**Standards and Quality Report 2024-2025**

**Muckhart Primary School**

**“Home of Natural Learning”**



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| **School Context** | | |
| **Our Context**  Muckhart Primary is a small rural school with a current roll of 36. The school was built in 1845. We have extensive outdoor areas, which we regularly use for teaching. We are an outdoor-loving school. This session we have 2 classes: Devon Class P1-3 and Ochil Class P4-7. We are well supported by our parents/carers and the wider community. We pride ourselves on taking part in everything that bigger schools do. Our Twitter hashtag is #smallbutmighty and this truly sums us up.  We are committed to continuous improvement and regularly gather data to inform our self-evaluation. This data comes from surveys to parents and children. The HT regularly visits classrooms to share good practice and identify next steps to improvement. Moderation of assessment and planning takes place regularly across each term. We also moderate with Local Authority colleagues which results in greater consistency and confidence in teacher professional judgement.  **School Vision and Aims**  Our vision statement is of “a thriving, resilient and happy community”. This was co-created involving all stakeholders.  We have a strong sense of community; working together as one “Muckhart family”. We promote diversity and belonging. We value each person in our Muckhart family as having something unique to offer. Parents have described our ethos as being “like a comfy, cosy cardigan” and our school as “a school where every child is seen and appreciated for who they are.”  **Our Values**  Our children and families understand that these values underpin our relationships and sit behind all that we say and do   * Kindness * Honesty * Determination   We are proud to say that every child and family know our values and do their best to live them daily.  **The Socio-economic Context**  The Scottish Index of Multiple Deprivation (SIMD) is the measure the Scottish Government use to identify which children are likely to come from a high- or low-income household. Each postcode is allocated a quintile which is used to target funding. However, data zones in rural areas tend to cover a large area; meaning that SIMD is less helpful identifying the smaller pockets of deprivation found in more rural areas. According to this measure a minority of our learners live in Quintiles 2 and 3 – we have no learners living in Quintile 1. It is vital that Scottish Government Pupil Equity Funding is used wisely to drive forward improvements in educational outcomes to ensure that every learner has the chance to be the best they can be. | | |
| **Performance Information** | | | |
| **Attainment**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | June 25 | **Reading %** | **Writing %** | **L/T %** | **Literacy %** | **Numeracy %** | | P1 | All | All | All | All | All | | P4 | Most | Most | Most | Most | Most | | P7 | Majority | Majority | Majority | Majority | Majority |  |  |  |  |  | | --- | --- | --- | --- | |  | **All Quintiles P1, 4,7**  **combined %** | **Stretch Aims 2025: All Quintiles %** | **Achieved/Not Achieved** | | Literacy | Most | 70 | √ | | Numeracy | Most | 74 | √ |   -The data above shows attainment in P1,4 and 7 in comparison to the Local Authority stretch aims.  -From this data we can see that we have achieved the Local Authority Stretch Aims in Literacy and Numeracy in all Quintiles combined P1, P4 and P7  -By 2026, Clackmannanshire’s Stretch Aims in Literacy – 78% of children in P1, P4, P7 combined will achieve National Expectations in Literacy – Muckhart PS has achieved this for this session.  -By 2026, Clackmannanshire’s Stretch Aims in Numeracy – 84% of children in P1, P4, P7 combined will achieve National Expectations in Numeracy – Muckhart PS has achieved this for this session  **Attainment Over Time:**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | **2024-25** | **2023-24** | **2022-23** | **2019-20** | **2018-19** | **2017-18** | | **P7 Numeracy**  **L/T**  **Writing**  **Reading** | **66%**  **66%**  **66%**  **66%** | **100%**  **83.3%**  **66.7%**  **100%** | **40%**  **60%**  **60%**  **80%** | **89%**  **89%**  **89%**  **100%** | **100%**  **100%**  **75%**  **100%** | **100%**  **100%**  **100%**  **100%** | | **P4 Numeracy**  **L/T**  **Writing**  **Reading** | **87.5%**  **87.5%**  **75%**  **87.5%** | **80%**  **100%**  **80%**  **80%** | **83.3%**  **100%**  **66.7%**  **83.3%** | **83%**  **100%**  **33%**  **67%** | **80%**  **80%**  **70%**  **90%** | **100%**  **66%**  **33%**  **33%** | | **P1 Numeracy**  **L/T**  **Writing**  **Reading** | **100%**  **100%**  **100%**  **100%** | **100%**  **100%**  **100%**  **100%** | **80%**  **100%**  **80%**  **100%** | **100%**  **88%**  **75%**  **88%** | **100%**  **100%**  **100%**  **100%** | **86%**  **71%**  **71%**  **71%** |   **-**Our attainment over time is consistent as seen above; apart from when very small numbers skew the data  -This session, most children are achieving National Expectations in Literacy across the school and most are achieving National Expectations in Numeracy  -A few children are achieving beyond National Expectations in Literacy and Numeracy  -Almost all children have made one-year strong progress in Reading, Writing and in Numeracy.    #smallbutmighty  **Attendance**: Data from August 2024- End May 2025 (Averages)   |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Attendance | Overall School Attendance  Aug-May % | Overall Stretch  Aim | Quintile 1&2/FME August 2023-End May 2024 | Quintile 1&2 Stretch Aim | Quintile 5: August 2023-End May 2024 | Quintile 5 Stretch Aim | Care Experienced: August 2023-End May 2024 | Care Exp Clacks Average | Care Exp  Stretch Aim | | 2024-2025 | 97.93% | 92% | 98.12% | 91-92% | 98.63% | 96% | 99.66% | 87.91% | 90% |   Attendance Q1&2 V Q5 – HWB Measure   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | Quintile 1&2 Attendance August 2024- End May 2025 | Stretch Aim  Q1&2 | Quintile 5 Attendance August 2024-End May 2025 | Stretch Aim Q5 | Q1&2  Achieved by… | Q5  Achieved by… | Care Experienced Achieved by.. | | 98.12% | 91-92% | 98.63% | 96% | 6.12% | 2.63% | 2.9% |   From this data, we can see that:  -Our overall average attendance across the school, to the end of May 2025, is 97.93% which is higher than the Local Authority Stretch Aim  -The average attendance for children living in Quintile 1 & 2/FME is 98.12% which is higher than the Local Authority Stretch Aim  -The average attendance of Care Experienced children is 99.66% which is higher than the Local Authority Stretch Aim    #smallbutmighty | | | |
| **Review of Progress to May 2025** | | | |
| **School Improvement Priority One: Raising attainment in Literacy**  By May 2025, **all** targeted learners identified as achieving “just below” in writing will have made 12 months strong progress | | | |
| **NIF Priority: NIF Driver:**  -Improvement in attainment, particularly -Assessment of Children’s Progress  in literacy and numeracy -Performance Information | | | |
| **HGIOS4 QIs:**  -3.1 Ensuring Wellbeing, equity and inclusion  -3.2 Raising attainment and achievement/securing children’s progress | | | |
| **Progress and Impact:**  -**Most** children in the “targeted” group have achieved 12 months strong progress and a few are now back “on track”.  -Throughout the session, our Support for Learning teacher continued to assess and advise in the area of dyslexia meaning that children with dyslexia have comprehensive portfolios to support class learning and learning at home.  - All teachers are trained in the National Writing Programme – as a result, children across the school, are making good progress in writing and teachers have a shared understanding of how to teach writing. This results in more robust judgements of achievement of a level  -P4-7 have access to Chromebooks which has benefitted many children who find handwriting challenging, making writing extended pieces more achievable for many.  -The use of PM Benchmarking in reading continues to track children’s progress in technical reading skills and also in comprehension. All children made strong progress through the PM Reading Levels.  -The “Book Bairns” pupil group is working towards Bronze Reading Schools accreditation – this pupil group along with 2 others develops Learner Voice and specifically a love of reading  -We received our Bronze Rights Respecting Schools award; thanks to the work of the Rights Respecting group.  -The maintaining of the 2-class structure rather than 3 intensifies the amount of additional support required in each class.  -All Learning Assistant time this session has been focused on supporting specific individual learners meaning there is no support in classes for other children with Additional Support Needs or for learning in general.  -Nearly one third of the school roll have an identified specific Additional Support Need.  -Approximately one third of the school roll from P4-P7, receive free music tuition, at various times across the week, from Clacks Council. While learning an instrument is a positive thing and a definite life-skill; it impacts greatly on the teaching time available especially in literacy and numeracy and can be disruptive to the rest of the class.  -The HT and Second Level Teacher took part in Local Authority Moderation. This event resulted in the Class Teacher becoming more confident in assessing children’s writing and in more accurate Teacher Professional Judgement  **Next Steps:**  -Our Teacher Professional Judgement data tells us that there are still individual gaps in Literacy – our relentless focus on improving Literacy will continue and will be evidenced in our 2025-2026 School Improvement Plan    #smallbutmighty | | | |
| **School Improvement Priority Two: Raising attainment in Numeracy**  By May 2025**, all** targeted learners identified as achieving “just below” in numeracy will have made 12 months strong progress | | | |
| **NIF Priority: NIF Driver:**  -Improvement in attainment, particularly -Assessment of Children’s Progress  in literacy and numeracy -Performance Information  **-**Parental Engagement | | | |
| **HGIOS4 QIs:**  -2.3 Learning, Teaching and Assessment  -3.2 Raising attainment and achievement/securing children’s progress | | | |
| **Progress and Impact:**  -**All** targeted learners achieving “just below” in numeracy have achieved 12 months strong progress and **the majority** are back on track. A few children are exceeding national expectations in Numeracy  -Playful learning and exploration, as well as the use of outdoor spaces to enhance learning, continue to be key pedagogies. As a result, our attendance figures are high. The introduction of Wild Wednesday – where learners learn at the Nature Park in Muckhart on a Wednesday morning – supports motivation and engagement. Outdoor Learning supports the application of learning and skills across the curriculum  -As in the case of Literacy, the quality and time that the Learning Assistants have to support individual learners and classes, has been significantly reduced this session due to individual timetabling demands. As a result, small group interventions have not been possible. Good attainment has been as a result of high-quality differentiation of teaching to meet the needs of learners.  -This session, Seesaw was introduced. This is an online app that can be used to share individual children’s learning with home. As a result, parents are more aware of what children are “learning” rather than what they are “doing”. In a recent survey, for example, 88.2% of parents enjoy seeing their child’s learning through Seesaw and 81.3% of parents have a better understanding of their child’s learning as a result of Seesaw.  **Next Steps:**  -Raising attainment in Numeracy will continue to be an improvement priority in session 2025-2026  -Teachers are in an excellent place to begin the development of High-Quality Assessment which will enhance opportunities for learners to apply skills in different contexts  -Seesaw will be embedded further across all curricular areas  -An Outdoor Learning progressive framework bespoke to our context will be developed    #smallbutmighty | | | |
| **School Improvement Priority Three:** **Improved Learner Agency**  By May 2025, working alongside our cluster colleagues, all staff in Muckhart PS will demonstrate an increased understanding and level of Learner Agency | | | |
| **NIF Priority: NIF Driver:**  -Improvement in attainment, particularly in -Assessment of Children’s Progress  literacy and numeracy -Performance Information | | | |
| **HGIOS 4 QIs:**  **-2.3 Learning, Teaching and Assessment**  **-3.2 Raising attainment and achievement/securing children’s progress** | | | |
| **Progress and Impact:**  -This session, teachers took part in a Cluster Project to develop Learner Agency – as a result, all teachers showed an increased awareness and understanding of Learner Agency concepts such as Learner Voice, Learner Choice, Learner Motivation etc  -All teachers now understand the importance of fostering Learner Agency and the value of empowering learners with choice, voice and ownership to increase engagement and motivation and to support a positive learning environment  -Teachers highlighted in their feedback survey, the value of collaborating with colleagues and sharing ideas. Teachers demonstrated a willingness to try new approaches to benefit their learners.    #smallbutmighty | | | |
| **PEF Expenditure** | | | |
| Pupil Equity Funding is additional funding allocated directly to schools and targeted at closing the poverty-related attainment gap. Funding must provide targeted support for children and young people (and their families if appropriate) affected by poverty to achieve their full potential.  In 2024-2025, Muckhart Primary School received £4900 in Pupil Equity Funding. The bulk of this was spent in the following ways:   * £1000 – Home Reading Books * £120 – Dyslexia Friendly reading books * £120 – Book Bags to support P1 Reading at home * £2290 - Payroll to enable Breakfast Club * £100 – Contribution to Speech and Language Service   **Progress and Impact:**  **Tracking the Attainment Gap**  Q1&2 v Q5 Summary: May 2024: Attainment Gap   |  |  |  | | --- | --- | --- | |  | **% on track in targeted PEF group Q1&2/FME in May 2025** | **% on track in Q5 group in May 2025** | | Reading | Majority | Almost All | | Writing | Less than half | Most | | L/T | Majority | Almost All | | Literacy | Less than half | Most | | Numeracy | Majority | Almost All |   -From the data, all children in the “targeted” group have made 12 months strong progress in Reading, Listening & Talking and Numeracy  -All children may not necessarily be meeting National Expectations but all children made progress in all areas.  -The very small numbers in each category can skew the data  **Progress and Impact**:  -Unfortunately, due to staffing difficulties, the plan to employ an extra Learning Assistant for a further 5 hours per week did not happen. The bulk of PEF was used to facilitate Breakfast Club. From research, it is well understood that breakfast clubs offer significant value to both students and families by providing a nutritious meal and a positive start to the school day, improving academic performance, behaviour, and social-emotional wellbeing. They also ease the financial burden on families and provide childcare support, allowing parents to work or manage their schedules more effectively. At Muckhart PS, there can be up to 15 children attending Breakfast Club which is nearly half the school roll. It is a valuable and well used resource.  **Next steps and ideas from parents/carers and learners**:  -Most parents benefitted from the Breakfast Club  -Most parents agree that maintaining our book supplies with new and up-to-date books is valuable for the children  -Some children thought Breakfast Club was expensive but “good for the children”  -Some children want more investment in “chapter books” others think “no more books are needed  -Seesaw specific feedback was on the whole very positive from both parents and learners.  -Wild Wednesday specific feedback was also very positive. For example, “I do believe it has helped his enthusiasm for learning”, Wild Wednesday has supported my child to “regulate in a new environment and manage his emotions”, “my child’s enthusiasm for learning outdoors and his ability to problem solve has improved” | | | |
| **Evaluation of Quality Indicators** |  |  | |
| **Quality Indicator** | **School Self-Evaluation (1-6)**  **(May 2025)** | **HMIE Inspection**  **(June 2025)** | |
| **1.3 Leadership of Change** | **4 – good** | **4-good** | |
| **2.3 Learning, Teaching and Assessment** | **4 – good** | **4-good** | |
| **3.1 Ensuring Wellbeing, equity and inclusion** | **4 - good** | **4 - good** | |
| **3.2 Raising attainment and achievement** | **4 – good** | **4-good** | |
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