



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

Munlochy Primary School



In this report the following words are utilised 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.

Attendance
93%

Average Class Size
20

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
79

Teacher Numbers
4 + class share teachers

Pupil Teacher Ratio
1:20

N3
0%

N4
0%

P1
8%

P2
13%

P3
11%

P4
15%

P5
15%

P6
18%

P7
20%

SIMD Q1¹
0%

SIMD Q2
1.27%

SIMD Q3
2.53%

SIMD Q4
96.2%

SIMD Q5
0%

Unknown
0%

ASN²
28%

No ASN
72%

FSM³
15%

No FSM
85%

EAL⁴
0%

No EAL
100%

2025/26 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading

Most

Writing

Majority

Listening and talking

Almost all

Numeracy

Majority

We have had no exclusions this year.

¹ SIMD – The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation.

² ASN – Additional Support Needs

³ FSM – Free school meal entitlement

⁴ EAL – English as an additional language

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

SCHOOL VISION

**WE TRY HARD AND HAVE FUN,
THINK SMART AND LEARN TOGETHER**

SCHOOL VALUES

IMAGINATIVE, FRIENDLY, DETERMINED

AIMS

**TRY NEW THINGS
BE CREATIVE IN LEARNING
PROBLEM SOLVE SITUATIONS**

**TRY YOUR BEST
PERSEVERE
PARTICIPATE
HAVE A POSITIVE MINDSET**

**BE HELPFUL
INCLUDE OTHERS
BE KIND TO YOURSELF AND OTHERS
ENCOURAGE EACH OTHER**

Review of progress for session

Imaginative | Determined | Friendly

Ath-sgrùdadh air adhartas airson an t-seisein

These projects are linked to the vision and priorities for Scottish Education based on delivering excellence and equity. Parent/Carer information is available [here](#).

School Priority 1: Raising Attainment through Learning, Teaching and Assessment

Purpose

This project has been developed in response to the National Priorities of closing the attainment gap between the most and least disadvantaged children and young people and improvement in attainment, particularly in numeracy and writing. Further to this it has been identified through school data, that our whole school average for writing and numeracy is only just above the national average, and our ACCEL year groups have dropped in attainment of a Level from the previous year. Local Authority priorities and initiatives have also encouraged all primary settings have a clear focus on raising attainment, and as such, we aim to put our focus for the coming session into the areas of numeracy and writing, while continuing to maintain high standards across all other areas of the curriculum.

Summary of progress

Writing

We have made good progress in the area of Writing with all staff engaging with the National Improvement in Writing Programme. Individual teachers have utilised the 'Change Bundle' within their classroom practice to engage pupils and hone in on the specific needs within the writing curriculum, such as paragraphing, openers, speech, etc.

Next Steps

- Develop a more detailed school framework for writing to support with planning and consistency.
- Ensure all forms of genre can be covered alongside the NIWP theory and practice.
- Those requiring more targeted writing support to be considered for PEF.

Impact

- There has been a clear overall improvement in writing attainment, with the proportion of pupils expected to achieve increasing from 61% at the beginning of the year, to 72% by the end of Term 4.
- End of Level averages align with that of our local and national averages, indicating improved consistency in attainment across the school.
- We have noticed strong improvement in middle and upper stages. P3 improved from 50% to 78% achieving, showing significant accelerated progress. P4 improved substantially from 55% to 92% achieving, indicating highly effective teaching and intervention. P7 increased from 69% to 75% achieving, consolidating attainment before transition to the academy.
- Primary 2 have also been able to demonstrate strong early writing foundations with 90% achieving across the year.
- We have also seen a reduction in borderline learners across most stages, with many pupils successfully moving into “achieving” by Term 4.
- Despite this progress, the proportion of pupils not expected to achieve has increased slightly (21% → 26%), suggesting that while many learners accelerated, a group became more clearly identified as requiring targeted support.
- The NIWP does not provide direct scope for clearly covering genres, which will need to be addressed with future writing development to ensure a robust progression of writing.

