

MEIGLE PRIMARY SCHOOL

“Our goal is to provide the knowledge, skills and mindset to succeed, thrive and then take on the world.”



Standards and Quality Report 2024-2025

The purpose of this report is to share information on the impact that school improvement actions have had on pupils' learning and progress over the course of this session. Using "How Good is Our School 4?" (Education Scotland 2015) our self-evaluation grades for key quality indicators are shown below.

Quality Indicator	Evaluation
1.3 Leadership of Change	Good
2.3 Learning, Teaching and Assessment:	Good
3.1 Ensuring Wellbeing, Equality and Inclusion	Very Good
3.2 Raising Attainment and Achievement:	Good

Progress on Priorities

Our priority areas for session 24-25 were to create a reading culture driven by pupils, which would result in an increase in reading attainment and to raise attainment in numeracy and mathematics across the school. Good progress has been made towards our overall aims. Our progress against these priorities help inform next session's Quality Improvement Plan. This report is evaluative and reflective of the various educational experiences over the last academic session and was produced in consultation with staff, parents and pupils.

Miss Rachel Cross (Headteacher)

1 June 2025

LEADERSHIP

There is a strong sense of community and teamwork across the staff team. Led very ably by the headteacher and principal teacher, staff work collaboratively with a shared aim of improving the learning experiences and outcomes for all children. All staff place children at the centre of their practice. They value the individual skills and talents of children and effectively elevate children's voices throughout the school.

All staff have worked with children and the community to develop and embed 'The Meigle Promise'. This incorporates the school's vision and values with a focus on 'knowledge, skills and mindset'. Staff skilfully embed the values in the work and life of the school. This results in children, staff and parents having a shared understanding of 'pride, resilience, opportunities, motivation, independence, safety and effort'. Staff use this very well to create an environment that supports children's wellbeing and achievement. Children and parents speak knowledgeably about how staff's focus on these values has impacted positively on the life of the school. Parents appreciate this shared language and feel children speak articulately about the values, giving examples of their relevance to the school community.

Leadership at all levels is promoted with staff taking a collective responsibility for improving the school. Staff have used professional toolkits to improve learning environments and set the conditions for children to develop readiness for learning. The continued use of our 'Learning Ladder' has strengthened the focus on children understanding more clearly how they can improve as a learner. Collegiate sessions are purposeful and are focused on meeting our improvement priorities. Teaching staff regularly reflect on and show commitment to their professional values, as embedded in the GTCS standards. The Local Management Group in Blairgowrie have organised events and surveys with a focus on our shared priority to improve learning, teaching and assessment approaches. Support staff have benefited from a wide range of local authority training to understand distressed behaviour and the impact of trauma.

This session our learners have actively taken on leadership of planning and delivering extra-curricular clubs at lunchtime. Through an application process to the SLT, we have extended our invites to learners from across the school to lead on clubs this session. Our P7 pupils all completed Playground Leader training with Active Schools and were presented with certificates.

Partnerships with families are very positive. Our Parent Council actively supports the school in hosting regular termly meetings. They have been the driving force for successful fundraising and social events this year. Working with our Community Learning Assistant, some pupils and parents refreshed our library space and have developed the outdoor bug garden area this session. Our recently reviewed Curriculum Rationale is represented visually thanks to the hard work and digital skills of one parent in particular. We are very proud of this.

Our progress in Leadership of Change this year is good.

ATTENDANCE

Overall, our attendance is above the local authority and national attendance figures. Attendance figures also sit consistently above comparator schools. The headteacher adheres to local authority policy and guidance on attendance and monitors this closely to identify any negative patterns.

	June 2023	June 2024	June 2025
Attendance	94.4%	93.0%	94.5%

ATTAINMENT

When tracking the progress that children make, we use CFE levels. Typically, Early Level covers Nursery and P1, First Level will cover P2 – P4, and Second Level will be P5-P7. We currently record attainment levels for Literacy and Numeracy. When considering the statistics, it is important to remember that the figures reported refer to a stage and the specific group of children who make up that stage.

