

Mountfleurie Primary and Nursery School

**Standards and Quality Report
Achieving Excellence and Equity**

Context

<p>Setting/School Roll (including ELC/ASC)</p> <ul style="list-style-type: none"> • Can also include number of classes • Can also include ELC sessions offered • May include specific cohorts relevant to your context eg Care experiences, EAL etc 	<p>Mountfleurie Primary has 298 children in P1 – P7 across 11 classes. Our Nursery has 59 children across two playrooms and our under 3 provision has 15 children in one playroom.</p> <p>Nursery provision is 9am – 3pm with children having the opportunity to be in all day, term time.</p> <p>The profile of the school is made up of: Care experienced: 1.3% ASN: 21.4% EAL: 3.7% Armed Forces: 2% Young Carers: 4%</p> <p>Values: Safe, Ready and Respectful</p>						
FME	34.9%						
SIMD Profile for establishment	4.5						
Attendance (%)	<table border="1"> <tr> <td>Overall</td> <td>89.94%</td> <td>Authorised</td> <td>3.92%</td> <td>Unauthorised</td> <td>6.12%</td> </tr> </table>	Overall	89.94%	Authorised	3.92%	Unauthorised	6.12%
Overall	89.94%	Authorised	3.92%	Unauthorised	6.12%		
Exclusion (%)	1.3%						
Attainment Scotland Fund Allocation (PEF and SAC)	£112,700						
Cost of the school day statement	<p>Mountfleurie Primary School recognise the need to reduce the Cost of the School Day for all our children and particularly for our children who are already experiencing poverty.</p> <p>We look closely at the school day through uniform, trips, eating, home learning, after school clubs and the community around us. We have a breakfast club every morning (after 9am) which is funded by Stephen’s the Bakers (this has now been funded for the past 4 years). We have a pre-loved school uniform rail where parents can pick up clothes for free. In recent years, we have sought funding from Cash for Kids and Dynamic Earth to provide school trips for a minimal cost to families. We provide free after school clubs available to all children from Primary 1 – Primary 7.</p> <p>We strive to make coming to school affordable for all through making things accessible for all. We actively seek out funding opportunities to allow some of our most vulnerable children to be included.</p>						

Improvement Priority Session 2023 – 2024

Priority 1 – Raising attainment in Numeracy through conceptual understanding

Directorate Improvement Plan (delete as necessary)

Achievement
Positive Destinations

HGIOS 4 Quality Indicators

1.2 Leadership of learning
1.3 Leadership of change
2.2 Curriculum
2.3 Learning, teaching and assessment
3.2 Raising Attainment and Achievement
3.3 increase creativity and employability

Has this priority been:
(please highlight)

Fully
Achieved

Partially
achieved

Continued into
next session

X

Progress:

All teaching staff are using Numeracy overviews and progression pyramids to plan. Almost all teachers are also using the records of understanding to track progress for a more consistent and progressive approach across the school.

A variety of baseline assessments were used across the school: P1 BASE; P2-P6 Maths Assessments for Learning and Teaching (MALTs); and NSAs for P7s. This, alongside other assessment methods allowed all staff to create informed next steps around planning, whole school approaches and in identifying focus groups of individual children for interventions.

Baseline assessment data supported the Numeracy Working Party to prioritise improving learner's confidence in using number with the four operations as a key development need. Focus groups of staff also revealed there was a need to further training in conceptual numeracy.

Consistent approaches to using BigMaths across all classes from P2-P7 was agreed. A planning progression was created to be used across P1-P7 and a range of planning tools and resources to support were made available on a shared OneDrive.