Summary of progress	Next Steps
Numeracy All teachers have been trained in specific tools to support with the attainment of numeracy especially around that of mental agility. Collegiate sessions were used to review school progress in maths, ensuring there was clear consistency from P1-P7, frameworks were being used correctly, and resources were being used effectively. Surveys undertaken by teachers, demonstrated that they had all gained in confidence to deliver robust maths lessons, and utilise mental agility strategies across their maths week. Further to this an ‘End of Unit’ assessment pack was developed for delivery in session 26/27, to help support teachers assess maths areas more consistently.	• Embed the new assessment packs for numeracy to support consolidation and consistency between stages. • Focus interventions on closing the attainment gap in the upper stages specifically.

Impact

- There has been a positive upward trajectory across the session, with most stages raising attainment by the end of the year.
- This has led to a proportion of pupils on track to achieve increasing from 67% at the beginning of the year. to 78% in Term 4.
- The removal of borderline learners suggests greater clarity in teacher judgements and progression, though the increase in “not yet achieving” highlights emerging attainment gaps within the cohort.
- In the early years improvement is evident, with attainment rising from 50% to 67%, showing strong early progress in foundational numeracy skills
- P4 has seen significant improvement (55% → 83%), representing one of the strongest gains across the school, reflecting the success of the interventions and consistency in teaching and assessment.
- P7 shows a modest increase (63% → 69%), but also the highest proportion of pupils not achieving (31%), highlighting a priority area for targeted support. Transition planning with the academy has been key to ensure support can be provided at the required level.

School Priority 2: Pupil Leadership and Engagement

Purpose

This project has been developed in response to the National Priorities of placing the human rights and needs of every child and young person at the centre of education. Our citizenship groups need to have a readdressed focus with the pupils taking the lead, incorporating the Meta-Skills, and ensuring that there are improved outcomes for all children. Focus on Rights Respecting Schools, Young Leaders of Learning, Reading Schools, and Digital Leaders, will demonstrate how the cluster builds on positive relationships and rights of the child. Continued development of the pupil led digital profiling will ensure that staff have meaningful learning conversations and support pupils in their understanding of next steps in learning. The added value of having families involved, will further extend learning into the community.

Summary of progress

Citizenship Groups and Pupil Led Groups

We have made good progress with developing the use, understanding and discussion around the 'Meta-Skills'. Classes, facilitated by the teacher, have researched several of the skills in a particular strand, with their findings then being presented during assembly for the remainder of the school. As a scheduled part of the weekly timetable, staff have been able to be consistent with the progression of the research. Further to this, specific Pupil Led Groups have been able to meet with a representative teacher, to develop a dedicated focus for the year. Rights Respecting Schools, Reading Schools, Young Leaders of Learning, and Digital Leaders. Each group also delivered their respective research findings at school assemblies to inform and support other pupils.

Next Steps

- Develop meta-skills further to ensure all skills are reviewed and shared with the wider school.
- Continue work on Rights Respecting Schools, to complete what is required for Silver Award.
- Finalise evidence of Reading Schools Silver Award.

Impact

- Through class based research work and assemblies, almost all pupils are now aware of the meta-skills and how their every day actions incorporate many of them. This has led to deeper discussions about learning, with a majority of pupils demonstrating clear links between what they have learned and respective meta-skills.
- Although there has been positive motivation from almost all pupils in researching the meta-skills, not as many skills as had been planned for were completely investigated and shared. It would therefore be worthwhile reviewing with pupils at the beginning of the new session and creating a more concise action plan of when they can all be considered.

