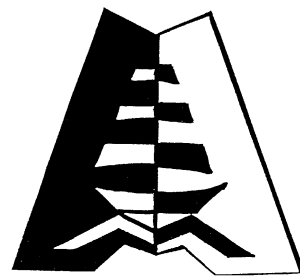




STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025

**Muirtown
Primary
School**



Respect, Resilience, Teamwork, Pride, Kindness

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.

Janice MacRae
Head Teacher
Muirtown 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 93.4%	Average Class Size 24.9	Meeting PE Target Target Met
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Pupil Numbers (inc nursery) 174 (+48 nursery)	Teacher Numbers 9	Pupil Teacher Ratio 19.6
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N3 XX%	N4 XX%	P1 14.4%	P2 11.5%	P3 16.7%	P4 15.5%	P5 11.5%	P6 13.2%	P7 17.2%
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SIMD Q1¹ 10-20%	SIMD Q2 0-10%	SIMD Q3 10-20%	SIMD Q4 40-50%	SIMD Q5 10-20%	Unknown 0-10%
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ASN² 40-50%	No ASN 50-60%	FSM³ 0-10%	No FSM 90+%	EAL⁴ 0-10%	No EAL 90+%
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2024/25 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Most	Most	Almost all	Most

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

Muirtown Primary School



In partnership with all members of our school community, we will provide a supportive and positive environment which challenges our children to be the best they can be and prepares them, both mentally and academically, for the future.



Our Vision

Kindness



Respect

Our Values



Resilience

Pride

Teamwork





Our Aims



Provide a safe and happy learning environment where all children can feel confident to be themselves and know that they will be supported to overcome the challenges they meet.

To build a mentally healthy school community with an ethos of respect and inclusion.



Provide an exciting, challenging and motivational curriculum which will support all children to develop the skills they need to become successful learners, confident individuals, responsible citizens and effective contributors in today's society.

To be the best we can be by setting high expectations for attainment, achievement, behaviour, attendance and punctuality.

To develop and maintain positive relationships with all members of our school community and to work as a team. #TeamMuirtown #WorkingTogetherAchievingMore

To celebrate all our successes, no matter how small.



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:


Action Plan 1 – Our School, Our Curriculum

Purpose:


- We have been working hard to develop our Curriculum at Muirtown and want to further develop this good work to ensure we offer all our children the best opportunities we can.
- We have participated in the National Writing Programme throughout session 23/24, with a focus on first level. We can see the positive results of this engagement and want to develop this further by extending the programmes strategy to further stages of our school.
- We have a number of children who experience difficulties with certain aspects of literacy. We want to upskill our teaching staff so that they are best equipped to support these difficulties, so we have signed up to take part in Literacy For All training.
- UNCRC is becoming law in Scotland from June 24 and we want to ensure that our curriculum and the life and ethos of our school reflects this

Our School, Our Curriculum


- Unpick various curriculum areas, giving consideration to pedagogy and ensuring that meaningful progressions and assessment approaches are in place which reflect our school community, building up our rationale.
- Explore and exemplify what the UNCRC becoming law in Scotland will mean for us in Muirtown
- Develop a whole school approach to the promotion of reading for pleasure and reading for information.




- Embed and extend the principles of the National Writing Programme pedagogy.
- Continue work developing our digital curriculum rationale.



Engage in whole school Literacy For All training, embedding key strategies to support literacy skill development.



24/25 Action Plan




Progress:

UNCRC

- All staff (including teaching, ELC, Clerical and support) have taken part in training linked to the UNCRC and have had opportunities to explore strategies and resources to support exploring children's rights within the curriculum.

Impact:

- Staff feel upskilled in relation to the UNCRC and are confident to integrate links to children's rights to teaching and learning opportunities. Progressions and policies have begun to be updated to reflect the principles of the UNCRC.
- Staff professional development on the UNCRC has led to an increasingly consistent and rights-respecting approach to classroom management.

<ul style="list-style-type: none"> • There is an increased knowledge and understanding of the UNCRC throughout our school community. 	<ul style="list-style-type: none"> • School has been accredited as a Gold Rights Respecting School, which has raised the profile of rights throughout our school community.  <ul style="list-style-type: none"> • Children in school are able to discuss their rights and are aware that they are Rights Holders and that the adults who support them to access their rights are known as Duty Bearers. • Children have access to posters and books which provide information about their rights and have been involved in co-constructing our school participation strategy. • Parents have had opportunities to engage with UNCRC articles through hands on activities at Parent Council meetings, open afternoons and at Parent Evenings. • Parents report a greater understanding and appreciation of the school's commitment to children's rights. • The school and ELC environment visually reflects a commitment to children's rights, through displays and charters. • ELC profile folders evidence learning through rights
<p>Curriculum RME</p> <ul style="list-style-type: none"> • RME progressions have been reviewed and updated, with links being made to the UNCRC and key events within the life and ethos of our school. • RME How To Guide created as part of our Curriculum Rationale to support learning and teaching. 	<p>Curriculum RME</p> <ul style="list-style-type: none"> • Staff have all engaged in professional discussions about RME, which has resulted in increased confidence in this area of the curriculum. Progressions have been refreshed in a way which reflects our school community and will support Other World Religions to be studied in greater depth at different stages of the school. • This will ensure a consistent approach and clarity across of school with regards to teaching and learning RME.

Reading For Pleasure

- A positive reading culture is evident across all stages of our ELC and School

- New positive partnerships in place to help support our reading for pleasure agenda.

Reading

- We have been accredited as a Silver Reading School with the Scottish Book Trust and are making good progress towards Gold.

Children are increasingly initiating conversations about books with peers and adults, spontaneously recommending titles, sharing their reading experiences and requesting new books for the library.

Feedback from focus groups and reading clubs reveals that children are developing stronger personal preferences for books, genres and authors, and articulating reasons for their choices.

There is a marked increase in children choosing to read during 'free choice' time in the classroom and playground via our Book Bus.

Parents report that their children are more enthusiastic about reading at home and are actively seeking out books, with graphic novels being particularly popular.

Parents of children with English as an Additional Language have helped to create reading recommendation lists in their home languages.

All classes have engaged in at least two author sessions, either in person or online.

A growing number of families are engaging with library services.

A lunch time graphic novel club has been established due to pupil demand. This is very well attended.

Whole school involvement in reading events such as World Book Day and Book Week Scotland.

Staff are more aware of how to access resources such as Authors Live sessions to promote reading for pleasure in their classrooms.

Children across the school and ELC are recognised for reading successes by Star Reader Awards, organised by our pupil Reading Champs.

- Jen Grange from Scottish Book Trust has delivered CPD sessions to all EYPs, PSAs and teaching staff.

Asuka from Inverness Library has delivered CPD to teaching staff, raising awareness of services on

<ul style="list-style-type: none"> • How To Guide to support Reading For Pleasure created to support a whole school approach, with links made to UNCRC and Metaskills. • Continued investment in our school library refresh. 	<p>offer from the library and how we can work together to promote reading for pleasure. All teaching staff visited Inverness Library for a tour which has generated enthusiasm for joint working. All class teachers and EYPs now have an active Highlife Highland Library Card.</p> <ul style="list-style-type: none"> • This will ensure a consistent approach and clarity across of school with regards to promoting reading for pleasure. Guide has been shared by Scottish Book Trust as an example of good practice • Newly purchased graphic novels have created a real enthusiasm for reading, with children sharing news of new releases, feedback on books read, etc. • Huge investment in new books has ensured that the texts on offer reflect today's diverse society, with characters of different races, characters with different additional support needs, books in the children's home languages, etc on offer. • Children report that they can see themselves in the texts on offer and they are also keen to develop their knowledge and understanding of other people and places through the books they read. • Children now have access to a variety of different genres, which were previously lacking in our library including poetry, graphic novels and non fiction. • World Book Day sponsored read event raised over £900 in commission for new books, allowing us to invest in a wealth of new books.
<p>Reading For Information</p> <ul style="list-style-type: none"> • Reading for information identified as a natural next step in the development of our library areas and positive reading culture. • How To Guide to support Reading For Information created to support a whole school approach. • Plan for investment to develop access to non fiction texts in place. 	<p>Reading For Information</p> <ul style="list-style-type: none"> • List of themes/topics for investment created by staff, which links to contexts from progression planners. Investment in these areas will ensure children have access to texts to support their learning across all aspects of their curriculum. • Staff have reviewed how we plan for reading for information across all stages. This audit has been used to develop a How To Guide for Reading for Information which will support a whole school, consistent approach. • Our Reading Champs have organised our library to ensure there is an identified area for non fiction books. We have started to invest in new contemporary texts which link to key interests areas and which can be used to support learning and teaching across all stages.

	<ul style="list-style-type: none"> Children are demonstrating an enthusiasm for choosing non fiction texts, which is supporting their general knowledge in interest areas.
NIWP <ul style="list-style-type: none"> Two additional members of staff have taken part in training associated with the National Writing Programme. P3-P7 classes are all following the writing pedagogy from the National Improving Writing Programme. 	NIWP <ul style="list-style-type: none"> 5/7 class teachers all trained in the principles of NIWP. Teachers demonstrate increased confidence teaching writing, with greater clarity of benchmark expectations for their given stage. Improved attainment in writing for almost all children involved in the writing programme. A number of children in P3 and P6 expected to attain first/second level respectively by November in session 25/26. <p>Children are more confident in identifying their next steps in writing. Almost all children are more engaged in their writing since the introduction of NIWP. Parent feedback on children's written work is very positive.</p> <p>Good progress is being made in this area and we will continue to build on this next session.</p>
Next steps: <ul style="list-style-type: none"> To revisit the Why, How and What of our curriculum as an important driver for our curriculum rationale Focus on the A,B,C of education (Attendance, Attainment, ASN, Behaviour, Curriculum) ensuring they are at the heart of everything we do and are reflected in our policies, progressions and how to guides. To further review and ensure our curriculum reflects the diversity of our society and the principles of the UNCRC Build on our success from Seachdain na Gaidhlig by reviewing our 1+2 provision To ensure all children are known, included and challenged everyday within our school To review the opportunities we offer for outdoor learning and to further develop this area of our curriculum To continue to embrace opportunities for community links and partnership working to support all aspects of our curriculum To review and evaluate our new RME progressions, updating as necessary To ensure opportunities for moderation, both within and outwith school. To embed use of literacy rubrics to support assessments To update tracking processes in light of new ACEL Seemis codings. 	

- To continue our work developing our school library areas.
- To develop digital skills within ELC to support and enhance learning
- To support a consistent approach to digital learning across our school, exploring how it can be used to support access the curriculum for individual children.