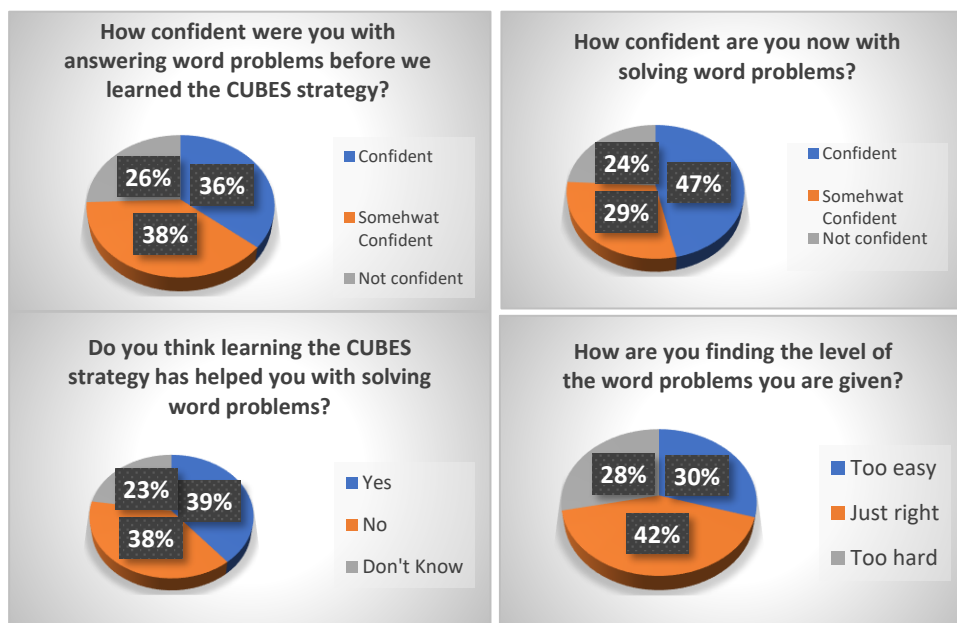
While focusing on improving 'counting' and 'learn it' strands of Big Maths all classes spent 15 minutes from Monday – Thursday using the BigMaths approach, supported by interactive whiteboard teaching resources. Almost all children had access to this during the school week and the majority of these children reported that they enjoy this time and feels it helps them to understand maths more.

A consistent approach to solving numeracy word problems was agreed and we used the CUBES strategy to support. All classes from P3-P7 used Maths+ from Heinemann as the main resource with the expectation to have a weekly lesson focused on using the number skills and operations learned in the week related to contexts as word problems.

A 'Working with Numeracy Word Problems' survey was completed with all P3-P7 learners in November 2023, after an initial 6 week input:

- 74% of our learners felt they were already somewhat confident answering word problems.
- Of the 74%, only 36% of those were confident while the other 38% were only somewhat confident.

- After an initial 6 week input we saw a substantial shift with 11% of those somewhat learners now more confident.
- Instantly we recognised we still had around 25% of learners who didn't think using the CUBES strategy had helped them.
- 39% of learners felt that the CUBES strategy was effective, with others unsure or not using/needing the strategies.
- 42% of learners found the word problems were set to provide appropriate challenge
- 32% of learners found the word problems not challenging enough
- While 26% found the word problems too challenging.



This survey allowed the working party and SLT to gain more of an insight into the views of children when solving number problems. This helped to shape the next steps. This survey is due to be carried out again in June 2024.

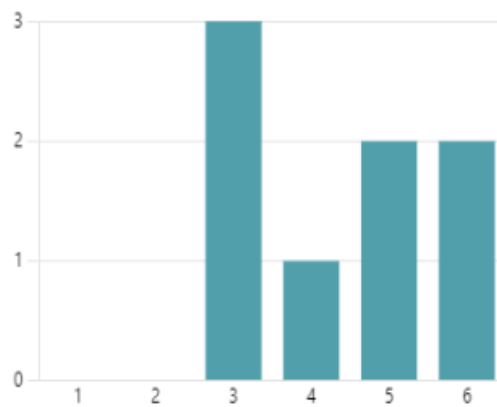
A staff survey on the effectiveness of MALTs and BigMaths was undertaken in January 2024.

