aim to work closely with pupils, families and partners to ensure the best possible start in education and life-long learning.

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

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

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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: Raising Attainment and Achievement in Literacy		
School Improvement Plan Priority 1		
Summary of progress	Next steps	Stakeholder Views
✓ We have made good progress with this priority creating a good foundation which we can build on next session. ✓ All teaching staff are planning using the Highland Council Literacy and English Progression Framework. ✓ Staff have a clear understanding of how we gather Literacy assessment data. ✓ All teaching staff now use Jenny Wilson's rubrics to assess the pupils' key pieces of writing. ✓ P4 and P5 teachers have continued to implement the National Writing Improvement Programme. ✓ All staff are working towards consistency in how we implement expectations in writing and reading. ✓ Learning Intentions and success criteria are visible for writing lessons. ✓ We have a whole school approach to tracking and recording literacy difficulties from Primary One to Primary Seven.	✓ To agree and implement expectations around writing to ensure consistency across the school, eg frequency and duration of sessions. ✓ Update our curricular tracker to allow us to track progress over time from P1-P7. ✓ To agree the frequency of reading sessions per week. ✓ To continue to ensure that writing activities have visible LI and explicit SC. ✓ To ensure we continue to develop our use of Literacy for All to track and record literacy difficulties from P1 to P7.	92% of parents who completed the Self-evaluation survey felt that their child gets the support they need to do well. 85% of parents feel that their child is making good progress. 91% of pupils feel that their work is hard enough. 88% of pupils know who to ask for help if their work is too hard.

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Impact	
- Literacy planning documents are consistent across the school. - Assessment data is recorded in accordance with the school Assessment Calendar. - There has been an increase in writing attainment in our P4 class. - Teachers have a clear and consistent understanding of how we assess writing. - We have a whole school approach to tracking and recording literacy difficulties from Primary 1 to Primary 7.	

School Priority 2: Robust Provision for Health and Wellbeing		
School Improvement Plan Priority 2		
Summary of progress	Next steps	Stakeholder Views
✓ We have made good progress with this priority with staff participating in discussions around supporting pupils with emotional regulation, the importance of maintaining positive relationships with pupils while promoting expectations/boundaries as well as exploring the UNCRC articles. ✓ Staff have implemented the Highland Wellbeing Profile and have started to use this data to lead conversations with pupils in their classes. ✓ Staff have begun to use language associated with the Zones of Regulation to ensure a consistent approach toward pupils experiencing periods of dysregulation. Some staff have also used the Zones to track engagement for pupils on part-time timetables to help identify triggers and trends. ✓ Selected Articles from the UNCRC were shared and discussed during Infant, Upper and Whole School assemblies. ✓ The pupils, parents, staff and stakeholders have reviewed and updated the Vision, Values and Aims of the school.	✓ To continue to embed the use of the Highland Wellbeing Profile to identify trends and areas of development for addressing either as a whole school or as a class group. ✓ To continue to embed Zones of Regulation throughout the whole school. ✓ To achieve Bronze accreditation as part of the Rights Respecting Schools Award. ✓ To share the draft Mobile Phone Policy with pupils, parents and stakeholders to agree its contents and implement it fully. ✓ To share the draft Promoting Positive Relationships with	Out of the parents who completed the Self-evaluation survey, 31% strongly agreed and 69% agreed that their child likes being at this school. 73% of the pupil respondents feel that they can speak to someone in school if they are worried about something. 84% of parents feel that the school supports their child's emotional wellbeing. 79% of pupils feel that the school helps them to understand and respect others.

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✓ Regular meetings to discuss attendance rates and provision for part-time pupils are planned for and allows for timely interventions to be implemented to promote consistent attendance at school. ✓ We have created a draft Mobile Phone Policy which links to expectations at Thurso High School and it is now available for sharing with stakeholders for review before being implemented. ✓ We have created a draft Promoting Positive Relationships Policy which reflects our ethos and the values that underpin this.	pupils, parents and stakeholders to agree its contents and implement it fully.	
Impact		
• Pupils and staff are using consistent language to talk about emotions and how to manage big feelings. • Staff have increased confidence in supporting pupils to regulate their emotions. • Staff and pupils have a good knowledge and understanding of the Rights of the Child and are beginning to use these in discussions in the school. • We have an updated, refreshed Vision, Values and Aims statement for our school that reflects where we are now, which is simple to remember and can be applied to many learning situations. • Interventions to encourage attendance or to increase part-time attendance are discussed and implemented in a timely manner because of regular Management Team reviews.		