School Priority:

Action Plan 2 – Supporting Engagement For All

Purpose:

- We have been working hard to develop opportunities for pupil participation. This action plan aims to enhance this good work further to ensure all children have a voice in the life and ethos of our school, thus ensuring all children feel that school supports them to be heard (This links to Action Plan 1 exploring UNCRC)
- Metaskills have been introduced through assemblies and class discussions throughout session 23/24. We now want to build on this work to support all children to understand the different skills they are developing both within school and through their wider achievements. A fuller understanding of their skills development will support our children to be more fully engaged in their learning, being able to both evaluate and set next steps for their personal development.
- The above Metaskill work will link into our pupil profiles. Senior pupils will further develop this work as digital profiles, using Google Sites.
- A recent parent survey revealed that some parents feel they would value further information about how they can support their child's learning at home and more opportunities for engagement over the school year. They would also like more information about how their child is assessed in their learning. This action plan will support us to work with parents to create a calendar of engagement which will support them to fully engage in the life and ethos of our school and to support their child's learning journey. It will also support us, through links with Educational Psychology, to be aware of training/support opportunities for parents as they become available.
- We have developed a positive and exciting relationship with Jo Chamberlain, Educational Psychology, who is going to work with us on a case study about participation following the launch of the 'Children and Young People's Participation Strategy Highland'.
- We want to ensure we are offering the best opportunities we can to engage all our learners and we know that partnership working can offer great support in this area. Through this action plan, we will embrace and further develop opportunities to engage all our children and families by making links with partners such as Educational Psychology, PMHW, Young Carers, our Military Liaison Officer, Practice Lead, Inverness Library/Bookbug, The 14 Kindness, Respect, Teamwork, Pride, Resilience Pines, Queen Margaret University Diversity Toybox, Reading Schools, Kinmylies Church Youth Leader, etc. We will also work to ensure we are doing our best to support our Looked After Children through working towards The Promise Award.

Supporting Engagement For All

- Develop use of Metaskills across our school, making links within pupil profiles
- Develop digital profiling across P5-7
- Embrace opportunities for partnership working to support individuals and groups of learners to ensure equity and excellence for all.
- Further promotion of pupil voice through leadership groups, self evaluation and classroom opportunities
- Ensure the life and ethos of our school reflects society as a whole, mirroring the experiences of our children and families and offering windows into the experiences of others, ensuring everyone feels valued
- Develop a calendar of engagement opportunities to support parent voice, helping them to become active participants in their child's learning

24/25 Action Plan

Progress:

Pupil Participation

- Pupil leadership groups were refreshed for this session, in line with pupil interests, school priorities and staff availability.

Impact:

- All children are active members of a pupil leadership group which meets fortnightly.

Pupil leadership groups have supported our children to have a positive voice within our school, local community and wider world.

Using our voices to make a difference!

One voice can make a difference!
 One voice can change a village!
 One voice can change a country!
 One voice can change a nation!
 One voice can change the world!



Article 12

The right to be heard

Article 12 says that every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.



Pupil leadership groups are organised into lower, middle and upper groups which have worked well to promote learning opportunities for all children.

The work of our Pupil Leadership groups has resulted in us gaining a number of high profile awards, accreditations and recognition for our school: Gold Rights Respecting Schools Award; Silver Reading Schools Award; Fairtrade Award; Climate Justice Challenge artwork on display in Westminster; successful Highland Foodbank collection.

The achievements of our pupil leadership groups from across the session have been collated into a digital book and shared with parents. We have received lots of positive feedback on this work.

https://read.bookcreator.com/dYLGjpkEqAhPng4UZIWEojsEx2r1/Q-1WPYbvS-ekfzXVvM_RcA

- Opportunities for pupil voice and participation reviewed and 'How To Guide For Pupil Voice and Participation' created.

- There will be a consistent value placed on pupil voice and participation across our ELC and school.

Children feel engaged in the life and ethos of our ELC and school and know that their voice and opinions are heard and taken seriously.

Observations of children engaging in pupil leadership groups show more confident and articulate contributions from children, as they understand their right to be heard.

Staff have observed that children are more willing to express their opinions and offer constructive feedback on classroom activities and the life and ethos of our school through focus groups.

The environment and experiences offered in ELC are planned for based on children's interests and are updated regularly.

Evidence from surveys and focus groups indicates that children feel more listened to and valued within the school community.

Staff invited to be part of wider conversation about promoting participation across our local authority as a result of our work in this area.


Parental Engagement

- Opportunities for parental engagement have been reviewed and feedback was very positive.

- Engagement opportunities were discussed with our Parent Council. Feedback was very positive on opportunities offered. List of opportunities shared with wider parent body at parents evening for feedback. No further opportunities requested/suggested.

- 100% of parents who responded to our end of session survey agreed or strongly agreed to almost all questions. The only area where parents would appreciate more input is support to understand how their child's progress is assessed. New P1 parents were surveyed on our transition arrangements. Responses were again very positive. (See graphs at end of report)
High engagement levels at all parental events such as shows, open afternoons, parents evenings and sports day have been recorded.



	
Metaskills <ul style="list-style-type: none"> Teaching staff have an increased understanding of Metaskills Most children are able to discuss and reflect on the Metaskills they are working on. 	Metaskills <ul style="list-style-type: none"> Most teachers are using the language of Metaskills within their classroom, making valuable links to learning experiences and skills development. Most children are able to make links between Metaskills and their wider achievements. Children are demonstrating greater confidence in using language associated with Metaskills when discussing their learning.
Digital Profiling <ul style="list-style-type: none"> All children in P5,6 and 7 have a live digital profile in the form of a Google Site to supplement their profiling folder. 	Digital Profiling <ul style="list-style-type: none"> Children are growing in confidence in using Google Site to reflect on and share their learning. Digital Profiling Strategy created for teachers to ensure consistency of approach. QR Codes have been created to support easy access for parents to access their child's digital profile. Time has been taken to reflect on this approach and we have decided to focus on P6 and P7 for digital profiles next session due to them all having one to one devices.
Positive Partnership working to support individuals and groups within our school community <ul style="list-style-type: none"> Partnerships embraced to support individuals and groups within our school community. 	Positive Partnership working to support individuals and groups within our school community <p>Military Children</p> <ul style="list-style-type: none"> All teaching staff have engaged in Emotional Cycles of Deployment training from the Military Liaison Group Education Lead – Armed Forces Families, Highland Council to help equip us to support our military children. School subscribed to Reading Forces which provides children's newspapers to military children. Our military children and families report that they feel well supported within our school. <p>Young Carers</p> <ul style="list-style-type: none"> Referrals have been made for children identified as Young Carers. Young Carers supported by our Young Carer Community Worker, Caroline Graham, through regular visits

	<ul style="list-style-type: none"> Identified children receive invites to out of school events throughout the year. Young Carers feel heard and supported. They appreciate being with other children in similar situations. Increased awareness of the Young Carer system has developed empathy for these identified children and a growing awareness of what they are dealing with in their homelives. <p>Looked After Children</p> <ul style="list-style-type: none"> All teaching staff, PSAs and clerical staff have completed 'I Promise' training, gaining us a 'We Promise' award for our school. Staff have an increased understanding of processes around Looked After children and a better understanding of the support they may require. <p>Enhanced Transition</p> <ul style="list-style-type: none"> Identified P7 children were able to engage in enhanced transition opportunities with the support of our CSW <p>The Pines/Educational Psychology/Practice Lead/PMHW/CSW</p> <ul style="list-style-type: none"> Valuable supporting links are made with partner agencies to support children and families which has positive impact at both home and school.
<p>Reflecting the diversity of our school community</p> <ul style="list-style-type: none"> Celebration/awareness days are a key feature of our school calendar to help raise awareness of, and celebrate the diversity of our school community and beyond. Continued development of our library to ensure it reflects the diversity of our school community and wider society. 	<p>Reflecting the diversity of our school community</p> <ul style="list-style-type: none"> Staff and children were invited to take part in a number of celebration/awareness days including: <ul style="list-style-type: none"> Dandelion Day to support our military children Odd Sock Day to celebrate individuality and promote inclusivity Deaf awareness week Chinese New Year Black History Month Month of the Military Child There are a wide variety of fiction and non fiction books available in our library which reflect our wider society. Themes include: <ul style="list-style-type: none"> Characters of different races Characters with ASN and disabilities Characters with different types of families Non fiction books about different disabilities and conditions Fiction and non fiction books in the different home languages of our children <p>Many of the above texts have been accessed by both children and parents to help them understand things they are experiencing, such as anxiety, anger, autism. Parents have been very grateful to be able to access these texts to support conversations with their children.</p>

	Very good progress has been made in this area which we continue to build on next session.
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Next steps:

- Further develop opportunities to promote pupil voice across our ELC, classes, school, community and wider world.
- Extend use of HGIOURS to support pupil voice in school self evaluation.
- To gain our Gold Reading Schools accreditation through further work developing reading for pleasure across our school and wider community.
- Continue to embrace opportunities for partnership working.
- Embed our work on Metaskills across our school, ensuring it is reflected on within pupil profiles.
- To ensure all children are known, included and challenged everyday within our school.
- To share our new pupil participation strategy, gathering feedback and updating as necessary.
- To review our opportunities for parental engagement, gathering feedback on what is now in place and embracing opportunities for developing.
- To continue our work to engage all children and families in the life and ethos of our ELC and school through positive relationships and partnership working.
- To support parents to understand how their child's progress is assessed.
- To further develop our good work on wider achievements by embedding use of class books and developing tracking systems

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Measurement data - <i>examples only</i> - amend to context of analysis	Number/ percentage FSM not achieved/below age expectations	Comment and target outcome - Target outcome following interventions in plan below (i.e. – spelling age increase by 6+ months for 80% /16 pupils of target group)
ACEL Data	ACEL Data 24/25 P1	Of the FSM/PEF pupils within our Primary 1 cohort, 1 pupil has not achieved Early Level for Literacy, specifically writing. With targeted support we would hope this pupil would achieve this by November 2025.
P4	Of the FSM/PEF pupils within our Primary 4 cohort, 1 pupil has not achieved the outcomes for First Level Literacy or Numeracy. With targeted support we would hope this pupil would achieve this by May 2026.	
P7		
P1/4/7		

Phonological Awareness Assessment

1. Listening and attention	2. Auditory discrimination	3. Auditory memory	4. Word boundaries	5. Rhyme awareness and detection	6. Syllable blending	7. Syllable detection	8. Rhyme production	9. Onset-rime	10. Phoneme discrimination and alliteration	11. Phoneme blending	12. Phoneme segmentation	Score /12
												2
												2
												11
												9
												10
												7
												10
												12
												5
												8
												9
												10
												7

Within the Phonological assessments for our two Primary 1 classes there were some commonalities amongst areas which require targeted support going forward.

0% of our PEF/FSM pupils achieved the aspects of the assessment linked with Word Boundaries.

Syllable detection was also an aspect, in which our FSM/PEF pupils within this cohort, struggled and as such as also been identified as area for support.

We hope to see that 100% of the FSM/PEF pupils within this cohort will have achieved the criteria for Syllable detection and Word boundaries by October 2025.