3. How effective have you found using the MaLTs with the pupils in your classroom/ classrooms?

- 1- not effective at all
- 2- somewhat ineffective
- 3- neither effective nor ineffective
- 4- somewhat effective
- 5- highly effective
- 6- Not applicable

[More Details](#)

4.38
Average Rating

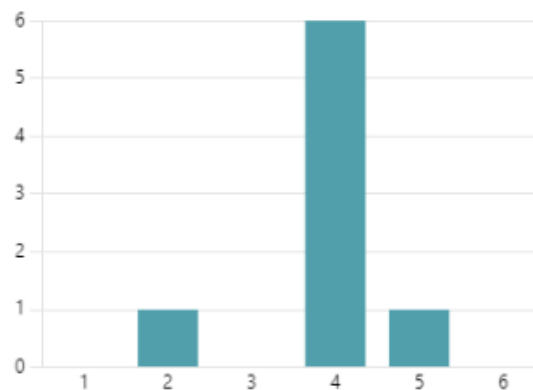


1. How effective have you found using Big Maths in your classroom?

- 1 - not effective at all
- 2- somewhat ineffective
- 3- neither effective nor ineffective
- 4- somewhat effective
- 5- highly effective
- 6- Not applicable

[More Details](#)

3.88
Average Rating



Almost all staff working with the MALTs found they had a positive impact on their practice. Staff were able to use the data from the MALTs to identify gaps in learning and key themes to support targeted interventions.

All teaching staff commented on the diagnostic aspect of the MALTs being very effective as it helped them understand any learner misconceptions, however, the assessments were time consuming to mark. This will be accounted for next session.

Lynne Graham (Levenmouth Cluster PT – Numeracy) delivered Conceptual Understanding in Numeracy training to all staff at a curriculum development twilight in September. Lynne worked with the Numeracy Working Party to develop teacher confidence in teaching number, and also led an in-service input for PSAs on mental maths activities.

Lynne worked in partnership with Andy Cargill (DHT) to plan intervention groups for P7 and P4 children identified as FME and SIMD 1 or 2 who were between 6 and 12 months behind with Numeracy. Groups were created using a triangulation of evidence from progress and attainment meetings, teacher judgement, and assessment data.

Class visits were completed in September, February and March with a Numeracy focus. High quality feedback was given on the first two visits to ensure progress and next steps were measurable and realistic. The third visit was the Learning Partnership visit, where noticeable improvements had been made.

The whole school are again taking part in the Fife STEM Sustainability Festival in June 2024. Building upon the success of last year's STEM ambassador visits from parents/carers from within our community, this year we are going to be focusing on how Numeracy plays an important part in our STEM ambassador's jobs.

Impact:

Almost all class teachers modelled good language of learning and correct numeracy terminology. Numeracy displays linked with current and relevant learning in almost all classes and there was evidence on a focus in Numeracy in all classes.

All teachers are working with the school jotter expectations and are regularly having learning conversations with the children around these. This is resulting in most children reporting back through focus groups that they know their next steps in Numeracy and what they have to do to get there. The feedback from our learning partnership visit was very positive around clear jotter expectations and noted that almost all children know about these.

The BigMaths approaches have had an impact on improving children's recall of number facts and applying these to problems involving the four operations. Most children who are on track have reported through focus groups that these approaches have helped them.

Almost all teachers are feeling more confident in using conceptual numeracy approaches and are more confident in challenging misconceptions with their learners. As a result of this, most learners are further developing their skills in explaining their thinking when using maths processes.

Baseline assessments and other assessment evidence have been used effectively to identify those learners with gaps in their learning. All teachers have planned with SLT and

SfL to address these needs and gaps in learning. Almost all children have made progress due to this, with 85% of identified learners gaining between 4 and 6 months.

There is clear evidence that the Improvement Priority of Numeracy is having an impact on children's knowledge about number. Further assessment is to be completed in June 2024 to calculate value added.

