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The Highland Council
Comhairle na Gàidhealtachd

STANDARDS AND QUALITY REPORT 2025-26
AITHISG INBHEAN IS CÀILEACHD

Muirtown Primary School and ELC

Muirtown Primary School

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%

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.

School Overview Dashboard

Attendance	Average Class Size	Meeting PE Target
94.6%	24.4	Target Met

Pupil Numbers (inc nursery)	Teacher Numbers	Pupil Teacher Ratio
171 (+48 nursery)	9	18.8

N3	N4	P1	P2	P3	P4	P5	P6	P7
XX%	XX%	12.9%	15.8%	11.7%	16.4%	16.4%	12.3%	14.6%

SIMD Q1[1]	SIMD Q2	SIMD Q3	SIMD Q4	SIMD Q5	Unknown
10-20%	0-10%	20-30%	40-50%	10-20%	0-10%

ASN[2]	No ASN	FSM[3]	No FSM	EAL[4]	No EAL
60-70%	30-40%	30-40%	60-70%	0-10%	90%+

[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):

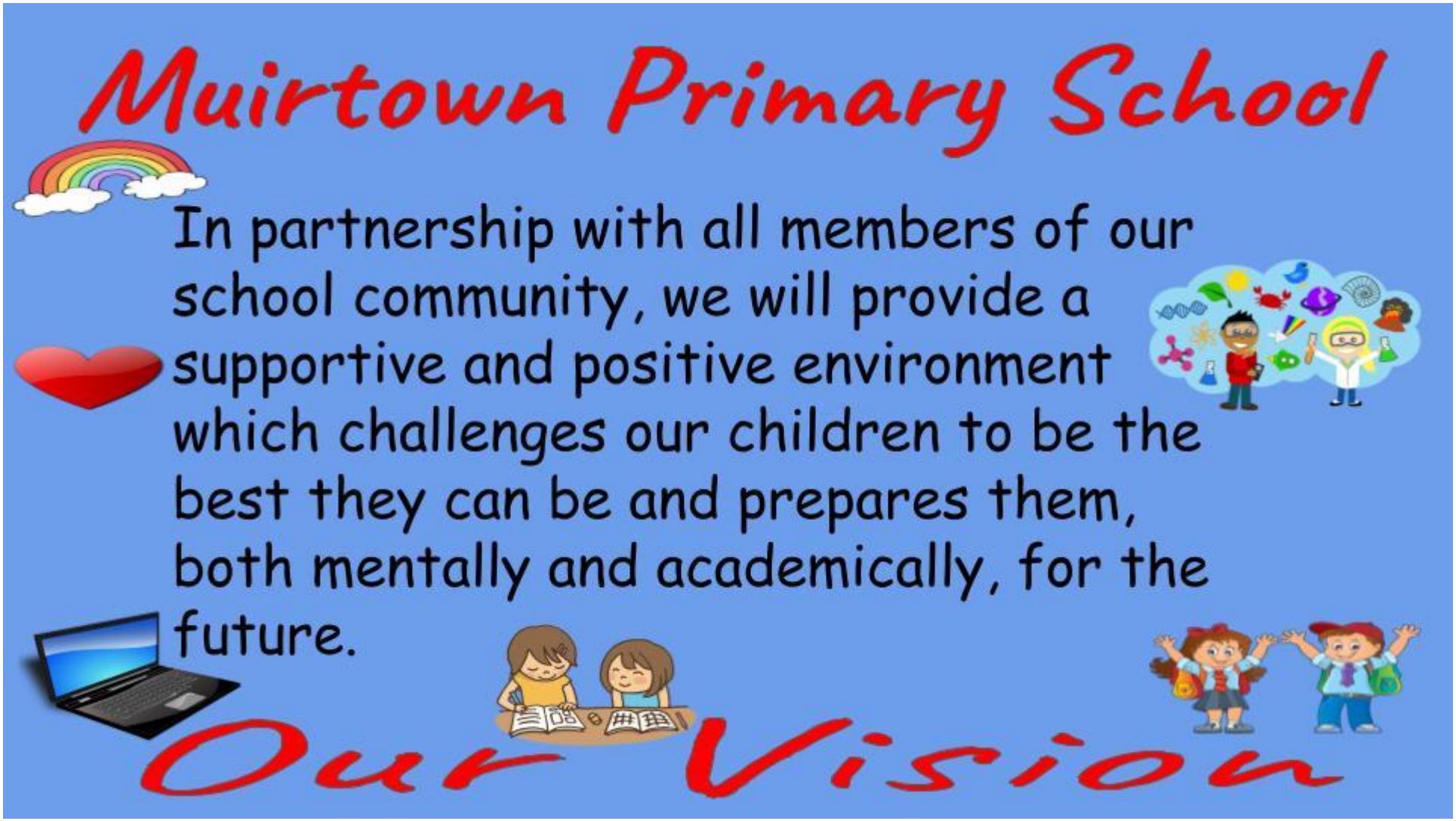
Reading	Writing	Listening and talking	Numeracy
Most	Most	Almost all	Most

Overall children are making the following progress:

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

We have had no exclusions this year.

School vision, values and aims
Lèirsinn, luachan agus amasan na sgoile



Our Values

Kindness

Respect

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

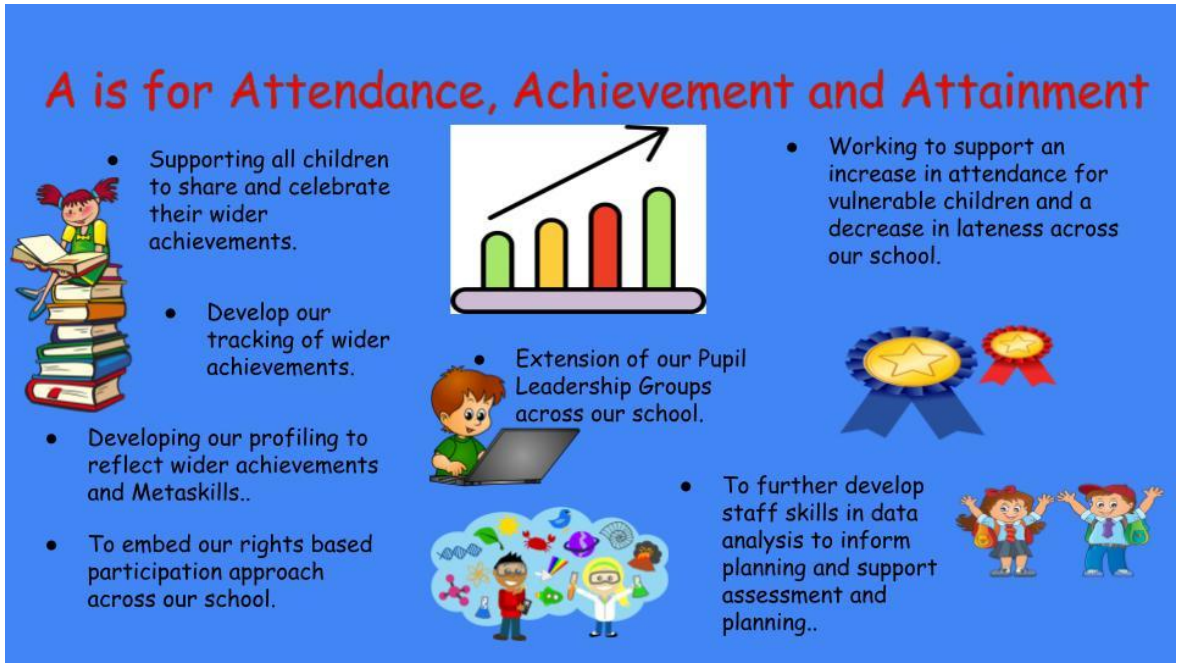
To celebrate all our successes, no matter how small.

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 1: Add title

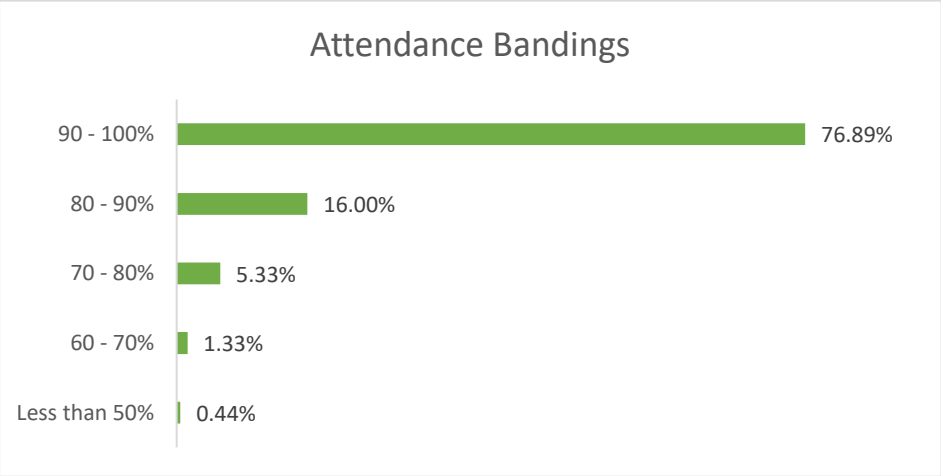
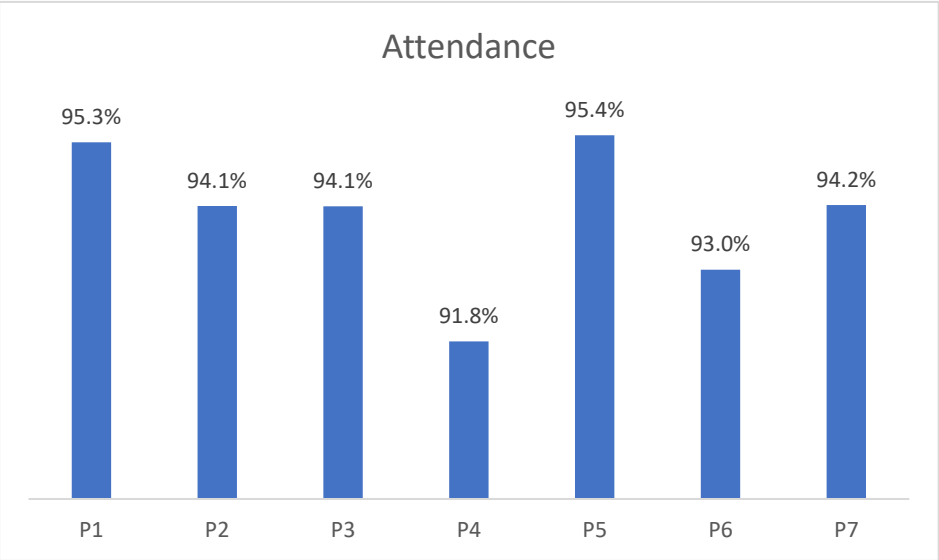
School Improvement Plan Priority 1



- Having engaged in self evaluation activities throughout last session and having given due attention to the national short term education priorities, as well as the Highland Council Raising Attainment and Achievement Strategy, we have co constructed this action plan to further support the ***attendance, achievement and attainment*** of our children.

These three areas of attendance, achievement and attainment are interdependent and foundational to a child's educational success. It is vital that these are core priorities for ensuring each and every one of our children have the most positive learning journey through Muirtown Primary we can provide them with.

- Overall our data for attendance, achievement and attainment is generally very positive, however we will always strive to do better, improving outcomes for **all** our children and wider school community.

Summary of progress	Next steps	Stakeholder Views
<u>Attendance</u> • Almost all (92.89%) of our children have 80%+ attendance this session, with most (76.89%) having 90%+ attendance.  • Few (1) children across our school have less than 70% attendance. • Few (4) children in ELC have less than 70% attendance.  	**<u>Attendance</u>** • Continue to monitor attendance across school, following Highland Council policy, issuing letters and organising review meetings and offering support as appropriate. • Continue to monitor attendance across our ELC, encouraging families to support children to attend as much as possible. • Closely monitor the attendance of these identified children, ensuring regular supportive contact with families.	

• P4 is the cohort which has the lowest attendance rate in our school, although it is still above 90%. This follows a similar pattern to that of last session, however we can see that progress has been made to support our lowest attending children to engage in school more often. Attendance is tracked and meetings with parents are arranged as appropriate to discuss issues around attendance, however some remain reluctant to engage in this process. • Despite many attempts to encourage families to ensure children arrive on time, this continues to be an ongoing issue. **Achievements** • All children across ELC and school have the opportunity to share wider achievements for us to celebrate together.	• Continue to support this cohort and work with parents and Practice Lead to promote school attendance. • Continue to promote good punctuality, linked to our core rules of Ready, Respect and Safe through newsletters, assemblies and discussions with families. • Monitor lateness and address with parents of children who are frequently late. • Review support timetables, ensuring that ASN time for children who are regularly late is not first thing in the morning to ensure maximum benefit of this support allocation. **Achievements** • Continue to promote the sharing and celebration of wider achievements across our ELC and school.	**<u>Some quotes from children regarding celebrating achievements:</u>** *'I enjoy seeing what other children are achieving and feeling proud of. It is nice to be able to celebrate these things together.'* Sophia

• ELC parents are invited to contribute towards a Google Form to share information, photos and/or video of their child's achievement. These are shared on Google Classrooms and also used to create a wider achievement celebration display in ELC corridor. • P1-7 pupils/parents are invited to contribute towards our achievement google form. Information, photos and video evidence of achievements are shared and celebrated at our fortnightly achievement assemblies. Children are encouraged to reflect on the skills they have been developing while working towards their achievement. • P1-7 achievements are added to class achievement book, using Book Creator.	• Promote to parents that achievements can be linked to anything their child feels proud of: Building confidence, a 'can do' attitude and developing resilience on a learning journey are all worthy achievements, just as medals, certificates and awards are. We want to celebrate the wee milestones which matter. • Further develop links between skills development/Metaskills and achievements. • Continue to update each cohorts achievement book.	*'I like sharing achievements because it is good to see people feel proud of what they have done.'* Isabella *'I like how we can all share our accomplishments in our own way'.* Luke *'I love knowing what everyone else has been up to and the skills they have been developing'.* Emily *Achievements are really good because it is a nice way for other kids to share what they feel proud of and what they have worked hard on and it is also nice to get recognition for how hard they have worked on what they are sharing.* Ava **<u>Some quotes from Staff re Achievements:</u>** *'Sharing achievements online and then at assemblies is enjoyed by all children. They look forward to sharing and celebrating their achievements'.* Mrs Whyte, P3 Teacher

• P1-7 achievements are recorded on tracker. • Evidence of wider achievements is becoming evident in ELC learning stories. • Google Form evidence of wider achievements is included in P1-7 profiles. • Parent Council successfully applied for grant from Get Active Highland Fund. This money has been used to establish 'Fundamentals'; an athletics club for children in P1-4, which specifically targeted children who did not already attend a club. Positive links made with Active Schools to identify and approach target group. • 100% of our P1-7 children are a member of a leadership group, working to make a positive difference within our school, local community and wider world. • 100% of children in P4-7 have been awarded a Young STEM Leader Award. • Our Sports Group have supported our school to gain accreditation with a Silver Sports Scotland Award and have applied for Gold.	• Further develop tracking of wider achievements and learning conversations to support all children to experience wider learning opportunities, as was done with Get Active Highland Fund this session. • Ensure that wider achievements are clearly reflected in the learning stories and profiles of all children. • Refresh and develop new leadership groups for the new session, giving consideration to staffing, childrens interests and local opportunities. • Continue to develop STEM learning opportunities, including digital • Give consideration to working towards STEM Nation Award. • Continue work towards ELC Digital Award • Further develop opportunities for sports development across our school, which reflects the ethos of a Gold School.	*'The children feel so proud when they see themselves on the big screen at assembly. They love having opportunities to share their successes'.* Miss Passmore, P1 Teacher *'The pupils enjoy sharing their achievements and look forward to hearing them in assembly.* *Children also like to bring in medals, trophies, photos and crafts they have made and are proud of'.* Miss McKay, P2 Teacher *'The children love sharing their achievements in and out of school. Assembly allows them to feel very proud with their achievements'.* Mr Munro, P6 Teacher *'Pupils enjoy earning certificates* *Star of the week, P.E, reading, Spelling, Mental Maths, art and French - this makes sure that pupils all have a good chance of their individual talents being recognised.* *Pupils love to share their home achievements on the*

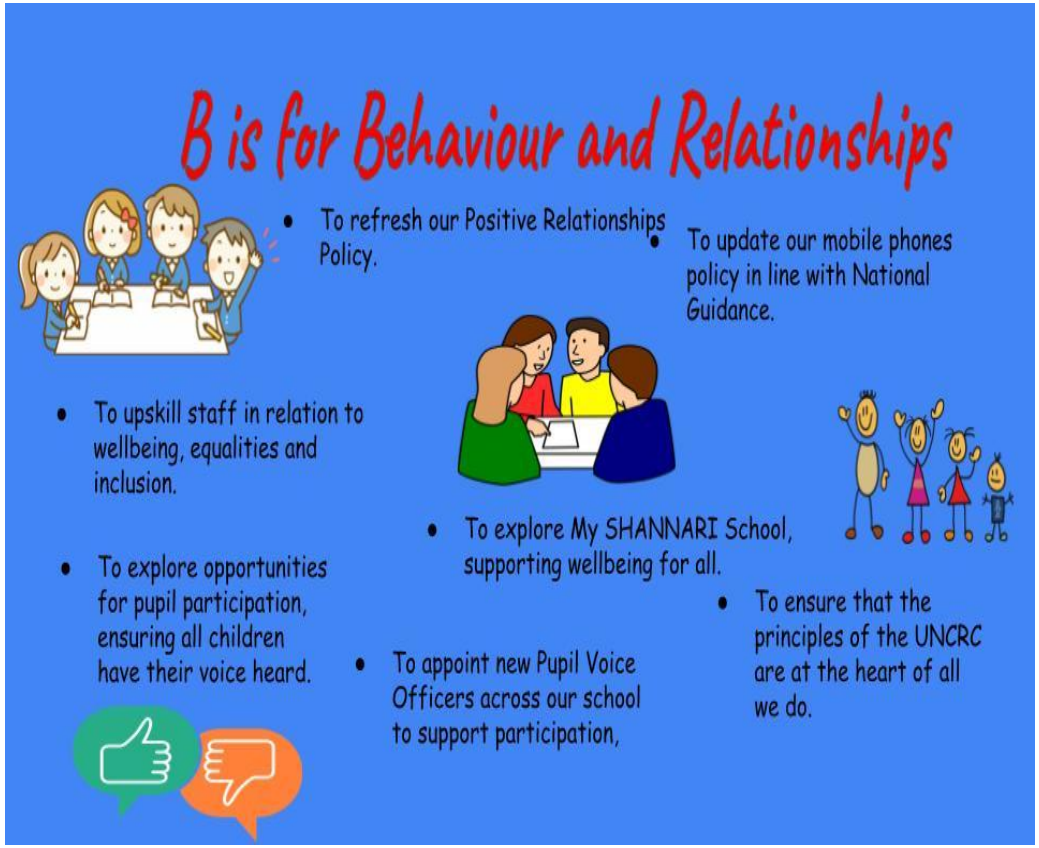
Pupil Voice Officer • 35 children from P5-7 have been appointed as Pupil Voice Officers, working to promote Article 12. • Pupil Voice Officers have explored the Lundy Model of Participation and identified the conditions we need to support in school if we want to promote participation for all. (See Action Plan 2 for further reflections on this area of development)	**Pupil Voice Officer** • Now that we have explored the conditions needed to support positive participation, work to embed this across the life and ethos of our school.	*Google Classroom, at show and tell and in assembly.'* Mrs Meldrum, P4 Teacher **Pupil Voice Officer Feedback** *It is very important that we have pupil Voice Officers because we all have a right to be heard, it's also very good to share our ideas.* Emily *Our Pupil Voice Officers are very important in our school. We all have a right to our voices and its very important we are helped to use them.* Fern
Attainment • Our P1/4/7 attainment is generally strong, particularly in P1 and P7, with a dip at P4. This pattern is reflected on our school dashboard, where performance was above that of our virtual comparator in all areas at P1 and P7 for 24/25. This trend was expected this session due to the recognised needs of this cohort. We can see, however, that all individual children in this year group are making progress as individuals due to supporting factors such as PEF targeted interventions, support timetables for PSA and ASN teacher, and online support. • With Jamboard no longer functioning, we have moved to a system of data analysis using Book Creator. 'Big Questions' have been used consistently across all classes to support review and analysis of SOFA and NSA	**Attainment** • Continue to allocate collegiate time within WTA for data analysis and moderation. • Book Creator books will be for cohorts, so that analysis of data will follow children on their school journey. • Support teaching staff to develop their awareness of our school dashboard and interact with our virtual comparator school when analysing data.	**Attainment Related Feedback from teachers:** *'Having the data books has enabled us to identify key children for boost groups and also helped us identify themes and common areas of the curriculum to be developed'.* Miss Passmore, P1 teacher *'I feel more confident when unpicking the data and being able to compare this to pupils work in class and work out how to take this data to help*

data. This has helped teachers to identify both strengths in performances and gaps in learning, which have been used to inform planning for next steps. • Time has been taken to set tags for NSA and SOFA assessment. This helped teaching staff to identify trends in groupings and also observe how children predicted/not predicted to attain performed in assessments. • Support group tags supported discussions between HT/ASN teacher and CTs to ensure support is being targeted to where it is needed most. • Teacher confidence is growing around the use of ACEL codings for Seemis, following further opportunities for professional discussion, data analysis and moderation activities. • Highland Council Literacy and Numeracy trackers are now used in ELC to support planning and to track progress. • ELC staff, supported by SEYP, are tracking Developmental Overviews and using this data to support next steps in planning. • ELC have adopted a new planning format which supports staff to build on identified gaps from Lit and Num progressions, as well as Developmental Overviews • All ELC staff have engaged in floorbook training and are now confidently using floorbooks to support child led planning and reflections. • All ELC children now have target and next step sheets in profiles which record and evaluate progress in their learning stories.		*progress the pupils individual development.'* Mrs Meldrum, P4 teacher *'I am gaining confidence in recording and tracking data'.* Mrs Whyte, P3 Teacher

Impact	
The key impacts on our school community from this work are: **Attendance** • Attendance is generally very strong across the school, with almost all (92.89%) of children gaining 80%+attendance, and most (76.89%) children gaining 90%+ attendance. • Lowest attenders have been identified and attendance is tracked. • ELC attendance is now tracked more consistently. **Achievements** • Wider achievements are now a core aspect of the life and ethos of our ELC, as well as our school. This is now reflected in displays, on google classroom and in some learning stories. • Wider achievements are now more comprehensively tracked across our school and this is beginning to support discussions to promote engagement in wider activities for all. • We have evidence of, and are able to celebrate and track wider achievements for almost all children across P1-7. • All children are more engaged in the wider life of our school, through participation in a pupil leadership group. • Survey results and focus group discussions show that almost all children feel they have a strong voice across our school and that they value this opportunity to be heard and have influence. • School has received a number of awards and accreditations in recognition of our participation work. **Attainment** • We have a comprehensive knowledge and understanding of children across our school who require support and challenge in their learning. • Careful analysis of data has supported confident planning for next steps in learning. • Staff feel increasingly confident in making professional judgements about where their children are in their learning. • There is a more confident and consistent use of ACEL codings across the school. • New ACEL codings are now reflected in our school tracking document. • Evidence of attainment over time is developing and supporting teachers to have an understanding of individual children's learning journeys. • Developmental overviews in ELC are now collated and used to inform planning. • Literacy and numeracy trackers are used in ELC to assess and monitor progress. **Good progress has been made in this area of development**	

School Priority 2: Add title

School Improvement Plan Priority 2



Having engaged in self-evaluation activities throughout last session and giving due attention to the national short term education priorities, as well as the Highland Council Raising Attainment and Achievement Strategy, we have co constructed this action plan to further support positive behaviour and relationships throughout our school community. Behaviour and Relationships are the essential building blocks for all learning. When know that when children feel safe, supported, and connected, they are better able to engage with the curriculum and achieve their full potential.