• Pupil led groups have been able to clearly deliver effective messages to the rest of the school about the work that has been done. This has led to almost all pupils gaining an insight into the pupil led changes around the school, informing them of developments that will and have taken place, including: Promoting Positive Wellbeing Policy, digital literacy around account security, development of Rights Respecting Silver Award, and progress of Reading Schools Silver Award. • The Promoting Positive Wellbeing Policy was reviewed by the wider stakeholders. 96% reflected that the policy supported the school in creating a positive ethos of wellbeing. • Although a huge volume of evidence has been secured, due to time frames, both Rights Respecting and Reading Schools awards have not been achieved yet. This is something that will need to happen early in the new session.	
Summary of progress	Next Steps
Digital Profiling Digital Profiling has made very good progress this session. In October 2025, all families were given access to their child's profile, via email. This has had some teething issues, due to access, but are being addressed quickly so as not to hinder what parents can view. Pupils are incredibly keen to work on their profiles and showcase the learning that is taking place. A termly learning conversation with the class teacher has enabled them to all build and work on individualised targets, which they display on their profiles each term. This has enabled them to take ownership of their next steps in learning. Work they are proud of is also shared along with evaluative comments, which pupils are improving on at making. High Quality Assessments have been digitised so that they too can be shared through this forum. Parents then have the opportunity to comment on the work with the profile, to share their experiences of the learning. Further to this, class teachers have been creating adjoining class blogs, to share with parents more holistic class learning and activities.	• Ensure consistency of digital profile use with all teaching staff. • Support all parents to gain access to digital profiles. • Demonstrate to parents the benefits and importance of commenting on their child's learning. A parental workshop may be needed for this.
Impact	

- Digital Profiles have become embedded into the weekly timetable of almost all staff. Further review should be undertaken to ensure that there is a consistent application to their use by all staff.
- Learning conversations have been able to support clear individual learning targets for almost all pupils. This has led to pupils knowing what is expected of them with their next steps in learning. Further to this, it has supported parental discussion with teachers and pupils, and the ability to report on progress by teachers.
- Parents have positively engaged with their child's profile. This has led to wider conversations with their children about learning, with some learning visualising what has happened in the classroom.
- Less than half of parents (27%) have not been able to gain access to profiles, so it would be essential to rectify this as soon as possible.
- The commenting of High Quality Assessments has not been well utilised. Parents will need to be shown how this can be a positive aspect of learning for their children.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Imaginative | Determined | Friendly

Numeracy Targeted Intervention

12% increase in overall attainment within numeracy, across the 25/26 session.

Pupils' progress in numeracy shows increasing confidence in place value, addition strategies, and working with money. Strengths include mental calculation (e.g. adding 10, near doubles), recognising number bonds, and applying strategies such as fact families. Many pupils demonstrate improved understanding of currency and budgeting. However, common areas for development include reliance on finger counting, difficulty with missing addends, confusion with reversed numbers, and limited confidence when unsure. Several pupils also need support with subtraction, division links, and mental strategies. Future sessions will focus on strengthening confidence, visualisation (e.g. ten frames), and applying known strategies more consistently.

Wellbeing Targeted Intervention

Pupils demonstrate a clearer understanding of their emotions and how they can tackle problems. They have become more aware of who they need to talk to, and the strategies that help them regulate most effectively. Continued work into the new school session would be beneficial to ensure work that has been done can be fully embedded.

Wider achievements **Coileanaidhean nas fharsainghe**

Hockey Teams

Our parent led hockey training and hockey teams have had huge amounts of success this year. Within the three age categories we have taken part in a number of hockey tournaments both locally and with teams from all over Highland. Our final tournament of the year saw the P6/7 Team winning for the area. A great success as many will be heading to the academy after the Summer holidays.

Football

We have been fortunate enough to have several sessions of football training from Caley Thistle FC training this year, with funding supported by our Parent Council.

Cross Country

Our two cross country teams again showed exceptional standards of behaviour and teamwork, in the local area cross country tournament.

Dingwall Rotary Club Primary School Quiz

Several Primary 7 pupils took place in the Rotary Quiz Primary Competition this year and came in second place overall. This allowed them to progress to the second round and play teams from the wider area. They also came second in this event, meaning they have now been successful in qualifying for the final,

which takes place in Aberdeen. The standard of question was very high, and they demonstrated not only exceptional teamwork but the ability to put into place their learning and problem solving abilities.