School Priority 3: Action Plan for ELC following Care Inspectorate Visit (Nov 2025)		
This Priority was not part of our Initial School Improvement Plan for this session		
Summary of progress	Next steps	Stakeholder Views
Leadership ✓ An appropriate Action Plan was implemented following the Care Inspectorate visit to address the points that were raised. ✓ All staff in the ELC undertook a leadership role within the setting to help drive forward improvements.	✓ To employ 2 additional EYPs and 2 support workers. ✓ To ensure appropriate induction activities and mentoring arrangements are in place.	Information from CI Questionnaires One parent said they would like to see more availability of resources outdoors, as there was not much for their child to play with. They also commented that they would like

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✓ Evidence was gathered by HT, SEYP, PCCM and EYESO through monitoring activities such as walkthroughs, audits and case tracking and used to discuss performance during regular Support and Supervision meetings with staff. ✓ An additional EYP and SEYP were appointed to work in the setting. Children Play and Learn ✓ All staff undertook an audit of the environment and made changes to improve the children's engagement. ✓ Some staff visited another setting to observe practice. ✓ All staff attended Observation Training. Children are Supported to Achieve ✓ Personal Care Plans for the children were audited and feedback given to staff. ✓ Regular team meetings were held with opportunities to discuss individual children and support strategies.	✓ Clear guidance shared with staff regarding their Core, Inset and Training Hours. ✓ CPD folders to be set up for all staff to provide an allocated space to track and reflect on training. ✓ Implement an updated Quality Assurance Calendar. ✓ Headteacher to spend substantial blocks of time in the setting. ✓ Regular Support and Supervision meetings to take place for all staff to provide feedback on practice, areas of strength and areas of development. ✓ All staff to undertake regular audits of the environment in the ELC and to take on responsibilities for areas within the setting.	their child to have greater access to the outside area. Another parent said that pick up and drop off was often rushed, which meant they were not given much time to discuss their child's development needs. One parent also commented that they would like to see more updates through the use of digital platforms, which could further enhance communication and engagement.
Impact		
• Headteacher has a greater understanding of the setting and staff skill set. • All staff have a greater understanding of their role and have opportunities for leadership. • Children have more support with a higher level of ratios. • Children's engagement has increased with the changes to the environment and the re-introduction of provocations.		

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Our PEF allocation was mainly used to fund additional PSA time and a Children's Services Worker.

Our PSAs focused on supporting individuals and groups of children in Numeracy and Literacy while the CSW focused on building relationships to promote greater attendance in school and class.

Our greatest success in PEF this year has been in Numeracy where 73% of the children made the expected increase in achievement. Reading saw high levels of disengagement in the Upper classes which will need to be considered moving forward. We currently have a very active Librarian group so we can look to utilise this to good effect.

Although our Children's Services Worker was not appointed until October 2025, we have seen individual pupils move from part-time attendance to full-time attendance as well as an increase in class attendance for pupils who were learning outwith their main class environment. Engagement levels for some of the pupils have also increased which has allowed us to gather assessment data which we can use to identify appropriate next steps. The CSW has supported pupils to access their learning which will, in time, increase their attainment.

We were also able to fund additional reading resources and Widget online which we will continue to use to support pupil learning in the coming sessions.

Wider achievements

Coileanaidhean nas fharsainghe

Pupils have participated in individual, group and class entries for the Caithness Music Festival. P1-6 pupils had the opportunity to participate in vocal tuition with Kara Mackay which was funded by our Parent Council. In December, P1-7 performed in our annual Christmas Show for the school community. P3 have had regular Kodaly sessions. P6 have enjoyed Feis Rois sessions, learning the tin whistle.

Classes have enjoyed a variety of sporting experiences; the P6/7 Football Festival, P5-7 Netball Tournament, P6/7 Rugby Festival, P4/5 swimming sessions, Riding for the Disabled, as well as sessions organised by High Life Highland. P6 are currently undertaking their Bikeability training. We also host an annual Sports Day for EP and P1-7 pupils,

We host regular fundraising events for charities; Children in Need, Red Nose Day, our own Parent Council and our own School Fund.

The Science Festival visited the school. All classes had the opportunity to participate in a range of events. STEM activities were also accessed by pupils through outreach to the school and P6 and P7 visiting the Newton Room.

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P7 took part in the Rotary Quiz, competing against peers from other local schools. They also had a residential trip to Glenmore Activity Centre where they took part in gorge walking, paddleboarding and other outdoor pursuits.

We were also supported by visits from Roger and Rusty who work with the Pets as Therapy charity. We used these visits for pupils to read to Rusty in our school Library to help them develop their reading skills.

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	Satisfactory	Satisfactory
QI 2.3 Learning, teaching and assessment	Satisfactory	Satisfactory
QI 3.1 Wellbeing, equality and inclusion	Satisfactory	Satisfactory
QI 3.2 Raising attainment and achievement/Securing children’s progress	Satisfactory	Satisfactory
Other QIs reviewed		

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

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Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

Raising Attainment
Health and Wellbeing
Curriculum Improvement Cycle

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

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