• Having been accredited as a Gold Rights Respecting School in March, we want to continue our good practice in this area, ensuring that children are supported to understand and access their rights, and that all our policies and

<table>
<tr><td colspan="2">progressions reflect the UNCRC and wellbeing outcomes (SHANARRI) so we will be continuing to review and develop this.
• We are all aware of the new Positive Relationships Framework from the Scottish Government. It is now time for us to unpick its key messages and use these to update our schools' positive relationships policy.
• Guidance has been released regarding the use of mobile phones in schools. We will take time to review this and create a policy to support respectful and responsible use of mobile phones and devices within our school community.
• To support positive relationships across our ELC and school, staff will engage in training which will promote GIRFEC, inclusion, wellbeing and equalities
• We want to extend our positive pupil participation work further by continuing to develop opportunities for our children to have a voice within classes and our school community.</td><td></td></tr>
<tr><th>Summary of progress</th><th>Next steps</th><th>Stakeholder Views</th></tr>
<tr><td><u>Mobile Phone Policy</u>
• New mobile phone policy developed in line with current advice.
• Policy shared with Parent Council and wider parent body, with feedback invited to support development of final draft.
Feedback all positive and policy adopted by school community.
• Link to policy document:
https://docs.google.com/presentation/d/15Xgiwi6a2IIlyfwVNQCz56q4UTlRcY1przVaKAVT-PE/edit?usp=sharing</td><td><u>Mobile Phone Policy</u>
• Ensure that mobile phone policy is reviewed, shared and updated annually to reflect trends and the needs of our school community.
• Organise a further SaferSchoolsApp parent session to encourage greater use of this resource.
• Continue to reinforce importance of responsible use of technology and keeping safe online through class activities, work of digital leaders and whole school participation in Safer Internet Day.</td><td><u>Parent Feedback on policy</u>

'This is a really helpful policy which will be useful for supporting conversations with children at home.'

'I am happy to see that online safety is seen as really important in school'.</td></tr>
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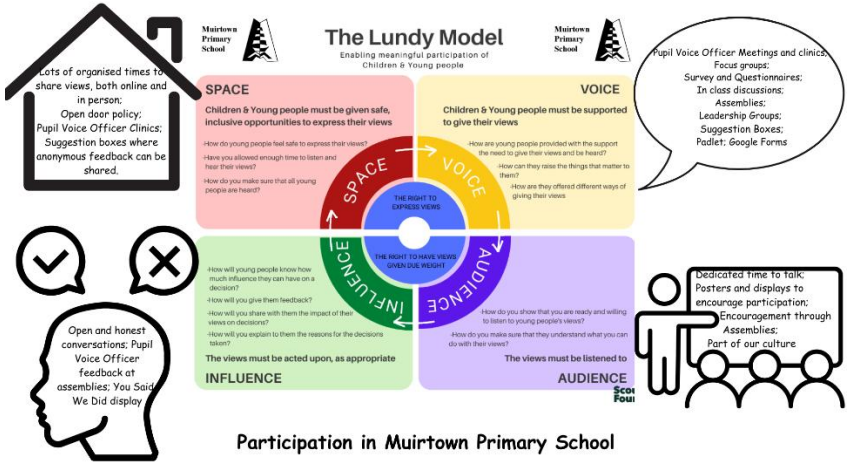
Participation/Pupil Voice Officers

- 35 Pupil Voice Officers have been appointed across P5-7, following on from a process of applications and interviews. This represents 46% of children in our senior classes.
- HT has supported Pupil Voice Officers to explore the Lundy Model of Participation, identifying conditions we can put in place to support opportunities for all children to fully participate in the life and ethos of our school, ie, Voice, Space, Audience and Influence.



Participation/Pupil Voice Officers

- Extend opportunity to P4 children.
- Continue to hold regular Pupil Voice Officer meetings to discuss how we can support all children to fully participate in the life and ethos of our school.
- Continue to monitor use of suggestion boxes and take time to consider all suggestions, giving feedback via Pupil Voice Officers during assemblies.
- Introduce more regular opportunities for Pupil Voice Officers to meet with the rest of our children to gather feedback/support with worries.
- Ensure regular opportunities for pupil participation through focus groups and using HGIOURS are planned for in our monitoring calendar.

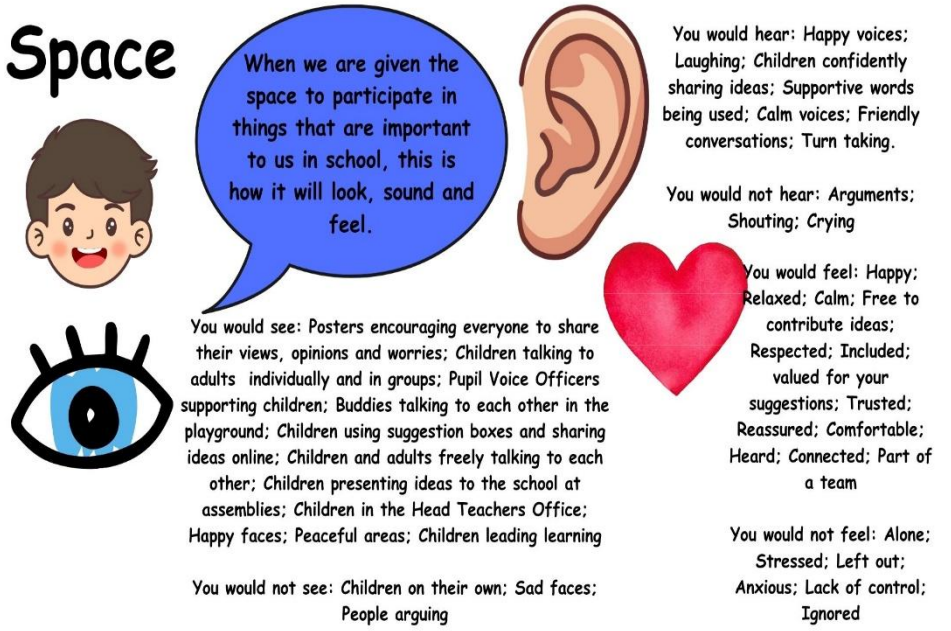
Participation/Pupil Voice Officers – Quotes from children. Partners and staff

'I think it is important that we have pupil voice officers because it means pupils have an extra safe place to share things they are worried about or upset about'. Isabella

'It is important that we have pupil voice officers because we can share our ideas and our thoughts about things'. Neve

'It is important that we have pupil voice officers to have a voice from the childs perspective'. Aleena

'It is important to have Pupil Voice Officers because if you do not feel like



you are being heard by adult / teachers or you just don't feel to comfortable talking to them you may feel more willing to go and talk to one of your peers about what you would like to change or an idea that you may have and the pupil voice officers will take that to one of our meetings and to make you idea heard'. Ava

'This is wonderful work!' Prof Laura Lundy

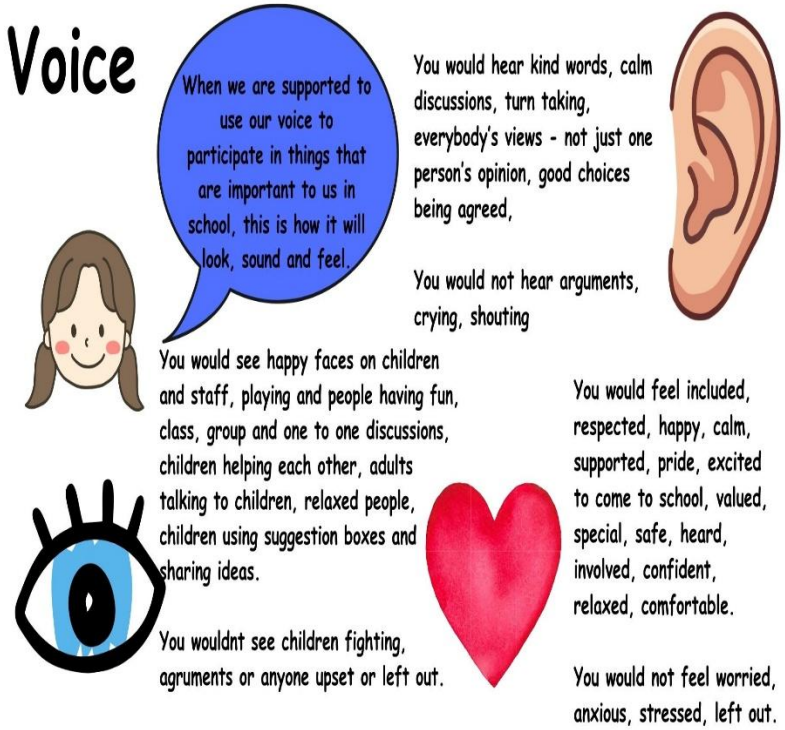
'This is such a great piece of work; exciting!' Jo Chamberlain, HC Participation Officer

'I just feel there is something here. Janice, your school is encouraging pupil voice. How can we help reinforce this with our national

Parliament message – and how can we help pupils' voices come into the Parliament more?' Sally Coyne, Head of Public Engagement Services, Scottish Parliament

'Pupil Voice officers seem really proud to represent their peers'. Mrs McCabe, ASN Teacher

'Pupils now really feed listened to - their ideas for books and playground toys have come into fruition.
I often see my class filling in ideas slips to post in the new ideas box.
Pupils can see they are making a difference in their school.
P4 pupils voted on how to spend the money they raised



during their young leader's enterprise projects and were then able to give items to each class as well as supporting two charities with two donations of £226.08'.
Mrs Meldrum, P4 Teacher

- All (100%) of our children in P1-P7 are members of a leadership group. Groups meet fortnightly and work cooperatively to support positive change within our school, local community and wider world.
- Groups this session have extended to include: *Community, JRSO, Diversity, Eco, Reading Champs, RRS, Global Goals, STEM, Digital Leaders and Sports Leaders.*
- The work of our leadership groups links fully to article 12 from the UNCRC and the development of Metaskills, such as Leadership and Collaboration.

- Refresh leadership groups to reflect next sessions staffing, group numbers and areas of interest.
- Ensure all groups have an area where they can display their work to the rest of the school.
- Continue to link the work of our groups to the UNCRC and relevant Metaskills
- Explore opportunities for developing partnership work through leadership groups.
- Support opportunities which lend themselves to accreditation for the work of our groups.
- Further explore opportunities for children to participate within their curriculum, supporting them to become 'Curriculum Designers'

'I feel very proud of my leadership group and everything we have achieved together'. Charlie

'I feel good about my leadership group (sports group) and I feel like we get lots of chances to help the school with sports and I enjoy leading the monthly games'. Kaiden

'Pupil Leadership groups are extremely fun , you

	along with teaching staff as we work together on the Curriculum Improvement Cycle (CIC) • Further embrace opportunities for children to 'use their voice' within their learning activities and across the life and ethos of our school.	*also get to learn and develop lots of different things depending on which group you are in and after leadership groups we feedback to the rest of the school about what we have been practicing . The whole school really enjoys our leadership groups and it is a nice way to end our week'.* Ava *'Children have enjoyed being able to go out into the community as part of their pupil group activities. They feel a sense of pride at making a diffference to others and have had the opportunity to build confidence when interatcing with adults at the care home'.* *Miss Passmore, P1 Teacher*

 • A collaborative digital book has been created to share the key developments from our leadership group work over this session. It can be accessed via this link: ********** • The positive work of our leadership groups and Pupil Voice Officers has been recognised as good practice by the Scottish Government Participation Team. Head Teacher has been invited to become a member of the International Parliament Engagement Network (IPEN) and will be working to support the development of participation opportunities for children within the Scottish Government. • Head Teacher has been invited to work on a joint blog with Professor Laura Lundy to showcase our participation work widely across her networks.	• Continue to find ways to share and showcase the work of our pupil leadership groups to parents and our wider school community. • HT will embrace the opportunities which emerge from becoming a member of IPEN and use positively to support both school and wider Highland Council developments.	*'Our leadership groups have provided all our children with an opportunity to make a positive difference in our school, community and across our wider world.* *Our Reading Champs work hard to promote a positive reading culture across our whole school community. It is lovely to have children coming up to me to ask if we can get new books from a certain series or author for our library. It also makes me smile to see children choosing to read during break times in the playground'.* *Head Teacher* *'Pupils really enjoyed choosing what to learn about when thinking about equality, equity and*

		diversity. They love being able to stand up in front of the whole school to give feedback'. *Mrs Meldrum, P4 Teacher* *'Groups provide children a chance to share their voices and contribute to life and ethos of school'.* *Mrs Whyte, P3 Teacher* *'I feel like we have more chances to be heard by using the suggestion box by the office I also feel heard when we go up to say what we did in our leadership group at assembly' - Kaiden.* *'Yes we definitely have opportunities to be heard because we are a rights respecting school and we have Pupil Voice officers*

Positive Relationships Policy • Staff have taken time to review the Scottish Government Guidance on Fostering a Positive, Inclusive and Safe Environment, reflecting on our current policy and next steps for development. **https://acrobat.adobe.com/id/urn:aaid:sc:EU:9ea22c6b-6dd7-4d98-bb98-9268c310160b** • Policy has been updated, shared, reviewed and has now been adopted. • Policy can be accessed via this link: **https://wakelet.com/wake/CgrJWPkgM4diZdkHbVb_G**	**Positive Relationships Policy** • Take time to review annually, updating as required to suit the needs of our school community. • During next review, take time to discuss with Pupil Voice Officers to ensure their 'voice' is a prominent feature of the policy. • Ensure policy is accessible to all members of our school community by having paper copies in	*that do their best to make our school the best place possible . We also have a suggestion box by the office where you can write down anything you want the pupil voice officers to change'. Ava* *'I like how our policy now refers to the UNCRC. It keeps the rights of our children at the heart of everything we do.'* Miss Fuller, DHT **Positive Relationships Policy** *'I feel that our updated positive relationships policy encapsulates the ethos of our school and I am pleased that it has the UNCRC it's heart.*

Wellbeing, Equalities and Inclusion • Our Educational Psychologist let whole school/ELC staff training on Equalities, linked to the UNCRC • ELC, PSA and teaching staff have all completed TURUS Understanding GIRFEC training • Teaching staff have all engaged with the Education Scotland Professional Learning materials linked to wellbeing, equalities and inclusion	reception and having a copy uploaded to our website. **Wellbeing, Equalities and Inclusion** • Highland Council Bullying Survey to be carried out across the school. • Staff to attend training on 'Stronger Together Toolkit' from Safe, Strong and Free and implement lesson plans across all classes • Pupil Inclusion Officers to be appointed to further promote and support an ethos of inclusion across our ELC and school. • Promote the ethos of The Circle to further promote inclusion work • School to work towards Stronger Together accreditation. • Continue to review our settings with a mirrors and windows approach: are our displays, texts and resources as inclusive and reflective of our diverse school community as they can be? • Further develop the visibility of languages from across our school community in displays and texts.	*It clearly demonstrates the importance of positive relationships within our school'.* **Wellbeing, Equalities and Inclusion** *'It was interesting to take part in the Equalities training. I was heartened to hear how much of the good practice discussed is already evident across our ELC and school'.* Head Teacher

GIRFEC/ My SHANARRI School/ UNCRC • My SHANARRI School survey has been completed my all children in P1-7. • ELC staff have been exploring the wellbeing indicators with children and have introduced SIMOA the elephant, as a focus for discussions about keeping safe. 	• HT to engage in Ed Scotland Equity training to support work across our school • Staff to continue to engage in professional learning opportunities to upskill and build confidence in this area. **My SHANARRI School** • Share results with Pupil Voice Officers and plan how to share with other children. • Share results with parents at term 1 parents evening and ask for feedback • Create action plan for further SHANARRI work and carry our survey again in term 4 to measure impact. • Identify a space for whole school wellbeing display • Continue to ensure that language linked to the wellbeing indicators is a key part of dialogue in school. • Explore resources from Whole School Approach to Wellbeing: Supporting the wellbeing of our C&YP - WSA to Wellbeing • Share support materials from WSA with families as appropriate. • Explore and introduce new 'Stronger Together Toolkit' from Safe, Strong and Free across ELC and school. Embrace opportunities	**My SHANARRI School Results:** All children were invited to complete the My SHANARRI School Survey, which asks questions linked to the wellbeing indicators. Results show how children feel in relation to each indicator via gradings of 1 (low) to 5 (high) Gradings: **Safe** 1 – 0 children = 0% 2 – 0 children = 0% 3 – 5 children = 3% 4 – 42 children = 27% 5 – 110 children = 70%

	for training from Safe, Strong and Free. • Survey parents to see if there is a desire for wellbeing support for them, eg, setting up a group for dads. Refer to https://www.fathersnetwork.org.uk/education and https://fastforward.org.uk/how-we-can-help/parents-and-caregivers/training-and-workshops/ for ideas and support if there is interest.	***= Almost all graded a 4 or 5 for safe (97%)*** **Healthy** 1 – 0 children = 0% 2 – 0 children = 0% 3 – 11 children = 7% 4 – 33 children = 21% 5 – 113 children = 72% ***= Almost all graded a 4 or 5 for healthy (93%)*** **Achieving** 1 – 0 children = 0% 2 – 0 children = 0% 3 – 12 children = 8% 4 – 34 children = 22% 5 – 111 children = 71% ***= Almost all graded a 4 or 5 for achieving 93%*** **Nurtured** 1 – 1 children = 1% 2 – 0 children = 0%

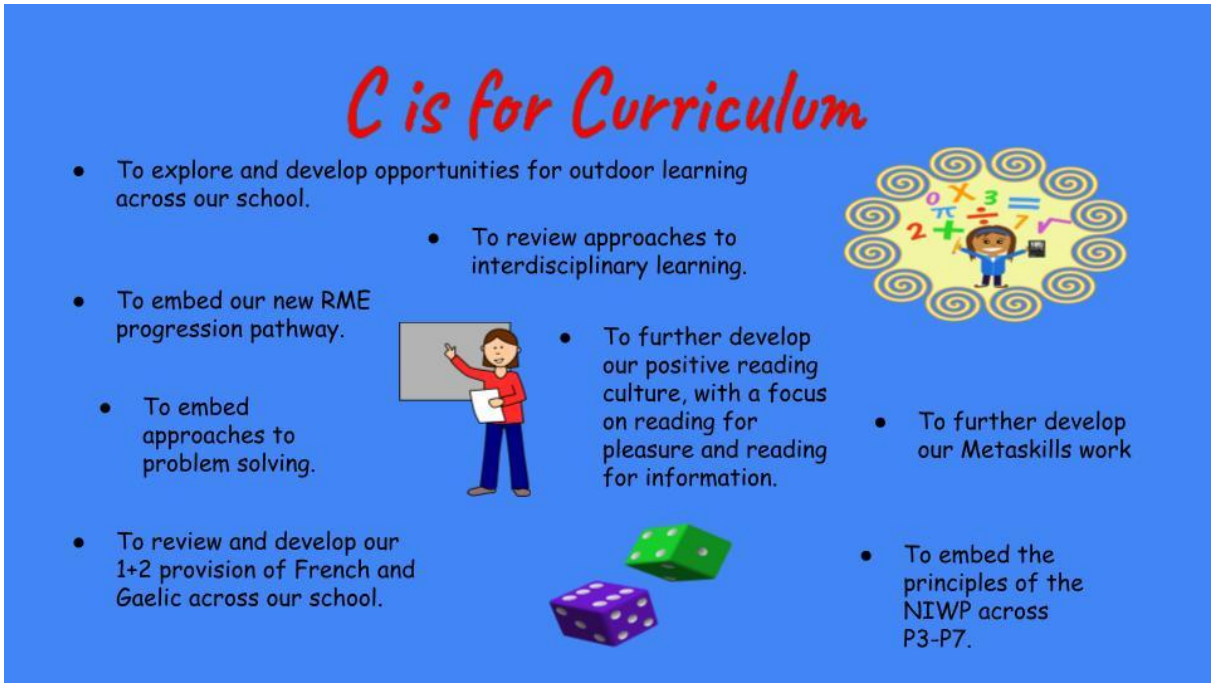
		3 – 10 children = 6% 4 – 31 children = 20% 5 – 115 children = 73% ***= Almost all graded a 4 or 5 for nurtured 93%*** **Active** 1- 0 children = 0% 2- 0 children = 0% 3- 9 children = 6% 4- 28 children = 18% 5- 120 children = 76% ***= Almost all graded a 4 or 5 for active 94%*** **Respected** 1 – 2 children = 1% 2 – 4 children = 3% 3 – 7 children = 4% 4 – 36 children = 23%

		5 – 108 children = 69% ***= Almost all graded a 4 or 5 for respected 92%*** **Responsible** 1 – 0 children = 0% 2 – 0 children = 0% 3 – 8 children = 5% 4 – 32 children = 20% 5 – 117 children = 75% ***= Almost all graded a 4 or 5 for responsible 95%*** **Included** 1 – 0 children = 0% 2 – 2 children = 1% 3 – 13 children = 8% 4 – 32 children = 20% 5 – 110 children = 70% ***= Most graded 4 or 5 for Included (90%)***

Impact	
The key impacts on our school community from this work are: **Mobile Phone Policy** • Updated mobile phone policy now in place. **Positive Relationships Policy** • Updated positive relationships policy now in place, which reflects updated guidance from Scottish Government. **Participation** • The importance of Article 12, I have the right to be heard, has been fully embraced through the life and ethos of our school with the introduction of Pupil Voice Officers. Children recognise that they have a strong voice within our school, which has the power to influence change. • Leadership groups continue to form an important part of our ethos, with all children being a member of a group. They have supported a number of developments across our school and wider community and have played a major influencing role in us gaining a number of awards and accreditations, such as School of the Year at this years Highland Hero Awards, Silver Sports Scotland Award and Young STEM Leader Awards. • Positive recognition for our school through developing a working partnership with the Participation Team of the Scottish Government and our Head Teacher being invited to become a member of IPEN. **UNCRC/GIRFEC/My SHANARRI School** • Very positive results from My SHANARRI School, which lets us know that almost all our children feel very safe, healthy, active, nurtured, achieving, respected, responsible and included while at school. Data analysis will support us to unpick and support further work in this area. • ELC staff are more confident to discuss and plan for work linked to the wellbeing indicators. • The UNCRC continues to be at the heart of everything we do and is visible throughout our school: books on children's rights are on display in our reception, articles are on display is relevant places throughout our school, articles are reflected on and discussed in classes and at assemblies, the UNCRC is explicitly referenced within any updated school documents, policies and training. • All staff, including cleaners and catering staff have completed Recognition and Response 3 year Child Protection update. • HT and DHT have completed Understanding Child Protection Process and Assessment and Analysis Child Protection updates. **Very good progress has been made in this area**	

School Priority 3: Add title

School Improvement Plan Priority 3



Having engaged in self evaluation activities throughout last session and giving due attention to the national short term education priorities, as well as the Highland Council Raising Attainment and Achievement Strategy, we have co constructed this action plan to further support curriculum developments.
A well-designed curriculum is the core of a child's educational experience and directly impacts their learning and long-term success. It's the blueprint that determines what children learn, in what order, and to what depth, making it the most significant lever for school improvement.