Maths Quiz

A further competitive maths day allowed some pupils in P6/7 to engage with a variety of pupils from across Highland on a series of maths challenges. Looking at codes, they developed a poster based around the patterns of the hexagon in nature.

Baillie Cup / County Sports

We were fortunate to include a P1-4 team in the Baillie Cup Athletics Tournament again this year. We had huge success with several medal for first, second and third place. Both our relay teams placed with a first and third place medal.

Senior pupils will also be taking part in their athletics tournament – County Sports – later this year. We are hoping to retain the first place trophy that was won last year!

Orienteering

A number of primary 6 and 7 pupils have been working on orienteering skills with local orienteering support. This has been culminating in a number of events in the local area.

Boccia

Several of our Primary 7 pupils have been trained to deliver Boccia (a form of disability supportive bowls). They have travelled to a number of schools in the local area to train and deliver activities to other P7 pupils.

Comments from learners, families, stakeholders and staff

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

Learners:

- 'I like that we are all best friends.'
- 'I like the rules because I think if someone gets a slip, they won't misbehave again, and that makes me feel safe.'
- 'I like the pupils and the staff here.'
- 'Everyone is really nice, and the trim trail is great fun.'
- 'I have really enjoyed reading because I love learning new facts and stories.'
- 'I like maths because Miss G always teaches it in a really fun way.'
- 'I have really enjoyed all the clubs and events that I have attended.'
- 'I just love being in Mr C's class and taking part in the fun learning activities.'

Staff:

- 'I believe that pupils' resilience has improved significantly over the course of this year. This has been supported through the effective identification and targeted intervention of individual needs, alongside a consistent focus on Health and Wellbeing (HWB) within the classroom environment.'
- 'Behaviour management has strengthened as a result of the implementation of our streamlined and clearly defined behaviour system. The establishment of consistent expectations, clear boundaries, and transparent consequences has contributed to improved pupil conduct and engagement.'
- 'This year I feel like PEF has supported many children. They have had the opportunity for targeted support in maths groups as well as 1-1 support. This can be seen throughout the whole school.'
- 'The targeted health and well being groups has supported and benefited many pupils and this can be seen across the whole school. Many pupils have been given tailored support plans and strategies to help them in everyday life. Building resilience, confidence and the ability to regulate themselves is just a small example of the work carried out on this.'
- 'I feel like the pupil groups have been fantastic this year. They have been pupil lead and having them timetabled for a Wednesday afternoon has ensured momentum and that progress has been made. Having all the groups sharing their learning at whole school assemblies has been great and the children have been learning from each other. It has been wonderful to see the confidence of children grow from working with pupils across different ages and stages.'
- 'The parent and carer involvement this year has been incredible. We have been lucky to have two parent helpers providing weekly class support, helpers to ensure the children can use the field regularly, parents that run after school clubs, a variety of parents and carers that have come into the school to help teach the children different skills and parents that are happy to help on class trips. As well as this we have a wonderful Parent council that provides many valuable opportunities for the school.'

- 'The pupils have had many opportunities to take part in a variety of lunchtime and after school clubs run by staff, specialists, parents and carers. These have included drama, colouring, chess, cross- country, athletics, bocha, coding, kindness club and sing and sign. These have helped a huge amount of children to try something new and be entertained. This has also benefited and supported many pupils that have been struggling in the playground.'
- 'Pupils have had many opportunities to take part in learning from our local area. This has included the whole school visiting our local weather station, the infants visiting a parent's local farm, local businesses coming to chat to the children and using the local woods for learning opportunities.'
- 'The children have been able to demonstrate their learning with parents and carers on their digital profiles. This has been great as children have had the opportunity to create and evaluate termly learning targets and upload their proud pieces.'
- 'Across the school there has been a super learning ethos where pupils are motivated, proud and engaged in their learning.'