Phonological Awareness Assessment	<table><tr><th>1. Listening and attention</th><th>2. Auditory discrimination</th><th>3. Auditory memory</th><th>4. Word boundaries</th><th>5. Rhyme awareness and detection</th><th>6. Syllable blending</th><th>7. Syllable deletion</th><th>8. Rhyme production</th><th>9. Onset-rime</th><th>10. Phoneme discrimination and alliteration</th><th>11. Phoneme blending</th><th>12. Phoneme segmentation</th><th>Score /12</th></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>6</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>8</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>8</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>6</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>6</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>8</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>4</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>10</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>5</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>8</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>8</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>7</td></tr></table>	1. Listening and attention	2. Auditory discrimination	3. Auditory memory	4. Word boundaries	5. Rhyme awareness and detection	6. Syllable blending	7. Syllable deletion	8. Rhyme production	9. Onset-rime	10. Phoneme discrimination and alliteration	11. Phoneme blending	12. Phoneme segmentation	Score /12													6													8													8													6													6													8													4													10													5													8													8													7	<p>The FSM/PEF pupils within this Primary class struggled to achieve outcomes linked with word rhyme production and onset rhyme.</p> <p>We hope to see that 100% of the FSM/PEF pupils within this cohort will have achieved the criteria for rhyme production and onset rhyme by October 2025.</p>
1. Listening and attention	2. Auditory discrimination	3. Auditory memory	4. Word boundaries	5. Rhyme awareness and detection	6. Syllable blending	7. Syllable deletion	8. Rhyme production	9. Onset-rime	10. Phoneme discrimination and alliteration	11. Phoneme blending	12. Phoneme segmentation	Score /12																																																																																																																																																															
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Primary 2 SOFA Data	<p>Of the FSM/PEF pupils within this Primary 2 cohort 50% only achieved a Band 4 in their literacy SOFA.</p>	<p>With support it is hoped that these pupils would achieve at least a Band 5 in their SOFA assessment by January 2026.</p>																																																																																																																																																																									
Primary 3 SOFA Data/Schonell Data	<p>Of the FSM/PEF pupils within this Primary 3 cohort 75% achieved a Band 5 or below in their Writing SOFA.</p> <p>40% of FSM/PEF pupils within this P3 cohort have a spelling age which is, based on Schonell Spelling Assessment (completed in May 2025) is over 2 years below the expected standard for their age and stage.</p> <p>A further 40% of FSM/PEF pupils within this P3 cohort have a spelling age which is, based on Schonell Spelling Assessment (completed in May 2025) is over 1 years below the expected standard for their age and stage.</p>	<p>With support it is hoped that these pupils would achieve at least a Band 6 in their SOFA assessment by January 2026.</p> <p>With targeted support in reading and spelling, we would like to see this pupils’ Schonell reading and spelling scores improve by at least 6 months by January 2026.</p>																																																																																																																																																																									
Primary 4 SNSA Data/Schonell	<p>Of the FSM/PEF pupils within this Primary 4 cohort 25% (1 pupil) achieved a Band 4 for both writing and numeracy assessment within SNSA.</p>	<p>By the repetition of assessment in approx. January</p>																																																																																																																																																																									

<i>Data</i>	<p>This pupil has a reading age which is, based on Schonell Reading Assessment (completed in May 2025) is 1 year and 5 months below the expected standard for their age and stage.</p> <p>The Schonell Spelling Assessment (completed in May 2025) also highlighted difficulties in spelling, with this pupil's spelling age being 1 year and 1 month below the expected standard for their age and stage.</p>	<p>2026, if it hoped that this pupil will have achieved at least a Band 5 in both writing and numeracy.</p> <p>With targeted support in reading and spelling, we would like to see this pupils' Schonell reading and spelling scores improve by at least 6 months by January 2026.</p>
<i>Primary 5 SOFA/Schonell / Data</i>	The FSM/PEF pupil within this Primary 5 achieved a Band 7 across reading, writing and numeracy assessments within SOFA.	It would be hoped that with support this pupil may achieved a Band 8 in the next academic session of SOFA results.
<i>Primary 6 Schonell/Rise Questionnaire</i>	The FSM/PEF pupil within this Primary 6, all achieved at least a Band 8 across all sections of the SOFA assessments and are performing well academically. One of these pupils scored particularly low in their self-assessment within the Rise Questionnaire (Social and emotional) and as such this would be an area for further support.	<p>One of these pupils scored particularly low in their self-assessment within the Rise Questionnaire (Social and emotional) and as such this would be an area for further support.</p> <p>This pupil scored themselves as feeling particularly low in the areas of competence, enjoyment and control within the RISE questionnaire.</p> <p>The pupil has experienced a significant</p>

		<p>change in their personal circumstance and as such social and emotional support is required to ensure this pupil feels able to manage their ability to cope and managing their changing family dynamic. The RISE questionnaire will be repeated with this specific pupil throughout the year to determine if check ins and targeted social and emotional support has helped to provide coping strategies. It would be hoped this is self-assessment scores in these areas improve.</p>
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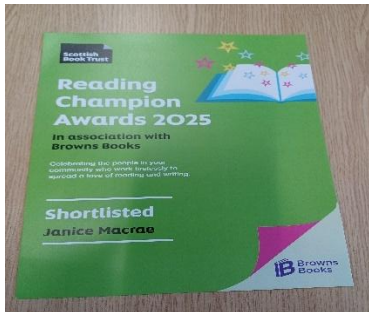
Wider achievements

Coileanaidhean nas fharsainghe

- Accredited as a Silver Reading School November 2024



- Head Teacher shortlisted in Scottish Book Trust Reading Champion Awards



- * Winners of P4/5 Girls Cross Country Championship in Charleston ASG

- * Accredited as a Gold Rights Respecting School March 2025



- * Accredited with 'We Promise' status April 2025

- * Winners of Usbourne Books community challenge



* Red Nose Day activities raised £

* Successful Scholastic Book Fair which raised £900 in commission for new books!

* P7 climate change artwork put on display at Westminster

* P7 representation at HOWDEC Climate Change event



* We have organised a number of in person and online author visits to support our positive reading culture.

* Strings group winners of Lady Hermione Cameron of Lochiel trophy at Inverness Music Festival



* Successful grant application to support participation in Seachdain na Gaidhlig/World Gaelic Week. This allowed us to employ a tutor to work with P6 and P7 throughout the week, working to develop their knowledge of Gaelic language and culture. We planned and organised a successful showcase event for the end of the week.

Respect, Resilience, Teamwork, Pride, Kindness

* We were the only non Gaelic Medium school to be recorded for Seachdain na Gaidhlig online assemblies which were shown all over the world!

(Links to recordings from online assemblies:

<https://docs.google.com/presentation/d/1WPQWtt5mgwKPBzISZLH0xOIfh1YNaXzR7bNzBvzPh5Y/edit?usp=sharing>)



* Reading Champs selected to be judges of The Royal Society Young Persons Book Prize

* Planned and organised a whole school Day of Dignity

* Whole school participation in Dandelion Day, in support of our military children

* All classes participated in activities linked to Safer Internet Day

* £310.93 raised for Children In Need

* Our Highland Food Bank collection gained 117kg of donations

* Whole school celebration for Chinese New Year, with a visit from the World-famous Hong Lok Lion Dance Troupe, supported by SHIMCA. Some children were also chosen to take part in the Lion Dance parade through the town after being awarded a prize in an art competition.



* Whole school Christmas performance of Straw and Order!

* ELC Christmas showcase performances

* Accredited as a FairAction School May 25



* Pupil leadership groups have successfully driven forward achievements across our school, community and wider world. The work of our groups has been shared with parents via our digital book:

https://read.bookcreator.com/dYLGipkEqAhPng4UZIWEojsEx2r1/Q-1WPYbvS-ekfzXVvM_RcA

* Successful participation at Interschool Sports



* A very successful Baillie Cup, with lots of children being awarded medals and our school being placed 2nd overall in Section 3!



- Delivering a presentation to the Gaelic Committee in Highland Council HQ on our Gaelic journey. June 25



(Link to our presentation:

https://docs.google.com/presentation/d/1t7P6ICzKtTjtNnI2k_wPoQkg0gAP6sVCrKJe62gPwwo/edit?usp=sharing

Also, presentation can be accessed and watched via this link, choose item 6: https://highland.public-i.tv/core/portal/webcast_interactive/951495)

28 P7 children completed their Junior Leader training, gaining certification from Highlife Highland Leadership Programme

Professional development opportunities are embraced by staff, with some completing nationally recognised units of learning: DHT has successfully completed Reading For Pleasure module with the Scottish Book Trust; HT has completed Developing Disability Confidence module through Queen Margaret's University and Miss Reid has completed GTC accredited Learning For A Better Future, Global Learning course.

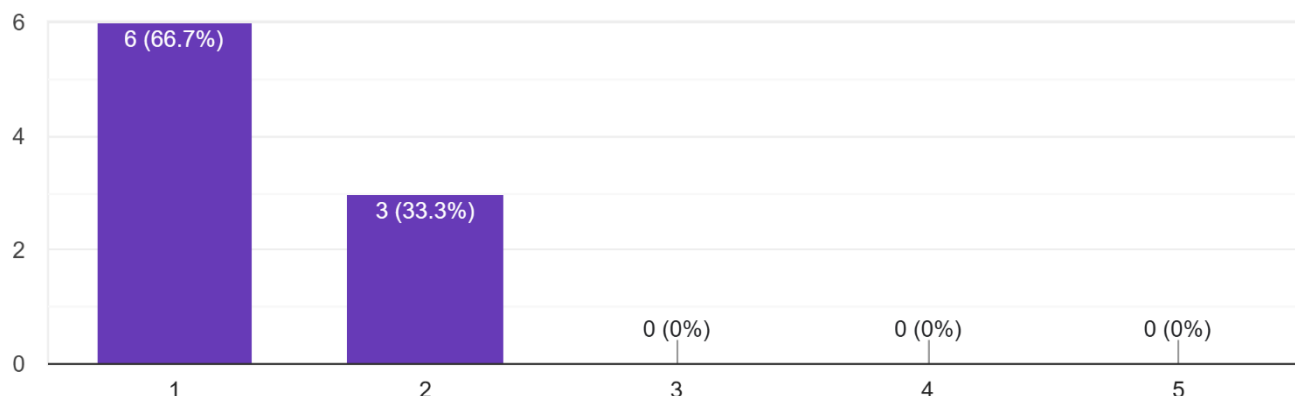
Comments from learners, families, stakeholders and staff

We work hard to involve our stakeholders in a variety of different forms of self evaluation to help gather feedback on our work.