- As a Gold Rights Respecting School, we know how important it is that our curriculum reflects the UNCRC, as well as being up to date and relevant for the children in our school community. We are striving to update our curriculum policy guidelines and How To Guides to ensure they reflect this.

- Having reflected as a staff team and having engaged in activities linked to HGIOURS with children, we have identified opportunities for play and outdoor learning as an area to develop across our ELC and school.
- IDL is an area we have recently visited with regards to progressions but we would now like to focus on planning, teaching and assessment within IDL to ensure a consistent approach.
- 1+2 is an area we aim to review. Changes in staffing/stages being taught can affect staff confidence in leading 1+2 learning within their classrooms. We feel it is important to review this to ensure all staff feel confident to lead 1+2 in their class. Planning approaches, resources, partnership opportunities and a whole school visible approach to languages will be reviewed. HT has been accepted onto Leading Languages Learning CLPL which will support this work.
- We plan to moderate our learning stories and profiles approach to ensure that they are fit for purpose, well organised, consistent across the school and reflect individual children's learning and engaging for families.
- We recognise through professional dialogue that ELC staff training in use of floor books will support their curriculum and pupil engagement and we plan to develop this throughout this session.

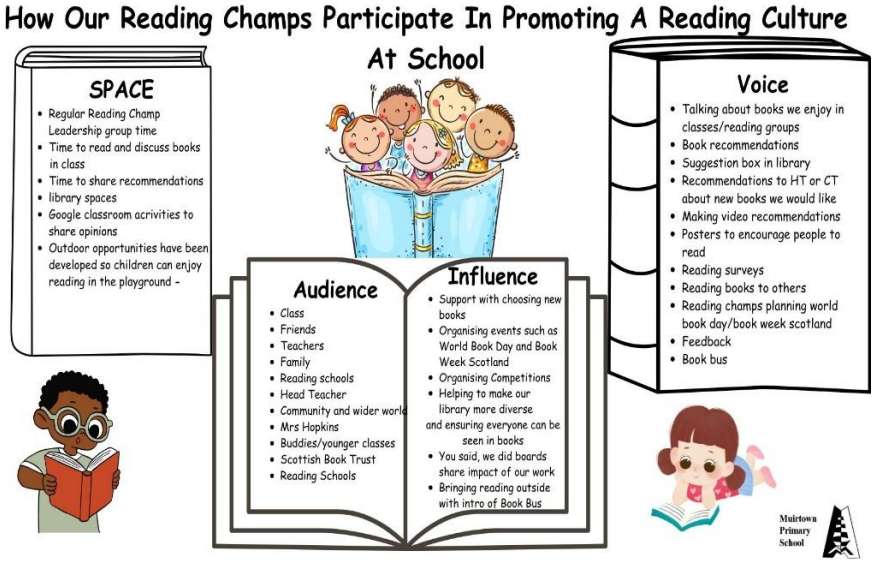
Summary of progress and impact	**Next steps**	**Stakeholder Views**
<u>Metaskills</u> • Metaskills are discussed regularly at both our Achievement Assemblies and Leadership Group sessions • We have invested in online Metaskill resources, which are successfully used as a hook for class discussions across our school. • Teaching staff have worked collaboratively to develop differentiated Metaskill self assessment and reflective materials for P1-P7, which are now being used as part of our profiling process and linking to school tracking. • Class observations demonstrate that teachers are now more confident in referring to Metaskills within lessons. • Almost all children are able to identify ways in which they use Metaskills within their learning in school and wider opportunities.	**<u>Metaskills</u>** • Continue to embrace opportunities to discuss Metaskills across the life and ethos of our school. • All staff to consistently plan for reflection on Metaskills in termly plans. • Metaskills posters to be recreated by children and displayed across school to prompt reflection. • Continue to make use of online resources, including assemblies and Metaskill Land activities. • Reflect on and review profiling and tracking documents, updating as necessary.	**<u>Metaskills</u>** '*I feel like I am more confident in reflecting on metaskills (Focusing, Collaborating etc.) I also feel like we have more opportunities to reflect on them in class and when we are in assembly and we look at the metaskills'* - Kaiden. *'I really enjoy reflecting on my Metaskills in our Metaskills Book. I feel a lot more confident discussing them this year'.* Emily

• Children are able to make links between their learning, wider achievements and Metaskills. **<u>Outdoor Learning</u>** • Our STEM Pupil Leadership group, supported by Ms Knowles, have devised a bank of outdoor learning activities which can be used by all classes. • We have worked closely with various partner agencies such as Active Schools, Bikeability, Nature Scotland, Scottish Canals, Whale and Dolphin Trust, Salmon in the Classroom Fisheries Group and Fairburn to upskill staff and to support learning and teaching opportunities. • All classes have had the opportunity to take part in out of schooltrips to support learning experiences, thus making the most of opportunities within our community. Trips have included visits to Muirtown Locks, Culloden, Newton Rooms at UHI, Fairburn, Rosemarkie, Inverness Library, Pizza Express, Inverness Castle, Ness River and local cycle networks.	**<u>Outdoor Learning</u>** • All classes will utilise the new outdoor learning packs made by our STEM Leaders. • Invest in resources to support outdoor learning • Further develop our playground areas to support outdoor learning opportunities • Continue to embrace opportunities for partnership working and trips. • Continue to encourage professional learning linked to outdoor learning.	**<u>Outdoor Learning</u>** *'I feel like this year, when compared to last year we have had so many more opportunities for outdoor learning!' Fern* *'We definitely have had more opportunities to go outside and enjoy nature. I have most enjoyed raft building and climbing the ladder outside'. Charlie* *'I feel that our school has certainly made an effort to do lots more outdoor learning and when we do do it , it has been really fun'. Ava* *'The pupils enjoy playing maths games and going round different outdoor maths stations to work on their number work outdoors'. Miss McKay, P2 Teacher* *'Primary one love taking learning outside. They have more space to explore and develop social skills. We have*

		enjoyed some science lessons outside linked to planting and growing for our farming topic learning playground games as part of our 'toys from the past' topic as well as one off activities such as litter picking and mini beast hunting'. *Miss Passmore, P1 Teacher*
RME • RME progressions which were updated last session have been reviewed and used effectively to support a progressive program of learning across our school.	**RME** • Embrace partnership opportunities to support learning experiences, eg, visit to different religious buildings. • Build of the religious and cultural beliefs of our children and families, sharing experiences to support and extend learning. • Continue to build our bank of resources to support learning and teaching, including having a wider range of non fiction texts accessible in our library areas	**RME** '*New planners are helping with structuring planning and progress.'* Miss Reid, P7 Teacher *'New plans have given a more focused approach with a good progression from P1-7'.* Miss Passmore
Reading Culture • Almost all children report that they enjoy opportunities for reading for pleasure. • We have continued to invest in texts for our library areas, ensuring a greater variety of diverse texts which reflect different cultures, religions, races, disabilities, languages and families. • We have invested in the Change, Loss and Breavment book list created for Highland Council libraries, ensuring	**Reading Culture** • Re issue the Reading Schools pupil, parent and staff surveys • Organise opportunities for each class to visit Inverness Library and encourage all children to register for a library card. • Continue to encourage children to suggest texts and authors to invest in.	**Reading Culture** *'I love that I can see characters in books that look like me and share my culture'.* Aleena '*I love the cushions we have for sitting on to read in the playground! It is great to be comfy and enjoy my book in the sun!'* Katie

we can support our families with helpful texts for their children in challenging times.

- Our pupil led Reading Champs have continued to work hard to support the promotion of a positive reading culture across our school, giving consideration to the Lundy Model of Participation.



- Reading Champs considered ways we could support more children to read for pleasure outdoors. They ran a book sale and raised money to purchase outdoor cushions and storage to support comfort when borrowing a book from our outdoor Book Bus.

- Further develop non fiction texts
- Explore and encourage use of new Reading Eggs digital resource
- Plan family learning opportunities linked to reading for pleasure
- Plan, resource and build a sustainable book shed for our school community to access
- Further develop Bookbug sessions in ELC
- Ensure we have books in our library spaces which reflect the home languages of all our children.

'I am proud to be a Reading Champ and have enjoyed organising events like World Book Day for the school. It was fun when we were the shop keepers at our book sale'. Ben

'I really enjoyed getting to pick new books for the library. We had a big job to chose books that everyone would like'. Ava

'I love Dogman! I have read nearly all of them!' Logan

'I feel like the school has gotten me to read more in and out of school.i also feel like they have gotten me to be interested in more genres and overall reading.The school's library has loads of genres' - Kaiden.

 • We organised a Scholastic Book Fair, which raised more than £800 in commission. Reading Champs carefully chose new books to buy with the commission which reflected the likes and interests of children across our school and ELC. • Reading Champs have created a library suggestion box where children can share book and author recommendations, which we will take into consideration when purchasing new texts. • All classes have engaged in online author live sessions and/or an in person author visit. • Reading Champs have organised a number of successful whole school, including ELC, events to promote reading for pleasure such as Reading Schools Week, Book Week Scotland and World Book Day.		

• P3 had a class trip to the library, where they were given a tour of the library and took part in a book making workshop. • ELC, PSA and teaching staff have attended training on using the Reading Egg online resource, which we will have full access to for next session. **1+2** • We accessed a free trial for Language Angels online resource, which we have recently purchased to support the teaching of French across all stages. • P4-7 engaged in 'Live Lessons' run by the Northern Alliance for French. • P6 and P7 engaged in Gaelic online live lessons. • Feis Rois led a block of Music and Gaelic lessons in P6. • We were successful in our grant application for Seachdain Na Gaidhlig in February. This allowed us to employ a tutor to lead daily sessions throughout the week with P6 and P7 classes. Learning was showcased to parents and the wider school through an end of week ceilidh. • P1-P7 children engaged in online Gaelic assemblies throughout Seachdain na Gaidhlig. • Parents and family members with a knowledge of Gaelic language, were invited into school to support classes throughout Seachdain Na Gaidhlig. • European Day of Languages was celebrated as a whole school event, with an open afternoon for parents organised. Families were encouraged to share some key phrases in their home languages. • Teachers worked collaboratively to review our current 1+2 provision, identifying next steps and developing resource banks to support learning and teaching.	**1+2** • Evaluate and review Language Angels resource to support learning and teaching • Continue to engage in live lesson opportunities • Continue to embrace opportunities to work with Feis Rois • Reapply to Seachdain Na Gaidhlig for funding to engage in Gaelic Week • Approach members of our community to support language learning opportunities • Further develop language visibility across our school; texts, signs, displays • Plan whole school event linked to European Day of Languages	**1+2** **Parent Feedback from Seachdain Na Gaidhlig** *'Lovely to see what the children are learning in Gaelic. It is important that we keep the language alive!'* *'A super afternoon! I can't believe how much the children have learnt this week!'* *'It was so lovely to be able to come into school to share my Gaelic with my grandson's class'.* **Pupil Feedback** *'I have enjoyed taking part in Gaelic Week and the ceilidh was really fun.'*

NIWP • All teachers in P3-P7 have been trained in the National Improving Writing Programme and have implemented it within their classes throughout the session.	**NIWP** • Continue to keep a focus on the principles on NIWP to support writing attainment. • Consider how the structure of NIWP could support raising attainment in numeracy – potential for enquiry task	**NIWP – Staff Feedback** *'Children enjoy seeing their progress as they go through the year. They are happy with short chunks of writing each day and getting challenged to work against personalised success criteria.'* Mrs Whyte, P3 Teacher *'Great tool for boosting attainment end of 1st level/beginning of 2nd level' Miss Reid,* P7 Teacher *'Engagement in writing has improved significantly. Pupils are getting regular practise on very specific, achievable targets. It is easier to support pupils at all levels and provide additional challenge.'* Mrs Meldrum, P4 Teacher
Impact		
The key impacts on our school community from this work are: **RME** • There is a consistent and progressive approach across our school to the teaching of RME, which is supporting teaching and learning. **Outdoor Learning** • Staff are beginning to feel more confident to deliver outdoor learning experiences within their classes. • Children report positively about experiencing more outdoor learning opportunities this session.		

1+2

- The profile of languages, in particular Gaelic, has been raised across our school.
- Whole school engagement in European Day of Languages for first time.
- How To Guides for Gaelic and French have been created to support a consistent approach to language learning in Muirtown Primary
- Investment in Language Angels online resource to support language learning opportunities.
- Boost in teacher confidence through participating in 'live language' sessions.

Literacy

- Principles of NIWP have become embedded across P3-P7, with teacher confidence growing in this area.
- Children's work demonstrates a good understanding of tools for writing.
- We have a very strong ethos of reading for pleasure across our school, supported by investment in new texts, particularly graphic novels, whole school reading events, and work to promote reading for pleasure outdoors. Children, staff and families report positively about opportunities for reading at school.

Good progress has been made in this area of development

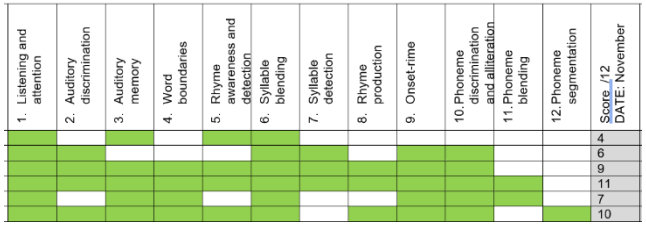
Progress and impact of Pupil Equity Fund
Adhartas agus buaidh Maoin Cothromas Sgoilearan

Intervention	Data summary against targets	Impact / progress summary (max 100 words per intervention)
Emerging Literacy Support in P1/2	P2 Schonell Data, 2026	In P1 as a whole, ACEL data for literacy: Writing: 70% Reading: 91% Listening and Talking:96% Only 1 pupil within the PEF criteria did not achieve Early Level for reading. We have identified this pupil as a requiring targeted support for next session. 100% of PEF pupils within this Primary 2 cohort achieved

Age	Reading Age	Difference	Code
7y	9y 5m	+2.5	A
6y 7m	11y 3m	+4.5	A
6y 5m	6y 10m	+0.5	C
6y 7m	7y 3m	+0.8	C
6y 7m	7y	+0.5	C
6y 9m	7y	+0.3	C
6y 8m	7y 1m	+0.5	C

<table>
<tr><td></td><td></td><td>above the expected level for their age in reading. (Schonell Spelling Assessment Feb, 2026.)</td></tr>
<tr><td>Writing in P2</td><td>P2 Schonell Reading Data, 2026

<table>
<tr><th>Age</th><th>Spelling Age</th><th>Difference</th><th>Code</th></tr>
<tr><td>6.7</td><td>10.7</td><td>+4.0</td><td>A</td></tr>
<tr><td>7</td><td>9.1</td><td>+2.1</td><td>A</td></tr>
<tr><td>6.5</td><td>6.4</td><td>-0.1</td><td>D</td></tr>
<tr><td>6.9</td><td>7</td><td>+0.3</td><td>C</td></tr>
<tr><td>6.7</td><td>6.8</td><td>+0.1</td><td>C</td></tr>
<tr><td>6.8</td><td>6.8</td><td>0</td><td>D</td></tr>
<tr><td>6.7</td><td>6.2</td><td>-0.5</td><td>E</td></tr>
</table>
P2, Emerging Literacy Assessment, Nov 2025


</td><td>The majority (71%) of PEF pupils within this Primary 2 cohort achieved at or above the expected level for their age in spelling. (Schonell Reading Assessment Feb, 2026.)

Emerging Literacy assessments (second graph) show some key areas for intervention particularly in relation to syllable detection and phoneme blending.</td></tr>
</table>

Numeracy Boost in P3	All (100%) of the target pupils within the Primary 3 cohort achieved a band 6 or above within their numeracy SOFA.	All (100%) of the target pupils within the numeracy support group achieved a band 6 or above within their numeracy SOFA. Of these 4/6 improved their numeracy band at least 1 band. (The 1 pupil of the 5 target pupils did not complete the numeracy assessment the year prior so we cannot compare their score.)
Literacy Boost in P3	The majority (50%) from the P3 target group have increased their spelling age by over a year since undertaking the baseline assessment in August 2025. The majority (67%) of PEF/FSM pupils from the P3 target group have increased their spelling age by over a year since undertaking the baseline assessment in August 2025. Most (83%) of the pupils in the targeted group have scored at least 1 band higher in their SOFA writing when compared with data from the 2025 SOFA.	Schonell assessment in reading and spelling demonstrate the positive impact of this targeted support with pupils. This is supported by comparisons between, and analysis of SOFA data. The Schonell spelling assessment data has identified 2 pupils who still require targeted input going forward.
Numeracy Boost in P4	Of those in Primary 4, the majority (19/28, 68%) achieved First Level numeracy. This group did not see the gains we had hoped. Of the pupils within this group only 20% increased the band they achieved within their SNSA assessments from the previous academic session. Although this is notable, on reflection we feel that the children completed the assessments far more independently this session.	Of the Primary 4 target numeracy support group 2/6 did not achieve First Level numeracy. Whilst the impact of this support was not so apparent for these particular pupils, they were a number of contributing factors which inhibited the success of this group. Firstly, low and inconsistent attendance played a significant part in this. These pupils would be a target group for next session.

<table>
<tr>
<td>Literacy Boost in P4</td>
<td>
<table>
<tr><th>Primary 4</th><th>L+T Achieved</th><th>Reading Achieved</th><th>Writing Achieved</th><th>Literacy Achieved</th></tr>
<tr><td>Number of Pupils</td><td>25/28</td><td>19/28</td><td>18/28</td><td>18/28</td></tr>
<tr><td>Percentage</td><td>89%</td><td>68%</td><td>64%</td><td>64%</td></tr>
</table>
Primary 4 ACEL data, May 2026
</td>
<td>The interventions within Primary 4 targeting literacy have had a significant impact particularly within reading.

Pupils within this cohort are undertaking their second year of the National Writing programme and we are beginning to see the positive impact if this intervention with the majority (64%) achieving First Level within writing.</td>
</tr>
<tr>
<td>Literacy Boost in P5</td>
<td>From the data analysed, 4 of the 6 pupils who received targeted literacy support achieved an increase of at least one band in both their reading and writing SOFA.

When analysing data Schonell Reading assessment, 5/6 of the pupils who received targeted literacy support were assessed as reading above the expected standard for their age.