Planned intervention groups with Cluster PT Numeracy had a positive impact on almost all learners. All children improved their scores from baseline assessments by at least 12 marks and almost all learners have transferred their new confidence in applying skills in fractions, decimals and percentages, to their class work.

There was impact on Numeracy attainment in Primary 7. It increased from 52% to 62%. P4 Numeracy has also increased from 65% to 76%.

Next Steps:

- Whole staff training in using the Numeracy Progression Pyramids more effectively to make effective use of the progressions and make sound assessment judgements when working within a level.
- Numeracy planning policy to be created. Draft to be shared with all staff and feedback sought.
- Continued focus on further developing Conceptual Numeracy in Maths approach across the whole school. Whole school to continue with a 15 minute daily number input using approaches such as magic number, spider maths, investigate a number, and flexible numbers.
- Primaries 4 – 7 to continue using the Word Problems and CUBES strategy once per week. Provide more opportunities for differentiation for groups and individuals to meet the needs of all learners.
- Working party to create clear guidelines and expectations for using Heinemann Word Problems resources.
- Pupils in P2-P4 will continue to further develop working with word problems, however, their approach will have a greater focus on being flexible with numbers and using a variety of strategies to support.
- All classes are very well resourced with maths concrete materials, staff would like more opportunities to share ideas and have training in how to use some resources more effectively.
- DHT and SLT to build opportunities into the yearly calendar for themed rich-task weeks each term. Topics such as money and budgeting, shape, and measure have all been proposed to promote more opportunities for whole school context driven approaches to learning.
- Increased focus and opportunities for DYW and links to Numeracy. Rebecca Lonie (class teacher) to lead a DYW pupil group that will look to setup a YouTube channel to highlight and promote potential careers and job to our learners.
- DHT to provide opportunities for learners going 'above and beyond' in their Numeracy and Maths learning to be recognised.

Improvement Priority Session 2023 – 2024

Priority 1 – Raising attainment in Reading from Nursery – Primary 7

<p><u>Directorate Improvement Plan (delete as necessary)</u></p> <p>Achievement Positive Destinations</p>	<p><u>HGIOS 4 Quality Indicators</u></p> <p>1.2 Leadership of learning 1.3 Leadership of change 2.2 Curriculum 2.3 Learning, teaching and assessment 3.2 Raising Attainment and Achievement 3.3 increase creativity and employability</p>
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Has this priority been: (please highlight)	Fully Achieved		Partially achieved	X	Continued into next session	X
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Progress:

The reading policy has been updated with CfE and Assessment information added. This will be shared again in August 2024 to ensure there is a consistent approach and implementation across the school.

The Reading Schools Award action plan has been submitted and the reading working party are now beginning to gather the relevant evidence needed to progress with the award. A reading nook in the school foyer was developed and created for children to use.

Professional dialogue around the attainment of a level and universal, additional and intensive support required in class have allowed teachers to be more confident in their professional judgement.

The reading café started at the beginning of the year (Jan '24) and has continued throughout term 3 and 4. Different stages throughout the school have been given the opportunity to attend.

Links with partners have been strong where the school have linked with the library service and librarians have visited school and gifted book bags to the children in Primary 1. An author and illustrator input during Book Week Scotland allowed reading to be celebrated and for the children to get the opportunity to ask questions and find out more. The School celebrated World Book Day and the children all engaged with reading activities that week. Primary 3 had a budget for buying some books from the charity shop. They linked this in with the world of work and Numeracy. These books were purchased for their own class library. The class shared their purchases with the rest of the school.

All teaching staff are following the Workshop for Literacy Pyramids and all staff are using aspects of the WfL approach. Within this, there is a consistent approach across the school where all staff are using the WfL common words lists.

Training through Education Scotland has allowed some staff to gain a deeper knowledge and understanding of teaching reading in the early years.