P1 Transition Arrangements Survey Results

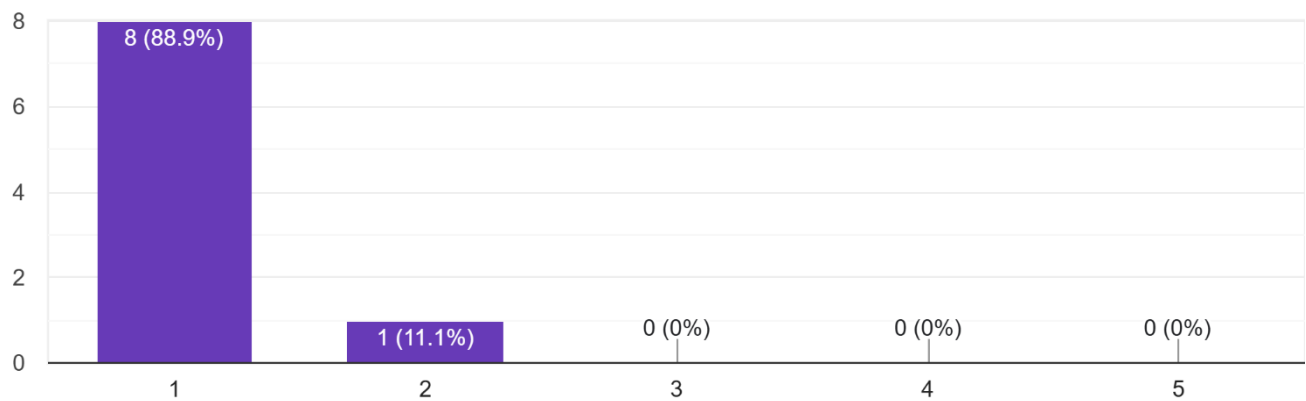
I was given adequate information about what would be involved while my child started primary one.

9 responses



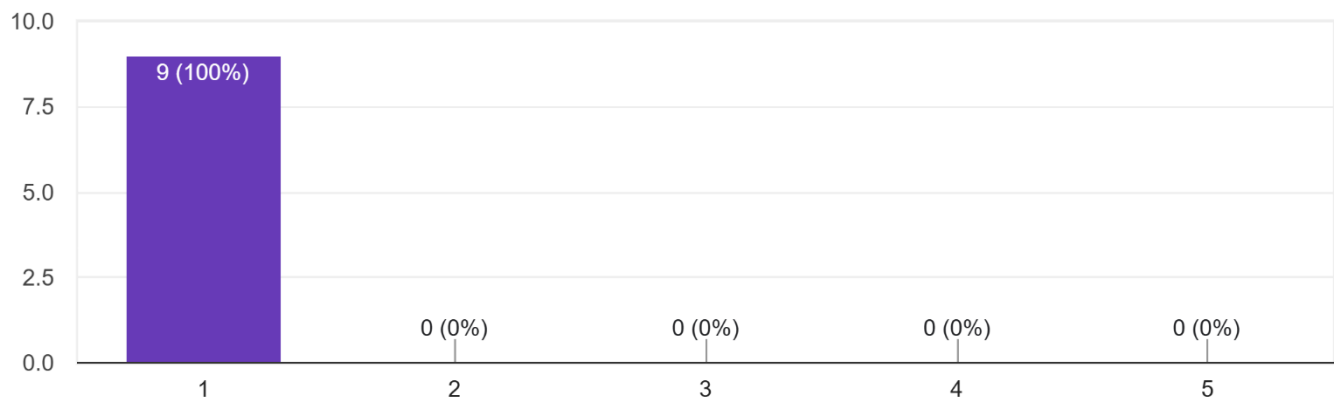
I felt adequate information was shared between nursery and school staff about my child and their needs.

9 responses



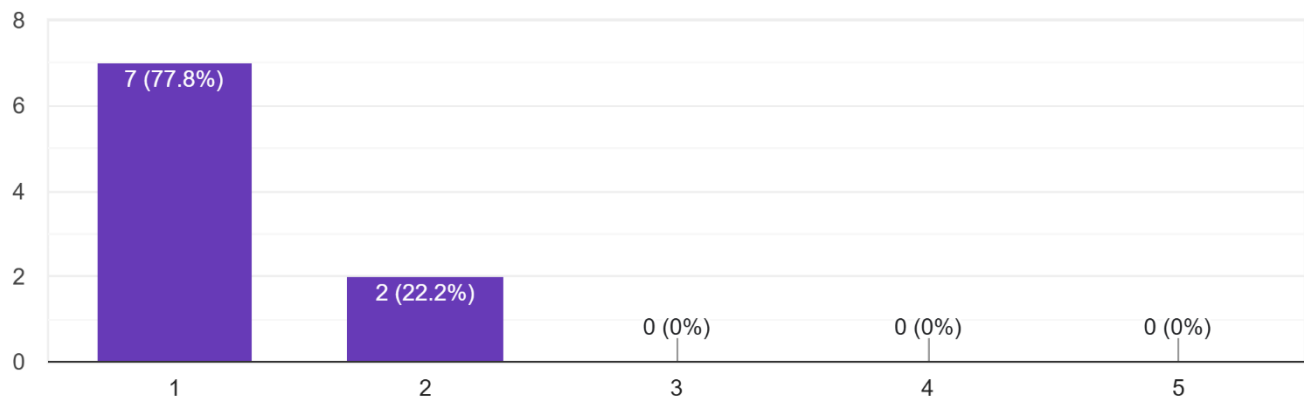
My child felt welcomed into primary one.

9 responses



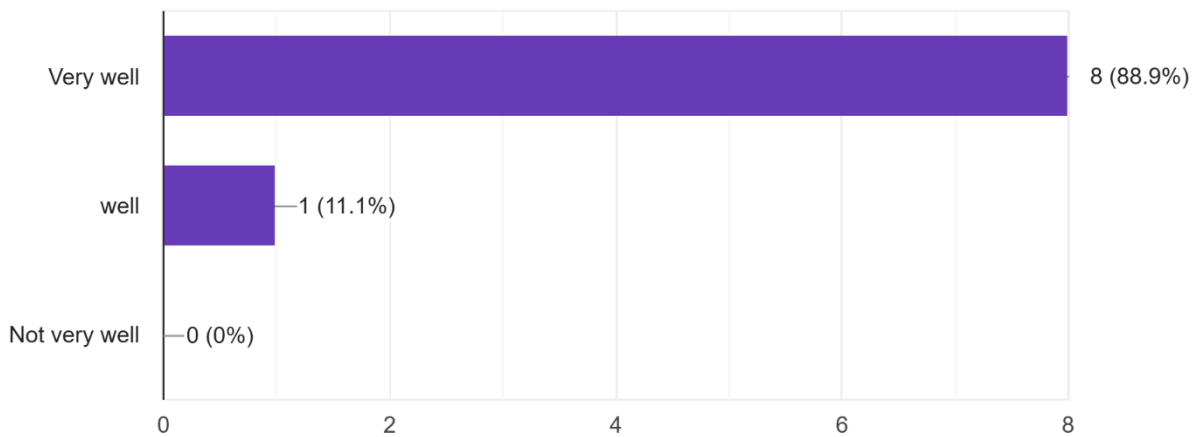
I felt the parents information session answered my questions about my child starting primary one.

9 responses



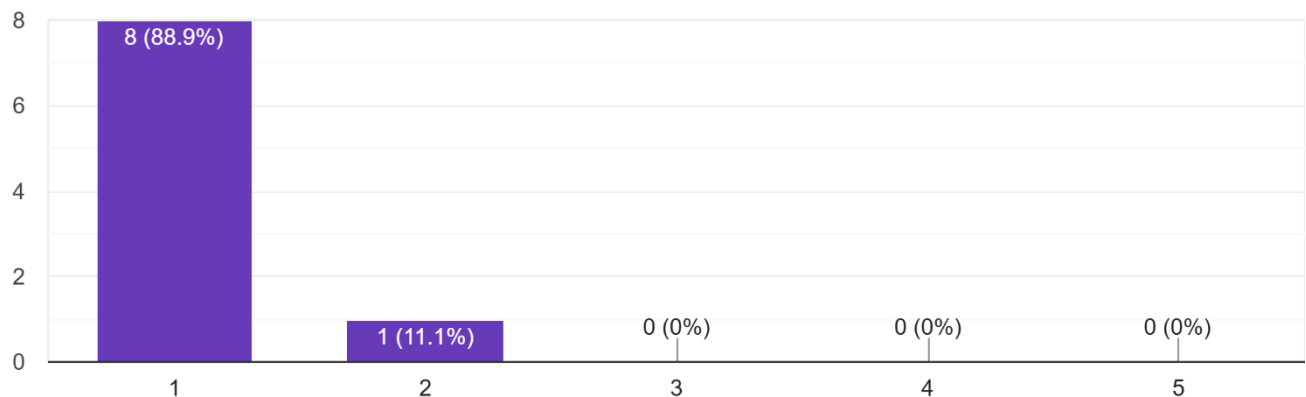
Overall, how do you feel your child has settled into primary one?

9 responses



I was aware of the transition arrangements in place for my child.

9 responses



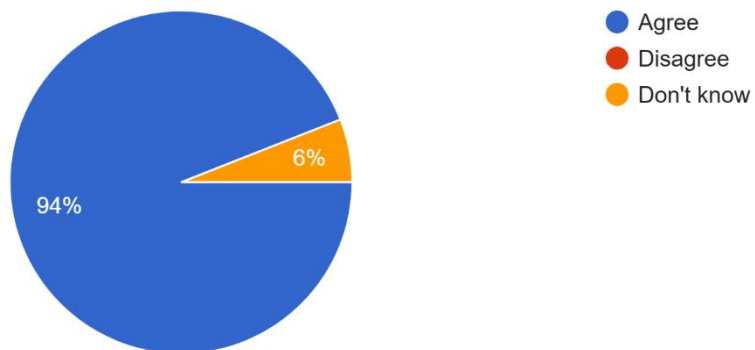
Which of the transition arrangements do you feel were most beneficial for your child?

- Outside playtime*
- Meeting other children who will be joining the P1 class.*
- The buddies did a fantastic job!*
- Buddies!*
- The support buddies!*
- The presence of buddies during the first couple of weeks was excellent!*
- Visit by Miss Passmore to her nursery, and half day session in June and putting her and **** in the same class, introducing me to ****'s mum, Miss MacRae welcoming children every morning, classroom app, WhatsApp groups, parents orientation evening, emails.*

We conducted a pupil survey in May 2025 to ascertain their views on our school. Here are the results:

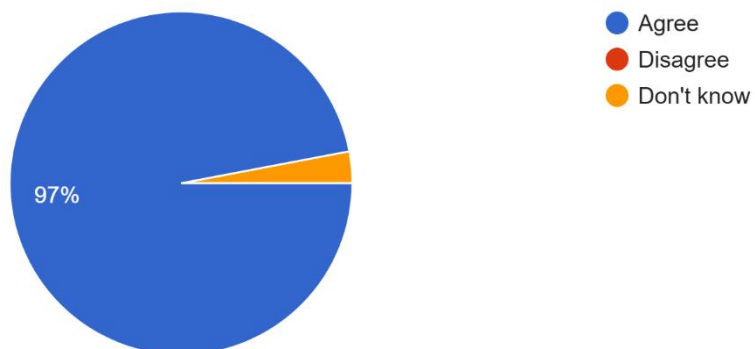
I feel safe when I am at school?