When analysing data Schonell Spelling assessment, 5/6 of the pupils who received targeted literacy support were assessed as spelling at the expected or above the expected standard for their age.</td>
<td>Of the 2 pupils who did not see an increase in the band achieved within their writing and reading assessment, one remained at the same level. The other saw a drop in their score. However, this pupil has had a particularly turbulent year in terms of their personal circumstances which may account for poorer than expected performance.</td>
</tr>
<tr>
<td>Wellbeing Support in P6/7</td>
<td>
<table>
<tr><th></th><th>May 2025</th><th>May 2026</th><th>Difference</th></tr>
<tr><td>Competence</td><td>8.4</td><td>8.3</td><td>>0.1</td></tr>
<tr><td>Contribution</td><td>9.3</td><td>8.3</td><td>>1.0</td></tr>
<tr><td>Confidence</td><td>8.2</td><td>8.7</td><td><0.5</td></tr>
<tr><td>Connectedness</td><td>9.2</td><td>9.8</td><td><0.6</td></tr>
<tr><td>Character</td><td>8.9</td><td>8.5</td><td>>0.4</td></tr>
<tr><td>Coping</td><td>7.2</td><td>7.7</td><td><0.5</td></tr>
<tr><td>Control</td><td>8.3</td><td>8.5</td><td><0.2</td></tr>
<tr><td>Enjoyment</td><td>8.5</td><td>8.4</td><td>>0.1</td></tr>
<tr><td>Overall Resilience Score</td><td>8.5</td><td>8.5</td><td>Same</td></tr>
</table>
</td>
<td>Children completed the RISE assessment questionnaire. Scores have increased in most areas with an overall increase in confidence, connectedness, coping and control this session. As an overall resilience score increase. ‘Connectedness’ has been identified as a key strength, and our other biggest increases have been in the categories of ‘coping’ and ‘confidence’ which were highlighted as emerging areas in the previous session. Whilst coping is now identified as an area of strength within the RISE results, it remains our lowest score and as such this will remain an area which we will continue to target.</td>
</tr>
</table>

<table>
<tr><td></td><td>Data from Rise Questionnaire May 2026, (Social and Emotional Assessment Toolkit)</td><td></td></tr>
<tr><td>Writing Support in P7</td><td>
<table>
<tr><th>Primary 7</th><th>L+T Achieved</th><th>Reading Achieved</th><th>Writing Achieved</th><th>Literacy Achieved</th></tr>
<tr><td>Number of Pupils</td><td>23/24</td><td>21/24</td><td>20/24</td><td>19/24</td></tr>
<tr><td>Percentage</td><td>96%</td><td>88%</td><td>83%</td><td>79%</td></tr>
</table>
Primary 7 ACEL data, May 2026
</td><td>From the ACEL data shown, of the PEF pupils within the Primary 7 cohort, 100% achieved Second Level within writing.

This demonstrates a significant impact in the literacy support that has been put in place. This Primary 7 cohort has also adopted the National Writing programme for the last 3 years and it would appear that this has also contributed to the success in achievement of second level writing.</td></tr>
</table>

Wider achievements
Coileanaidhean nas fharsainge

***We won the title of 'School of the Year' at this year's Highland Hero Awards. This is the second time we have won this award, having previously won in 2023! This is wonderful recognition of our fantastic school community and something we should all feel very proud of.**

https://acrobat.adobe.com/id/urn:aaid:sc:EU:93c5ad13-c327-4c06-b153-0a35f9885176

School of the Year

WINNER: MUIRTOWN PRIMARY SCHOOL

RSE

serimax

***Mrs Meldrum was a finalist in the 'Primary Teacher of the Year' category in this year's Highland Hero Awards.**

***Emily Ross, P7 pupil, won the 'Pupil of the Year' category at this years Highland Hero Awards.**

***P6 children all successfully completed Level 1 Bikeability training.**

***P7 children all successfully completed Level 2 Bikeability training.**

***P7 children all successfully completed Playground Leader Training delivered by Active Schools, and led lunchtime play sessions for infant classes.**

***P4/5 Girls Team won the Charleston ASG Cross Country Tournament.**

***P6/7 Girls Team won the Charleston ASG Cross Country Tournament.**

***P3 participated in the Inverness Music Festival.**

***Our strings group, and individual violin players, participated in competitions at Inverness Music Festival.**

***36 Pupil Voice officers appointed across P5/6/7, following on from an application and interview process.**

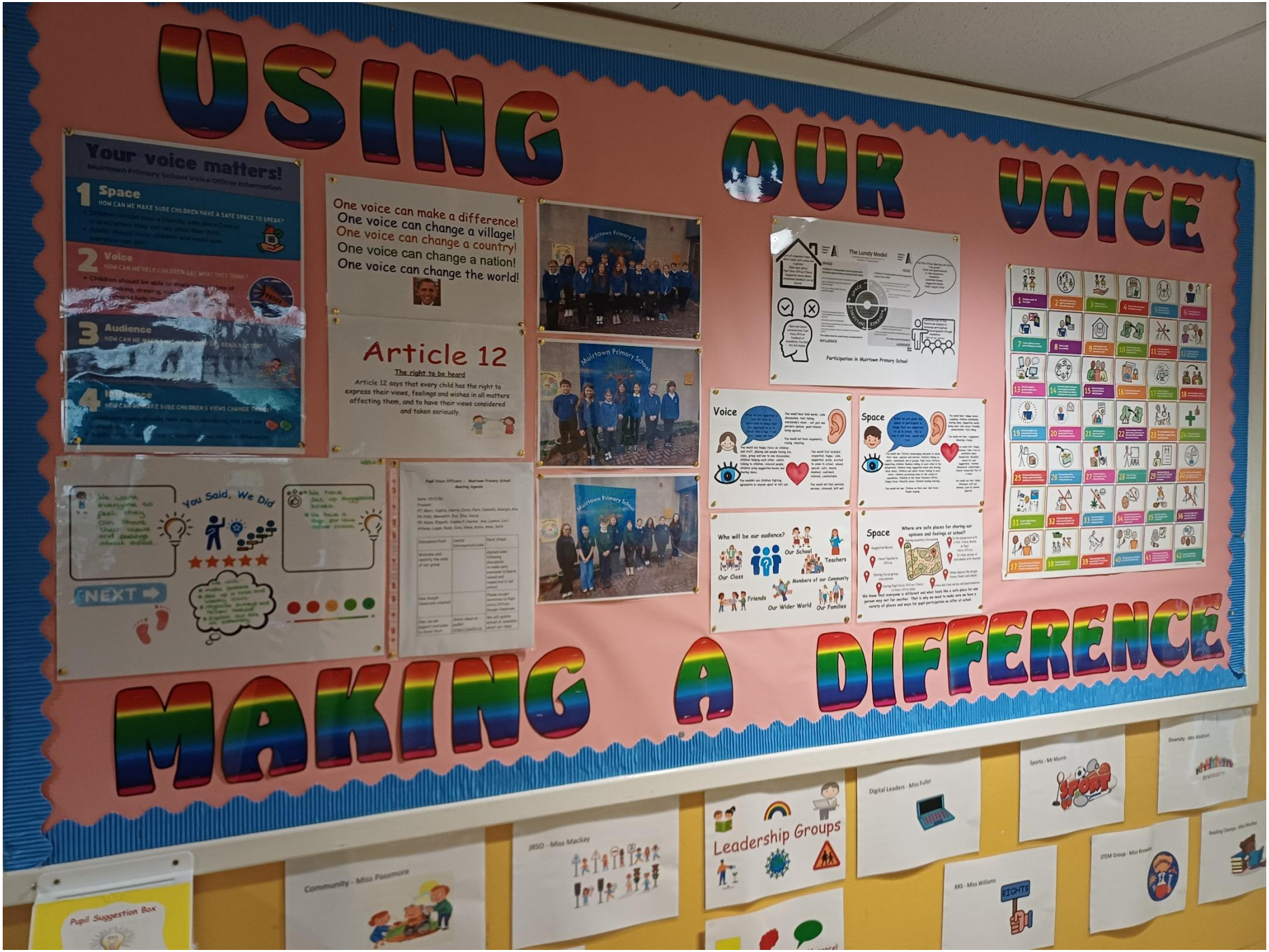
Pupil Voice Officers

Do you want to use your voice to make a positive difference in our school?
Do you have what it takes to help others have their voice heard?
Do you want to ensure that EVERYONE in our school feels listened to?

If your answer to these questions is 'yes' then please consider applying to become one of our new Pupil Voice Officers.

If you would like to apply, please complete the application form by Tuesday 4th November.
See Miss MacRae for more information.

Article 12: The Right To Be Heard


USING OUR VOICE
MAKING A DIFFERENCE
Your voice matters!
Muirtown Primary School Voice Officer Information
1 Space
2 Voice
3 Audience
4 Influence
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.
Muirtown Primary School
The Lundy Model
Participation in Muirtown Primary School
Voice
Space
Who will be our audience?
Our School
Teachers
Our Class
Friends
Our Wider World
Our Families
Members of our Community
Space
Where are safe places for sharing our opinions and feelings at school?
You Said, We Did
NEXT
Pupil Voice Officers – Muirtown Primary School
Meeting Agenda
Pupil Suggestion Box
Community - Miss Passmore
JRSO - Miss Mackay
Leadership Groups
Digital Leaders - Miss Fuller
Sports - Mr Munro
Diversity - Mrs Maldrum
RRS - Miss Williams
STEM Group - Miss Knowles

***Invited to share good practice in our participation work by Professor Laura Lundy, who created the Lundy Model of Participation.**

***Whole school participation in Seachdain Na Gaidhlig/World Gaelic Week.**

***Accredited with a Silver Sports Scotland Award**

***Whole school celebrations from Chinese New Year**

***Whole school participation in the first ever Reading Schools Week**

***Whole school participation in our Christmas performance of 'Lights, Camel, Action 2!'**

10
٩
4

***Whole school participation in Book Week Scotland.**

***Whole school participation in World Book Day**

***All children actively involved in a pupil leadership group which meets fortnightly on a Friday afternoon.**

***Successful fundraising events in support of charities including Children in Need and Comic Relief.**

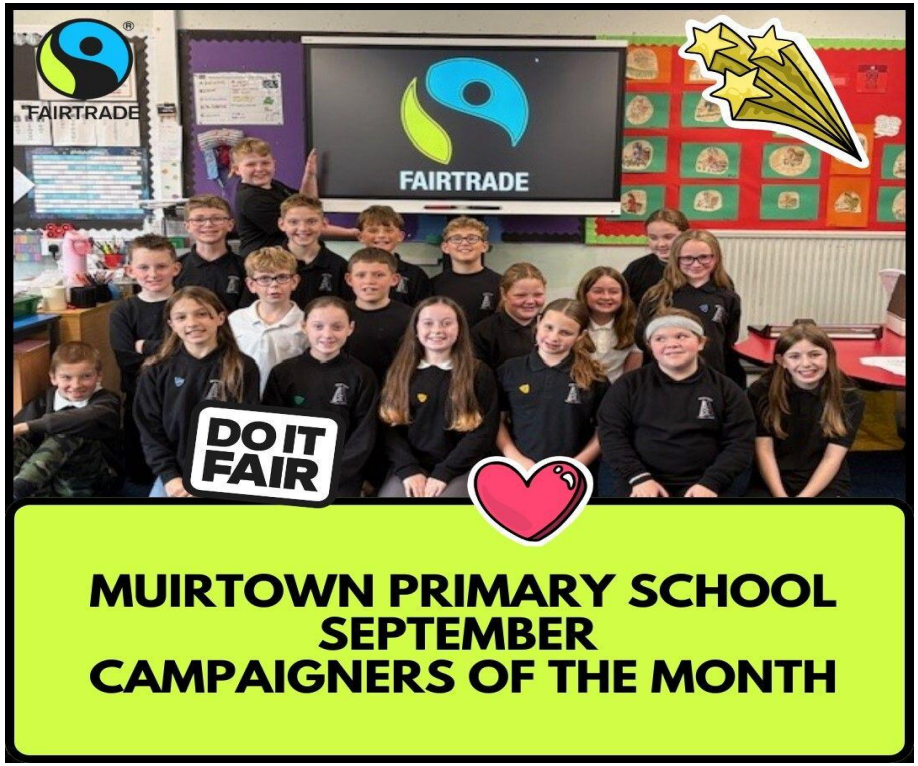
***Whole school participation in Non Fiction November**

***Whole school participation in Safer Internet Day**

***Whole school participation in National Coding Week**

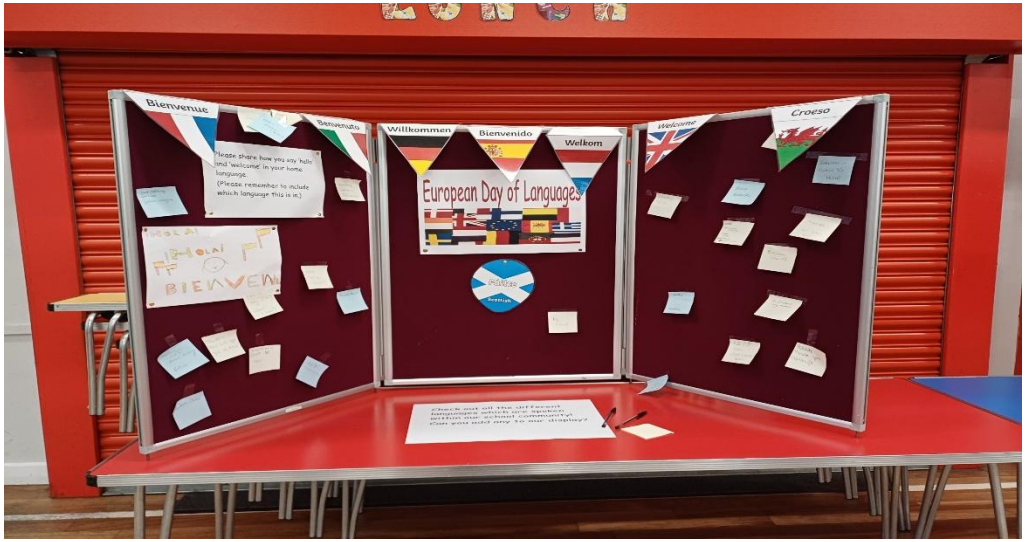
***P7 pupils showcased their Fairtrade work at Council wide event at Inverness Townhouse.**

***Recognised as The Fairtrade Foundation's Campaigner of the Month for September.**
https://docs.google.com/document/d/1FYnzYJbo6_d9EkkzfcAQ0qOF8mn6RwSk2xsDSs5quLY/edit?usp=sharing



***Whole school participation in Restart A Heart Live sessions.**

***Whole school participation in European Day of Languages celebrations.**



***Successful Scholastic Book Fair which raised over £800 in commission for new books.**

***Participation in Schools Swimming Championships**

***School team participation in Inverness 5K**

***Termly interhouse sports tournaments established**

***Further development of texts to support reading for information and reading for pleasure.**

***Further promotion of opportunities for reading for pleasure outdoors, through purchase of cushions and mats to support use of Book Bus.**

***P4 participated in Salmon in the Classroom project**

***P6 and P7 children took part in Mathletics Championship**

***All children in P5, P6 and P7 have been awarded a Young STEM Leader Award for their Climate Smarter Challenge work**

***Our STEM group won the Highland STEMOVATORS STEM Challenge event at the Kingsmills Hotel.**

Successful team participation at Interschool Sports event

Overall 2nd in Section 3 at the Baillie Cup

Comments from learners, families, stakeholders and staff
Beachdan bho luchd-ionnsachaidh, teaghlaichean, luchd-ùidhe is luchd-obrach

My SHANARRI School Survey results:

SAFE Scale (1-5)	Number
1	0
2	0
3	5
4	42
5	110
	157

HEALTHY Scale (1-5)	Number
1	0
2	0
3	11
4	33
5	113
	157

ACHIEVING Scale (1-5)	Number
1	0
2	0
3	12

4	34
5	111
	157

NURTURED Scale (1-5)	Number
1	1
2	0
3	10
4	31
5	115
	157

ACTIVE Scale (1-5)	Number
1	0
2	0
3	9
4	28
5	120
	157

RESPECTED Scale (1-5)	Number
1	2

2	4
3	7
4	36
5	108
	157

RESPONSIBLE Scale (1-5)	Number
1	0
2	0
3	8
4	32
5	117
	157

INCLUDED Scale (1-5)	Number
1	0
2	2
3	13
4	32
5	110
	157

Pupil Survey Results

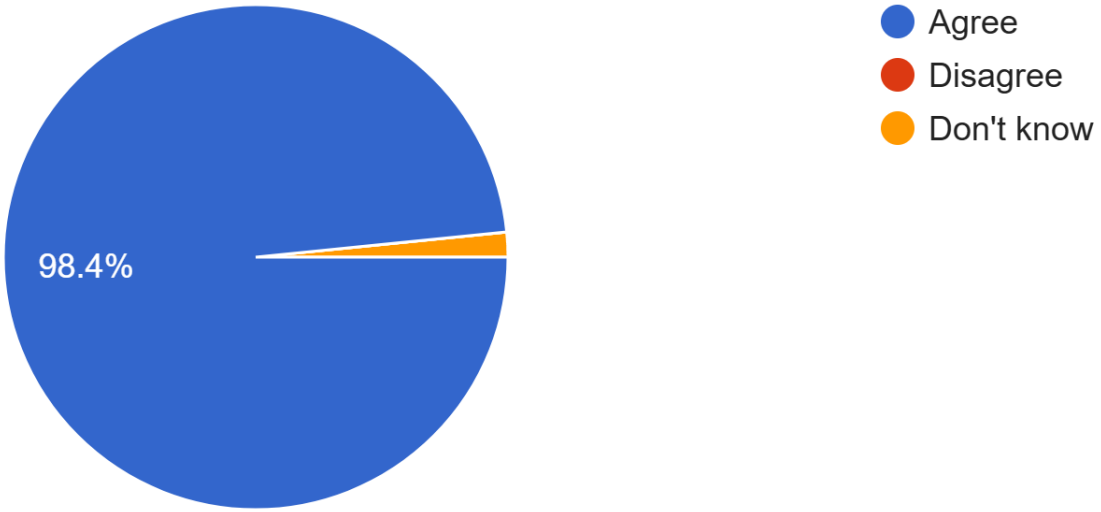
Children in P5-P7 were invited to complete an online survey to gather their views about school. The results were as follows:

I feel safe when I am at school?

63 responses

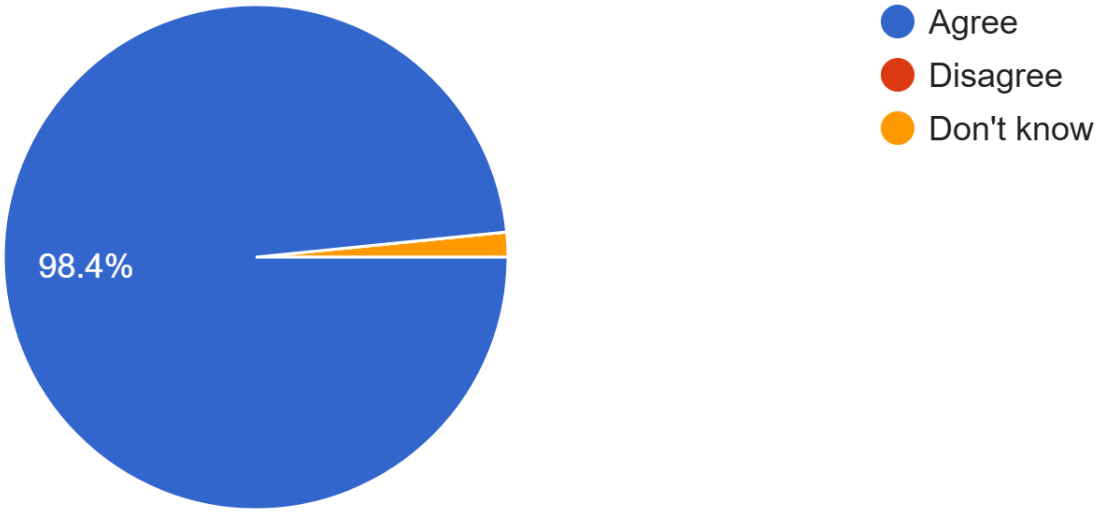
My school helps me to keep safe

63 responses



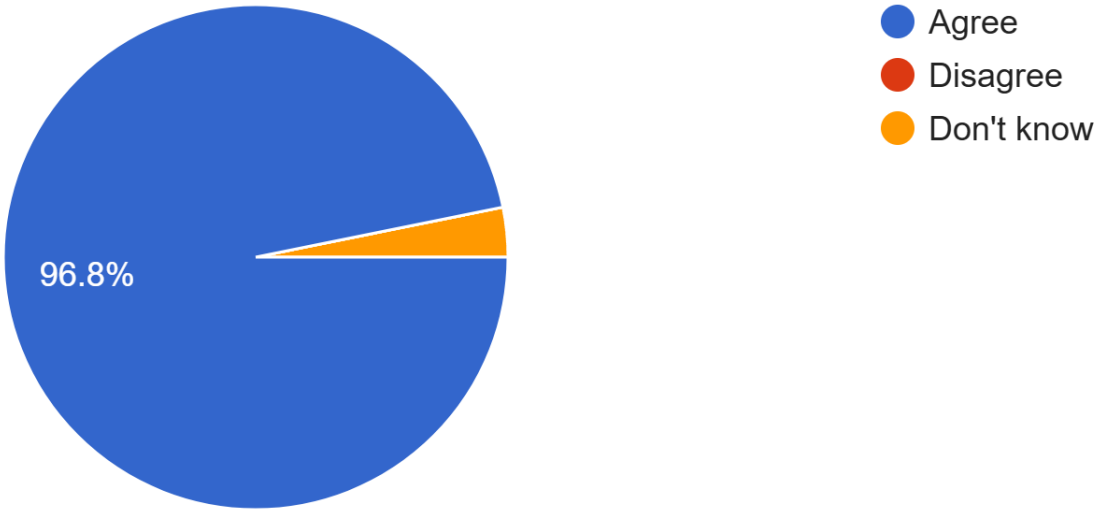
I have someone in my school I can speak to if i am upset or worried about something