A development night on universal and additional supports in reading allowed staff to explore further what they can be providing in class.

Assessment overview completed and all staff aware of assessments to be used to be confident in their professional judgement.

Impact:

Through the implementation of the reading schools award, almost all children have reported that they enjoy reading their books more. Through pupil focus groups and staff feedback, almost all children are now able to discuss texts independently in class and there is an increased confidence in this from Primary 4 – Primary 7.

Through the creation of the reading nook, there is an increased number of children reading for enjoyment at break and lunch times, and also when waiting for parents to collect them. Some children are choosing to read in the nook when staying in for break or lunch times.

Through curriculum development sessions throughout the year, teachers have raised the profile of reading in class. All teachers have engaged in development in order to provide high quality teaching and learning. Paired reading has been very successful and all children have fed back that they have enjoyed this and that it has helped to increase their confidence in reading.

The reading café has allowed children to have a quiet space to read during break and lunch times. The café has been at full capacity since starting and has engaged children from Primary 4 – Primary 7. All children who have attended this have said that they have enjoyed the quiet time to read and reflect on what they have done.

Feedback from a sample of children who were involved in the librarian and author/illustrator visits said that the experience was positive and made them think about how they can use books more in class.

The consistent use of WfL documentation and common words have allowed all staff to be consistent in their approach to the planning and teaching of reading. This session, the attainment in reading has been good with Primary 1 and Primary 4 cohorts meeting their stretch targets.

Next Steps:

- Reading Schools Award – evidence to be uploaded
- Continue to work through the reading schools action plan and implement in class
- Paired reading to continue, expanding throughout all stages of the school
- Further opportunities for sharing books across the whole school
- Reading café to continue and to ensure the impact of this is clear
- Reading outside – a reading area to be created by the children outside
- Further training opportunities to be found regarding reading for enjoyment and the teaching of reading. WfL offer to be cascaded to all teaching staff
- Reading policy to be re-shared in August with updates highlighted to staff
- Working with partners – through open days/afternoons we will engage with partners and parents/carers to raise the profile of reading and to allow parents/carers to be confident when reading at home with their child.
- Continue to evaluate universal and additional supports for reading in classes. Ensure supports available are consistent and available across the school.
- Agreed assessment strategies and how these will be used. Information to be gathered at set times throughout the year.

Attainment of Children and Young People (Primary and Secondary)

Stage	Listening and Talking	Reading	Writing	Numeracy
	Actual	Actual	Actual	Actual
P1	81.8%	81.8%	79.5%	84%
P4	80%	76%	69.5%	76%
P7	67%	62%	46%	62%

Overall Attainment for 2023 - 2024

	Literacy		Numeracy	
	Stretch	Actual	Stretch	Actual
P1	77%	79.5%	84%	84%
P4	67%	69.5%	76%	76%
P7	74%	46%	74%	62%

Evaluative statement of attainment over time.

Almost all children in Primary 1 and Primary 4 are making very good progress from their prior levels of attainment in Literacy and English.

By the end of Primary 1 most children have achieved early level in reading, writing and talking and listening. Attainment in all organisers in Literacy and English have increased in comparison to last year. By the end of Primary 1 most children have achieved early level in Numeracy. Primary 1 have met their stretch target for Literacy and Numeracy.

By the end of Primary 4, most children have achieved first level in reading, writing and talking and listening. Attainment in Primary 4 has increased in Reading, decreased slightly in Listening and Talking and decreased by 7% in writing, however, Primary 4 have met their stretch target for Literacy. By the end of Primary 4, most children have achieved first level in Numeracy. Primary 4 have met their stretch target in Numeracy.

By the end of Primary 7 less than half of the children have attained second level in Literacy and English. By the end of Primary 7, a majority of children have achieved second level in Numeracy. Primary 7 have not met their stretch target in Literacy and English or Numeracy.