67 responses



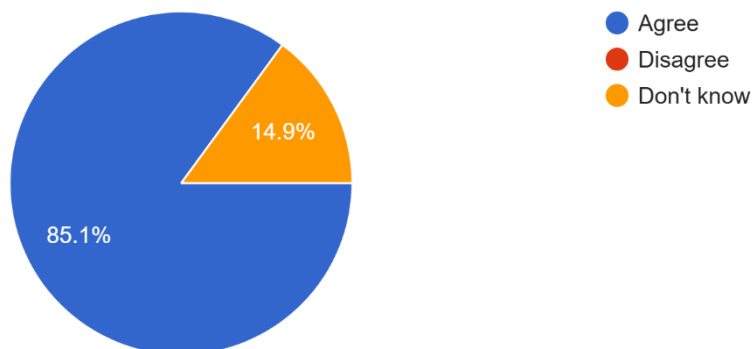
My school helps me to keep safe

67 responses



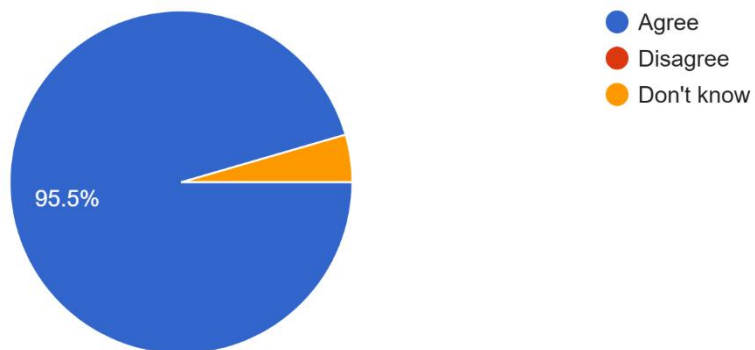
I have someone in my school I can speak to if i am upset or worried about something

67 responses



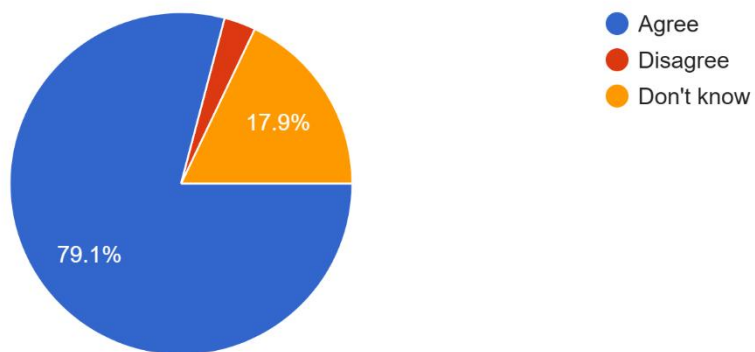
Staff treat me fairly and with respect

67 responses



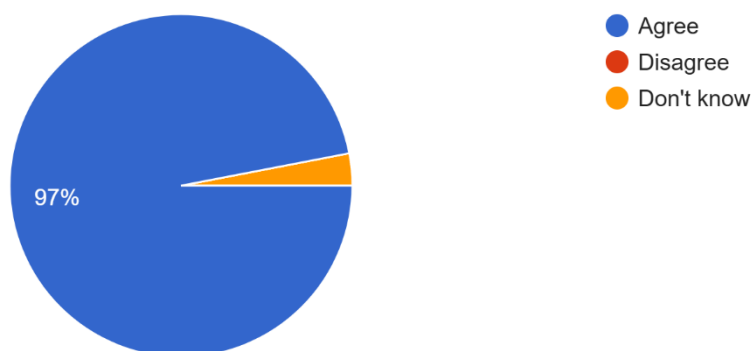
Other children treat me fairly and with respect

67 responses



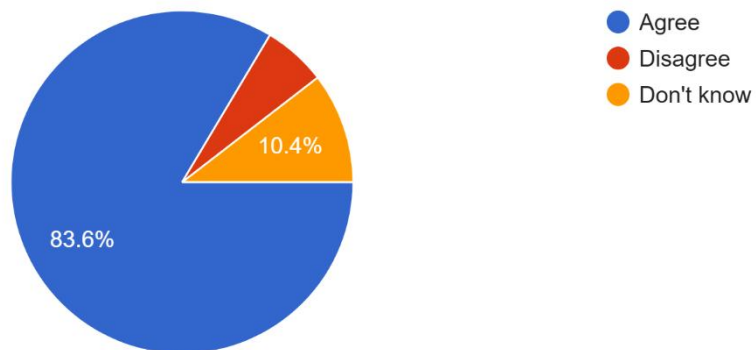
My school helps me to understand and respect other people

66 responses



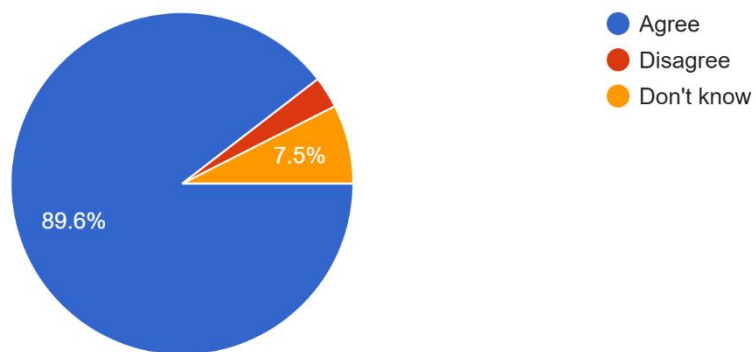
My school is helping me to become confident

67 responses



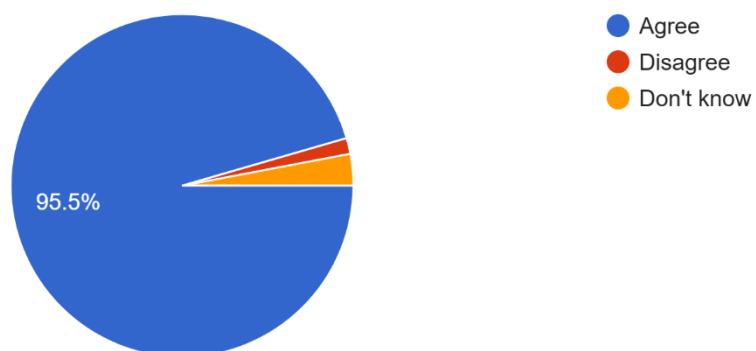
My school teaches me to lead a healthy lifestyle

67 responses



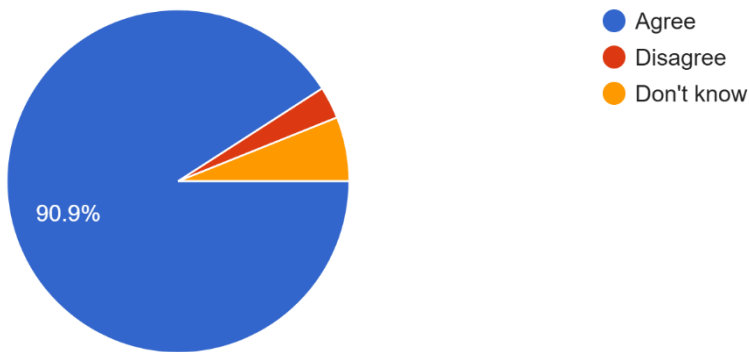
There are lots of chances at my school for me to get regular exercise

67 responses



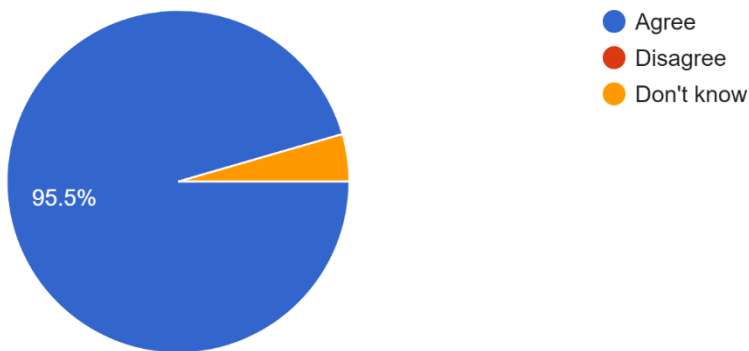
My school offers me the opportunity to take part in activities in school beyond the classroom and timetabled day

66 responses



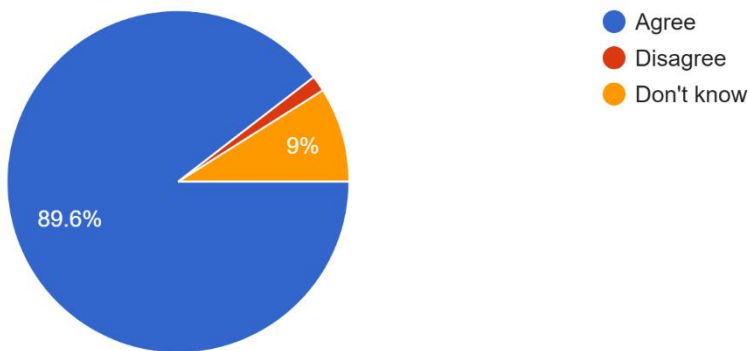
I have the opportunity to discuss my achievements out with school with an adult in school who knows me well

67 responses



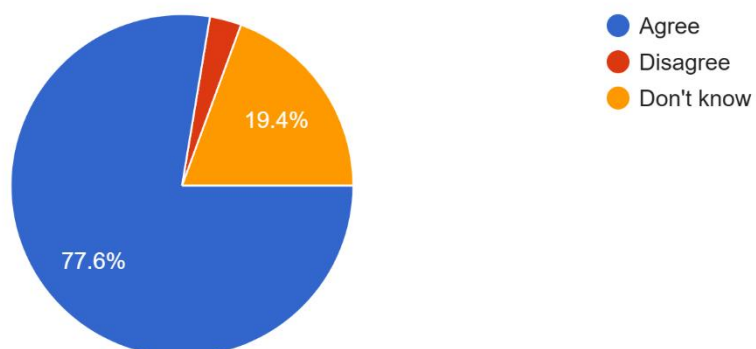
My school takes my views into account

67 responses



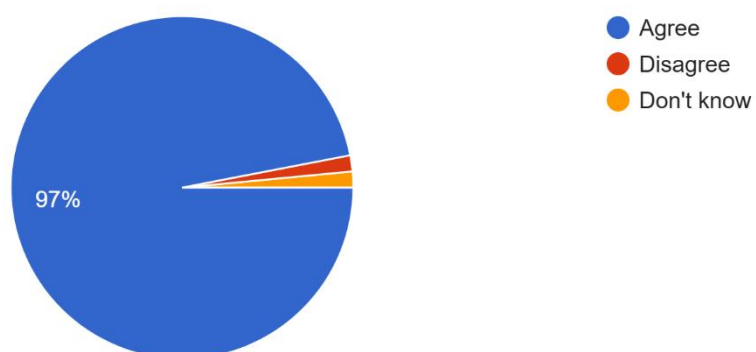
I feel comfortable approaching staff with questions or suggestions