63 responses



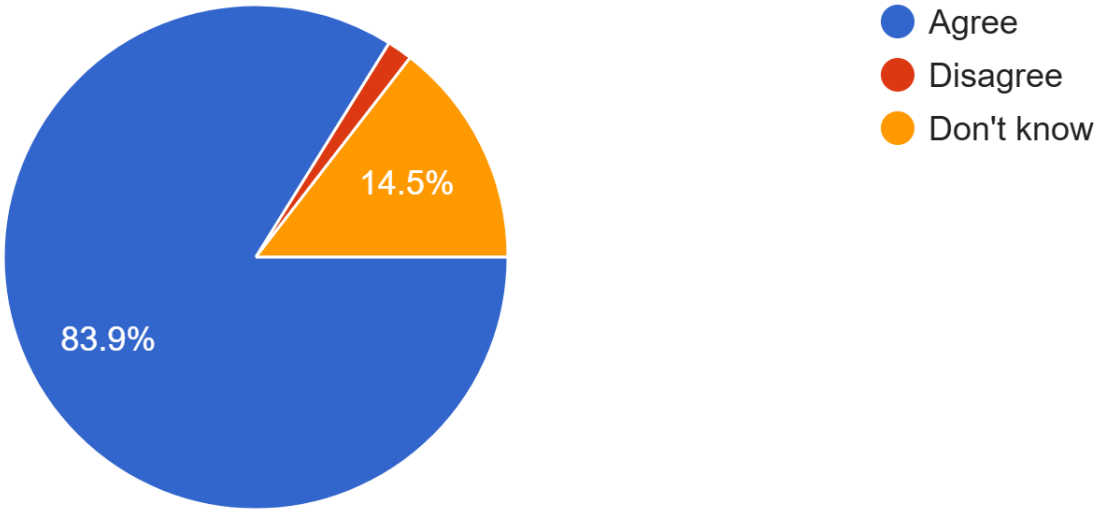
Staff treat me fairly and with respect

63 responses



Other children treat me fairly and with respect

62 responses

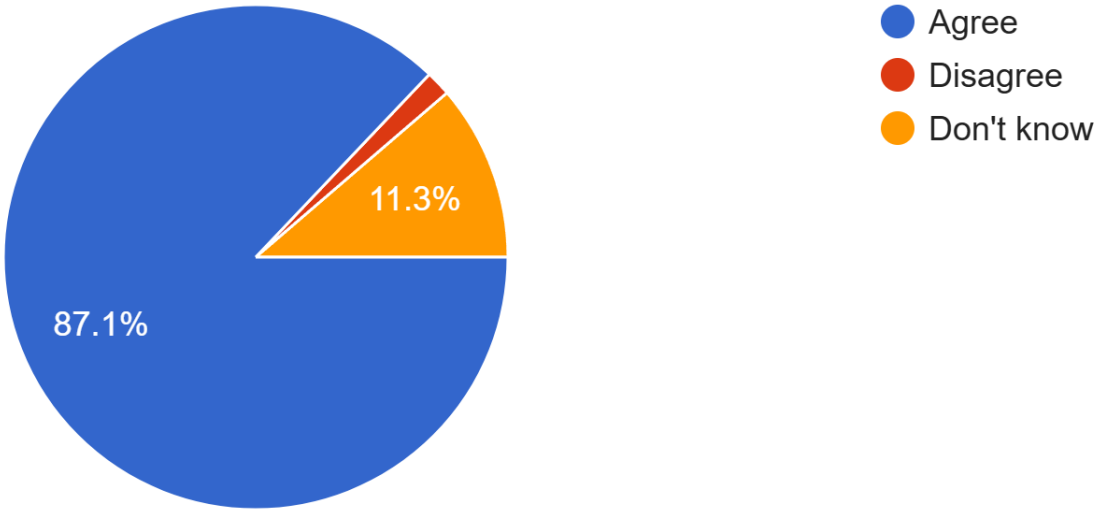


My school helps me to understand and respect other people

62 responses

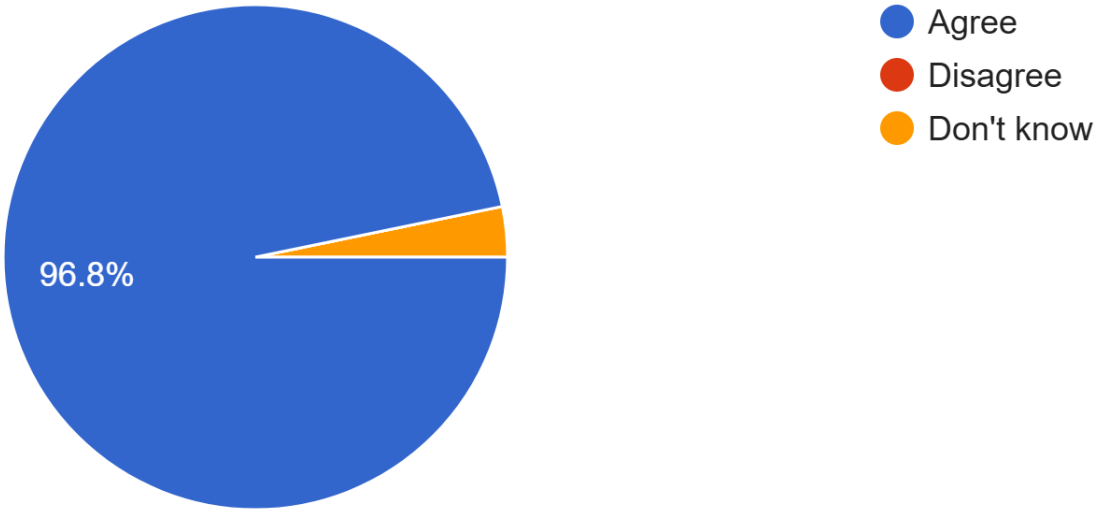
My school is helping me to become confident

62 responses



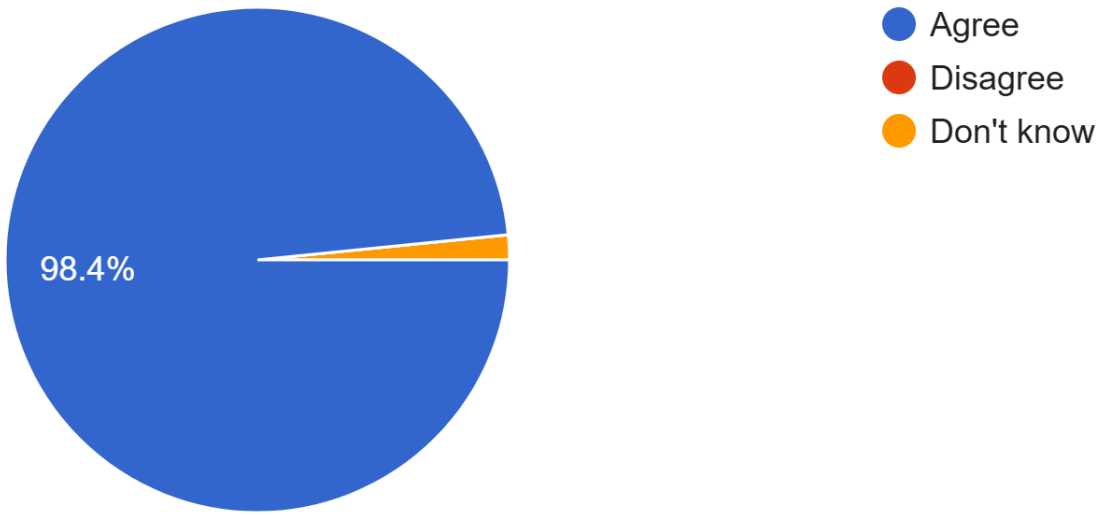
My school teaches me to lead a healthy lifestyle

62 responses



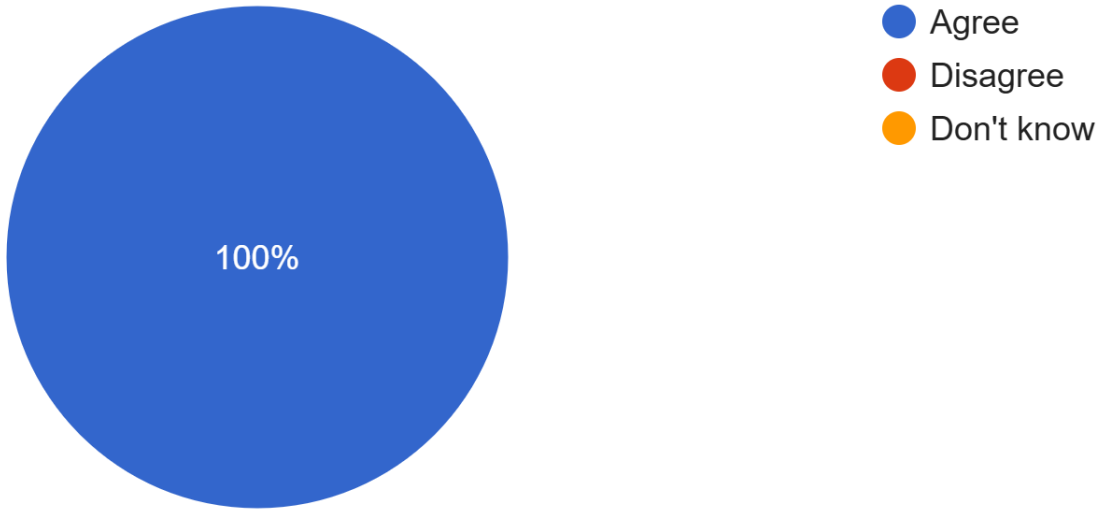
My school offers me the opportunity to take part in activities in school beyond the classroom and timetabled day

63 responses



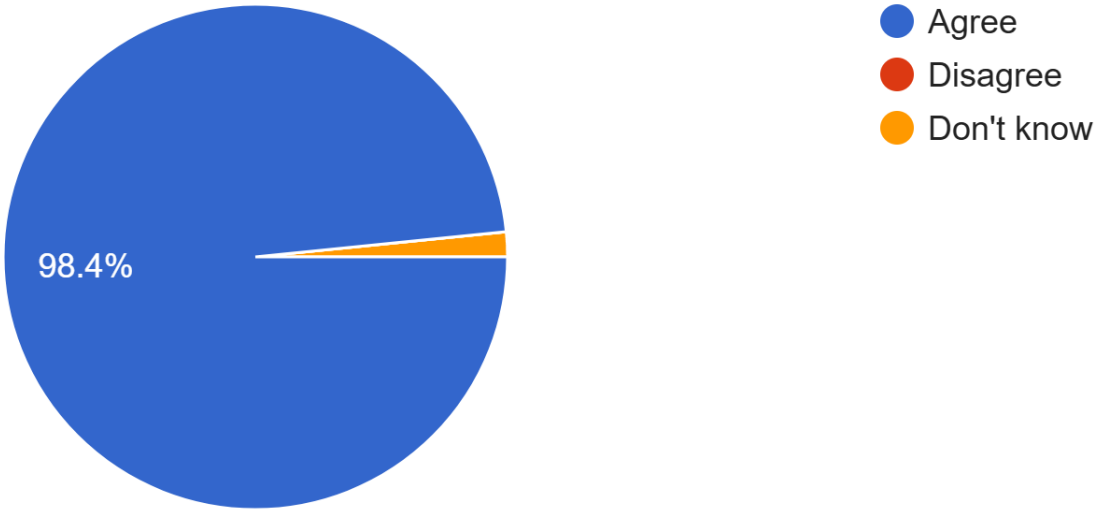
There are lots of chances at my school for me to get regular exercise

63 responses



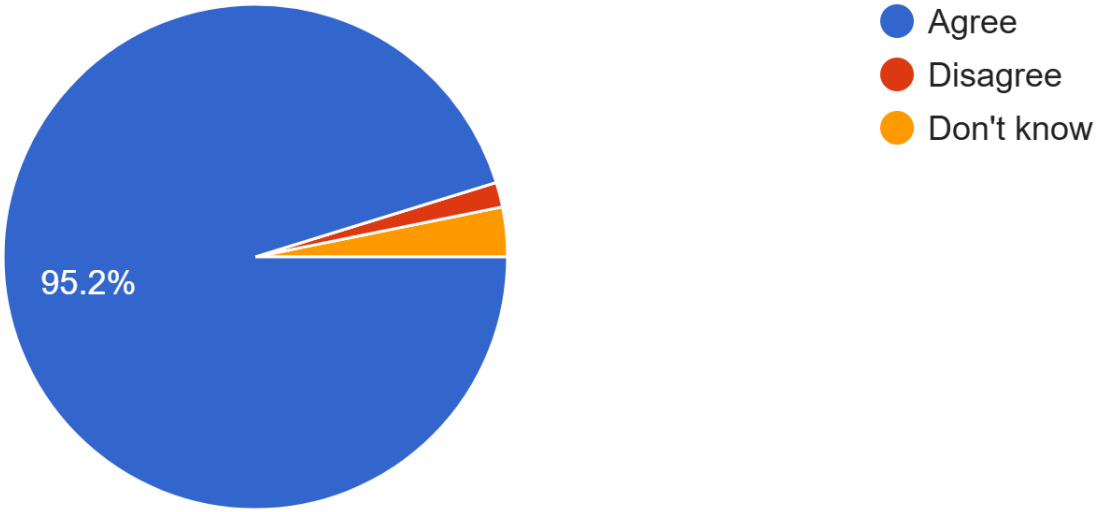
My school offers me the opportunity to take part in activities in school beyond the classroom and timetabled day

63 responses



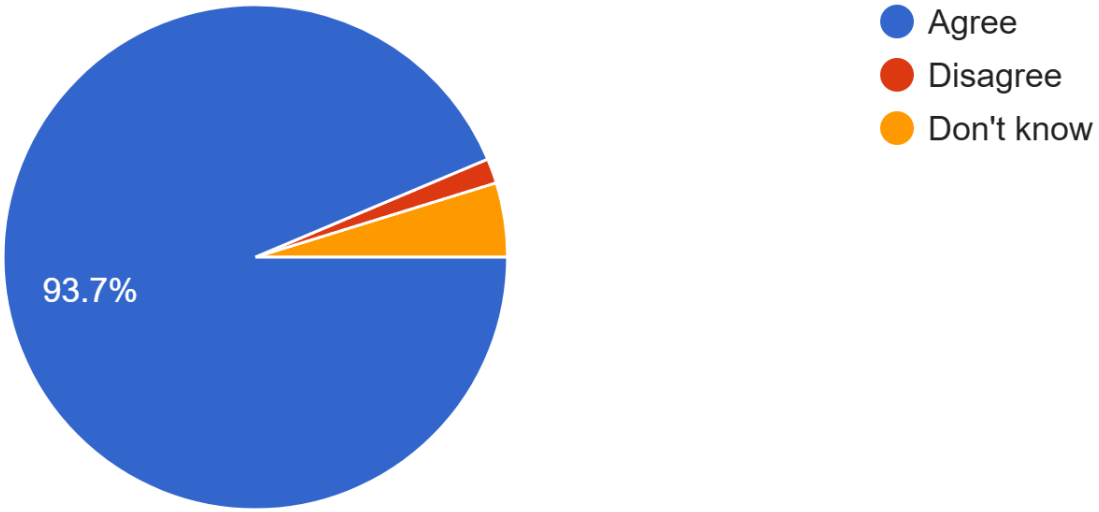
I have the opportunity to discuss my achievements out with school with an adult in school who knows me well

63 responses



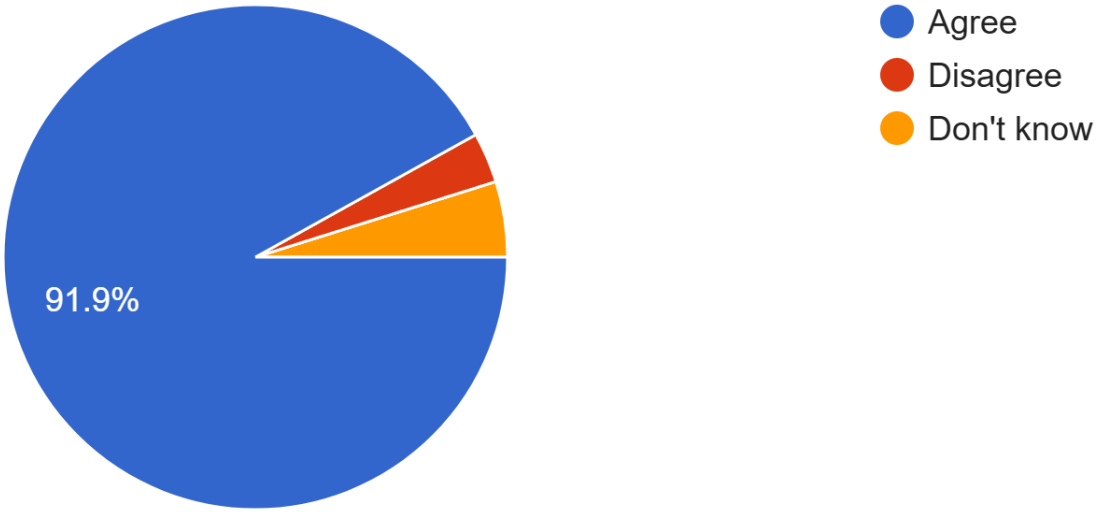
My school listens to my views

63 responses



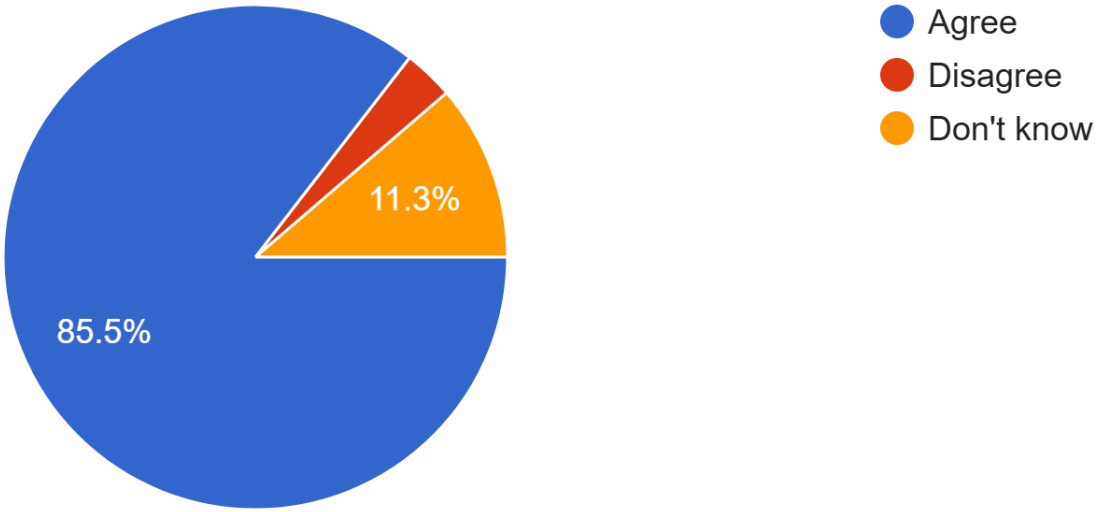
My school takes my views into account

62 responses



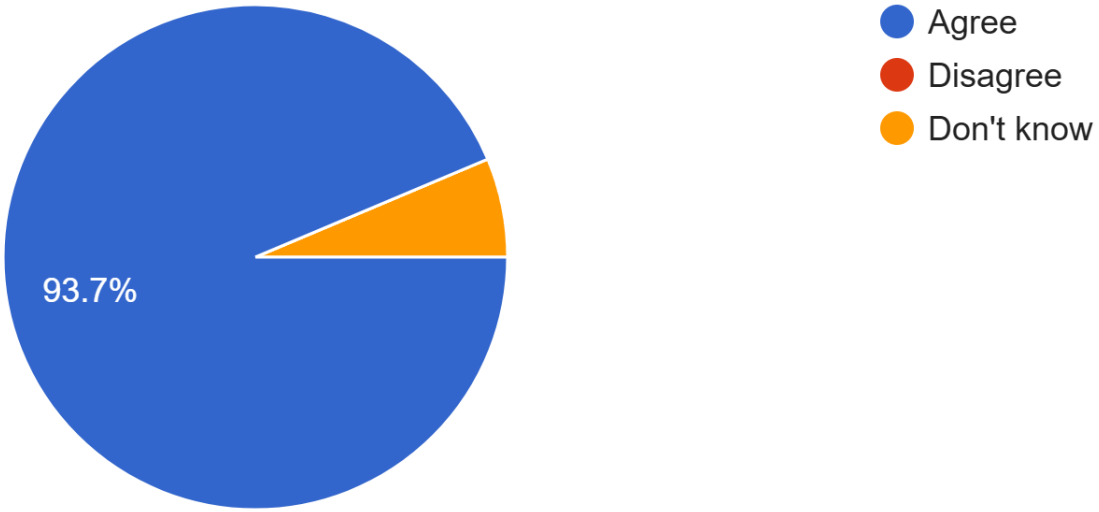
I feel comfortable approaching staff with questions or suggestions

62 responses



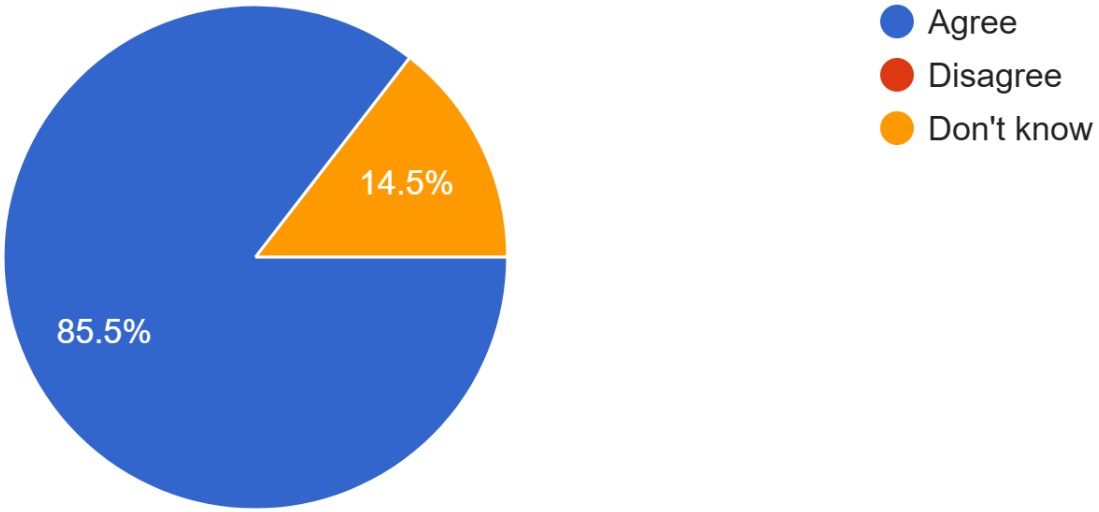
Staff help me to understand how I am progressing with my school work