There are currently no learners in **Primary 1**.

In **Primary 4** the majority of the pupils are on track to achieve First Level in Literacy and Numeracy.

In **Primary 7**, the majority of our pupils are on track to achieve Second Level in Literacy and most are on track to achieve Second Level in Numeracy.

All being 100% Almost All being 91-99% Most being 76-90%
Majority being 51-75% Less (or fewer) than half being 16-50% A few being up to 15%

The school has welcomed a number of children from other schools at different stages. These children are making accelerated progress from previous levels of attainment, helping them to close gaps in learning. Most children who have been at the school since P1 are on track to achieve expected levels of attainment in both literacy and numeracy. Pupil Equity Funding has allowed us to staff and resource a daily Nurture Group which has had positive outcomes for all those who participated.

ACHIEVEMENT

Our school has explicitly adopted a child rights approach based on the United Nations Convention on the Rights of the Child and has embedded it in school policy, practice and culture. This saw us achieve Gold status of the Rights Respecting Schools Award in December 2024. In January 2025, we achieved the Silver Sport Scotland Award. This recognises our commitment to continuous improvement in school sport and physical activity. As a school community, working together, we received £100.00 from 'Pounds for Primaries'. We have continued success this session in organising shared events with our sister school, Kettins Primary School that celebrate our mutual school values. We had a fantastic joint Carol Service with Kettins and a shared Sports Day at Victory Park which was supported by Active Schools and our Community Link Worker.

Our progress in Raising Attainment and Achievement has been good this session.

Our progress in Ensuring Wellbeing, Equality and Inclusion was very good this session.

LEARNING

Children and staff work very well together in a climate of respectful relationships. Staff have developed well-organised classrooms and learning spaces. Teachers use consistent lesson structures, visual prompts and key terminology to help children talk with increasing confidence about their learning. The principal teacher is a strong role model for others in her practice in this area. Staff use nurturing approaches effectively across the school to create a positive and productive learning environment. Teachers continue to develop clear expectations of classroom practice and in almost all lessons, most children participate well and are engaged in class and group discussions. Most children work independently, in pairs and in group activities successfully.

A quality assurance programme is in place to monitor learning and teaching across subject areas. Class visits this session have monitored appropriate pace and challenge in Literacy and Numeracy. Sampling work and tracking pupils' attainment over time ensures progress is celebrated.

Both classes enjoyed taking part in workshops delivered by St Andrews First Aid, UHI STEM and Professor Potato which enhanced interdisciplinary learning. P1-4 participated in a Generation Science workshop on Day and Night. Rookie Rockstars workshops brought energy and excitement and gave all pupils the opportunity to work with a professional musician and singer to learn original songs and perform in a concert. The whole school joined in Tartan Tuesday which celebrated our love for Scots language and gave everyone the chance to try haggis. We were very proud to show off our Scottish Dancing when First Minister, John Swinney, visited Meigle; he said our timing was perfect. During 'Values Fortnight', all pupils enjoyed a visit from PC Tarbet and local minister Tim Podger who both shared how our school values link to their roles in our community. In developing skills for life, our P6&7 pupils have embraced intergenerational learning visiting Meigle care home and P1-4 benefited from parent led workshops on Scientific experiments and the resilience needed to run a business. Pupils are actively involved in areas of planning their learning and in considering opportunities for achievement.

Our progress in Learning and Teaching has been good this session.

Improvement Priorities for 2025-26

The outcomes that we will be focusing on achieving in the next academic year are:

- **Reading - sustain a culture of reading to raise attainment and achieve a Reading School status**
- **Numeracy - raise whole school attainment in numeracy through a focus on pace and challenge**
- **Nurturing Relationships – participate in Phase 4 PKC training**

- **LMG priority-** Year 2 of a 3-year focus on sharing good practice in the moderation of Learning, Teaching, Moderation and Assessment. In 2025-26, all relevant staff across the LMG will focus on the seven features of highly effective learning and teaching.

The full Quality Improvement Plan is available on request at the school office from 18 August 2025.