67 responses



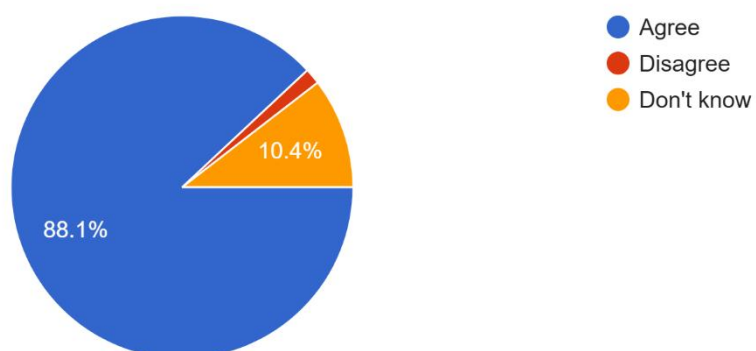
Staff help me to understand how I am progressing with my school work

66 responses



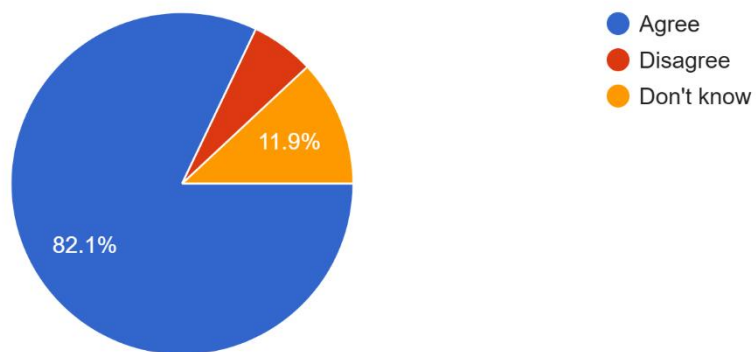
My school listens to my views

67 responses



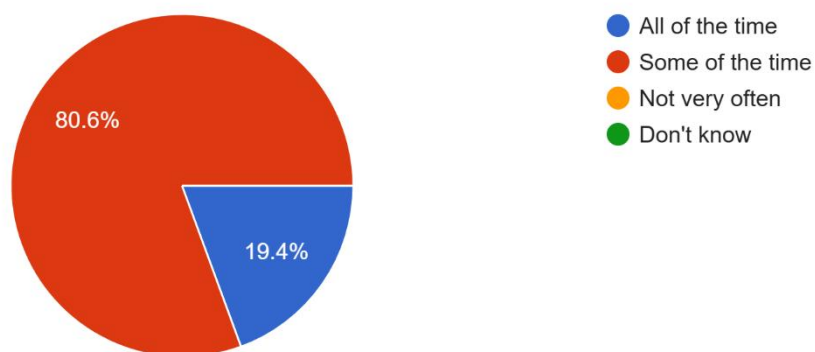
My homework helps me to understand and improve my work in school

67 responses



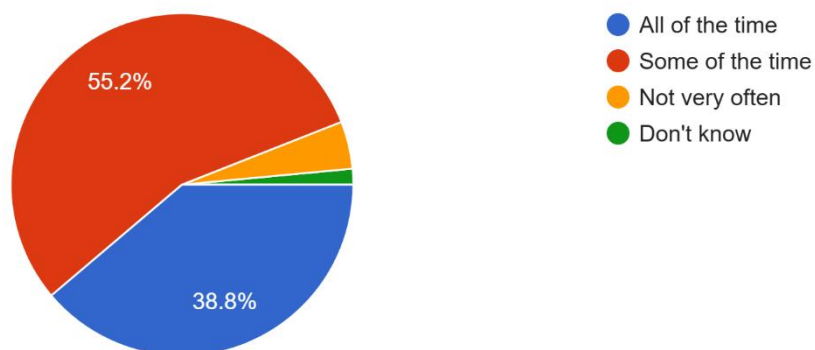
Other children behave well

67 responses



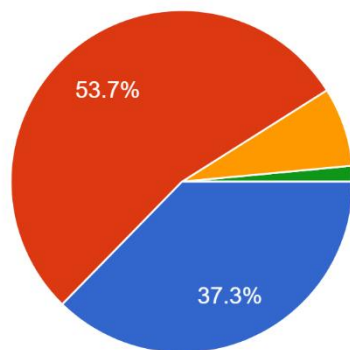
My teachers ask me about what things I want to learn about in school

67 responses



I enjoy learning at school

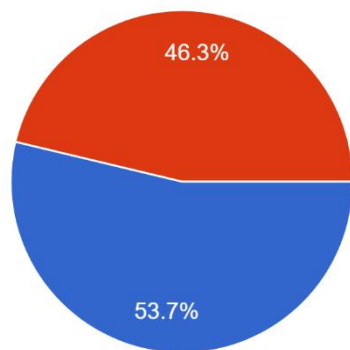
67 responses



- All of the time
- Some of the time
- Not very often
- Don't know

I feel that my work at school is hard enough

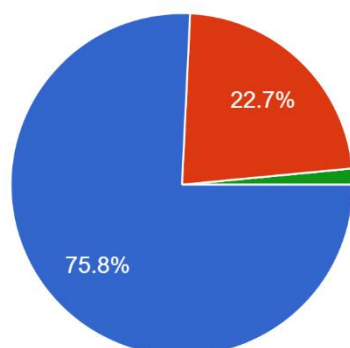
67 responses



- All of the time
- Some of the time
- Not very often
- Don't know

I know who to ask to get help if I find my work too hard

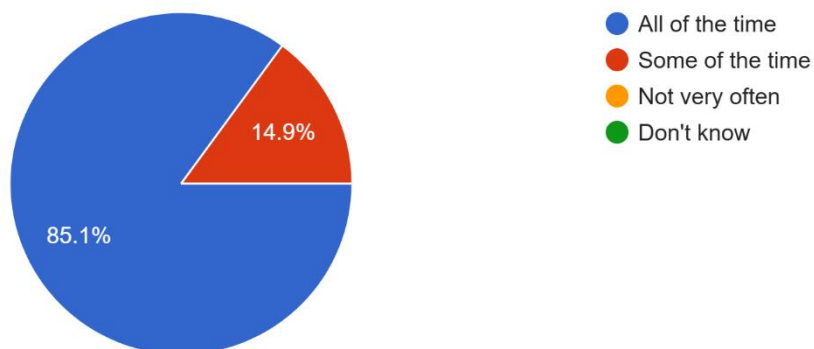
66 responses



- All of the time
- Some of the time
- Not very often
- Don't know

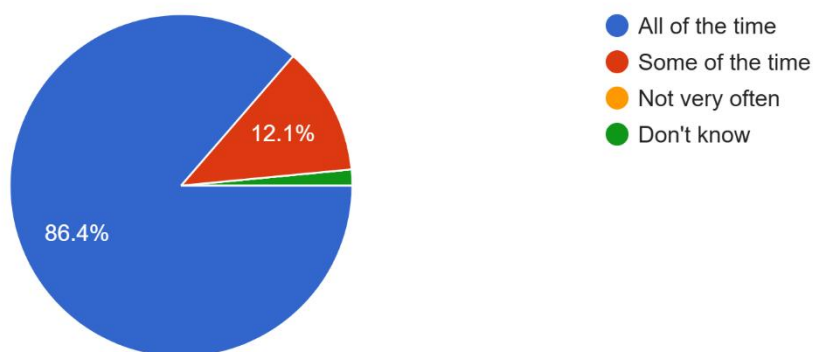
I am encouraged by staff to do the best I can

67 responses



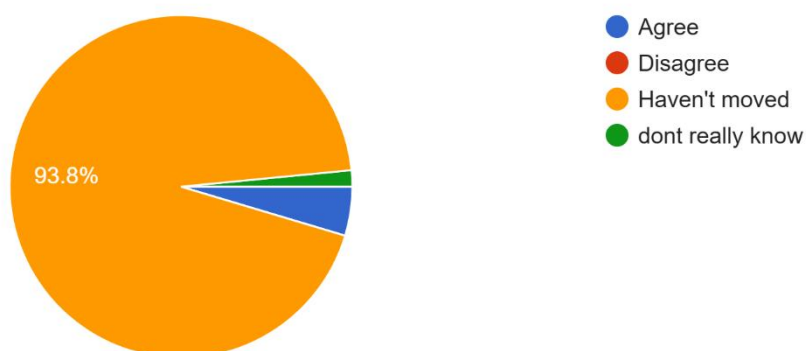
I am happy with the quality of teaching in my school

66 responses



I was well supported if I moved to a new school within the last year

65 responses

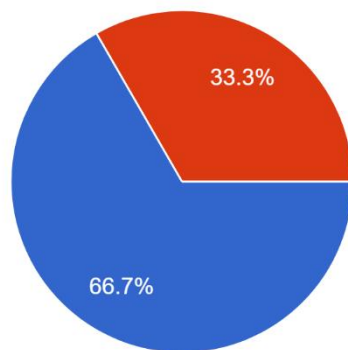


We invited parents to engage in a survey about our work in June 25. Here are the results:

Respect, Resilience, Teamwork, Pride, Kindness

My child likes being at this school

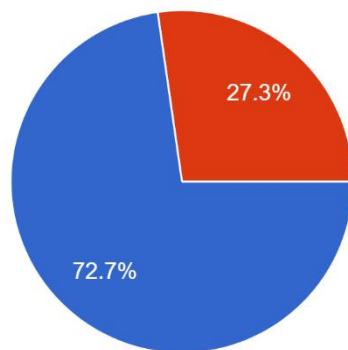
33 responses



- Strongly agree
- Agree
- Disagree
- Strongly Disagree
- Don't know

Staff treat my child fairly and with respect

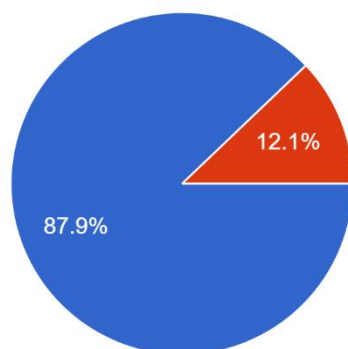
33 responses



- Strongly agree
- Agree
- Disagree
- Strongly Disagree
- Don't know

I feel that my child is safe at the school

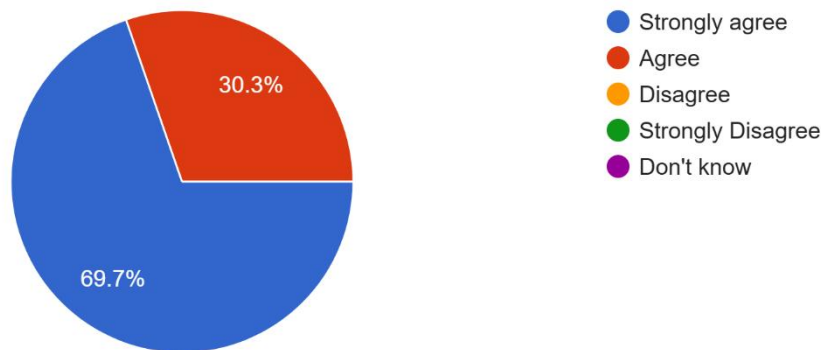
33 responses



- Strongly agree
- Agree
- Disagree
- Strongly Disagree
- Don't know

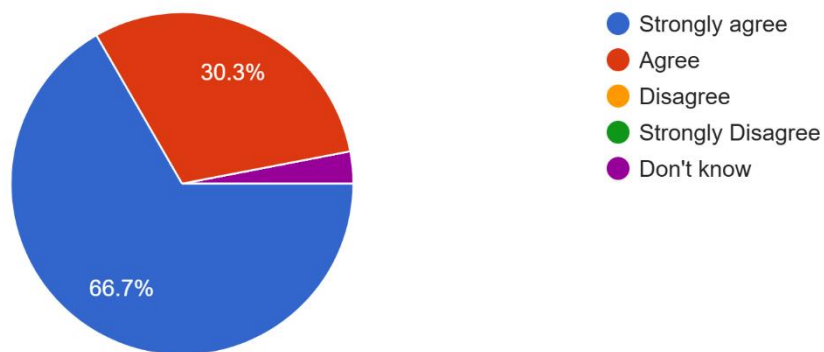
The school helps my child to feel confident