63 responses



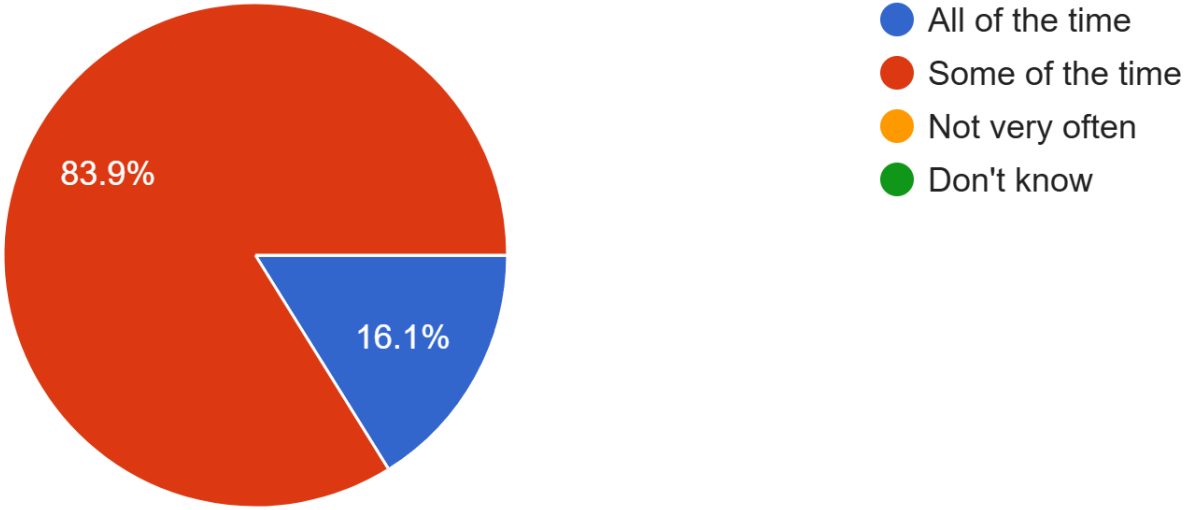
My homework helps me to understand and improve my work in school

62 responses



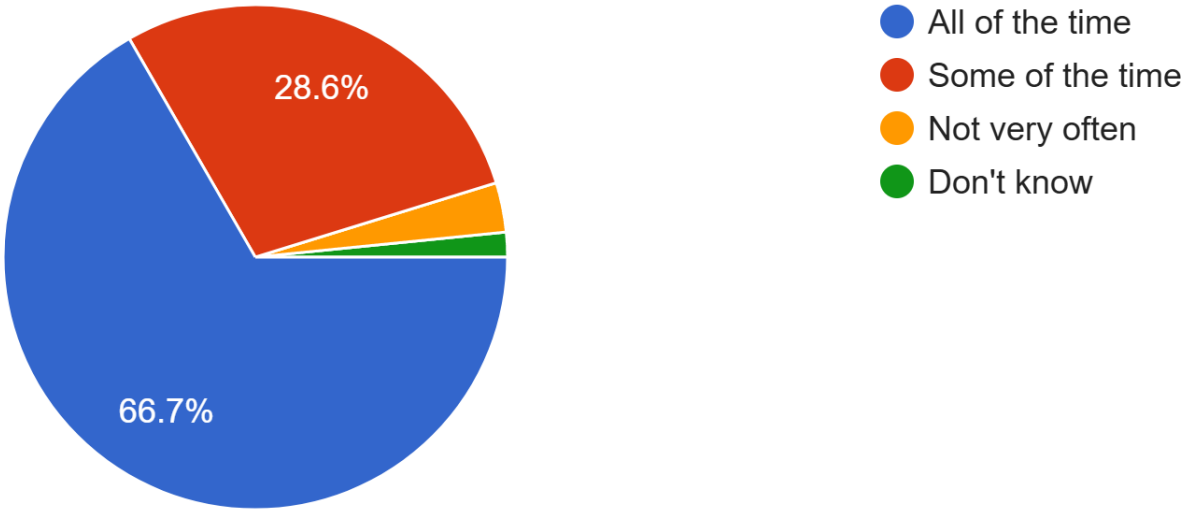
Other children behave well

62 responses



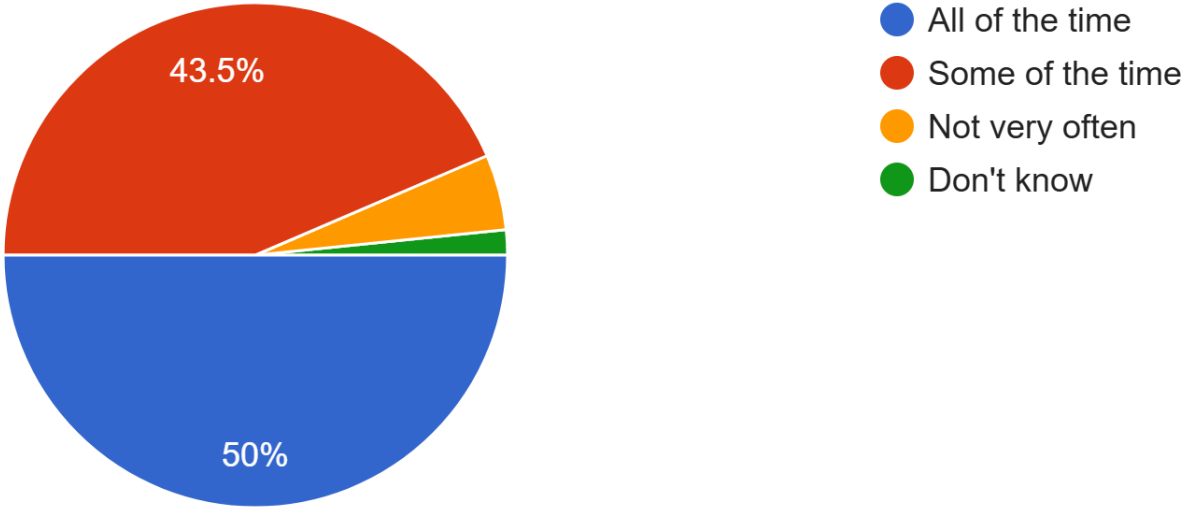
My teachers ask me about what things I want to learn about in school

63 responses



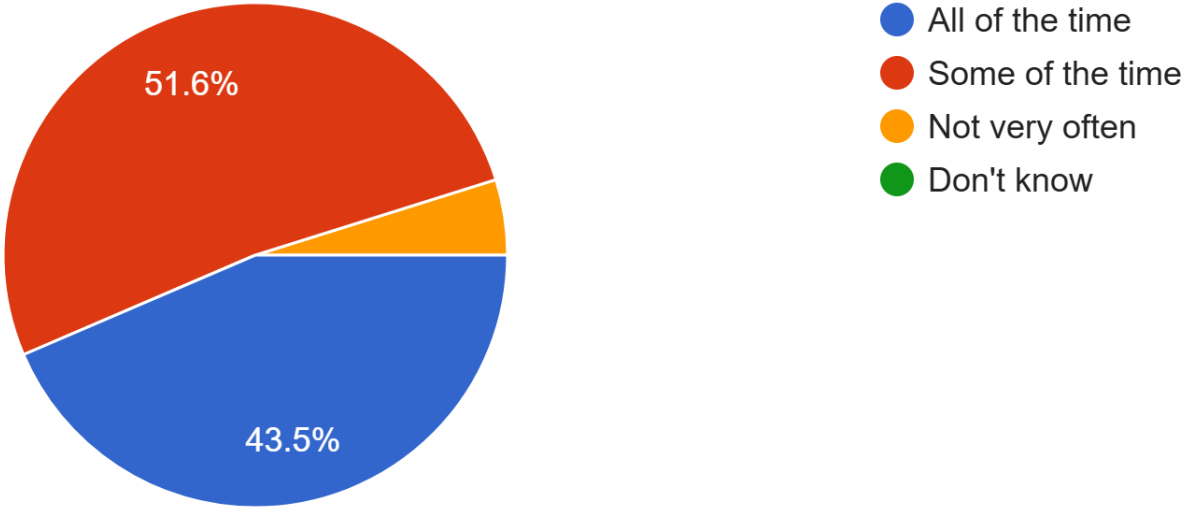
I enjoy learning at school

62 responses



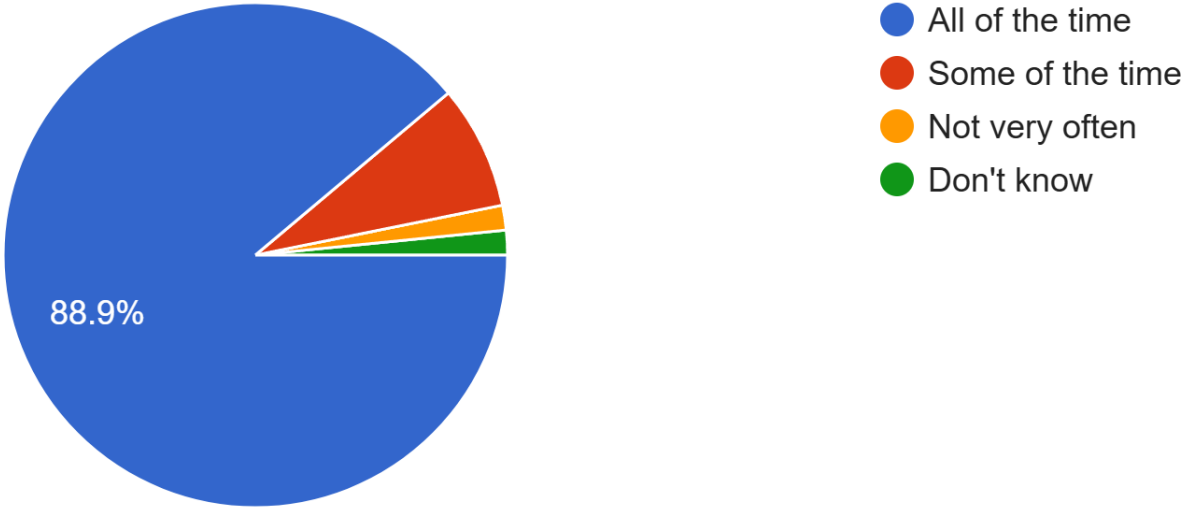
I feel that my work at school is hard enough

62 responses



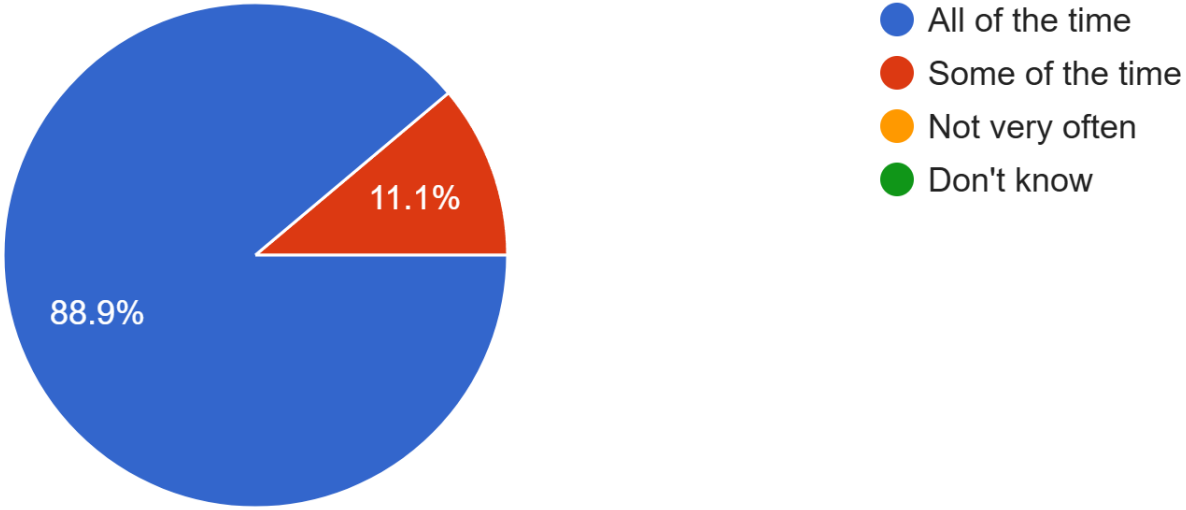
I know who to ask to get help if I find my work too hard

63 responses



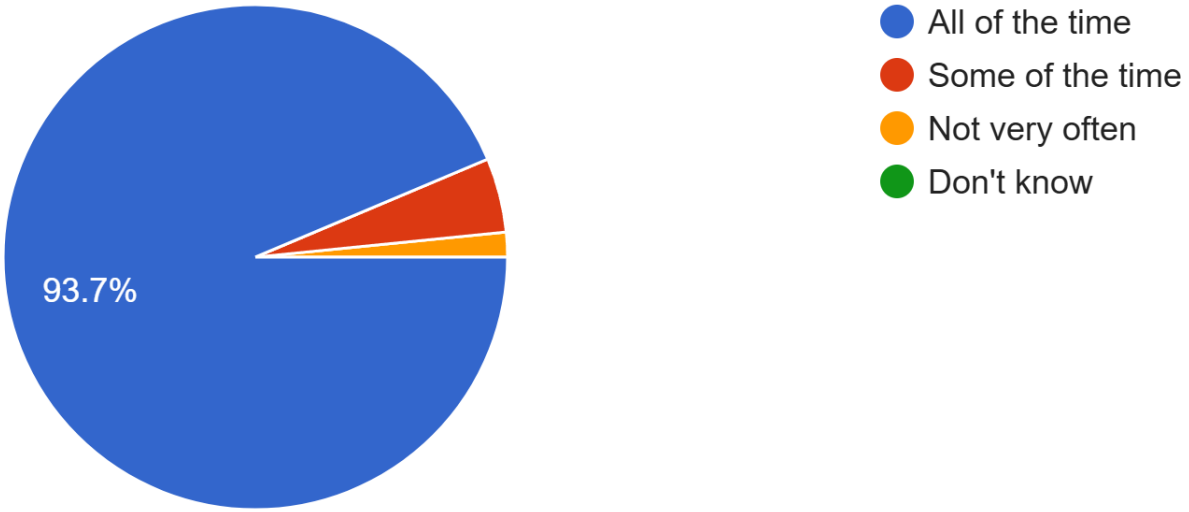
I am encouraged by staff to do the best I can

63 responses



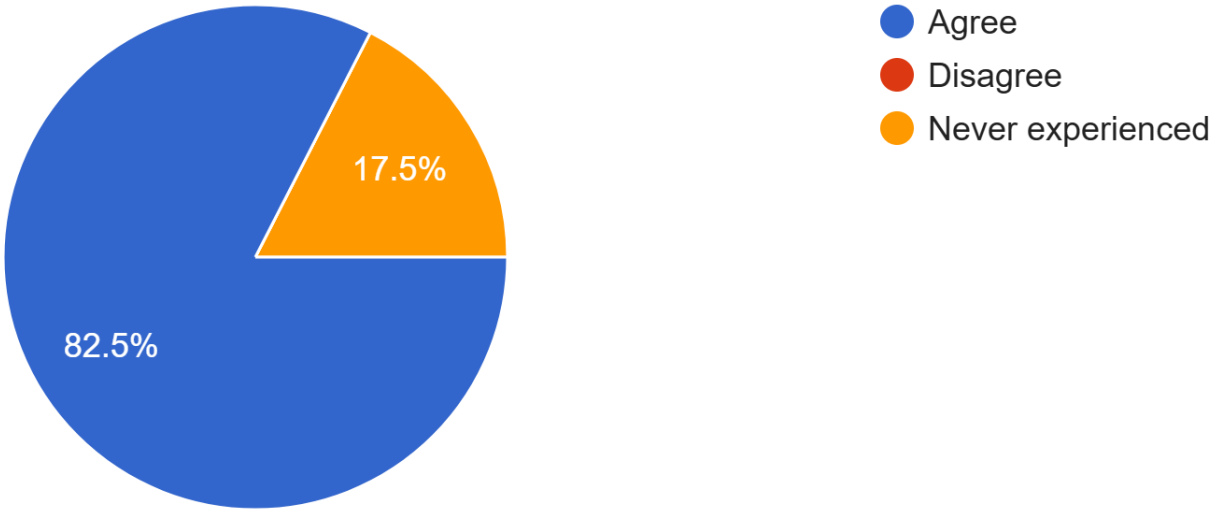
I am happy with the quality of teaching in my school

63 responses



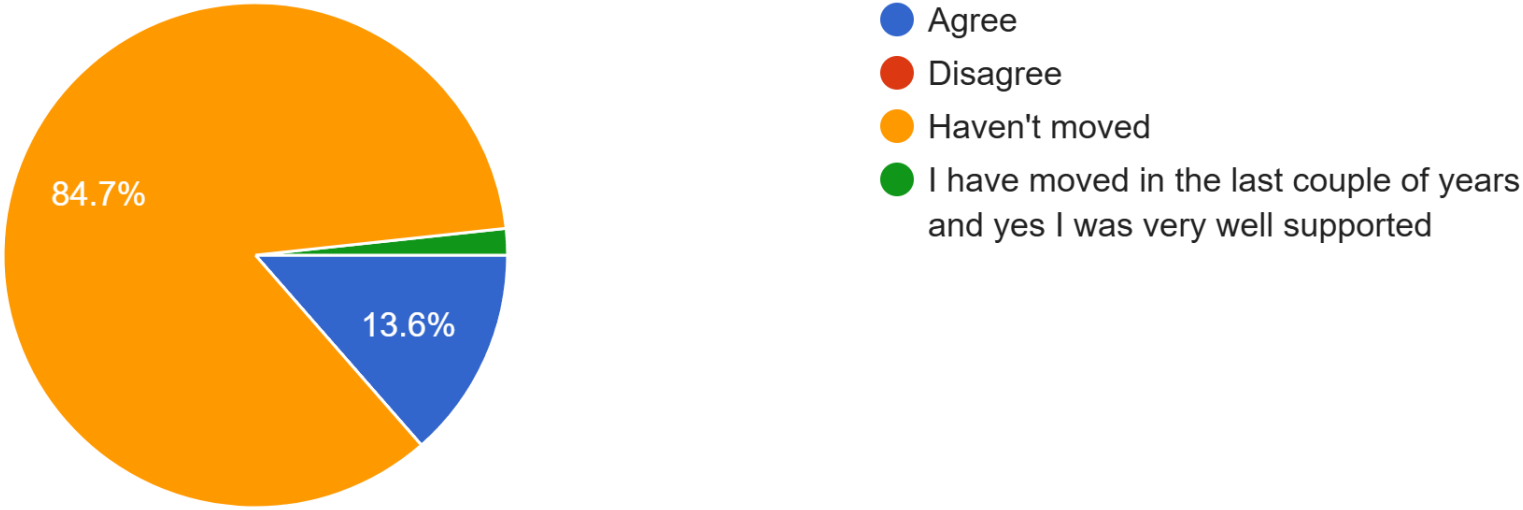
My school deals well with any bullying

63 responses



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

59 responses

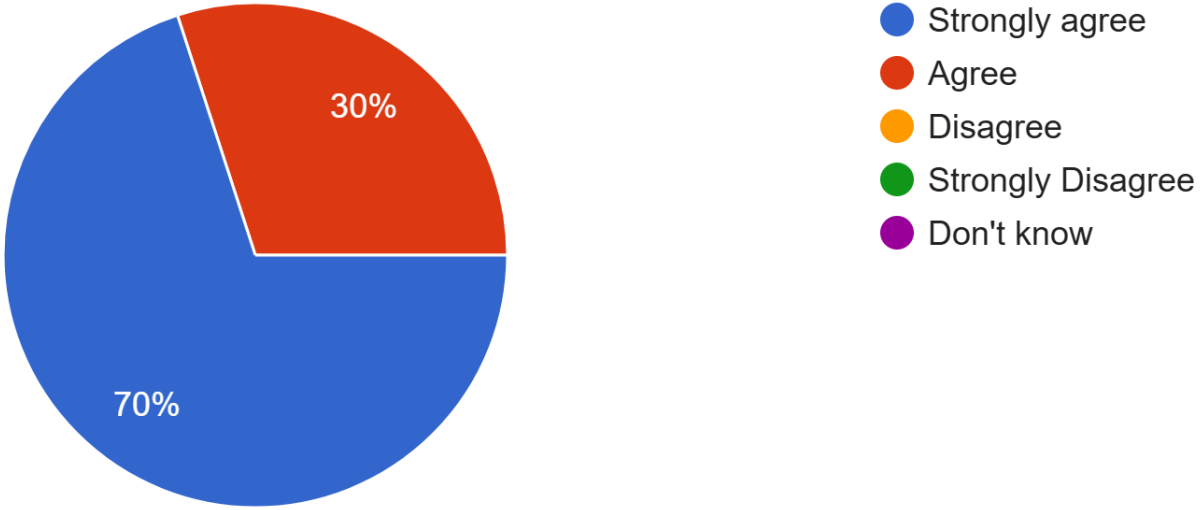


Parent Survey

A parent online survey was issued in May and the results were as follows:

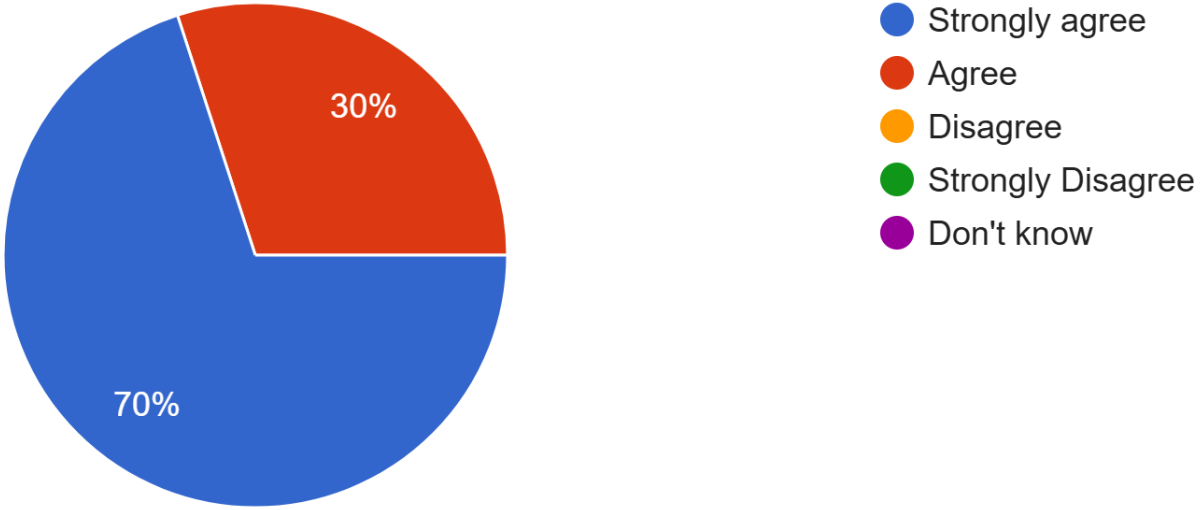
My child likes being at this school

20 responses



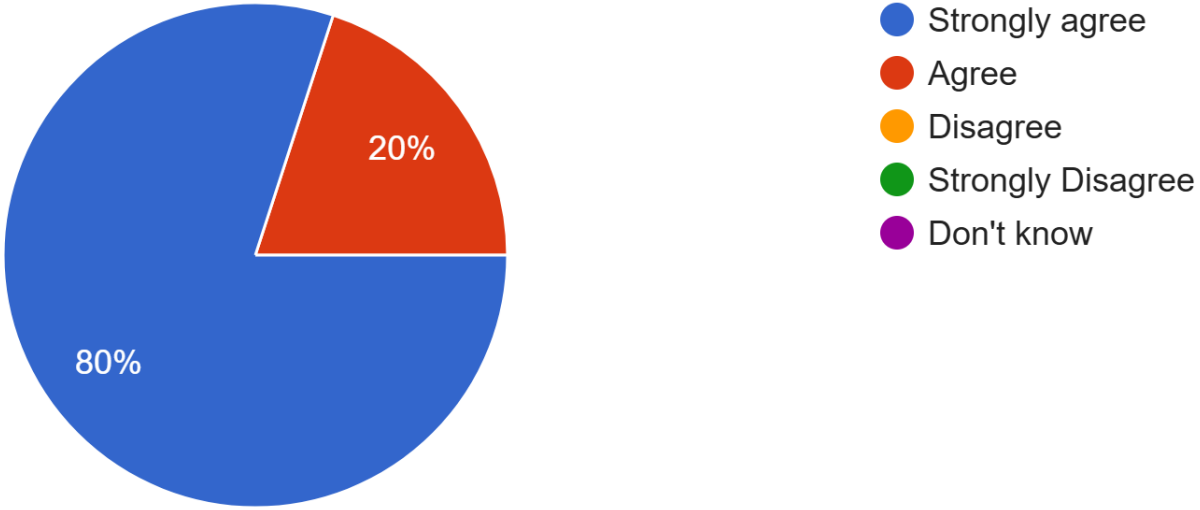
Staff treat my child fairly and with respect

20 responses



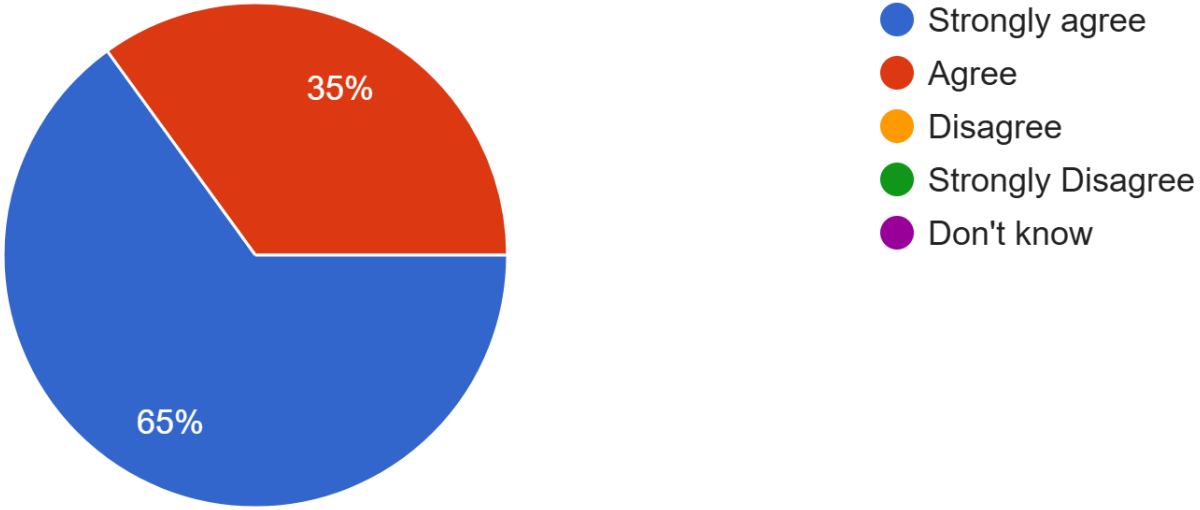
I feel that my child is safe at the school

20 responses



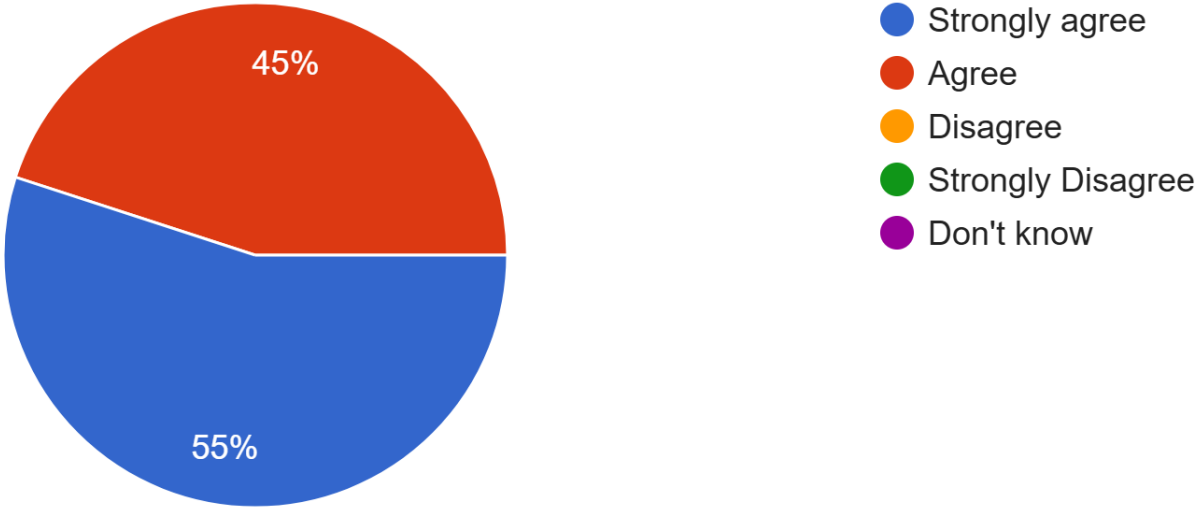
The school helps my child to feel confident

20 responses



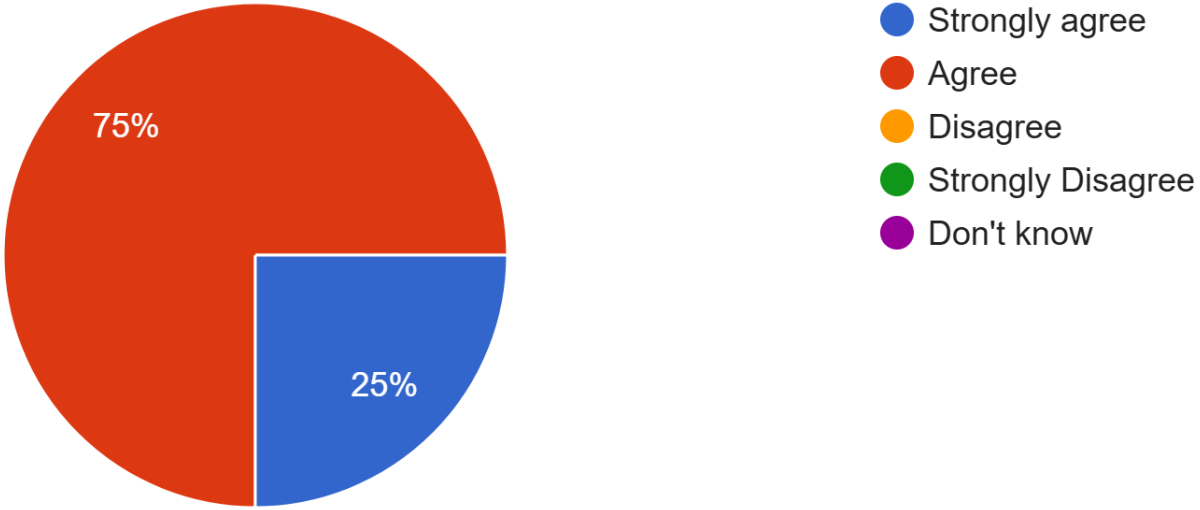
I feel staff really know my child as an individual

20 responses



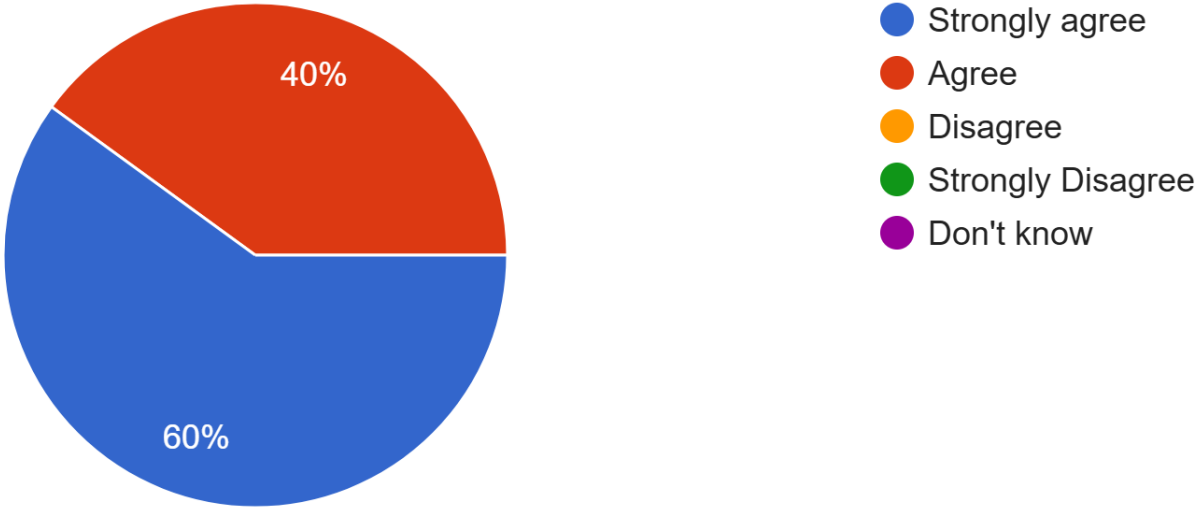
My child finds their learning activities hard enough

20 responses



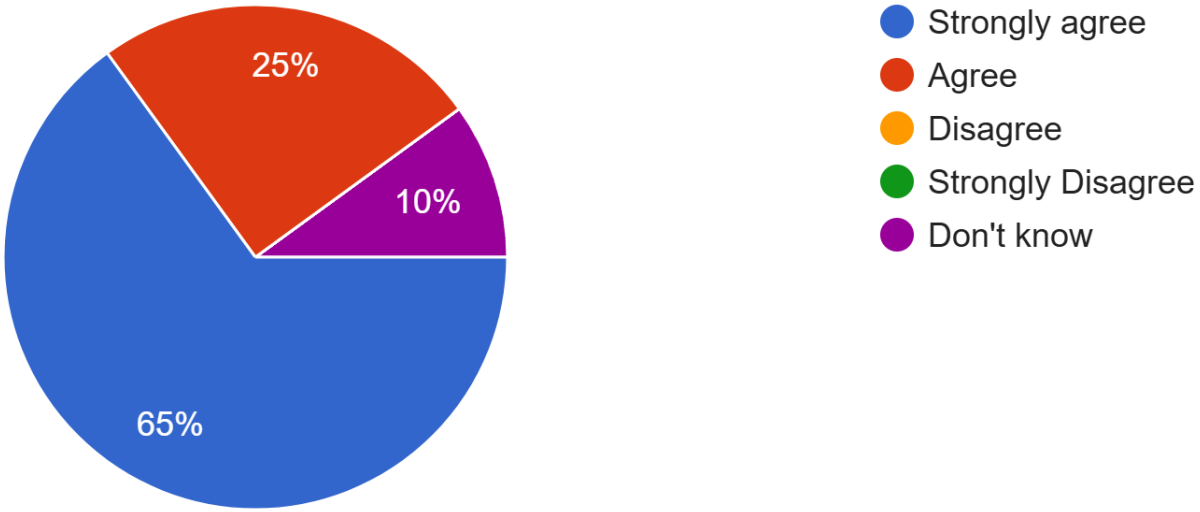
My child receives the help he/she needs to do well

20 responses



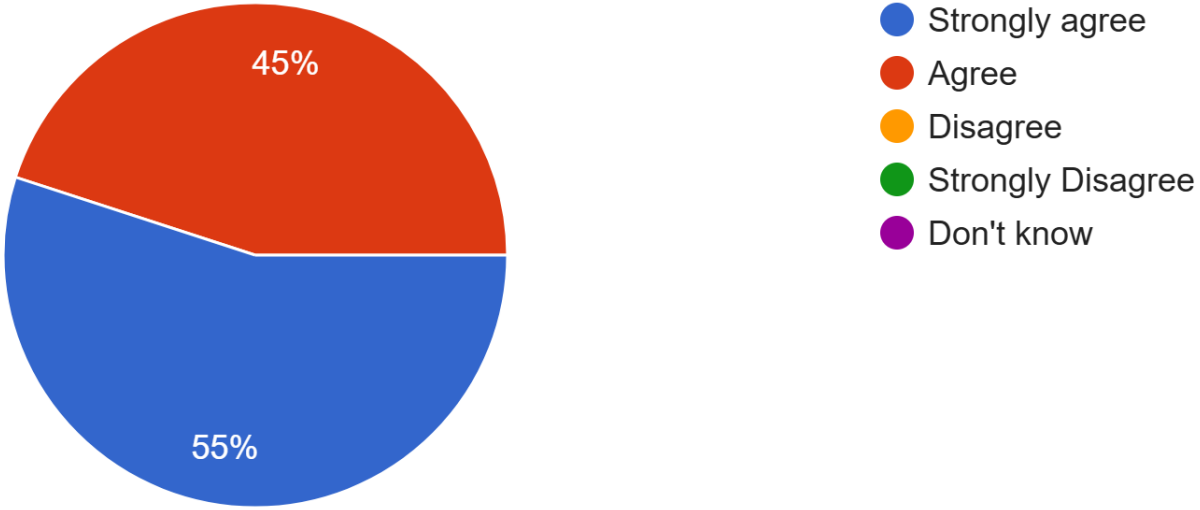
My child is encouraged by the school to be healthy and take regular exercise

20 responses



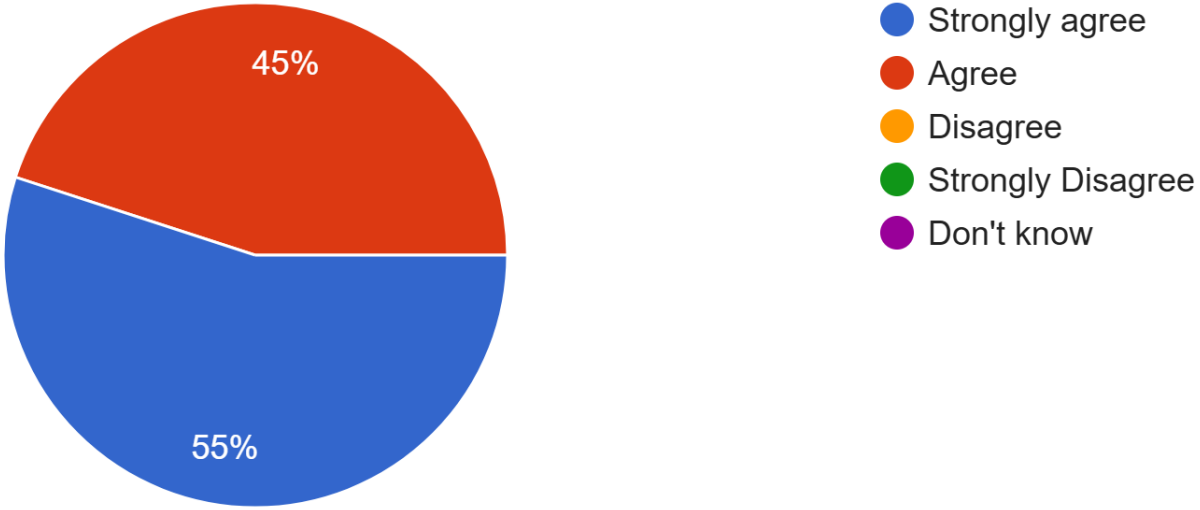
The school supports my child's emotional wellbeing

20 responses



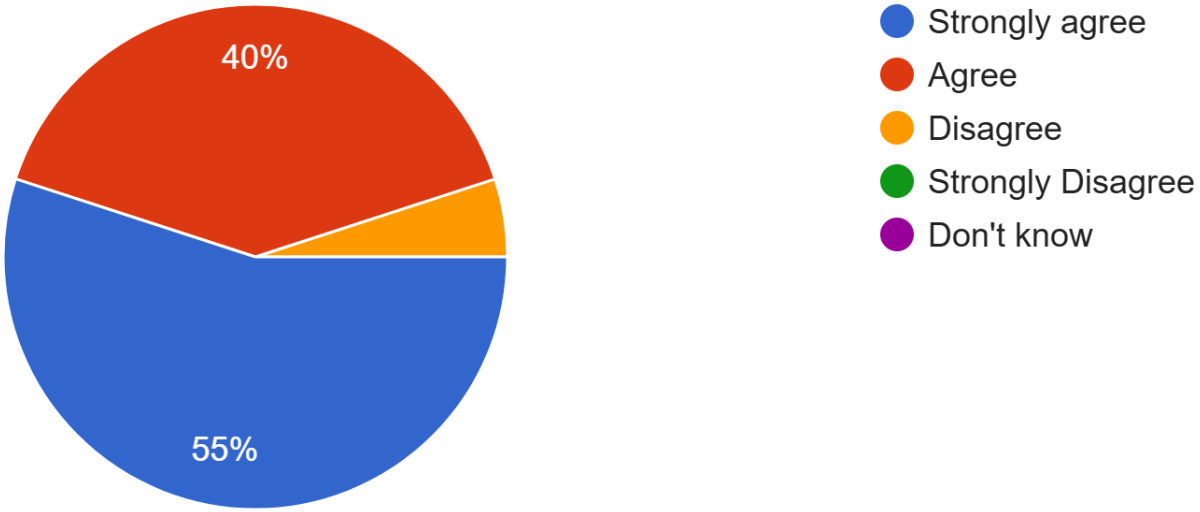
My child is making good progress at the school

20 responses



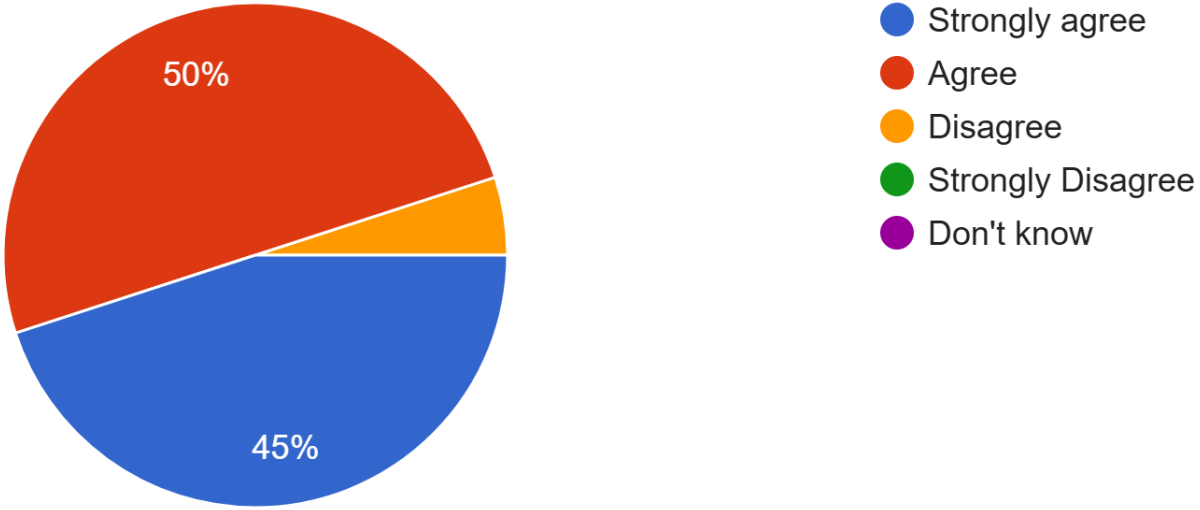
I receive helpful, regular feedback about how my child is learning and developing, eg, profiles, reports