Overall, attainment in Literacy and English is good. Most children have achieved expected CfE levels at early level. Most children have achieved expected levels of attainment at first level and less than half have achieved expected levels of attainment at second level.

Evidence of significant wider achievements

There has been a wide variety of wider achievement opportunities across the ELC/School this session. All opportunities have developed a range of skills linked to the 4 capacities: Effective Contributor, Successful Learner, Responsible Citizens and Confident Individuals. Many of these wider achievements have linked closely to our school values; safe, ready and respectful.

Here is a list of achievements across the school:

	Event	Class
September 2023	School Captain Speeches	Primary 7
	Sponsored Walk for end of year trip	Primary 7
	Cluster League Football, Netball and Basketball Round 1	Primary 5 - Primary 7
October 2023	Junior Leader Training	Primary 7
	Community Glee Choir with Mary Bradford	Primary 3 – Primary 7
November 2023	Remembrance Day Service for parents and community	Primary 6
	Rota Kids meet Rotary representative	Primary 1 – Primary 7
	Cluster League Football, Netball and Basketball Round 2	Primary 5 - Primary 7
December 2023	Christmas Show for parents and community	Primary 1 – Primary 7
	Leven Christmas light switch on	Primary 1 – Primary 7
	Rota Kids collection for Levenmouth Foodbank	Primary 1 – Primary 7
	Christmas Fayre for the community	Nursery – Primary 7
January 2024	Primary 6 trip to the Foodbank	Primary 6
	Burns Supper with grandparents	Primary 7
February 2024	Young Carers Assembly	Primary 1 – Primary 7
	Safer Internet Information Session	Primary 1 - Primary 7
	Primary 6/7 trip to the Foodbank	Primary 6/7
March 2024	World book Day celebrations	Nursery – Primary 7
	Comic Relief – Work done in classes in relation to this	Primary 1 – Primary 7
	Primary 7 trip to the Foodbank	Primary 7
April 2024	Ramadan celebrations	Nursery
May 2024	Residential Trip to Crieff	Primary 7
	After school Drama Club Show	Primary 1- Primary 7
	Sports Day	Nursery – Primary 7
June 2024	Fife STEM festival	Nursery – Primary 7
	Music concert	Primary 6 and Primary 7
	Head boy and girl and staff member to the opening of the railway in Leven	Primary 7 pupils
	Primary 6 pupils to the railway opening day for the cluster schools to attend	Primary 6 pupils

As part of our weekly assembly focus, as a school we celebrate and recognise wider achievements every week

These have been shared throughout the session through social media, Seesaw, the school website and the school app. These are all celebrated through positive postcards home, good news phone calls and inspiring individuals in assembly. We take great pride in celebrating all achievements.

**Learning Partnership/Extended Learning Partnership/Subject Review/3.1
Review/DAS Review Strengths and Areas for Improvement**

Strengths identified in School:

- ✓ Almost all class teachers modelled good language of learning and mathematical language. There was consistency in the teaching model and structure in all classes.
- ✓ Feedback during lessons linked to learning in almost all classes. This was particularly effective with the use of self-assessment, the use of 2* and a wish and traffic lights in Numeracy
- ✓ All learning environments were well organised. Displays linked with current and relevant learning in all classes and there was evidence of Numeracy and Maths to support learning
- ✓ All staff made good links to prior learning and next steps
- ✓ In all classes all children were settled and engaged in learning
- ✓ All staff showed nurturing relationships and a nurturing ethos was evident across the school
- ✓ All children engaged in learning activities
- ✓ 5-part model was used in all classes.
- ✓ Learning intentions were visible and clear in all classes
- ✓ Success criteria was co-created in almost all classes
- ✓ Relationships between staff and children and children and children were positive, with additional adults being used well
- ✓ The impact of additional after school clubs has increased pupil participation, with 95% of all pupils accessing these since August 2023
- ✓ Data has been used to identify cohorts of children to increase attainment in Numeracy and Maths
- ✓ On track pupil focus groups were able to answer questions according to the level they have achieved
- ✓ Digital technology was used in all classes to support learning
- ✓ Pupil focus groups were able to talk about a variety of strategies they use in Numeracy and Maths in class
- ✓ There is clear evidence that the Improvement Priority of Numeracy and Maths is having an impact on children's knowledge and understanding
- ✓ Pupil focus groups talked positively about celebrating success and the impact this has on their wellbeing
- ✓ Pupil leadership groups were able to talk about how they lead in school and the skills that they use to do this
- ✓ A few staff have taken on leadership roles and the impact of this has been evident through school improvement and attainment