33 responses



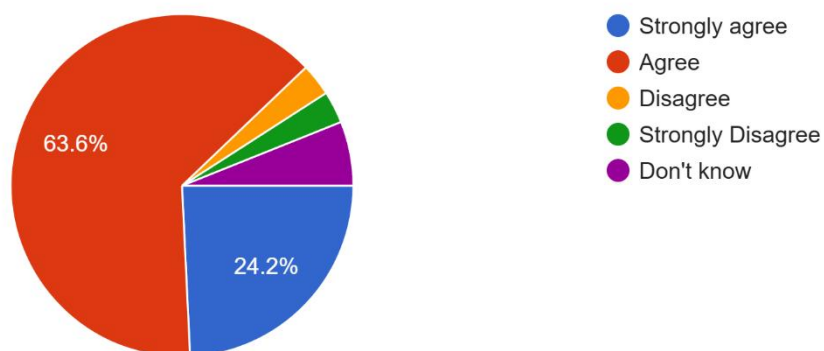
I feel staff really know my child as an individual

33 responses



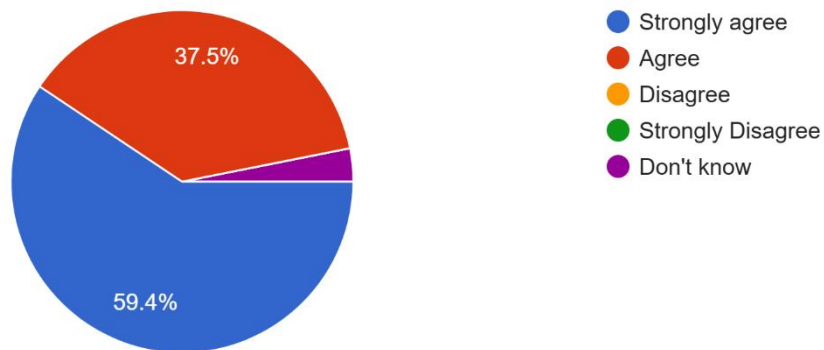
My child finds their learning activities hard enough

33 responses



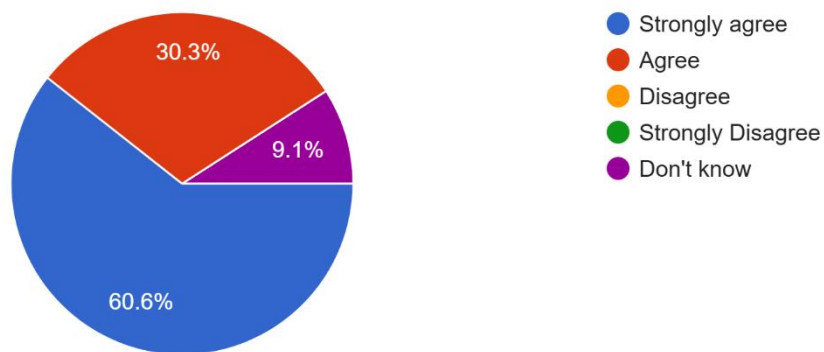
My child receives the help he/she needs to do well

32 responses



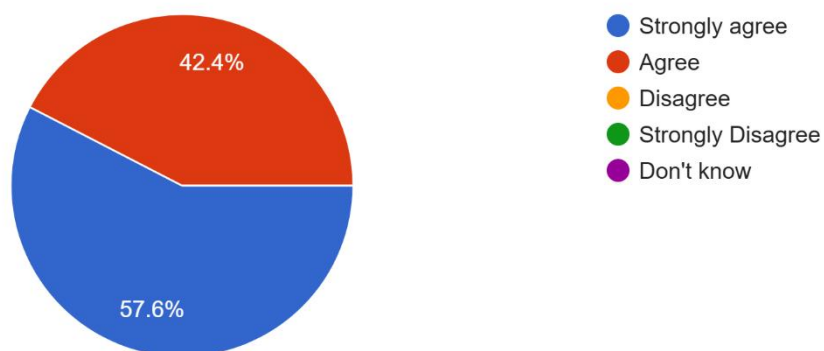
My child is encouraged by the school to be healthy and take regular exercise

33 responses



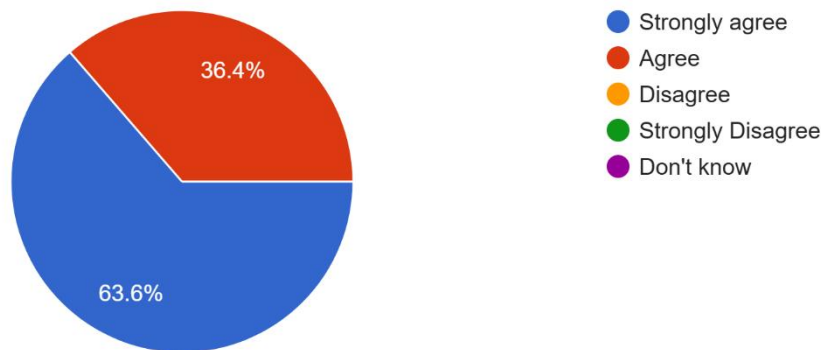
The school supports my child's emotional wellbeing

33 responses



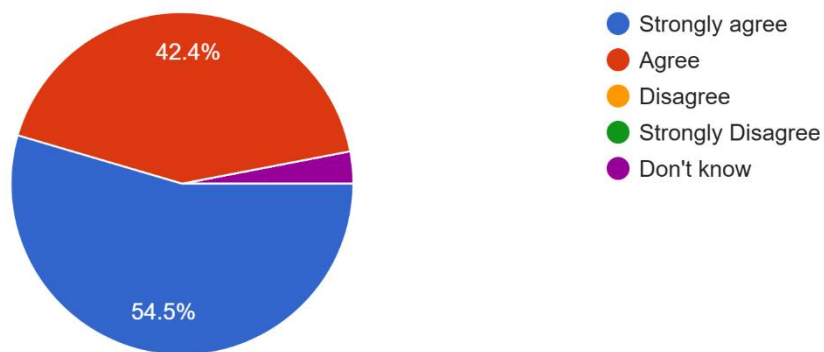
My child is making good progress at the school

33 responses



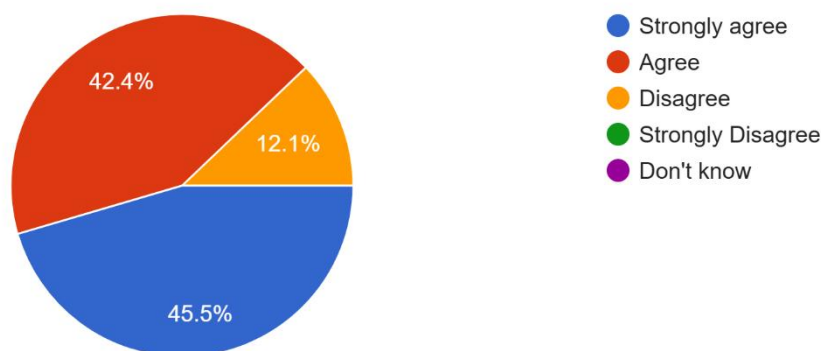
The information I receive about how my child is doing reaches me at the right time

33 responses



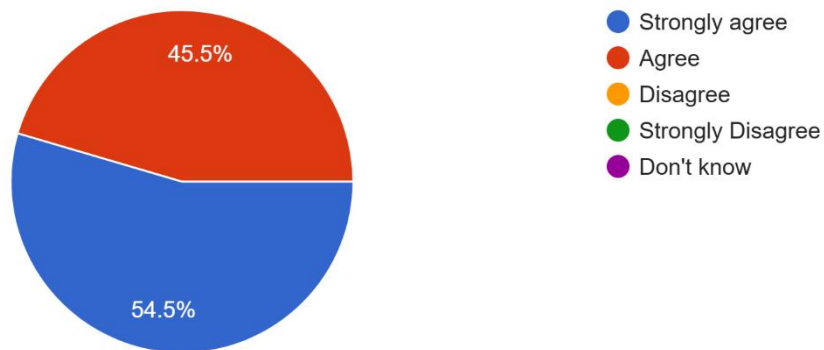
I understand how my child's progress is assessed

33 responses



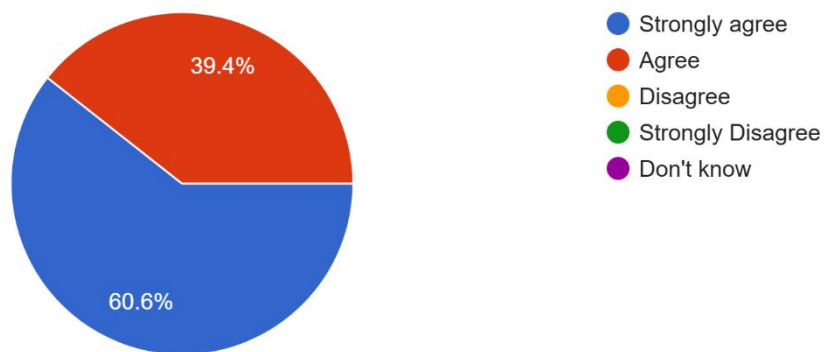
The school gives me advice on how to support my child's learning at home