Families:

- 'Communication when I have had a concern has been fantastic. Can't fault all the effort from all staff.'
- 'The 'open door' communication policy helps - knowing if I drop an email it will get responded to either by the appropriate teaching or support staff, this has been important given the issues us as a family have faced this year. I am proud to be associated with the school both as a parent and as a former pupil.'
- 'Such a great community spirit! Teachers really encourage the kids.'
- 'Creating a safe space making the children very comfortable, making sure all children are offered opportunities to take part in events, very welcoming for parents.'
- 'There is a sense of community spirit.'
- 'Communication of events - on the school website calendar too and the Parent Council are all things the school does really well.'
- 'Providing a really positive and caring environment. I think all the teachers are wonderful.'
- 'Fostering an inclusive, friendly and fun atmosphere.'
- 'Being responsive to parents and child needs. Supporting parents' involvement in the school.'
- 'The school creates a fun, warm, personal and positive environment.'
- 'All staff are very approachable and helpful, concerns always listened to and staff clearly take time to really get to know each pupil in what appears to be a relaxed, hardworking environment.'
- 'Most teachers have a good relationship with the children and children are happy.'

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:

	PRIMARY
QI 1.3 Leadership of change	Good
QI 2.3 Learning, teaching and assessment	Good
QI 3.1 Wellbeing, equality and inclusion	Good
QI 3.2 Raising attainment and achievement/Securing children’s progress	Good

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

Raising Attainment in Literacy through Learning, Teaching and Assessment

This project has been developed in response to the National Priorities of closing the attainment gap between the most and least disadvantaged children and young people and improvement in attainment, particularly in literacy. Further to this it has been identified through school data, that our whole school average for writing is only just above the national average across the Cluster. Our ACEL year groups have begun to improve from a drop in previous years due to work that has been started around writing, however, this needs to continue, become further embedded, and improved on to ensure we are closing the attainment gap between most and least disadvantaged children, and that of the National average.

Local Authority priorities and initiatives have also encouraged all primary settings have a clear focus on raising attainment, and as such, we aim to put our focus for the coming session into all areas of writing, while continuing to maintain high standards across all other areas of the curriculum.

The Cluster was fortunate enough to have training and with the National Improvement in Writing Programme, which from teacher judgement, evidence and data, has shown to be effective. Nevertheless, due to our small pupil numbers in Tore Primary and need to expand the process in Munlochry Primary, this now needs to be embedded with the correct planning procedures to ensure a robust writing process from P1 to P7 can occur. As the momentum for writing is positive both with pupils and staff, it is essential that this is harnessed to gain maximum effect on attainment.

Inclusion and Wellbeing

This project has been developed in response to the National Priorities of placing the human rights and needs of every child and young person at the centre of education and improving health and wellbeing. Further to this, the local priorities of creating inclusive practice, involving parents and building on relationships and behaviour have been considered.

Across the Tore and Munlochry Cluster, there has been a noticeable shift in wellbeing despite a varied and rich learning environment. Staff have evidenced this to interpersonal relationships within school, and personal situations in the home environment. Wellbeing indicators have flagged that children are feeling less included with their peers and often find home life difficult or challenging.

The cluster thrives on creative teaching and opportunities for pupils to lead on initiatives. Pupil led groups and whole school discussions around the Meta-Skills further the choices that pupils can make for themselves. However, it is clear that many need more direct input into dealing with issues around mental health, wellbeing and inclusion, which we aim to address through the use of the Pupil Equity Fund. We have also witnessed through the development of a new behaviour policy, where inclusion in the playground and classroom could be improved, which would further support positive ethos.

By addressing these issues and developing them as part of the School Improvement Plan, we can continue to support pupils and families by building on the supportive ethos we pride ourselves on. Addressing the raising of attainment is much more complex when there are low levels of wellbeing, as per Maslow's Hierarchy of Needs, and so this priority will further lend itself to supporting other academic and attainment focussed targets.

Planning ahead

A' planadh air adhart

Full details of the school's 2026/27 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website <https://sites.google.com/fortroseacademy.org.uk/munlochy-primary-school/official-documents> or by contacting the school office.