20 responses



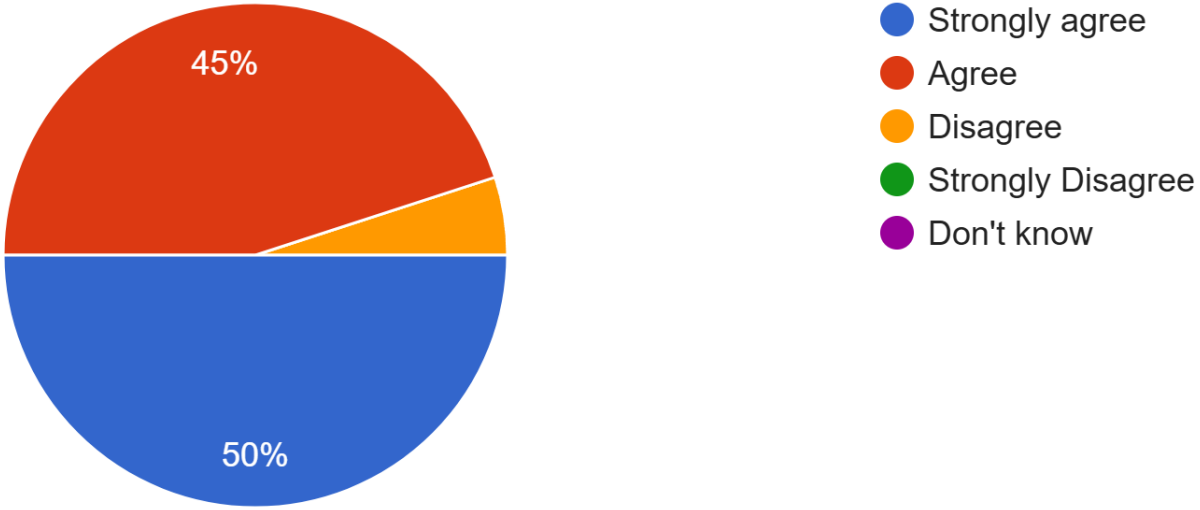
The information I receive about how my child is doing reaches me at the right time

20 responses



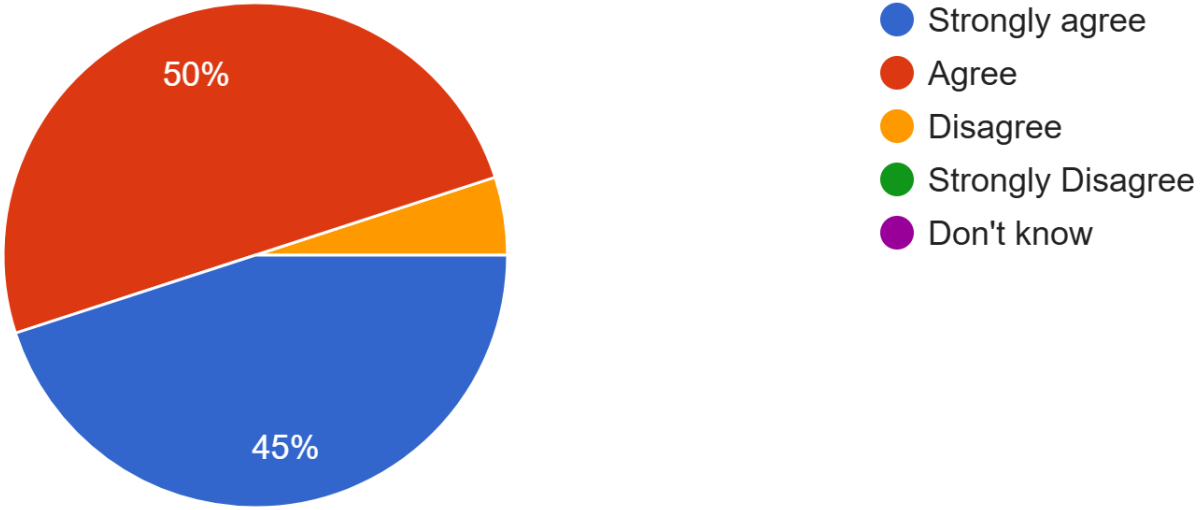
I understand how my child's progress is assessed

20 responses



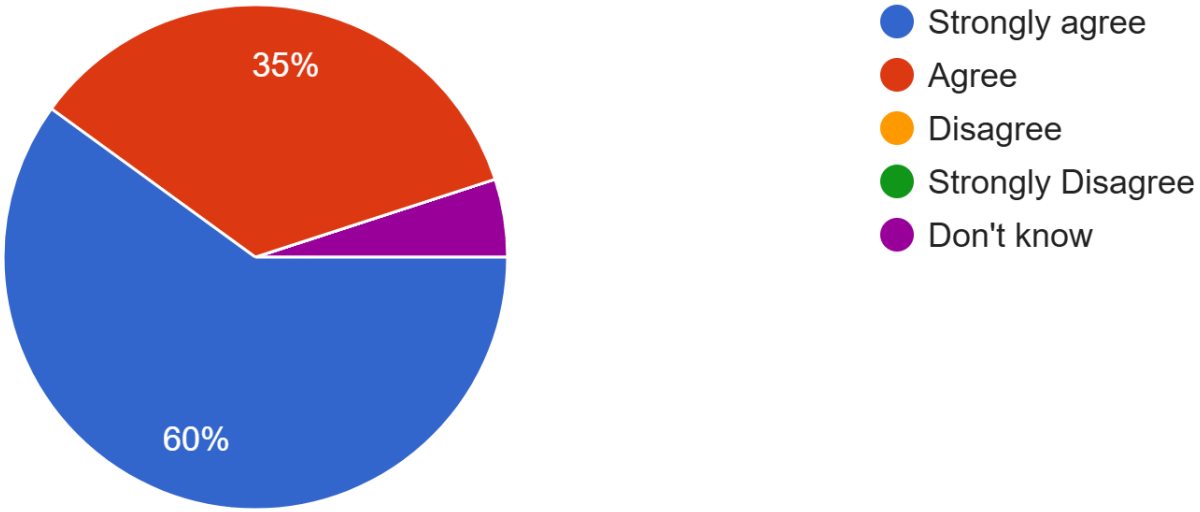
The school gives me advice on how to support my child's learning at home

20 responses



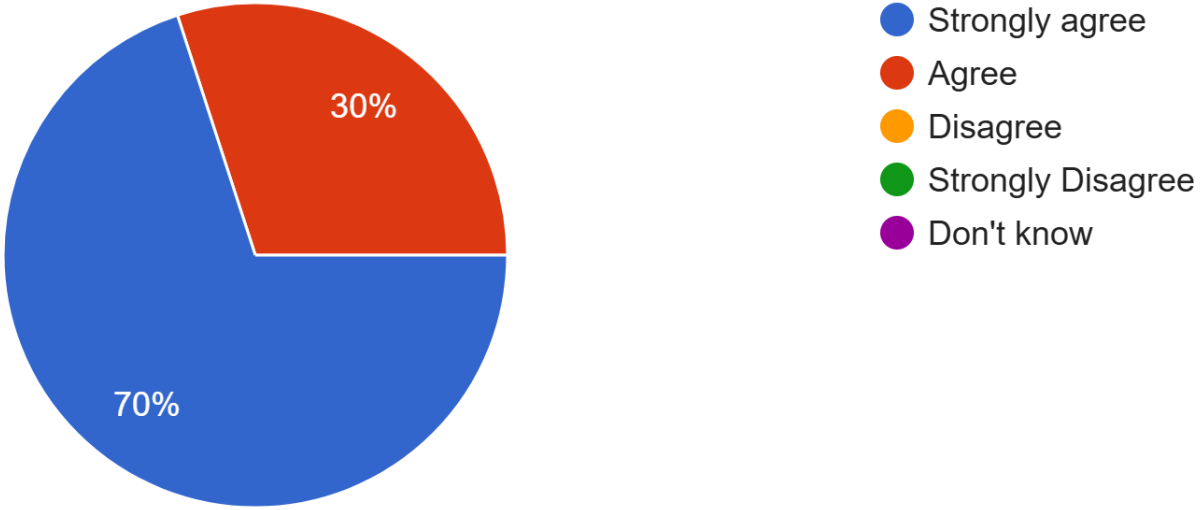
I feel comfortable approaching the school with questions, suggestions and/or a problem

20 responses



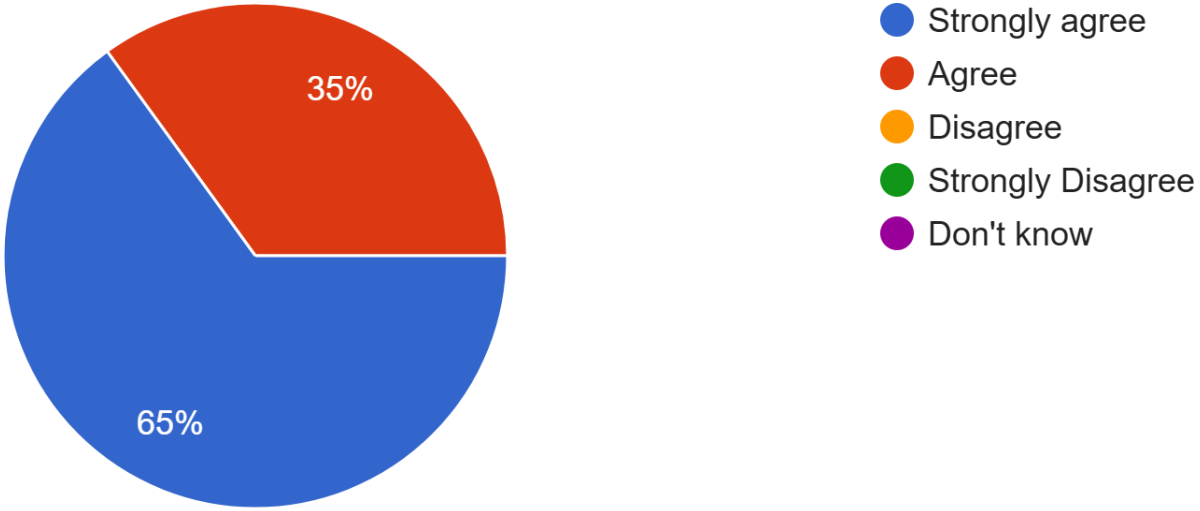
I am satisfied with the quality of teaching in the school

20 responses



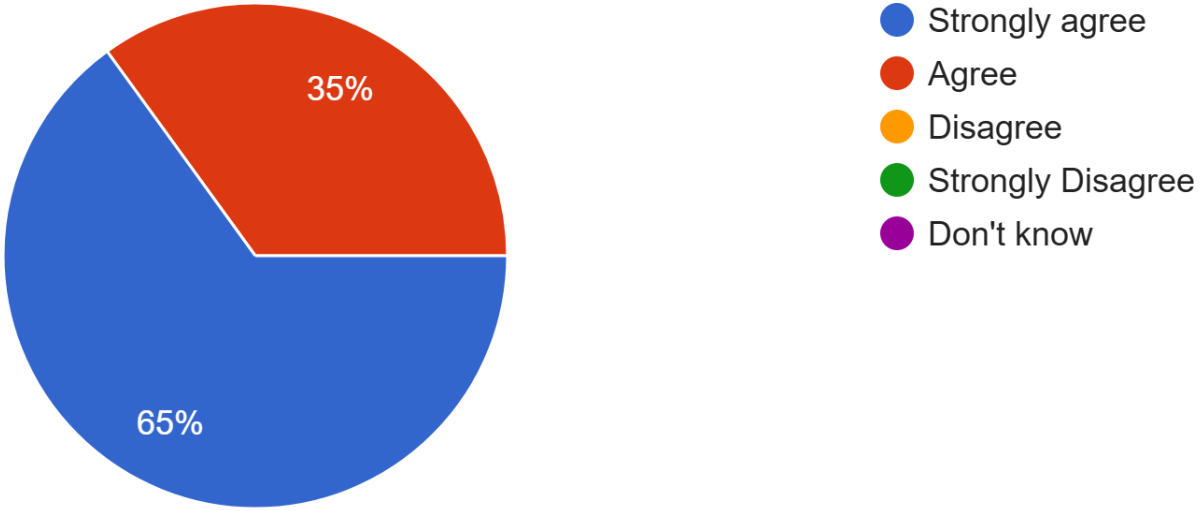
The school is well led and managed

20 responses



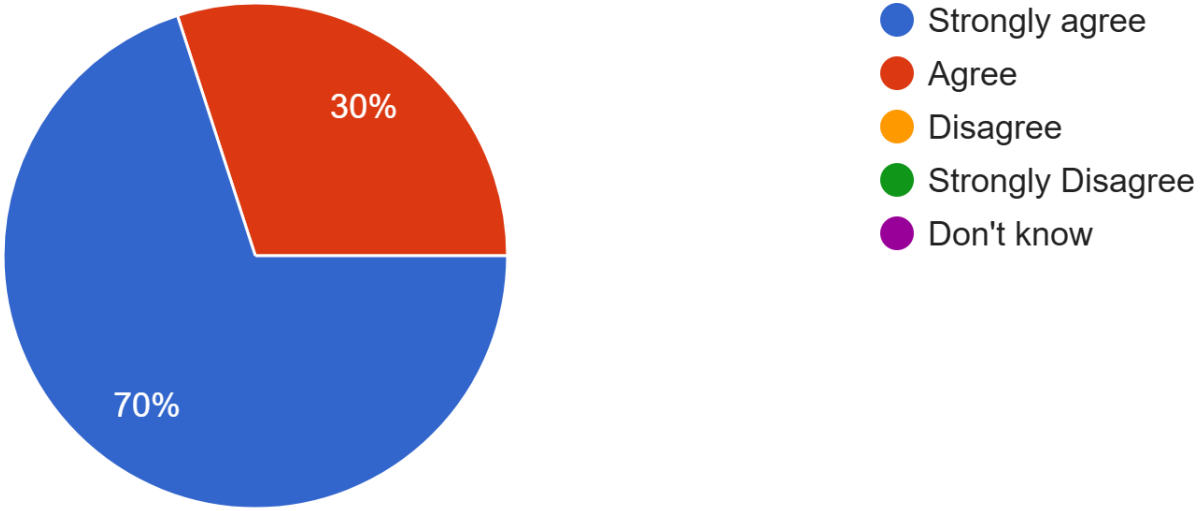
The school encourages children to treat others with respect

20 responses



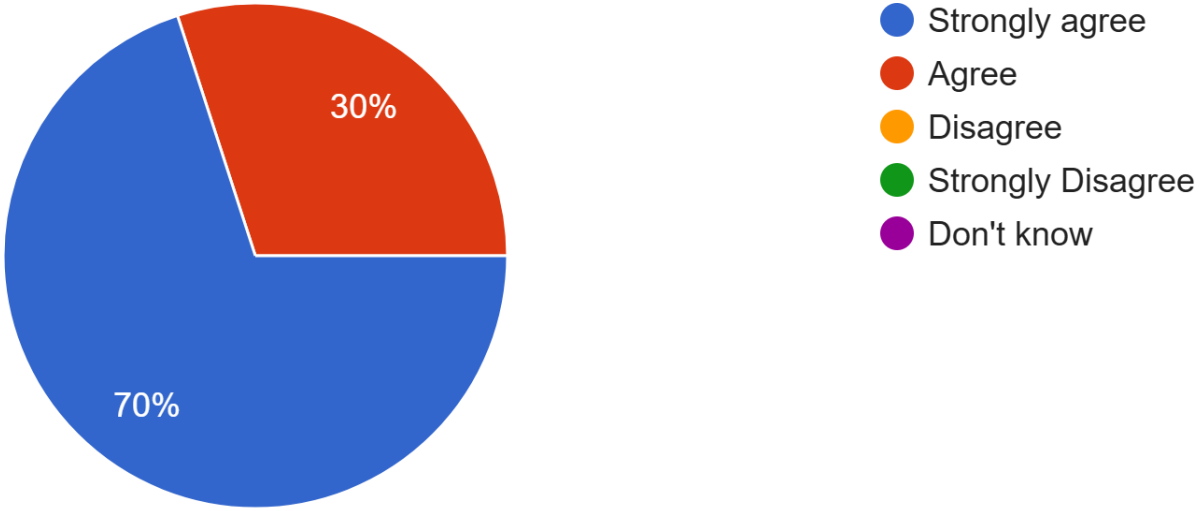
I would recommend the school to other parents

20 responses



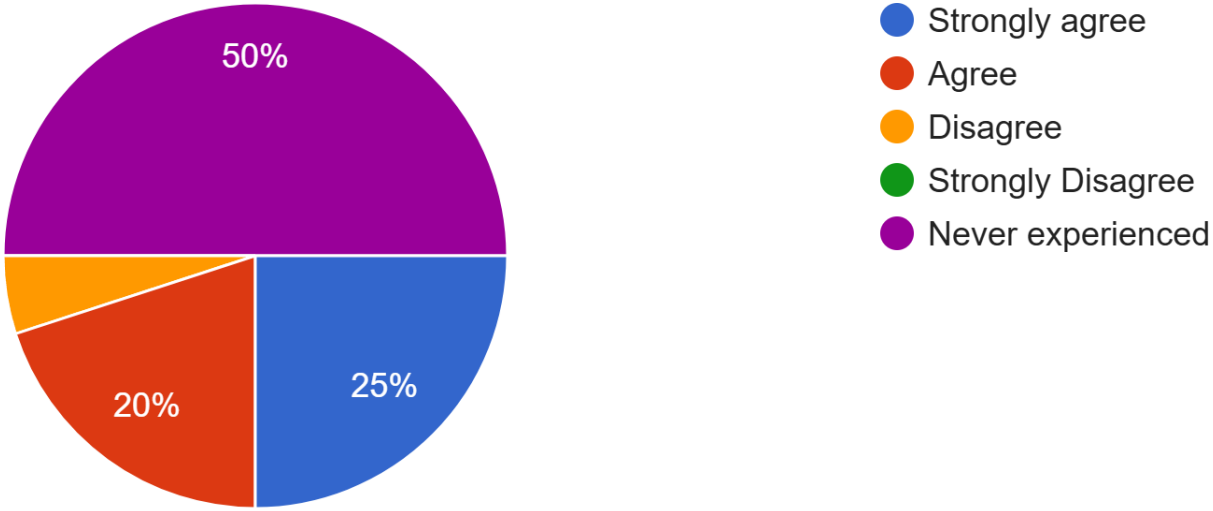
Overall, I am satisfied with the school

20 responses



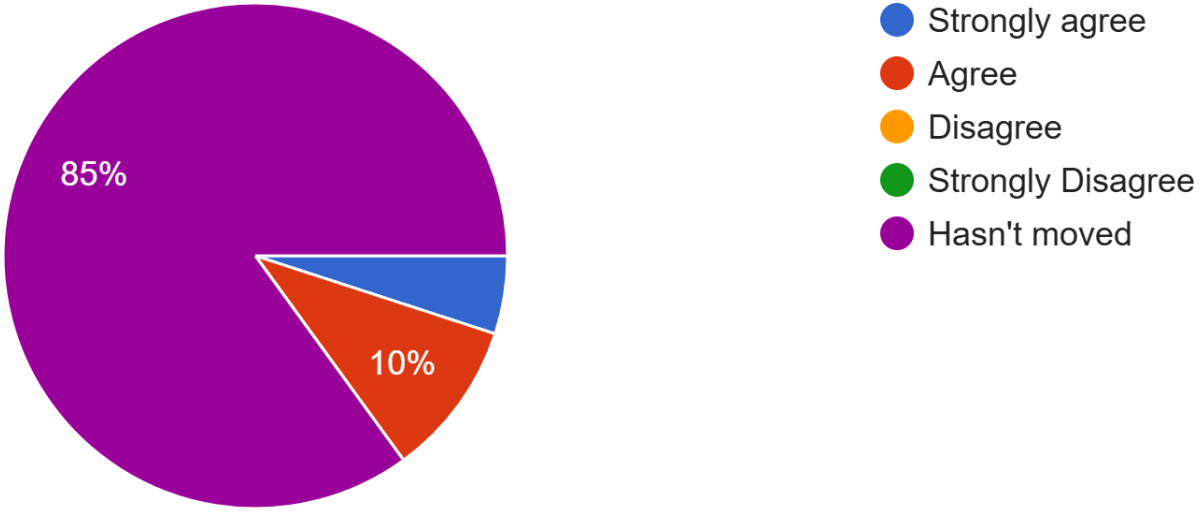
The school deals well with any bullying

20 responses



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

20 responses



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
Other QIs reviewed		

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continous improvement.

Key priorities for improvement planning
Prìomhachasan airson planadh airson leasachadh

* To review our Vision, Values and Aims
* Further development of our Curriculum Rationale
* To engage with the Curriculum Improvement Cycle (CIC) professional learning materials and guidance as a staff team
*To engage all members of our school community as 'Curriculum Designers' as we 'refresh' our curriculum
* To further embed the principles of the National Improving Writing Programme across P3-P7

* Further development of pedagogy work, ensuring all teaching staff are clear and confident in delivering high quality learning experiences
*To support opportunities for both in school and ASG moderation activities
* To continue to monitor attendance for our lowest attenders
* To work with families to reduce lateness
* To share and build on the very positive results for the My SHANARRI School survey
* To refresh our pupil leadership groups for the new session
* To aim for accreditation as a Gold Sports Scotland School and as a Gold Reading School
* To promote inclusion through adopting the key principles from The Circle and Stronger Together Toolkit
* To further develop the work of our Pupil Voice Officers, ensuring that they have a real influence across our school community
* To further develop the visibility of languages across our school
*To develop play pedagogy across ELC and infant classes, through engaging in Education Scotland training
* To further develop the sharing, celebrating and tracking of wider achievements across ELC and school, using this data to support ALL children to engage in wider opportunities
* To ensure time for staff to engage with data, further building confidence in this area
*To introduce staff to our school dashboard and support opportunities to engage with our virtual comparator school data
* Further support opportunities for pupils to have a voice within their class, giving them an influence on what and how they learn
* Embrace the opportunities that come from HT being a member of IPEN
*Develop whole school awareness of the wellbeing indicators
*Review our planning processes for IDL
*Revisit the 4 Capacities, ensuring all children understand their role in our curriculum
* Further develop our work around Metaskills, to ensure successful planning, supportive learning conversations,and tracking which links to profiling
*Introduce Pupil Inclusion Officers to support inclusion and diversity work
* Further develop opportunities for outdoor learning across school

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 or by contacting the school office.