33 responses



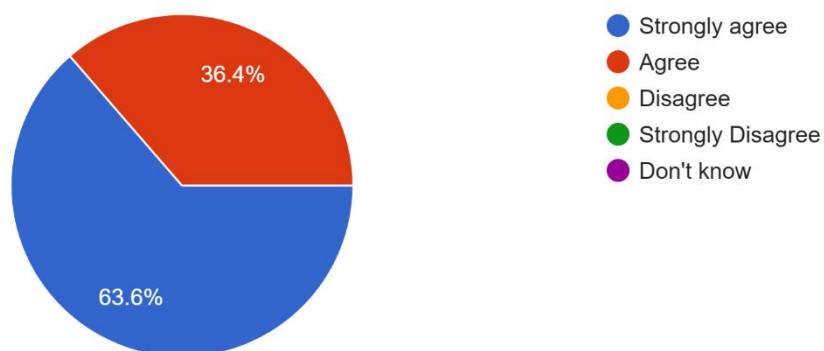
I feel comfortable approaching the school with questions, suggestions and/or a problem

33 responses



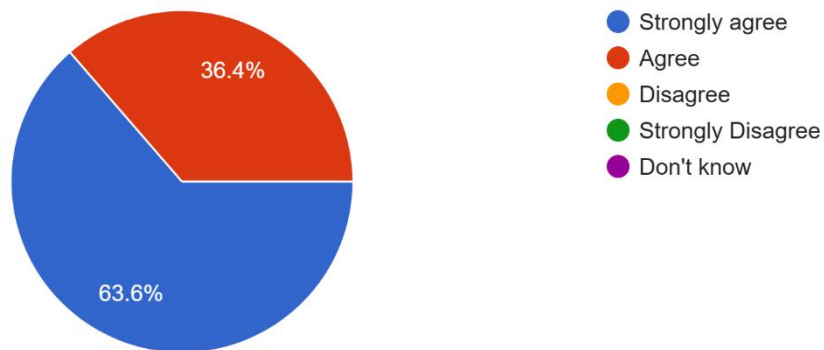
I am satisfied with the quality of teaching in the school

33 responses



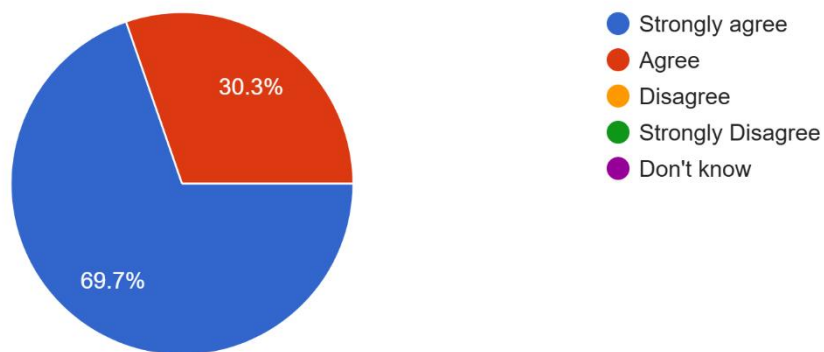
The school is well led and managed

33 responses



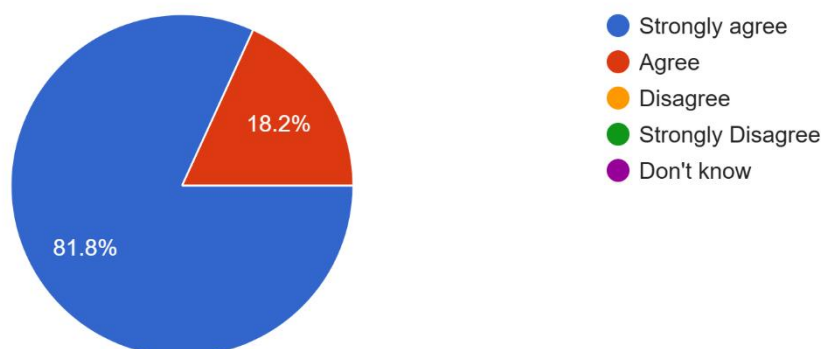
The school encourages children to treat others with respect

33 responses



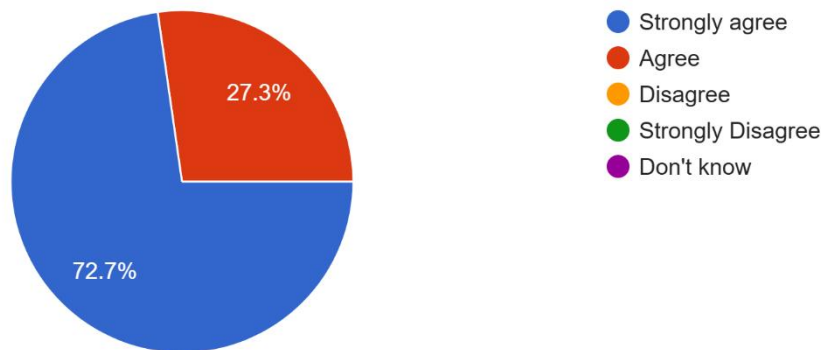
I would recommend the school to other parents

33 responses



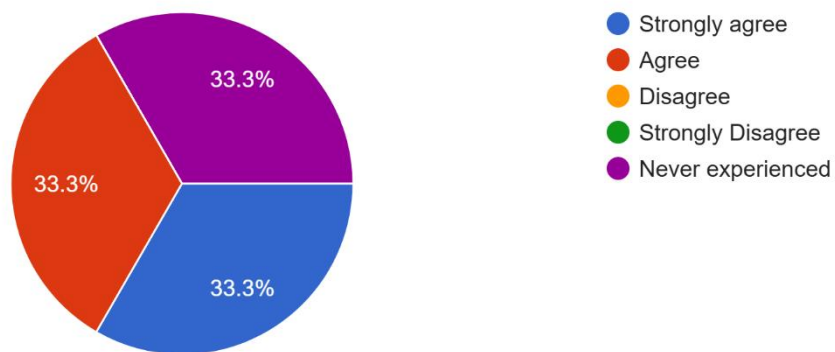
Overall, I am satisfied with the school

33 responses



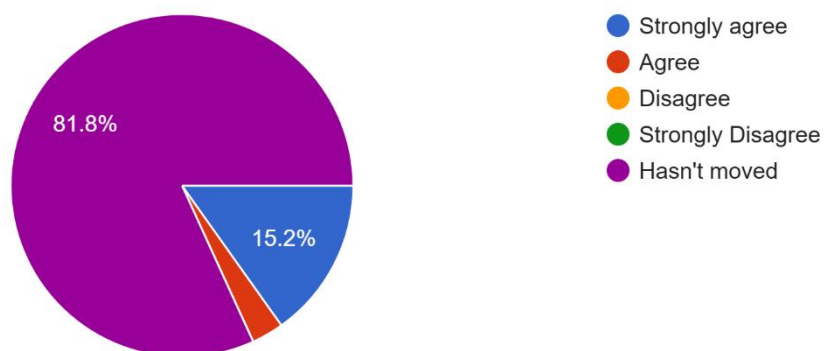
The school deals well with any bullying

33 responses



My child was well supported if they moved to a new school within the last year

33 responses



Parent Comments

'Wonderful school staff.'

Respect, Resilience, Teamwork, Pride, Kindness

*'We are really happy with the school. Muirtown is an excellent school and all the staff are brilliant. ***** is happy going to school every morning.'*

'Muirtown has been a great move for my children. They were made to feel really welcome at the school and everyone has been so friendly.'

*'We got the girls' writing home and we were blown away. I know we have seen examples throughout the year from their profiles but the difference in their writing over the year, particularly from ***** is impressive! I can't tell you how delighted ***** was to show me her writing. She was so pleased with herself and it's a massive confidence boost for her. I know your staff have been working on writing particularly this year and I just wanted to say that all the hard work has paid off, for our girls especially. We truly appreciate all the work that goes into making the school a great place for our children to learn and enjoy.'*

Reading Schools Parent Surveys:

https://docs.google.com/presentation/d/1T-v2IH_nNA1JKCy9O49OeB1TE13HNNkofv_OKnCitAM/edit?usp=sharing

Reading School Pupil Surveys:

https://docs.google.com/presentation/d/1WXAzZD135HIETfe0sXfuJyl7EEWFKej_EsnQ9cdL5vs/edit?usp=sharing

<https://docs.google.com/presentation/d/1RrN0FgJYtajHgHz3MN0ly6zEYcQIYKDZV9GaSyIFcu0/edit?usp=sharing>

HGIOUS Discussion Focus Groups

https://docs.google.com/presentation/d/1XUZNI_j7FgJWptihyQBQnjS-LBkLClqYV-oMZb3oyQk/edit?usp=sharing

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	Very good
QI 2.3 Learning, teaching and assessment	Good	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

Respect, Resilience, Teamwork, Pride, Kindness

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

- Further development of our Curriculum Rationale – ensure structure and support is in place to support identified areas for development within literacy and numeracy from SNSA/sofa analysis, and build on work which has been done in other curricular areas to update progressions and 'how to guides'
- Embed what we have learnt from National Writing Programme across P3-P7.
- Decimals, Fractions and Percentages to be further developed
- Further work on pedagogy – what makes a good lesson in different areas – peer observations linked to moderation of SNSA/SOFA and next steps
- Literacy for all – take time to unpick key elements to support literacy difficulties
- Continue to develop approaches to profiling, building on digital profiles and learning conversations
- Use HGIOURS more explicitly across all stages to support pupil voice.
- Further develop use of Metaskills across the school, linking to profiles. Add to rationale
- Eco – further develop use of new polycrub to support outdoor learning
- Equality work – working with families to ensure our curriculum/ethos reflects our school community
- Take time to develop and explore opportunities for outdoor learning, investing in resources to support this as required.
- Build on the success of our Seachdain na Gaidhlig work to review our 1+2 provision
- Further develop opportunities to promote pupil voice across our classes, school, community and wider world.
- To gain our Gold Reading Schools accreditation through further work developing reading for pleasure across our school and wider community.
- To ensure all children are known, included and challenged everyday within our school.
- To share our new pupil participation strategy, gathering feedback and updating as necessary.
- To review our opportunities for parental engagement, gathering feedback on what is now in place and embracing opportunities for developing.
- To continue our work to engage all children and families in the life and ethos of our school through positive relationships and partnership working.
- To revisit the Why, How and What of our curriculum as an important driver for our curriculum rationale
- Focus on the A,B,C of education (Attendance, Attainment, ASN, Behaviour, Curriculum) ensuring they are at the heart of everything we do and are reflected in our policies, progressions and how to guides.
- To further review and ensure our curriculum reflects the diversity of our society and the principles of the UNCRC

Respect, Resilience, Teamwork, Pride, Kindness

- Build on our success from Seachdain na Gaidhlig by reviewing our 1+2 provision
- To ensure all children are known, included and challenged everyday within our school
- To review the opportunities we offer for outdoor learning and to further develop this area of our curriculum
- To continue to embrace opportunities for community links and partnership working to support all aspects of our curriculum
- To review and evaluate our new RME progressions, updating as necessary
- To ensure opportunities for moderation, both within and outwith school.
- To embed use of literacy rubrics to support assessments
- To update tracking processes in light of new ACEL Seemis codings.

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 [ADD LINK](#) or by contacting the school office.