Strengths identified in ELC:

- ✓ Positive relationships identified between children and children, and children and staff
- ✓ All children were engaged in meaningful play
- ✓ All staff were responsive to the needs of the children
- ✓ All staff were sensitively supporting children and extending play through open ended questions
- ✓ Staff have worked hard to create inviting and well-resourced spaces within the rooms

- ✓ High quality interactions observed between almost all staff and children
- ✓ Areas available to meet the needs of children with ASN – e.g. quiet spaces and sign along used
- ✓ All staff spoke confidently about the journey they have been on

Strengths identified in Playroom:

- ✓ All staff were very nurturing and responsive to the needs of all children
- ✓ All interactions were appropriate and all children were fully engaged
- ✓ All staff engaged in quality interactions
- ✓ All children were settled and engaged in play
- ✓ Staff were observed dealing with challenging situations sensitively
- ✓ Staff have worked hard to create a welcoming, homely environment

Areas for Improvement/Planned Next Steps in School:

- ✓ Continue to work on digital learning and how this can be used to enhance learning, rather than just support learning
- ✓ Continue to provide Professional Learning to support the delivery of high-quality teaching of Numeracy and Maths
- ✓ Continue to work on the pace of learning and ensuring that the lessons are pitched at the correct level
- ✓ Continue to develop the work already started on jotters and feedback given to children
- ✓ Ensure written feedback supports next steps in learning and that self and peer assessment is acted upon in all classes

Areas for Improvement/Planned Next Steps in ELC and Playroom:

- ✓ Continue to work on daily responsive planning – although observations are being recorded, there needs to be more emphasis on skills and evaluating learning to ensure next steps are appropriate
- ✓ To further develop Learning walls to ensure a child-centred approach to involve children leading their own learning
- ✓ To consider if planning can be made more visual for parents
- ✓ For digital technology to be embedded throughout all areas of the nursery

Consultation with Stakeholders

All parents/carers had the opportunity to feedback on improvement priority work and what this looks like moving into next session (please see below).

8. We are now looking at our improvement priorities for next session and would like your feedback. Please click on the priorities you feel the school should be working on:

● Reading	26
● Numeracy	22
● Outdoor Learning	37
● Writing	18
● Other	6



9. As part of our Pupil Equity Fund (PEF) this year, we have used the funding for:

- additional teachers to raise attainment
- to fund SMART TVs for almost all classrooms
- Additional resources for classrooms e.g. digital technology
- to fund SeeSaw in all classes
- to fund the School App
- to fund Maths Assessments

Please click on the the PEF interventions you feel would be beneficial for next session:

● Additional Staff to help raise att...	44
● Continue to fund further Digital ...	31
● SeeSaw	20
● School App	8
● Other	1



Parentwise was very positive with 131 responses.

Pupil leadership groups have been consulted and the pupilwise survey was also very positive.

Over 85% of parents feel that they are welcome in school and nursery, that their child feels safe and that the school provides regular information. Over 80% of parents feel that the school and nursery recognises their child's achievements within and outwith school.

How is SQR, IP and PEF Plan shared with stakeholders?

In September 2023 the School Improvement Plan and Standards and Quality Report were shared with all parents/carers through our school app and the priorities shared through a SWAY/newsletter. Updates on this alongside Learning Partnership visits, Care Inspectorate visits and any other external scrutiny are shared through the school app.

Updates are given at parent council meetings and the minutes for these are shared with the wider school community.

PEF Evaluation/Impact

Targeted Interventions

- Raise attainment in writing in Primary 4 and Primary 7
- Raise attainment in Numeracy
- Raise attainment in Reading

Progress:Raise attainment in writing in Primary 4 and Primary 7

Raising attainment teachers were allocated for the first two terms to Primary 6 and 7. The classes were set and split into 5 groups according to attainment. Every week the children split into their allocated groups to completed extended pieces of writing and work on tools for writing.

An additional teacher worked with small groups from Primary 4 on spelling and sentence structure.

Raise attainment in Numeracy

Heinamen Word problem books were purchased for all staff to use. A plan was agreed for the use of these in classes.

Professional learning has also taken place through the use of the cluster PT which has linked in with this priority.

The purchase of SUMDOG has also been used to help raise attainment.

MALT assessments were purchased and used as a baseline assessment to give rich data for all stages.

Raise attainment in Reading

Books have been bought in consultation with the children and staff in school.

Other work for this priority links into what has been done through the SIP.

Impact:Raise attainment in writing in Primary 4 and Primary 7

Through setting writing in Primary 6 and 7 the writing attainment increased to 75% in Primary 6 and increased to 46% in Primary 7. A majority of children in Primary 6 are now on track and although less than half are on track in Primary 7, this is an increase in predictions.

Through setting the children in attainment groups, the staff reported that they felt they were able to identify gaps in learning and implement teaching quicker. All staff who did this said that they felt it was positive for staff and children.

Primary 4 writing increased to 70% with a group of 6 identified children who were not on track able to achieve the expected level. All staff working with these children said that they short and regular interventions allowed the children to make significant progress.

Raise attainment in Numeracy

Almost all staff working with the MALTs found they had a positive impact on their practice. Staff were able to use the data from the MALTs to identify gaps in learning and key themes to support targeted interventions.

All teaching staff commented on the diagnostic aspect of the MALTs being very effective as it helped them understand any learner misconceptions, however, the assessments were time consuming to mark. This will be accounted for next session.

All staff reported that the use of word problems was having apposite impact on learners and their ability to work problems out in a variety of contexts. Numeracy attainment increased to 63% in Primary 7 and 81% in Primary 4, with Primary 4 meeting their stretch target.

Raise attainment in Reading

Most of the improvement work on reading was completed through the SIP. Books were purchased through PEF money alongside reading nooks for all classes. The impact this has had on children is very positive. There has been an increase in reading for enjoyment across most classes with a majority of children in each class choosing to read when they have completed set tasks.

School/Setting Name: Mountfleurie Primary School

NIF Quality Indicators (HGIOS 4) School Self- Evaluation				
Quality Indicator	2021-2022	2022-2023	2023-2024	Inspection Evaluation <i>(since August 2023)</i>
1.3 Leadership of change	Good	Good	Very Good	
2.3 Learning, teaching and assessment	Good	Good	Good	
3.1 Ensuring wellbeing, equity and inclusion	Good	Good	Very Good	
3.2 Raising attainment and achievement	Good	Good	Good	

NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)				
Quality Indicator	2021-2022	2022-2023	2023-2024	Inspection Evaluation <i>(since August 2023)</i>
1.3 Leadership of change	Good	Very Good	Very Good	

2.3 Learning, teaching and assessment	Good	Good	Good	
3.1 Ensuring wellbeing, equity and inclusion	Good	Good	Very Good	
3.2 Securing children's progress	Good	Good	Good	

Care Inspectorate (within last 3 years)	Grade (if applicable)		
	2022-2023	2023-2024	
How good is our care, play and learning?	Good		
How good is our setting?	Good		
How good is our leadership?	Very Good		
How good is our staff team?	Good		

Headteacher: Laura Burel (who completed SQR)

